



TESIS DOCTORAL

Aprendizaje de la segunda lengua
deductiva e inductivamente

Paloma Hernández Feijóo

Departamento de Didáctica de las Ciencias Sociales, de las Lenguas y las
Literaturas

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Presentada por Paloma Hernández Feijóo

**Departamento de Didáctica de las Ciencias Sociales, las
Lenguas y las Literaturas**

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Learning the Second Language Deductively and Inductively

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Learning the Second Language Deductively and Inductively

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ABSTRACT

This Project is about the Second Language Learning having into account two approaches: the Deductive and the Inductive Approach.

In this investigation, we are going to pay attention to the differences and similarities that exist in the Second Language Learning that are very different in our own language (in this case, individuals whose First Language is Spanish and they are learning English) and the differences and similarities that exist in the Second Language learning when this is very similar to our Mother Tongue (in this case, individuals whose First Language is Spanish and they are learning Portuguese).

In order to do so, I am going to first start this study looking at the different theoretical bases that have supported the Language Development (not just the acquisition and learning of the Mother Tongue, but also the acquisition and learning of the Target Language) through the time and the study of the acquisition and learning of them. Those theories are Conductism, Cognitivism, Constructivism e Interaccionism. Any of them has their contributions in the Development of the First Language and Second Language.

In this investigation we will also pay attention to other concepts related to the acquisition and learning of the Target Language as interlanguage, fossilization, transfer or languages (positive and negative), transfer of training, linguistic neighborhood.

One of the aims of this investigation is to consider that the type of methodology that teachers and researchers should use to learn and teach a Foreign Language depending on the linguistic differences and similarities and socio-cultural differences and similarities related to your own language. Due to the fact of that I will consider the different theories that support the explicit and implicit approach in the Second Language Teaching (Conscious/Unconscious) depending on the differences and similarities taking into account the First Language.

When learning a L2 different from a L1, learners have to accept the language as a whole, not just the interlanguage component. When they acquire some level of competence, the two languages must co-exist. The issue is that when the L2 is different to L1 they co-exist but they are separate and they are not integrated. In other words, pronunciation, vocabulary and grammar are not integrated. To successfully learn L2 requires the L2 learner to often preclude the L1 structure from the L2 learning process, if the structures, if the structures of the two languages are distinctly different.

On the other hand, when the L2 is similar to L1, the learner will be more likely to reach a native speaker level in the future. It is because the users access easily to their Universal Grammar or may be because there is no negative L1 interference, so that the L2 user does not have to waste that much concentration when learning the L2. Carroll (1964) argues that the circumstances of learning a second language are like those of a mother tongue. Sometimes there are interferences and occasionally responses from one language system will intrude into speech in the other language. It appears that learning is most successful when the situations in which the two languages (L1 and L2) are learned, are kept as distinct as possible (Faerch and Kasper, 1983).

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The communicative competence comprises language activity, and the language activity required to perform communicative acts always occur in a context that imposes conditions and constraints of many different kinds. The concept “use of the language” corresponds, in general, to a deductive orientation and the teaching tools must include grammar and analysis of texts. On the other hand, the concept of “communicative system” responds to an inductive orientation and the tools provided are the text, the sociolinguistic issues and the practice of speech. Consequently, learning a L2 that is similar or different to L1 we should use both, deductive and inductive approaches.

Other aspects to consider are the distinction between formal and informal environments in language learning. In this research we are just going to focalize into the formal context in which the pupils have learned, although I will take notes of those pupils that have learned those two languages in a more informal context because of having a foreign member in the family, having participated in interchanges with foreign pupils and their families or having practicing outside the school and other formal contexts (for instance, the free practice of the language during their vacations).

First of all, I will attend to the Deductive and Inductive approach to the grammar study in those two languages (English and Portuguese). The reason of this choice is to know the preferences of those pupils in their language learning, due to the fact that in the Foreign Language class, we might find pupils with different likes. I will verify which is the best technique to teach a Foreign Language that has no resemblance with the First Language (conscience: understanding of the Second Language with aide of the grammar teaching) and a Foreign Language that has resemblance with the First Language (unconscience: understanding of the Second Language with no aide of the grammar teaching).

Through this study, we will observe that although several times the Language Learning could have a Deductive Approach; Deductive knowledge may become Inductive knowledge through practice. In this sense language is retrieved in situations that are similar to those in which it was acquired. Through exposure to thousands of examples of languages associated with particular meanings, learners came to understand how to use the “cues” with which a language signals specific function., because their interlanguage rules does not need to be analyze in a particular first language structure. This way, the incomprehensible input enhances the process of SLA.

When we are more deeply in this study I introduce the key terms “implicit knowledge” and “explicit knowledge” and “implicit learning” and “explicit learning” which are of central significance in both cognitive psychology and in second language acquisition (SLA) research. The closely related distinction between implicit and explicit instruction is also important for language pedagogy. These distinctions address how we come to know what we know about a second language (L2), how we store that knowledge and the use we make of it. No SLA researcher and no language teacher can afford to ignore these distinctions.

In addition, we are going to pay attention to the role of acquisition/learning of other foreign languages in the English and Portuguese langue development. This data might be relevant due to the fact that exist a great number of difficulties involved in L2 learning, but also in L2 acquisition, but still learning more than two languages helps to improve attention and memory. In addition, combining the two approaches mentioned above, implicit and explicit is essential. Specifically, in the case of bilinguals who tend to follow an inductive approach, some basic grammar may provide a successful addition for their competence. In the case of learners who are not bilingual, a deductive approach tends to be the rule.

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In order to demonstrate that, we are going to work with four Educational Centers in which English and Portuguese language are given. In those Educational centers, French language is taught too (in this sense, we will have the opportunity to observe in which measure French language learning could support the English and Portuguese language development).

Concretely, I am going to observe the pupils of 4^o year of Secondary in the learning of those two languages. It means that the participants are between sixteen and seventeen years old. They are pupils from four different bilingual schools: Colegio Ramón Izquierdo, Colegio Nuestra Señora del Carmen, Instituto Rodríguez Moñino and Instituto Bioclimático.

The reason why I have chosen those Educational Centers and those participants is due to the fact that the pupils are old enough to analyze the methods and at the same time these schools have different grades of interest to teach English and Portuguese. At this age, so many pupils have problems to learn and memorize texts, because this capacity decrease at the age of thirteen and/or at the same time it has not been developed (Thorén, 1964).

I will count with a total of 160 pupils whose Mother Tongue is Spanish. Those 160 pupils have been studying English since the age of three and Portuguese since the age of twelve. This investigation is going to be fulfilled in the English and Portuguese class with pupils of seventeen years, approximately. It is essential to have this data into account in order to achieve the goal of this investigation. In both lessons, the contents should not be too complicated or difficult, due to the fact that this is not the most important thing in this investigation; what we want is to try the two methods in the two language classes to, then, analyze them.

Although those 160 pupils have been investigated in equality of situations, the problems to choose the method is that all the pupils in the English and Portuguese class have different personalities and learning styles, due to the fact of that it is very difficult to decide which is the best method in both classes. It could be because there are classes with pupils of so many varieties of personalities and learning styles in this investigation. I think that it could always be a dilemma in this type of investigation.

Nevertheless, it is an important investigation because; in general in a language class or any subject, there are pupils with different personalities and learning styles that has different ways of learning. Some other problems could be the obstacles to do a definitive comparison because the pupils have learned so many different grammatical variables using both methods and CLIL. Some other elements that I have not considered and could be important are the psychological state in which the pupils are when they do the questionnaires.

As I am going to investigate the pupils from 4 different schools/high schools, before carrying out the qualitative observation of the pupils, I will proceed with a small interview of the 4 English teachers and the 4 Portuguese teachers from the different Educative Centers. The objective of this interview is to know the pupils' level before of starting with the investigation. I will also take notes of some details of some of the pupils.

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First of all, I am going to start with a qualitative observation of the participants in both classes (The English and the Portuguese) following the Deductive approach in the English lesson, the Inductive approach in the English lesson, the Deductive approach in the Portuguese lesson, the Inductive approach in the Portuguese lesson, and the CLIL. In this part of the investigation I am going to take notes of some variables related to the two methods and CLIL. The variables that I am going to observe are: contents, structures, spelling & pronunciation, individual tasks, collaborative tasks, phrasal verbs, accuracy, fluency, explicit teaching, cultural aspects, communicative functions, learning strategies, discourse, text analysis and CLIL.

As a continuation of that, I will ask the opinion of the pupils about their preferences about the two methods and CLIL, in this sense I will get a general opinion of it.

Then, after the English and Portuguese class, the pupils will answer some questions about the learning models used during the lessons as a base of the study. Afterward, I am going to observe the lesson of Science during fifteen minutes and I am going to take some notes of their participation and learning. Then, they will fill up some questionnaires that will allow us to know their opinion about those two methods and CLIL in those two languages, and so the learning processes in English and Portuguese. As they are pupils of four bilingual Educational Centers and the most used language is precisely English, the first questionnaire will be in this language.

After three days, the pupils will take part in a test to determine which of the methods was the most effective for the language learning. The function of the test is to show the effectiveness of the methods. The presentation of the results is in diagrams and boards to compare if there is a difference between them. In the qualitative analysis, I analyze the results and comparisons to see if there are differences in their answers about the different approaches and the results obtained.

This study does not provide evidence that the contents are learned better following one of the methods. Due to the fact of that, both approaches must be used in the language learned. This kind of teaching requires changes in the Teaching- Learning Process.

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1. INTRODUCTION

The knowledge of a Second Language (L2) has increased and it can be noticed in everyday situations. Twenty years ago, holding a conversation in a L2 was surprising. Nowadays, it is not that surprising. Due to its importance, it is relevant to know how the process of learning another language works. It cannot be denied that the mother tongue is acquired naturally and by everybody. However, learning a L2 is understood for most people as studying consciously the language. Obviously, being a good speaker in your own language takes time and effort, and so does learning a second language. Although we already know the steps children follow to learn their own language, the process is not so similar for L2 learning, as the stages are different. Would it be because of some children's factors, such as their age, their needs or how motivated they are? If so, what about when the target language is learned in the speaker's country? Are both input and output necessary for learning a language? If so, what comes first? Yet, this is a really hard question. In fact, it would be like asking: What comes before: thought or language?

Although it has been investigated by Sapir (1958, *Selected Writings of Edward Sapir in Language, Culture and Personality*, p.69), it is unknown if thought comes before language. The dilemma is the following: thoughts lack shape when they have no language. Due to the fact that thoughts lack form, we can say that the thinking process occurs without linguistic support. It is generally claimed that the language would have never existed without having mental sustenance.

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Following Piaget (1966) and Richard (1981, *Introducción a Piaget*, p.139) “the thoughts are produced by action and the language is actually the liberation of the thoughts from the action”. It depends on the grade of significance it has. All things considered, I believe that thoughts exist before. In fact, some current researchers, such as O’ Grady (2005), affirm that infants’ brains understand language long before they learn how to talk because they are able to spot a mismatch between a picture they are shown and a word that is spoken to describe the picture (Cook, 2011). Even so, although they can understand, this kind of comprehension is not related to the language at all, thus it is limited and concrete. In the following article (*The bilingual benefits* 1, 2011, p.23), we can understand that the moment the language is emitted to transmit thoughts, those are unlimited and shaped, and abstract thoughts come up. Due to the fact that one gives form to the other, thoughts and language are related and they have a parallel progression, thus they cannot exist without each other, as they constitute a cyclic process.

Going deeply into the L2 learning/acquisition issue, I would like to add my point of view: I consider that an individual knows a language when he/she uses it and through its use when he/she starts thinking in this Second Language. In this case, the learner is capable of making his/her own structures. This is, actually, talking using his own words. It is connected to the notion of “parole”. In fact, parole and competence can be said to be interchangeable words (Saussure, 1959, *Course in General Linguistics*, p. 75). This notion is also related to Swain’s Output theory (1995) because the speaker is able to adapt the input to his own personal features, at the same time integrating his previous knowledge, which helps him/her to create new structures (output). According to Krashen (1981), when we acquire the language, it happens by understanding what we hear and read and due to that, we actually produce it.

Conversely, I believe it would not always be a successful process concerning the L2. First of all, considering production, it is really difficult to keep words in mind, because we do not relate them to anything. For this reason, we need to repeat them and to use them in order to remember them, and also integrate them into a context. In other words, we need to give them meaning. Nonetheless, when it comes to learning a language that is in close proximity to the First Language (L1) of a speaker, this speaker can be encouraged to learning taking the input as a reference point.

To sum up, it would seem that there are a great number of difficulties involved in L2 learning. Even so, I firmly believe that it can easily happen to individuals who speak more than one language. Actually, according to O' Grady (2005), it was found that multi-linguals have the ability to process tasks at a higher cognitive level. This is possible due to a kind of "brain plasticity". As the following article (*The bilingual benefits*, 2011, p.23): points out: "they have the flexibility to go from one language to another" (see footnote 1). On balance, it is obvious that multilingual individuals possess different languages to support the process of learning a new language as they can connect many linguistic features. As an example, a person who speaks Norwegian, Spanish and Chinese as L1) would consequently have less difficulties to learn English (as L2) owing to the fact that he can tell some similarities coming from Latin formal loan words (Edification- *Edificación*, that comes from edifice) and also some other similarities with Norwegian words (*Sykehus*- Sick house that means hospital). Needless to say, as this person also speaks Chinese, he/she will also be able to learn some other languages, such as Mandarin.

(1) (Dra. Banfi, http://www.clarin.com/sociedad/bilinguismo-mejora-atencion-memoria_0_412758925.html 11/02/2014), (Accessed March, 12, 2014)

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In addition, there are some several current studies that have proved that multi-linguals who speak two or more non-native languages had higher of the grey matter density in the right posterior supramarginal gurus compared to bilinguals who only speak one-non native language.

This is interpreted in relation to previous studies that have shown that grey matter density in this region is related to the number of words learnt in bilinguals relative to monolinguals.

Additionally, in bilinguals, grey matter density in the left pars was positively related to lexical efficiency in L2 use, as measured by the speed and accuracy of lexical decisions and the number of words produced in a timed verbal fluency task.

Due to those reasons, we could say that when an individual speaks a foreign language, he/she is more likely to speak a third one. At the same time, it gets easier for multi-linguals that speak two foreign languages to learn a fourth one and so on. We could say that those individuals have several words in their brain for just one concept.

When FL come through acquisition, speakers do not just acquire the vocabulary knowledge but also they become more flexible linguistically speaking: Everyday communication requires the timely retrieval and processing of words word production and word comprehension that require efficient selection and discrimination of the intended words from potentially competing words. Such processes typically implicate activation in left frontal lobe regions.

When learning a L2 different from a L1, learners have to accept the language as a whole, not just the interlanguage component. They co-exist but they are separate and they are not integrated. On the other hand, when the L2 is similar to L1, the learner will be more likely to reach a native speaker level in the future, no negative L1 interference, so that the L2 user does not have to waste that much concentration when learning the L2. Taking those aspects into account, my study will examine inter-subject variability in the brain structure of bilinguals of English and Portuguese learning using the deductive approach and the inductive approach to learn a L2 different from L1 (English, in this case) and the deductive approach and the inductive approach to learn another L2 similar to L1 (Portuguese, in this case). So that, the question is: “Is it easier to learn vocabulary using the deductive or the inductive approach?”

Richardson et al. (2010) suggest that the effect on vocabulary knowledge may reflect the differential use of two distinct learning strategies: one deductive and one inductive. Adolescents and learners of a L2 may use the deductive approach to increase their vocabulary knowledge in a plausibly link of sound and meaning. In contrast, acquisition of a L2 may primarily use written or spoken sentence context (inductive approach) to expand their vocabulary and so vocabulary knowledge may correlate with temporal lobe regions associated with sentence processing.

These prior studies provide good evidence that brain structure correlates with vocabulary knowledge, but do not indicate if these regions are sensitive to the efficiency of word use.

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We use two indices to derive a measure of lexical efficiency in English and Portuguese that was a non-native language for all our participants. According to this study, is it easier to learn a L2 that is related to L1 than a L2 that is not?

The non-native lexical processing efficiency in English and Portuguese correlates with grey matter. Multilingual have higher grey matter density than bilinguals in the posterior supramarginal region. These results did not depend on what the participants' native language was. Structural correlates for lexical efficiency and number of languages in non-native speakers of English journal Elsevier.

2. JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC

In this part of my study, I will pay attention to the reason of L2 (Second Language) learning benefits for the individuals, L2 learning as a cause of an easier L3 learning, the facilities while learning a L2 that is similar to the individual's L1 is easier than learning a L2 that is not. Some of these considerations will be taken into account below.

2.1. WHY TO RESEARCH ON THIS TOPIC

First of all, one of the reasons that have encouraged me to start this research is to consider what kind of methodology we should use to learn a L2 in any situation. Taking into account English as a compulsory Second Language subject, some grammar is needed to understand TV or radio. However, that grammar is taught at school. Comparing different countries, people from Germany, Denmark or Norway (Nordic countries) speak very good English. This is not just due to the fact that the grammar is similar (As an example English drink is, in Norwegian, *drik*) but also because TV is watched in English, so unconscious knowledge of English is obtained. On the other hand, there are some other countries in which TV is watched in the original version (such as, Portugal) but whose language is completely different to English. Nevertheless, Portuguese people are highly competent in the English language as well. However, in my opinion, they do not interact as well as people from the Nordic countries. And these are the reasons why I want to research on this topic, comparing L1/L2 Portuguese and Spanish.

2.2. TO WHAT EXTEND WILL THIS PROJECT CONTRIBUTE TO THE CHOSEN TOPIC AND HELP FUTURE READERS

This Project will be a contribution to researchers and teachers of foreign languages. Investigators and future teachers must pay attention to the learners of a L2 to get to know the best way to work L2 Learning out.

In order to achieve proficiency level, learners develop their language knowledge not just learning, but also acquiring the foreign language. For this reason, I am going to take into account consciousness (more related to learning) and unconsciousness (more related to acquisition) in this study.

Then, different kinds of methodologies will be approached depending on the type of learner and his/her L1. Those are deductive approach (in which learners develop their language knowledge consciously) and inductive approach (in which learners develop their language knowledge unconsciously), as English is very different to their L1 (Spanish).

They have mostly learned following the Deductive Approach. Yet when the learners have acquired some level they start using the Inductive Approach. As they have started having English lessons when they were three-year-old and they are already 16, 17-year-old they have already some English knowledge (Intermediate or Advanced level), so they can receive English lessons using both approaches. On the other hand, the pupils usually start at the age of twelve (in the school of Extremadura that are closed to the Portugal boundiers).

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Due to the fact of that, they do not have a high level of this language (Elementary – Intermediate level). If we would consider just the level of the language, we did not use the Inductive Approach with this language because of the fact that pupils are beginners and they do not have any knowledge of this language. However, as this language is very similar to Spanish language (their mother tongue), Inductive Approach could be used and they can be exposed directly to the language without any knowledge of it, due to the fact that they understand and it is very similar, they also pick up some new variables of the Portuguese language. Due to this and taking into account consciousness and unconsciousness, different kinds of methodologies will be approached depending on the type of methodologies will be approached depending on the type of his/her L1.

On the other hand, speaking directly in L2 during the whole lesson when pupils do not know a word is not advisable.

In English and Portuguese teaching, the mother tongue of the learners and the context determines how much L1 should be used.

Working as a Foreign Language teacher means to notice in which situations the language level needs to be adapted and change from an inductive to a deductive methodology depending on the class, the kind of school and the environment around the school.

2.3. WHY TO FINISH THIS PROJECT AND WHAT DO YOU EXPECT TO ACHIEVE FROM RESULTS

Applying deductive or inductive approach, while teaching grammar, depends on the students learning styles. All learners are different and they learn in different ways. For instance their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy.

Teachers should be aware of the importance of adapting any learning situation to the pupils. Due to the fact of that what I expect to achieve from this research is to know better the methodology to teach a L2. In order to do so, I am going to observe four classes from four different Educational Centres: Colegio Ramon Izquierdo, Colegio Nuestra Señora del Carmen, Instituto Rodriguez Moñino and Instituto Bioclimatico. The four of them are biligual Centers. Any class is going to receive two lessons: English lesson and Portuguese lesson.

I am going to observe the two approaches in two lessons, this is, I am going to assist four times to any class and I am going to take notes of the language learning class when using those approaches: the deductive approach in English, the inductive approach in Portuguese, the inductive approach in English.

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After having observed the methodology, the pupils are going to do two tests of any language to compare the two approaches. When I have the results, I am going not just to appreciate the influence of any approach in the two languages, but also the difficulties or facilities taking into account the productive and receptive skills in the two language lessons. I am going to also contemplate the common errors that they usually have in the two languages.

I would like to share this analysis with others investigators that are participating in similar studies. To illustrate this, Brown (1994) remarks that adult learners are used to deal with the rules when they use target language since their mentality is able to think abstract variables. He has pointed out that deductive teaching is more appropriate for adult learners, as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them. On the other hand, young learners are successful in exploring grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.

As those pupils are in the level of Secondary (thus, they are not too young to use just inductive learning, but they are not old enough to be closed to pick the Second Language unconsciously), Foreign Language Teachers still can deal and use both approaches.

3. OBJECTIVES

Main goal of the Project:

The main goal of the project is “To analyse the use of the mother tongue to teach a L2, the role of inductive and deductive methodologies and the influence of the mother tongue when studying a Foreign Language depending on different aspects, such as: the differences and similarities in L1 – L2, the knowledge of another language that can help FL understanding and the relation between L1 – L2”

Specific objectives:

1. To compare the difficulties when studying a language that is really different to a L1 with the difficulties when studying a language that is similar to the mother tongue.
2. To compare the use of the L1 in different L2 learning situations.
3. To describe possible educational methodologies taking into account the conscious (deductive way) and the unconscious aspects (inductive way).
4. To analyse when studying a language using unconscious/conscious methodologies is successful.

4. THEORETICAL BACKGROUND

4.1. INTRODUCTION

My research is about how L1 (First Language) interferes in L2 (Second Language) when they are different and when they are similar. Due to that I have based my study on pupils from:

- Colegio Maristas
- Colegio Salesianos
- IES Bioclimatico
- IES Rodriguez Moñino

The Educational Institutions that have participated on the research:

Three of the Educational Centers are situated in the center of the city and one of them is located in the outskirts of the city Badajoz, which has around 151.000 inhabitants. On a whole, the relationship between the community and the four centers is positive; interest is usually shown by participating in school activities that promote educational goals as well as using educational resources.

The pupils and parents have approximately the same characteristic: the children's parents are middle-class or upper-class in general. Nevertheless, all of them are enthusiastic toward the foreign language learning (English and Portuguese).

All the participants of this research are in the third cycle of Secondary and all of them study English, Portuguese and French. However, we are going just to pay attention to English and Portuguese learning.

The pupils of these Educational Institutions are very interested about the importance of the foreign language learning, so that, they assist to private lessons, extra-curricular activities related to English and Portuguese learning and also to the Oficial School of Languages.

4.1.1. Educational Centre "SALESIANOS RAMÓN IZQUIERDO"

The school is situated in the centre of the city. The school is biligual (English Learning and Content and Language Integrated Learning – CLIL) and the school provides the pupils with a bilingual education in Primary and a bilingual section in Secondary (English bilingual section). In this Educational Center, the pupils can benefit from language assistants in this language: English natives. In addition, this school counts with a teacher from the Cambridge Educational Center.

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The educative offer of this Educational Institution in relation with the foreign languages is the following: English is one of the common subjects, while as Portuguese and French are optionals until the 4th year of Secondary Education. Since the pupils begin the 4th year of the Secondary Education (4º E.S.O.) and in the 5th year of Secondary Education (1º Bachillerato), English is still one of the common subjects, Portuguese and French continue being optionals too, and the pupils can also study Latin if they are in the branch of Art and Humanities. When they are in the highest levels of Secondary Education (2º Bachillerato), they have English as compulsory subject and Latin as optative if they are in the branch of Art and Humanities or in the branch of Social Sciences.

As the role in our high school is to learn collectively we always dedicate one hour in any subject to work with the Interactive groups: our school has “Community Learning Programs”. It means that the community surrounding the school collaborates too (the parents, the grandparents, some Erasmus from Portugal are cooperating too...). People interested in practicing languages come to our high school to help, to learn and help the pupils. As the English/Portuguese level of those members could be lower than that of our students, they are explained the activity and given the answers. Their role is to learn and help the children to understand.

We can find all this information in the site www.salesianosbadajoz.com.

4.1.2. Educational Centre “MARISTAS NUESTRA SEÑORA DEL CARMEN”

The school is situated in the centre of the city. The school is biligual (English Learning and Content and Language Integrated Learning – CLIL) and the school provides the pupils with a bilingual education in Primary and a bilingual section in Secondary (English bilingual section). The pupils can benefit from language assisstants (natives) in all the section.

The educative offert of this Educational Institution in relation with the foreign languages is very similar to the Educational Center above: English is one f the common subjects, while as Portuguese and French are optionals until the 4th year of Secondary Education. Since the pupils begin the 4th year of the Secondary Education (4^o E.S.O.) and in the 5th year of Secondary Education (1^o Bachillerato), English is still one of the comun subjects, Portuguese and French continue being optionals too, and the pupils can also study Latin if they are in the the branch of Art and Humanities. When they are in the highest levels of Secondary Education (2^o Bachillerato), they have English as compulsory subject and Latin as optative if they are in the branch of Art and Humanities or in the branch of Social Sciences.

In addition, this school has participated in the Comenius Proyect (Education and Culture Lifelong Learning Programme COMENIUS): pupils and teachers from France, Germany, Italy, Turkey, Slovakia, Switzerland and Poland have participated in our school for a week. Then, the Spanish pupils and teachers have gone to the different countries as well.

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We can find all this information in the site www.maristssbadajoz.com.

4.1.3. Institutional Centre “I.E.S. BIOCLIMATICO”

The high school is situated in the outskirts of the city. The school is bilingual (English Learning and Content and Language Integrated Learning – CLIL) and the school provides the pupils with a bilingual section in Secondary (English bilingual section) and a Portuguese section too for those that study Portuguese. The pupils can benefit from language assistants (natives) in all the sections.

The educative offer of this Educational Institution in relation with the foreign languages is the following: English is one of the common subjects, while as Portuguese and French are optionals. On the contrary of the Educational Institutions that I have named above, pupils can study Portuguese and French in the highest levels of Secondary Education (2º Bachillerato) and the pupils can also study not just Latin but also Greek if they are in the branch of Art and Humanities or in the branch of Social Science. When they are in the highest levels of Secondary Education (2º Bachillerato), they have English as compulsory subject and Latin as optative if they are in the branch of Art and Humanities or in the branch of Social Sciences.

As the school is bilingual, it proposes so many activities for the bilingual section. We can find some of them in the site:

1. Theatre in English: Some of the pupils from the first cycle have prepared some piece of theatre in English.

2. Interchange of pupils: Some of the pupils from the second cycle have lived with some German pupils from Freie Wardolfschule of Harnm, Germany; for a week
3. Comics in English: Some of the pupils of the second cycle have participated during the cultural week.
4. Linguistical inmersions:
 - In Broadstairs (U.K.) → The pupils of the second cycle have lived during a week with an English family and they have assisted to lessons during the morning and to different activities during the afternoon.
 - In Hornillos de Eresma (Valladolid) → The pupils of the first cycle have lived during a week with English natives in this village.
 - In Gredos (Ávila) → The pupils of the first cycle have lived during a week with English natives in this village.
5. E-twinning Project “European Celebrations without Mysteries”: The pupils of the first cycle of Secondary have participated in a programme in which have shared new traditions with twelve European countries.
6. Programme of International Food: The pupils of the bilingual section (English) and the students of the optative languages (Portuguese and French) have participated in the programme of International Food related to these languages.

On the other hand, in the Portuguese section; the students of this language have also taken part in the comic programme and they have visited Portugal, Alter do Chão, 80 km from Badajoz. In addition, this school has participated in the Comenius Project (Education and Culture Lifelong Learning Programme COMENIUS). Peaceful Horizons has arrived to this school: pupils

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and teachers from France, Germany, Italy, Turkey, Slovakia, Switzerland and Poland have participated in our school for a week. Some families have embraced the foreign pupils too. Then, the Spanish pupils and teachers have gone to the different countries as well. They communicate in English and they work the different knowledge areas.

We can find all this information in the site www.iesbioclimatico.juntaextremadura.net.

4.1.3. Institutional Centre “I.E.S. RODRIGUEZ MOÑINO”

The high school is situated in the centre of the city. The high school is biligual (English Learning and Content and Language Integrated Learning – CLIL) and provides the pupils with a bilingual section in Secondary (English bilingual section) and a Portuguese section too for those that study Portuguese. The pupils can benefit from language assistants (natives) in all the section.

The educative offer of this Educational Institution in relation with the foreign languages is the following: English is one of the common subjects, while as Portuguese and French are optional.

English is one of the common subjects, while as Portuguese and French are optional in the 3th year of Secondary Education.

Since the pupils begin the 4th year of the Secondary Education (4º E.S.O.) and in the 5th year of Secondary Education (1º Bachillerato), English is

still one of the common subjects and it is compulsory, Portuguese, French and Latin continue being optional too, and the pupils can also study the three of them if they are in the branch of Art and Humanities, in the branch of Humanity and Social Sciences, just Portuguese or French in the branch of Science and Technology and none of them in the branch or Artistic.

When they are in the highest levels of Secondary Education (2º Bachillerato), they have English as compulsory subject and they do not have the option to study Portuguese at this level because the subject is not offered. French is optional in the branch of Science and technology and in the branch of Humanity and Social Sciences. Pupils have the opportunity to study Latin and Greek in the branch of Art and Humanities or in the branch of Social Sciences.

As the school is bilingual, it proposes so many activities for the bilingual section. We can find some of them in the site:

- 1- Linguistic Programme: This Institutional Center works in a Project that works some methodological objectives to develop the pupil's linguistic competence. Due to the fact of that, this Educational Institution employs some proposal to improve the L1 and the L2 pupils' linguistic abilities, but overall, no linguistic areas.
2. Erasmus: This high school has solicited the Erasmus Programme for the pupils that are studying a Superior Grade (Ciclo de Grado Superior). It is supposed that the pupils can solicitate the Erasmus schoolship to live abroad. The Educational Institution works to establish collective bargainings with European companies of their professional sector, so they can start working on these companies for a concret period of time.
3. Exchange of pupils: The exchange is supported by General Direction of Quality and Equitative. It has take place in Ashland, Winsconsin, U.S.A.

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4. Comenius Project (Education and Culture Lifelong Learning Programme COMENIUS): pupils and teachers from Germany, Italy, Greek and Turkey have participated in our school for a week. Some families have embraced the foreign pupils too. Then, the Spanish pupils and teachers have gone to the different countries as well. They communicate in English and they work the different knowledge areas.

1. European Portfolio: The Educational Institution achieves the innovative proposal for the languages learning and the improvement of the language processes toward the motivation and certification of these leanings (Linguistic Document).

This Educational Institution has developed two bilingual sections. In fact, it is the pioneer institution of reference of the Bilingual Teaching in Badajoz.

We can find all this information in the site www.iesmoñino.juntaextremadura.net.

The participants of this research are pupils that are in the 3rd year of Secondary (16-17 years old), they are Spanish and they have studied English and Portuguese as second languages.

Spanish and Portuguese are Latin languages, as they have the same roots, and due to that they are somewhat similar. As it was the first year they were studying Portuguese, these four Institutional Centres has provided the pupils with the opportunities to speak Portuguese with native speakers in a real

context. In our study, we have selected students who were in their first year of Portuguese as a second/foreign language.

On the contrary, Spanish and English are different languages. Nevertheless, in our study, learners had been learning English as a second language for 9 years. In this case they had no opportunities to speak with native speakers.

In this research, we have studied two situations: learning Portuguese and learning English. In those two situations (Learning the difficulties when L2 is different to L1/ Learning the difficulties when L2 is similar to L1), I have dealt with the following issues 1) The teacher using the L1 in class or speaking directly in L2, 2) The Teaching-Learning process of the four skills in English and Portuguese explaining what kind of skills are difficult and easy to learn for Spanish learners, 3) The place of grammar when learning a FL, 4) The opportunities to speak the FL (English and Portuguese) in a real context, 5) CLIL as another way to learn a FL and 6) The importance of choosing a Deductive vs. Inductive Approach.

4.2. THEORIES OF LEARNING AND THEORIES OF LANGUAGE LEARNING

At this point, I would like to research about the following variables: the learning of a L2 as a continuous or as a discontinuous process, the learners' styles, the language structures or functions, the learning of rules or associations.

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The questions emerging from research into second language development (Myles, 1998) are, unsurprisingly, highly complex, and many factors have been identified as playing a role. In this section the relationship between SL research and language pedagogy will be outlined.

As SLA research has matured, and the key constructs which form its theoretical basis have become established (White, 1989) the field has become better able to look outwards and investigate the role of different approaches in learning: deductive and inductive. Furthermore, there has been renewed interest in grammar (deductive learning), partly because of the perceived failure of contexts of learning promoting “natural” communication (inductive learning) in producing learners who are consistently accurate in their productions (White, 1996, 2000).

Consequently, the role of instruction and the role of input in facilitating the L2 learning process have increasingly become a focus of interest.

4.2.1. Theories regarding Language Learning

There are some advanced basic theories to describe how language is acquired, learnt and taught. The Behaviorist theory, the Rationalist theory (otherwise called Cognitive theory), and Constructivism are some of these theories.

4.2.1.1. Behaviourism

Core to all Behaviourism is the assumption that human and animal behaviours are determined by learning and reinforcement. According to the behaviourists (Skinner 1957, in Peker, 2013) foreign language learning consists of learners receiving linguistic input from speakers in their environment, imitating what they hear and, in that way, developing habits in the FL by routine practice.

Knowledge is the product of interaction with the environment through stimulus-response conditioning. Learners form associations between words and objects or even in their environments. These associations become stronger as soon as experiences are repeated. If the encouragement for correct imitations is provided, the learner forms habits.

Nevertheless, behaviourists reduce all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimulus and their environmental antecedents and consequences. Response is a pure case of conditioning from the simplest conditioned responses to more and more complex behaviours (David S. Palermo, 1978).

This comes to mean that clauses and sentences are learned linearly as longer and longer stimulus-response chains, produced in a left-to-right series of sequence as probabilistic incidents. Responses that are reinforced would be repeated, and those that are punished would not.

Thus, when language learners' responses are transferred from the learners' L1, they must be avoided at all costs. In other words, the result will yield conditioning: When responses to stimulus are coherently reinforced, then

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habit formation is established. It is because of this fact that this theory is termed habit-formation-by-reinforcement theory.

Skinner (1957) believed that a sentence is merely part of “a behaviour chain, each element of which provides a conditional stimulus for the production of the succeeding element” (*Verbal Behaviour*, p. 25).

Behaviourists considered the brain as a “tabula rasa”, thus the child’s mind is seen as a blank sheet that is a place for new input coming from the child’s environment. Skinner did not just view the child as the “passive subject” but also rejected the very idea of “meaning”.

Language learning concerns us by not problem-solving but the information and performance of habits” (Nelson Brooks, 1960) because it is a mechanical process leading learners to habit formation whose underlying scheme is the conditioned reflex. Thus, it is definitely true that language is controlled by the consequences of behaviour.

According to this category, the babies obtain native language habits via varied babblings which resemble the appropriate words repeated by a person or object near him. Since for his/her babblings and mutterings he is rewarded, this very reward reinforces further articulations of the same sort into grouping of syllables and words in a similar situation (Wilga Rivers, 1968).

In this way, he goes on emitting sounds, groups of sounds, and as he grows up he combines the sentences via generalizations and analogy (as in *goed for went, *doed, for did, so on), which in some complicated cases, condition him to commit errors by articulating in permissible structures in

speech. By the age of five or six, or babblings and mutterings grow into socialized speech but little by little they are internalized as implicit speech, and thus many of their utterances become indistinguishable from the adults. This, then, obviously, means that behaviorist theory is a theory of stimulus-response psychology.

“Through a trial-and-error process, in which acceptable utterances are reinforced by comprehension and approval, and un acceptable utterances are inhibited by the lack of reward, he gradually learns to make finer and finer discriminations until his utterances approximate more and more closely the speech of the community in which he is growing up” (Wilga M. Rivers, 1968; 73).

To put it in other words, children develop a natural affinity to learn the language of their social surroundings whose importance both over language learning and teaching must never be underestimated. In this respect behaviorist theory stresses the fact that “human and animal learning is a process of habit formation. A highly complex learning task, according to this theory may be learned by being broken' down into small habits.

These are formed correct or incorrect responses, are rewarded or, punished, respectively” (Hubbard Jones and Thornton Wheeler, 1983). Thus it is clear that the acquisition of learning in infancy is governed the acquisition of other habits.

Observation on children’s language learning has suggested that the behaviourist explanation of language learning is incomplete. It is difficult, if not

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impossible, to discover stimulus which evoke specific vocal responses in the young child. In addition, the development and acquisition of language seems to be related to “complex sequential processing and the ability to form concepts and to classify a single stimulus in a multiple manner” (Danchin, 2009, *Language as computers functioning*, p.78).

Danchin suggests that the knowledge we create through language allows us to distinguish ourselves from the rest of the world to produce models of reality, which become more and more adequate due to the “self-referent loop”. Danchin refers to the term “self-referent loop” as the knowledge we create which enables us to understand ourselves and the others. Thus, Danchin suggests the existence of a universal language. The learning, due to its socially-conditioned nature, can be the same for each individual. In other words, each person can learn equally if the conditions in which the learning takes places are the same for each person.

To sum up, Skinner (1957) believed that children learned language as responses to verbal stimulus presented by those around them, but Danchin (2009) and others have suggested otherwise.

- The influence of Behaviorism in language acquisition/learning and the role of the teacher

It stresses on students’ observable behavior to create automatic learning includes the use of instructional cues, practice, and reinforcement. In this case, the role of the teacher in behaviorism theory is to determine what type

of cues could produce the desired response, to create conducive situation to reach the target stimulus and to create environmental condition.

4.2.1.2. Cognitivism

Decades later, Chomsky, (1976) showed that language could not be learned as Skinner claimed because words can be strung into an infinite number of sentences, which the child can understand although she cannot possibly have heard them before. Researches made on the acquisition of learning have demonstrated that children's imitation of structures show evidence of almost no innovation; moreover children "vary considerably in the amount that they imitate" (L.M. Bloom, L. Hood, and P.L. Lightbown, 1974; *Talking, understanding and thinking*, p. 380-420).

Since children do not imitate such structures like words, phrases, clauses and sentences at the same rate they will naturally learn at different rates even though it must be admitted that imitation is very useful in the acquisition of new vocabulary variables. As for reinforcement, "Unfortunately this view of learning receives little support from the available evidence" (Herbert H. Clark and Eve V. Clark, 1977; *Psychology and Language: An introduction to Psycholinguistics*, p. 336).

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Chomsky therefore proposed that the child must have innate linguistic structures which develop to enable him/her to comprehend language. Chomsky (1976) based his arguments on the existence of an innate “language acquisition device” (LAD), a kind of device we have in our brain that prepares us to learn a language. That is, children will transform their language and produce endless sentences. Features in LAD are possible features. However, when children are born into a language community, their brains “select” the form of each universal feature that corresponds to the specific language they are being exposed to. This process is called parameter setting (Horwitz, 2008). This is similar to Saussure’s Paradigmatic Relations.

This knowledge can be used to understand what is heard and to produce discourse as an expression of thought within the constraints of the internalized principles.

The cognitivists, contrary to the behaviourists, affirm that learning does not come from the environment; it comes from mental activities and general cognitive process such as transfer, simplification and restructuring. Due to the fact of that, the process of learning or teaching that encourages the learner to construct phrases, clauses and sentences modelled on previously settled set of rules and drills is thought to obstruct the instinctive production of language. Then, habit formation exercises may not naturally promote intrinsically oriented language learning.

According to Mergel (1998) language learning occurs inside the learners mind consciously. Moreover, it focuses on how people think, how people understand, and how people know. How people think is the theory stresses in how our ways of thinking will impact to the behaviour. How people understand is the theory shows the people’s understanding related to outside world. How people know is the theory shows how the people know

phenomenon outside the world. Of course, it derives from the process that happens in human mind.

An individual's cognition plays a significant and primary role in the development and maintenance of language learning (Prendes & Resko, 2012). In other words, cognitivist theory as the study of mental process could impact or influence the language learning because it is a process in determining on how person thinks, understands, and knows. Due to the fact of that, it takes a long time to be capable enough to master a language at least a bit intrinsically. There is a threshold level in language learning.

This means that learners must learn consciously supported by repetition and drilling to build up an effective linguistic intuition, acquisition of which marks the establishment of threshold level. Before obtaining the threshold level, the language learner is not creative, cannot use the language properly in new situations in a real sense. It is, then, obvious that the intrinsic learning will be delayed, owing to the late acquisition of threshold level because of previously settled set of rules and drills.

According to Piaget (1988), languages are acquired through mechanisms by which knowledge is internalized by learners. He suggested that through the processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations.

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Piaget (1988) describes that children actively construct their language of the world and go through stages of language development. It means that they are ready to construct the meaning of things through their own understanding which starts from the simple to complex language.

Knowledge and thinking skills provide the substance and tools for Language Learning Process (Bandura, 1989, *Social foundations of thought and action: A social cognitive theory*, p. 9). There are two processes underlie in cognitive construction. They are organization and adaptation.

Organization is important in order the children construct the meaning of thing which make sense to them by organizing the language through their experience. For example, we specify the less and important ideas then we connect them. While as adaptation is useful when we add the new information in our thinking system because there is important additional information.

In this case, adaptation is differentiated into two ways. They are assimilation and accommodation. Assimilation occurs when individuals adjust to new information (Hebb, 2003), but after several months of experience, they construct their understanding of the world differently. Piaget developed the cognitive development because he believed that the children pass the four stages of cognitive development.

The first stage is sensorimotor (from birth to about two years of age). In this stage an infant tries to construct the meaning of something that he or she is seeing and hearing. This stage emphasizes in the infant's symbolic language.

All the end of the stage, that is two years old babies will have complex sensorimotor than before because they try to desire the meaning of things in simple symbols.

The second stage is preoperational stage (two to seven years of age). In this stage, the children try to represent the world through words, images, and drawing.

The third stage is concrete operational stage (seven to eleven years of age). In this stage, the children can use the intuitive thought. It means that they try to learn from concrete to abstract language.

The fourth stage is operational stage (eleven to fifteen years of age). In this stage, the individuals move beyond concrete experiences and think in abstract and more logical terms. For instance formal operational thinkers are more detailed in language use.

Learning does not come from outside or environment; it comes from mental activities. It takes a long time to be capable enough to master a language at least a bit intrinsically. There is a threshold level in language learning. This means that learners must learn consciously supported by repetition and drilling to build up an effective linguistic intuition, acquisition of which marks the establishment of threshold level. Before obtaining the threshold level, the language learner is not creative, cannot use the language properly in new situations in a real sense. It is, then, obvious that the intrinsic learning will be delayed, owing to the late acquisition of threshold level because of previously settled set of rules and drills.

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Three important features:

1) Knowing rather than responding is important: the process of making a skill routine by consistent practice, which makes it a learned response.

2) Knowledge is organized and integrated into mental structures: Memory nodes are activated on a temporary basis, and the learner has to give his/her full attention to the process.

3) Learner is seen as the one who acts, constructs or plans rather than simply receiving stimulus and giving response. He/she thinks, understands, remembers and produces language.

4) Vernacular style is the informal use of language with little attention to form while the careful style involves learners who have to pay attention to form of their L2 production.

Cognitive psychologists emphasized the importance of meaning, knowing and understanding. Meaningful learning takes place if learners have background knowledge and if new knowledge can be integrated into a mental schema.

Ausubel (1978) states that material should be organized so that it can be easily related to the existing one. The more the input is related to this mental schema, the easier to learn a language. Language learning, in this sense, is a holistic process and not analysable as stimulus-response associations. Then, children become able to use certain parts of their knowledge through experience and practice. In order to do so, learners have to bear in mind three important features: knowing rather than responding is important, knowledge is organized and integrated into mental structures, and the learner is seen as the one who acts (“active”), constructs or plans. He/she thinks, understands, remembers and produces language.

Approaching the learner as “active” allows failure. In this sense, when the learner commits errors, this process leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure.

According to Suharno (2010) the cognitive view takes the learner to be an active processor of information. It means that the cognitive theory tries to create the people to be active to think. The implication of cognitive theories in language learning field is try to produce the students to find the problem solving and discovery learning when using the L2.

The application of the learning is to try the students to find the solution of the problem. It means that he or she must find the solution to solve the problems of his or her language learning communication. The strength of

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problem based learning focuses on the meaningfulness not the facts, it can improve the students' initiative to use the language in different situations and contexts, it can improve the students' language learning achievement etc.

According to O'Donnell (1997) "Discovery Learning is an instructional method in which the students are free to work in learning environment with little or no guidance". This assumption from O'Donnell is also supported by Ryan & Muray (2009) who assume that discovery learning is problem based learning with minimal guidance". It means that through discovery learning the teacher gives opportunity to students to explore the language by learning through the environment with little guidance from the teacher. There are some structures that must be paid attention in applying discovery learning. They are readiness to learn, intuitive and analytical thinking, motivates for learning. These structures must be moved from basic to advanced step.

The cognitivists view holds that teachers should be facilitators in order for students to construct their own knowledge. In this view, errors are not negative. Error correction is based on meaning since the main aim is to build knowledge into the schemata in a meaningful way. Also, errors should be corrected so that learners do not practice incorrect forms. Teachers should provide real life opportunities to help them gain automatization and activate their schema with some activities in the pre-stages skills.

- The influence of Cognitivism in language acquisition/learning and the role of the teacher

It is one of the language theories that gives contribution in education field (Jung & Orey, 2008). The Cognitivists sign that the learning process occurs inside the learner's.

It stresses on the process that happens inside the human mind, acquisition of the language, and internal mental structure. In this case, the role of teacher is to understand the position of the students who have different experiences that will influence to the learning outcome, to determine the manners that mostly used and which one is effective to organize the new information, to provide feedback in order to make the new information will be more effective and efficient.

4.2.1.3. Constructivism

Cognitivism has evolved in the last twenty years to encompass more complex forms of learning, leading to the theory introduced in this section. Constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or follow the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. Language is also central in Piaget's theory of development and learning. Children make sense of their environment via language and as they

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advance through stages and processes language acquisition plays an important role (Piaget, 1973).

Constructivist theory poses that Language Development is a “web of relationships” and is constructed actively by learners as they attempt to make sense of their experiences and environments. Therefore, learners are not empty cans to be filled with knowledge, but dynamic organisms seeking meaning: “Constructivism is the philosophical and scientific position that knowledge arises through a process of active construction” (Mascolol and Fischer, 2005).

Perkins (1991) states that “regardless of what is being learned, constructive processes” operate and learners form, elaborate, and test candidate mental structures until a satisfactory one emerges. Moreover, new, particularly conflicting experiences will cause perturbations in these structures, so that they must be constructed in order to make sense of the new information” (*Educating for insight*, p.20).

Vygotsky (1978) also highlighted the convergence of the social and practical elements in learning by saying that the most significant moment in the course of intellectual development occurs when speech and practical activity, two previously completely independent lines of development, converge. Through a practical activity a child constructs meaning on an intra-personal level, while speech connects this meaning with the interpersonal world shared by the child and her/his culture. Constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing (Asher, 1969).

John Dewey (1966) rejected the notion that Language Learning should focus on repetitive, rote memorization & proposed a method of "directed living" – students would engage in real-world, practical workshops in which they would demonstrate their knowledge through creativity and collaboration. Students should be provided with opportunities to think from themselves and articulate their thoughts. He wrote, "If you have doubts about how Language Learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence." (*Democracy and education*, p.125).

According to Dewey (1966) Language Learning is not a process of registration or representation, but a process of intervention; Language Development does not point to an external, independent and objective reality, but is always involved in the action. It consists of operations that turn the experienced reality into a form of relationships that can be used in the future actions. Language interaction drives all involved participants to pay attention to the contribution made by the other participants. Therefore, he favours "learning by doing".

Vygotsky (1934) states that children's cognitive skills can be understood only when they are developmentally analyzed and interpreted. It means that if someone wants to know the origin and the transformation from beginning to the next, he must take a part in child's language functioning. Driscoll (2000) adds that "with this awareness comes the ability to invent and explore new structures or new interpretive contexts, and when the learners come to realize how a particular set of assumptions or worldview shapes their knowledge, they are free to explore what may result from an alternate set of assumptions or a different worldview" (*Practising Clinical Supervision: A reflective approach*, p. 390).

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Dieter Wolff (2001) claims that learning can only be influenced by teaching in a very restricted way. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning.

However, the crucial thing is that beforehand the learner should be instructed on how to become aware and take responsibility of his/her own learning, what considers strategies and techniques selected and applied during learning. What is also important is that learning awareness should be complemented by language awareness as well as intercultural awareness. Duffy and Jonassen, (1991, *Constructivism and the Technology of Instruction: A Conversation*, p.8) approach Language Learning in context continuously, life-long process resulting from acting in situations (Brown, 1989, *Principles of language learning and teaching: A 15'Week program of strategies for success*, p.33). Learners should identify, pursue and reflect on their own learning goals while interacting with the world. That is, learners are to be self aware and autonomous.

Vygotsky's second claim is that language skills are mediated by words and forms of discourse which serve as psychological tools for facilitating and transforming mental activity. It means that language is important tool for children in early childhood in order to plan their activities and solve the problems.

His third claims described that language is situated and collaborative. It means that knowledge occurred in environments through the interaction with others collaboratively. To Vygotsky, learning is also a socio-cultural construction and meaning negotiation achieved through language; language has a particular

role in learning and development, by acquiring a language, the child gains the means to think in new ways and a new cognitive tool for making sense of the world. Language is used by children as an additional device in solving problems, to overcome impulsive action, to plan a solution before trying it out and to control their own. They use the language to obtain the help of others and to solve problems (Vygotsky, 1978).

According to McLeod (2007) language acquisition/ language learning process involves interaction between basic human capabilities and culturally invented technologies that serves as amplifiers of these capabilities. It means that McLeod described language acquisition/ language learning as the process of thinking that occurs in interaction in social environment and also influence the development of technology. This invented technology not only consists of concrete but also abstract language learning: language acquisition/ language learning process not only emphasized in concept, but also the ability to invent it.

Marlowe and Page (1983) summarize the foundation of a constructivist approach as: about constructing language knowledge, not receiving it; about thinking and analyzing, not accumulating memorizing; about understanding and applying, not repeating back; being active, not passive (Marlowe & Page, 2005).

Bruner (1986) asserts that “learning in most settings is a communal activity, a sharing of the culture” (*The role of tutoring in Problem Solving*, p.127). So to say, collaboration is an important notion in constructivist learning environments. According to Bruner, cognitive development is divided into three models of representation. They are as the followings.

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Enactive representation (action –based) → 0-1 year old

In this representation, the children try to learn concepts. For example babies' understanding is that “bottle” is something that they suck to get milk.

Iconic representation has to do with images and things that can be altered → 1-6 years old

In this representation children try to think the differences between two different situations separately. For example children imagine there is none in market and there are so many people in market.

Symbolic representation implies using symbols to change knowledge into code → 7 years old.

In the representation emphasized the role of encoding the language to make the explanation more clearly. For example: math specific language is typically in mathematics subject.

According to Driscoll (2000, *Practising Clinical Supervision: A reflective approach*, p. 375) “children, as they grow, must acquire the ways of representing the recurrent regularities in their environment.” He posited that humans respond to their environment through conventionalized imagery and perception, and through language and reason. These representations are enactive, iconic and symbolic (that I have already explained above). He also believed that the process of discovery is an exercise of problem solving that contributes remarkably into the intellectual development.

Jean Piaget (1973) believed that language acquisition is a process of continuous self-construction. That is, language is not just out there, external to

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the child and waiting to be discovered. It is also invented and reinvented as the child develops and interacts with the surrounding world. Accordingly, children actively approach their environments and acquire language through their actions.

Children go through stages and processes of development. These processes, assimilation, accommodation and equilibration, are critical to development and to advancing between stages. Children assimilate the newly perceived objects and events according to their existing schemes. Then they need to modify their existing schemes according to the new experience, this is called accommodation.

Finally, the state of disequilibrium and contradiction arising between the existing schemes and the more sophisticated mode of thought adopted by the new experience has to be resolved via equilibrium process.

On the other hand, Vygotsky (1934) rejected the assumption made by Piaget that it was possible to separate learning from its social context.

“Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate actual relationships between individuals” (*Thinking and speech*, p. 57).

Vygotsky (1934) emphasized the role of language and culture in cognitive development and in how we perceive the world, and claimed that they provide frameworks through which we experience, communicate, and understand reality.

He demonstrated the importance of language in learning by demonstrating that in infants, communication is a pre-requisite to the child's acquisition of concepts and language. But, he suggests that people learn with meaning and personal significance in mind, not just through attention to the facts: "I do not see the world simply in colour and shape but also as a world with sense and meaning. I do not merely see something round and black with two hands; I see a clock..." (*Thinking and speck*, p. 39)

Von Glaserfeld (1990) put forth the notion that the learner's language constructions do not necessarily reflect knowledge of a "real world": "As long as there were people asking each other questions, we have had constructivist classroom.

Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed" (Brooks, 1999). Coming to develop a language is a process of dynamic adaptation toward viable interpretations of experiences. We have no way of knowing what "real" reality might be, since input is filtered. Previous constructs also influence our perceptions of current experience. We construct "viable" models of what reality is based on social and physical constraints.

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Furthermore, it has been argued that the responsibility of learning should reside increasingly with the learner (Glaserfeld, 1989). Von Glaserfeld (1989) emphasizes that the learners construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. Due to the fact of that, it is the learner who acquires the responsibility, the role of the teacher becomes a “facilitator”, (Bauersfeld, 1995). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content.

This is related to Vygotsky’s “zone of proximal development” (Vygotsky 1978) where learners are challenged within close proximity to, yet slightly above, their current level of development. In this, students can, with help from more advanced speakers, master concepts and ideas that they cannot understand on their own. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges.

This model has two developmental levels:

1. The level of actual development – point the learner has already reached & can problem-solve independently.

2. The level of potential development (ZDP) – point the learner is capable of reaching under the guidance of teachers or in collaboration with peers.

The ZDP is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others.

In other words, to make clear and to ensure development in the ZDP, the assistance/guidance received must have certain features:

1. Intersubjectivity – the process whereby two participants who begin a task with different understandings arrive at a shared understanding (Newson & Newson, 1975). This creates a common ground for communication as each partner adjusts to the perspective of the other.

2. Scaffolding – adjusting the support offered during a teaching session to fit the child's current level of performance. This captures the form of teaching interaction that occurs as individuals work on tasks such as puzzles and academic assignments.

3. Guided participation – a broader concept than scaffolding that refers to shared endeavours between expert and less expert participants

Yet, the learning experience should be open and free enough to allow for the learners to discover, enjoy, interact and arrive at their own, socially

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verified version of truth. Savery (1994, *Handbook of Classroom Management*, p.367) contends that the more structured the learning environment, the harder it is for the learners to construct meaning based on their conceptual understanding.

Bruner (1986) was based on the notion that Language Learning is an active, social process in which students constructs new ideas or concepts based on their current knowledge. He provides the following principles of constructivistic learning:

- Language Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).

- Language Instruction must be structured so that it can be easily grasped by the student (spiral organization).

- Language Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).

This theory values the importance of the context. Thus, decontextualized knowledge does not give us the skills to apply our understanding to authentic tasks because, as Duffy and Jonassen (1992) indicate, we are not working with the concept in the complex environment and experiencing the complex interrelationships in that environment that determine how and when the concepts are used: “language is actively constructed by

learners as they are trying to make sense of their experiences, learners form, elaborate and test candidate mental structures until a satisfactory one emerges” (Perkins, 1991, *Educating for insight*, p.20). That is, knowledge is not representing or corresponding to the external reality, but is viable (Von Glasersfeld, 1996). To Vygotsky (1978), learning is a social negotiation of meaning.

Vygotsky postulated that the concepts of language development and learning of the individuals could not be understood without reference to the social and cultural context in which these concepts are embedded. Language Development is the conversion of social relations into mental functions. Individuals actively modify the language as part of the process of responding to it, this is called mediation.

The mediation is linking the social to the mental through a tool or sign. Language serves as a sign and tool in the internalization process of the outer social environment into the inner mental world. Also the interaction between individuals in the process of development and learning serves as a social space for the occurrence of a gap between developmental level determined by independent problem solving and the potential development determined by problem solving under adult scaffolding, guidance or in collaboration with more capable peers.

- The influence of Constructivism in language acquisition/learning and the role of the teacher

It emphasizes on how to construct the meaning of the word or thing based on their own understanding. It can be done through individual experience and schema. The role of the teacher is to ask the students to learn to construct

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meaning and to assimilate and accommodate the students' prior knowledge and the new ones.

These basic theories are, furthermore, very much complementary to each other, serving different types of learners or representing various cases of language learning. They must not automatically make us presume that first and second language learning are either identical or alike processes, though second language learning is strongly tied up with first language acquisition.

Obviously, native language growth must pave the way for foreign language growth. Then these basic language learning theories are fundamental pillars of language learning whose relevance to education is undeniable.

4.2.1.4. Interaccionism

The Interactionists argue that "from birth, children are surrounded by others who talk to them or with them. This communication plays a part in how the baby learns to speak his or her native language. Some argue that "nature" is entirely responsible for how a baby learns a language, while others argue that "nurture" is responsible for how a baby picks up his or her mother tongue.

Social interactionists argue that the way a baby learns a language is both biological and social. Children are born with a powerful brain that matures slowly and predisposes them to acquire new understandings that they are motivated to share with others" (Bates,1993; Tomasello,1995; as cited in Shaffer,et al., 2002, *Gesture as the substrate in the Process of ASL Grammaticization*, p.362).

Interactionists believe that children are born with brains that predispose them to the ability to pick up languages as well as with a desire to communicate. Some Interactionists even argue that babies and children cue their parents and other adults into giving them the linguistic exposure they need to learn a language: “Speech to infants is marked by a slower rate, exaggerated intonation, high frequency, repetition, simple syntax, and concrete vocabulary” (Snow & Ferguson, 1977).

The Interactionist Theory posits that children can only learn language from someone who wants to communicate with them: “Joint attention focus highly correlates with early vocabulary size” (Barret, 1995).

The last theory, the social interaction, “assumes that language acquisition is influenced by the interaction of a number of factors – physical, linguistic, cognitive, and social,” (Cooter & Reutzel, 2004). This theory shares many of the same explanations as the other three theories. Social interactionist theory is an explanation of language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adults.

In contrast to the theoretical positions of behaviourism, the approach to language acquisition emphasizing that children are conditioned to learn language by a stimulus-response pattern with which it is sometimes confused, the social interactionist approaches rests on the premises of a social-cognitive model, emphasizing the child's construction of a social world which then serves as the context of language development.

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It levels an outline of a language acquisition theory in combining of both the traditional behavioral and linguistic position in language production. The essential of this theory; which differentiate it from a semantically based theory; is that the deepest level of representation specifies the communicative intent (primarily) and semantic content (secondarily).

Thus, within this theory the language acquisition can easily be realized differently in emphasizing the role of the environment in producing such differences, as is most often the case in child language and not infrequently the case in adult language. It is incumbent on this model as on any serious attempt to provide a theory of language acquisition, to answer questions about how the model accounts for changes in the child's knowledge with development, and how the model can account for the adult's language system.

And as the behavioral approaches view that children as passive beneficiaries of the language training techniques employed by their parents; and the linguistic approaches view that children, as active language processors of whose maturing neural systems guide development; conversely, social integrationists communication enjoys a rather curious position in contemporary theories of language acquisition as a dynamic system where typically children cue their parents into supplying the appropriate language experience that children require for language advancement. In essence, it turns in supplying of

supportive communicative structure that allows efficient communication despite its primitives.

As in the cognitivist theory, Vygotsky (1978) states that social interaction plays a fundamental role in the process of language development. He refers to the interpsychological and intrapsychological level (Vygotsky, 1978). He also claims that learners's ability increase if they perform the language under adult guidance. This is called the Zone of Proximal Development (ZPD), as we have seen in the constructivist theory. According to Vygotsky, learning occurred in this zone.

Vygotsky adds a new theme to the interactionist theory: the language guide referred to the ZPD (Zone of Proximal Development) was normally thought of as being a teacher, coach, or older adult, but according to interactionists, the guidance could also be peers, a younger person, or even computers. Also peer collaboration might be considered. It is known as the More Knowledgeable Other (MKO) Theory. The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a language

Vygotsky modified the constructivist theory to the interactionist theory creating a model called the sociocultural model. He believed that all linguistic development in children is visible in two stages:

First, the learner observes the interaction between other people and then the behavior develops inside the learner. This means that the learner first observes the guidance around him communicating amongst them and then later develops the ability himself to communicate.

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Vygotsky also theorized that a learner learns best when interacting with those around him. At first, the guidance interacting with the learner is responsible for leading the learner, and eventually, the learner becomes more capable of language using on his own. This is true with language, as the guidance first talks at the learner and eventually the learner learns to respond in turn.

Interactionist focused on the connections between people and the sociocultural context in which they act and interact in shared experiences (Crawford, 1996). According to Crawford, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially language learners develop these tools to serve solely as social functions, ways to communicate needs. Crawford believed that the internalization of these tools led to higher language skills. Halliday (1975), believes that learners learn language out of need to function in society: "Learners acquire language in order to survive, have their needs met, and express themselves"

- The influence Interactionism in language acquisition/learning and the role of the teacher.

Interactionists state that the learning process occurs not just inside but also outside the learner's (collaborative language learning).

It stresses on the process happens through social interaction: acquisition of the language happens to express themselves and to share experiences. In this case, the role of teacher is to guide the students who have different experience that will influence to the learning outcome, to determine connections between people and the sociocultural context and which one is effective to organize the new information, to provide feedback in order to aide to the internalization of these tools led to higher language skills.

Having revised general theories about acquisition, the study of second language acquisition will be considered below.

4.3. DEVELOPMENT IN THE STUDY OF SECOND LANGUAGE ACQUISITION

The study of second language acquisition is quite influenced by these theories mentioned above. However, it has evolved to encompass the notion of interlanguage, whose evolution represents a major outcome in L2 research.

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However, before the idea of interlanguage developed, contrastive analysts asserted that the second-language learner language was shaped solely by transfer from the native language. Therefore, a good contrastive analysis of the NL and the TL could accurately predict all the difficulties that the learner would encounter in trying to learn the TL.

This theory assumed that learners' errors were caused by the difference between their first language and their second language. A further assumption followed that a sufficiently thorough analysis of the differences between learners' first and second languages could predict all of the difficulties they would face. This assumption was not based in rigorous analysis of learner language but rather was often anecdotal, and researchers' claims were prone to confirmation bias.

Robert Lado (1957) held that the claims of contrastive analysis should be viewed as hypothetical unless and until they were based on systematic analyses of learner speech data. Following Lado's advancement of this viewpoint, the focus of research into second-language acquisition shifted from hypotheses of language learning and the development of language-teaching materials to the systematic analysis of learner speech and writing with the practice of error analysis.

Although this was initially done to validate the claims of contrastive analysis, researchers found that many attested utterances and utterance patterns could not be easily explained by transfer from learners' first languages to their second languages.

However, learner utterances that were clear evidence of transfer were noticed and quoted, but learner's utterances that did not provide evidence of

transfer apparently went unnoticed or were classified as residue (Flynn and O'Neil, 1988, *The Generative Study of Second Language Acquisition*, p.76).

Interlanguage is linked to Contrastive Analysis Hypothesis (CAH):

- If the first language and target language (second language) are similar, the learner will be successful in learning.

- If there are differences between L1 and L2 the learner will have difficulty and will make mistakes.

The overgeneralization of errors predicted by this contrastive analysis led to its demise and the development of the interlanguage notion.

As we can perceive, the same concept can be named by different terms. Due to the fact of that, this chapter review the area of the L2 in terms of Contrastive Analysis, Error Analysis and Interlanguage.

4.3.1. Contrastive Analysis

Contrastive Analysis is the process by which the mother tongue and the target language are compared in order to identify the differences and the similarities between them. This process is designed to predict the areas of difficulties the learner of the target language generally faces. The assumption is

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that the similarities will facilitate learning while the differences will cause difficulties in learning L2 (Lado, 1957).

In short, CA is the description of a native language and the target language and a comparison of these descriptions, which results in various statements about similarities and differences between the two languages (Fries 1945). CA can be utilized to aid in second language acquisition. Lee (1968) anchored this assumption in five basic suppositions, some of which are questionable in regard to their application in the fields of theoretical and applied linguistics. The five premises are as follows:

1. The major reason, perhaps the only reason, for errors made in the target language by the students is interference (where the two languages are different) caused by the native language.

For example, the Spanish word “actualmente” (S- Spanish) means “nowadays” (E- English) in English. However, it does exist the English word “actually” (E) that means “in fact” (E) or “de hecho” (S). Due to the fact of that, there are some learners of English that use “actually” (E) as “actualmente”. Nevertheless, it is a mistake created by the interference of those two languages.

On the other hand, the Spanish word “actualmente” (S) is said “atualmente” in Portuguese. As they are so similar, it does not cause interference between these languages.

2. The differences between the two languages bring about this interference.

For example, Spanish natives can have some errors in English. Those errors are interferences. The interferences are more habitual when the difference between L1 and L2 is bigger. For instance, the Spanish sentence “Si yo tuviese una casa...” in English would be “If I had a house...”. However, the sentence in Portuguese would be “Se eu tivesse uma casa...”.

3. A direct correlation exists between the degree of difference and the degree of difficulty involved. By contrasting two languages to discover those areas of greatest difference, prediction of areas, which will cause the students the most difficulty, is possible.

In the example above we can see that the degree of difference is bigger in the English example than in the Portuguese one if we take Spanish language as a reference. Logically, when the degree of interference between L1 and L2 increases, so does the degree of difficulty in learning the L2. For this reason, Spanish natives learning English find more difficulties than Spanish natives learning Portuguese.

4. The students are to be taught the differences between the two languages because the similarities are already known to them but the differences involve a simple transference from the native language to the target language.

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When Spanish natives are learning English, they do find some similarities, such as in the sentence “The literature and the culture are important” that would be as “La literatura y la cultura son importantes” in Spanish.

As the learners of a L2 can easily appreciate the similarities between the two languages, they need to mostly know the differences. Some examples could be:

- Vocabulary differences: such as, “library” (E) meaning “biblioteca” (S) and not “libreria” (S) that would “book shop” (E).

It can lead to some mistake, as “I go to the library” instead of “I go to the book shop”.

- Grammar differences: such as, the “-s” ending in the verbs at the Present Tense. Thus, in the third person of the singular, the “-s” ending has to be added. For instance: “I play, you play, he/she plays”. If learners ignore this information, it can lead to some mistakes, as “She come with me” instead of “She comes with me”.

On the other hand, when Spanish natives are learning Portuguese, they find a lot of similarities between the two languages. When learners listen or read sentences such as “O gato entrou na casa pela porta e comio a carne do vecinho”, they understand perfectly the meaning of this, because in Spanish it would be “El gato entró en la casa por la puerta y se comió la carne del vecino”.

Due to the fact of that, they feel as if they were not translating or transferring to their L1, as they understand 100% of the information. Thus, they do not feel transfer at all.

Fries (1945, *Teaching and Learning English as a Foreign Language*, p. 9) and Lado (1957, *Linguistics Across Cultures: Applied Linguistics for Language Teachers*, p. 9) reflected the structure of their native language. Though most of the errors were phonological in nature, others clearly occurred at the syntactic and morphological levels. From this, it appeared that difficulties of foreign language learners could be predicted from the differences evident in the structures of the two languages. It was this comparative approach which came to be known as Contrastive Analysis.

As the students can easily appreciate the similarities between the two languages, they feel that differences do not exist and they commit errors. For this reason, the learners need to know the differences too. Some of the differences in Portuguese and Spanish are:

- Vocabulary differences: such as, “rato” (P) meaning “ratón” (S) / “mouse” (E) while as Spanish natives learners of Portuguese use it as “rato” (S) meaning “bocado de tempo” (P) / “a short period of time/a while” (E). We can observe some errors in Spanish natives and learners of Portuguese as a L2 in some sentences as “Quero sair um rato” (P) meaning “Quiero salir un rato”(S) / “I want to go out for a while”(E), but actually saying “I want

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to go mouse”(E). Another example could be “acordar” (P) meaning “despertar” (S) / “to wake up” (E) while as Spanish natives learners of Portuguese use it as “acordar” (S) meaning “lembrar” (P) / “to remember” (E). We can observe some errors in Spanish natives and learners of Portuguese as a L2 in some sentences as “Não acordo” (P) meaning “No me acuerdo”(S) / “I don’t remember” (E), but actually saying “I don’t wake up” (E).

- Grammar differences: such as, the verb “ver” (P) / “ver” (S) / “to see” (E) that comes without the preposition “a” in Portuguese and with this preposition in Spanish. We can observe some mistakes in learners of Portuguese whose mother tongue is Spanish, such as “Vi a o João” instead of “Vi o João”.

This approach presupposed that language development consisted of the acquisition of a set habit, and so errors in the second language were regarded as the result of the first language habits interfering during the acquisition of a set of new habits, and so errors in the second language.

Horn (1980, *Intelligence and Cognition: Contemporary Frames of Reference*, p. 205) defines CA as “one in which the similarities and differences between two (or more) languages at a particular level are explicated in the context of a chosen theoretical framework”.

In this connection, Verma and N, Krishnaswamy (1989) claim that when a learner starts learning a second language, there is a 'clash' between the system of the first language and that of the second and when one language system becomes more or less a habit, the learning of a second language becomes rather difficult.

4.3.2. Error Analysis

Error Analysis (EA) is an approach for understanding Second Language Acquisition (SLA) which consists of compiling corpus of L2 learner's deviation from the target language norms. The errors learners make, classifying these errors by type and hypothesizing possible sources of the errors.

The term "Error Analysis" is used to describe the errors generated by learners or speakers of a second foreign language. The purpose of this analysis is to identify the common difficulties a learner faces in learning a language, the strategies used by him and the causes of the errors that occur.

It is believed that errors committed by learners reflect the universal learning strategies. Richards *et.al* (1985, *Conversational competence through role play activities*, p.96) state that Error Analysis is the study of errors made by the second and foreign learners. It may be carried out in order to find out:

1. How well someone knows a language.
2. How a person learns a language.

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Richards (1971, *A non-contrastive approach to error analysis*, p.6) proposes a two-way classification of errors:

1. *Intra-lingual error*: which refer to the errors resulting from factors other than mother tongue interference, like overgeneralization, simplification, etc.

2. *Inter-lingual errors*: which refer to the errors resulting from mother tongue interference.

4.3.2.1. Intra-lingual Errors

These errors are caused by the target language (TL) itself. Apart from resorting to L1 transfer, the learners make such mistakes due to the ignorance of a variable in TL. They do either of the two things: they set about learning the needed variable, engaging their learning strategies, or they try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies involve encoding and decoding strategies.

Both types of strategies can be the source of error. According to Richards (1974, *Error Analysis*, p. 6) 'Intra-lingual errors' are "variables produced by the learner which reflect not the structure of mother tongue but generalization based on partial exposure to the target language. The second language, in this case, tries to derive the rules based on the data to which he has been exposed, and develops hypotheses that correspond neither to the mother tongue nor to the target language.

Two common factors appear in all of these categorizations of errors:

(1) The first language interference could be the source of some errors but not always the major, not to mention the only source.

(2) The learner takes an active part in the acquisition process, with many of his errors serving as evidence of his/her role as a hypothesis tester.

Corder's main contribution to EA has been to promote the study of errors not for diagnostic purposes alone, but also as a means of determining the language learning strategies of the second language learner and of comparing them with those of the first language learner. He suggested that the errors of the learner and the learner himself should determine the type of language input he should receive rather than being determined by the teachers, material-writers and linguists.

4.3.2.2. Extra-lingual Errors

As stated earlier, according to the notion of CA, the major source of errors in the second language performance is directly attributed to the interference from the learner's mother tongue. According to Corder (1992), the term "interference" is often used to refer to the presence of some features of the learner's mother tongue in his/her performance in the target language which are

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incorrect according to the rules of the target language. However, Corder objects to the use of the term.

“Interference”, he states: “this usage carries no sense of an inhibiting process at work as a proper use of the term should, and I believe, it should be abandoned” (*A role for the mother tongue*, p. 20).

Ellis (1994), however, claims that transfer errors are more common at the phonological and lexical levels of language than at the grammatical level.

Inter-lingual / Transfer errors: Errors occur when the learner’s L1 habits (with reference to patterns, system or rules) interfere or prevent him/her to some extent, from acquiring the patterns and rules of the second language (Corder, 1971).

Inter-lingual transfer is a significant source of language learners. It is related to the next term: Interlanguage.

4.3.3. Interlanguage

Language transfer (also known as L1 interference, linguistic interference, and crosslinguistic influence) refers to speakers or writers applying knowledge from one language to another language. It is the transfer of linguistic features between languages in the speech repertoire of a bilingual or

multilingual individual, whether from first to second, second to first or many other relationships.

It is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language.

During the 1950s, memory research began investigating interference theory. This refers to the idea that forgetting occurs because the recall of certain variables interferes with the recall of other variables.

Corder (1967; 1981, *Error Analysis and Interlanguage*, p.95) was the first to develop an alternative framework: the idea that second-language learners do not use their first language as a starting point in the process of L2 learning, but rather they use a universal built-in syllabus that guides them in the systematic development of their own linguistic system, or transitional competence. Thus, the second-language learner's transitional competence is different from either the NL or the TL or even some combination of the two, since it begins with an essential, simple, probably universal grammar.

Corder (1967; 1981) believes that the learner of a second language has a motive to bring his language performance as much in line with conventions of those of the target language speakers, as he can, that is, if he is able to do so. This required and expected instability in the characteristics of a learner's language is due to the context changing of his rules that is continuous development of his/her grammar." Corder regards the L2 learners' language a peculiar dialect of the target language, different from it in many important

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aspects and probably having some features of his mother tongue. It is known as idiosyncratic systems.

Corder's proposal is based on the following two considerations:

1. Any spontaneous speech intended by the speaker to communicate is meaningful, in the sense that it is systematic, regular and consequently it is in principle, describable in terms of a set of rules, i.e. it has a grammar. The spontaneous speech of the second language learner is language and therefore it has a grammar.

It happens when a L2 learner uses the L2 grammar as he/she has been taught. Although it might be grammatically correct, the way they use grammar might sound weird for native speakers. For example, a Spanish native learning English might think the Spanish concept "avisar" (S) and say the correct grammatical sentence "I'll inform you about the dinner" in informal situations. It might sound weird for an English native that would say as "I'll let you know". The same can happen to a Spanish native learning Portuguese with the same concept in mind and express it as "Eu informo-te do jantar". It must sound weird for Portuguese natives too, as they would say "Digo-te qualquer coisa do jantar". Nevertheless, all those sentences are grammatically correct.

However, those situations are more likely to occur when the L2 differs from the L1. For example, a Spanish native learning English might think the Spanish concept "querer decir" (S) and say the correct grammatical sentence "I want to say". It sounds weird for an English native that would say as "I mean". The same can happen to a Spanish native learning Portuguese with the same

concept in mind and express it as “quero dizer”. However, it does not sound weird for Portuguese natives, as they would say it too.

On the basis of these two arguments he considers the learners' language as a dialect in the linguistic sense: “two languages which share some of rules of grammar are dialects” (in Richards, 1974, *Error Analysis*, p. 158). This is the case of Spanish and Portuguese natives, they share a dialect: Portunhol.

It is a mixture of Portuguese with Spanish used as a lingua franca, or simplified mixture of the two languages that allows speakers of either Spanish or Portuguese who are not proficient in the other language to communicate with one another. As those languages are similar, they can share some features and people who speak it can communicate without interferences. It is used in border communities and multilingual trade environments.

Here, we can point out that Spanish and Portuguese are more idiosyncratic than Spanish and English because they share more grammatical features. However, at some point, the three of them share some grammatical features. For example: the Spanish expression “de hecho” (S) is similar to the English expression “in fact” (E) and at the same time the Portuguese expression “de fato” (P) seems to be a mix of them.

We can see some grammatical common features in other sentences, as “I promise to study in the school” (E), “Prometo estudiar en la escuela” (S) and “Prometo estudar na escola” (P).

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Seliker (1969) proposed the term inter-language for this class of idiosyncratic dialects, it is a dialect whose rules share characteristics of two or more social dialects or languages where these languages themselves may or may not share rules.

Later on, Nemser (1971) proposed the notion of approximate systems. He claimed that there was a succession of evolving systems that take the learner nearer and nearer to the target system and further and further from the source system.

By the use of this term, he describes the deviant linguistic system actually adopted by the learner in an attempt to speak or write in the standard target language. Thus, these approximative systems have various characters in accordance with the learner's proficiency level, learning experience, communication function, personal learning characteristics, etc. He classifies the language systems represented with their functions as follows:

1. The target language (TL) is the language in which communication is being attempted. In the case of a learner, it is the language he is learning when he uses it.

In this case the Target Language (TL) of the pupils will be English and Portuguese. English and Portuguese languages will become TL when the pupils use them in order to communicate in those languages.

2. The source language (SL) is that acting as a source of interference. It leads to deviations from the norm of the target language. It is normally the learner's native language.

In this situation the Source Language (SL) of the learners will be Spanish, due to the fact that they are Spanish natives, It might act as interference when they are using English or Portuguese.

3. An approximative system (AL) is the deviant linguistic system actually employed by the learner attempting to utilize the target language. Such approximative systems vary in character in accordance with proficiency of the learner or speaker. Variation in it is introduced by learning experience (including exposure to a target language system), communication function, personal learning characteristics, etc (in Richards, 1974, *Error Analysis*. p.55).

As the participants of this study are in an English bilingual school, the English language will be more an Approximative Language (AL) than the Portuguese language, due to the fact that learners receive more learning experiences in English than in Portuguese for a longer time, and they have been exposed to the Target Language (TL). As they also have “English language assistants” in their schools, they have also had more opportunities to have contact with natives of the language.

Nemser’s assumption is threefold:

1. Learner speech at a given time is the patterned product of a linguistic, AL, distinct from SL and TL and internally structured.

2. In successive stages AL’s at of successive stages of learning form an evolving series, AL . . . n, the earliest occurring when a learner first attempts to use LT the most advanced at the TL at the closet

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approach of AL to TL (merger, the achievement of perfect proficiency, is rare for adult learners).

3. In a given contact situation, the AL's of learners at the same stage of proficiency roughly coincide, with major variations ascribable to differences in learning experience (Nemser, 1974, *Approximative systems of foreign language learners*, p. 56).

Thus, on the basis of the above mentioned assumption, Nemser maintains that the speech of a target language is structurally organized, manifesting the order and cohesiveness of a system. However, this approximative system is frequently changing with atypical rapidity and due to new elements which are introduced in the process of learning. This system is also subject to radical reorganization through the massive intrusion of these new elements as learning proceeds. Nemser stresses that the learner's speech should be studied in its own terms, not only by reference to SL (Source of Language) and TL (Target Language).

The language systems represented in a contact situation can be classified in accordance with their functions as follows:

A] The target language is the language in which communication is being attempted; in the case of a learner it is the language he is learning, when he uses it.

B] The source of language is the language that acts as a source of inference; it is normally the learner's native language.

The structural independence of an approximative language (AL) from the source and target systems is noted in the frequent and systematic occurrence in non-native speech of elements not directly attributable to either the source language (SL) or the target language (TL).

Similarly, an 'internal' interference resulting from the extension of the productive processes of target language (TL) and pattern confusion occurs frequently in the grammar. It can be said that the demands of communication forces the establishment of phonological, grammatical and lexical categories, whereas the demands of economy forces the imposition of the balance, and order of a language system. Moreover, according to Nemser, various evolutionary stages of approximative language differ not only in amount but also in type of interference, both external and internal.

After Nemser, the term interlanguage was defined by Selinker (1972). Selinker stated clearly that the relevant data to be used in the study of interlanguage consisted of utterances produced by second language learners when they are trying to communicate meaning in the target language.

According to Selinker (1972), the term "interlanguage" refers to the linguistic system evidenced when a second language learner attempts to express meaning in the language being learned.

The interlanguage is viewed as a separate linguistic system, clearly different from both the learner's native language (NL) and the target language (TL), but linked to both NL and TL. This linguistic system encompasses not just phonology, morphology and syntax, but also the lexical, pragmatic and

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discourse levels. According to Selinker (1972), a learner's interlanguage is variable. At any one stage of development the learner will employ different forms for the same grammatical structure. This variability may be random in part (i.e. there is free variation) but it is largely systematic in the sense that it is possible to identify the probabilities with which the different forms will occur in accordance with such factors as the addressee and the availability of time to plan utterances.

Transfer can also occur in polyglot individuals when comprehending verbal utterances or written language. For instance, Spanish and Portuguese both have relative clauses with noun-noun-verb (=NNV) order but which are interpreted differently in both languages:

Spanish example: "La chica que/a la que la mujer besa es rubia". → It means: "The girl that/whom/who the woman is kissing is blonde."

If translated word for word with word order maintained, this Spanish relative clause is equivalent to the Portuguese example: "A rapariga que/a quem a mulher beija é loira". → It means: "The girl that (or whom, but not who) the woman is kissing is blonde."

The Spanish and the Portuguese examples differ in that in the Spanish example the relative role can be understood in two forms ("a la que" –whom -, "a quien" - who) while in the Portuguese example the relative role can be understood just in one forms ("a quem" - who). In short, in the Spanish example,

both word-order rules and the test of substituting a relative pronoun with different nominative and accusative case markings (e.g., *whom/who**) reveal that only *the woman* can be doing the kissing.

The ambiguity of the Portuguese NNV relative clause structure becomes obvious in cases where the assignment of subject and object role is disambiguated. Because in Spanish relative clauses with a noun-noun-verb structure (as in the example above) the first noun can only be the object, native speakers of Spanish who speak Portuguese as a second language are likelier to interpret ambiguous Portuguese NNV relative clauses as object relative clauses (= object-subject-verb order) than Portuguese native speakers who prefer an interpretation in which the first noun phrase is the subject (subject-object-verb order). This is because they have transferred their parsing preference from their first language Spanish to their second language Portuguese.

Other authors have also explored the notion of interlanguage. Nemser (1971) named these different conceptualizations of learner language as approximative systems, and Corder (1967) used the expression transitional competence. For Selinker (1972), acquiring a L2 is different from acquiring a L1, so it is not child language (but interlanguage) as the original mechanism for learning (lateralization, or in Chomsky's terms, LAD) are atrophied (fossilization).

Although the Interlanguage Hypothesis provided the initial spark that stimulated research on second-language acquisition/learning, it continues to provide what some feel to be the most productive framework for research. In other words, the significance of interlanguage theory lies in the fact that it is the

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first attempt to take into account the possibility of learner conscious attempts to control their learning. It was this view that initiated an expansion of research into psychological processes in interlanguage development whose aim was to determine what learners do in order to help facilitate their own learning, i.e. which learning strategy employed.

Interlanguage is based on the theory that there is a "psychological structure latent in the brain" which is activated when one attempts to learn a second language. Selinker noted that in a given situation the utterances produced by the learner are different from those that native speakers would produce and they attempted to convey the same meaning.

This fundamental assumption is that those adult L2 speakers who achieve native- speaker like "competence" (perhaps 5%) in learning a second language somehow reactivate the latent language structure which is described by Lenneberg 1967 "latent language structure". He remarks that it is:

- (a) An already- formulated arrangement in the brain.
- (b) The biological counterpart of universal grammar.
- (c) Transformed by the infant into the realized structure of particular grammar in accordance with certain maturational stages.

Selinker assumes that those (5%) L2 learners who achieve native-like competence go through very different psycho-linguistic processes than the majority of L2 learners who failed to achieve native- like competence. In this regard he refers to the two notions as "attempted learning" and "successful learning", the former notion is independent of and logically prior to the notion of

“successful learning”. For him the vast majority of L2 learners are those who fail to achieve native-like competence in the target language (LT) he presents an idealized picture of the notion “target language”.

This system can be observed when studying the utterances of the learner who attempts to produce meaning in using the target language; it is not seen when that same learner does form-focused tasks, such as oral drills in a classroom. When the learner’s inter-language becomes more developed his grammar resembles the target language grammar. An inter-language cannot be accounted for by just referring to by transfer or Intra-lingual characteristics; it might as well be regarded as interactions of the two languages. That is why Selinker considers an interlanguage “a system that is distinct from both the second and the first language” (Selinker; 1972; Corder, 1973; Richards, 1974).

Interlanguage can be observed to be variable across different contexts; for example, it may be more accurate, complex and fluent in one discourse domain than in another (Tarone, 1979; Selinker & Douglas, 1985). Furthermore, Corder (1979) claims that the concept “inter-language” implies that significant generalizations can be drawn about the process of foreign language learning. One of these possible generalizations is that beside the language continuum of development or change, foreign language learners exhibit similarities in their learning of the target language and consequently in their inter-language grammars.

To study the psychological processes involved, one should compare the interlanguage utterances of the learner with two aspects:

1. Utterances in the native language to convey the same message produced by the learner.

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2. Utterances in the target language to convey the same message, produced by a native speaker of that language.

According to Schumann (1974) “inter-language hypothesis regards the speech of a second language learner at any point of time in the acquisition process as a systematic attempt to deal with the target language data. Therefore, the utterances of such a learner are not mistakes or deviant forms, but rather are part of a separate but nevertheless genuine linguistic system.”

An inter-language is thus a reflection of the L2 learner’s continuous development in the process of L2 learning in which elements of the mother tongue and those of the target language may be observed overlapping, resulting in a fresh category of mixed language and their rules. Dickerson (1975) proposes that inter-languages are like real languages and should be seen as having variable rules: “like native speakers, second language learners use a language system consisting of variable rules. Their achievement of the target comes about through gradual change by using, overtime, greater proportions of more target-like variance in an ordered set of phonetic environments” (*The learner’s interlanguage as a system of variable rules*, p. 255).

Interlanguage work is a vibrant microcosm of linguistics. It is possible to apply an interlanguage perspective to learners’ underlying knowledge of the target language sound system (interlanguage phonology), grammar (morphology and syntax), vocabulary (lexicon), and language-use norms found among learners (interlanguage pragmatics).

Ellis (1986) further comments with approval on Selinker's (1972) definition of inter-language as having three basic features which are: *permeability*, *dynamism*, and *systematicity*. All languages, of course, possess these factors; what distinguishes IL is its degree of permeability and of dynamism. But like all natural languages, it always remains systematic. It is therefore a type of natural language (*Language Transfer*, p. 461).

According to Corder (1981), this temporary and changing grammatical system, IL, which is constructed by the learner, approximates the grammatical system of the target language. In the process of L2 acquisition, IL continually evolves into an ever-closer approximate of the TL, and advances gradually until it becomes equivalent or nearly equivalent, to the target language. However, during the L2 learning process, an IL may reach one or more temporary restricting phases when its development appears to be delayed.

Nowadays, this term is used both to refer to the linguistic system of L2 learners at a specific point in time, and to the series of interlocking L2 systems typical of L2 development. The significance of this term is the emphasis it places on the L2 system being a linguistic system in its own right, independently of both L1 and L2 (Tarone, 2006, *Mogadishu on the Mississippi: Language, Racialized Identity, and Education*, p.85).

4.3.3.1. Variability in Interlanguage

Though the interlanguage perspective views, learners acquire/learn the language as a language in its own right. This language systematically varies much more than native-speaker language.

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Selinker noted that in a given situation the utterances produced by the learner are different from those native speakers would produce had they attempted to convey the same meaning. This comparison reveals a separate linguistic system. This system can be observed when studying the utterances of the learner who attempts to produce meaning in using the target language; it is not seen when that same learner does form-focused tasks, such as oral drills in a classroom.

Interlanguage can be observed to be variable across different contexts; for example, it may be more accurate, complex and fluent in one discourse domain than in another (Tarone, 1979; Selinker & Douglas, 1985). A learner may produce a target-like variant (e.g. 'I don't') in one context and a non-target like variant (e.g. 'me no') in another. Scholars from different traditions have taken opposing views on the importance of this phenomenon. Those who bring a chomskyan perspective to SLA typically regard variability as nothing more than "performance errors", and not worthy of systematic inquiry.

On the other hand, those who approach it from a sociolinguistic or psycholinguistic orientation view variability as an inherent feature of the learner's interlanguage, where the learner's preference for one linguistic variant over another depends on accompanying a social (contextual) variables such as a) the status or role of the interlocutor (Selinker & Douglas, 1985), or b) linguistic variables such as the phonological environment or neighboring

features marked for formality or informality (Fasold & Preston, 2007; Tarone, 2009; Tarone & Liu, 1995).

Research on variability in language learning distinguishes between "free variation", which has not been shown to be systematically related to accompanying linguistic or social features, and "systematic variation", which has. Of course, the line between the two is subject to debate.

a) Free variation in the use of a language feature is usually taken as a sign that it has not been fully acquired. The learner is still trying to figure out what rules govern the use of alternate forms. This type of variability seems to be most common among beginning learners, and may be entirely absent among the more advanced.

Corder (1981) claims that the learning of the second languages does not take place very largely in a formal educational setting. The orientation here is "instrumental" in form of it, for example, the purpose of language learning is the more utilitarian value linguistic achievement. When the learner is oriented to learn more about the order cultural community, the orientation here is what Corder (1981) calls "integrative".

b) Systematic variation is brought about by changes in the linguistic, psychological, social context. Linguistic factors are usually extremely local. For instance, the pronunciation of a difficult phoneme may depend on whether it is to be found at the beginning or end of a syllable.

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c) Social factors may include a change in register or the familiarity of interlocutors. In accordance with Communication Accommodation Theory, learners may adapt their speech to either converge with, or diverge from, their interlocutor's usage. For example, they may deliberately choose to address a non-target form like "me no" to an English teacher in order to assert identity with a non-mainstream ethnic group (Rampton 1995).

Rychar and Sampson (1974, *A non-contrastive approach to error analysis, English Language Teaching*, p.6) state that "different setting for language use result in degrees and types of language learning". According to them, the distinction can be made in terms of the effects of the socio-cultural setting on the learner's language and the relationship between the learner and the target language community manifested by linguistic markers of these relations and identities.

d) Psychological factor is usually taken to be attention to form, which is related to planning time. The more time that learners have to plan, the more target-like their production may be. Thus, literate learners may produce much more target-like forms in a writing task for which they have 30 minutes to plan, than in conversation where they must produce language with almost no planning at all. The impact of alphabetic literacy level on an L2 learner's ability to pay attention to form is as yet unclear (see Tarone, Bigelow & Hansen, 2009).

According to Lambert (1972) the student is successful in his attempt to learn the language. The learner must be both able and willing to adopt various aspects of behaviour, including verbal behaviour, which

characterizes members of other linguistic cultural knowledge. He claims that the learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. The L2 learner's motivation is thought to be determined both by his attitudes and by the type of orientation he/she has towards learning L2.

e) Affective factors also play an important role in systematic variation. For example, learners in a stressful situation (such as a formal exam) may produce fewer target-like forms than they would in a comfortable setting. This clearly interacts with social factors, and attitudes toward the interlocutor and topic also play important roles.

Factors such as learners' motivation for learning the target language and the effects of the socio-cultural setting also matter. In the progress of language learning, the distinction is made between compound co-ordinate bilingualism (Ervin and Osgood, 1954) which rests upon the assumption that different setting for learning may motivate different processes of language learning. For example, two languages may be learned at the same socio-cultural setting (the Portuguese socio-cultural setting similar to the Spanish socio-cultural) or in two different settings (the English socio-cultural setting similar to the Spanish socio-cultural).

When learners experience significant restructuring in their L2 systems, they sometimes show what has been termed U-shaped behavior. For instance, Lightbown (1983) showed that a group of English language learners moved, over time, from accurate usage of the "-ing" present progressive morpheme, to incorrectly omitting it, and finally, back to correct usage. This is explained by

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theorizing that learners first acquired the “-ing” form as a chunk, second, lost control of this form as their knowledge system was disrupted by expanding understandings of the tense and aspect systems of English, and third, returned to correct usage upon gaining greater control of these linguistic characteristics and forms. These data provide evidence that learners were initially producing output based on rote memory of individual words containing the present progressive morpheme.

However, in the second stage their systems apparently contained the rule that they should use the bare infinitive form to express present action, without a separate rule for the use of “-ing.” Finally, their systems did contain such a rule. According to Interlanguage theory, this seeming progression and regression of language learning is an important and positive manifestation of the learner's internal understanding of the grammar of the target language.

4.3.3.2. Stability in Interlanguage

The circumstances for individual language learning are never identical. Therefore, the acquisition of lexical, phonological and syntactic variables varies from one individual to another. This claim gets support from the fact that it is rare for L2 learner to use an error or overuse a given structure 100% of the time.

However, Whinnom (1971) states that “the general direction which the learner’s system makes may be predictable” (Richards and Sampson, 1974, *A non-contrastive approach to error analysis. English Language Teaching*, p. 11).

According to them most studies of second language learners' system have dealt with learner's production rather than /her comprehension of language, therefore, they raise the question as to whether the grammar by which the learner understands speech (receptive competence) is the same as that by which he produces speech (productive competence). They assume that the learner hears a significant number of deviant sentences. They also note another phenomenon which is evidence of the instability of the learner's approximative system in that there are many elements which are observed to go through a stage where they are sometimes used and sometimes omitted.

Therefore, when rules for variables or structure unique to learners' approximative systems are to be written, they will have to be embodied in a format reflecting their probability of occurrence.

Richards and Sampson claim that the existence of such novel data is strong for the autonomy of approximative system as distinct from both native and target systems.

This claim of autonomy for approximative system does not, however, preclude their dependence on either L1 or L2 systems (*A non-contrastive approach to error analysis. English Language Teaching, p.12*).

To sum up, we could say that the second language learner's system lacks the stability due to the fact that the learner is constantly formulating, testing and revising his hypotheses about how the target language works and consequently improve it continuously.

4.3.4. Fossilization phenomena

The term fossilization borrowed from the field of paleontology. It conjures up an image of dinosaurs being enclosed in residue and becoming a set of hardened remains encased in sediment. The metaphor, as used in SLA literature, is appropriate because it refers to earlier language forms that become encased in a learner's IL (Interlingua) and that, theoretically, cannot be changed by special attention or practice of the TL.

Fossilization is the 'freezing' of the transition between the native language and the target language. In other words, a permanent cessation of progress toward the TL (Target Language) has been referred to as fossilization (Selinker, 1972).

Fossilization is generally accepted as a fact of life in the process of SLA.

It is a normal and natural stage for many learners and it should not be seen as a problem.

Selinker (1972) suggests that the most important distinguishing factor related to L2 acquisition is the phenomenon of fossilization. His/her explanation is that "fossilizable linguistic phenomena are linguistic variables, rules and sub-systems which speakers of a particular native language will tend to keep. It is their inter-language relative to a particular target language, no matter what the age of the learner or amount of explanation or instruction he receives in the target language".

Selinker (1972, *Fossilization in Adult Second Language Acquisition* p. 215) and his hypothesis on IL fossilization one fascinating is that they learn to contradict our basic understanding of the human capability to learn.

According to Tarone (2006, *Mogadishu on the Mississippi: Language, Racialized Identity, and Education*, p.748), it is a term used to describe the phenomenon by which L2 learners often stop learning even though they might be far short of native-like competence. Reasons for this phenomenon may be due to complacency or inability to overcome the obstacles to acquiring native proficiency in the target language. This phenomenon occurs often in adult language learners.

Fossilization occurs when a L2 learner is capable of conveying message with current language knowledge, therefore the need to correct the form/structure is not required. Thus, the learner fossilizes the form instead of correcting it.

The term is also used for specific linguistic structures which remain incorrect for long periods of time in spite of plentiful input (e.g. in immigrant speakers whose fluent L2 still contains non-target like structures). When the L2 structures differ from L1 structures, reinforcement is needed. However, some errors became permanent and are resistant to change if not corrected.

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In short, interlanguage is considered the term for a dynamic linguistic system that has been developed by a learner of a second language (or L2). This individual who has not become fully proficient yet and is approximating the target language, preserves some features of their first language (or L1), or overgeneralizing target language rules in speaking or writing the target language and creating innovations. In addition, and as interlanguage is idiosyncratically based on the learners' experiences with the L2, it can fossilize, or cease developing, in any of its developmental stages.

It is also suggested that one of the major causes for fossilization of incorrect language forms is the lack of formal instruction in English. According to Valette (1991, *Fossilization in Adult Second Language Acquisition*, p. 306) “fossilization often occurs among ‘street’ learners who have had extensive opportunity to communicate successfully albeit with inaccurate lexical and syntactic patterns. As a result, their errors have become systematized and are almost impossible to eradicate”.

Moreover, teaching methods can prevent successful second language learning in the sense that the use of inadequate teaching methodologies has also been suggested as an explanation for the occurrence of fossilization.

The fossilization intricacy is compounded by another phenomenon which Long (2003) has referred to as “volatility”. Long’s concern is counter-evidence: He argues that stabilization (fossilization) and variation are mutually exclusive.

Other researches, such as Schachter (1996) have argued and demonstrated that there can be fossilized variation.

In most of the cases, corrective feedback works as a strategy to gauge fossilization, reasoning that if the efficacy is nil to low for the perceptually persistent interlanguage forms and then those forms may have fossilized (Lin, 1995).

Vigil and Oller (2007) states that:

- Certain types of feed-back prompt learners to modify their knowledge of the L2.
- While other types encouraged learners to oppose or resist change.
- The interactive feed-back received by a learner has a controlling influence on fossilization.

It is important because lack of corrective feedback or not correcting errors may cause wrong habit formation and then, fossilization. Due to the fact of that, errors have to be corrected as soon as they occur because they may cause fossilization.

On the contrary, some researchers as, as Washburn (1991), operated on premises about corrective feedback and have proven false. In addition, he affirms that corrective feedback is a one-way process involving transaction from a giver to a receiver; and corrective feedback should be equally effective for every linguistic features.

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According to Tarone (2006), some factors affecting fossilization could be: age, motivation, personality, absence of learning opportunities, but the causes of fossilization are not yet clear.

When the L2 structures differed from L1 structures, reinforcement is needed. However, some errors become permanent and are resistant to change if not corrected. So error correction and accuracy are important.

4.3.5. Language transfer

A second phenomenon which has also been studied is the degree of transfer learners make from their native language to the second one.

Language transfer involves variables and rules in the learner's language being directly traceable to his mother tongue. It is the use of L1 properties in the L2. Richards and Sampson (1974) refer to the language transfer by stating that "sentences in the target language may exhibit interference from the mother tongue".

Ellis (1994) pointed out that L1 transfer usually refers to the incorporation of feature of the L1 into the knowledge systems of the L2 which the learner is trying to build. He also distinguishes this learning process from other processes which involve the use of the L1 for purposes of communication. Both translation and borrowing are examples of communication transfer, such as code- mixing and code-switching.

Transfer can be positive, when the borrowing of an L1 structure leads to a correct form in the L2 (e.g. the German learner producing “I am twelve years old” in English L2 as a direct translation of the German structure), or negative when it leads to an incorrect form (e.g. the Spanish learners producing “I have twelve years”). In the next section this notion will be developed in depth.

According to McLaughlin (1987) and Larsen-Freeman (1991) there are similarities and differences among languages, and these are common to all languages of the world. These commonalities are called as language universals (Horwitz, 2008). E.g., Every language has verbs. Language transfer is reflected in all aspects of language, that is, in phonology, syntax, semantics, and pragmatics. Moreover, the manifestation of the transfer may not always be viewed as error, but sometimes may manifest itself as avoidance, overuse. Nevertheless, Language features that differ from the universals.

Horwitz (2008) proposes two concepts:

- Language Universals: Language features that resemble from the universals.
- Markedness: Language features that differ from the universals.

If we take those concepts into account, being a successful L2 learner depends on how similar or different the L1 is from the L2.

According to Horwitz (2008), Language Universal and Markedness no longer guides the acquisition of L2 if a learner has passed a certain point that they can learn a language. They also think that the ability to learn a language may decrease after a certain age. However, they are not sure about this idea.

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Students may need different types of exercises or activities in class depending on their L1 because they have different marked features. However, since the theory is based on L1 theory, the theory may not be applicable to L2 teaching environment although some researchers have extended it to L2 (Fundamental Difference Hypothesis).

- Learners should be made aware of the differences between L1 and L2 during the error correction. Teachers should correct errors.
- Learners are born with pre-set language parameters, so the theory does not talk about the input.
- If learner can transfer language universals from L1 to L2, he/she can be successful.

Di Pietro (1971) points out that if a learner has properly learned the rules of the other language; he will be able to apply them. Whenever he has not learned the rules; he will have to revert to those of his/her native language or to those of other languages he knows well. He adds that language teachers often observe a tendency among some students to confuse the language they are studying with others studied previously or concurrently.

According to him, the process of interpreting particular grammar of one language in terms of another is called “transfer”. The mistakes that result from this process are said to be due to “interference.”

Corder (1981) claims that the learners’ possession of his native language is facilitative. Errors in this case are not to be regarded as signs of inhibition, but simply as evidence of his learning strategies. Lado (1957) argues

that foreign language learners rely almost entirely on their native language while learning the target language. Thus, “language transfer” is an important factor involved in the process of L2 learning, which works in very complicated ways and deeply influences and shapes the L2 learners linguistic systems.

4.3.5.1. Positive and Negative Transfer

According to Horwitz (2008), there is interference of first language habits. This theory is linked to “Contrastive Analysis Hypothesis” (CAH):

- If the L1 and target language (Second Language) are similar, the learner will be successful in learning.
- If there are differences between L1 and L2 the learner will have difficulties and will make mistakes.

Horwitz (2008) differences between “Positive Transfer” and “Negative Transfer”:

Negative transfer: (Interference) When a grammatical structure or sound is different in the first language and the target language. The first language may intrude and cause difficulties in producing the new form. Thus, when a L1 structure differs from that of the L2 and errors occur. For example, “film moving” in Spanish and “moving film” in English, “I have ten years old” instead “I’m ten years old”.

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Positive transfer: Learners use the similarities between their L1 and L2. When the L1 and L2 share the same structure, the L1 becomes an advantage. This we call “Positive Transfer” or “Zero Transfer”. For instance, the passive sentence in English “Made in Japan” translates literally into *Hecho en Japón*.

4.3.5.2. Transfer of training

Transfer of training holds somewhat different means in different disciplines of psychology. Here, in this research, we are going to reflect a language psychology perspective interested in how the semantic similarity of word pairs in one list affects time taken to learn a second list (the transfer task). From this perspective, the original learning task and the "later activity" look very much alike.

In this process, the learner’s errors are directly traceable to how and what they have been taught, that is, the learners attempt to use rules learned from their teachers and/or textbooks. The results of their attempts can be either in accordance with the rules of the TL or sometimes they can be erroneous.

An example of the transfer of training in English would be the following: teachers that explain that position of the adverbs of time by stating that “adverbs of time (as always, sometimes or never) comes before the verb” as in “She always goes to the park” and “They always go to the park”. It may lead the learners to produce erroneous utterances such as “She always is funny” and “They always are funny”. It is because they think that any verbs follow this rule, however adverbs of time comes before all the verbs, except the verb “to be”. Due to the fact of that the two sentences above are wrong and they would have

the verb “to be” before the adverb, as “She is always funny” and “They are always funny”.

On the other hand, an example of the transfer of training in Portuguese would be the following: teachers or textbooks that explain the position of the indirect object by stating that “Indirect object comes after the verb” as in “Abraço-te forte” and “Ajudo-te mais logo”. It may lead the learners to produce erroneous utterances such as “Eu tambem abraço-te” or “Eu não ajudo-te mais logo”. It is because learners think that this rule must be followed in any situation, however indirect object comes before the verb when there are some functional words, such as adverbs of quantity “tambem”, the negative particle “não” and the substantives as “tudo”, “todos” and “todas” as in “Eu tambem te abraço” and “Eu não te ajudo mais logo”.

Holding (1991) says that "transfer of training occurs whenever the effects of prior learning influence the performance of a later activity". According to Baldwin (1980, *Art & Language*, p. 39) the definition of transfer of training would be “learning simply by contact has led many students to devise IL or idiosyncratic languages with rules often wildly different from those of Standard Native Language”.

However, the definition that we are going to use in this research is transfer of training as the effect that knowledge or abilities acquired in one area has on problem solving or knowledge acquisition in other areas. For example, pupils who know other foreign languages such as Italian transfer the Italian knowledge to Portuguese. It can also happen from L1 (Spanish) and L2 (Portuguese). We will see as it happen in this research regarding Portuguese.

4.3.5.3. Conscious and unconscious transfer

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Transfer may be conscious or unconscious. Consciously, learners or unskilled translators may sometimes guess when producing speech or text in a second language because they have not learned or have forgotten its proper usage. Unconsciously, they may not realize that the structures and internal rules of the languages in question are different. Such users could also be aware of both the structures and internal rules, yet be insufficiently skilled to put them into practice, and consequently often fall back on their first language.

4.3.5.4. Cross-linguistic influenced in studies on L2 acquisition

In second language acquisition, the knowledge of the native language (L1) in acquisition of a Foreign Language (L2) can indeed have a facilitation or inhibition effect on the learner's progress in mastering a new language. Traditionally, facilitation effect is known as positive transfer, while inhibition is considered negative transfer. Erroneous performance in L2 ascribe to certain constraints existing in the native language can be the simplest example of negative transfer.

Over the last twenty years a cognitive approach to language transfer, as well as to other psycholinguistic phenomena, has prevailed in the field of SLA. One of the most important findings of the time was that L1 directly and indirectly influences L2 acquisition. Indirect influence, in turn, reflects underlying organization principles of the language and the learner's metalinguistic awareness of that knowledge.

Studies on language transfer in SLA were predominantly carried out in the field of syntax (Gass, 1996). One of the major concerns of those studies was to see how word order in L2 might be influenced by the structural differences of the word order in L1 (Odlin, 1990; Rutherford, 1983).

There has been conflicting evidence relating to the influence of L1 on the L2 word order in production. Some studies reported that L2 acquisition is affected by the SVO (subject-verb-object) ordering in L1 (Zobl, 1982). The question of what is more likely to be transferred from L1 to L2 and how the mechanism of transfer works has given rise to different linguistic models and hypotheses.

One of the earlier hypotheses on CLI, the Contrastive Analysis Hypothesis tried to predict the likelihood between various aspects of L1 and L2. That is, similarities in linguistic structures in two languages will result in positive transfer, while differences will create an interference which is known as negative transfer (Gas and Selinker, 1983; McLaughlin, 1984).

The results of the two studies reported in this paper suggest that when two contact languages have the same dominant structures it becomes very difficult to separate a pure transfer from whatever internal generalization changes might have occurred. Results showed that the difficulty was minimally present in the learner output and that constructions and formulae of similar structure coexisted, but that a developmental relationship between difficulty and constructions was not clearly evident.

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The discussion proposes the existence of a pre-formulaic stage account for the data, and submits that the relationship between difficulty and productive constructions requires more intensive study. From this perspective, further investigation of language transfer between the languages having distinct syntactic structures would have a slight trend of decline in the use of the VS orders noticed in the above reported study may have implications for future studies, where ten or more years of extensive exposure to an L2 with a limited input from an L1 might be taken as a reference point.

4.4. DIFFERENCES BETWEEN LEARNING A L1 AND A L2

Before initiating a more systematic description of how a second language is acquired, it is essential to establish the notion of linguistic neighbourhood, as the process of L2 learning depends on the proximity of the two languages, the mother tongue and the target language of the speaker, particularly for the purposes of this study.

4.4.1. Linguistic neighbourhood

It is a phonological property of word forms, but it is typically viewed as a lexical characteristic because it deals with the phonological quality of the whole lexical unit as it is stored in its base form in the mental lexicon (Storkel, 2009, *The Handbook of Psycholinguistic and Cognitive Processes*, p.21).

Neighborhood Effects refer to the activation of all similar "neighbors" of a target word. Neighbors are defined as variables that are highly confusable with the target word due to overlapping features of other words. An example of this would be that the word "game" has the neighbors "came, dame, fame, lame, name, same, tame, gale, gape, gate, and gave," giving it a neighborhood effect because new words can be constructed by only changing one letter of "game." The neighborhood effect claims that words with larger neighborhood sizes will have quicker reaction times in a lexical decision task suggesting that neighbors facilitate the activation of other neighborhood words.

The definition of linguistic neighbourhood that will be used in this research is the number of words (neighbours) that are phonologically similar to a given word based on the phoneme substitution, addition or deletion (Luce & Pisoni, 1998). For example, neighbours of the word "cook" include "crock", "could", "cake"... English learners mistake a lot with the words "kitchen" and "chicken".

It can also happen from L1 and L2. We will see as it happens to the pupils of this research in English and Portuguese. Nevertheless, as English is very different to Spanish, they usually mistake directly in the Foreign Language. On the other hand Portuguese learners, whose native language is Spanish, mistake more from L1 to L2. For instance, *burbujas* for *burbulhas*.

The different kinds of Linguistic neighbourhood are:

- a) Phoneme substitution → Phoneme substitution refers to the replacement of a phoneme in a word with another phoneme to form a new word.

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A child who studies English and has initial problems in this skill can tell you that when the /k/ sound in *cat* is replaced with /s/, you get *sat*. Whileas a child who studies English and has final problems in this skill can tell you that when the /f/ sound in *roof* is replaced with /t/, you get *root*, or /s/ sound in *boss* is replaced with /x/, you get *box*.

On the other hand, a child who studies Portuguese and has problems in this skill can tell you that when the /z/ sound in *casa* is replaced with /s/, you get *cassa*.

It also occurs when substitutions that appeared unordered and random become more organized; sounds still aren't produced correctly but are gaining structure

b) Phoneme addition → Phoneme addition refers to the ability to replace a phoneme in a word with another phoneme to form a new word.

A child who learns English and has problems in this skill may add the last consonant in a word. For instance *again* becomes *against*, *sun* becomes *un*, *ect*.

A child who learns Portuguese and has problems in this skill may add the last consonant in a word. For instance *rato* becomes *raton*.

c) Phoneme deletion → Phoneme deletion refers to the ability to replace a phoneme in a word with another phoneme to form a new word.

A child who studies English and has problems in this skill may omit the last consonant in a word. For instance *gun* becomes *gu*, *sun* becomes *un*, etc.

A child who studies Portuguese and has problems in this skill may omit the last consonant in a word. For instance *mal* becomes *ma*, *estou* becomes *tou*, etc.

4.4.2. Learning a second language and the markedness principle.

According to Eckmann (1977), a comparison of the target and mother languages predicts that learners should find the most difficulty with those aspects of the L2 that are more marked in terms of accessibility. Cook (1975) found certain similarities to the Accessibility Hierarchy in L1 and L2 learners of English, as did Gass (1979), although some differences emerged.

The acquisition of relative clauses has also been studied by Licerias (1981) in terms of the markedness of “filters”, and by Flynn (1983) in the terms of the “right branching principle”. Consequently, Spanish learners of English are likely to have particular problems with movement in English, since they are moving from a language with a more marked setting to one with a less marked one. It should be pointed out, however, that markedness is used in other senses to the one found here, to refer to grammatical complexity, for example, as in Rutherford (1982), or to preferences for particular meaning of words, as in

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Kellerman (1979). Also the present discussion does not assume that marked is directly reflected in order of development, even if this additional assumption is made by many first and second language researchers. Through there is some plausibility in feeling that “natural” unmarked forms should be learnt before those that are “unnatural”, capacity, etc., distort the sequence.

Rather than being compared directly, two languages may be compared indirectly through the ways in which they embody the same linguistic principle while fixing parameters differently. Thus, English is related to Spanish through the slightly different ways in which it fixes sentence order. Structural comparison is a matter not of actual rules, but of the way in which the rules exploit the same underlying resources. The concept of core and periphery implies that this type of comparison must be supplemented by an account of how the two grammars deviate from core grammar for whatever reason (Ellis, 1982, *The study of Second Language Acquisition*, p.235). Thus, while Spanish and Portuguese can be found to be similar in terms of the core parameter of sentence order, their relationship also needs to take in the more peripheral rule that auxiliaries precede the Subject in certain types of question. At the core, the theory provides a common measuring stick for two grammars; as we move to the periphery, the stick becomes less appropriate and more attention has to be paid to other factors, as motivation and intelligence.

4.4.3. Role of L1 acquisition/L2 acquisition: Stages

Language is what makes societies function well. Language defines what the senses intuit. Language creates bridges and barriers. When using language, rarely does a person think about the implications it has on our lives. Language controls us, in a sense. We are bound by it. When we acquire it as

toddlers, we do not have the mental capacity to understand the weight language holds in our lives. When we acquire a language, we begin to understand how important languages are and how difficult they can be to attain.

When a person begins to learn a language, they go through stages of language acquisition. These stages function differently depending on whether the person is acquiring their first or language. Typically, first language acquisition happens during infancy, which is a time when a person cannot consciously process the stages of language acquisition. Second language acquisition often occurs between adolescence and adulthood when a person can more cognitively process through the stages and better identify their progress.

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STAGES IN L1	STAGES IN L2
<p>Babbling stage: The theories of Chomsky (1980) and Hymes (1998) are long away from the new-born child's learning process. Usually, the infant begins to "babe". For instance "ma, ma" which means "mama".</p>	
<p>Holophrastic stage: This is also named one-word stage and appears about one-year old.</p>	
<p>Two-word stage: At around two-years old the child increases his/her phrases to two words.</p>	<p>Lexical stage: Learners do not know systematic aspects of L2: "no pudding"</p>
<p>Telegraph to infinity: Later, at around three years old, the infant start to join more words (6 or 7 years). In this stage, the sentences are usually without "function words" such as, to, the, can, is, and so on. It is similar to Tarzan's speech.</p>	<p>Overgeneralization stage: L1 rules differ from L2 rules: "no want pudding"</p> <p>Systematic stage: Rules are similar to L2 rules. Learners are able to self-correct: they can commit errors as "me don't want pudding" but they can correct themselves and say the right ones as "I do not want pudding".</p>
<p>Road to Perfection: Children make mistakes and these will be naturally corrected. However, not all the mistakes must be corrected.</p>	<p>Stabilization stage: The learners have no communication problems. They commit few errors (Myles, 1998)</p>

Tabla 1: Comparison of stages between L1 and L2 acquisition

4.4.3.1. Stages in L1

The systematicity of the route of development, the rate of acquisition and the outcome of acquisition in L1 take a few months, and children seem to progress at roughly similar rates and all become native speakers of the language they are exposed to.

Although the route of development, the rate of acquisition and the outcome of acquisition in L1 take a few months, the limits for L1 acquisition is set between the age of two, before which the child is too immature physically, and twelve, after which the brain is too inflexible (Lennerberg, 1967, Chomsky 1965). One reason for the lack of discussion in this theory may be that it is concerned with physical or cognitive maturation, that is to say, development; acquisition does not by definition take into account maturation factors. It has always been difficult to reconcile this with successful L2 learning after the critical period. It has usually been salvaged by arguing that the first language acts a mediator to Universal Grammar; the fact that a person over forty can learn to communicate in a foreign language “does not trouble our basic assumption on age limitations because we may assume that the cerebral organization for language learning as such taken place during childhood” (Lennerberg, 1967, *Biological and Foundations of Language*, p.176).

At this point I am going to develop the stages more deeply:

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- 1st stage: Babbling stage:

Babbling is the term for the first stage of speech development after the newborn stage of crying. Anyone who has been around a newborn knows they cry when they're hungry, cold, sick or in need of changing. Some cry because they just want to be held. Babbling is the next step, when an infant aged about five months to one and a half years begins to make individual sounds like 'mamama' and 'bababa.'

Babblers make these easy sounds because they do not have teeth, which are necessary for making 'th' and 'sh' sounds. At this stage, babblers are also just starting to control their facial and tongue muscles. Ever wonder why the word for 'mother' in most language begins with the 'ma' sounds? Because it is one of the easiest sounds for babies to produce and it is a pretty important word.

Within a few weeks of being born the baby begins to recognize its mothers' voice. There are two sub-stages within this period. The first occurs between birth – 8 months. Most of this stage involves the baby relating to its surroundings and only during 5/6 – 8 month period does the baby begin using its vocals. As has been previously discussed babies learn by imitation and the babbling stage is just that. During these months the baby hears sounds around them and tries to reproduce them, albeit with limited success. The babies attempts at creating and experimenting with sounds is what we call babbling. This stage is self-explanatory in which a child begins to make random sounds with their vocal cords. Some of these sounds are made for the purpose of communicating; others are for no purpose at all. This stage is an exploring stage for the speaker to develop sounds and maybe a few specific phonemes.

Also during this stage, the child may be able to nod 'yes' or 'no' in response to questions or point to things they want.

When the baby has been babbling for a few months it begins to relate the words or sounds it is making to objects or things. This is the second sub-stage. From 8 months to 12 months the baby gains more and more control over not only its vocal communication but physical communication as well, for example body language and gesturing. Due to the fact of that, this stage is referred to as "Preproduction". During this stage, the child has minimal comprehension of the language and cannot make sense of words, neither in understanding nor speaking. Eventually when the baby uses both verbal and non-verbal means to communicate, only then does it moves on to the next stage of language acquisition.

Babblers make eye contact while babbling and begin to assert their intentions and emotions. A frustrated 'baba' sound might mean 'I want my bottle NOW. I am starving.' They laugh and smile while babbling because something delights them. They pause and wait for their listeners to talk with them and engage them further. This rewards the babies' efforts because someone is listening to them, which makes them more likely to babble. They are also rewarded by the joy they sense from their mothers' facial expressions and behavior when they say 'mama' for the first time, a first word for most babies.

Babblers use their new vocal skills to become social members of their families. By their first birthdays, they babble only in the sounds of their native language. For example, Japanese babies will no longer make "lala" sounds because it does not exist in Japanese.

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- 2nd stage: Holophrastic / One-word stage

The second stage of language acquisition is the holophrastic or one word stage. This stage is characterized by one word sentences: At this stage, a child can begin to utter recognizable words or at least phonemes that resemble words or simple phrases. Children develop these singular words through association and experience. For example, if a child's father is bald, the child may point to a bald man walking down the street and say "dada!", assuming that all bald men are their father. This association shows that the child is beginning to understand the meanings of words, though not yet in their entirety.

In correlation, the second stage of language acquisition is referred to as the "Early Production" stage. During this period, the child begins to grasp simple concepts in the foreign language and has the ability to produce simple, one or two word phrases. In a language class, the instructor can begin to ask more complex questions that require more than a 'yes' or 'no' answer. Most of the verbs the child uses during this stage are likely in the present tense.

In this stage nouns make up around 50% of the infants vocabulary while verbs and modifiers make up around 30% and questions and negatives make up the rest. This one-word stage contains single word utterances such as "play" for "I want to play now". Infants use these sentence primarily to obtain things they want or need, but sometimes they aren't that obvious. For example a baby may cry or say "mama" when it purely wants attention. The infant is ready to advance to the next stage when it can speak in successive one word sentences.

- 3rd stage: Two-Word Stage

This stage of language acquisition is referred to as “Speech Emergence” because the child can construct simple phrases and communicate basic ideas. The child’s comprehension improves greatly, but production is still low.

The two word stage (as you may have guessed) is made of up primarily two word sentences. The child begins to develop more complex phrases with multiple words which form a more complete thought than in the previous stage. These sentences contain 1 word for the predicate and 1 word for the subject. For example “Doggie walk” for the sentence “The dog is being walked.” During this stage we see the appearance of single modifiers e.g. “That dog”, two word questions e.g. “Mummy eat?” and the addition of the suffix –ing onto words to describe something that is currently happening e.g. “Baby Sleeping.”

The child can better define variables and personal belongings by combining two words at a time. For example, the child may point to a car and say “mommy car”, communicating that either the child thinks that is his mother’s car or it actually is. During this stage, though the child is only using two words at a time, they are still able to put the words in an order that closely resembles the order in which the words should be in a fully-formed sentence.

This is the stage in which grammar errors occur frequently and sentences structure is not always accurate. Nevertheless, the child can

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communicate thoughts and ideas and he/she can respond effectively to more advanced questions like “why...” and “how...”.

- 4th stage: Telegraphic Stage

The final stage of language acquisition is the telegraphic stage. This stage is named as it is because it is similar to what is seen in a telegram; containing just enough information for the sentence to make sense. This stage contains many three and four word sentences.

During this stage, the child’s analytical skills enhance and their ability to form complete sentences emerges. Their words have more of a purpose rather than simply identifying objects and people like in the previous stages and therefore overgeneralization comes in. Some examples of sentences in the telegraphic stage are “Mummy eat carrot”, “What her name?” and “He is playing ball.” During this stage a child’s vocabulary expands from 50 words to up to 13,000 words. At the end of this stage the child starts to incorporate plurals, joining words and attempts to get a grip on tenses.

As a child’s grasp on language grows it may seem to us as though they just learn each part in a random order, but this is not the case. There is a definite order of speech sounds. Children first start speaking vowels, starting with the rounded mouthed sounds like “oo” and “aa”. After the vowels come the consonants, p, b, m, t, d, n, k and g. The consonants are first because they are easier to pronounce than some of the others, for example ‘s’ and ‘z’ require specific tongue place which children cannot do at that age.

As all human beings do, children will improvise something they cannot yet do. For example when children come across a sound they cannot produce they replace it with a sound they can e.g. ‘Thoap’ for “Soap” and “Wun” for “Run.” These are just a few example of resourceful children are, even if in our eyes it is just cute.

- 5th stage: Road to perfection

This stage of language acquisition is also called “Intermediate Fluency” in which the child is able to form complete thoughts and sentences. Their grammatical errors reduce and they make more of a conscious effort to speak correctly. The child’s comprehension by this stage is excellent and production is advanced, as well. In a language class, the instructor could be begin to ask hypothetical questions and assign analytical topics because the student would be capable of producing the appropriate responses during this stage of language acquisition.

The final stages of language acquisition have the same result: fluency. The child can verbally produce completely sentences, thoughts, and ideas. By this final stage, the child would also be able to understand and maybe even produce non-verbal communication with a native speaker. The child would exude confidence in the language at this stage and, if the child were an ELL, may even be mistaken for a native speaker themselves.

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Throughout the process of language acquisition, culture and norms are also adapted. Language is a part of culture and is a very important facet of one's identity. By acquiring a language, a person attains expressiveness and relatability, without which he/she would not be able to communicate or form relationships. Our survival is dependent upon language and its effectiveness in society and our cultures. Language is natural and necessary. Children that go through both first and language acquisition at a young age are fortunate to be bilingual, especially in America. Later in life, this skill will prove to be useful and will make those individuals versatile and multi-functional. The process of language acquisition can be stressful and adapting to new cultures as a language learner can cause anxiety. However, the end result of language acquisition is important and enjoyable!

4.4.3.2. Stages in L2

When we are learning a L2 we reach the first stages quicker, but then we get stalled. That's why fossilization phenomenon takes only place in L2 acquisition.

Corder (1973) distinguishes between four stages as a progression of language learners.

- 1st stage: Lexical stage

It is also considered the stage of the Random errors because learners do not know systematic aspects of L2. It is considered for Corder (1973) as a pre-systematic stage.

This Lexical stage possesses two sub-stages:

- Learners at this first sub-stage have a receptive vocabulary of up to 500 words, but they do not yet speak their second language, although their output may consist of imitation rather than creative language use.

- At the second sub-stages, learners are able to speak in short phrases of one or two words. They can also memorize chunks of language, although they may make mistakes when using them. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months.

- 2nd stage: Overgeneralization stage

It is also called emergent stage (Corder, 1973) or speech emergence: As there exists some rules in L2 that differ from L1 rules, overgeneralizations occur.

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Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors.

Probably the most common mistake we make in our automatic language learning is overgeneralization. Each of us has to think about new experiences in terms of old experiences. We recognize most easily those aspects in the L2 which we have seen before. Generalization as a stage we go through in learning is not only acceptable; it is necessary. We get into trouble when we stop at the generalization stage. All languages rules are not the same.

Because our automatic thoughts are based on our memories of past experiences, we might expect that many of those thoughts will tend to be generalizations that distort our perception of what we see. And that is the case. But because our automatic thoughts are automatic, it's very easy for us to stop with the generalizations, to accept them without examining them further. The strength of this cognitive distortion accounts for the prevalence of creating identical rules in L2 learning.

There are several specific forms of overgeneralization that most of us use at one time or another. And we have probably invented some variations that fall between the categories. It generally involves the creation of one deviant structure in place of two regular structures, for examples, "He is agreed," "we are hoped", "it is happen".

- 3rd stage: Systematic stage

It is also called intermediate fluency stage. At this stage the learners do not overgeneralize the rules because they understand the L2 rules. Due to the fact of that, learners are able to self-correct themselves. Corder (1973) named this stage as the truly systematic stage.

At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their thoughts and opinions. Learners may make frequent errors with more complicated sentence structures.

- 4th stage: Stabilization

The learner has no communication problem. He commits few errors.

The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers. We can say that the learners have stabilized the language. Due to the fact of that Corner (1973) named it as the stabilization stage (also known as a post systematic stage).

In short, when learners achieve this stage they do not have more communication problems and they commit few errors.

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However, those stages just occur if L2 is learned and not acquired. On the contrary if L2 is acquired, the stages of L2 acquisition are more similar to L1 acquisition. Nevertheless, the first stages would be skipped out if the learner does not learn L1 and L2 at the same time, due to the fact that we assume that he is old enough to pass to directly, at least, to the second stage.

Krashen (1982) affirms that L1 no longer guides the acquisition of L2 if a learner has passed a certain point that they can learn a language. In addition, it depends on the contact stance of L2 learners (preservation of his/her own culture, assimilation or adaptation), the degree of enclosure (learners having separate environments), degree of cohesiveness of learners, the size of the learning group, the degree of similarity between cultures, the amount of time that learners remain in the target country, ect.

Here, we can observe some hypothesis that Krashen (1982) states:

1) The Acquisition-Learning Hypothesis: There are two ways for adult learners to develop L2:

a) Acquisition: We unconsciously acquire as we are exposed to samples of the L2 that are meaningful.

b) Learning: We learn L2 consciously by a process of study and attention to form and rule learning.

For Krashen acquisition is more important as learning cannot turn into acquisition (we cannot turn explicit knowledge into implicit knowledge).

2) The Monitor Hypothesis:

Acquired system is responsible for fluency and intuitive judgments about correctness. Learned system is a monitor making minor changes and polishing what the acquired system has produced. Knowing the rules is a supplement for what has been acquired so the focus of language teaching should be on creating conditions for acquisition rather than learning

3) The Natural Order Hypothesis

L2 learners acquire the features of L2 in predictable sequences as in the acquisition of L1.

4) The Input Hypothesis

Acquisition takes place by exposure to comprehensible input that contains forms and structures beyond the learners' current level of competence in the language ($i + 1$).

5) The Affective Filter Hypothesis

It is an imaginary barrier that prevents learners from acquiring language from the available input.

Affect: motives, needs attitudes and emotional states. The filter will be up when the learner is stressed. It will be down when the learner is relaxed and motivated. If the affective filter is low, learning is easy for the learner.

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According to Myles (1999), the study of those stages leads us to a better understanding of the significance of errors in the learning process. Producing them need not be seen as necessarily problematic (in fact, some errors can be evidence of a more advanced linguistic system than the equivalent correct form. This is often referred to as the “U shape of learning” typical also of L1 learners, by which learners start with the correct rote-learned form, e.g. “took”, before over-applying the past tense rule and producing “taked”, prior to learning the exception to the rule and producing “took” again, creatively rather than rote-learned this time.

Teachers will be also less frustrated, and their learners too, when they became aware that teaching will not cause skilful control of a linguistic structure if it is offered before a learner is developmentally ready to acquire it.

For example, Spanish learners of Portuguese and Italian will acquire the idiosyncratic placement of object pronouns in those languages more quickly than English learners because it is similar in both languages, but they will still go through the same stages when in fact transferring their L1 structure would lead to acquisition of the correct system.

In fact, there is evidence that transfer may not take place when learners receive help, and controversially transfer taking place when the learner commits errors, and then correct them on their own.

Moreover, transfer often occurs one way and not the other, but there are also areas in which the L1 gives rise to structures not found in the language of other L2 learners (Odlin, 1989; Selinker, 1992). One logical possibility might be that curricula should closely follow the developmental routes; this is not sensible however, given 1) the incomplete nature of our knowledge of these routes, b) the fact that classrooms are typically made up of learners who are not neatly located at a single developmental stage and c) the fact that developmental stages typically contain non-target forms.

To be more specific, following Mitchell and Myles (1998), the process of L2 acquisition involves a number of distinguishing features:

1. Second language acquisition is highly systematic
2. Second language acquisition is highly variable

Although these two statements might appear contradictory at first sight, they are not. The first one primarily refers to what has been called the “route” of development (the nature of the stages all learners go through when acquiring the Second Language). This route remains largely independent of both the learner’s mother tongue and the context of learning (e.g. whether instructed in a classroom or acquired naturally by exposure).

The second statement usually refers to either the rate of the learning process (the speed at which learners are learning the L2), or the outcome of the learning process (how proficient learners become), or both. We all know that both speed of learning and range of outcomes are highly variable from learner to learner: some do much better and faster than others.

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Despite the relative rigidity of the L2 learning route, transfer does occur in so far as the L1 has an impact upon the L2 learning, even if it remains true that it is primarily in the sense of speeding up the learning process in the case of closely related languages or similar linguistic structures, rather than changing the route of development itself (i.e. learners still follow the same stages, but at different speeds, depending on their L1), (Myles, 1998, *Second Language Learning Theories*, p.298).

To conclude, we can add that there are very robust findings showing that, in key respects, learners develop in similar ways no matter what their age is, whether they are learning the L2 in a classroom (that could be through deductive or inductive approach) or in a L2 spoken country (using the inductive approach), no matter what their L1 is, and what they were actually taught. As empirical research has been carried out, however, a number of important points have emerged which have meant qualifying these statements somewhat.

Before we expand on these findings a little more, it is important to note that, traditionally, the concern for rate of learning has been the centre of teachers' and learners' attention. This is because it has obvious pedagogical implications: if we understand what makes learners learn faster and progress further, then maybe we can be better teachers or learners.

However, these two lines of enquiry are both part and parcel of the same endeavour, which is to understand thoroughly how learners learn. In fact, "understanding the route learners follow, and therefore having clear expectations of what learners can achieve at given points on the developmental continuum, is crucially important for both, learners and teachers" (Myles, 1998, *Second Language Learning Theories*, p.305).

4.4.4. Role of L2 acquisition/L3 acquisition: Stages

It has repeatedly been claimed in the literature that the majority of people in the world are bilingual or multilingual speakers (Cook, 1992, *Cognitive processes in second language learning*, p. 578; De Bot, 1992, *A bilingual Production Model: Levelt's "Speaking" Model Adapted*, p. 2). As Hammarberg (2001, *Roles of L1 and L2 in L3 production and acquisition*, p. 21) points out, this claim is hard to document with precision, though various factors, such as people's increasing mobility, make it highly likely that today monolingual speakers are indeed in the minority. This implies that most people need to learn a second or third language besides their native language. While in the past pedagogical and linguistic research focused almost exclusively on second language (henceforth L2) learning, there has been a fairly recent, but rapidly increasing interest in third (L3) or multilingual language learning.

We define the term L3 here as the language acquired by the learners after the L2 and the L1, but which is not necessarily the L3 in the literal sense of being the third language acquired by the learners. The study reported on in this article sets out to examine L2 learning and L3 learning issues: (1) the learning of L3 versus, and the distinction between learning which do or do not suppose problems in non-native perception, and (2) the effect of L2 and L3 proficiency on L3 words learning.

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Neighborhood density is known to have an important effect on word recognition. It is therefore assumed that words in dense neighborhoods compete with one another during word recognition. With respect to L2 acquisition, the recognition of minimal pairs is more difficult when the members differ in sounds that are difficult to distinguish for L2 listeners. The recognition of L2 sounds which are not contrastive in the L1 is notoriously difficult and has been amply illustrated in previous literature.

My research is about how L1 (First Language) interferes in L2 (Second Language) when they are different and when they are similar. We tested how native speakers of Spanish (L1) with differing proficiencies in English (L2) and Portuguese (L3) being English different to Spanish and Portuguese similar to Spanish.

An important component of the present study is its focus on learners for which the target language is their L3 rather than their L2. We expected that the knowledge in Portuguese (L3) would have a positive effect on the learners' performance. That is, we predicted that having learned a second language with new vowel contrasts that are similar to those encountered in Portuguese (L3) will prove to be advantageous for the learning of Portuguese words that differ only in those vowel contrasts.

4.4.4.1. L2 and L3 proficiency

Apart from the difficulties that the perception of L2 speech sounds creates for word recognition, research on L2 word recognition has also shown that sequential bilingual speakers, who learn their third language after their second, cannot separate their two language systems during speech perception.

This means that when non-native listeners listen to their L3, words from their L2 are also activated in the mental lexicon (Schulpen, Dijkstra, Schriefers, & Hasper, 2003; Marian, Spivey, & Hirsch, 2003; Weber & Cutler, 2004).

The situation is even more complex if the two languages (L2 and L3) are similar; since it has been shown that word recognition in the L3 can be affected by the listeners' L1 as well as their L2. A good example would be a native speaker of Spanish that is learning Portuguese and Italian.

In this study the lack of difference between the two groups results from the fact that the two languages of the bilinguals, i.e., Spanish (L1) and Portuguese (L2), have similar vowel inventories, which are both much smaller and hence very different from the English vowel inventory.

The present study considers a case of L3 learning where some of the learners (L1 Spanish) have already acquired sounds which are similar to those of their target language (Spanish) through learning their L2 (English).

Specifically, the vowel inventory in Spanish (learners' L1) is considerably smaller than the inventory in English (learners' L2). As a result, L1 Spanish learners of L3 Portuguese with a high proficiency in English already needed to expand their vowel inventory for the acquisition of the English vowels and are therefore predicted to outperform L1 Spanish listeners with a low proficiency in English on a word-learning task involving Portuguese vowel contrasts.

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A number of earlier studies have investigated the effect of L2 proficiency on L3 acquisition, but provide contradictory answers to the question as to whether or not experience with the L2 facilitates productive and/or perceptual learning of the L3. Whereas some studies show that experienced learners are better able to perceive and produce L2 vowels and consonants accurately (Flege, 1991, Flege, Bohn, & Jang, 1997). While the effects of experience and proficiency in one L2 are already highly variable for the learning of that same language, the situation is even more complicated for L3 learning.

As Cenoz (2001, *Cross-linguistic influence in third language acquisition*, p. 9) points out, in the case of L3 acquisition, proficiency in the target language as well as in the other two languages (the L1 and the L2) should be taken into account. Few studies have examined the effect of L2 proficiency on the learning of an L3.

4.5. THE COMPARISON BETWEEN THE THREE LANGUAGES

If list of universals show that language do not vary freely, do they imply that languages are restricted by the structure of the brain? Not directly.

If universals were simply about what is passed down through the generations, we would expect that the major differences between kinds of language should correlate with the branches of the linguistic family tree, just as the difference between two cultures generally correlates with how long ago they separated. That is, Portuguese is similar to Spanish for the same reason that foxes are similar though not identical to wolves; Portuguese and Spanish are modifications of a common ancestor's language spoken in the past, and foxes

and wolves are modifications of a common ancestor species that lived in the past.

Differences about languages, like differences among species, are the effects of three processes acting over long spans of time. One process is variation – mutation, in the case of species; linguistic innovation, in the case of language.

The second is heredity, so that descendants resemble their progenitors in these variations – genetic inheritance, in the case of species; in the ability to learn, in the case of languages.

The third is isolation – by geography, breeding season, or reproductive anatomy, in the case of species; by migration or social barriers, in the case of languages. In both cases, isolated populations accumulate separate sets of variations and hence diverge over time. To understand why there is more than one language, then, we must understand the effects of innovation, learning, and migration.

The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school. As Oscar Wilde affirms: "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught" (1990). Due to the fact of that I would like to reflex about the three languages (English, Portuguese and Spanish): the lexicon, the morphosintaxis, the phonology and the pragmatic.

4.5.1. The role of the history in the language formation

The English language is a rich verbal tapestry woven together from the tongues of the Greeks, the Latins, the Angles, the Klaxton, the Celts, and many more other ancient peoples.

Beyond a time of about a thousand years, history and typology often do not correlate well at all. Languages can change from grammatical type to type relatively quickly, and can cycle among a few types over and over; aside from vocabulary, they do not progressively differentiate and diverge.

Many languages families contain close to the full gamut of variations seen across the world in particular aspects of grammatical properties of languages and their place in the family tree of languages suggests that language universals are not just the properties that happen to have survived from the hypothetical mother of all languages.

4.5.1.1. The relation between English and Latin languages (such as, Portuguese and Spanish) through time

- Latin language influence in the English language

Latin (L) influenced the development of Old English (OE) more than any other non-West Germanic language with which OE came into contact. The first time period concerns such influence as occurred on the continent prior to the arrival of Anglo-Saxons in England and which arose from contacts between West-Germanic speaking peoples and L speakers.

The second period of influence spans from the arrival of the Anglo-Saxons in England up to their Christianization ca. 600/650. The last period of influence spans from the time of Christianization up to the arrival of the Normans in 1066.

English is a Germanic language, having a grammar and core vocabulary inherited from Proto-Germanic. However, a significant portion of the English vocabulary comes from Romance and Latinate sources. Some of the native words (derived from Old English), range from 20%–33%, with the rest made up of outside borrowings.

A portion of these borrowings come directly from Latin, or through one of the Romance languages, particularly Anglo-Norman and French, but some also from Italian, Portuguese, and Spanish; or from other languages (such as Gothic, Frankish or Greek) into Latin and then into English. The influence of Latin in , therefore, is primarily lexical in nature, being confined mainly to words derived from Latin roots.

1. Early Middle Ages (6th and 7th century)

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The Germanic tribes who would later give rise to the English language traded with the Latin speaking Roman Empire.

Many words as anchor, butter, camp, cheese came from Germanic language, while others as abbot, altar, apostle, candle, clerk, mass, minister came from Latin language.

Christian missionaries brought with them Latin religious terms which entered the English language: altar, apostle, pope, school, shrive. Some of these words are ultimately of Greek and Latin origin. Those that came from Latin origin are still similar to the Spanish words nowadays: altar, apostol, papa (as Spanish has also Latin roots).

The influx of such words clearly reflects the influence of the literate. In addition to direct borrowings, L also influenced the OE lexicon by occasioning the formation of semantic loans, loan translations (or calques) and loan creations.

An example of loan translation might be L *discipulus*, in which native OE *cniht*, "boy" or "servant," assumes the additional sense of L *discipulus*, "disciple." While as an example of loan creation could be OE *foreberan* < L *praeferre*.

The overall abundance of semantic loans, loan translations and loan creations suggests a final and more general truth concerning the influence of L on OE. Despite the relatively extensive influence of L on OE, OE clearly shows

a strong tendency to rely on native resources. That is to say, given the linguistic conditions of OE period, one would expect L to have exerted a far greater influence than in fact our knowledge of OE suggests.

During this time, the Catholic Church had great influence on the development and expansion of the Old English language. Catholic monks mainly wrote or copied text in Latin, the prevalent Medieval lingua franca of Europe. However, Latin words were translated by finding suitable Old English equivalents.

Whenever a suitable Old English substitute could not be found, a Latin word could be chosen instead, and many Latin words entered the Old English lexicon in this way. For instance Old English *teped* "carpet" came from Latin *tapetum* and Old English *forca* came from Latin *furca* "fork" next to Old English *gafol*.

Due to the fact that some other words (as Spanish, Italian and Portuguese) also came from Latin origin, we can observe some similarities in some of their words: the Old English word *forca* came from Latin *furca* is similar to the Italian word *forchetta* while as the Old English word *gafol* is similar to the Portuguese word *garfo*. Often, the Latin word was severely restricted in sense, and was not widespread in use among the general populace. Latin words tended to be literary or scholarly terms and were not very common. The majority of them did not survive into the Middle English Period.

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2. Middle age (11th – 14th century)

In the Norman Conquest, the king Henry IV of England had contact with French. In 1066, William the Conqueror invaded Britain, bringing with him the Norman dialect of French, which became the language of the ruling classes.

When King John of the Anglo-Norman kingdom lost Normandy shortly after 1200, English reestablished itself as the exclusive language of England, though with a marked influence of French that last to this day in the form of thousands of words and a variety of grammatical quirks that go with them.

The Normans had contributed roughly 10,000 words to English of which 75% remain in use today. Continued use of Latin by the Church and centres of learning brought a steady, though dramatically reduced, influx of new Latin lexical borrowings.

3. Renaissance (15th and 16th century)

During the English Renaissance some 10,000 to 12,000 words entered the English lexicon. Many of these words were borrowed directly from Latin and also included borrowings from Greek.

4. Industrial Age (17th and 18th century)

The scandal of the language mavens began in the eighteenth century. London had become the political and financial center of England, and England had become the center of a powerful empire. The London dialect was suddenly an important world language. Scholars began to criticize it as they would any artistic or civil institution, in part to question the customs, hence authority, of court and aristocracy.

Latin was still considered the language of enlightenment and learning (not to mention the language of a comparably vast empire), and it was offered as an ideal of precision and logic to which English should aspire. The period also saw unprecedented social mobility, and anyone who desired education and self-improvement and who wanted to distinguish himself as cultivated had to master the best version of English. These trends created a demand for handbooks and style manuals, which were soon shaped by market forces. Casting English grammar into the mold of Latin grammar made the books useful as a way of helping young students learn Latin.

In the age of scientific discovery many words were borrowed from Latin, while others were coined from Latin roots, as Latin prefixes and suffixes, and other Latin word elements. An example could be the Latin prefix “in-” as in “insufficient” and the Latin suffix “-ment” as in “complement”.

The most readily apparent influence that L had on OE concerns the use of the L alphabet. Through the influence of Irish insular script, OE scribes adopted the L alphabet. They did so with only slight modification and the retention of certain runic letters. Modifications included the use of L <d> with a line through it, <ð> (“eth”), to represent both /d/ and /ð/.

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Not surprisingly, L held the most pervasive influence on OE in the area of vocabulary. This “Latine” vocabulary – including such words as donate, vibrate, design – has a more restricted syntax; for example, you can say give the museum painting, shake it up but not vibrate it up.

The vocabulary also has its own sound pattern: Latinate words are largely polysyllabic with stress on the second syllable, such as desist, construct, and transmit, whereas their Anglo-Saxon synonyms stop, build and send are single syllables. The Latinate words also trigger many of the sound changes that make English morphology and spelling so idiosyncratic, like “electric – electricity” and “nation – national”. Because Latinate words are longer, and are more formal because of their ancestry in the government, church, and schools of the Norman conquerors, overusing them produces the stuffy prose universally deplored by style manuals.

In total approximately 450 OE words, mostly nouns, were borrowed from L (Baugh, 106). These words pertain mostly to animals, physiology, astronomy, sociology and others as plants, household variables, clothing, building materials:

- Animals: ant/formic, spider/arachnid, dog/canine, horse/equine, chicken/gallinaceous.
- Physiology: body/corporal, tooth/dental, tongue/lingual, lips/labial, eye/ocular or visual, mouth/oral, brain/cerebral.

- Astronomy: moon/lunar, sun/solar, earth/terrestrial, star/stellar.
- Sociology: son or daughter/filial, mother/maternal, father/paternal.
- Other: book/literary, water/aquatic, ice/glacial, house/domestic, town/urban, fighter/military.

Linate words continue to be coined in English particularly in technical contexts. A number of more subtle consequences include: numerous doublets. As with Linate/Germanic doublets from the Norman period, the use of Linate words in the sciences gives us pairs with a native Germanic noun and a Linate adjective.

Some words have come into English from Latin more than once, through French or another Romance language at one time and directly from Latin at another. Thus we have pairs like fragile/frail, army/armada, corona/crown, ratio/reason, and rotund/round. The first word in each pair came directly from Latin, while the second entered English from French and Spanish.

Some words have entered English twice from French, and they differ in pronunciation reflecting changing pronunciation in French, for example chief/chef. Thus they differ in their spelling but not in their pronunciation. On the other hand, some words have entered from Spanish, but they differ in their pronunciation rather than in their spelling, for example the English word "literature" as /.../ and the Spanish word "literature" as /.../.

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Multiple borrowings explain other word pairs and groups with similar roots but different meanings and/or pronunciations: canal/channel, poor/pauper, coy/quiet.

Some authors rejected the foreign influence, and has continued to this day, being most prominent in Plain English advocacy to avoid Latinate terms if a simple native alternative exists.

- Latin language influence in the Portuguese language

The Portuguese language developed from Latin by Roman soldiers and colonists. Old Portuguese, also known as Galician-Portuguese.

Portuguese is essentially the result of an organic evolution of Vulgar Latin with some influences from other languages to words derived from Latin roots. In all aspects: phonology, morphology, lexicon and syntax—, namely the native Gallaecian language spoken prior to the Roman domination.

1. Early Middle Ages (6th and 7th century)

The language was spread by arriving Roman soldiers, settlers and merchants, who built Roman cities mostly near the settlements of previous civilizations. Later, the inhabitants of the cities of Lusitania and the rest of Romanized Iberia were recognized as citizens of Rome.

In the 3rd century, Emperor Diocletian split Tarraconensis into three, creating the adjacent province of Gallaecia, which geographically enclosed the remaining part of Portugal, and modern-day Galicia (in the northwestern region of Spain).

2. Middle age (11th – 14th century)

The Iberian Peninsula was invaded by peoples of Germanic origin (known by the Romans as Barbarians) absorbed the Roman culture and language of the peninsula; however, since the Roman schools and administration were closed and Europe entered the Early Middle Ages, the Vulgar Latin language of was left free and the uniformity of the language across the Iberian Peninsula broke down. In the north-western part of the Peninsula (today's Northern Portugal and Galicia), Vulgar Latin began gaining characteristics.

From 711, with the Moorish invasion of the Iberian Peninsula, Arabic was adopted as the administrative language in the conquered regions. The main effect of the Arabic influence was lexical. Modern Portuguese has between 400 up to as much as 800 words of Arabic origin, which have no cognates in other Romance languages except in Spanish from which in fact, Portuguese borrowed many of its Arabic-derived words.

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However, there are no Arabic loan words in the lexicon related to human feelings or emotions; all are of Latin, Germanic or Celtic origin.

In the 9th century Galician-Portuguese documents were found. In these official documents, bits of Galician-Portuguese, its way into texts that were written in Latin. Today, this phase is known as "Proto-Portuguese" simply because the earliest of these documents are from the former County of Portugal, although Portuguese and Galician were still a single language. This period lasted until the 12th century.

Galician-Portuguese was originally the native language of the medieval Kingdom of Galicia, the Kingdom of Alfonso X.

Portugal was formally recognized as an independent kingdom in 1143 and the language of the Portuguese, then simply called the "Vulgar language" (i.e. Vulgar Latin) should be used in preference to Latin and known as the "Portuguese language". With the political separation of the County of Portugal from Galicia, Galician-Portuguese lost its unity and slowly became two increasingly distinct languages. This growing difference accelerated when Galicia became part of Castile and Galician was increasingly influenced by Castilian. Meanwhile, the southern variant of Galician-Portuguese became the modern Portuguese language within the Kingdom of Portugal and its empire.

3. Renaissance (15th and 16th century)

In the early 16th century many words were borrowed from classical Latin and ancient Greek, which increased the complexity of the Portuguese lexicon. Most of this lexicon came from the Catholic Church.

In the 14th and the 16th colonisers, traders and missionaries spread the Portuguese language to many regions in Africa, Asia and America and Portuguese had become a *lingua franca* in Asia and Africa.

4. Industrial Age (17th and 18th century)

Portuñol or Portunhol is the name often given to any unsystematic mixture of Portuguese with Spanish. The word *portunhol* is a portmanteau of the words Portuguese/Português ("Portuguese") and Español/Espanhol ("Spanish").

Portunhol is a lingua franca, or simplified mixture of the two languages that allows speakers of either Spanish or Portuguese who are not proficient in the other language to communicate with one another. When speakers of one of the languages attempt to speak the other language, there is often interference from the native language. It is possible to conduct a moderately fluent conversation in this way because Portuguese and Spanish are closely related Romance languages and they have almost identical lexical and syntactic structures.

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Portunhol is the result of sustained contact between the two languages in border communities and multilingual trade environments. Because *Portuñol* is a spontaneous register resulting from the occasional mixing of Spanish and Portuguese, it is highly diverse; there is no one dialect or standard of *Portuñol*. There does, however, tend to be a stronger presence of Spanish in *Portuñol*.

In recent years, *Portuñol* has begun to appear in realms other than everyday speech.

4.5.2. The change of the lexicon through time and history

How many words do you think an average person knows? If you are like most writers who have offered an opinion based on the number of words they hear or read, you might guess a few hundred for the uneducated, a few thousand for the literature, and as many distinct words are found in his collected plays and sonnets).

The real answer is very different. People can recognize vastly more words that they have occasion to use in some fixed period of time or space. To estimate the size of a person's vocabulary – in the sense of memorized listemes, not morphological products, of course, because the latter are infinite – is practically to estimate how many words a person has learned at least one meaning for, not how meaning a person has learned altogether, and then how many words they are supposed to know when they are learning a L2. Now, think of what goes into each act of memorization.

A word is the quintessential symbol. Its power comes from the fact that every member of a linguistic community uses it interchangeably in speaking and understanding. If you use a word, then as long as it is not too obscure I can take it for granted that if I later utter it to a third party, he will understand my use of the same way I understood yours.

The way language works, then, is that each person's brain contains a lexicon of words and the concepts they stand for (a mental dictionary) and a set of rules that combine the words to convey relationships among concepts (a mental grammar).

We will explore the world of words in this section; this one is devoted to the design of grammar. This is, we use a code to translate between orders of words and combinations of thoughts. That code, or set of rules, is called a generative grammar; as I have mentioned, it should not be confused with the pedagogical and stylistic grammars we encountered in school.

The creative powers of English morphology are pathetic compared to what we find in other languages. The English verb comes in exactly four forms (eat, eats, ate, eaten). In modern Spanish and Portuguese every verb has about fifty forms. In addition, the English noun comes in exactly two forms (duck, ducks). However, if we multiply out the number of possible combinations of the seven prefixes and suffixes, the product is product is about half a million. On the other hand, Spanish and Portuguese languages like it are building an entire sentence inside a single complex word, the verb.

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But, I have been a bit unfair to English. English is genuinely crude in its “inflectional” morphology, where one modifies a word to fit the sentence, like marking a noun for the plural with –s or a verb for past tense with –ed. But English holds its own in “derivational” morphology, where one creates a new word out of an old one. For example, the suffix –able, as in moldable, converts a verb meaning “to do X” into an adjective meaning “capable of having done X”. The same happens with the suffix –able in Spanish (moldeable) or –ável in Portuguese (moldável). Another example could be the suffix –an, such as in American, that would be the same in Spanish and Portuguese (-ano): americano.

In addition, English is free and easy with “compounding”, which glues two words together to form a new one, like toothbrush. Thanks to these processes, the number of possible words, even in morphologically impoverished English, is immense and it is really difficult for Spanish speaker to learn them.

But, on the other hand, Spanish speakers learning Portuguese possess a huge number of words because of their similarities. In Spanish and Portuguese we have to make up lexicon of words, due to the fact of that, the same example in both languages would be: cepillos de dientes (in Spanish) or escoba de dentes (in Portuguese).

As an example of “compounding” that is similar in the three languages we can think about: grandmother, great-grandmother, great-great-grandmother (in English); avò, bis-avò, tetra-avò (in Portuguese), and abuela bis-abuela, tatar-abuela (in Spanish). What’s more, words, like sentences, are too delicately layered to be generated by chaining device (a system that selects an variable from one list, then moves on to some other list, then to another).

New stems can also be formed out of old ones by adding affixes. For example, -able combines with any verb to create an adjective, as in mold-moldable; and the suffix -er converts any verb to a noun, as in mold-molder. The same in Spanish would be molde and if we combine it with -able, it will be moldeable (adjective) or with -ar, it will be moldear (verb). In Portuguese it could be moldeável (adjective) or moldar (verb).

Like inflections, stem suffixes are promiscuous, like -ness that converts any adjective (happy) into a name (happiness). This suffix would be -ad in Spanish and -ade in Portuguese, such as felicidad and felicidade.

Down at the bottommost level of roots and roots suffix, we have entered a strange word. Take electricity. It seems to contain two parts, electric and -ity. It corresponds to the suffix -ad and -ade in this example too: electricidad (Spanish) and electricidade (Portuguese). Down at the level of word roots, we also find messy patterns in irregular plural like mouse-mice and man-men. It does not happen with Latin roots: ratón-ratones and rato-ratos or hombre-hombres and homem-homens.

So at the most microscopic level of word structure, roots and their affixes, we do not find rules that build words according to predictable formula. The stems seem to be stored in the mental dictionary with their own idiosyncratic meanings attached. Many of these complex stems originally were formed after the Renaissance, when scholars imported many words and suffixes into English from Latin (Portuguese and Spanish in this study) using some of the rules appropriate to those languages of learning. We have inherited the words, but not the rules.

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The reason to think that in modern English speakers mentally analyzes these words as trees at all, rather than as homogeneous strings of sounds. Our ability to appreciate a pattern inside a word, while knowing that the pattern is not the product of some potent rule, is the inspiration for a whole genre of wordplay. Self-conscious writers and speakers often extend Latinate root suffixes to new forms by analogy, such as religiosity, criticality, systematicity, randomness, insipidify, calumniate, conciliate, stereotypy, disaffiliate, gallonage and Shavian. (We will speak deeply about this topic in the history section).

4.5.2. The change of grammar through time and history

How might the combinatorial grammar underlying human language work? Everyone knows that it is much more difficult to learn a second language in adulthood than a first language in childhood. Most adults never master a foreign language because their development often “fossilizes” into permanent error patterns that no teaching or correction can undo. Of course, there are great individual differences, which depend on effort, attitudes, amount of exposure, quality of teaching, and plain talent, but there seems to be a cap even for the best adults in the best circumstances. After puberty or adulthood success at grammar often depends on the conscious exercise of their considerable intellects, unlike children, to whom language acquisition just happens.

Surprisingly, though practice is important in training for the gymnastic of speaking, it may be superfluous in learning grammar. For various neurological

reasons children are sometimes unable to articulate, but parents report that their comprehension is excellent.

In fact, it is not surprising that grammar development does not depend on over practice, because actually saying something aloud, as opposed to listening to what other people say, does not provide the child with information about the language he or she is trying to learn. The only conceivable information about grammar that speaking could provide would come from feedback from parents on whether the child's utterance was grammatical and meaningful.

The brain is a special kind of organ, the organ of computation, and unlike an organ that moves stuff around in the physical world such as the hip of the heart, the brain does not need its functional parts to have nice cohesive shapes. As long as the connectivity of the neural microcircuitry is preserved, its parts can be put in different places and do the same thing, just as the wires connecting a set of electrical components can be haphazardly stuffed into a cabinet, or the headquarters of a corporation can be located anywhere if it has good communication links to its plants and warehouses.

In English we apply the rule so effortlessly that perhaps the only way I can drum up some admiration for what it accomplishes is to compare humans with a certain kind of computer program that many computer scientists tout as the wave of the future. These programs, called "artificial neural networks", do apply a rule by analogy, converting hug to hugged, because it is similar to wug to wugged.

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The second consequence of the design of grammar is that it is a code that is autonomous from cognition. A grammar specifies how words may combine to express meanings; that specifications is independent of the particular meanings we typically convey or expect others to convey to us.

English is an “isolating” language, which builds sentences by rearranging immutable word-sized units, like Dog bites man and Man bites dog. Other languages express who did what to whom by modifying nouns with case affixes, or by modifying the verb with affixes that agree with its role-players in number, gender, and person. One example is Latin, an “inflecting” language in which each affix contains several pieces of information. The same happens with the Latin languages, as Portuguese, Spanish, Italian and French.

English is a “subject-prominent” language in which all sentences must have a subject (even if there is nothing for the subject to refer to, as in it is raining). In other languages, such as Latin languages, sentences have a special position that is filled by the current topic of the conversation, for example: Está lloviendo and Está a chover due to the fact that none of them has a subject. Nevertheless, English, Portuguese and Spanish have some common features. The three of them are “SVO” languages, with the order subject-verb-object: Dog bites Man, Perro muerde hombre, Cão morde homem.

Many prescriptive rules of grammar are just plain dumb and should be deleted from the usage handbooks. And most of stadar English is just that, estándar, in the same sense that certain units of currency or household voltages are said to be standard. It is just common sense that people should be given every encouragement and opportunity to learn the slang that has become the standard one in their society and to employ it in many formal settings. I’m all for it! Some people worry that slang will somehow “corrupt” the language. We

should be so lucky. Most slang lexicons are preciously guarded by their subcultures as membership badges. Due to the fact of it; we, as language teachers, should teach our pupils You are welcome instead Not at all in English, as well as Que giro instead Que bonito in Portuguese.

4.5.4. The change of phonetic through time and history

Learning a word for another person is not just a case of imitating that person`s behaviour. Actions are tied to particular kinds of actors and targets of the action in ways that words are not.

Words are a universal currency within a community. In order to learn to use a word upon merely hearing it used by others, babies must tacitly assume the behaviour of others, but a shared bidirectional symbol, available to convert meaning to sound by any person when the person speaks, and sound to meaning to sound by a person when the person speaks, and sound to meaning by any person when the person listens, according to the same code.

Our brain can flip between hearing something as a bleep and hearing it as a word because phonetic perception is like a sixth sense. When we listen to speech the actual sounds go in one ear and out the other; what we perceive is language.

Sometimes, as in sine-wave speech, the senses of hearing and phonetics compete over which gets to interpret a sound, and our perception jumps back and forth. In the speech sound wave, one word runs into the next

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seamlessly; there are not little silences between spoken words the way there are white spaces between written words. We simply hallucinate word boundaries when we reach the edge of a stretch of sound that matches some entry in our mental dictionary. This becomes apparent when we listen to speech in a foreign language: it is impossible to tell where one word ends and the next begins.

Speech perception is another one of the biological miracles making un the language instinct. There are obvious advantages to using the mouth and ear as a channel of communication. Speech does not require good lighting, face-to-face contact, or monopolizing the hands and eyes, and it can be shouted over long distances or whispered to conceal the message. But to take advantage of the medium of sound, speech has to overcome the problem that the ear is a narrow informational bottleneck.

The physical and neural machinery of speech is a solution to two problems in the design of the human communication system. A person might know 60.000 words, but a person's mouth cannot make 60.000 different noises (at least, not ones that the ear can easily discriminate). So language has exploited the principle of the discrete combinatorial system again. Sentences and phrases are built up of words, words are built out of morphemes, and morphemes, in turn, are built out of phonemes. Unlike words and morphemes, though, phonemes do not contribute bits of meaning to the whole.

The tongue is the most important of the speech organs, making language truly the "gift of tongues". Actually, the tongue is three organs in one: the hump or body, the tip, and the root (the muscles that anchor it to the jaw). The link between the postures of the tongues and the vowels it scupts gives rise to a quaint curiosity of English and many other languages called phonetic symbolism.

The nose is another resonant chamber, and when vibrating air flows through it, yet another set of frequencies gets amplified and filtered. English does not differentiate words by whether their vowels are nasal or not, but many languages, like Portuguese do. Portuguese speakers who open their soft palate even when pronouncing “comunicação” are said to have a “nasal” voice.

The reason that speech recognition in English and Portuguese is so hard for Spanish speakers is that there’s many a slip`twist brain and lip. No two people`s voice are alike, either in the shape of the vocal tract that scuplts the sounds, or in the person´’s precise habits of articulation. Phonemes also sound very different depending on how much they are stressed and how quickly they are spoken; in rapid speech, many are swallowed outright.

4.5.5. The role of spelling in language learning

Throughout history of language, some words conserve the same spelling but pronunciation is different. Some examples in English are the following: words such as “know” or “knife” were pronounced with the sound /k/ fifty years ago; thus, it is was pronounce as /knəʊ/ and /knaɪf/ instead of as /nəʊ/ and /naɪf/.

On the other hand, an example in Portuguese is the following: It appears that the sound written “v” was at one point during the medieval period pronounced as a voiced bilabial fricative /b/. Subsequently, words such as “vidro” or “voo” were pronounced with the sound /b/ some years ago; thus, it was pronounced as /'bidru/ and /'bow/ instead of as /'vidru/ and /'vow/.

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It is the same in Spanish with words such as “higo” (the /h/ was pronounced), or the distinction between “v” and “b” as in “vaca/baca”.

4.5.5.1. Transparent versus Opaque Languages

Giordano (2011) referred to opaque language as potentially adverse factors for learning the reading and writing skills, while as the transparent languages possesses factors for learning the written skills.

But what exactly means "transparent" and "opaque"?

It refers to a characteristic of the spelling. A language in which each grapheme corresponds to a phoneme is said “transparent”. Conversely, when to each grapheme can correspond more phonemes the spelling is considered as being opaque. On the other hand, a transparent language is written the same way it’s read.

- a) Transparent language → It is the language in which the sounds of the language and the spelling is regular and predictable.
- b) Opaque language → It is the language in which the sounds of the language and the spelling is irregular and not predictable.

English, Portuguese and Spanish are alphabetic languages and they use the Roman script, but they differ in orthography, the spelling rules used to write a particular language.

In Spanish, the relationship between the sounds of the language and the spelling is regular and predictable; Spanish is considered a transparent language. In the case of Spanish, we are facing a transparent language, since it is read as it is written.

In Portuguese, the relationship between the sounds of the language and the spelling is almost regular and predictable; Portuguese is considered a semi-transparent language. In the case of Portuguese, we are facing a substantially transparent language (or semi-transparent, since, with some exceptions, one shall read it as it's written. Even in Portuguese specific spelling cases, where a grapheme represents a sound not directly derived by it (for example, the grapheme "o" represents the sound /u/ in "borboleta" /buRbu'leta/).

English, in contrast, is famous for its exceptions and ambiguities, and is considered an opaque language. English is a typical example: only in a minority of cases we'll find a correspondence between grapheme and phoneme. For instance, the sound /i:/ may be represented by different graphemes such as, -ee- as in "see", -ea- as in "read", -ie as in "field", and so on. Also we can find irregular spelling in plural as in "mouse"- "mice", "woman"- "women" or "foot" – "feet".

Everybody agrees on Italian being a transparent language and on English being a deep (opaque) language everybody agrees, too.

Other languages have perhaps different degrees of opacity.

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Several studies have therefore focused on a contrastive analysis of learning processes in the two languages that are located at both ends of this scale: Spanish and English.

It has been demonstrated that Spanish children learn to read quicker thanks to the correspondence between writing and pronunciation. In addition, Spanish children are able to read new words based on the consistency of the reading rules.

English speaking children, instead, take much longer to learn to read and have a tendency to memorize the most possible phonemes in different contexts, so that they dispose of enough information enabling them to face reading.

The transparency degree can vary from one language to another. However, some of them have some language rules.

According to Crystal (1997), English language seems very irregular but, really, it is only irregular when you are starting to learn English. For example, British children learn to read later than Spanish children because in Spanish there are no differences between graphemes and phonemes. Due to this, for English learners the way is larger, but the rest is very easy. That is, when you know how to write and spell “PHI” as in “philosophy”, “Philadelphia” and “PSY” as in “psychology”, learners will not have more problems.

In Portuguese, although it is semi-transparent, there is some spelling rules too, as: the pronunciation of “c” as /k/ before the vowels “a”, “o” and “u”,

the pronunciation of “c” as /s/ before the vowels “e” and “i”, the pronunciation of “ç” as /s/ before the vowels “a”, “o” and “u”, the pronunciation of “qua” and “quo” as /ku/, the pronunciation of “que” and “qui” as /ke/ or /ki/, the pronunciation of “g” as /g/ before the vowels “a”, “o” and “u” or the pronunciation of “g” as /ʒ/ before the vowels “e” and “i”.

Do language learning processes differ in transparent versus opaque orthographies?

Yes, it is. This difference has a significant impact on children’s progress in learning to read in at least two ways. First, children who are learning to read transparent languages (as Spanish) or semi-transparent languages (as Portuguese) make more rapid progress in the early stages of reading than do children learning to read in opaque languages (as English).

Second, the background skills required for learning the written skills, such as the type of phonological awareness (awareness of the sounds of the language) that leads to reading, changes with the orthography so that different written languages are based on slightly different concepts of spoken languages. Thus children who already read a transparent orthography encounter more difficulties in learning to read an opaque orthography than children moving from an opaque to a transparent system.

In English, the relationship between the written and spoken forms of words is relatively opaque, leading to proposals that skilled reading requires two procedures: (a) a sublexical grapheme/phoneme conversion process allowing the correct reading of regular words and new or pseudowords; (b) a lexical process necessary to read irregular words accurately and assumed to be the dominant process for familiar words.

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However, it has been argued that the sublexical process may be sufficient in highly transparent languages such as Welsh. If this is the case, damage to the sublexical process may lead to more severe deficits in transparent languages due to the lack of an alternative lexical process.

5.5.5.2. Models and Routes used in Transparent and Opaque languages

Coltheart (1978) took part in several studies on word recognition have found that changes in the stimulus list context can influence latency and accuracy in different tasks. Then, data from different languages have revealed a complex pattern of results, and suggested that the characteristics of the language system, in particular its orthography-to-phonology consistency.

According to Coltheart and Rastle (1994, 2001), the three models are:

The dual-route cascaded (DRC) model → It actually consists of three routes: the lexical semantic route, the lexical non-semantic route, and the grapheme-phoneme conversion (GPC) route (non-lexical route). It is a model of visual word recognition (visual feature units, letter units, orthographic input lexicon).

The problem of this route appears in case of non-words, no lexical entry can be addressed, but it is possible to produce a phonological output through the grapheme-to-phoneme correspondence (GPC) route. This route starts operating after a series of cycles from the input onset and converts letters to phonemes from left to right, serially, according to rules set on statistical grounds.

Learners activate both the lexical and non-lexical routes, in order to produce letter string pronunciation. However, non-words are not only read through the non-lexical route because they partially activate word neighbors in the orthographic lexicon and these word units feed-forward activation to the phonological representations and to the phoneme system. Due to the fact of that, it is better to use this route when the learners are facing an opaque language.

The parallel-distributed-processing (PDP) model → This is a one-route model. In the PDP model, all letter strings (both words and non-words) activate phonemic units in parallel (Plaut et al., 1996). Learners activate patterns within and between orthographical and phonological layers and all spelling-sound mappings.

There are no specific pathways for reading words and non-words: “The information concerning spelling-sound correspondences, derived from exposure to actual words and encoded by the weights in such networks, is also used in generating pronunciations for unfamiliar stimulus” (Seidenberg et al., 1994, p. 1178).

The dual-process (CDP) model → It is based on the existing PDP and DRC models by combining features of both and is aimed at overcoming their limits (Zorzi et al., 1998; Perry et al., 2007, 2010). In the CDP model, spelling-sound connections are implemented, in parallel, *via* two pathways: a print-to-sound mapping mediated by lexical representations, a direct mapping from graphemic to phonemic units, implemented through a connectionist network. This choice allows the CDP model to have not only an efficient solution to simulate lexical access in word reading, as in the DRC, but also a network for assembled phonology, that overcomes the absence of a learning mechanism in the DRC, a model which is fully hardwired and whose non-lexical route works

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according to partially hand-coded sets of grapheme-to-phoneme conversion rules. Due to this network, the CDP model is able to simulate reading acquisition and developmental reading disorders, similar to the PDP model.

Coltheart et al. (2011) defined those three routes in two routes taking into account the lexical effect through the observation of the speed in reading known and unknown words.

In DRC and in CDP models, direct access to lexical representations, triggered by words, is faster than the PDP model adopted in reading non-words, and this mechanism can explain why words are read faster than non-words. It follows a lexical route.

The PDP model offers an explanation in terms of frequency of activation of phonological patterns involved in the pronunciation of the target, assuming that non-words activate more rare orthographic-phonemic associations than words. It follows a non-lexical route.

Experimental evidence reveals that pronouncing a string of letters is considerably more than an automatic process, overall in learners of a L2.

In addition, data from several languages also show that the orthography-phonology consistency may have a role in determining the usefulness of different strategic settings of the system.

In opaque orthographies, several stimulus are likely to be read correctly only through the lexical pathway, whereas in transparent orthographies most of the words can be read correctly through grapheme-to-phoneme conversion.

Languages with opaque orthographies follow the non-lexical pathway while as, the non-lexical pathway in transparent orthographies is not very resource-demanding and learners may use it in a highly efficient way. They receive more efficiency in the use of the two pathways (Paizi et al., 2011). Due to the fact of that, learners of English as a L2 do not know how to pronounce English written words if they have not been taught the words before. On the other hand, learners of Portuguese as a L2 know how to pronounce unknown words before of being taught.

The dual-route models could be considered more consistent due to in these models (DRC, CDP) the modification of parameter setting in the non-lexical pathway can be influenced by the language context. Due to the fact of that, learners must act in two different ways: either choosing which route is to be de-emphasized, or deciding which of the two outputs (from the lexical and from the non-lexical pathway, respectively) is to be taken into account. Moreover, differences in the orthographic consistency of the language can influence the usefulness of de-emphasizing the lexical or the non-lexical route.

Since English is a relative opaque orthography, it is particularly hard for children to learn, even if they already know the Roman alphabet.

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Thus, differences in the ways languages are written affect the speed with which children become fluent readers of a second language (Bialystok, 1994).

My defense of English spelling will be halfhearted. For although language is an instinct, written language is not. Writing was invented a small number of times in history, and alphabetic writing, where one character corresponds to one sound, seems to have been invented only one. Most societies have lacked written language, and those that have it inherited it or borrowed it from one of the inventors.

Children must be taught to read and write in laborious lessons, and knowledge of spelling involves no daring leaps from the training.

Obviously, alphabets do not and should not correspond to sounds; at best they correspond to the phonemes specified in the mental dictionary. The actual sounds are different in different contexts, so true phonetic spelling would only obscure their underlying identity. The surface sounds are predictable by phonological rules, though, so there is no need to clutter up the page with symbols for the actual sounds; the reader needs only the abstract blueprint for a word and can flesh out the sound if needed. Indeed, for about eighty-four per cent of English words, spelling is completely predictable from regular rules.

4.5.6. The role of orthography in language learning

The orthographic depth of an alphabetic orthography indicates the degree to which a written language deviates from simple one-to-one letter-phoneme correspondence. It depends on how easy it is to predict the pronunciation of a word based on its spelling—shallow orthographies (in transparent languages) are easy to pronounce based on the written word, and deep orthographies (in opaque languages) are difficult to pronounce based on how they are written.

In shallow orthographies, the spelling-sound correspondence is direct: given the rules of pronunciation, one is able to "say" the word correctly. In other words, shallow (i.e., transparent) orthographies, also called phonemic orthographies, have a one-to-one relationship between its graphemes and phonemes, and the spelling of words is very consistent. In contrast, in deep (i.e., opaque) orthographies the relationship is less direct, and reader must learn the arbitrary or unusual pronunciations of irregular words. In other words, deep orthographies are writing systems that do not have a one-to-one correspondence between sounds (phonemes) and the letters (graphemes) that represent them.

They may be irregular (English) and due to the fact of this; it is not shallow because it does not follow a concrete rule in the correspondences grapheme-phoneme. English has many exceptions in its language rules, such instances: compare the pronunciation of the letter "c" in the words "magic" as /'mædʒɪk/ and "magician" as /'mædʒɪʃən/ or the pronunciation of the letter "i" in "pint" as /paɪnt/ and "mint" as /mɪnt/.

Portuguese is not completely shallow but has some exceptions in which the written word is not pronounced exactly as the individual letter-phoneme

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correspondences would otherwise require such instances: compare the pronunciation of the letter "o" in the words "por" " as /'poR/ and "obrigado" as /obri'gadu/.

On the contrary, Spanish is completely shallow because it does follow a concrete rule in the correspondences grapheme-phoneme.

According to the orthographic depth hypothesis, shallow orthographies are more easily able to support a word recognition process that involves the language phonology. In contrast, deep orthographies encourage a reader to process printed words by referring to their morphology via the printed word's visual-orthographic structure. For languages with relatively deep orthographies such as English, new readers have much more difficulty learning to decode words. As a result, children learn to read more slowly.

For languages with relatively shallow orthographies, such as Spanish and Italian, new readers have few problems learning to decode words. As a result, children learn to read relatively quickly.

Bosch et al. (1991) consider orthographic depth to be the composition of at least two separate components. One of these relates to the complexity of the relations between the elements at the graphemic level (graphemes) to those at the phonemic level (phonemes), i.e., how difficult it is to convert graphemic strings (words) to phonemic strings. The second component is related to the diversity at the graphemic level, and to the complexity of determining the graphemic elements of a word (graphemic parsing), i.e., how to align a phonemic transcription to its spelling counterpart.

4.5.7. The role of phonology in the language learning and its change through time and history

Different languages have different phonemes and have them in different numbers. In other words, they use different phonological matrixes. In the beginning learners will perceive sounds in the target language to be phonologically similar to native language sounds. Without proper coaching, they will internalize their own modified phonological matrix based on a combination of similar sounds in the two languages, causing "foreign accent".

Here I'm going to present the inventory of vowel phonemes of English and Portuguese, as part of the phonological matrixes of the two languages. The language varieties used in this phonological analysis are the British English and the Portuguese from Portugal. When I here refer to vowels, I mean vowel sounds (phonemes). I do not refer to letters of the alphabet (graphemes).

Phonology is the term used for the study of the speech sounds used in a particular language. The distinctive accents that many learners of a foreign language have are due to differences between the phonological system of their language and that of the foreign language.

From birth, and possibly before, we learn to recognize and produce the distinctive sounds of our own language. We do not need to give any thought to how to have the lips, tongue, teeth, etc. working together to produce the desired

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sounds. The physical structures of parts of the sound system are adapted to produce native-language sounds.

4.5.7.1. Description of the English Phonological System

English has some speech sounds (phonemes) that do not exist in other languages. It is no surprise, therefore, that native speakers of those languages have difficulties producing or even perceiving such sounds. This is particularly true for speakers from language families other than the Germanic one to which English belongs.

English emerged from proto-Germanic. Influential in its development were successive invasions by Germanic peoples and Latin (From the Roman Imperial). It uses a vocabulary unlike that of other European languages from the same era. A large portion of the modern English vocabulary comes from the Anglo-Norman languages.

English frequently makes use of loanwords originating from other languages, as Latin and French.

- English vowels

Here, I am going to difference between monophthongs, diphthongs and triphthongs.

1. Monophthongs

Monophthongs are also named pure vowels. They are vowels where only one vowel quality can be perceived.

The English vowels are more complex than the Spanish vowels, as in English there are 12 and in Spanish only five. There are the following sounds:

- /i:/ as in “sheep”
- /ɪ/ as in “hit”
- /e/ as in “pet”
- /æ/ as in “cat”
- /ʊ/ as in “football”
- /u:/ as in “you”
- /ɜ:/ as in “bird”
- /ə/ as in “letter”
- /ʌ/ as in “public”
- /ɑ:/ as in “father”
- /ɒ/ as in “dog”
- /ɔ:/ as in “morning”

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2. Diphthongs

They are vowels where two vowels quality can be perceived. There are 8 diphthongs. They are the following sounds:

- /ei/ as in “play”
- /ai/ as in “time”
- /ɔi/ as in “boy”
- /ɔu/ as in “know”
- /au/ as in “out”
- /iə/ as in “dear”
- /eə/ as in “hair”
- /uə/ as in “sure”

3. Triphthongs

They are vowels where two vowels quality can be perceived. There are 5 triphthongs. Each one can be seen as a combination of a diphthong + the schwa. They are the following sounds:

- /eɪə/ as in “player”
- /aɪə/ as in “fire”
- /ɔɪə/ as in “royal”
- /aʊə/ as in “tower”
- /əʊə/ as in “lower”

- English consonants

First of all, I would like to present a schematic draw about the speech organs in order to explain easily the English consonant.

According to the organs of circulation, we can distinguish:

- Bilabials: Sounds articulated by the two lips: /p/ as in “plate”, /b/ as in “boots”, /m/ as in “mother” and /w/ as in “wood”.
- Labio-dentals: Sounds articulated by the lower lip against the upper teeth: /f/ as in “father” and /v/ as in “very”.
- Interdentals: Sounds articulated by the tip of the tongue against the teeth-ridge: /t/ as in “tidy”, /d/ as in “doctor”, /s/ as in “soup”, /z/ as in “zoo”, /l/ as in “loft” and /n/ as in “not”.

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- Post-alveolars: Sounds articulated by the tip of the tongue against the back part of the teeth-ridge: /r/ as in “red”.

- Palato-alveolars: Sounds articulated by the blade of the tongue against the teeth-ridge with a simultaneous raising of the main body of the tongue against the hard palate: /ʃ/ as in “shoes”, /ʒ/ as in “television”, /tʃ/ as in “chair” and /dʒ/ as in “danger”.

- Palatal: Sounds articulated by the front of the tongue against the hard palate: /j/ as in “job”.

- Velars: Sounds articulated by the back of the tongue against the central and forward part of the soft palate: /k/ as in “kit”, /g / as in “good” and /ŋ/ as in “singer”.

- Glottis: Sounds articulated by the glottis: /h/ as in “house”.

- Some other characteristics

The difficulties for Spanish speakers are the pronunciation of some vowels and consonants, due to the fact that they do not exist in Spanish. For example, the most common vowel sound in English is the schwa /ə/ as in

“letter” and it is the most difficult for our students. Also /æ/ as in “cat” (they usually pronounce /kat/), /ɜ/ as in “bird”, the distinction between /i/ in “ship” and /i:/ in “sheep” and so on. On the other hand, the problematic consonant sounds are /ʃ/ as in “shoes”, /dʒ/ as in “danger”, /ʒ/ as in “television”, and so on.

In addition, the same phoneme is reproduced by different consonant or group of consonants. For instance, when Spanish speakers see the letter “s” in a word as “please”, we tend to pronounce /pli:s/ instead /pli:z/.

We can find more problems in older students as they tend to do overgeneralization from their L1.

4.5.7.2. Description of the Portuguese Phonological System

Portuguese has some speech sounds (phonemes) that do not exist in other languages. It is no surprise, therefore, that native speakers of those languages have difficulties producing or even perceiving such sounds. This is particularly true for speakers from language families other than the Latin one to which Portuguese belongs.

Portuguese emerged from Vulgar Latin during the course of the third century. Influential in its development were successive invasions by Germanic peoples, Visigoths and Moors. As a consequence of the newly-independent kingdom’s imperial achievement, Portuguese is the national language of Brazil and the official language of several African countries.

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- Portuguese vowels

Here, I am going to difference between monophthongs and diphthongs.

1. Monophthongs

As I said before, they are vowels where only one vowel quality can be perceived.

The Portuguese vowels are more complex than the Spanish vowels, as in Portuguese there are 12 and in Spanish only five. There are 4 defined 'qualities' of Portuguese vowels, known as open, closed, reduced, and nasal. These are not really hard-and-fast rules of pronunciation, more a categorization of the ranges of sound that the vowels can represent. It is important to recognize these distinctions, because certain words rely on them to make their meaning clear.

The Portuguese opened-vowel is the following: /a/ as in "falámos".

The Portuguese closed-vowels are the following:

- /i/ as in “se”

- /i/ as in “si”

- /u/ as in “tu”

The Portuguese reduced-vowels are the following:

- /e/ as in “sê”

- /ɛ/ as in “sé”

- /ɔ/ as in “pós”

- /o/ as in “pôs”

- /e/ as in “falamos”

The Portuguese nasal vowels are the following are:

- /ĩ/ as in “vim”

- /ẽ/ as in “entro”

- /ẽ/ as in “antro”

- /õ/ as in “som”

- /ũ/ as in “mundo”

2. Diphthongs

They are vowels where two vowels quality can be perceived. There are oral and nasal diphthongs.

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The oral diphthongs are the following sounds:

- /aj/ as in “sai”
- /ej/ as in “plaina”
- /ɛj/ as in “anéis”
- / ej / as in “sei”
- /ɔi/ as in “mói”
- /oj/ as in “moita”
- /uj/ as in “fui”
- / iw / as in “viu”
- / ew / as in “meu”
- /ɛw / as in “véu”
- /aw / as in “mau”
- /ɛw / as in “ao”
- /ow / as in “sou”

The nasal diphthongs are the following sounds:

- /ẽj/ as in “mãe”
- /eoj/ as in “põe”

- /ẽw/ as in “mão”
- /ũj/ as in “muito”

- Portuguese consonants
 - Bilabials: Sounds articulated by the two lips: /p/ as in “plato”, /b/ as in “bonito” and /m/ as in “mãe”.

 - Labio-dentals: Sounds articulated by the lower lip against the upper teeth: /f/ as in “feio” and /v/ as in “voo”.

 - Interdentals: Sounds articulated by the tip of the tongue against the teeth-ridge: /t/ as in “tudo”, /d/ as in “dor”, /s/ as in “sou”, /z/ as in “casa”, /l/ as in “maluco”, /ʎ/ as in “trabalho” and /n/ as in “nota”.

 - Post-alveolars: Sounds articulated by the tip of the tongue against the back part of the teeth-ridge: /r/ as in “rosa”.

 - Palato-alveolars: Sounds articulated by the blade of the tongue against the teeth-ridge with a simultaneous rising of the main body of the tongue against the hard palate: /ʃ/ as in “chato” and /dʒ/ as in “garagem”.

 - Palatal: Sounds articulated by the front of the tongue against the hard palate: /j/ as in “loja”.

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- Velars: Sounds articulated by the back of the tongue against the central and forward part of the soft palate: /k/ as in “”, /g / as in “gato” and /ŋ/ as in “tengo”.

- Some other characteristics

The difficulties for Spanish speakers are the pronunciation of some vowels and consonants, due to the fact that they do not exist in Spanish. For example, the most common sound in Portuguese is the nasalization as in “bom” (nasal or oral, according to the nasality of the stressed vowel), as in “mão” (the result is usually a nasal diphthong) or as in “vinho” (nasalization evolved to a palatal nasal consonant,) and it is the most difficult for our students.

In addition, the same phoneme is reproduced by different consonant or group of consonants. For instance, when Spanish speakers see the letter “s” in a word as “casa”, we tend to pronounce /'kasa/ instead /'kaza/.

We can find more problems in older students as they tend to do overgeneralization from their L1.

4.6 SOME TEACHING CONSIDERATIONS IN SECOND LANGUAGE

In this research, we compare the deductive and inductive approach to understand the status and level of interlanguage in L2. Some prefer to look at

“deductive approach” as having a special status in interlanguage theory while others see it more simply and then prefer the “inductive approach” as a reflection of general human problem-solving L2 behaviour.

When pupils use the “inductive approach”, they develop communicative performance as a learning strategy; it generates better input (through the negotiation of meaning), forces syntactic processing and automaticity and it also develops discourse skills (Swain and Lapkin, 1982).

Widdowson (1978) referred to two aspects of communicative performance:

- a) The ability to produce correct sentences, or manifestations of the linguistic system = USAGE.

- b) The ability to use the knowledge of the rules for effective communication = USE.

LANGUAGE USAGE is the manner in which written and spoken language is used, the "points of grammar, syntax, style, and the choice of words" and "the way in which a word or phrase is normally and correctly used". It can mean the way people actually use language. In other words we could say that LANGUAGE USAGE leads to the development of an analytic knowledge system itself. The “Deductive approach” analyses the notion of LANGUAGE USAGE itself.

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However, LANGUAGE USE, in itself, does not lead to the development of an analytic knowledge system since meaning distracts attention from form. The “Inductive approach” analyses the notion of LANGUAGE USE itself.

4.6.1. The role of explicit and implicit knowledge in both deductive and inductive approaches

Wallach and Lebiere (2003) developed a strong argument for the dual learning system (explicit and implicit knowledge: developed in depth in the section below) taking into account the learning process of a language. “The explicit knowledge consists on a fractural knowledge stored as chunks organized into schemas. It operates with control and awareness.

On the other hand, the implicit knowledge is based on disorganized chunks that operate without control in the individual’s minds” (Characteristics of dissociable human learning system, p.86).

The problem in determining whether implicit and explicit knowledge are separated or linked rests on the problem of determining precisely how learners draw on their linguistic knowledge when performing different language tasks. As Bialystok (1982) pointed out, language use typically involves learners drawing on both systems to construct messages. For example, a learner may have internalized “jumped” as a single variable in implicit memory, but may also have developed the procedure for affixing “-ed” to the base form the verb in explicit memory (Ullman, 2001).

Learners are able to include grammatical rules from exposure to input when their attention is focused on meaning. According to Williams, (1999, 2005), it happens because the inductive learning of form is dissociable from the learning of the functions realized by the forms that learner' differences in phonological short-term memory influence the extent to which learners are successful in inductive learning and that language background (i.e. whether learners have a prior experience of learning languages) impact even more strongly on learning.

The explicit/implicit divide is seen by many as an important differentiation in teaching styles, and one which is distinct from analytical/experiential approaches (Ellis, 1994, *The study of Second Language Acquisition*, p. 362–363). The dichotomies of unconscious/conscious learning and inductive/deductive teaching methods are both sometimes equated with the explicit/implicit teaching division. The statements used here were based on the unconscious/conscious divide and use Stern's (1992, 327f) characteristics for explicit and implicit teaching as a guide for individual variables. Attitudes to inductive and deductive methods were also investigated through statements concerning explicit presentation by teachers and students finding form-function matches for them.

The question of specific instruction is an important one in the implicit–explicit debate. Teachers' feelings on this issue (is formal instruction necessary or is exposure to input sufficient?) provide a good indication of their orientation. Findings (J. Burgess, S. Etherington, 2002, *Focus on grammatical form: explicit or implicit?*, p. 433-458) indicate that most of the respondents agree that it is possible to learn grammar through natural exposure to language (over 50% of teachers responded positively to the statement: Students can learn grammar through exposure to language in natural use). However, there appears to be

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greater agreement with the view that instruction helps learners to produce grammatically correct language (over 70% of respondents agreed with the statement: Formal instruction helps learners to produce grammatically correct language).

These two results do not necessarily indicate a contradiction of opinion. One possible interpretation is that these teachers believe in the possibility of learning grammar through input alone, but feel that learning is helped by instruction.

Three statements attempted to ask teachers about their beliefs about the role of conscious knowledge:

1. In learners' language use (Question 1.4: Student use of language does not involve conscious knowledge of the grammatical system and how it works).

2. In the improvement of their grammatical accuracy (Question 1.6: Students need a conscious knowledge of grammar in order to improve their language)

3. About consciousness of form/function matches (Question 1.9: Students need to be consciously aware of a structure's form and its function before they can use it proficiently).

4.6.1.1. Some considerations about how teachers should teach a L2 taking into account the explicit and implicit knowledge

The problem of how to measure L2 acquisition is the focus of this study. The issue of whether or not there is an interface between implicit and explicit learning and knowledge is also addressed, as this is of crucial importance when considering the role of instruction in L2 acquisition.

Arguably, little progress can be made in investigating the effects of implicit and explicit instruction until we have valid measures of implicit and explicit knowledge. In this part of the research, I report a series of studies designed to validate measures of these two types of knowledge.

- The interface issue

The distinctions that we have now considered are all relevant to what has become known as the “interface issue”. This concerns the extent to which implicit knowledge interfaces with explicit knowledge.

The interface issue addresses a number of questions: to what extent and in what ways are implicit and explicit learning related? Does explicit knowledge convert into or facilitate the acquisition of implicit knowledge? Does explicit instruction result in the acquisition of implicit as well as explicit knowledge? Is it better to use explicit instruction for a language different to our L1 and implicit instruction for a language similar to our L1?

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These are key questions of both theoretical importance for my study, for SLA and practical importance for language pedagogy. Three very different answers to the interface question have been offered: 1) the non-interface position, 2) the strong interface position and 3) the weak interface position.

- The non-interface position

This draws on research that shows that implicit and explicit L2 knowledge involve different acquisitional mechanisms (Krashen, 1981; Hulstijn, 2002), are stored in different parts of the brain (Paradis, 1994) and are accessed for performance by means of different processes, automatic versus controlled (R. Ellis, 1993). In its pure form, this position rejects both the possibility of knowledge and the possibility of explicit knowledge becoming explicit.

However, in a weaker form of the noninterface position, the possibility of implicit knowledge transforming into explicit is recognized through the process of conscious reflection on and my analysis of output generated by means of implicit knowledge (Bialystok, 1994).

- The strong interface position

In contrast, the strong interface position claims that not only explicit knowledge can be converted into implicit knowledge through practice. That is, learners can first learn a rule as a declarative fact and, then, by practising the use of this rule, can convert it into an implicit representation, although this need not entail (initially, at least) the loss of the original explicit representation.

- The weak interface position

The weak interface position exist in three versions, all of which acknowledge the possibility of explicit knowledge becoming implicit, but posits some limitation on when or how this can take place. One version posits that explicit knowledge can convert into implicit knowledge through practice but only if the learner is developmentally ready to acquire the linguistic form. This version draws on notions of “learnability” in accordance with attested developmental sequences in L2 acquisition (e.g. Pienemann, 1989).

The second version sees explicit knowledge as contributing indirectly knowledge as contributing indirectly to the acquisition of implicit knowledge by promoting some of the processes believed to be responsible.

Ellis (1994, *The study of Second Language Acquisition*, p. 16), for example, suggest that “declarative rules can have top-down influences on perception”, in particular by making relevant features salient, thus enabling learners to “notice” them and to “notice the gap” between the input and their existing linguistic competence. Such a position suggests that implicit and explicit learning processes work together in L2 acquisition and that they are dynamic taking place consciously but transiently with enduring effects on implicit knowledge (Ellis, 2008). This is also the view that I have promoted in a series of publications. According to the third version, learners can use their

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explicit knowledge to produce output than then serves as “auto-input” to their implicit learning mechanisms (Smith, 1981).

I would say that in this study we should discard the non-interface position due to the fact that implicit and explicit L2 knowledge are considered different and the possibility of explicit knowledge becoming explicit is rejected.

Nevertheless, I consider that in English learning (as a language that is different to L1), Spanish are using the strong interface position as it only considers the conversion from explicit to implicit knowledge. In English knowledge most of the time rules are taught as declarative facts and then used by practising converted into implicit representation.

On the other hand, in Portuguese learning (as a language that is similar to L1, Spanish) the weak interface position is used due to the fact that explicit knowledge is seemed as an indirect contribution to the acquisition of the implicit knowledge. In the Portuguese lessons, rules can be taught as declarative ones that influence on perception helping learners to notice them.

4.6.2. Deductive Approach vs. Inductive Approach

Considering the significant role of grammar in mastering a language, grammar is important to be learnt by the learners of the language. Thus, language teachers need to teach grammar. In general, there are two approaches in teaching grammar, inductive and deductive approaches.

Notwithstanding the fact that deductive and inductive approaches have the common goal of teaching foreign languages they separate from each other in terms of way of teaching: A deductive and an inductive approach basically differentiate in lesson procedures, learner roles, teacher roles and usage of metalanguage in the teaching process.

According to Brown (2007) and Thornbury (1999), both the inductive approach and deductive approach have their strengths. The major aim of Foreign Language teaching is to make students aware of how language is constructed and how to produce accurate sentences both verbally and written. The common goal of deductive and inductive approaches is to teach language but in different ways. While in the former the teaching process is descriptive and traditional in the former, the latter is totally experiential.

According to Brown (2007), we can distinguish different ways of learning a L2:

1) Deductive (or conscious) learning: This consists in studying grammatical structures by repetitions and controlled practices: For example, in drills such as: "My favourite food is pizza". We can also work with fill in the gaps as: "My favourite _____ is orange juice" or "My _____ country is _____"

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A deductive approach is most closely associated with the grammar translation method of teaching languages. In the grammar-translation method, the focus on rules was conscious and explicit.

According to Nunan (1991), Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied.

According to Thornbury's three basic principles a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. Then students make practise with the rules and produce their own examples at the end of the lesson (Thornbury, 1999).

A deductive approach is based on the top-down theory which the presentation and explanation of grammar rules take the precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they begin to produce their own examples.

In contrast to this an inductive teaching is based on the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole. For this reason teaching process begins with a text, audio or visual in a context. Secondly learners work on the material to find the rules themselves. In the final stage, they give their own examples (Block, 2003).

Having dedined this approach, I would like to consider its pros. The advantages of this approach are the following:

1. You can look for a specific point of grammar in a book: It is not just easier for the teachers but also for the pupils, because when they are at home and they want to review what they have studied in the term, they have the studied points in other.

2. It does not take a lot of time because we clear the point as soon as possible and sometimes we even do it in our mother tongue. As it is quick and we have time to spear, we can still practice the point with different exercises.

3. It is easier to evaluate our pupil's progress: Our pupils are going to have an amount of errors any time that they use the language. Due to that, we should consider which point we are going to evaluate any time.

On other hand, the approach also misses some issues. Pupils will be accurate but not fluent, because they have not learnt how to speak in a real context. At the same time, as they do not use the language in a significant context, they do not obtain the "meaningful input". Due to the fact of that, the use of the L2 is artificial and the students are not able to learn strategies for the future (for instance, they have to use the dictionary when they are reading a book). In other words, the disadvantage is that when using the deductive method some pupils might feel that they have to learn by heart the language to be able to produce correct examples after learning.

However, this caused them to perceive the language just as a concept which consists of certain rules and patterns.

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2) Inductive (or sub-conscious) learning: It implies an unconscious acquisition of the grammar and functions. This is the way for learning a L2 when the learners read texts or listen to spoken English, or use the language spontaneously in order to communicate. The idea is to “pick up” the language through exposure and practice. For example, when the teacher asks: “What is your favourite actor or actress: Is it Jonny Depp, is it Pierce Brosnan or Angelina Jolie?”, he/she is working inductively “what” and “or” and the pupils understand the question by the context. It can be more free-ranging and less rigorous allowing for discussion and sharing ideas. It can also open up dialogue and maintain enthusiasm about our classroom practice, because the goal is to encourage pupils to use the L2 spontaneously. As the L2 is used all the time, the teacher instructs the rules and routines and they are acquired in a “significant context”. Thus, students learn strategies for the future and when they do not know a word, they try to explain it themselves instead looking for word meanings in the dictionary. This approach is challenging for the students and students’ motivation gets higher.

The inductive reasoning involves inference from the particular to the general. In other words, the inductive approach is considered characteristic of audiolingualism, where meaning and grammar were not explicitly explained but induced from carefully graded exposure to and practice with examples in situations and substitution tables. In audiolingualism, learning of the rules could be either conscious or unconscious (depending on what the learner was thinking about) but they were not explicitly formulated.

Nunan (1999) identifies inductive approach as a process where learners discover the grammar rules themselves by examining the examples. In an inductive approach it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text or audio rather than isolated

sentences. Thornbury (1999) notes that: in inductive approach learners are provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. When students obtain the grammar rules and they practice the language by creating their own examples.

Thornbury (1999) suggests that in an inductive approach learners are active as they are responsible for exploring the rules themselves. That is to say, while the process of learning is experiential in inductive approach it is more traditional and descriptive in deductive approach. According to Thornbury (1999), the class where students involve in the lesson actively is quite reasonable since it provides more comfortable and motivating environment for them. He also remarks that an inductive teaching supply more profound knowledge of language as learners study cognitively in order to discover the rules. It has been pointed out that when learners take place in the learning process actively so as to discover the rules they develop their autonomy which makes them good language learner (Hinkel and Fatos, 2002).

Additionally, Harmer (1987) notes that students needs to find teacher's introduction stimulating because this encourages them to learn and they can remember the foreign language easier in the future. One more further point that I have take into account is to provide lexically simple examples to make the meaning clear. In this case, students had opportunity to participate the lesson actively to deduce the rule from the examples. While they were work on the foreign language, their ability of problem solving could enhance due to the responsibility of their own learning while finding the rule.

Whilst they work with the foreign language, it is crucial to make them guidance to understand it correctly so I controlled and helped them, if they needed. According to Nunan (1999) during the process if learners are given a chance to engage with the grammar variables themselves, they are able to

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understand profoundly and memorize the grammar rules easily. Therefore it appears to me that it is possible to provide permanent information through an inductive approach.

As Harmer (1987) has emphasized that it is very probable for pupils to learn grammar effectively if they are provided with enjoyable tasks. In addition to this, when teacher organizes students to work in pairs or groups, a more interactive area could be created. This is beneficial for learners to share their ideas with each other and makes learning consistent and fruitful. Besides these points motivation is the one another significant factor that affects pupils learning. It is possible to increase pupils' motivation by collaborative work (Thornbury, 1999).

This is all fine and well, but, still, there are some consequences and disadvantages when teacher uses this approach all the time. For instance, pupils cannot look for a specific point of grammar when they are not in class.

Due to that they easily forget what they have learnt, or they get confused about the situations in which they can use the words or expressions they have already learnt. In addition, it is more difficult to evaluate our pupils' progress, because pupils do not know which the variables that are going to be assessed are. Combining deductive and inductive approaches has been done by Nunan (1989), with very good results, particularly dealing with grammar. Learners are not only able to remember or understand the English tenses, but also able to use them communicatively.

Housen and Pierrard (2006) suggest that inductive instruction takes the form of task-based teaching where any attention to linguistic form arises

naturally out of the way the task are performed. Deductive instruction occurs when teachers provide explicit or metalinguistic corrective feedback on learner's errors in the use of the target feature. However, both kinds of instructions (inductive & deductive) can develop a connection (Batstone, 2002). For example, the teacher may provide the learners with an explicit explanation of the use of the English definite and indefinite articles but, assuming that the learner may end up acquiring implicitly and incidentally a number of lexical or grammatical variables that happen to figure in the teacher's explanation.

Both methods have been shown to work in language learning (Erlam, 2005). The deductive method is the more traditional one and it is generally believed to be more suitable for teaching beginners. It is efficient and clear (Thornbury, 1999, *Research in English and Applied Linguistics*, p. 54-55).

On the other hand, the inductive method has been said to be better suited for more advanced learners (Mohamed, 2001), it activates and involves students and prepares them for autonomy (Thornbury, 1999, *Research in English and Applied Linguistics*, p.54-55).

Additionally, it has been argued by Brown (1987) that it is feasible to increase the success of teaching and learning both deductive and inductive approaches by choosing the right approach by taking into account the learner profile and teaching setting. It is understood that there is no certain result for usefulness of these two teaching approaches. It is also indicated that "There is no necessary or logical connection between an inductive and deductive approach to teaching and any particular grammar model.

One may believe that the learning of the grammar is fundamentally an inductive process, and yet believe that the most adequate accounts of the grammar of a language are for example, transformational" (Rutherford and

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Smith, 1988: 131). Therefore it is seen that it depends upon people's personal choices or their learning style as well.

Overall, I can sum up by saying that a deductive and an inductive approach differ in terms of learner and teacher role, lesson procedures and usage of metalanguage language for teaching the grammar variable. In addition to this it is possible to combine these approaches for teaching grammar in terms of the grammar variable, learner profile and setting. It is also teacher's decision to choose the suitable approach in terms of learner needs.

Having seen the characteristics of both approaches, we could say that if the learner acquires the L2 in a naturalistic setting, through communication in natural and social situations, then he/she develops learning strategies and mental processes that lead to what is called Second Language Acquisition (SLA) (Krashen, 1981). In other words, learner's conscious awareness raises by means of metalanguage. Consciousness-raising is defined as "helping to raise students' awareness about linguistic features" (Larsen-Freeman, 2003, *Teaching Language: From Grammar to Grammarin*, p.79)

In the classroom, we can practice the inductive learning that develops SLA without missing the teacher's guidance. This sequence will involve the following factors: The learner, the teacher, the acquisition process and fluency.

An alternative sequence takes place when the learner becomes a student and is guided by a teacher in a classroom formal setting. In this case

the L2 learning takes place through conscious study, with the help of the L2 teacher and teaching resources: books, recordings, etc. Krashen (1981) states that: this educational treatment is likely to develop different strategies and learning processes to produce Second Language Learning (SLL) or what is the same, deductive learning. This sequence will involve the following factors: The learner, the teacher, the learning process and accuracy.

Along our research we will appreciate that Second Language Acquisition (SLA) is mostly used in the Portuguese class, because the teacher mostly uses the L2 so they acquire it slowly. On the contrary, the English teacher is forced to use L1 to clarify doubts or to explain a point. Due to that, Second Language Learning (SLL) is employed. Brown (1994) has pointed out that a deductive approach makes language too descriptive by using language terminology. This leads to the perception that language is only a tool for making descriptions (Rutherford and Smith, 1988). That is to say, while grammar is learnt consciously in deductive approach, it is learnt subconsciously in inductive approach. Therefore, it seems that an inductive approach is more natural and parallel to the language acquisition process. It must be the reason why pupils learn quicker when L2 is similar to L2, due to L2 might most of the time be exposed unconsciously, and at the same time, be understood: thus, it will be at the same time learnt and acquired.

Nevertheless, there are still individual differences between students: some prefer the deductive method, whereas others benefit from being taught with the inductive method. (Thornbury, 1999, *Research in English and Applied Linguistics*, p.54-55; Ellis, 2008, *The Study of Second Language Acquisition*, p.882-883).

In our current research we compare the two methods, and explore their advantages from the learners' perspective. We are interested in the learners'

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perception of the various approaches that are used in the language classroom in the teaching of the four skills.

4.6.3. Combination of Deductive and Inductive Approaches

In my thesis I have mentioned about the differences between deductive and inductive approaches so far. Now I will discuss the case of combination of these two approaches. Also I will explain the pros and cons of this combination in grammar teaching.

It has been known that comparison of these two approaches is the topic which has commonly discussed among language teachers but there is no certain answer for the question that which is more useful in teaching grammar. The reason why there is no definite response for this question is the diversity in teaching and learning settings. Today one another issue discussed by language teachers is the applicability of combination of deductive and inductive approaches in one grammar session.

Each method is based on different teaching approaches For example, while grammar translation method is based upon deductive teaching, direct method relies on inductive teaching. According to Andrews (2007), the audio-lingual method could be considered as a method where the grammar is taught both deductively and inductively. To illustrate this, in the audio-lingual method drills are used the basis of learning process. Pupils are engaged with drills until they learn by heart them. During this process they are not provided any information about grammar structures.

However, the main objective of this method is to be able to speak accurately in target language. Thus, in spite of the fact that drills are taught inductively, learners need to memorise grammar variables in order to speak accurately.

Furthermore, it has been stated that it is highly probable to teach grammar by combination of deductive and inductive teaching. It is more intensifiers for as pupils' attention is both directed to grammar rules and meaning at the same time (Mac Whinney, 1997 cited in Larsen-Freeman, 2003).

4.6.4. The role of explicit and implicit knowledge in grammar learning

During the past 30 years there has been a trend to control for and quantify fragment statistics at increasing levels of detail. However, grammatical knowledge has remained a vague concept, quantified only in terms of two distinct categories (grammatical versus ungrammatical) that is assumed to exist whenever fragment statistics do not account for all of the variance in test performance.

In addition to studying implicit learning, Shanks, Johnstone, and Staggs (1997) also looked at the performance of participants who consciously tried to learn the rules of a grammar. Shanks found a clear dissociation in classification test accuracy, with chance-level performance by some participants and almost perfect performance by others. He found that these latter participants showed a strong effect of grammaticality and no effect of whole-variable similarity, suggesting that the mental representations underlying their performance were the abstract principles of the grammar.

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These results suggest that, as predicted by the episodic-processing approach (Whittlesea, 1997a, 1997b; Whittlesea & Dorken, 1993), rule abstraction does not take place under implicit learning conditions, but depends on active, conscious efforts to identify the rules of the grammar, leading to explicit knowledge. We begin by asking whether whole-variable knowledge contributes to grammaticality decisions under explicit and implicit training conditions.

Vokey and Brooks (1992, *Salience of variable knowledge in learning artificial grammar*, p. 328) argue that independent effects of grammaticality and similarity are consistent with models that rely solely on retrieval of specific variables of learning (for example, the explanation of the conditional in English). On the other hand, the difference between similar variables (Portuguese and Spanish variables) and dissimilar variables (English and Spanish variables) can be explained on the basis of nonlinear generalization gradients where a test variable that is highly similar to a variable in memory has a disproportionately large effect on test performance.

Hence the grammaticality effect could arise because grammatical variables are moderately similar to many training variables and the similarity effect could arise because each similar variable is highly similar to one training variable.

4.6.4.1. Learning Grammar or acquiring Grammar

“Grammar is partly the study of what forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language’s sentences are formed” (Thornbury, 1999, *Research in English and Applied Linguistics*, p. 1). Harmer (1987, *Teaching and Learning Grammar*, p. 1) defines grammar by saying “The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence.”

In the past grammar, teaching was seen as the fundamental goal in foreign language classrooms. It was taught to produce correct sentences both written and orally. It was presented directly in text books so that the learners obtained the rules of language first. This type of teaching approach is called deductive teaching which was applied mostly in grammar translation method.

However, grammar teaching approaches have been largely changed from deductive to inductive, because when pupils are taught in a deductive approach their attention is directed to grammar the rules rather than understanding the language. In an inductive teaching, learners are taught grammar rules as well.

However, the aim is allow students to discover the rules themselves from the provided examples. Nowadays an inductive teaching approach is more preferred by language teachers as it is more student-centered. Even though the objective of both approaches is teaching grammar, they differ in the ways of teaching (Rutherford and Smith, 1988).

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Germain and Seguin (1995) claim that grammar knowledge can help students perform better on language tests such as placement exams, and that grammatical awareness enhances learners' comprehension because it provides information required for deciphering input.

In a similar vein, Swain and Lapkin (1995) state that learners who lack explicit grammar knowledge will have difficulty understanding the structure of a language (e.g., sentences may follow a subject, verb, object order or a subject, object, verb order). Additionally it has been suggested (Shaffer, 1989) that when grammar is presented deductively it will be easier for learners to understand the written or spoken form of language as learners aware of the rules.

On the contrary, it is considered unnecessary to apply inductive approach if the grammar rules are quite simple, but complex grammar variables should be taught inductively in order to demonstrate usage of the rules in sentences clearly (Larsen-Freeman, 2003). When we use an inductive approach, students discover the rules terminology of language is not used. If we help the learners to discover the grammar language by their own, they will not just learn the grammar, but they also will acquire it. It might happen through techniques, commonly called 'discovery' or 'guided discovery' techniques, in which explicit focus is combined with inference from examples. These techniques vary according to whether explanation of the rules takes place before or after practice and according to the degree of guidance the students are given in working out the rules.

Frequently, in the presentation stage, the teacher establishes a context or situation and elicits appropriate language, asking concept questions to check understanding of form, meaning, and use. Or he or she might put two

contrasting variables on the board and elicit the difference in meaning between them.

The procedure is direct and teacher-fronted, but by eliciting the rule rather than telling the students, the teacher introduces an element of discovery learning, albeit heavily guided. At other times the students may work more independently of the teacher in pairs or groups, engaged in a problem-solving approach to new language. They might be asked to find all the different ways of referring to the future in a text, or to work out the differences in form and meaning between sets of contrasting sentences. After 'discovering' a rule for themselves in this way, they can be asked to formulate it for the class.

In other words, those two techniques would be a combination of the two approaches (Deductive and Inductive Approach). They are named "modified inductive" label and "modified inductive" label.

In the procedures in which the teacher involves inference from examples, have been labelled 'modified deductive' because there is explicit formulation of the rule before practice. Where the rule is explicitly formulated, either by the teacher or the students, after the students have been guided to work it out through practice, the label 'modified inductive' has been used to distinguish this from a purely inductive approach in which the rule is left implicit.

The common denominator with this range of techniques is the fact that the students are actively engaged mentally, which is not only motivating but is believed to lead to more thorough learning. From one lesson to another, and throughout the same lesson, a teacher may switch approach. Students are likely to understand and remember better what they have worked out for themselves; on the other hand, when time is short or it is difficult for the students to work out the rule themselves, a deductive approach may be more appropriate.

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Nevertheless, the episodic-processing account challenges all of the above accounts, as those accounts focus solely on stimulus-driven acquisition of structural aspects of training variables (i.e., rules, exemplars, or letter fragments), whereas the episodic-processing account suggests that (1) processing knowledge is acquired in addition to structural knowledge, (2) participants can apply the same knowledge explicitly or implicitly depending on whether they understand the relationship between processing fluency and the knowledge they acquired by processing training variables in particular ways, and (3) participants can apply language knowledge explicitly or implicitly depending on whether the L2 is similar or different to their L1.

Whittlesea and Williams (1998) put forward a discrepancy-attribution hypothesis which suggests that participants will apply knowledge explicitly or implicitly at test depending on whether they understand the relationship between processing particular test fluently and the knowledge they acquired during the English and Portuguese lessons.

4.6.5. The role of Memorization in Explicit and Implicit Knowledge

There was no evidence that memorization led to passive abstraction of rules (inductive acquisition) or encoding of whole training exemplars (deductive learning). The fact of studying the use of both approaches with amnesic patients seems strongly to support the idea of separate “implicit,” general and “explicit,” specific learning systems (Kinder & Shanks, 2000). Memorizers instead used explicit fragment knowledge to identify the grammatical status of test variables, although this led to chance performance. Successful hypothesis-testers classified at near-perfect levels by processing training and test stimulus

according to their rule structure. The results support the episodic-processing account of implicit and explicit learning.

People have an impressive capacity for storing information about particular knowledge. We can judge the grammaticality of a sentence, read a word in an unfamiliar script, perform arithmetic operations, and so on. These abilities seem to require representations of abstract, general properties such as the rules of a grammar that transcend and are separate from knowledge of specific knowledge.

Cognitive psychology has traditionally dealt with this distinction in a straightforward way, by assuming separate psychological and neural processes for representing Second language knowledge. Under various terms (e.g., episodic, explicit, and declarative), knowledge of specific events is usually assumed to be distinct from knowledge about general properties (e.g., semantic, implicit, and procedural). Indeed, learning about specifics and extracting generalities are often thought to be computationally incompatible tasks.

The aim of this study, however, is to explain how knowledge can be acquired rather using deductive or inductive approach. We could say that some properties must be induced from multiple experiences with specific objects or events and then, the inductive approach would be used. Moreover, since we do not normally deliberately intend to perform, it must be largely an incidental and unconscious process. In contrast, deductive knowledge was tested by teaching the pupils of the existence of a set of rules governing the structure of the variables—though they were not told what those rules are.

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Why should we take into account the place of memory when studying the influence of the deductive and inductive approach?

First of all, theories of implicit learning are based on three major claims. First, there has been much debate about the conditions required for implicit learning. Reber (1967, 1989) suggested that implicit learning occurs when learners observe or memorize representative examples of a complex rule-governed concept without being told that the examples conform to a set of rules. These incidental learning conditions create passive “consumers” and sometimes even “victims” of the knowledge acquired (Lewicki & Hill, 1989).

Secondly, there has been a good deal of controversy over the form of knowledge acquired. Implicit learning was initially assumed to create abstract mental representations of complex rules (Reber, 1967, 1989), but more recently other forms of knowledge representation such as abstract patterns of family resemblance (Mathews, Buss, Stanley, Blanchard-Fields, Cho, & Druhan, 1989) or first-order dependencies between adjacent letters (Gomez, 1997) have been proposed. In contrast explicit learning is assumed to depend on mental representations of specific whole or partial training variables in a separate episodic memory.

Thirdly, it has been argued that learners lack awareness of the knowledge they use to classify test variables. This conclusion is based on an assumption that learners are using rule knowledge to classify at above-chance levels, together with evidence that learners cannot fully state the rules of the grammar and feel as though they are guessing (Dienes, Altmann, Kwan, & Goode, 1995; Reber & Lewis, 1977).

In contrast, because participants are aware of observing or memorizing whole or partial training examples, conscious recollection of “old” variables and a sense of novelty for “new” variables accompany recognition performance.

Green (2003) states that: language processing approach (“new” and “old” variables) involves three basic steps. They are encoding, storage, and retrieval. The information that is gotten must be transferred through three basic memories before it can be stored and retrieved.

Those “new” variables are recollected in our brain in the sensory memory or in the short term memory; while as “old” variables are recollected in our brain in the long term memory.

Sensory memory is a type of memory that consists of the important and clear information in order to give signal for the useful ones. It consists of limited amount of data and short duration that apparently does not store in our brain because we receive it unconsciously. → Our brain records the “new” variables, and they are stored in a part of our brain, but we are not aware of it. It is an unconscious process. It works in the Language Learning Process according to the Inductive Approach.

Short term memory consists of limited amount of data and short duration. It is also known as the working memory because it consists of some functions. They are rehearsal (repetition), coding, decision making, and retrieval. The information that can be maintained approximately 5-9 bits. → Our brain records the “new” variables, and they are stored in a part of our brain for a short period between 5 and 9 seconds. It is a conscious process because we

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need to store the information deliberately. We are aware of this process and it helps in the Language Learning Process according to the Deductive Approach.

According to Vinci (2000) long term memory can hold a huge amount of information-facts, data, for how to use and process them and the information can be maintained for a long period. Long term memory consists of very large amount of data and very long duration. The way to keep the information can be maintained in this type of memory is by using cues: mnemonics, creating outline as a tool to keep the meaningful information. → Our brain records the “old” variables, and they are stored in a part of our brain for a long period. It is a conscious process because we recuperate the information deliberately. We are aware of this process and it helps in the Language Learning Process according to the Deductive Approach. We automate the language because we store the information and we form our own schemes.

According to Siegler (1998) and Hebb (2003) when people retrieve information it means that they are thinking.

- Does the rote memorization of a similar pattern accelerate or decelerate incorporation into the structure?

While foreign language learning is primarily instructed learning, second language learning contexts can be additionally contrasted by instructed versus non-instructed conditions. Each may have its own impact on the nature of input and output. Ellis suggests that a formula is first taken in from input and stored holistically in long term memory as a form-meaning pair. At the stage of intake,

the formula is unanalyzed by the learner. The formula is then subject to domain-general cognitive mechanisms and processes such as sensitivity to frequency and variation, concatenation, comparison, categorization and abstraction. Learners cautiously generalize common features over a few more types, as evidenced by low scope patterns whereby minimal variation of an original formula's constituents or contexts is evident.

That is why when learners acquire a L2 in the context, gradually, the variation of constituent forms increases as a result of cognitive processing.

The following preconditions are posited for learners to acquire a L2 that may serve as a bootstrapping resource for productive language structures: (1) sufficient language experience, (2) developmental learning, and (3) opportunities for form-meaning mapping.

Per the first condition, learners need sufficient experience with language input to build up a basic store of language structures. The students of English have been learning it for eight years and their level is between B1 and B2.

On the other hand, the beginner learners in Portuguese were relatively close to Portugal with very little or no instruction and few interactions in Portuguese outside the class. Consequently, they did not have extended or meaningful exposure to the language input necessary for development prior to the study.

Per the second condition, learners must be developmentally ready to intake formulae that may serve for future language development. They need to

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have automatized certain lower-level language processes such as phonological processing and lexical access so that memory resources are freed up to process and take in multi-morphemic units holistically (Ellis, 2001; McLaughlin, 1987; Miller, 1954).

For instance, given the halting nature of the participants' output (e.g., similarities of the two languages –Portuguese and English, enough knowledge of English) it is likely that much of their working memory resources.

Finally, per the third condition, learners need opportunities for mapping forms to meanings through interactive contexts that lend perceptual salience to FEs and their form-function connections. With such opportunities, FEs can be committed to rehearsal and memory, that is to say, to be processed for intake. The third condition is moderated by the current state of the learner, described by the first and second conditions, as well as the nature of the learning environment. Early stages of language learning (in this case, English learning) are observed to have a limited processing span and little previous L2 knowledge; form-meaning mapping is an arduous task in even the most hospitable of language learning environments.

Consequently, early stages of learning might only exhibit formulae whose forms are salient, either through frequency of input or by instruction, or whose forms fall within the perceptual span of the learner, and whose meanings are readily retrievable from the context (in this case, Portuguese learning).

Despite these conditions, certain types of instruction methods might differentially influence the manner, span, and type of formula to be taken in by the learner due to unnatural frequencies of use. For example, in the present study, there was very little rote method in the classroom. Any instructional

repetition of forms was strictly at a word level and occurred three or four times during the entire observation period.

This study examines the effect of L2 and L3 proficiency of Native speakers of Spanish with different proficiencies in L2 English and L3 Portuguese. Spanish speakers' proficiency in Portuguese and English was independently established by their scores on general language comprehension tests.

The latter finding suggests that there is a strong continuity between sound perception and L3 word recognition. With respect to proficiency, only the learner's proficiency in their L2, namely English, predicted their accuracy on L3. This shows that learning an L2 with some difficulties for the learners is also beneficial for learning in an L3 with some similarities with L1.

As the part above is related to the role of the memory taking into account those two approaches, I would like to continue with the role declarative and and procedural knowledge in both approaches.

4.6.6. The role of declarative and procedural knowledge in both deductive and inductive approaches

Declarative and Procedural Language Learning involves the study of mental processes such as sensation, perception, attention, encoding, and memory; so that, Language Learning occurs inside the "black box" of the brain (Jordan, Carlite & Stack, 2008:36). In this case, sensation perception, attention,

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encoding, and memory are the principle of Declarative and Procedural Language Learning. The followings are the explanation of them.

The first principle is sensation. It shows how the stimulus derived from external stimulus is registered in sensory before it is sent to the following process. The second principle is perception which shows as the process to interpret and make sense something which can be seen through our sense. It consists of pattern recognition, object recognition, bottom up or top down processing, and conscious perception. The third principle is attention which stresses in the concentrating to one thing, that the most importance than the others. It is important to determine the conscious awareness (Declarative and Procedural Knowledge). The fourth principle is encoding as the principle of cognitive theory focuses on the importance of encoding information, after something being perceived and attended to stimulus.

The way to encode the information can be done through organizing and then form it in the form of schema. In this case, to encode the information in the form of experience can be conducted through two ways. They are bottom up and top down (Jordan, Carlite, & Stack 2008:43).

Bottom up is the way to encode experience by transferring the information that is gained through the external world. It is mediated through attention and perception. While top down is another way to encode experience. It is in the form of action prior knowledge in order to help in interpreting the bottom up.

The fifth principle is memory. Memory is the ability to keep and remind the information in our mind. It consists of short term memory, long term memory, and sensory. It is just when the person has achieved the five principles that he/she acquires the Autonomous knowledge.

Declarative knowledge is explicit and conscious – related to deductive approach- ; it includes “knowing that” while procedural knowledge is implicit and unconscious and it includes “knowing how” related to inductive approach- (Hadley, 2011).

Role learning takes place if the material is not related to one another meaningfully; however, meaningful learning takes place if learner has background knowledge and if new knowledge can be integrated into the existing one (schema). The more the input is related to schema, the easier to learn a language. For this reason error correction is seemed on meaning since the main aim is to build knowledge onto the schemata in a meaningful way. Also, errors should be corrected so that learners do not practice incorrect forms.

Ausubel (1978) states that material should be organized so that it can be easily related to the existing one.

As Declarative knowledge is not mechanical, it involves effort of the learner. Learners should be involved in practice starting with controlled processing (Procedural knowledge) to the automatic processing (Autonomous knowledge). Bialystok believes that explicit knowledge (related to Declarative knowledge) can become implicit knowledge (related to Procedural knowledge) by means of practice, which is just the opposite idea of Krashen. Furthermore,

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practice should be made meaningful and substantial so that learner can make connections with the schema and gain automatization.

Teachers should provide real life opportunities to help them gain automatization and activate their schema with some activities in the pre-stages of skills.

4.6.7. The role of Content and Language Integrated Learning (CLIL) as Inductive Approach

As this study aims at examining the nature of inductive and deductive approaches during English and Science lessons, I would like to include a brief point talking about CLIL.

According to Marsh (1994a, *Content and Language Integrated and Learning: The European Dimensions- Actions, Trends and Foresight Potential*, p.78), "CLIL refers to situations where subjects are taught through FL with dual focuses aims, namely the learning contents and the simultaneous learning of a FL". It appears to focus more effectively than conventional language teaching and conventional subject teaching.

However, it would not make sense to exchange all the subjects to the second language because we would miss the first language knowledge. What we should do is join the two languages in the school giving them the same importance. As for the nature of the learning in the sequencing and the CLIL context, the learner is very much attuned to the way that target variables and structures are introduced and dealt with. In this respect, it can be claimed that

CLIL follows a design around a main task, whereas English as Foreign Language units are rather textbook-based and grammatical structures are presented to learners following an inductive approach (Swain, 1998, *Three Functions of Output in Second Language Learning*, p.52).

Cummins (1984) suggests that in the CLIL context, complex linguistic structures are required from students while engaging in cognitive processes like reasoning or evaluating. Thus, all the learners are provided with language support to cope with it either in the form of visual/written support (talking frames and/or substitution tables) or through teacher's scaffolding.

As Cummins (1984) affirms, L2 acquisition takes place by conversational interactions or participating in conversations. For this reason, L2 learners advance when they collaborate and interact with speakers of the L2 who are more knowledgeable than they are.

Hadley (1958) thinks that even beginning speakers can join a conversation if there is a partner who provides good scaffolding. In order to do so, learners should practice L2 by participating in conversations because scaffolding is necessary at this point, so comprehensible input is necessary.

In scaffolding, negotiations is employed during the conversations should be meaningful and should make connections between words and phrases and errors should not be overtly corrected because teachers need to allow learners to participate in conversations as much as possible even if they only produce one-word responses. → This also leads us to providing good feedback.

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Following an inductive approach to grammar, learner output mostly occurs during productive language practice activities. Furthermore, through CLIL most languages structures tend to be more spontaneous (Swain, 1998, *Three Functions of Output in Second Language Learning*, p. 529-530).

In addition, CLIL methodology is related to inductive reasoning in which pupils' conclusions are based on current knowledge and prediction related to learners' previous experience. As this knowledge is already in the pupils' minds, teachers can use inductive resources in order to gain it. Thus, I propose that inductive rules be understood as a set of functions from data to hypotheses that are intended as solution to inductive problems.

According to this proposal, background knowledge is important in the application of inductive rules. For instance, the brainstorming session is a very good one to engage the students' previous knowledge and a recognized by White & Arndt (1992, as cited by Harris & Ball, 1984, *Instrumentation in speech*, p.17), brainstorming is a "fertile means of generating ideas". Then, we can also select the words which may be unknown to the students and write a definition of each of them on the board.

At this point, we can ask students to read the definitions and match them with its name. We can also give them some time to work in pairs to discuss their meanings. As an eliciting strategy, we should ask students which words could help them to solve the task.

I believe that CLIL uses an inductive approach that incorporates all stages of what Jeremy Harmer describes as EAS – Engage, Study, Activate, although I also think that it lends itself to an EAS- Engage, Activate, Study

approach, if referred, while also allowing for a “pathwork approach” (Harmer, 2001, *The Practice of English Language Teaching*, p. 84), based on students linguistic needs, if the subject/content and language teacher help to avoid any errors in terms of what Clegg calls “assumptive teaching” (Ball, n.d., *One stop English* p.55).

This later point is important because with support of both subject/content and language teachers, the pupils are able to successfully work their way through their period of CLIL acclimatisation and hence lower their affective filter (Krashen, 1981) in relation to English.

4.6.8. Use of L1 in L2 Teaching: Inducing knowledge or deducing it

In this research, we are going to study the use of L1. L1 use is found to serve a “critical function in student’s attempts to mutually define various elements of their task, that is, to establish and maintain intersubjectivity”, (Rommetveit, 1985, *Communication: An Arena of Development*, p.409).

Although L1 is shown to be an indispensable device for students in providing each other with scaffold help (Wood, Bruner & Ross, 1976), the discussion about whether it is possible to transfer meaning in a word-for-word translation is still prevalent. It depends on the goal. When we translate in class, we can use equivalences and some other references.

When we are teaching vocabulary, there will be an equivalence word-for-word (table-mesa), while as teaching grammar there will be an equivalence sentence-for-sentence (there are/there is- verb Haber).

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However, it does not mean that it is possible to reproduce the lexis and the morphologic and syntactic structures, just its contents (Garcia Yebra, 1984, *Teoría y Práctica de la Traducción*, p. 34).

There must be a bargaining and negotiation between the two languages. We do not need to use L1 when teaching lexis because there are so many ways to teach it directly, such as realia, flashcards, pictures... It just happens when we are presenting a concrete vocabulary (book, pen). However, we cannot do the same with abstract words (freedom, loneliness, loss). It will be not just quicker and clearer if we directly use L1, but also it provides evidence of the use of L1 for the purpose of externalizing one's inner speech (Vygotsky, 1986) throughout the task as a means of regulating one's own mental activity.

According to Neubert (1992) Linguistics is the study of language as a system of a human communication and due to that translation to L1 creates "frames" for the pupils. The description of grammar and lexicon needs a description of the cognitive and interactional "frames" in terms environment, formulates his own messages, understand the messages of others and accumulates or creates an internal model of his word.

According to Widdowson, (1998, *in Applied Linguistics*, p. 101) translation can be a very successful pedagogic device and indeed in some circumstances it may provide the most effective means of learning.

a. To check on accuracy: When explaining Science, there are some words that I have to be directly translated because there is no way to explain them. For instance, in the topic "the plants", words such as angiosperms, seeds,

roots... must be not just translated but also given an explanation of the paragraph in L1.

b. To become aware of contents and form: When some grammar aspects such as “there is” and “there are” have been explained.

c. For cognitive / psychological reasons: most of our students translate consciously because they are not able to do it unconsciously.

On the other hand, some researchers (e.g. Bialystok, 1983; Nation and Coady, 1988; Newmark, 1991) have suggested that new words can best be learnt when presented in texts and when their meaning must be inferred from context by learners themselves. This point of view is based on L2 assumptions:

a) When subjects have to infer or induce the context they will invest more mental effort than when they are given the translation of the context already.

b) Information that has been attained with more mental effort can later be better retrieved and recalled than information that has been attained with less mental effort.

However, and this, I believe, is an important argument for the use of “translation” in the process of helping students acquire/learn a L2, but that while it initially incorporates this phase, students have to be helped to progress beyond “the idea of equivalence because it has been found that exact equivalence between L1 and L2 is exceedingly rare” (Dahlgren & Sitwell, n.d., *Creates interferences between L1 and L2*, p. 13).

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This is a stage which I have found my beginner/elementary/pre-intermediate 1 students experiencing, and which I, (as an English language teacher) have to work with to ensure that students don't baulk at the world of interlanguage that emerges as they journey towards L2 acquisition, and at which some students are tempted to panic and swim back to shore and give up, but rather, that students are given the skills to see/experience that there is a way whereby they can learn to swim through the various levels of language learning.

One of these skills I have come to realise is the skill of translation, which I believe can speed up the students' interlingual journey towards greater L2 acquisition.

I see this happening in two possible ways. One is, in order to maximise the time available for communicative tasks, the teacher gives the instructions/"difficult" lexis explanations in the L2 and/or in the L1, and two, when the teacher sets formal translation tasks with the goal of helping students to realise, among other things, that exact word-for-word equivalence is not realistic at the sentence + level.

Finally, I think that "frequently" is a word in this context that can never be definitively defined, but rather depends on the particular student group/student needs, especially their perception of the use of their L1 in the L2 language learning classroom.

To sum up, I would say that when we are in class we should integrate translation but it must not be always the only resource to teach Second Languages, because there are another ways to explain lexical variables (such

as usage of synonyms, familiar words, references...) and to practice grammar (drills and repetitions and for the like). In those situations, translation must be the last option. However, it seems like going back to the “bad old days”. Nevertheless, according to Soars & Soars (1991), “through translation pupils reach the comparative discourse analysis” and that affords students a greater understanding both L2 and L1 and their insights into L2 are furthered, (*Language Review. Headway Pre-Intermediate*, p. 8).

In this sense, the students should translate for concepts, not for form (to become aware of coherence, cohesion and language style). In addition, Duff affirms that translation develops accuracy, clarity and flexibility (1989).

4.7. LEARNING A SECOND LANGUAGE DEDUCTIVELY AND/OR INDUCTIVELY

Two very distinct and opposing instructional approaches are inductive and deductive. Both approaches can offer certain advantages, but the biggest difference is the role of the teacher. In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centred. Conversely, inductive instruction is a much more student-centred approach and makes use of a strategy known as ‘noticing’. Let’s take a closer look at the differences between inductive and deductive instruction, and find out how noticing can be used in the language classroom to better facilitate student learning.

4.7.1. When should teachers use inductive or deductive approaches

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No universal agreement exists on how learning occurs. Along history, second language learning (SLL) has tended to follow the methods of first language acquisition. For instance, for Behaviourists, practice should be based on repetition and memorization so that learners can form habits because they believe that the more learners repeat the forms of L2 the better they will learn L2. They considered the use of the inductive approach rather than the deductive approach.

Secondly, according to Schumann's Acculturation Theory (1978), learners need to practice and be social to improve their L2. The more they socialize, the less they suffer what has been termed social and psychological distance.

Years later, Krashen (1981) stated that learners should practice L2 in its own environment for acquisition not learning to take place. Nevertheless, learners should be involved in practice starting with controlled processing which would lead to automatic processing following Bialystok (1982), who believes that explicit knowledge can become implicit knowledge by means of practice, in opposition to Krashen's ideas (1981).

However, in this study I am going to pay more attention to the approach used depending on the learners' L1. Firstly, the differences between L1 and L2 have to be considered to know whether explicit or implicit knowledge are to be used.

In addition, I will attend to factors as: motivation toward different approaches (inductive vs. deductive), access to native speakers and sociocultural and geographic factors. In fact, some of these factors are related.

As we will see along the research, those pupils that have a high motivation are those that have access to native speakers, overall in English. The sociocultural and geographic factors influence the Portuguese learners, as Badajoz is in the boundaries; they have more opportunities to practice it in real-life.

Due to those reasons, differences in a foreign language context favour learners in the short term period, due to their superior motivation toward the language and probably to the advantages provided by explicit learning mechanisms. In other words, in contexts where opportunities for implicit learning and practice are provided, learners take advantage of its practice and thus, they may be quicker to acquire language aspects that involve above all explicit learning and memory.

By contrast, learners that study the language but do not have access to native speakers may be disadvantaged when there is not enough exposure and contact with the language for L2 to proceed in the same way as L1 learning. However, being exposed to the L2 is not enough if those learners do not receive instruction of this foreign language. Thus, the findings in this study led to the idea that when learners exposed to the L2 they attain a state of cognitive development that is similar to those learners who do not have this opportunity with whom they are being compared. When given the same conditions of time and exposure, the differences should disappear.

Other aspect that I would like to contemplate is the use of L1 in L2 teaching. The problem is that when L2 differs from L1, starting the class using the L2 is unadvisable, particularly regarding low levels, because the L2 is not supported by L1. This is what we have termed using labels such as Interference

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or Negative Transfer, (Horwitz, 2008). For example, “I have born” instead “I was born”. Due to that, language teachers, should know if L1 use is really necessary to gain communication in class. It depends on the goal. Thus, when learners reach a higher level that allows them to understand the explanation in the FL, teachers still have to make them aware of the differences existing between the two languages (L1 and L2).

On the other hand, when L1 is similar to L2, the L2 process is highly supported. A native speaker of a language knows some aspects he could have learnt from the samples of speech he has heard; since this knowledge is based on his experience of the world. However, it also happens to non-native speakers of a language when L1 and L2 share same roots.

As an example, consider the following two sentences *¿Es el programa que está en la televisión bueno?* or *¿Es el programa que en televisión es bueno?* A Spanish speaker immediately knows that the first sentence is possible and the second is not; he knows that the verb *es* that is shifted to the beginning of a sentence in a question comes out of the main clause, rather than the subordinate clause. With a low level of knowledge in some similar languages, such as Portuguese and Italian, the learner could know that between those two sentences (*È o programa que sta na televisão bom?* / *È o programa que em televisão è bom?* in Portuguese or *È il programma che sta nella televisione buono?* / *È il programma che in televisione è buono?*) The first one is correct and the second one is not.

As another example, we could say that a native speaker of Spanish knows that the following sentences are correct: *El tren está llegando*, *Está llegando el tren* or *Está llegando*. The same happens when the language the individual is learning has the same roots. Thus, the learner will understand: O

comboio sta a chegar, Sta a chegar o comboio or *Sta a chegar* in Portuguese; and *Il treno sta per arrivare, Sta per arrivare il treno* or *Sta per arrivare* in Italian. Spanish, Portuguese and Italian are Latin languages and due to the fact that they share the same roots, the three of them are pro-drop languages in which “empty” subjects can occur and inversion can take place, indeed they are compulsory in certain circumstances (Green, 1976).

On the contrary, if we take into account the same example above, we could say that when the L2 is not supported by L1, grammatical knowledge does not occur so easily. Actually, English does not have pro-drop features in which “empty” subjects can occur and inversion can take place, (Green, 1976). Thus, a native speaker of English knows that the sentence “The train is arriving” is grammatical but “arrives the train” and “arrives” are not. However, for a L2 learner it would be more complicated.

The most obviously different property is that the L2 learner possesses a grammar of a L1 and it is related to a particular set of values for its parameters: When the L2 is similar to the L1; the individual has access to the L2 directly. On the other hand, when the L2 is different to the L1, the individual has access to the L2 indirectly. The notion of parameter-fixing can formulate the relationship between first and second learning in a more precise way. To take a specific example, if grammar is directly accessible to the L2 learner, it should not affect Spanish learners of English.

Ellis (1965) affirms that rules of core grammar are easier to acquire because they are a part of universal principles; however, the rules of peripheral grammar are difficult to acquire because they are borrowed forms or older language forms that are not pre-programmed as universal principles. All this implies that students of a language which has different roots than those of their

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mother tongue they have more difficulties to learn it, because they cannot borrow the grammar knowledge from L1.

From my point of view utilizing these two approaches together might be proper in some circumstances. However, learner profile is a crucial factor in this situation because this kind of lesson can be found complicated by the students and combination might make harder to understand the grammar. To exemplify this, pupils might be incapable of understanding the grammar in this way as their brain have tendency to focus on one thing at one time. When they are taught by combination they need to follow the teacher and the examples simultaneously and this might result in confusion (Brown, 1991).

Therefore, I consider that to combine these approaches is more applicable for adult learners rather than young learners. The reason why young learners are incapable of understanding the rules in this way is they have tendency to learn effectively by engaging with the tasks during the learning process. I consider that preference of deductive or inductive approach in grammar teaching depends on learners and the language (In this case, English or Portuguese).

In sum, it has been suggested that second language learning success in the foreign language context may be a function of exposure of the L2. Exposure needs to be intense and provide an adequate model.

Finally, It should be pointed out that recent research has shown that carefully planned explicit teaching can actually be beneficial for learners as well (Goh and Taib 2006). In other words, learners that are taught a L2 and do not have access to a natural L2 context but frequent formal lessons (deductive learning) can take the same time that those learners that find themselves in the L2 natural context but do not receive explanations of the foreign language (inductive learning).

4.8. CLASSROOM PROCEDURE: HOW TWO L2 ARE LEARNT

It depends on how L1 (First Language) interferes in L2 (Second Language). We can say that we mostly use the Deductive Approach in the English class because the teacher has to use the sandwich technique (L2-L1-L2) to explain it in many situations, overall to maintain discipline or to look at some grammar point. On the contrary, Portuguese teachers make a wide use of the Inductive Approach because he/she can be easily understood in L2. For this reason, it is not strange when the Portuguese teacher uses it in real contexts, such as outside class (in the school playground, for example).

Nevertheless, as production is even more difficult than reception, when pupils cannot find their own words to ask for permission or to solve a doubt, they can use L1. In other words, when pupils are learning English they need to practice speaking (S) and writing (W) in order to get listening (L). It happens because the input in English is different than in Spanish, so learners need to repeat it in order to remember it in the future.

On the other hand, when they are learning Portuguese they do understand L without the need to practice S and they can read without knowing how to write because the input is similar enough to catch communication. It

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means that when someone is learning a language that has nothing to do with L1, productive skills (S and W) are necessary to memorize them. On the other hand, when the individual is learning a language that is similar to his mother tongue, receptive skills (L and R) are enough to get comprehension.

Anderson (1993) found significant correlations between grammar and the four linguistic skills: L, S, R and W. Eskey and Grabe claim that just the receptive skills (L and R) required a relative high degree of grammatical control over structures.

The present study addresses the following research questions which stem from the questionnaire:

1. Is there any relationship between student's acquisition of English and their English L2 abilities?
2. Is there any relationship between student's acquisition of Portuguese and their Portuguese L3 abilities?
3. Is there any relationship between how much time students spent learning English in class and their English L2 abilities?
4. Is there any relationship between how much time students spent learning Portuguese in class and their Portuguese L3 abilities?
5. Is there any relationship between students' degree of satisfaction with the emphasis placed on English and their English L2 abilities?
6. Is there any relationship between students' degree of satisfaction with the emphasis placed on Portuguese and their Portuguese L3 abilities?

With respect to the first question - Is there any relationship between student's acquisition of English and their English L2 abilities? – The appendix 5 shows a positive and significant relationship between student perceptions their English grammar knowledge. With the confirmation of a positive correlation between the variables, I then examined in appendix 7 (The Dancing men: questions) whether student perceptions of their ability to read and write in English could predict the language skills test scores.

When I examined question two - Is there any relationship between student's acquisition of Portuguese and their Portuguese L3 abilities? – The appendix 8 shows a positive and significant relationship between student perceptions their Portuguese grammar knowledge. With the confirmation of a positive correlation between the variables, I then examined in appendix 10 (Uma aventura na escola: perguntas) whether student perceptions of their ability to read and write in Portuguese could predict the language skills test scores.

With respect to the third question - Is there any relationship between how much time students spent learning English in class and their English L2 abilities? – and the fourth question - Is there any relationship between how much time students spent learning Portuguese in class and their Portuguese L3 abilities? The appendix 1 (Observation of the variables in the English class) and the appendix 2 (Observation of the variables in the Portuguese class) did not show a significant relationship.

Related to the fifth question - Is there any relationship between students' degree of satisfaction with the emphasis placed on English and their English L2 abilities? – The appendix 3 (How do you feel when you speak English?) shows a significant relationship: an analysis of the motivation and attitudes toward the English and their perception of how they feel when they

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speak in English showed whether motivation or not plays its role as a significant predictor of how they perceived their linguistic abilities in English.

With respect to the sixth question - Is there any relationship between students' degree of satisfaction with the emphasis placed on Portuguese and their Portuguese L3 abilities? - the appendix 4 (Data collected about attitude toward the study of a Second Language, Selinker and Shohami 1989: 174 – 175) shows a significant correlation of the analysis of the attitudes toward the English and Portuguese language and their perception of how they feel when they speak in English or Portuguese with natives, using both languages in class, the contact with the both languages, and so forth.

At first glance, these results do not reflect findings from earlier studies. I have carried out studies on high school students which examined how the use of the inductive and deductive approach can influence to find significant results in both languages (English as L2 and Portuguese as L3) depending on the similarities and differences with the first language (Spanish).

In the present study, although the years spent learning English and Portuguese could not predict the learning score; the amount of time spent learning English mostly than Portuguese was a significant predictor of how students perceive their ability toward the languages which in turn is a significant predictor of their scores on the learning test.

The importance of the use of the deductive and the inductive method in the proper moment and the extent to which our students feel they do or not achieve the linguistic abilities well is an issue that we can and should discuss with them. Here lies an opportunity for us to promote language learning and to motivate our students to become more engaged in the process of reading which will benefit other language learning skills. For example, inductive has been shown to be important for its role in the development of overall L2 high levels, for its positive effect on the development of L2 learners' linguistic skills and also because it provides the learner with authentic communication (Krashen, 1993).

In addition, the inductive approach is an excellent source of input for learning a foreign language with similarities with the L1, due to the fact that it is a way to draw learners' attention both to form and to meaning. Furthermore, for learners who want to progress beyond basic oral communication skills, research suggests that the inductive approach is instrumental to the development of their lexicons (Horst, 2005). Consequently, it seems reasonable to claim that helping pupils learning Foreign Languages by using the inductive skill by activating them with a reason to read and showing them how to monitor their comprehension would help build their confidence and ultimately their abilities taking into account the four skills.

4.8.1. Methodology when L2 is different to L1

When L2 differs from L1 it is difficult to start the class in L2, over all when we start from a low level. Due to that we, as language teachers, should know if the use of the L1 is really necessary to gain communication in class. To do so, we might rethink step by step and answer the following questions: Does it depend on its goal? In which situations is the use of L1 really necessary to communicate?

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When we use the L1, we can use equivalences and some other references. When we are teaching vocabulary, there will be an equivalence word-for-word, while as teaching grammar there will be an equivalence sentence-for-sentence, however, it does not mean that it is going to reproduce the lexical morphological and syntactic structures, but its contents (Garcia Yebra, 1984, *Teoría y Práctica de la Traducción*, p. 34). We do not need to translate lexis because there are so many ways to teach it directly, such as realia, flashcards, pictures...

It just happens when we are presenting concrete vocabulary (jail, hear-pin). However, we cannot do the same with abstract words (freedom, loneliness, loss). It will be quicker and clearer if we directly use our mother tongue.

4.8.1.1. Learning the difficulties when L2 is different from the mother tongue (L1)

As I said before, English language (L1) does not have anything to do with Spanish language (L1). Due to that, instructing Spanish learners is difficult, overall when we start from a low level. Due to that, we, as language teachers, should know if the use of the L1 is really necessary to gain communication in class. Depending of our pupils' linguistic level in L2 we will be able to use directly the L2 in class rather than L1. For instance, if the learner level is elementary they might be given some different examples in L2, so then can deduce rules from the examples makes them more autonomous learners who are responsible for their own learning while working with the target language (Hall, 2011).

This approach has positive affect on pupil's analytical and cognitive skills by means of the process of discovery; and it enhances learners' both grammatical and communicative competence by means of activities which students actively participate. However, those pupils might have difficulties to discuss the language in the Target Language. At this point, we could, then, use the Mother Tongue.

On the contrary, if the learner level is intermediate or above, they might discuss the grammar rules in the target language. This not only helps them to learn the grammar but also contributes their speaking skills.

In addition to this teacher could organize communicative tasks such as, problem solving, role play or information gap activities for pupils to practice the rules at the last part of lesson. Therefore, it is possible to create a communicative class while teaching grammar in an inductive way.

Even so, one of the problems faced when pupils try to translate is the deficient command of the students' own language and their deficient level content areas such as Science. In these situations, we should use both languages to clear explanations and to check on accuracy.

As a conclusion, when pupils have already learned the concepts in both languages, they should work out in L2 as reinforcement. So that, they must be given questions, diagrams, fill-in-the-gaps, quiz exercises, word soups, saying true or false and drawings. Nevertheless, we, as teachers, should try using L1 as the last alternative. Taking into account the examples above, we could do the following:

- Using synonyms: freedom – liberty.

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- Using familiar words: emptiness – empty (then it will be easier to explain “empty” as using an empty bottle).
- Using references: A “statue of liberty” picture, as an example.

Having looked at the aspects we should take into account to use L1 in class; I would like to explain my teaching situation and the teaching of the four skills in class.

- The teaching of the four skills in English

LISTENING (L): They can understand some people speaking in English, but understanding native speakers is harder. The problems can be supra-segmental, while as stress, rhythm and intonation. It happens because functional words are short and they are less-rhythmical, and Spanish learners cannot get it at all because it is different from Spanish supra-segmental aspects. We can see that in the following explanation: The stressed words are content words, that is, are important when we speak, and they receive more stress.

These words tend to be nouns, verbs, adverbs and adjectives. The unstressed words are functional words that are given less attention, and tend to be prepositions, articles, pronouns and some auxiliary verbs. We can see that in the following sentence: “We have NO MONEY in the BANK ACCOUNT”. In English the rhythm is more notable than in Spanish. For example, they pronounce “oh, my gOd! This is fanTAStic”.

As this skill is difficult for Spanish learners, English teachers must offer significant oral input to the learners. For instance, we should employ formulaic language, such as: “Good morning, pupils! How was your weekend? What did you do? Have you done the homework?” In addition, language assistants should not use the L1 (Spanish) in class.

SPEAKING (S): The mastery of the sounds of a FL requires the learner to change the configurations that he or she has picked up naturally from birth. This is one of the reasons by which Spanish learners cannot master the pronunciation and it may lead to obstacles in efficient communication. The problems can be segmental and supra-segmental. Phonetics and phonology would be the segmental, while stress, rhythm and intonation would be supra-segmental aspects. Some common problems for Spanish speakers consist on the pronunciation of some vowel sounds, as they do not exist in their L1. For example, the most common vowel sound in English is the schwa /ə/ and it is the most difficult for our students. Also /æ/ in “cat” they usually pronounce as /kat/, /ɜ:/ in “bird”, the distinction between /i/ in “ship” and /i:/ in “sheep”.

They also have problems with consonants not just because they do not exist in Spanish but also because they do have a different graphic symbol. For instance, when Spanish speakers see the letter /s/ in a word as in “please” we tend to pronounce /pli:s/ instead /pli:z/. Other problematic consonant sounds are /ʃ/ in “shoe”, /dʒ/ in “danger” and /ʒ/ in “television”. We can find more problems in older students as they tend to do over-generalizations from their L1. In addition, there are some words that preserve the same spelling but pronunciation is different. For example, words such as “know” or “knife” were pronounced with the sound “k” fifty years ago.

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The pronunciation of the sounds of a FL requires the learner to use some abilities or skills that he or she has picked up naturally from birth. This is one of the reasons because Spanish learners cannot master the pronunciation. Some ways for dealing with spoken errors may be the following:

1. **Mouthing:** This is useful with pronunciation errors. The teacher mouths the correct pronunciation without making a sound. For instance, the pupil says the word “very” as /'beri/ and the teacher mouths /'veri/.

2. **Reformulation:** For example, a pupil says “I went in Scotland” and the teacher may reformulate what the student has just said with a questioning intonation, that is, “I went IN Scotland?”

3. **Exaggerating new sounds and make pronunciation memorable and fun:** In order to do so, we must exaggerate and use gestures, mime, records, etc., so that our students learn the new sounds in a meaningful way. For instance, teaching /ʃ/ as if they want to ask for silence or teaching the sound of /æ/ with the following example “Come on, pupils, you have to put the jaw as if you were really tired and pronounce A”.

READING (R): When pupils read they have to concentrate to understand the “gist” of the text. To do so, they have to acquire some abilities such as the following:

1. **Senitizing:** Understanding the meaning of a word from the context or sentence. For example, if a sixteen-year-old pupil reads the sentence “My mother is tallish and with blue eyes” maybe he does not know the exact meaning of “tallish” but he knows the adjective “tall” and that it is a brief description about a mother.

2. **Improving Reading Speed:** The idea is to prevent comprehension based on small units (words), that is, pupils must understand the general idea and not word for word.

3. **Skimming:** Very common in everyday life. It is used to get a global impression of the content of a text (the gist of the text).

4. **Scanning:** The idea is to locate particular information within a text. Typical scanning activities may include: looking for names, relevant dates, numbers in a directory, etc.

In this task the goal is to prevent comprehension based on small units (words), that is, pupils must understand the general idea and not word for word.. Harmer (1983) says that these techniques have to be adapted to the needs of the reader and the communicative task. For instance: for pleasure, to obtain other types of information, and so on. For instance, in high schools, the learners read books of our English Corner or the school library. They also are encouraged to visit some pedagogical web pages adapted to our pupil’s age and level.

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We, as teachers have to take into account that in R, they have to cope with lexical learning. According to Crystal (1997, *The Cambridge Encyclopedia of Language*, p.67), “there is not greater task than to conquer the hundreds of thousands of words which comprise a lexicon. In English this task is even greater due to the widest lexicon of any language”.

WRITING (W): Although it is one of the most difficult task, pupils feel comfortable because they write what they know how to write and they have more time to think about how to do it. Nevertheless, they need to spend much time to do this task due to cognitive and psychological reasons. In other words, when our students write in English most of them translate consciously because they are not able to do it unconsciously.

In addition, pupils can even find some difficulties due to English spelling, which has nothing to do with its pronunciation. In addition, American and British English are a little different.

We can see this in words, such as, “colour” (BE) and “color” (AE) or “night” (BE) and “nite” (AE). We, as language teachers should, first of all, clarify the degree of proficiency that we wish our students to achieve with written communication. In Secondary education, children can produce short written texts and use simple conjunctions such as “and”, “with”, “but” and “or”. For example: postcards, letters, descriptions, designing magazines, E-mails and so on.

In order to practice this skill, the high school encourages the pupils to collaborate in different projects of the school. In addition, they also collaborate in extra-curricular activities creating their own magazines and newspapers in L2.

Grammar (G): When we teach the four skills, we have to take into account the role of grammar on them. However, English grammar is usually very easy to manage as in English language they do not have to take risks with conjugation, so when they already know a verb, they know how to use it with all the subjects (I, you, he/she/it, we, you and they) because they just have to place before the verb.

For instance: I eat, you eat, he/she/it eats, we eat, you eat, and they eat. Anyway, English learners still have problems to dominate the “s” in the thirds person (singular) of the present. It means, although they already know its use, they usually forget to employ it.

In addition, they also have trouble when they speak using the second person in the plural (you), because it is the same that the second person in the singular (you). It is because in Spanish the second person in the plural (*Nosotros*) and the second person in the singular (*Tú*) are different. Besides, labels such as Interference or Negative Transfer are used to explain the result when L1 structure differs from the L2, and errors occur. For example, “I have twenty years” instead “I am twenty years old”, “film moving” in Spanish and “moving film” in English, and false friends as “constipated”, “library”, “actually” and so on.

After having seen the methodology English teachers employ when teaching a L2 different to L1, the methodology Portuguese teachers use will be considered (L2 similar to L1).

4.8.2. Methodology when L2 is similar to L1

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When the L1 and L2 share the same structure, the L1 becomes an advantage. This is called Positive Transfer or Zero Transfer. For instance, the sentence in Portuguese *Tenho vinte anos* would be *Tengo veinte años* in Spanish.

When we are learning a FL that has some similarities we can directly use the L2 most of the time, even when we are looking at a specific point in the syllabus. However, when pupils do not understand something, such as a grammar point or they want to compare it with the L1 as a reference we can rather use the L1.

4.8.2.1. Learning the difficulties when L2 is similar to mother tongue (L1)

As we can see Spanish and Portuguese are Latin languages, and due to that they are similar in some features. When the L1 and L2 share the same structure, the L1 becomes an advantage. This is called Positive Transfer or Zero Transfer. For instance: The sentence in Portuguese *Como quem não quer a coisa* would be *Como quien no quiere la cosa* in Spanish.

- The teaching of the four skills in Portuguese

As the RECEPTIVE SKILLS are easy to achieve by the learners and we use it all the time an inductive approach, I am going to focus mostly on the PRODUCTIVE SKILLS.

LISTENING (L): It is not that hard as L in English as pupils do not feel as if they were translating every sentence that they hear in their mind. Due to that, the level of concentration is not that high and as in English and they can relax and enjoy communication.

SPEAKING (S): The mastery of the sounds of a FL requires the learner to change the configurations that he or she has picked up naturally from birth. The pronunciation in Portuguese is difficult for Spanish learners as there are some phonemes that exist in Portuguese, but do not exist in Spanish. The contrastive value of those two vowels is little, the semi-closed vowels /e o/ and the semi-opened vowels /ɛ ɔ/ are phonetically different. The most difficult sound are /ɐ/ as in *amo* and /ɑ/ as in *arvore*, /ɛ/ as in *feira* and /e/ as in *leite*. They also have problems with consonants

For instance, when Spanish speakers see the letter /s/ in a word as in *casa* we tend to pronounce /casa/ instead /caza/ with a vibrating /z/. Other problematic consonant sounds are /ʃ/ in *cheque*, /ʒ/ in *gelo* and /ʒ/ in *television*. We can find more problems in older students as they tend to do over-generalizations from their L1. In addition, the spelling does not always help because there are some words that are written with o but their sound is /u/, such as *bonito* that would be /bunito/ and the determinate article o that is pronounced as /u/. For instance, it would be *o menino* as /u menino/.

Because of these reasons, Portuguese teachers should use these techniques:

1. Mouthing: This is useful with pronunciation errors. The teacher mouths the correct pronunciation without making a sound. For instance, the pupils says the word *livro* as /lib`ro/ and the teacher mouths /liv`ro/.

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2. Reformulation: For example, a pupil says *Vou A casa* instead *Vou PARA casa* and the teacher may reformulate what the student has just said with a questioning intonation, that is, *Vou A casa?*

3. Exaggerating new sounds and make pronunciation memorable and fun: In order to do so, we must exaggerate and use gestures, mime, posters, records, and so on, in order for our students to learn the new sounds in a significant way. For instance, /ʃ/ as in the word *cheque* as if they want to ask for silent.

READING (R): As both languages (Spanish and Portuguese) are Latin and they possess same roots, R in Portuguese is almost the same that R in Spanish. Due to that, this skill is really helpful because with books they acquire a lot of lexical and grammar points inductively.

WRITING (W): This skill is a little bit difficult to teach because the learners have to pay attention not just to the spelling but also to other aspects related to the grammar, and so on. People usually get confused when they write the determinate article *o* or *a* because when it is accompanied by a preposition they must be joined, such as: *em + a = na*. For instance, *Maria mora na cidade*. Another example would be: the determinate article *a* + the preposition *a* would be *à* *Vou à loja*.

Although it is one of the most difficult skills, pupils have more time to think about how to do it and they first think about what to write and how to do it. Although they do not need to spend much time to do this task due to cognitive

and psychological reasons as in English, because they are able to do it unconsciously, they usually get confused with the mother tongue, they take risk when they do not know a word and write them in L1 (and it is not always the same word) and they make a lot of mistakes with articles and prepositions, such as *Maria mora em a cidade* instead *Maria mora na cidade*.

In order to practice it, the Portuguese teacher encourages the pupils to take part in different projects and do some expositions in the high school.

Having seen the difficulties to learn the four skills and the methodology to cope with it in Portuguese language, I would like to look at the cultural aspects as another issue to have into account in the methodology of a language subject.

When we teach the four skills, we have to take into account the role of grammar on them. However, Portuguese grammar is usually very easy to manage due to it is similar to Spanish grammar and although learners have to conjugate the L1 helps to do so: *Eu como, tu comes, ela/ela come, nos comemos, vocês comem e eles comem*.

Anyway, Spanish learners still have problems to dominate the conjugation of the second and third person (plural) due to in both cases it is the same (*comem*). On the other hand, in Spanish, the conjugation of the second and third person (plural) would be different (*comeis, comen*).

Besides, the Portuguese language has also accents but they do not follow the same rule that the Spanish accent, then, learner should to use the

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Portuguese rules in order to use it. There are two accents: the regular one /' / as in *vários* and the circumflex one /^ / as in *paciência*.

In addition, although we have seen that learning a FL that has nothing to do with the L1 is really hard, the process for learning a L2 that similar has also its disadvantages. As they are really similar, pupils can get confused with L1 and to switch lexical variables between both languages unconsciously. Besides, there are so many false friends, such as *acordar* (Portuguese) that means *despertar* (Spanish), *padre* (P) that means *cura* (S), *rato* (P) that means *ratón*, *oso* (P) that means *hueso* (S), and so on.

After those considerations, I am going to briefly look at the importance of Bilingual Programs and the role of CLIL (Content and Language Integrated Learning) on it.

4.8.3. CLIL as an Inductive way to learn a second language

When the content and the language are integrated, pupils learn the second language very well. This is due to the fact that when they go to the school they are taught all the subjects in the second language.

In this approach, we could say that CLIL is being used all the time for them, and it comes to reinforce the Second Language too. In other words, we could say that CLIL refers to situations where subjects are taught through FL

with dual focus aims, namely the learning contents and the simultaneous learning of a FL (Marsh, 1994b). It appears to focus more effectively than conventional language teaching and conventional subject teaching.

When teaching a Science topic, reading all the time is not advisable. Instead, we make sketches and schemes to make pupils to understand more easily (for instance, if we are doing figures with paper or mug) giving the instructions little by little in the second language as the language is the slave (vehicle) to the content, but it is offering support.

The difficulty of the text should increase little by little (this is called scaffolding, because when the pupils are acquiring the knowledge they need less help from the teacher/expert). Besides, the help of the teacher should decrease step by step giving to the pupils the independence they need to learn the language.

To acquire this independence they can first work in groups, then in couples and finally individually. In other words, as the bilingual groups have pupils with different levels and due to it, we should make heterogeneous groups, so any of them will have a role to help. For instance, if we are in Science and teaching “the five kingdoms”, we can divide the class in five groups.

Any of them looks for a little bit of information about the kingdom they have to work about, such as: How are the cells in kingdom? What kind of

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organisms are in this kingdom? Where can you find them? Look for examples and draw them. Then, they have to make a presentation using cardboard.

5. STUDY OF THE USE OF THE DEDUCTIVE AND INDUCTIVE APPROACH IN THE SECOND LANGUAGE LEARNING

5.1. INTRODUCTION

When the teaching and learning of a foreign language takes place in a formal setting, it is necessary to observe and analyse systematically what is going on in order to understand such teaching and learning processes. In this case, I am going to use classroom observation and diverse questionnaires to compare two teaching approaches (deductive VS inductive) in the English and Portuguese class.

There are several reasons why I have chosen those two languages:

First of all, I have chosen those two languages because they are been taught in the high schools of Extremadura.

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English is compulsory and pupils start learning it at the age of three (Before Primary). On the other hand, Portuguese is optative and pupils start learning it at the age of twelve (In Secondary). Nevertheless, I have to say that Portuguese is just taught in the region of Extremadura (Spain); more concretely in the part of the region that is closed to the Portuguese boundaries). On the contrary, English is a compulsory subject not just in this region of Extremadura and not just in Spain, but also in most of the countries, due to the fact that English is a global language.

Secondly, I have also chosen those two languages because they are very different to each other and also the teaching approach used in class is mostly different. It occurs because of the role of the L1 when teaching English and Portuguese. The use of the L1 when teaching FL is mostly inadapted because pupils do not get used to the new language.

However, most of the pupils do not have a high level of those languages. Due to the fact of that, although the teacher speaks most of the time in the foreign language, learners are not able to think directly in L2, so consciously they translate to L1 when the teacher is talking, or they are doing an activity. In the Portuguese lesson, when language transfer occurs, it might be a help for the students: as those languages are similar, linguistic rules are similar too.

Nevertheless, in the English lesson is quite the opposite: When language transfer occurs, it might be a problem for the students. Due to the fact of that, those languages are really different between each other, so that, linguistic rules are different too.

Thirdly, I have also considered geographical and cultural proximity. When two languages are geographically closed; they two evolve together. Also culture evolves: As the culture is really closed to language, those aspects are important to have in mind too. Our pupils will achieve idioms and idiomatic expression of the language, rather in Portuguese than in English.

Having those aspects into account and considering that those pupils have been studying English during ten years and Portuguese just for three or four years, we can observe that the level of the class from one language to another does not differ that much.

Having explored all these reasons, I consider that both languages are very interesting to investigate in this study and that both of them fit into this research: *“Learning a Second Language Deductively and Inductively”*.

Having seen the features of both approaches in the point number 4 of the study, we could say that if the learner acquires the L2 in a naturalistic setting, through communication in natural and social situations, then he/she develops learning strategies and mental processes that lead to what is called Second Language Acquisition (Levitt, 1989). Swain's output hypothesis (Swain, 1985) suggests that output practice can facilitate acquisition if it allows for cognitive processes, such as noticing.

However, noticing a Foreign Language is easier when both inputs (the one from the F1 and the one from the L2) are similar. It would be similar to

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incidental language learning, which is characterized by the absence of intentionality to learn (Ellis, 1994, *The study of Second Language Acquisition*, p.263).

On the other hand, the essence of intentional learning is that if it involves a deliberate attempt to learn, this is likely to involve awareness (Ellis, 1994, *The study of Second Language Acquisition*, p.264). In this case the L2 learning takes place through conscious study, with the help of the L2 teacher and teaching resources: books, recordings, etc.

This educational treatment is likely to develop different strategies and learning processes to produce Second Language Learning.

As a conclusion, we could say that Second Language Acquisition (SLA) is mostly used in the Portuguese class, because the teacher mostly uses the L2 so they acquire it little by little. In the contrary, the English teacher is forced to use L1 to clarify doubts or to explain a point. Due to that, Second Language Learning (SLL) is employed.

5.2. CORPUS AND DATA COLLECTION

In the first part of the program I have just observed the differences between the two language classes (English and Portuguese lessons), the methodology teachers use to teach a Foreign Language and how the pupils receive the input. At this point I would like to just concentrate on eight participants/learners.

5.3. OBJECTIVES OF THE STUDY

As I have said before, the purpose of this investigation is to clear if there is a teaching method that is better taking into account the participants' point of view. In order to do so, we have investigated firstly what the pupils think. Martín Sanchez (2010) supports the importance of knowing what the pupils think. He considers the pupil as the main character of the teaching process.

This study aims to provide information about how Spanish speakers learn a language that is different to their L1 (in this case, English) and a language that is similar to their L1 (in this case, Portuguese). Then, I contribute my study describing and exploring the construct validity of grammatically judgment test by examining the responses of both L2 (English) and L3 (Portuguese) when administered.

Main goal of the Project:

The main goal of the project is “To analyse the use of the mother tongue to teach a L2, the role of inductive and deductive methodologies and the influence of the mother tongue when studying a Foreign Language depending on different aspects, such as: the differences and similarities in L1 – L2, the knowledge of another language that can help FL understanding and the relation between L1 – L2”

Specific objectives:

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1. To compare the difficulties when studying a language that is really different to a L1 with the difficulties when studying a language that is similar to the mother tongue.

2. To compare the use of the L1 in different L2 learning situations.

3. To describe possible educational methodologies taking into account the conscious aspects (deductive way) and the unconscious aspects (inductive way).

4. To analyse when studying a language using unconscious/conscious methodologies is successful.

The two methods that have been chosen are: deductive and inductive. The reason to choose those two methods is to get aware of the pupils' learning preferences due to the fact that in the language class we can find pupils that like listening, singing, playing while as there are others than prefer doing exercises and studying grammar.

As Martín Sanchez (2010) support when we have the pupils' learning into account, we (teachers) learn how to teach. Due to the fact of that I think that I can present n incredible result analysing the two language learning processes (English and Portuguese) and the three methods (Deductive, Inductive and CLIL).

5.4. RESEARCH TOOLS USED FOR THE ANALYSIS

The research tools used for the analysis are going to be: the interview, the two questionnaires, grammar activities, books for reading, films, the computer and some web sites.

5.4. 1. Task

This investigation has been fulfilled in an English class and Portuguese class with seventeen-year-old pupils approximately. We need to take into account this date to achieve the goal of this investigation. The contents should not be too complicated or difficult, due to the fact that this is not the most important thing in this investigation; what we want is to try the two methods in the two language classes to, then, analyse them.

Directly after the English and Portuguese class, the pupils have answered some questions about the teaching method used during the lesson as a basis of the thesis. Then, I am also going to observe 15 minutes of a lesson of Science and I am going to take notes of their participation and learning in this class.

The variables of this study are the following: 1) Contents, 2) Structures, 3) Vocabulary, 4) Spelling or Pronunciation, 5) Individual tasks, 6) Collaborative tasks, 7) Phrasal verbs (English class) or conjugation (Portuguese class), 8) Accuracy, 9) Fluency, 10) Explicit teaching, 11) Cultural aspects, 12) Communication functions, 13) The use of learning strategies, 14) Discourse, 15) Text analysis, 16) Cross-curricular aspects (CLIL) and Portuguese as compulsory or optative subject, 17) The functional value of utterances, 18) Attitudes toward the English and Portuguese, 19) Motivation, 20) Co-operative learning, 21) Self-confidence, 22) Autonomous learning, 23) Extra-activities to improve English and Portuguese after school, 24) Receptive skills: Listening (L) and Reading (R) and 25) Productive skills: Speaking (S) and Writing (W).

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First, the 160 students/learners from the Bilingual Program were observed during discontinuous periods of time and then some notes were taken of the following variables while they were in the English class (as I am their teacher) and in the Portuguese class (as an observer). Here, I would like to point out that I know the pupils since 2013, when they were in the second year of Secondary, as I also observed them to research the final project of my master that is directly related to my tesis. Due to the fact of that I have been observing the pupils in the course 2013-2014 (for a period of two months) and the course 2014-2015 (for a period of four months). It has been a huge help to classify them following the variables above. However, I have not classified them without talking before with their English and Portuguese teachers about it, to conclude better this categorization of the pupils.

a) Observation

First of all, I am going to evaluate the variables from 1 to 15 in the observation of the English and Portuguese class. The variables that have been graded are the following: 1) Contents, 2) Structures, 3) Vocabulary, 4) Spelling or Pronunciation, 5) Individual tasks, 6) Collaborative tasks, 7) Phrasal verbs (English class) or conjugation (Portuguese class), 8) Accuracy, 9) Fluency, 10) Explicit teaching, 11) Cultural aspects, 12) Communication functions, 13) The use of learning strategies and 14) Discourse, 15) Text analysis.

I am going to take quick notes of the pupils' behaviours during the class. However, as I am going to assist to just two lessons (one will be the English lesson and the other will be the Portuguese lesson), I will consider, overall, which pupils are positively and negatively salients in those two languages. We can see the notes taken in the appendix 1 and 2.

The observation continued when the teaching was Inductive and also Deductive. Then, I will also interview the pupils collectively. Thus, I am going to make some questions to the pupils and they have to raise the hands, so I will know the percentage of the pupils that prefer learning those two languages deductively and inductively and the percentage of the pupils that agree with CLIL.

b) Questionnaires

Secondly, learners were given two questionnaires: the first one (Questionnaire I: "How do you feel when you speak English?", in appendix 2) was just about English language, as they were in a Bilingual Program (English Bilingual Program) and the second one (Questionnaire II: Data collected about attitude toward the study of a Second Language, Seliger and Shohami, 1989, in appendix 3) included a comparison between the two languages, their feelings in class, the interest and motivation towards English, their appreciation about co-operative learning, their confidence and self-conception as learners; and overall, how they felt in class.

Here, I am going to assess the variables from 17 to 23: 17) The functional value of utterances, 18) Attitudes toward the English and Portuguese, 19) Motivation, 20) Co-operative learning, 21) Self-confidence, 22) Autonomous

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learning and 23) Extra-activities to improve English and Portuguese after school.

c) Tests

And finally, I will consider mostly variables from 24 to 25 in the no standardized tests and in the standardized tests: 24) Receptive skills: Listening (L) and Reading (R) and 25) Productive skills: Speaking (S) and Writing (W). We can see those questionnaires in appendix 5, 6, 7, 8, 9, 10, 11 and 12.

c.1. No standardized tests

All the participants were also trained to be taught how to complete each production task. In the training, the task in Listening was sentence imitation; children were instructed to repeat a sentence exactly as they heard it immediately following an audio presentation. Then, in the test, the production task was spontaneous. Children were shown a film and asked to tell the examiner something about the film after watching it. The task for Reading was to read a book and then answer the questions. And finally the one for Writing was to compose letters. The training cycles for the task included four practice variables (L, S, R and W), and all learners successfully passed all four variables of the training cycles.

Finally, some books were used to study their acquisition of the 4 skills. The books were: “The adventures of Sherlock Homes-The Dancing Men” (appendix 7) in the English class and “Uma aventura na escola” (appendix 10) in the Portuguese one. The procedure used was to ask them to read out aloud (to value P- pronunciation) and to make questions about what they just read (to value R- reading- comprehension and S- speaking). Then, the language assistant (or the Portuguese teacher in the Portuguese case) asked some questions too, so that listening –L- was also assessed. Lastly, their writing –W- was evaluated in the two questionnaires.

We can find the parts of the no Standardized tests in the appendix 5 (English Grammar), appendix 6 (LISTENING), appendix 7 (The Dancing Men: questions), appendix 8 (Portuguese Grammar), appendix 9 (COMPREENÇÃO ORAL) and appendix 10 (Uma Aventura na Escola).

c.2. Standardized tests

After three days, the pupils took part in a test to determinate which of the methods was the most effective for the language learning. The function of the test is to show the effectiveness of the methods. The presentation of the results is in diagrams and boards. In the next subchapter I present the results of the pupil’s opinions as a comparison between them to compare if there is differences between them. In the qualitative analysis, I analyse the results and comparisons to see if there are differences in their answers about the different methods and the results obtained.

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The objective was to observe the differences of the use of the second language and the number of errors they had when they used the oral and the written skills. To achieve oral skills properly, the pupils need to reach a higher knowledge of the language, due to the fact that they do not have as much time to think about the language as in the written task. In order to achieve this level, the knowledge should be high to allow pupils to speak using the language unconsciously. It would be better learnt using the “inductive approach”.

On the contrary, although written skills are required to reach a certain level also, pupils have more time to think about what they want to write and how they want to write it. In addition, written language is more formal, for this reason, it could be perfectly taught using the “deductive approach”.

We can find the standardized tests in the appendix 11 (English standardized test) and 12 (Portuguese standardized test)

5.4.2. Task scoring

There were two steps to score learning: observation of the variables (data can be seen in appendix 1 and 2) and the testing of grammar (in appendix 5 and 8), Listening (appendix 6 and 9), Speaking (Audios), Reading (in appendix 7 and 10) and Writing (in appendix 7 and 10). We will deeply look at it on the research. The assessment techniques used in this study were considered formal ones, and are illustrated below.

5.4.2.1. Informal assessment: Objective testing techniques:

These techniques include discrete and integrative variables:

- Discrete variables

According to Heaton (1975), these variables include:

1. Transformation: In the grammar assessment, some activities were used in which the learners had to complete the gaps without changing the meaning of the sentence presented (appendix 5 and 8).

2. Completion: In some grammar tasks, learners had to complete the gaps with the correct sentence/word (appendix 5 and 8).

3. Addition: In some of the grammar exercises, learners had to add some words in order to change or specify the meaning of the sentences (appendix 5 and 8).

4. True/False activities: In the Reading task, pupils had to put a tick if the statement was correct and a cross if it was incorrect. When false, they had to write down the right answer. (appendix 7 and 10).

Discrete variables are difficult so the teacher has to be careful to make sure that they are testing what they want to test. Due to that, some integrative variables were also included in this test.

- Integrative variables

The Reading task (in which they have to read a book (appendix 7 and 10) was objective (Oller, 1979). This kind of task allowed the comprehension of an entire book (Reading), rather than single sentences.

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5.4.2.2. Formal assessment: subjective testing techniques:

Subjective techniques evolved around the need to assess samples of real-life. We used subjective evaluation mostly for Speaking (Audios) and Writing (appendix 7 and 10)

- Scales and Scores

Morrow (1982) defined “communication tests” as those which test the learner’s ability to translate the competence into actual performance in ordinary situations, i.e.: actually using the language to listen, speak, read and write in real-life. Due to that, the four skills and grammar were assessed using different sorts of scales.

- Global scales

It has some levels covering the language performance in the test (appendix 1 and 2). Each level is associated with a descriptor of the language in order to achieve that level. The following 11 descriptors used can be seen in appendix 1 and 2

- Analytic scales

Analytic scales were also used in this study. This type of scale separates the descriptors and includes descriptors for each one. They are, therefore much more detailed than global scales (see appendix 3).

5.4.3. Materials

The books that I have used are:

CUID Total English (Pearson-Longman) (appendix 5)

Gramatica Activa I and II, Portuguese (Olga and Isabel Coimbra)
(appendix 8)

“The adventures of Sherlock Homes”, (Sir Arthur Conan Doyle)
(appendix 7)

“Uma aventura na escola”, (Isabel Alçada e Ana Maria Magalhães)
(appendix 10)

The films that I have employed are: “One Day” in the English lesson and
“A bela e o paparazzo” in the Portuguese lesson and they have to answer a
closed test (appendix 6 and 9).

The websites that we have visited in the English class are:

http://calasanz.edu.gva.es/7_ejercicios/web_grupocefire/index.htm

<http://capileiraticrecursos.wikispaces.com/RECURSOS+PARA+E.+SECUNDARIA#EDUCACIÓN SECUNDARIA-INGLÉS>

The websites that we have visited in the Portuguese class is:

<http://www.busuu.com/aprende-portugues-online>

5.5. SAMPLE

160 learners using the deductive approach and the inductive approach to learn a L2 different from L1 (English, in this case) and the deductive approach and the inductive approach to learn another L2 similar to L1 (Portuguese, in this case) were recruited from the surrounding areas of Badajoz (the south of Spain in the boundaries with Portugal). The group (160 participants) range in age from 17 to 18.

The investigated pupils are in the 5th course of Secondary, this is, they are sixteen or seventeen. They are pupils from different bilingual schools: Colegio Ramon Izquierdo, Colegio Nuestra Señora del Carmen, Instituto Rodriguez Moñino and Instituto Bioclimatico.

The pupils of those Educational Institutions receive four English sessions of fifty-five minutes per week and two sessions of fifty-five minutes per week. On the other hand, they are given just two sessions of fifty-five minutes during the week.

Inclusionary criteria required all participants to be monolingual native speakers of standard European Spanish with consistent knowledge in at least one of the two L2 (English or Portuguese).

5.5.1. Context description

The Educational Institutions that have participated on the research:

Three of the Educational Centers are situated in the center of the city and one of them is located in the outskirts of the city Badajoz, which has around 151.000 inhabitants. On a whole, the relationship between the community and the four centers is positive; interest is usually shown by participating in school activities that promote educational goals as well as using educational resources.

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The pupils and parents have approximately the same characteristic: the children's parents are middle-class or upper-class in general. Nevertheless, all of them are enthusiastic toward the foreign language learning (English and Portuguese).

All the participants of this research are in the third cycle of Secondary and all of them study English, Portuguese and French. However, we are going just to pay attention to English and Portuguese learning.

The pupils of these Educational Institutions are very interested about the importance of the foreign language learning, so that, they assist to private lessons, extra-curricular activities related to English and Portuguese learning and also to the Oficial School of Languages.

I have chosen those school and those pupils due to the fact that the pupils are old enough to analyse the methods and at the same time, these schools have different grades of interest to teach English and Portuguese. At this age, so many pupils have problems to learn and memorize texts, because this capacity decrease at the age of thirteen and/or at the same time it has not been developed (Thorén, 1964). In total, 160 pupils have been investigated. The problems to choose the method is that all the pupils in the English and Portuguese class have different personalities and learning styles, due to the fact of that it is very difficult to decide which is the best method in both classes. It could be because there are classes with pupils of so many varieties of

personalities and learning styles in this investigation. I think that it could always be a dilemma in this type of investigation.

Nevertheless, it is an important investigation because, in general, in a language class or any subject, there are pupils with different personalities and learning styles that have different ways of learning. Some other problems could be the obstacles to do a definitive comparison because the pupils have learned so many different grammatical variables using both methods and CLIL. Some other elements that I have not considered and could be important is the psychological state in which the pupils are when they do the questionnaires.

I have to add that when we present the pupils' answers and comments I have respected their way of writing that have (as we expect in their levels), some grammatical errors. The answers and comments will be cited, but I will not add any comment about their errors.

5.6. RESULTS AND DISCUSSION: DATA OBTAINED THROUGH THE APPLICATION OF THE RESEARCH TOOLS

5.6.1. Corpus

The aim of this investigation is to investigate which method is better for the pupils that are participants of this investigation. In order to do so, we are going to try three methods: Deductive and Inductive method (in both languages: English and Portuguese) and CLIL (just in English).

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In the five lessons (teaching English using the Deductive method, teaching English using the Inductive method, teaching Portuguese using the Deductive method, teaching Portuguese using the Inductive method and CLIL). I am going to observe different aspects of the pupils and I am going to take notes. I will also interview the teachers to know the level of the pupils in the different languages. After the five lessons, the pupils are interviewed and they have to answer some questions about their attitude and motivation toward the both languages and their preferences not just toward the languages, but also toward the three methods (Deductive, Inductive and CLIL), then they have to answer two questionnaires to contrast the answers from the interviews.

Then, I am going to analyse some test related to the contents that the study in class, so that I can observe their level in grammar and in the 4 skills: Listening (L), Speaking (S), Reading (R) and Writing (W). Finally, I am going to conclude with a standardised test to compare their level of the 4 skills related to the following variable: the assessment of the linguistic competence, the assessment of the sociocultural competence and the assessment of procedures.

The interviews, questionnaires and tests are the corpus of this thesis. I have also included some notes for all of them (due to the fact that it is mostly a qualitative study of these participants). We have used the interviews and questionnaires to know what the pupils think and the test to know which method is more effective.

As they are 160 pupils and not all their questionnaires, tests and some special notes that I have included for all of them fit in the appendix, I include a CD with all of them, so we can take a look to their results in the four linguistic

skills and also listen to their audios (for the Speaking skill in both languages) and look at their correspondence with their transcription that are included too.

For example, if we look in the CD and we go to the PARTICIPANT 22's folder, we will observe that there is a folder with some notes (called P22-NOTES). Inside, we will find some Microsoft Office Word with individual notes from the interview with this participant (called P22- INTERVIEW NOTES), some notes from the questionnaireS (called P22- QU. NOTES) and the tests (called P22- TEST NOTES for the no standardized test and P22- TEST NOTES for the standardized test). In addition, we can find some PDFs with the questionnaires' result (called P22- QU.I for the first questionnaire and P22- QU.II for the second questionnaire), the no standardized tests' results (called P22- E. TEST for the English no standardized test and P22- P. TEST for the Portuguese no standardized test) and the standardized tests' results (called P22- E. STAND TEST for the English standardized test and P22- P. STAND TEST for the Portuguese standardized test)

The time dedicated to apply the research tools has been the following: First of all, I have dedicated four days for the interviews with the eight teachers, the English and Portuguese teachers of each Educational Institution.

After that, I have need eight days for the observation of the Deductive instruction in the English and Portuguese lessons in each Educational Centre, the observation of the Inductive instruction in the English and Portuguese lessons in each Educational Centre and the observation of the Clil session in each Institutional Centre. Subsequently, I have dedicated just eight days to the descriptive interviews (as they are mostly collective) and just four days to apply the questionnaires. Followed by, I have dedicated eight days to fulfil the no standardized tests and other eight days to carry out the no standardized tests (most of the time has been spent in the Speaking skill).

5.6.2. Interviews with the teachers

As I am going to investigate the pupils from 4 different schools/high schools, I have to interview 4 English teachers and 4 Portuguese teachers. The objective of this interview is to know the pupils' level before of starting with the investigation. I will also take notes of some details of some of the pupils.

In the English subject we find 31 pupils in the level "Elementary-Intermediate", 50 in the level "Intermediate", 23 in the level "Intermediate-Advanced" and 56 in the level "Advanced". On the other hand, in the Portuguese subject we find 54 pupils in the level "Elementary", 31 in the level "Elementary-Intermediate", 49 in the level "Intermediate", 13 in the level "Intermediate-Advanced" and 13 in the level "Advanced".

We can see that the level in the two subjects is different. It is because they have just been studying Portuguese for 1 or 2 years.

5.6.3. Observation

In this part of the investigation I am going to take notes of some variables related to the two methods and CLIL. Then, I am going to ask their opinion about the lessons and they have to raise the hands as answering "Yes" or "No" to know their preferences about the methods and CLIL, so I'll have a general opinion of it.

First of all, I am going to start observing individually and taking notes during the whole lesson. The variables that I am going to observe are: contents, structures, spelling & pronunciation, individual tasks, collaborative tasks, phrasal verbs in the English class and conjugation in the Portuguese class, accuracy, fluency, explicit teaching, cultural aspects, communicative functions, learning strategies, discourse and text analysis.

We can observe those variables in the appendix 1 (The observation of the variables in the English class) and appendix 2 (The observation of the variables in the Portuguese class). As the time to observe the pupils is limited, I am going to classify the pupils in positively salient participants toward the variable (It will be signed as a red cross: "+"), positive participants toward the variable (It will be signed as a blue cross: "+") and negatively salient participants toward the variable (It will be signed as a green line: "--").

Thus, I am going to observe these variables individually:

1. Contents

There are 20 positively salient participants toward this variable, 134 positive participants toward the variable and 6 negatively salient participants toward the variable in the English language, while as there are 8 positively salient participants toward this variable, 145 positive participants toward the variable and 7 negatively salient participants toward the variable in the Portuguese language.

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The positively salient participants toward this variable in the English language are P1, P5, P11, P13, P17, P22, P23, P25, P39, P43, P77, P72, P103, P115, P129, P147, P149, P151, P155 and P156 and the negatively salient participants toward this variable in the English language are P18, P52, P80, P84, P98 and P116. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P5, P11, P17, P22, P23, P39, P72 and P115 and the negatively salient participants toward this variable in the Portuguese language are P18, P52, P80, P98, P113, P135 and P146. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 12 % of them are positively salient participants toward this variable; the 84 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 5 % of them are positively salient participants toward this variable; the 91 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the Portuguese language.

2. Structures

There are 21 positively salient participants toward this variable, 134 positive participants toward the variable and 5 negatively salient participants toward the variable in the English language, while as there are 13 positively salient participants toward this variable, 141 positive participants toward the variable and 6 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P5, P20, P22, P23, P39, P53, P77, P92, P98, P103, P115, P129, P147, P149, P151, P155 and P156 and the negatively salient participants toward this variable in the English language are P11, P24, P26, P52, P80, P116, P132, P133 and P157. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P1, P5, P11, P13, P17, P22, P39, P43, P84, P98, P115, P129 and P156 and the negatively salient participants toward this variable in the Portuguese language are P52, P53, P80, P116, P133 and P146. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 13 % of them are positively salient participants toward this variable; the 8 % of them are positive participants toward this variable and the 3 % of them negatively salient participants toward this variable in the English language.

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On the other hand, we can say that the 8 % of them are positively salient participants toward this variable; the 88 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the Portuguese language.

3. Vocabulary

There are 13 positively salient participants toward this variable, 140 positive participants toward the variable and 7 negatively salient participants toward the variable in the English language, while as there are 10 positively salient participants toward this variable, 138 positive participants toward the variable and 12 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P20, P22, P23, P25, P39, P43, P77, P92, P103, P115, P147, P151, P155 and P156 and the negatively salient participants toward this variable in the English language are P18, P24, P80, P98, P116, P135 and P146. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P1, P17, P22, P23, P39, P77, P92, P103, P115 and P149 and the negatively salient participants toward this variable in the Portuguese language are P5, P11, P25, P53, P65, P84, P116, P132, P133, P135, P147 and P151. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 8 % of them are positively salient participants toward this variable, the 88 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 6 % of them are positively salient participants toward this variable, the 86 % of them are positive participants toward this variable and the 8 % of them negatively salient participants toward this variable in the Portuguese language.

4. Spelling & Pronunciation

There are 10 positively salient participants toward this variable, 144 positive participants toward the variable and 6 negatively salient participants toward the variable in the English language, while as there are 8 positively salient participants toward this variable, 139 positive participants toward the variable and 13 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P11, P22, P23, P39, P43, P77, P115, P147, P155 and P156 and the negatively salient participants toward this variable in the English language are P18, P52, P80, P98, P116 and P146. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P5, P11, P17, P22, P23, P39, P92 and P115 and the negatively

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salient participants toward this variable in the Portuguese language are P25, P52, P53, P64, P80, P84, P98, P116, P132, P135, P146, P155 and P156. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 6 % of them are positively salient participants toward this variable, the 90 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 5 % of them are positively salient participants toward this variable, the 87 % of them are positive participants toward this variable and the 8 % of them negatively salient participants toward this variable in the Portuguese language.

5. Individual task

There are 9 positively salient participants toward this variable, 150 positive participants toward the variable and 1 negatively salient participants toward the variable in the English language, while as there are 8 positively salient participants toward this variable, 151 positive participants toward the variable and 1 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P18, P39, P98, P103, P115, P147, P155 and P156 and the negatively salient participant toward this variable in the English language is P83. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P1, P18, P39, P98, P103, P115, P155 and P15 and the negatively salient participant toward this variable in the Portuguese language is P83. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 6 % of them are positively salient participants toward this variable, the 95 % of them are positive participants toward this variable and the 1 % of them negatively salient participants toward this variable in the English language. On the other hand, we can say that the 5 % of them are positively salient participants toward this variable, the 94 % of them are positive participants toward this variable and the 1 % of them negatively salient participants toward this variable in the Portuguese language.

6. Collective task

There are 10 positively salient participants toward this variable, 149 positive participants toward the variable and 1 negatively salient participants toward the variable in the English language, while as there are 9 positively salient participants toward this variable, 151 positive participants toward the variable and 0 negatively salient participants toward the variable in the Portuguese language.

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The positively salient participants toward this variable in the English language are P18, P39, P77, P80, P98, P103 and P115 and the negatively salient participant toward this variable in the English language is P5. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P18, P39, P77, P80, P98, P103, P115, P155 and P156. There are no negatively salient participants toward this variable in the Portuguese language. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 6 % of them are positively salient participants toward this variable, the 93 % of them are positive participants toward this variable and the 1 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 6 % of them are positively salient participants toward this variable, the 94 % of them are positive participants toward this variable and the 0 % of them negatively salient participants toward this variable in the Portuguese language.

7. Phrasal verbs (in the English language) and conjugation (in the Portuguese language)

There are 8 positively salient participants toward this variable, 143 positive participants toward the variable and 9 negatively salient participants toward the variable in the English language, while as there are 9 positively salient participants toward this variable, 140 positive participants toward the variable and 11 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P13, P17, P25, P39, P43, P83 and P92 and the negatively salient participants toward this variable in the English language are P52, P80, P116, P133, and P134. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P5, P17, P39, P43, P98, P115, P129, P135 and P156 and the negatively salient participants toward this variable in the Portuguese language are P25, P52, P53, P64, P65, P80, P116, P133, P146, P147 and P156. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 5 % of them are positively salient participants toward this variable, the 89 % of them are positive participants toward this variable and the 6 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 6 % of them are positively salient participants toward this variable, the 87 % of them are positive participants toward this variable and the 7 % of them negatively salient participants toward this variable in the Portuguese language.

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8. Accuracy

There are 20 positively salient participants toward this variable, 132 positive participants toward the variable and 8 negatively salient participants toward the variable in the English language, while as there are 14 positively salient participants toward this variable, 137 positive participants toward the variable and 9 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P5, P20, P22, P23, P25, P39, P53, P77, P92, P98, P103, P115, P116, P129, P132, P133, P154, P155 and P156 and the negatively salient participants toward this variable in the English language are P18, P52, P83, P84, P135, P146, P149 and P151. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P1, P5, P11, P13, P17, P22, P39, P43, P84, P98, P115, P129, P135 and P155 and the negatively salient participants toward this variable in the Portuguese language are P25, P52, P53, P64, P65, P80, P116, P133 and P146. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 12% of them are positively salient participants toward this variable, the 83 % of them are positive participants

toward this variable and the 5 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 9 % of them are positively salient participants toward this variable, the 85 % of them are positive participants toward this variable and the 6 % of them negatively salient participants toward this variable in the Portuguese language.

9. Fluency

There are 12 positively salient participants toward this variable, 144 positive participants toward the variable and 4 negatively salient participants toward the variable in the English language, while as there are 9 positively salient participants toward this variable, 144 positive participants toward the variable and 7 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P11, P13, P17, P22, P23, P39, P43, P115, P147, P155 and P156 and the negatively salient participants toward this variable in the English language are P18, P80, P98 and P116. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P5, P11, P17, P23, P24, P39, P76, P92 and P115 and the negatively salient participants toward this variable in the Portuguese language

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are P18, P52, P80, P98, P116 and P146. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 8 % of them are positively salient participants toward this variable, the 90 % of them are positive participants toward this variable and the 2 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 6 % of them are positively salient participants toward this variable, the 90 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the Portuguese language.

10. Explicit teaching

There are 19 positively salient participants toward this variable, 131 positive participants toward the variable and 10 negatively salient participants toward the variable in the English language, while as there are 15 positively salient participants toward this variable, 139 positive participants toward the variable and 6 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P20, P22, P23, P25, P39, P53, P77, P92, P98, P103, P115, P116, P129, P132, P133, P154, P156 and P157 and the negatively salient participants toward this variable in the English language are P17, P52, P80, P83, P84, P135, P146, P149, P151 and P157. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P1, P5, P11, P13, P17, P22, P39, P43, P77, P84, P98, P115, P129, P135 and P156 and the negatively salient participants toward this variable in the Portuguese language are P18, P52, P53, P64, P65 and P132. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 12 % of them are positively salient participants toward this variable, the 85 % of them are positive participants toward this variable and the 6 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 9 % of them are positively salient participants toward this variable, the 87 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the Portuguese language.

11. Culture

There are 14 positively salient participants toward this variable, 131 positive participants toward the variable and 2 negatively salient participants toward the variable in the English language, while as there are 14 positively

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salient participants toward this variable, 142 positive participants toward the variable and 4 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P11, P17, P22, P23, P25, P39, P43, P53, P92, P115, P147, P151, P155 and P156 and the negatively salient participants toward this variable in the English language are P18 and P98. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P5, P11, P17, P22, P23, P39, P43, P72, P77, P92, P115, P124, P149 and P156 and the negatively salient participants toward this variable in the Portuguese language are P18, P105, P116 and P139. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 9 % of them are positively salient participants toward this variable, the 90 % of them are positive participants toward this variable and the 1 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 9 % of them are positively salient participants toward this variable, the 89 % of them are positive participants toward this variable and the 2 % of them negatively salient participants toward this variable in the Portuguese language.

12. Communication functions

There are 22 positively salient participants toward this variable, 134 positive participants toward the variable and 4 negatively salient participants toward the variable in the English language, while as there are 14 positively salient participants toward this variable, 139 positive participants toward the variable and 7 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P5, P11, P13, P17 and P25 and the negatively salient participants toward this variable in the English language are P80, P84, P134 and P146. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P5, P11, P13, P19, P22, P25, P39, P43, P77, P92, P103, P115, P129 and P147 and the negatively salient participants toward this variable in the Portuguese language are P1, P17, P52, P116, P121, P133 and P135. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 14 % of them are positively salient participants toward this variable, the 84 % of them are positive participants toward this variable and the 2 % of them negatively salient participants toward this variable in the English language.

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On the other hand, we can say that the 9 % of them are positively salient participants toward this variable, the 87 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the Portuguese language.

13. Learning strategies

There are 4 positively salient participants toward this variable, 151 positive participants toward the variable and 5 negatively salient participants toward the variable in the English language, while as there are 5 positively salient participants toward this variable, 152 positive participants toward the variable and 3 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P39, P115, P155 and P156 and the negatively salient participants toward this variable in the English language are P5, P32, P62, P83 and P135. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P103, P115, P155 and P156 and the negatively salient participants toward this variable in the Portuguese language are P15, P35 and P108. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 2 % of them are positively salient participants toward this variable, the 95 % of them are positive participants toward this variable and the 3 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 3 % of them are positively salient participants toward this variable, the 95 % of them are positive participants toward this variable and the 2 % of them negatively salient participants toward this variable in the Portuguese language.

14. Discourse

There are 13 positively salient participants toward this variable, 141 positive participants toward the variable and 6 negatively salient participants toward the variable in the English language, while as there are 9 positively salient participants toward this variable, 145 positive participants toward the variable and 6 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P11, P13, P17, P22, P23, P39, P43, P115, P147, P155 and P156 and the negatively salient participants toward this variable in the English language are P18, P80, P115, P147, P155 and 156. The rest of the participants are positive toward this variable in the English language.

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The positively salient participants toward this variable in the Portuguese language are P5, P11, P17, P23, P24, P39, P77, P92 and P115 and the negatively salient participants toward this variable in the Portuguese language are P18, P52, P80, P98, P116 and P146. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 8 % of them are positively salient participants toward this variable, the 88 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 6 % of them are positively salient participants toward this variable, the 90 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the Portuguese language.

15. Text analysis

There are 22 positively salient participants toward this variable, 132 positive participants toward the variable and 6 negatively salient participants toward the variable in the English language, while as there are 35 positively salient participants toward this variable, 121 positive participants toward the variable and 4 negatively salient participants toward the variable in the Portuguese language.

The positively salient participants toward this variable in the English language are P1, P11, P13, P17, P22, P23, P25, P39, P43, P52, P65, P83, P84, P103, P115, P134, P147, P149, P151, P154, P155 and P156 and the negatively salient participants toward this variable in the English language are P5, P77, P80, P98, P116 and P132. The rest of the participants are positive toward this variable in the English language.

The positively salient participants toward this variable in the Portuguese language are P1, P5, P11, P13, P17, P20, P22, P23, P25, P39, P43, P52, P53, P64, P65, P77, P80, P83, P84, P92, P98, P103, P115, P116, P129, P132, P133, P135, P147, P149, P151, P154, P155, P156 and P157 and the negatively salient participants toward this variable in the Portuguese language are P9, P32, P56 and P146. The rest of the participants are positive toward this variable in the Portuguese language.

In conclusion, we can say that the 14 % of them are positively salient participants toward this variable, the 82 % of them are positive participants toward this variable and the 4 % of them negatively salient participants toward this variable in the English language.

On the other hand, we can say that the 22 % of them are positively salient participants toward this variable, the 76 % of them are positive participants toward this variable and the 2 % of them negatively salient participants toward this variable in the Portuguese language.

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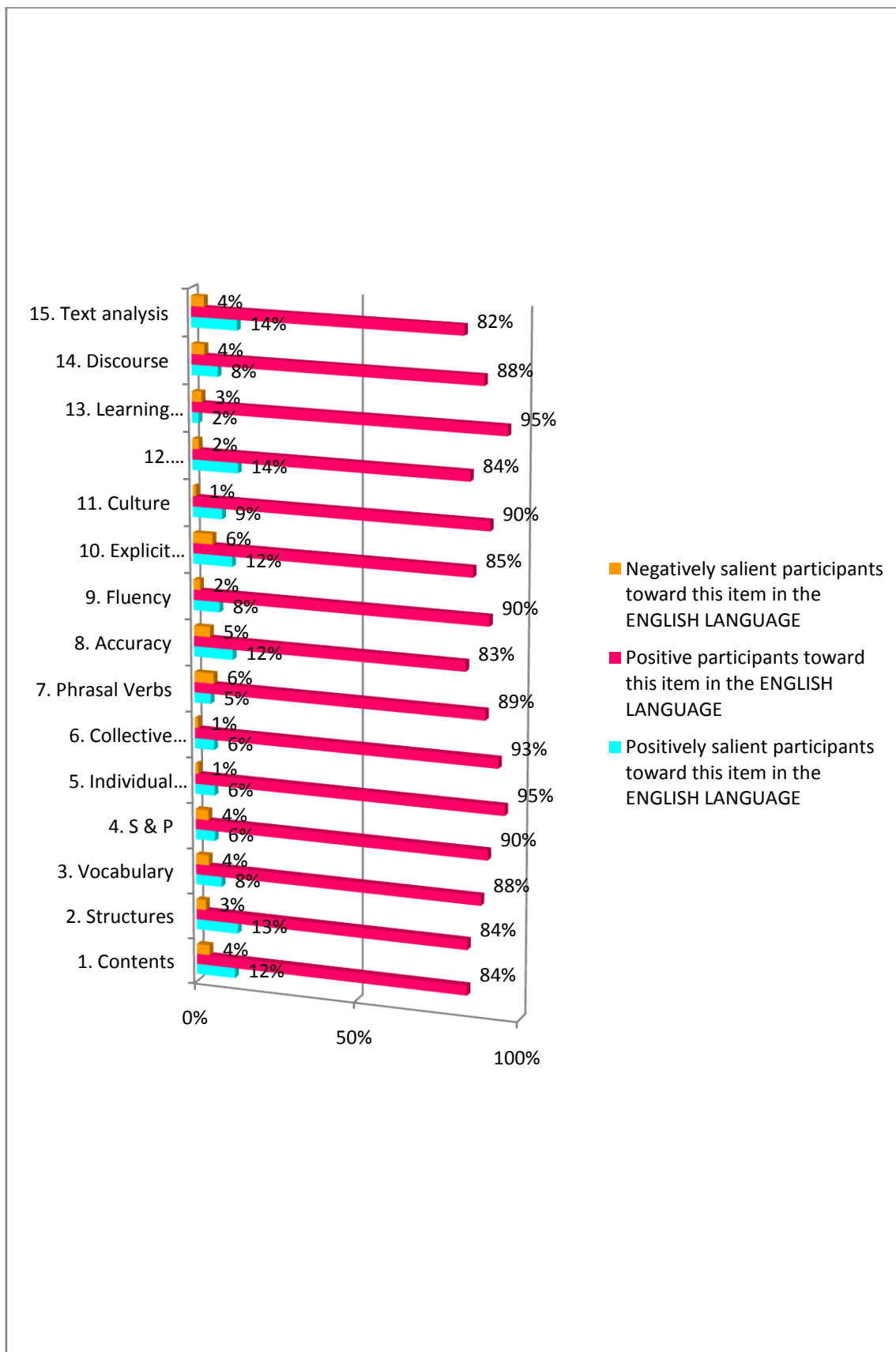


FIGURA 1. Observation of variables in the English language

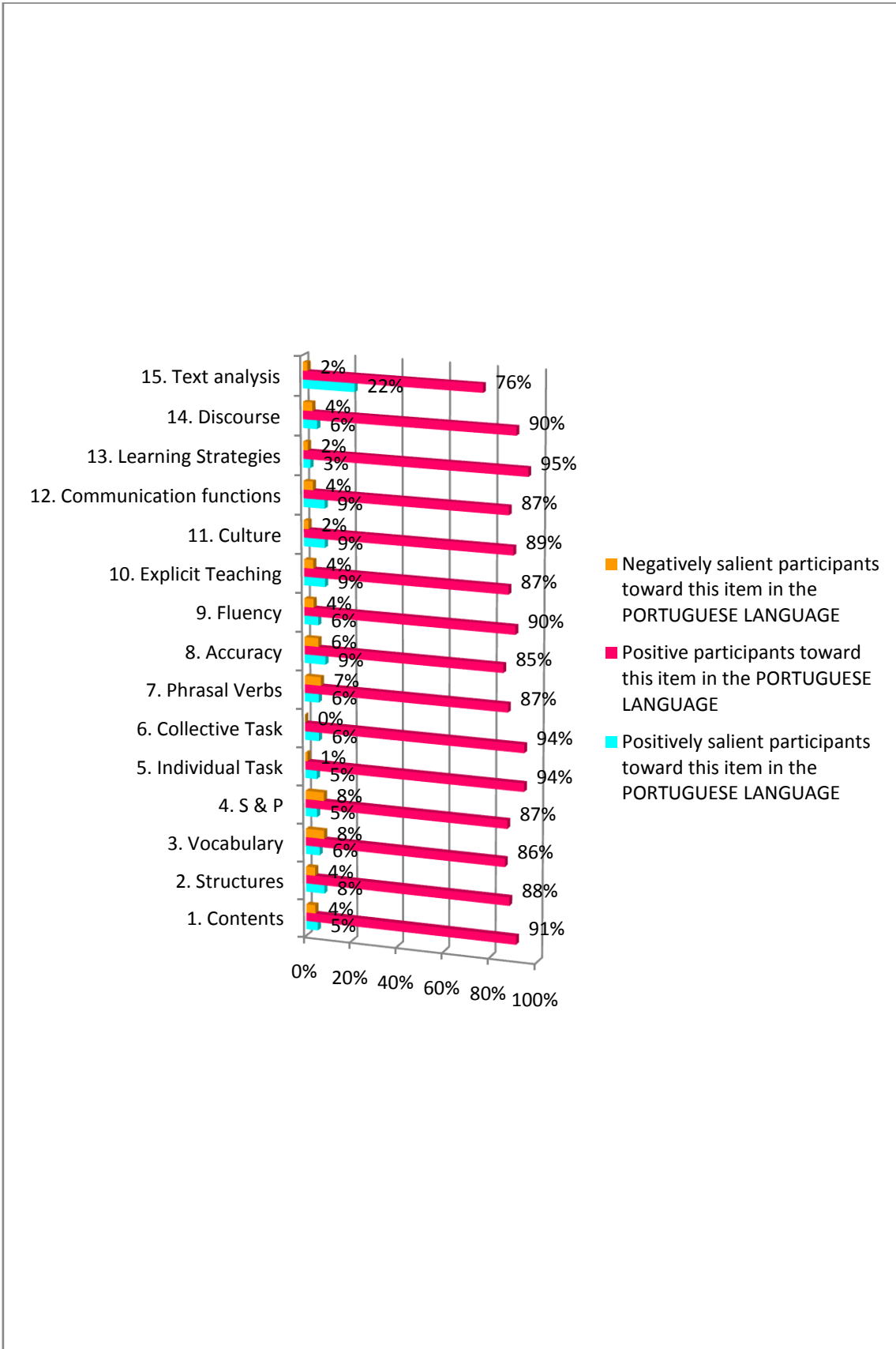


FIGURA 2. Observation of variables in the Portuguese language

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As a general conclusion of the observation of the variables of the English and Portuguese languages, we can perceive that most of the pupils are positively salient or just salient toward the “contents” variable in English than in Portuguese; most of the participants are positively salient or just salient toward the “structures” variable in English than in Portuguese; most of the participants are positively salient or just salient toward the “vocabulary” variable in English than in Portuguese (however, the percentage does not differ so much); most of the participants are positively salient or just salient toward the “spelling and pronunciation” variable in English than in Portuguese (however, the percentage does not differ so much); most of the participants are positively salient or just salient toward the “individual task” variable in English than in Portuguese (however, the percentage does not differ so much) and most of the participants are positively salient or just salient toward the “collective task” variable in English than in Portuguese (however, the percentage does not differ so much).

Nevertheless, most of the participants are positively salient or just salient toward the “conjugation” variable in Portuguese than toward the “phrasal verbs” in English (however, the percentage between the two languages does not differ so much). In addition, the percentage of the pupils that are negatively salient toward the “conjugation” variable in Portuguese is higher than the percentage of the pupils that are negatively salient toward the “phrasal verbs” variable in English.

Most of the pupils are positively salient or just salient toward the “accuracy” variable in English than in Portuguese; most of the participants are positively salient or just salient toward the “fluency” variable in English than in Portuguese and most of the participants are positively salient or just salient toward the “explicit teaching” variable in English than in Portuguese.

As we can observe in the FIGURE 0, 1 and 2, the percentage of the pupils that are salient in the “culture” variable in English and Portuguese is the same, but most of the pupils are positively salient or just salient toward the “communication functions” variable in English than in Portuguese. However, most of the participants are positively salient or just salient toward the “learning strategies” variable in Portuguese than in English and finally, most of the participants are positively salient or just salient toward the “discourse” variable in English than in Portuguese.

Surprisingly, the percentage of the participants that are positively salient or just positive toward the “text analysis” variable in Portuguese is very much high that the percentage of the participants that are positively salient or just positive toward the “text analysis” variable in English (22 % in Portuguese and the 14 % in English).

Then, I am going to do the average to know their knowledge of those linguistic aspects in both subjects. I am going to take notes in the two linguistic subjects using the two methods, then I am going to ask some questions to know their opinion as “Yes”, “No” or “Intermediate” and they raise the hands for any answer.

In these boards we can see their answers about the two methods and CLIL. The asterisk means that this option does not exist in the question.

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ENGLISH	DEDUCTIVE			INDUCTIVE			CLIL		
	YES	NO	INTERMEDIATE	YES	NO	INTERMEDIATE	YES	NO	INTERMEDIATE
Do you understand the teacher when he/she speaks?	89 56%	18 11%	53 33%	98 62%	9 6%	53 33%	62 39%	44 28%	54 34%
Have you had fun in this lesson?	84 53%	18 11%	58 36%	93 58%	0	67 42%	44 28%	94 59%	22 13%
Have you learned any grammar?	71 44%	9 6%	80 50%	58 36%	0	102 64%	9 6%	93 58%	58 36%
Have you learned any vocabulary?	62 39%	0	98 61%	75 47%	0	85 53%	137 86%	9 6%	14 8%
Is it important the grammar to do the exercises?	151 94%	9 6%	*	155 97%	5 3%	*	0	160 100%	*

FIGURE 3. The attitudes and stimations of the pupils about the inductive and deductive methods in the English lesson

PORTUGUESE	DEDUCTIVE			INDUCTIVE		
	YES	NO	INTERMEDIATE	YES	NO	INTERMEDIATE
Do you understand the teacher when he/she speaks?	106 66%	14 9%	40 25%	124 77%	0	36 23%
Have you had fun in this lesson?	67 42%	27 16%	67 42%	93 58%	0	67 42%
Have you learned any grammar?	93 58%	9 6%	58 36%	84 53%	0	75 47%
Have you learned any vocabulary?	89 56%	0	71 44%	102 64%	0	58 36%
Is it important the grammar to do the exercises?	151 94%	9 6%	*	155 97%	5 3%	*

FIGURE 4. The attitudes and stimations of the pupils about the inductive and deductive methods in the Portuguese lesson

5.6.3.1. The Deductive Method

- The Deductive method in the English lesson

As we can see in the figure 1, 106 of the pupils understand the English teacher when he/she speaks in English, 14 of the pupils do not understand the English teacher when he/she speaks in English and 40 of the pupils have answered "Intermediate". It means that 56% of the pupils understand the teacher speaking in the foreign language, 11% of them do not understand and 33% understand just part of it. Then, 84 pupils had fun learning English with the Deductive method (53% of the pupils), 18 of them have not (11%) and 58 of them have answered "Intermediate" (36%). About the grammar learning, 71 pupils have learned with this method (it means the 44% of the pupils), 9 pupils have not learned with this method (this is the 6%) and 80 pupils think that have learned some grammar (the 50% of them).

On the other hand, about vocabulary learning, 62 pupils affirm to have learned something with this method (which is the 39% of the pupils), 98 pupils answered that they had learned some vocabulary (this is the 61%). Nobody think that has not learned vocabulary with this method. Finally, 151 pupils think that grammar learning is important to do the exercises with this method (it means 94% of them) and 9 of them think that they do not need the grammar learning to do the exercises (the 6% of the pupils).

Learning the Second Language Deductively and Inductively

- The Deductive method in the Portuguese lesson

In the figure 2, we can see that 106 of the pupils (the 66% of them) understand the teacher when he/she speaks Portuguese, 14 of them do not understand him/her (it means the 9%) and 40 of the pupils affirms to understand some of it (which is the 25%). Then, 67 of the pupils have answered to had fun with this lesson (this is the 42%), 27 of them have not had fun (the 16% of them) and 67 of the pupils have answered “intermediate” (which is the 42%).

About grammar learning, 93 pupils affirm to have learned grammar (that is the 58%) while as 9 of them think to not have learned any grammar (the 6%) and 58 of the pupils have answered to have learned some grammar in this lesson (which is the 36%).

On the other hand, 89 pupils said to have learned vocabulary with this lesson (it means the 56% of the pupils) and 71 pupils have learned just some of them (this is the 44%). None of them think to not have learned any grammar with this method. And finally, 151 pupils said to need grammar learning to do the exercises (the 94% of them) while as 9 of them affirms that grammar learning is not important to do it (which is the 6% of them).

5.6.3.2. The Inductive Method

- The Inductive method in the English lesson

As we can see in the figure 3, 98 of the pupils understand the English teacher when he/she speaks in English (so the 62%), 9 of the pupils do not understand the English teacher when he/she speaks in English (that is the 6% of them) and 53 of the pupils have answered "Intermediate" (it means the 33% of them). Then, 93 pupils have had fun learning English with the Inductive method (62% of the pupils), and 67 of them have answered "Intermediate" (42% of them). None affirms to not have and fun with this lesson.

About grammar learning, 58 pupils have learned with this method (it means the 36% of the pupils) and 102 pupils have not learned with this method (this is the 42%) and none of them has not learnt any grammar with it.

On the other hand, about vocabulary learning, 75 pupils affirm to have learned something with this method (which is the 47% of the pupils) and 85 pupils answered that they had learned some vocabulary (this is the 53%). Nobody thinks that has not learned vocabulary with this method. Finally, 155 pupils think that grammar learning is important to do the exercises with this method (it means 97% of them) and 5 of them think that they do not need the grammar learning to do the exercises (the 3% of the pupils).

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- The inductive method in the Portuguese lesson

In the figure 4, we can see that 124 of the pupils (the 77% of them) understand the teacher when he/she speaks Portuguese and 36 of the pupils affirm to understand some of it (which is the 23%). None of them has not understood the teacher speaking the foreign language. Then, 93 of the pupils have answered to have had fun with this lesson (this is the 58%) and 67 of the pupils have answered "Intermediate" (which is the 42%). None of them said to not have had fun in this lesson.

About grammar learning, 84 pupils affirm to have learned grammar (that is the 53%), while as 75 of them think to have learned just some grammar (the 47%). None of them think to not have learned grammar in this lesson.

On the other hand, 102 pupils said to have learned vocabulary with this lesson (it means the 64% of the pupils) and 58 pupils have learned just some of them (this is the 36%). None of them think to not have learned any grammar with this method. And finally, 155 pupils said to need grammar learning to do the exercises (the 97% of them) while as 5 of them affirms hat grammar learning is not important to do it (Which is the 3% of them).

5.6.3.3. Content and Language Integrated Learning

As we can see in the figure 1, 62 of the pupils understand the English teacher when he/she speaks in Science, 44 of the pupils do not understand the English teacher when he/she speaks in Science and 54 of the pupils have answered "Intermediate". It means that 39% of the pupils understand the teacher speaking in the foreign language, 28% of them do not understand, 33% understand just part of it. Then, 44 pupils have had fun learning English with this subject (Science) that is the 28% of them, 94 of them have not (59% and 22 of them have answered "Intermediate" (13%). About the grammar learning, 9 pupils have learned with this subject (it means the 6% of the pupils), 93 pupils have not learned with this method (this is the 58%) and 58 pupils think that have learned some grammar (the 36% of them).

On the other hand, about vocabulary learning, 137 pupils affirm to have learned something with this subject (which is the 86% of the pupils), 9 of them think that have not learned vocabulary in Science (the 6%) and 14 pupils answered that they had learned some vocabulary (this is the 8%).

Finally, all the pupils think that grammar learning is not important to the exercises (this is the 100% of them = 160 pupils).

5.6.3.4. The Comparison between the attitudes and estimations about the two methods and CLIL

In this part of the thesis I am going to present a comparison between the two methods (Deductive and Inductive) and CLIL. As I have just mentioned, I cannot do a definitive comparison due to the fact that the three methods have used different grammatical elements and I have not considered the psychological aspects of the pupils that also affect the answers. However, the results can indicate how the pupils think.

1. Do you understand the teacher when he/she speaks in the foreign language?

Here we can see the comparison between the first answers in the observation between the first answers in the observation.

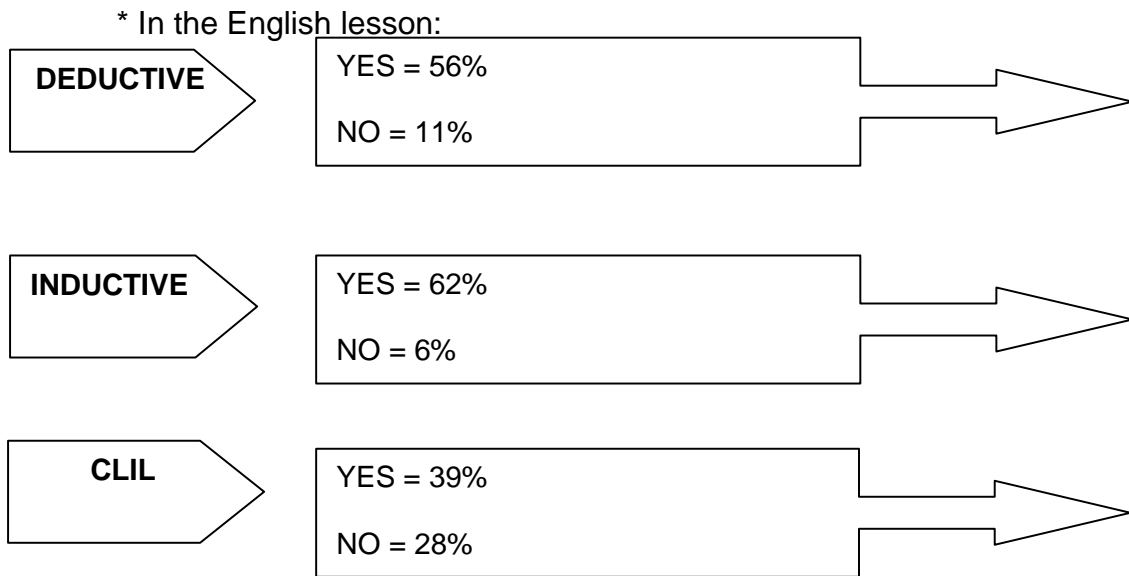


FIGURE 5. The comparison of the comprehension skills (L) using the two methods and CLIL in English

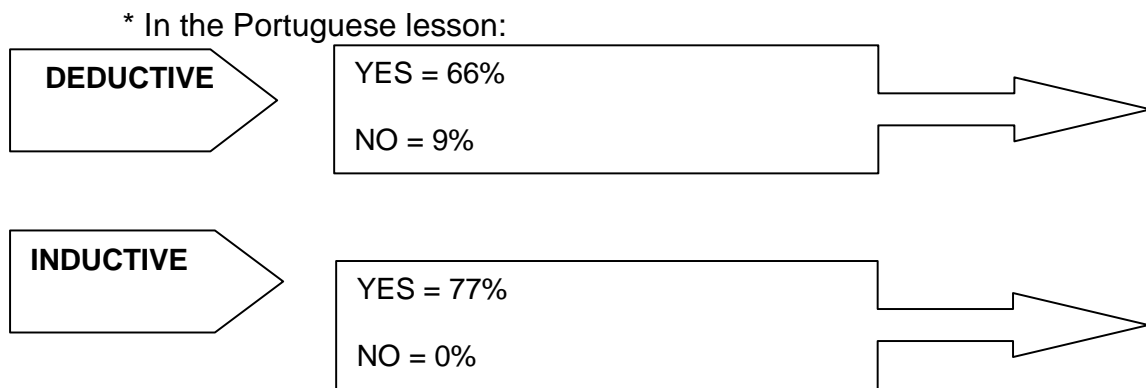


FIGURE 6. The comparison of the comprehension skills (L) using the two methods in Portuguese

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As we can see, the inductive method is, according to the participants of the investigation the easiest to understand the teacher when he/she speaks in the foreign language. However, although they have studied English for a long time, most of them understand better the Portuguese teacher when he speaks in the foreign language. About CLIL, most of them agree that is most difficult to understand English in Science that in the English lesson.

2. Have you had fun in this lesson?

In this figure we can see which method they like most in the two language classes.

* In the English lesson:

DEDUCTIVE	INDUCTIVE	CLIL
YES = 53%	YES = 58%	YES = 58%
NO = 11%	NO = 0%	NO = 0%

FIGURE 7. The comparison about the pupils' likes taking into account the two methods and CLIL in the English learning

* In the Portuguese lesson:

DEDUCTIVE	INDUCTIVE
YES = 42%	YES = 58%
NO = 16%	NO = 0%

FIGURE 8. The comparison about the pupils' likes taking into account the two methods in the Portuguese learning

This figures show the methods that the pupils prefer for the language learning. In both lessons, the participants of the investigation prefer the inductive method. It is important to highlight that the differences are not really high in both lessons. On the contrary, the pupils seem not to have fun in the Science subject.

3. Have you learned any grammar?

Here we present the comparison between the stimulation of eficiencia of the three methods to teach the English and Portuguese grammar.

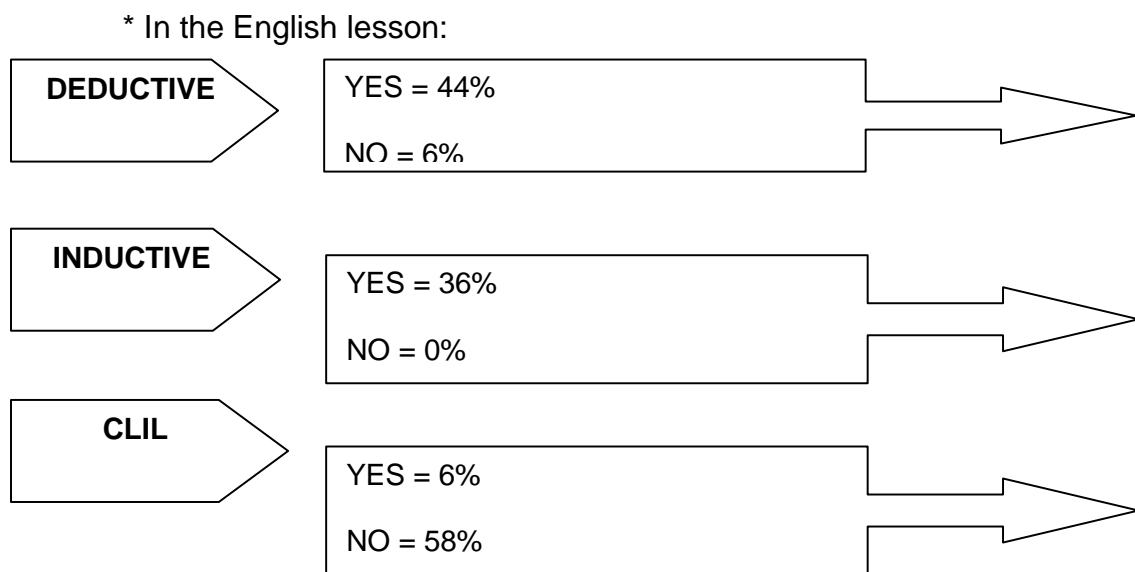


FIGURE 9. The comparison of the grammar learning using the two methods and CLIL in the English learning process

Learning the Second Language Deductively and Inductively

* In the Portuguese lesson:

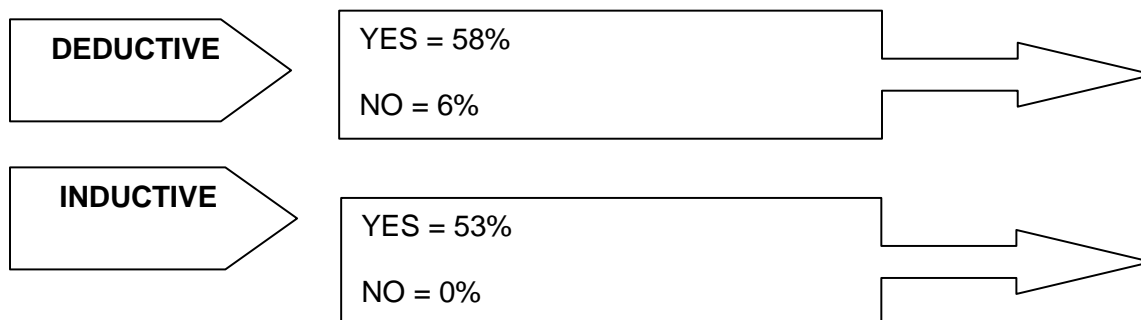


FIGURE 10. The comparison of the grammar learning using the two methods in the Portuguese learning process

In this figures, we can see that the pupils have different opinions about the grammar learning using the two methods and CLIL. In the two language, the participants of the investigation think that they learn grammar better with the Deductive method. However, there is not a huge difference between them. On the other hand, most of the pupils think that they do not learn any grammar in the Science class.

4. Have you learned any vocabulary?

Here we present the comparison between the stimulation of efficiency of the three methods to teach the English and Portuguese lexical.

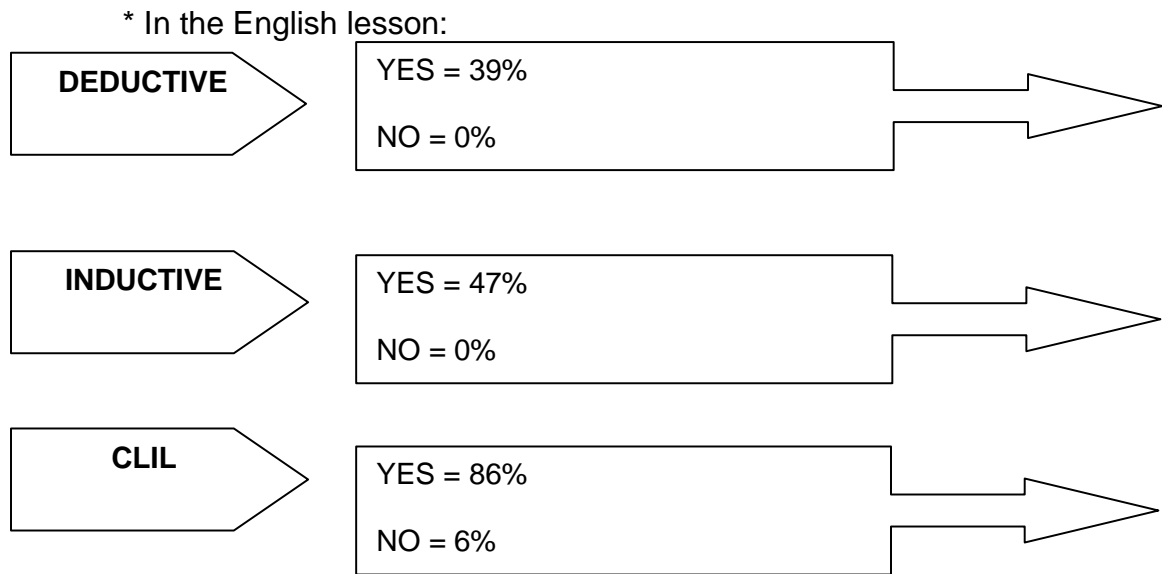


FIGURE 11. The comparison of the vocabulary learning using the two methods and CLIL in the English learning process

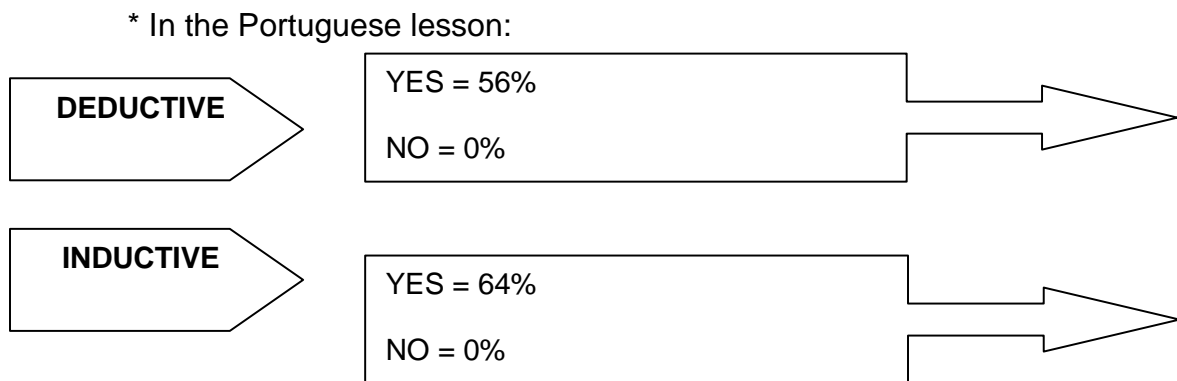


FIGURE 12. The comparison of the vocabulary learning using the two methods in the Portuguese learning process

Learning the Second Language Deductively and Inductively

In this figures, we can see that the pupils have different opinions about the lexical learning using the two methods and CLIL. In both language lessons, the participants learn more vocabulary when the inductive method is used. In addition, I have to highlight that they increase the lexical learning in English in the subject Science. Nevertheless, I would like to point out that the lexical learning in the Portuguese learning process is quicker.

5. Is it important the grammar to do the exercises?

Here we can see the comparison between the answers to know if the pupils think that it is important to know the grammar to do the exercises using the two methods and CLIL.

* In the English lesson:

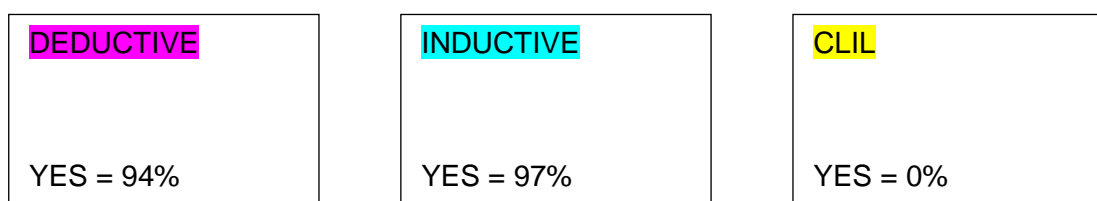


FIGURE 13. The stimulation of the importance of knowing the English grammar in the two methods and CLIL

* In the Portuguese lesson:

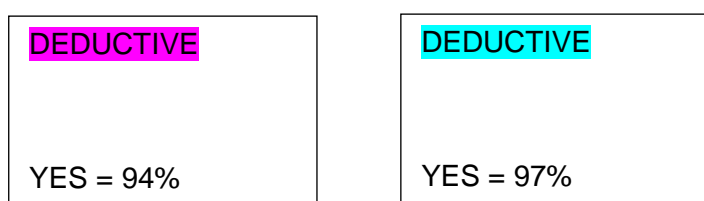


FIGURE 14. The stimulation of the importance of knowing the Portuguese grammar in the two methods

The pupils consider important the knowledge of the grammar to do the exercise important using the two methods. The difference of the percentage for the two methods is not very high (94% in the Deductive method and 97% in the Inductive method) and it is the same for the two language classes. On the contrary, grammar knowledge is not important to do the activities in the Science class. In fact, the 100% of the pupils think so.

5.6.4. Descriptive Interviews

At this point, I would like to describe the participants and their curricular situation toward the two languages: English and Portuguese. To do so I have interviewed them and I have taken notes of the most special points: The attitudes and estimations of the pupils to learn English and Portuguese.

In this part of the thesis I am going to ask to the pupil's different questions in order to know if they prefer to learn English and Portuguese taking into account the Inductive or Deductive approach. Due to the fact of that, this part of the study presents the results of the questions from the interview that are related to attitudes about learning English and Portuguese in general. In the appendix 23 we can find some notes taken from the interview with the participant 22. In addition, if we want to look at the notes taken from the interview with the other participants we can see them in the CD if we go to the participant's folder P__- INTERVIEW NOTES.

As this is a qualitative study I will present some different answers from the interviews to also know their reasons of their answers:

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EIGHTIETH INTERVIEW

Name: Participant 80

Level of English: Elementary - Intermediate

Level of Portuguese: Elementary

Result of the interview: He is an eighteen-year-old boy. He is in a bilingual school, but he does not like learning languages at all because he is not good at it. However, he want to learn languages because he is not so sure about what to study in the future and he thinks that languages are really important and can open so many doors.

EIGHTY-FOURTH INTERVIEW

Name: Participant 84

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the interview: He is an eighteen-year-old pupil who is really motivated toward the learning. He is really talkative and confident to learn languages, but he has so many grammatical mistakes when he has to speak or write because he does it quickly without thinking twice.

ONE HUNDRED TWENTY-NINTH INTERVIEW

Name: Participant 129

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Result of the interview: She is a seventeen-year-old pupil who is really interested in learning foreign languages. She is already thinking about the future and she thinks that it is really important to study English to get a good job in the future. She likes the English class when they do some role-play or games of conversation. In general, she likes working with other people, doing co-operative works, such as projects, as they do in Science. She is good at languages, but she does not study at home and she does not take private lessons either, because she says that she has to study other subjects and she does not have more time.

ONE HUNDRED THIRTY-SECOND INTERVIEW

Name: Participant 132

Level of English: Intermediate

Level of Portuguese: Elementary - Intermediate

Result of the interview: He is an eighteen-year-old pupil who does not like languages at all but he wants to learn anyway because he thinks that studying languages is really important nowadays. He thinks that grammar learning is really important but he thinks that it is also boring. Besides, he does not take private lessons and she does not try to improve his level during his free time with some activities, such as, watching TV or films either.

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ONE HUNDRED THIRTY-THIRD INTERVIEW

Name: Participant 133

Level of English: Elementary - Intermediate

Level of Portuguese: Elementary

Result of the interview: She is an eighteen-year-old pupils who wants to learn English and Portuguese. She is not shy and she tries to ask questions and answer them in English when he is in class, but she makes so many mistakes. She does not practice English outside the school, and she does not even watches films or read in a foreign language. She just practices with natives in the school.

1. How is learning English and Portuguese?

This is the first question from the interview and the pupils can choose between five alternatives to describe their opinion about the learning in both foreign languages.

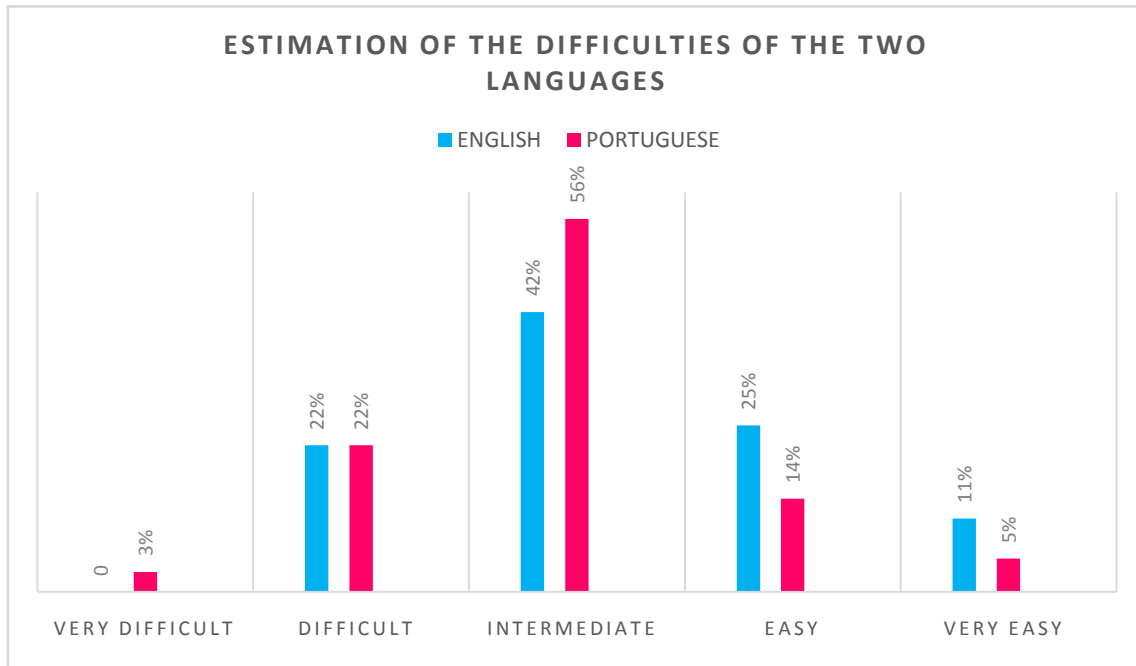


FIGURE 15. Estimation of the difficulties of the two languages

None of the pupils thinks that English is difficult, but 4 of the pupils think that Portuguese is very difficult, 35 pupils think that English and Portuguese are difficult. Most of the pupils think that Portuguese is intermediate (67 pupils think that English is intermediate while as 88 pupils think that Portuguese is intermediate), 40 pupils that English is easy and 22 that Portuguese is easy. And finally 18 pupils think that English is very easy while as 9 of them think that Portugues eis easy.

In the figure 15, we can observe thta most of the pupils see that both languages are intermediate being higher the percentage in Portuguese (56% of the pupils think tha Portuguese is intermediate while as 42% of the pupils thinks that it is English). However, most of the pupils considers that English is easy (25% versus 14%) or very easy (11% versus 5%). The percentage thta perceives both languages as difficult is the same (22%) and the percentage that perceives Portuguese as very difficult (3%) is irrelevant.

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I would like to present the pupils thoughts about the differences languages:

TWENTY-SECOND INTERVIEW

Name: Participant 22

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Results of the interview: Participant 22 studies English and Portuguese. She has been studying English since she was five because she went to extra-curricular activities (English). Due to that, she gets bored when English grammar is explained in class. She compares school classes with the extracurricular classes she receives and she claims that there, they are less pupils, so that, they are able to practice orally (S) most of the time. She is really motivated towards learning. She is not just intelligent but also hard-working. She has been studying Portuguese for four months with the rest of her classmates, but, in addition, she came to private lessons during the summer because she wanted to know already something before starting the course.

SIXTY-FIFTH INTERVIEW

Name: Participant 65

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the interview: She is a seventeen-year-old girl who studies English and Portuguese at the school. She really likes studying both languages, but she thinks that although Portuguese is really similar to Spanish, it is still very difficult. However, she likes it and she would like to learn more Latin languages in the future: French and Italian.

EIGHTY-THIRD INTERVIEW

Name: Participant 83

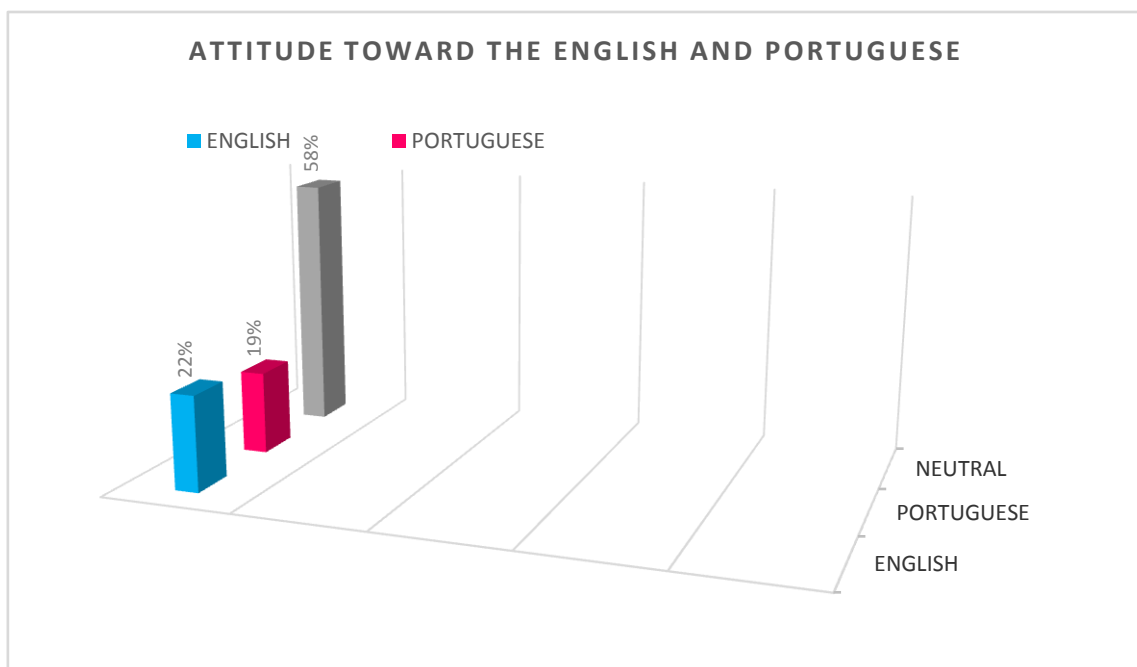
Level of English: Advance

Level of Portuguese: Elementary - Intermediate

Result of the interview: She is a seventeen-year old student who wants to learn as much languages as possible not just because she likes it but also because she wants to have a great curriculum in her future. Although her level is great, she has some mistakes because she has some difficulties to separate foreign languages from her mother tongue. However, she is a hard-working pupil and she has success in her learning process.

2. Do you have more fun learning English or Portuguese?

This question describes the pupils' attitude about learning English and Portuguese.



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FIGURE 16. Attitude toward the English and Portuguese

As we observe in this figure, thirty-six of the pupils have more fun learning English, thirty-one of the pupils have more fun learning Portuguese and the other ninety-three are neutral.

In the figure 16, we can see that most of the pupils have answered "neutral" to this question. It means that the 58% of the pupils has fun in both language learning processes, the 22% of the pupils has more fun learning English and the 19% of the pupils has more fun learning Portuguese.

The attitudes toward one language or another language change from one pupil to another. We can see that in the interview samples.

TWENTY-THIRD INTERVIEW

Name: Participant 23

Level of English: Intermediate

Level of Portuguese: Intermediate-Advanced

Results of the interview: Participant 23 is eighteen years old. He has a real good talent with languages, overall with pronunciation: "When I speak in L2 I feel like an actor. I try to copy the way English people speak. I love it!!! I do not feel embarrassed when I speak with other foreign people because mostly they do not speak my language". This participant and another one work usually together in the language class (not just in English but also in Portuguese). Participant 23 claims that he does not like Science because we usually read, do the tasks and we have to even comment the text in L1

(otherwise most of the class would not understand the subject) and he even dislikes the task because he finds they are not communicative.

ONE HUNDRED THIRTY-FIFTH INTERVIEW

Name: Participant 135

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the interview: She is a seventeen-year-old student who wants to learn a little bit of English, but she does not want to speak in front of the class. She prefers studying Portuguese or French because most of the pupils have the same level and she does not feel as bad as in the English class.

ONE HUNDRED FIFTY-FOURTH INTERVIEW

Name: Participant 154

Level of English: Intermediate - Advance

Level of Portuguese: Elementary - Intermediate

Result of the interview: He is a seventeen-year-old student who is motivated toward the foreign languages. He thinks that it is very difficult to have conversations with natives because it is very confusing when they speak. He is motivated toward the both languages (English and Portuguese) and he wants to speak more languages.

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This question has connexion with the next answer, due to the fact that both of them are about the attitude to learn English and Portuguese as a foreign language.

3. Why do you study English and Portuguese?

In this question, the pupils could choose one or more alternatives. They could also add some own alternatives to understand better the reasons that encourage the pupils to study English and Portuguese.

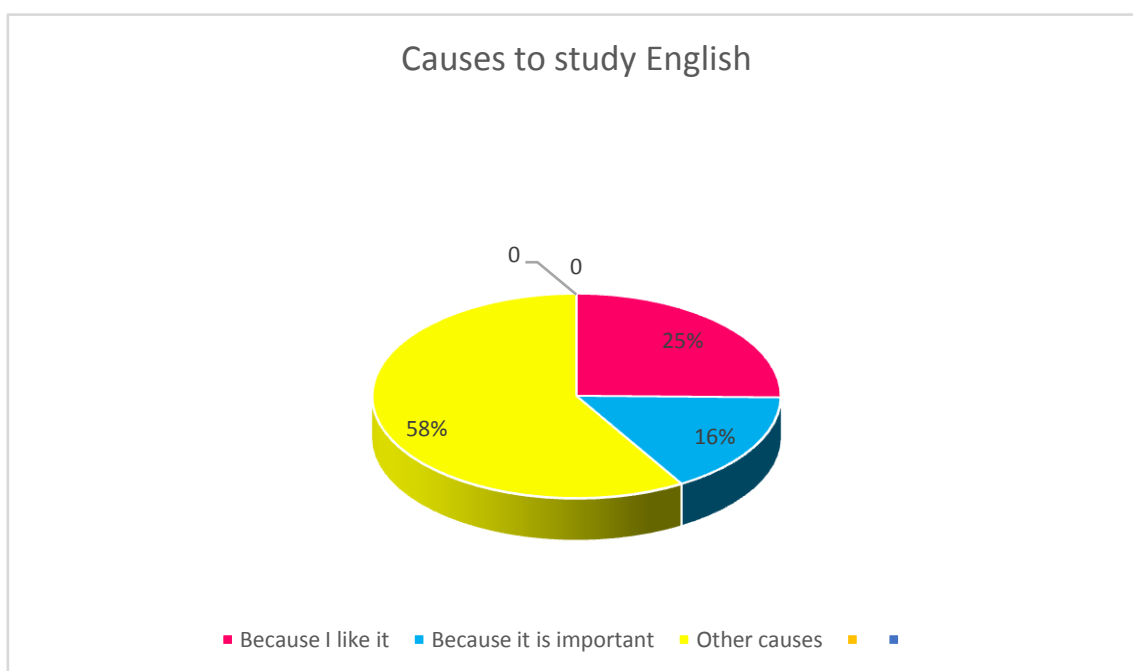


FIGURE 17. Causes to study English

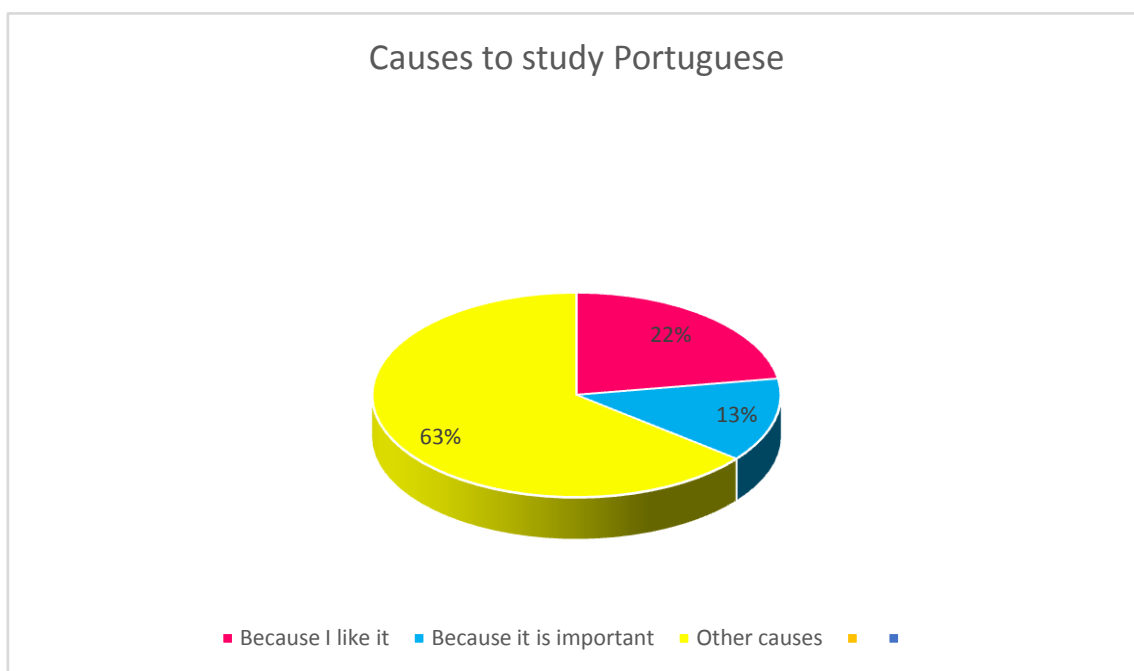


FIGURE 18. Causes to study Portuguese

Ninety-four of the pupils has answered that they study English because they like it, forty-one of them has answered that they study it because it is important and they will use it in the future and twenty-five have said that they study it for other reasons.

About the Portuguese learning, one hundred three pupils have answered that they study Portuguese because they like it, thirty-seven of them have answered that they study it because it is important and they will use it in the future and twenty-one have said that they study it for other reasons.

As we can see, the statistic is very similar in both languages and it is the motivation what encourages the pupils to study foreign languages. In Spain, learning English is compulsory and it is considered very important. On the contrary, Portuguese is not seen as important as English as a foreign language. However, as the schools are situated in Badajoz; which is in the frontier with

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Portugal, pupils also consider it a very important subject. AS another reason to study English and Portuguese, most of the pupils have answered making friends during the holidays, having contact with the language and culture (exchangement, visiting the country...) being English or Portuguese native (Brazilian student), having English and Portuguese native member in the family (Bimingaham, Elvas..), knowing another language (Italian, Catalan...).

Here I would like to present an example of interviews for any answered in both languages.

ELEVENTH INTERVIEW

Name: Participant 11

Level of English: Advanced

Level of Portuguese: Intermediate

Results of the interview: Participant 11 is a sixteen-year-old boy that studies English and Portuguese. He really likes practicing English and making foreign friends However, he does not feel the same about Portuguese In addition, he is very inquisitive: he is always asking for new expressions to say to later use them with his friends. Although he does not read newspapers he collaborates in an extra-curricular subject consisting on creating their own newspaper and magazines. He seems so motivated with this project. He also dirges the group, helps and cheers classmates for team work.

TWENTIETH INTERVIEW

Name: Participant 20

Level of English: Intermediate

Level of Portuguese: Elementary - Intermediate

Results of the interview: Participant 20 is a sixteen-year-old that comes from another school and has studied Portuguese for three years. He likes Portuguese rather than English because he sees it very important for the future. What he likes most is translating "In the future I would like to use the English to translate. I want to translate in English and Spanish because I know them the most. However, I would not mind to know more languages (such as Italian and Portuguese) in order to understand/translate them to English and Spanish"

SEVENTY-SEVENTH INTERVIEW

Name: Participant 77

Level of English: Advance

Level of Portuguese: Intermediate

Result of the interview: She is a seventeen-year-old girl who really likes learning languages. Besides, she is really mature and responsible and she thinks about the English as a really important toll for her future. She tries to improve and learn about her mistakes and she does not give up in her learning.

NINETY-EIGHTH INTERVIEW

Name: Participant 98

Level of English: Intermediate

Level of Portuguese: Elementary

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Result of the interview: She is a sixteen-year-old pupil who is really interested in foreign languages because she really likes meeting people. She is really extrovert and she does not feel shy when she has to participate in the English class or ask questions.

ONE HUNDRED FIFTY-SIXTH INTERVIEW

Name: Participant 156

Level of English: Advance

Level of Portuguese: Elementary

Result of the interview: He is a seventeen-year-old student who wants to learn English and Portuguese. He really likes practicing it and participating in projects with the other students. He likes speaking in class.

As most of the factors have been "having contact with the language" and "knowing another language", I am going to focus on those aspects for the next two questions.

4. Do you have contact with English and Portuguese natives?

This is the fourth question of the interview and the pupils had to answer "Yes" or "No" and explain their personal situations.

First of all, I am going to take notes of those pupils who has contact with English and Portuguese natives. Then, I am going to value their level of English and Portuguese having into account their mark in Secondary (that I have obtained in the interview with their teachers) and taking into account the results from the aspects that I have valued in the observation of the English class and Portuguese class.

Just 27 pupils have had contact with English natives. It means that 133 pupils have not. If I consider the level of those pupils that have had contact with English natives I can appreciate that 5 pupils of them have the level "Intermediate" and 25 of them have the level "Advanced".

On the other hand, if I consider the level of those pupils that have not had contact with English natives I can appreciate that 18 pupils of them have the level "Elementary-Intermediate", 49 of them have the level "Intermediate", 22 of them have the level "Intermediate-Advanced" and 44 of them have the level "Advanced".

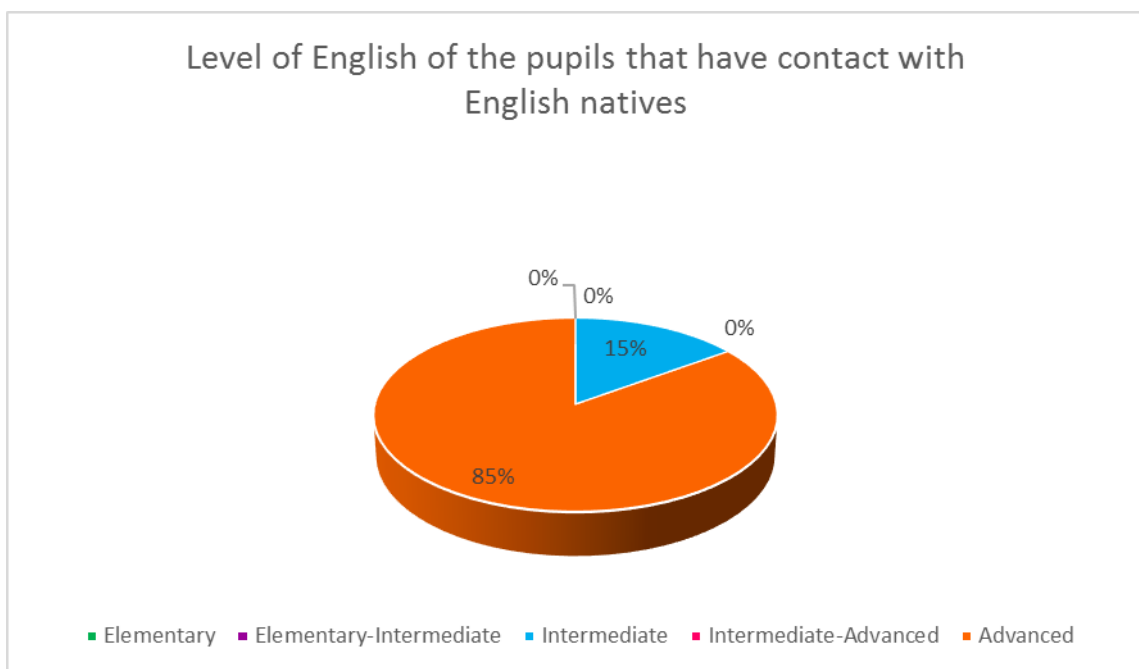


FIGURE 19. Level of English of the pupils that have contact with English natives

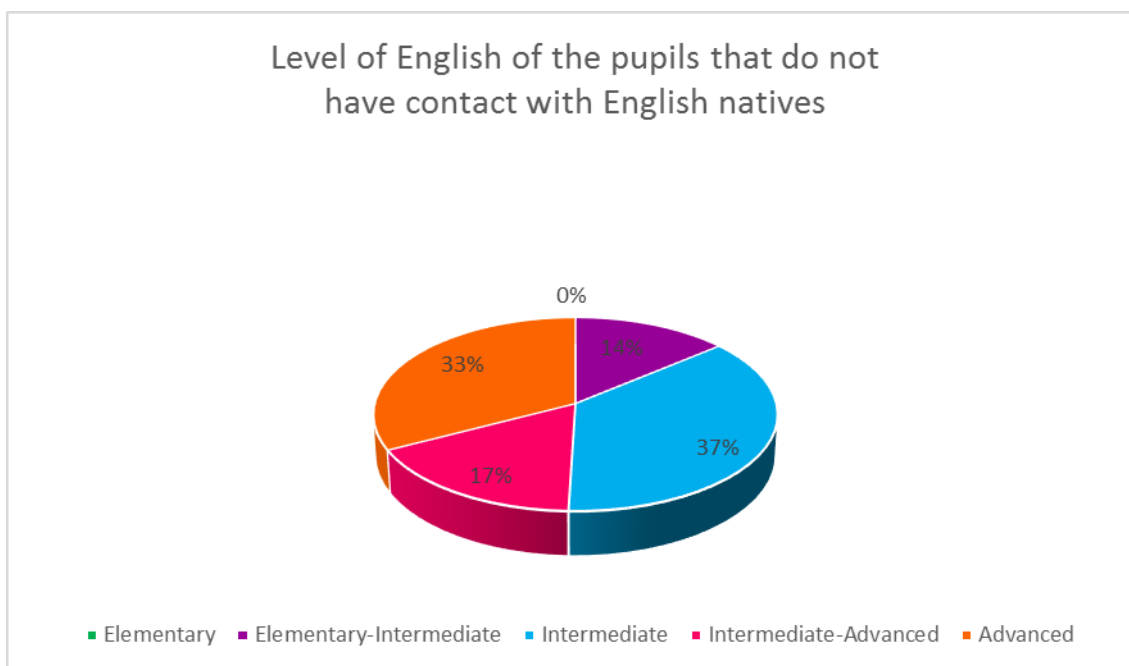


FIGURE 20. Level of English of the pupils that do not have contact with English natives

If we compare the two figures, we can see that the percentage of the pupils that have the level "Advanced" is higher in the sample that has contact with English natives (85% of the pupils that has contact with English natives has the "Advanced" level) than in the sample that does not have contact with English natives (33% of the pupils that does not have contact with English natives has the "Advanced" level). Then, the percentage of the pupils that have the level "Intermediate" is higher in the sample that has not contact with English speakers (37% of the pupils that does not have contact with English speakers has the level "Intermediate" and 15% of the pupils that has contact with English speakers has the level "Intermediate").

Finally, the levels "Elementary-Intermediate" and "Intermediate-Advanced" do not appear in the sample that has contact with English speakers. On the other hand, in the sample that does not have contact with English

speakers, the 14% of the pupils has the level "Elementary-Intermediate" and the 17% of the pupils has the level "Intermediate-Advanced". The level "Elementary" does not exist in any of the samples.

Here I would like to show some samples of interviews of the pupils that have had contact with English speakers. As we can see, the quantity and quality of contact with the English speakers has been different for any participant.

SEVENTEENTH INTERVIEW

Name: Participant 17

Level of English: Advanced

Level of Portuguese: Intermediate

Results of the interview: She studies English and Portuguese and she has a high level of English because she has been studying private lessons and also because she has participated in some school programs for exchange students. She is able to practice English in real context. As she says, she loves English and practices at home. "I speak with my brother in front of my mum because she cannot speak English, then we can speak the issue we do not want her to know", she says laughing out loud. Besides, she also participates in the newspaper (cross curricular subject) that the school offers. She

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works in the cinema column, so she has to watch a film every three weeks in order to write a review in her column. Besides, she loves reading. About her future, she is all clear: She does not see herself living in Spain. About Portuguese, she affirms that she does not like it and she does not try.

TWENTY-FIFTH INTERVIEW

Name: Participant 25

Level of English: Advanced

Level of Portuguese: Elementary – Intermediate

Result of the interview: She is a seventeen-year-old girl who really likes learning languages. She speaks with natives when she is in holidays with her parents but she is a shy and does not speak so much. She prefers speaking in the English class or in the private lessons as she has time to think about what to say.

ONE HUNDRED FIFTY-SEVENTH INTERVIEW

Name: Participant 157

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the interview: She is a seventeen-year-old girl who is really interested in learning foreign languages. She likes English overall, because her best friend has been in the United States for one year and she (her best friend) has an American friend, so she has met her and she has gone in holidays with her best friend, her family and her American girl for three weeks. This helps participant 157 to learn and practice the language in a real context. About the Portuguese language, she is used to hear it

because she is used to go at least once every month to eat in Elvas. She affirms that tries to order in Portuguese sometimes.

Having done this with the English language, I would like to proceed with the analysis for the Portuguese language.

As we observe in the interviews, just 18 pupils have had contact with Portuguese natives (As Badajoz is in the boundier with Elvas, a Portuguese city, we are just going to take into account the contact with the Portuguese speakers just speaking in Portuguese. It means thta 142 of t epupils has not spoken Portuguese with Portuguese natives. If I consider the level of those pupils thta have had contact with Portuguese natives I can appreciate that 5 pupils have the level "Intermediate" and 13 of them have the level "Advanced". On the other hand, if I consider the level of those pupils I can appreciate that 49 pupils of them has the level "Elementary", 35 of them has the level "Elementary-Intermediate" and 18 of them has the level "Intermediate-Advanced".

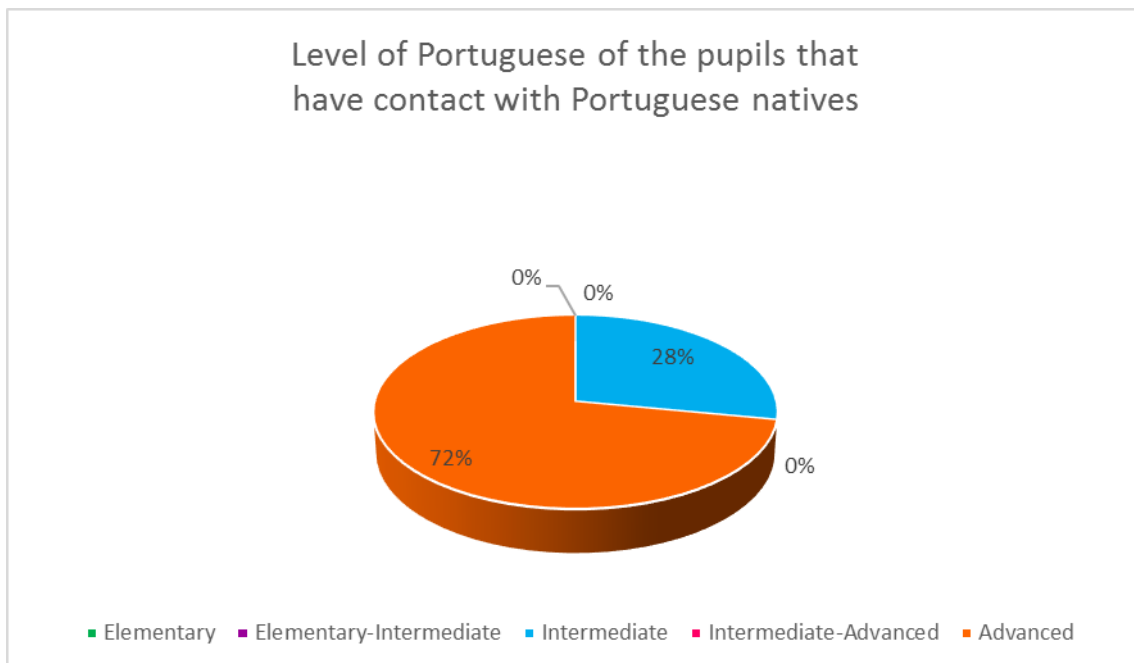


FIGURE 21. Level of Portuguese of the pupils that have contact with Portuguese natives

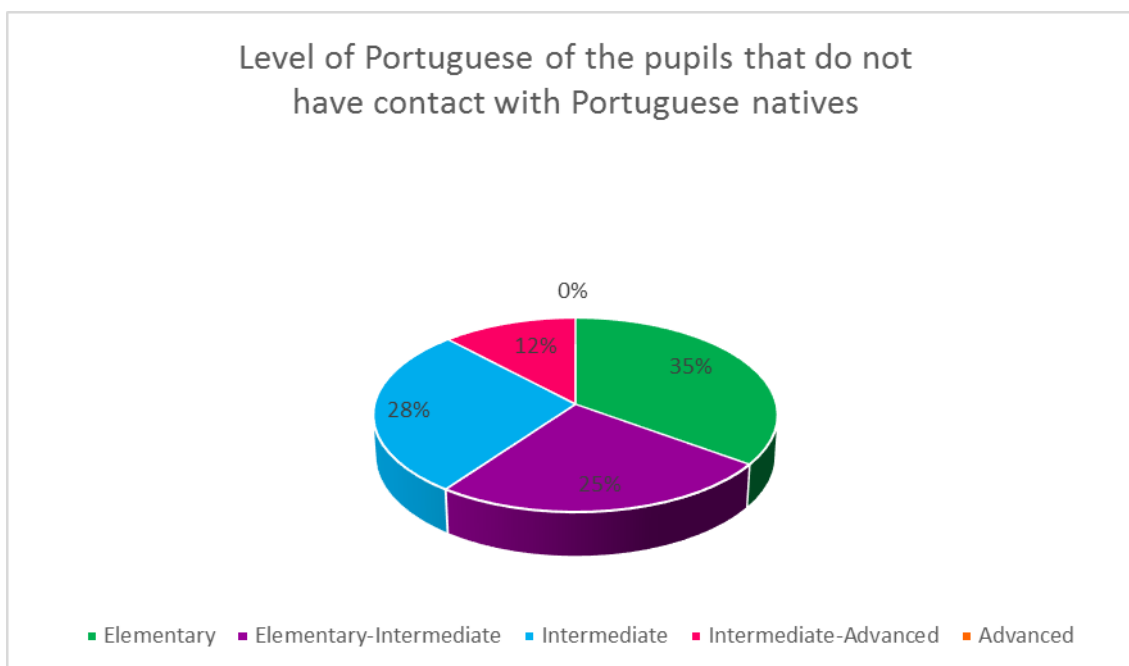


FIGURE 22. Level of Portuguese of the pupils that do not have contact with Portuguese natives

If we compare the two figures, we can see that the percentage of the pupils that has the level "Advanced" is 72% in the sample that has contact with Portuguese natives, while as this percentage does not appear in the sample that has no contact with Portuguese natives; the percentage of the pupils that have the level "Intermediate" is the same in the sample that has contact with Portuguese natives.

Finally, the levels "Elementary", "Elementary-Intermediate" and "Intermediate-Advanced" do not appear in the sample that has contact with Portuguese speakers. On the other hand, in the sample that does not have contact with Portuguese speakers, the 35% of the pupils has the level "Elementary", the 25% of the pupils has the level "Elementary-Intermediate" and the 12% of the pupils has the level "Intermediate-Advanced".

Here I would like to show some examples of interviews of the pupils that have had contact with Portuguese speakers.

THIRTY-NINTH INTERVIEW

Name: Participant 39

Level of English: Advance

Level of Portuguese: Advance

Result of the interview: He is a seventeen-year-old boy who likes practicing foreign languages. He used to go to a family house in England as exchange student, in July, then the English son comes with him to Spain. He also has a house in Lagos (Portugal), so they both go on holidays with the family. All this helps participant 39 to have a good level in both languages. In addition, he reads and watch TV in both languages. He is participant 115's brother.

As we can see, any participant has have different opportunities to practice Portuguese.

5. Do you know another languages different to Portuguese and English?

This is the fifth question of the interview and the pupils have to answer "Yes" or "No".

First of all, I am going to take notes of those pupils who speak another language different to Spanish. Then, I am going to value their level of English and Portuguese having into account their mark in Secondary as I did in the question above.

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Just 13 pupils speak other languages different to English and Portuguese. It means that 147 pupils do not speak any language apart from English, Portuguese and Spanish.

If I consider the level of those pupils that have contact with other languages I can appreciate that 4 of the participants have the level "Intermediate-Advanced" in English.

On the other hand, 4 of these pupils have, at the same time, the level "Elementary-Intermediate", then other 4 pupils have the level "Intermediate" and 5 of them have the level "Intermediate-Advanced" in the Portuguese language.

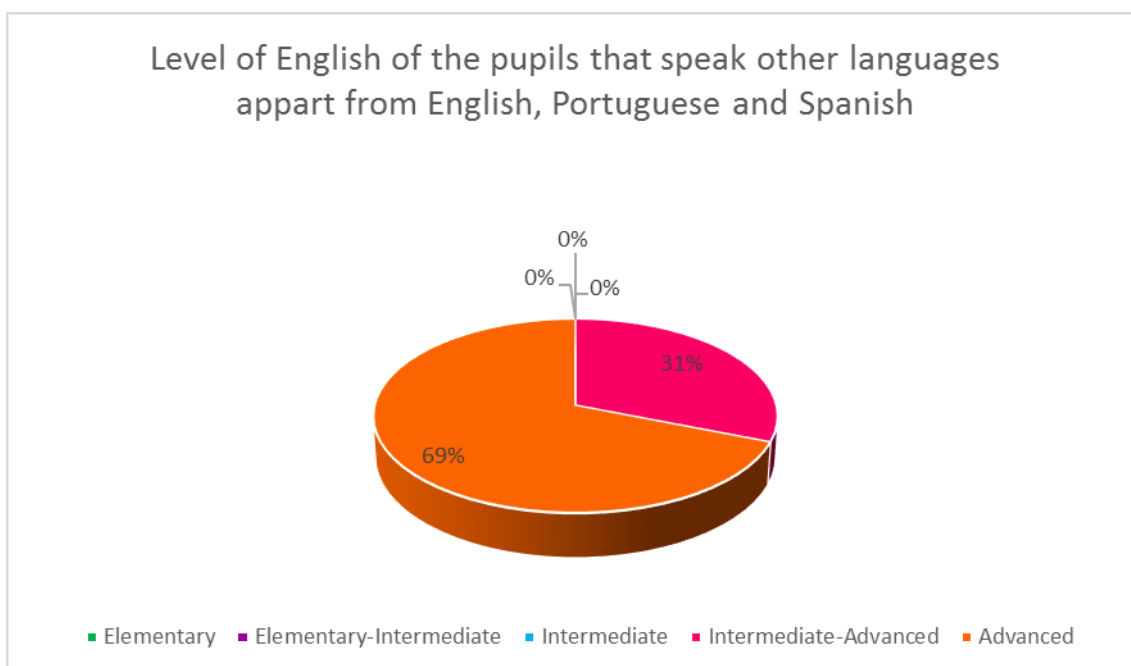


FIGURE 23. Level of English of the pupils that speak other languages apart from English, Portuguese and Spanish

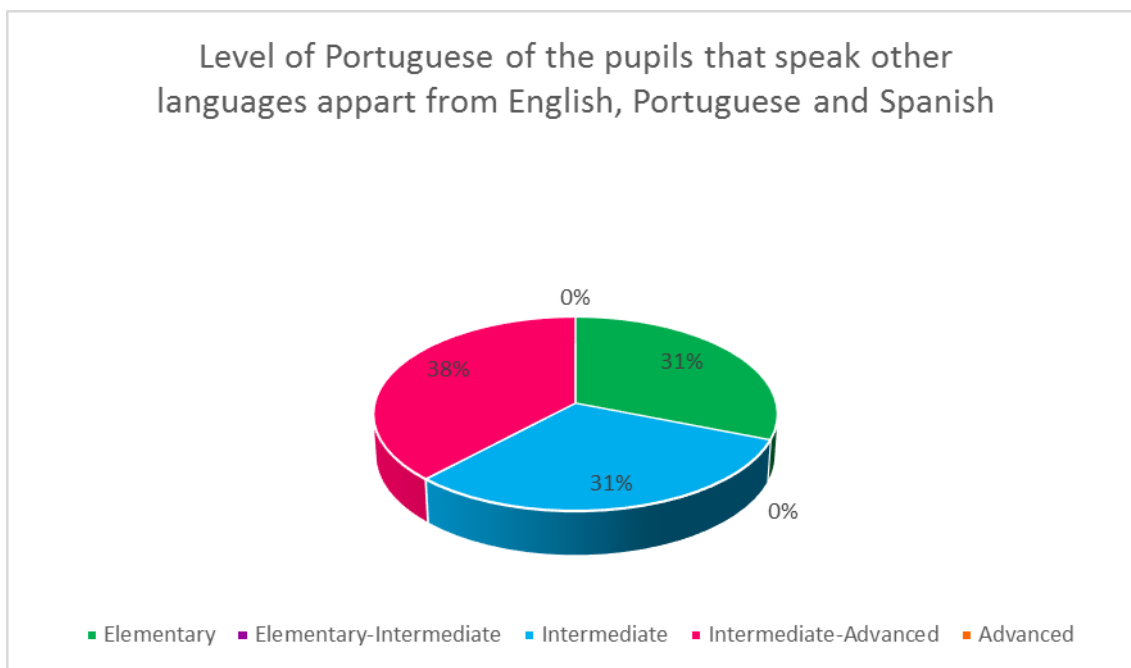


FIGURE 24. Level of Portuguese of the pupils that speak other languages apart from English, Portuguese and Spanish

If we compare the two figures, we can see that the percentage of the pupils that have the level "Advanced" is higher in the sample related to the English language learning (69% of the pupils that speak other languages apart from English, Portuguese and Spanish has the level "Advanced") than in the sample related to the Portuguese language learning, due to the fact that none of the pupils that speak other different languages have the level "Advanced" in the Portuguese languages.

However, as they have been studying English for a long time and Portuguese just for one year or two, and we observe that the level of English and Portuguese is high in both samples, we can conclude that learning more languages can help to the English and Portuguese learning.

As this is a qualitative study I would like to show some examples of interviews of the pupils that know other languages:

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FIRST INTERVIEW

Name: Participant 1

Level of English: Intermediate - Advanced

Level of Portuguese: Elementary - Intermediate

Results of the interview: Participant 1 is a sixteen-year old girl that studies English and Portuguese. She is Italian but she is living in Spain since she was three years old. Due to that, she speaks Italian and Spanish perfectly. In addition, she has studied English for ten years and this is the first year she is studying Portuguese. However, as we can see in the questionnaires she feels more comfortable with the Portuguese language than with the English language. It could be, probably, because as she speaks two Latin languages, she can rather manage to speak another Latin language than an Anglo-Saxon one.

FIFTH INTERVIEW

Name: Participant 5

Level of English: Intermediate

Level of Portuguese: Advanced

Results of the interview: She is a seventeen-year-old girl. She likes studying Foreign Languages, but she is really shy and does not collaborate in the English class because she feels bad when she has to speak or read in front of the class. Surprisingly, she tries to do it in L2 when nobody listens to her. She is more oriented to accuracy than for fluency. Due to that, she spends a long time when she is doing the tasks. When it comes to improve the written skills (R and W) she finds no problem but the oral skills (overall L) constitute a problem for her. About Portuguese the opposite applies. She is accurate because she is used to practicing it, although she speaks the Brazilian variety. Needless to say that it is a huge help if we take into account the L2 goal "To be able to understand and being understood in a L2". On the other hand, grammar learning is a chaos for her as Brazilian grammar is closer to Spanish grammar than Portuguese, promoting a negative interference. For instance, the indirect object

collocation in Brazilian is more similar to the Spanish one than to the Portuguese one. "Me chamo Sara" that is Brazilian is really close to "Me llamo Sara" in Spanish. On the contrary, it is different in Portuguese "Chamo-me Sara". Due to that, she gets really confused and nervous when she has to speak in class.

FORTY-THIRD INTERVIEW

Name: Participant 43

Level of English: Advance

Level of Portuguese: Intermediate

Result of the interview: She is a seventeen-girl who likes not just practicing the languages but also studying them. She likes taking part of conversations with natives and she enjoys when she can use them in real life. She studies English and Portuguese, but she also knows a little bit of French because her mother has lived in France for 15 years, however, she does not speak back in French when her mother talks, because the mother does it just when the French family is in Badajoz (and it does not happen very often).

NINETY- SECOND INTERVIEW

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Name: Participant 92

Level of English: Advance

Level of Portuguese: Intermediate - Advance

Result of the interview: He is a seventeen-year-old student who has a great talent for the foreign languages, over all, Latin languages, such as Portuguese and French. Besides, when he speaks Portuguese and French, he pronounces them with a nasal accent really similar to those languages. All this is because he has lived in Barcelona for 4 years and he learnt Catalan too, that is really similar to Portuguese and French accent. In addition, he is not shy and he is managed at the foreign languages to explain himself.

6. Do you practice English or Portuguese at home?

This is the sixth question of the interview and the pupils have to answer “Yes” or “No” again. As I did before, I am going to gather the answers and compare the level of those pupils that practice the language at home.

As the interviews indicate, just 18 pupils practice English at home (the 11% of the participants) and 13 pupils practice Portuguese at home (the 8% of the participants).

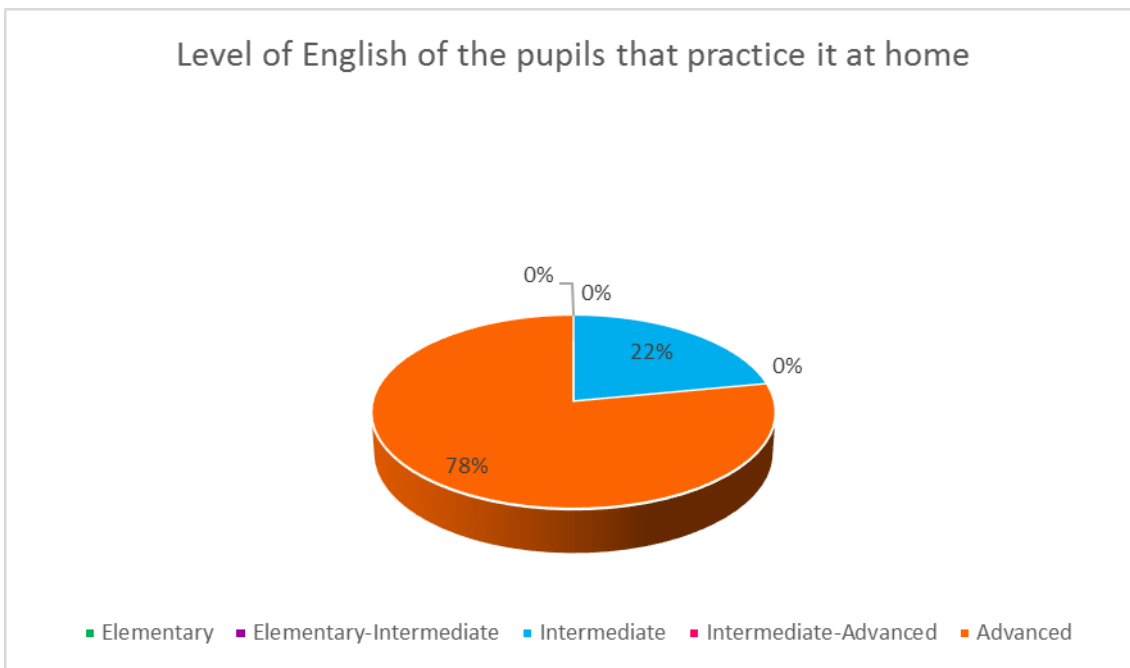


FIGURE 25. Level of English of the pupils that practice it at home

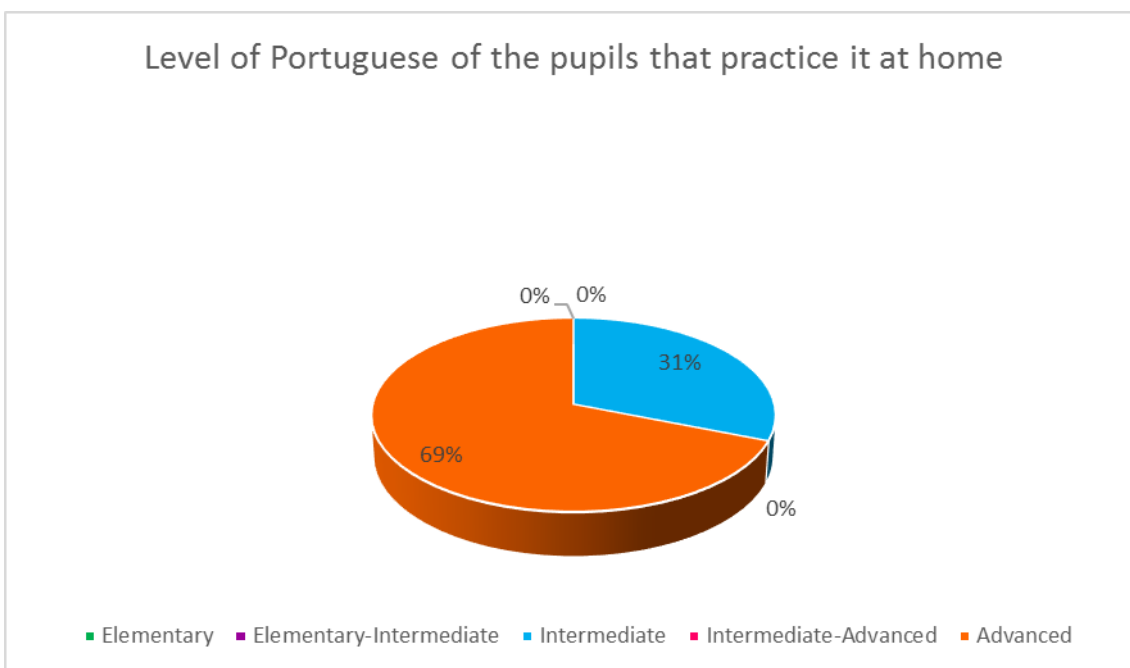


FIGURE 26. Level of Portuguese of the pupils that practice it at home

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If we compare the two figures, we can see that the percentage of the participants that have the level “Advanced” is higher in the sample related to the English practice (78% of them) than in the sample related to the Portuguese practice (60% of the participants). Nevertheless, the level of English and Portuguese is higher for the pupils that practice the language at home, this is, and practicing the languages at home helps to the English and Portuguese learning.

The reason and the members whose they practice English, Portuguese or another foreign languages at home are different in any case. Here I would like to present some examples:

THIRTEENTH INTERVIEW

Name: Participant 13

Level of English: Advanced

Level of Portuguese: Intermediate

Results of the interview: She is a sixteen-year old girl. She speaks English and Portuguese very well because she practices with her family. Although she is very good at those two languages, she gets very bored because her level is higher (overall in Portuguese) and she gets distracted and is not very participative. However, she has got problems with writing (W): she is not good at spelling in English and has troubles with Portuguese symbolic accents (´, ^ and `) because she does not read often.

FIFTY-THIRD INTERVIEW

Name: Participant 53

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the interview: She is a sixteen-year-old girl who likes studying languages. She really likes English and she goes to private lessons to improve her level. Her mother is also an English teacher, so she takes advantage of it and she speaks sometimes with her in English, overall the day before the exam, as she affirms.

ONE HUNDRED FIFTEENTH INTERVIEW

Name: Participant 115

Level of English: Advance

Level of Portuguese: Advance

Result of the interview: She is a seventeen-year-old student who likes learning foreign languages. She also feels so happy learning them because she uses them when she goes on holidays with her parents. Her parents are both of them English teacher and the whole family watches TV, films and series in original version. Besides, she has some family (mother's cousin) in Lagos (Algarve) and she goes sometimes and practices Portuguese too. In addition, she also goes to private lessons. She is participant 39's sister.

ONE HUNDRED FORTY-SEVENTH INTERVIEW

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Name: Participant 147

Level of English: Advance

Level of Portuguese: Intermediate

Result of the interview: She is a seventeen-year-old student. She likes learning languages so much and she studies every day. She also goes to private classes and she has spent time in England because she has some family there. Her aunt speaks Spanish, but her cousins and her uncle just speak English, She is used to communicate in English with them since she is very young.

- Conclusion about the interviews

Having fulfilled the interviews, I have observed that the participants think that both languages are difficult, but Portuguese is still considered a little bit more difficult for a few of them.

In addition, they have fun in both languages classes and they think that learning foreign languages is important. However, most of them admit that they study English because its importance and Portuguese just because they like it.

As they are in a bilingual school, they have contact with English natives, but they also have the opportunity to have contact with Portuguese natives

crossing the boundaries (really closed to the city of Badajoz). In this research, just 27 pupils that have had contact with English natives outside the school have dared to speak in the L2 (English) with them and 18 pupils that have had contact with Portuguese natives outside the school have dared to speak in the L2 (Portuguese) with them. Those pupils who have had contact with the speakers of the L2 possess the “Advanced” or “Intermediate” levels in these languages.

As a conclusion, we understand that the effect of the socio-cultural setting on the learner’s language and the relationship between the target language communities has their manifestation in their language learning.

As we can perceive after the interviews, knowing another language (additional to the mother tongue Spanish) helps in the L2 learning too. Due to the fact of that, 13 pupils that speak another additional language have regularly “Advanced” or “Intermediate” levels. My opinion is that it helps to acquire grammar and vocabulary because those learners are used to switch language and to use (at least) two different words for any concept, what helps to store new words from a L2.

I would like to point out that although they have more contact with Portuguese natives and their community than with English natives and their community, the participants are more likely to use the English as L2 than the Portuguese as L2 when communicating with speakers of the language. However, as it is a qualitative research and I pay much attention to the personal details, I would like to highlight that most of the participants have affirm that are forced to use the English with native speakers if they want to be understood in

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the English community, but they do not feel the same need in the Portuguese community, because they achieve communication either using Spanish or “Portunhol”. We can say that necessity increases and motivates the ability to speak the L2. Having this into account, we understand that it is not the contact with the community what helps learners to improve the L2, but the practice of it.

To sum up, the participants of this investigation are motivated toward the language. For this reason, although the most of them seem to have higher preferences toward the English than toward the Portuguese language learning, it has to be considered that Portuguese language learning has been chosen while as English language learning has been imposed. Nevertheless, they practice them with effort to learn both of them. Portuguese is also considered more difficult than English, but it could be due to the fact that it is almost new language learning for most of them.

5.6.5. Questionnaires about Learning Preferences

Secondly, two questionnaires were given to participants: Questionnaire I: “How do you feel when you speak English?” dealt with English language, and Questionnaire II: Data collected about attitudes toward the study of a Second Language, (Seliger and Shohami, 1989) compares their learning process about the two languages, English and Portuguese.

As they are in a bilingual school and the language that they used the most is English, the first questionnaire is going to be just about this language.

5.6.5.1. Questionnaire I: “HOW DO YOU FEEL WHEN YOU SPEAK ENGLISH?”

In this questionnaire, the pupils are going to fill up questions about: attitudes and motivation toward the English and the development of attitudes. They have to grade their answer from 1 to 5 being 1 “strongly disagree” and 5 “strongly agree”.

* Attitudes and Motivations

This is the first part of the questionnaires and it is composed by 3 questions:

1. Are you interested in the English class?

This is the first question from the questionnaire and the pupils can describe their interest in English.

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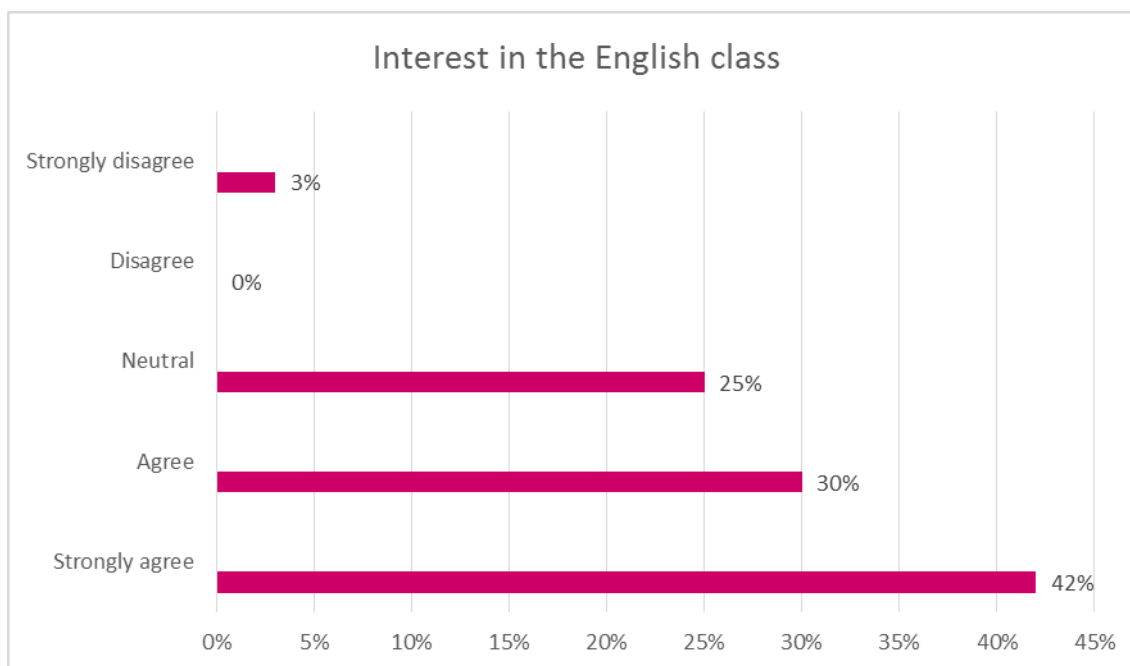


FIGURE 27. Interest in the English class

Just 4 of the pupils are not really interested in the English class, 40 of them are neutral, 49 of them are interested and 67 pupils affirm to be really interested. As we observe in the figure 27 most of the pupils are very interested in the English learning.

The reasons and the members whose are motivated in the English languages class are different in any case. Here I would like to present some examples: (We can see that part related to this variable is highlighted)

FIFTY-SECOND QUESTIONNAIRE

Name: Participant 52

Level of English: Intermediate

Level of Portuguese: Intermediate

Result of the questionnaire: Her interest toward the English is just medium. She would like to know more English and she feels respect for the English speaking people. She also values team work and co-operative learning. She does not even feel enthusiastic about taking part in communicative situations with native speakers and she does not even feel confident with the foreign languages. Due to the fact of that, she tends to switch to her own language and she never asks for clarifications. However, although she does not like the subject at all, she is really positive and she affirms that she feels goods because she is learning something new. She is a little bit shy and she feels hesitant when the native speakers come to class. She prefers learning Portuguese than English or any other languages more similar to Spanish. She affirms that she wishes to study more French. The activity that she wishes to study more is French. The activity that she does in order to improve foreign languages is reading books.

2. Do you like English? Do you enjoy studying, practicing and learning it?

This is the second question of the questionnaire in which the pupils are going to mark whether they like the English subject and their level of practice.

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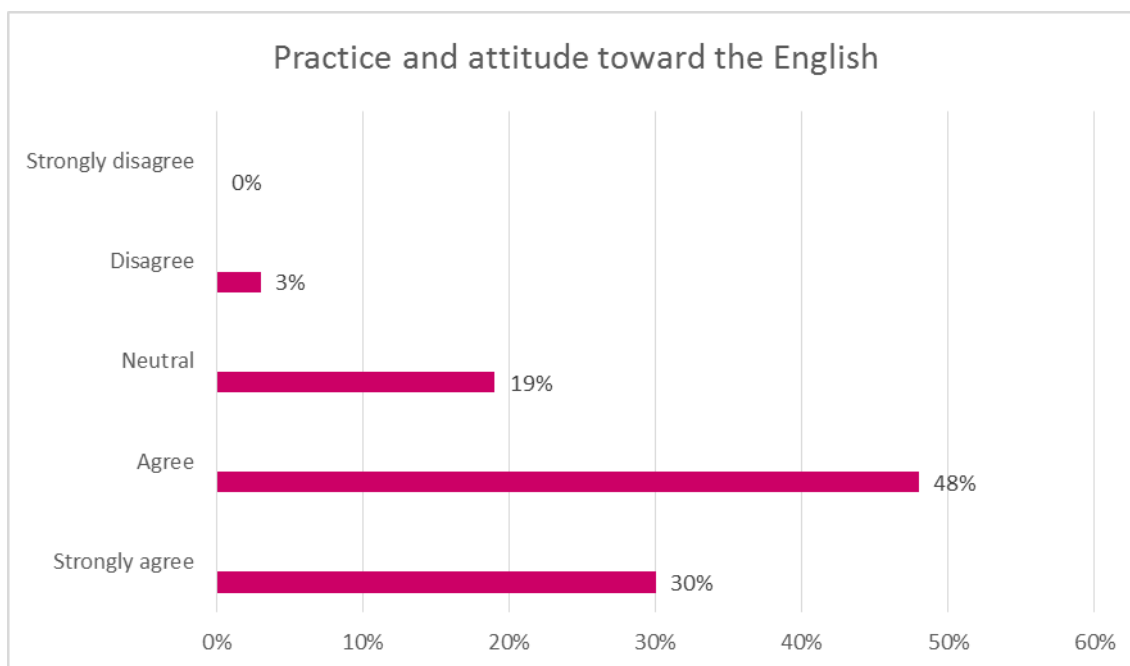


FIGURE 28. Practice and attitude toward the English

As we can see, 4 of the pupils do not really like English, 31 of them are neutral, 76 of the participants affirm that they like and practice English and just 49 of them like and practice it very much.

Here we can see some samples of the dates gathered in some of the interviews related to this variable (the hightlighted part overall):

EIGHTY-THIRD QUESTIONNAIRE

Name: Participant 83

Level of English: Advance

Level of Portuguese: Elementary - Intermediate

Result of the questionnaire: She is interested in the English class and she wishes to study and practice the language more and more, she likes English and enjoys studying it. She appreciates their social habits and she also values team work and co-operative learning. She also feels enthusiastic about using English and taking part in communicative situations with native speakers. Although when she is in class she tries to avoid conversations, she affirms that English is a very important subject and she feels very comfortable when she practices with other students. However, she sometimes feel hesitant because she needs to improve orally and learn more vocabulary to have fluently conversations. She does not want to learn other languages. She prefers to have a higher level in English and Portuguese. The activities that he does outside class in order to improve the foreign language are reading newspapers, watching TV and reading books.

3. Do you feel motivated to study English outside the class?

This is the third question that we find in the questionnaire and it is related to the participants' motivation toward the English learning outside the class.

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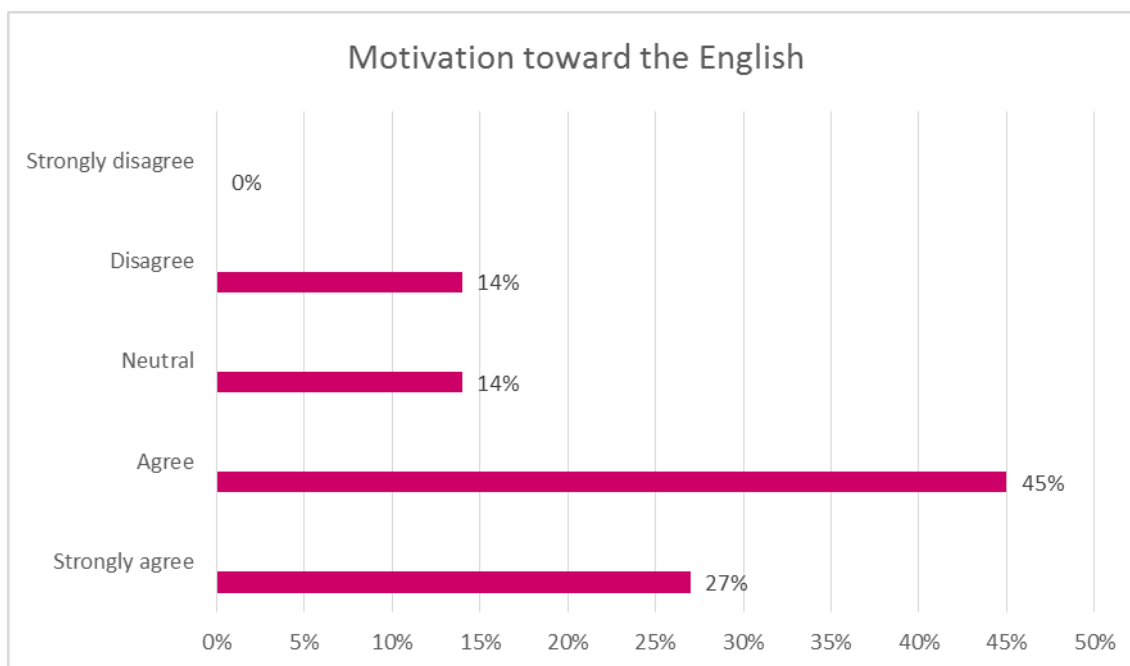


FIGURE 29. Motivation toward the English

As we can observe, the percentages of the pupils are very similar in almost all the grades: 22 pupils are not really motivated toward the English, other 22 are neutral, 72 of them affirms to have motivation toward this language and just 44 of them are very motivated to study English outside the class.

ONE HUNDRED THIRTY-THIRD QUESTIONNAIRE

Name: Participant 133

Level of English: Elementary - Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: Participant 133 is interested in the English class and motivated toward the language. She feels respect toward the foreign speaking people and she appreciates their social habits more easily. She also appreciates the importance of autonomous learning and tries to learn as much as possible. According to her, learning grammar structures is difficult but also important. When she meets natives, she usually avoids conversations and switches to Spanish. She gets shy and so that she does not even asks for clarifications. The thing that she likes the most in the class is playing games. She affirms that when she uses the foreign language in a conversation with native speakers, she feels really uncomfortable. After class, she admits that she does not do anything in order to improve language learning.

ONE HUNDRED FOURTY-NINTH QUESTIONNAIRE

Name: Participant 149

Level of English: Intermediate – Advance

Level of Portuguese: Intermediate

Result of the questionnaire: Participant 149 is interested in the English class and she wishes to study and practice the language more. She feels motivated and she does her best to practice outside the classroom. She affirms that she values team work and cooperative learning. She also thinks that grammar structures are important. She likes talking and although she is shy, she admits that she rarely tries to avoid conversation and she sometimes tends to swathes to her native language. She comments that learning a language is very important and pleasant and that the best thing is speaking with her partners. She affirms that when she has the opportunity to hold a conversation with a native speaker, it is interesting trying it. After school, she watches TV and she reads books in the language.

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* Development of Attitudes

This is the second part of the questionnaire and it is composed by 6 questions:

4. Do you feel respect for English speaking people?

This is the fourth question of the questionnaire and it is related to the participants' respect toward the English and their native speakers.

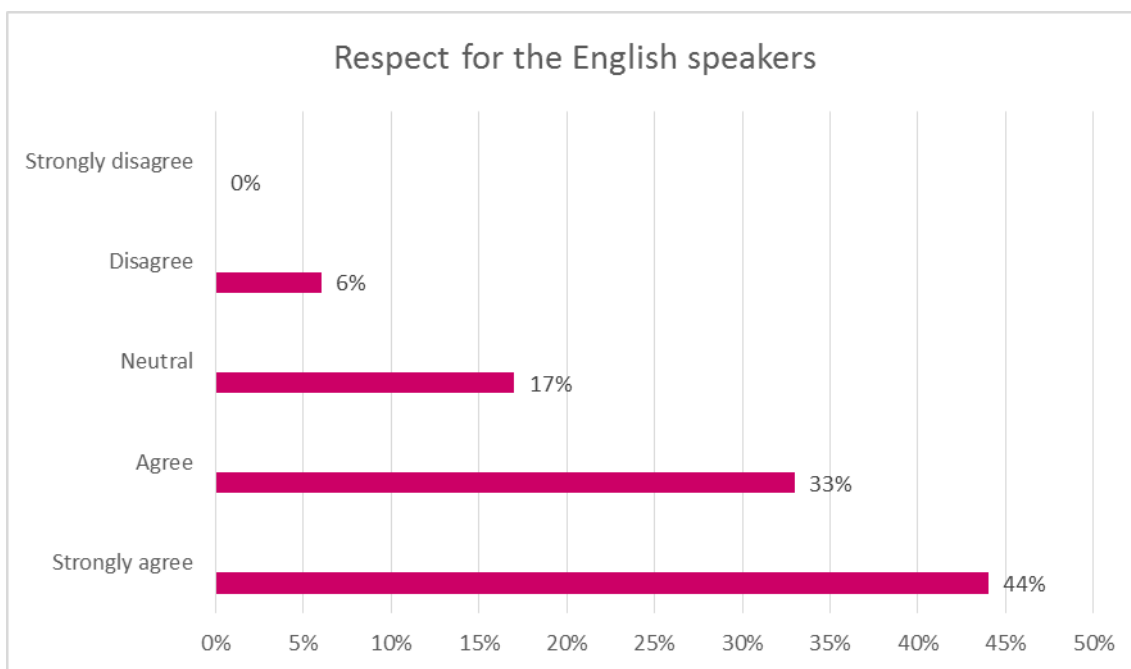


FIGURE 30. Respect for the English speakers

As we appreciate, just 9 of the pupils affirm to not have very much respect for the English speakers, 27 of them are neutral, 53 of the participants have respect for the English speakers and 71 of them respect the English speaker very much. We can say that most of the pupils respect the English speakers very much.

SIXTY-FOURTH QUESTIONNAIRE

Name: Participant 64

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: She is not really interested in foreign languages at all, although she does her best to practice and learn. She feels respect for English speakers and she appreciates their social habits. She likes learning although co-operative processes rather than taking part in communicative situations with native speakers, although she feels confident and she likes using it more and more.

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ONE HUNDRED THIRTY-FIFTH QUESTIONNAIRE

Name: Participant 135

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: She likes English and she likes studying it, practicing and learning it. She feels more respect for English speaking people and she feels enthusiastic about using English and taking part in communicative situations with native speakers. She also feels confident with foreign languages and she wants to use them. However, she sometimes avoids conversations and switches to Spanish. She also thinks that learning grammar structures is boring, but as she is interested in learning, she asks questions for clarifications. She does not like talking in public and she comments that she feels bad when she has to speak in front of the class. According to her, the best thing about the language class is singing songs. When she is with native speakers she gets afraid of saying something stupid. She affirms that she prefers Latin languages and in the future she would like to learn Italian. After the school, she does not do any activity to improve a foreign language.

5. Do you appreciate their social habits?

This is the fifth question of this questionnaire in which the pupils are going to grade their appreciation for the English social habits.

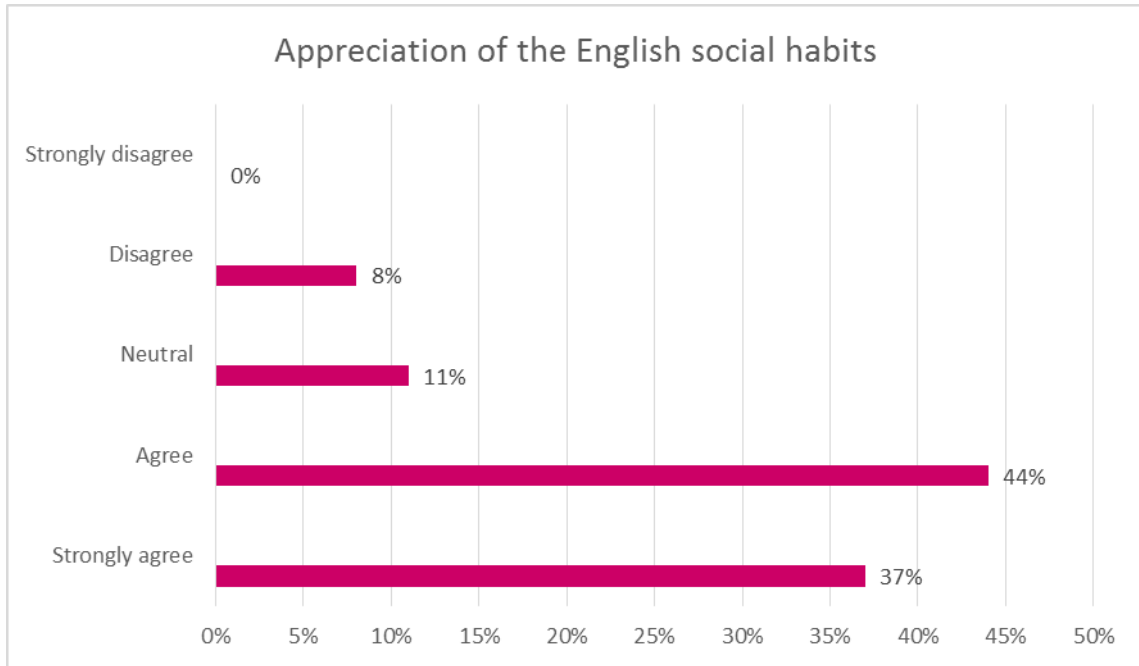


FIGURE 31. Appreciation of the English social habits

In this figure we see that most of the pupils appreciate the English social habits. This is, 13 of the pupils has marked that they do not appreciate the English social habits, just 18 of them are neutral, 71 of the participants affirm that they appreciate the English social habits and 58 of them appreciate the English social habits very much.

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NINETY-EIGHTH QUESTIONNAIRE

Name: Participant 98

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: Participant number 98 is kind of interested toward the foreign languages. She affirms having respect for foreign speakers and she appreciates their social habits. In addition, she values team work and co-operative learning. He also feels enthusiastic about using English and taking part in communicative situations with native speakers. Besides, she appreciates the importance of autonomous learning and she tries to learn by herself as much as possible. She does not avoid conversations, but she sometimes tends to switch to her native language. She also asks when she needs clarifications because she is interested in learning. She prefers oral skills, in fact, she comments that the best thing about her language class is having conversations and she affirms that when the language assistant comes to the foreign language class she feels enthusiastic. She does not do any activity to improve the language outside class.

6. Do you value team work and co-operative learning?

This is the sixth question of the questionnaire and it is related to the value of team-work and co-operative in the English learning.

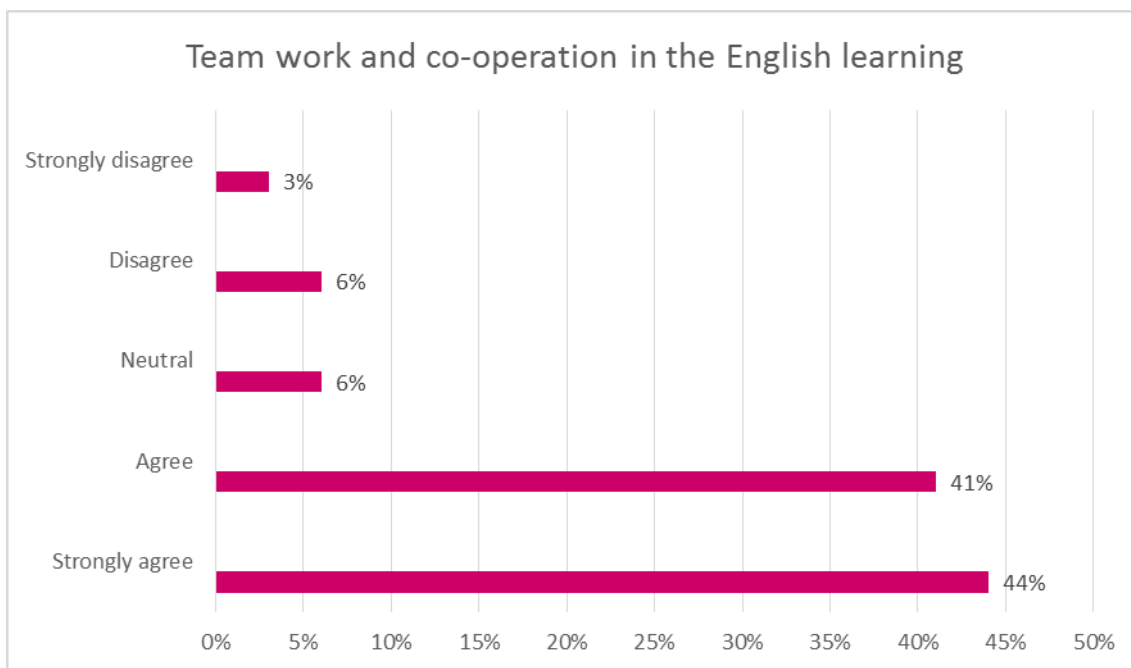


FIGURE 32. Team work and co-operation in the English learning

7. Do you feel enthusiastic about using English and taking part in communicative situations with native speakers?

This is the seventh question of the questionnaire in which the pupils have to grade how much they use the language with native speakers.

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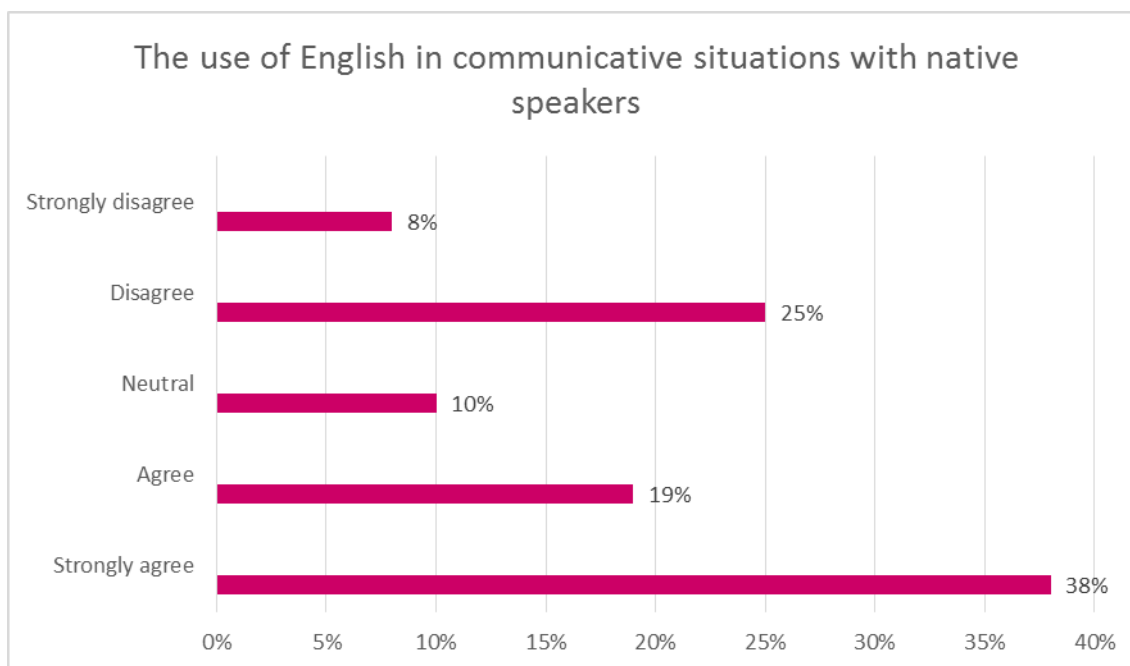


FIGURE 33. The use of English in communicative situations with native speakers

As we observe in the figure 33, most of the pupils feel enthusiastic when they speak with English native speakers. However, the percentage of them who do not feel enthusiastic speaking with natives is still very high. There are 13 participants that affirm that they do not feel enthusiastic taking part in communicative situations with English speakers, 40 of them who do not feel very much enthusiastic about it, 16 of them that are neutral about speaking with natives, 31 of the pupils feel enthusiastic and 60 of them feel very much enthusiastic about taking part in communicative situations with native speakers.

As the valuemment of team-work and co-operative learning and the grade of enthusiasm is different for any participant when they take part in communicative situations, I would like to present some samples of the questionnaires:

ONE HUNDRED THIRTY-SECOND QUESTIONNAIRE

Name: Participant 132

Level of English: Intermediate

Level of Portuguese: Elementary - Intermediate

Result of the questionnaire: He is interested in the English class and he wishes to study to learn more. He values team work and co-operative learning and he feels enthusiastic about using English and taking part in communicative situations with native speakers. So that, he does not avoid conversations or switches to his native language. He thinks that learning grammar structures is important and so he always asks for clarifications. In fact, he confirms that the best thing about the language class is to learn grammar structures. However, he admits that he sometimes feels bored but when he is, he still tries to pay attention. Although he likes speaking during the class with the regular English teacher, he affirms that he usually does not feel confident when he has to speak in class with natives because he needs to pay attention to understand the conversation completely. After school, he reads books in foreign languages in order to improve the languages.

8. Do you feel confident with English and do you like to use it orally or in writing?

This is the eighth question of the questionnaire and it is related to the participants' confidence toward the written and oral language.

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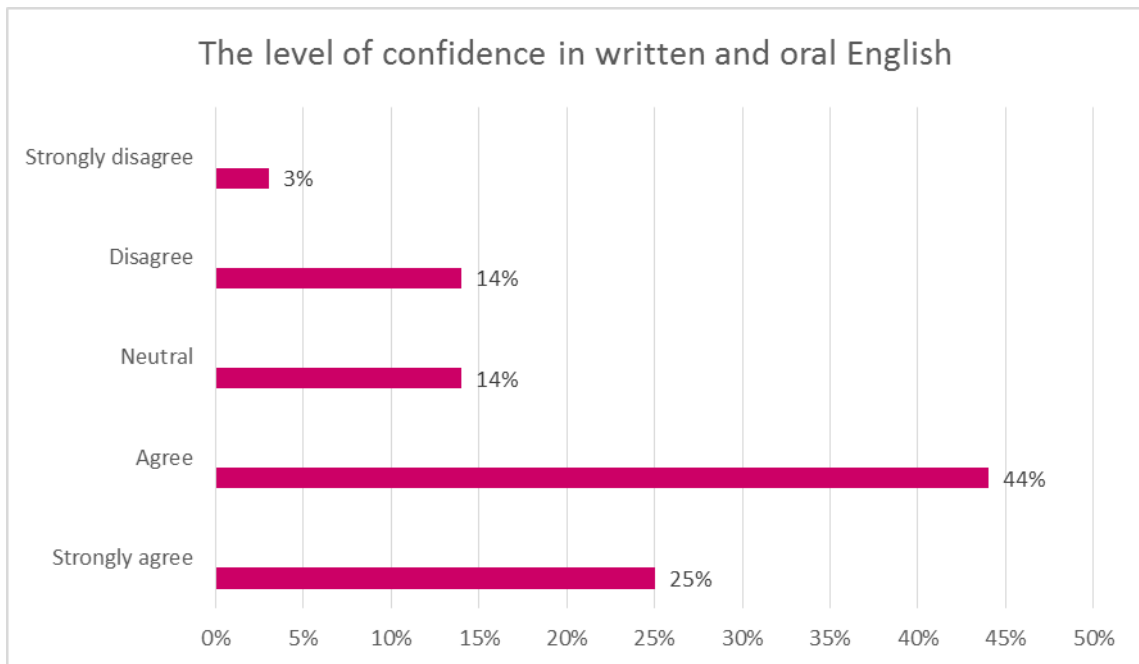


FIGURE 34. The level of confidence in written and oral English

In this figure, we can see that most of the pupils have a considerable level of confidence when using English orally or writing. However, 4 of them affirm to not feel confident with written or oral English, 22 of the them do not feel very confident about it, 23 of them are neutral and, then, 71 of the participants feel confident while as 40 affirm to feel very confident with English when they have to use it orally or in writing.

SEVENTEENTH QUESTIONNAIRE

Name: Participant 17

Level of English: Advanced

Level of Portuguese: Intermediate

Results of the questionnaire: She likes English and enjoys practicing, not just in class, but also outside. She feels very enthusiastic about the English and taking part in communicative situations with native. She likes to use it orally and in writing autonomously (by herself). About grammar structures, she thinks that it is important to study a FL, she asks for clarifications. Her attitude towards English is positive. However, concerning her preferences, she thinks that she wants to work abroad. Besides she says that English is less difficult for her: "To me it's easier to read a text in English than in Portuguese and I understand better in English. She thinks that the best thing in the English class is "the interactive groups" because pupils play games and practice the languages more than in class. The activities that she practices outside school are: reading newspapers, talking on the phone to native-speakers, watching TV and reading books.

9. Do you appreciate the importance of autonomous learning and try to learn by yourself?

This is the last question of the questionnaires and it is related to the autonomous learning in English.

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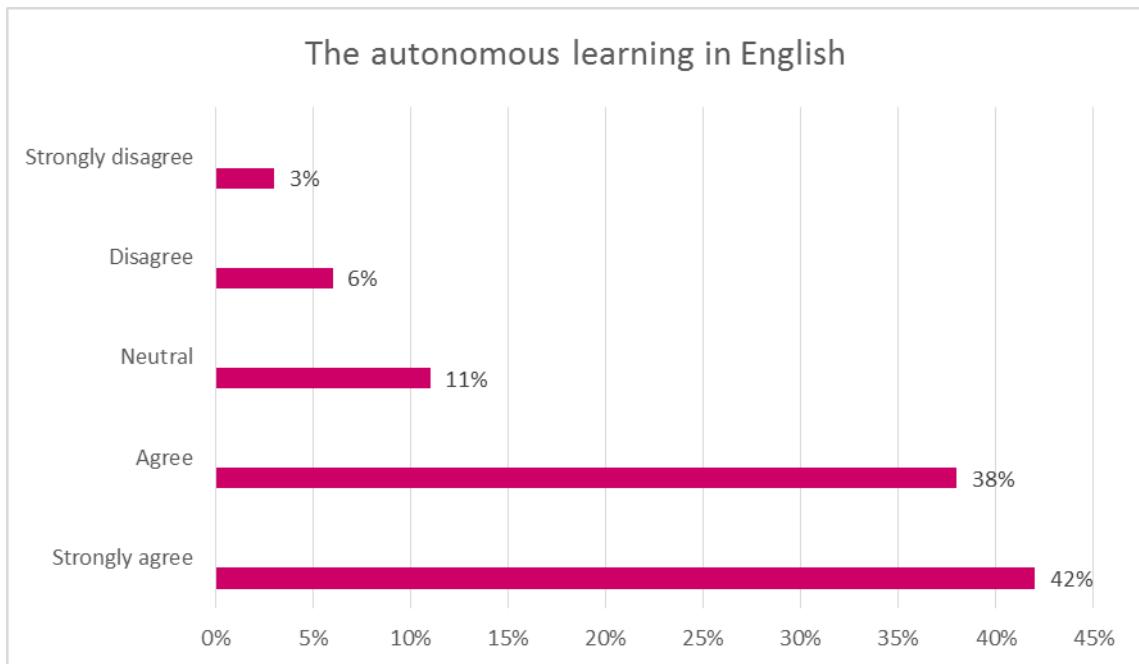


FIGURE 35. The autonomous learning in English

As we can observe, 4 of the pupils do not appreciate the importance of autonomous learning, 6 of them do not really appreciate the autonomous learning, 18 of them are neutral and 61 of the participants of the investigation think that the autonomous learning is important while 68 of them think that it is very important and they try to learn by themselves as much as possible.

I have also taken personal notes of the questionnaires and you can see some of these notes in the three first paragraphs of these examples:

ONE HUNDRED FOURTY-SIXTH QUESTIONNAIRE

Name: Participant 146

Level of English: Elementary - Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: The participant 146 is not really interested in the English class and she does not practice outside the classroom. She affirms that she does not value team-work either and she does not take part in communicative situations with native speakers. She does not appreciate the importance of autonomous learning and does not try her best to learn as much as possible. However, she agrees that learning grammar structures is important and in fact, it is the best thing in the language class for her. When she meets speakers of the language, she sometimes avoids conversations and also switches to her mother tongues. She affirms that when she is in the conversation, she feels strange and shy. On the other hand, she comments that she asks for clarifications when she does not understand. She feels more comfortable with the written skills. She describes that when she reads a text, she feels that she knows more than what she thinks. She just speaks Spanish at home and she would like to speak more languages in the future. As she feels more comfortable with the written skills, the activities that she does after the school in order to improve are reading books in English and Portuguese.

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ONE HUNDRED FIFTY-FIFTH QUESTIONNAIRE

Name: Participant 155

Level of English: Advance

Level of Portuguese: Elementary - Intermediate

Result of the questionnaire: Participant 155 is interested in the English class and she wishes to study and practice the language more and more in order to learn it. She appreciates the importance of the autonomous learning and tries to learn by herself as much as possible. She affirms that when she uses a foreign language in a conversation, she feels sometimes hesitant and sometimes comfortable. She admits that learning grammar structures is challenging, and when she does not understand she asks questions for clarifications. When meeting speakers of a language, she rarely tries to avoid conversations and rarely tends to switch to Spanish. She comments that she feels good studying the language and in fact she would like to continue studying it in the future. According to her, the foreign language class is great but she would like to learn more familiar content. About speaking with natives, she feels comfortable just when she can understand the native speaker. She is really interested in learning the both languages and she would like to learn more languages, especially German, The activities that she does after school are watching TV and reading books.

Having seen the results from the Questionnaire I, I would like to continue with the Questionnaire II that is related to both languages (English and Portuguese).

5.6.5.1. Questionnaire II: DATA COLLECTED ABOUT ATTITUDE TOWARD THE STUDY OF A SECOND LANGUAGE

In this questionnaire the pupils are going to answer questions about their feelings in a conversation with a native speakers, the role of grammar in the English and Portuguese learning, their behaviour when they meet speakers of the language.

1. How do you feel in using the foreign language?

This is the first question of the questionnaire and it is related to the pupils' feelings when they used the foreign language. They can choose between 5 options (hesitant, comfortable, confident, talkative and co-operative) and 4 degrees (strongly disagree, agree and strongly agree). The participants of the investigation have to mark with an "E" their feelings about the English language and with "P" their feelings about the Portuguese language.

In order to analyse this question I am going to focus firstly on the English language and I am going to look at the options one by one indicating the percentage of the pupils that have mark the option and the degree of it.

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* Using the English language in a conversation; I feel...

- Hesitant

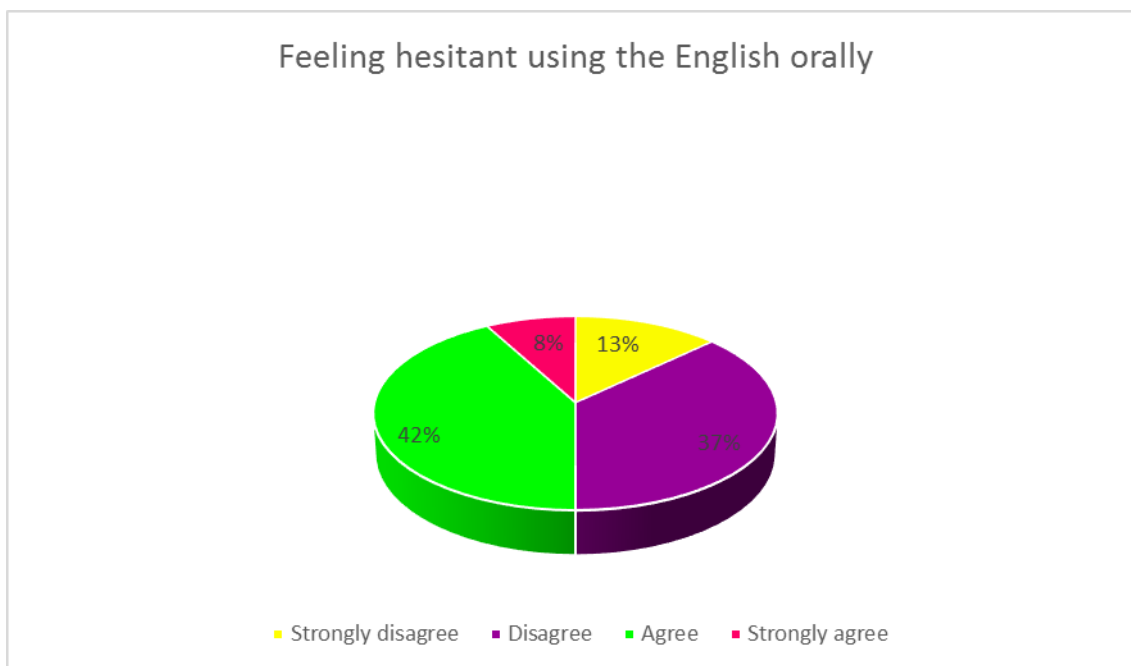


FIGURE 36. Feeling hesitant using the English orally

As we can see in the questionnaires, 21 of the pupils strongly disagree on feeling hesitant, 58 of them disagree about it, 68 of the participants agree about and 13 of them strongly agree about it when using English orally.

- Comfortable

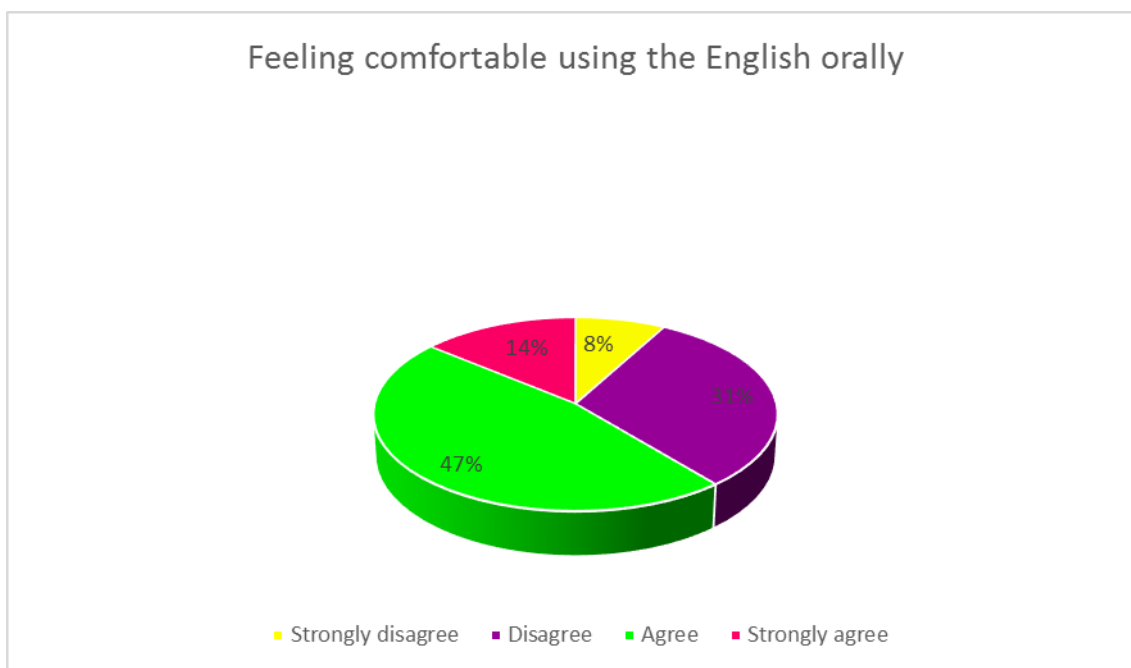


FIGURE 37. Feeling comfortable using the English orally

As we can see in the questionnaires, 13 of the participants strongly disagree on feeling comfortable, 50 of them disagree on it, 75 of them agree on it and 22 of the pupils strongly agree about feeling comfortable with the oral English.

- Confident

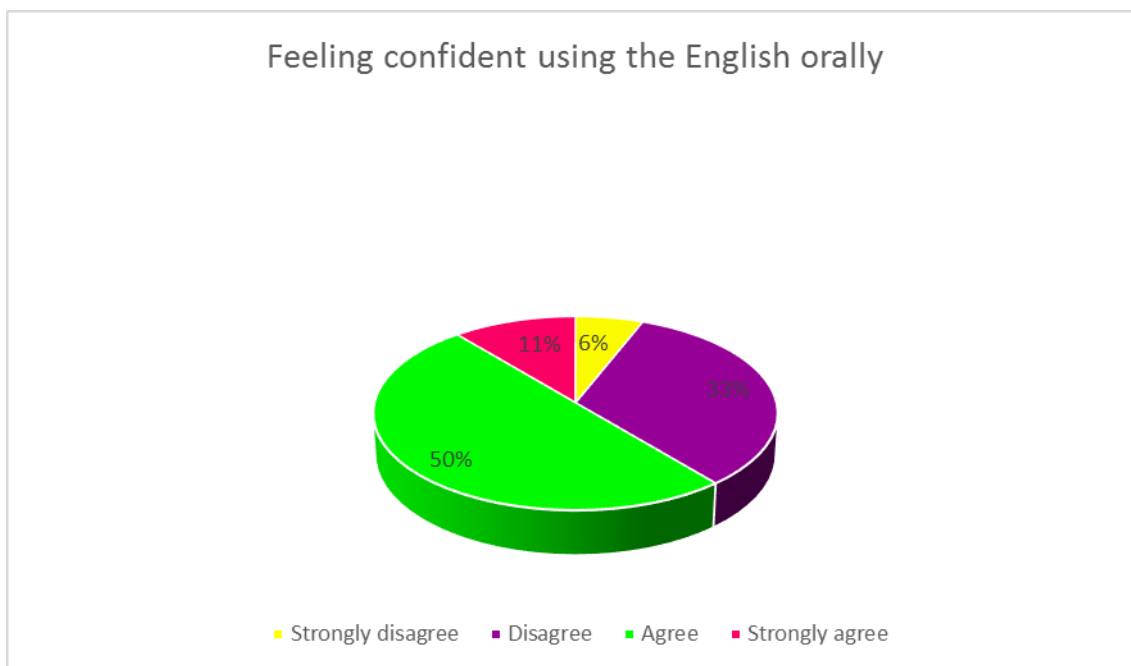


FIGURE 38. Feeling confident using the English orally

As we can see in the questionnaires, 9 of the pupils strongly disagree on being confident when they speak in English, 53 of them disagree about it, 80 of them agree and 18 of the participants strongly agree on being confident about it.

- Talkative

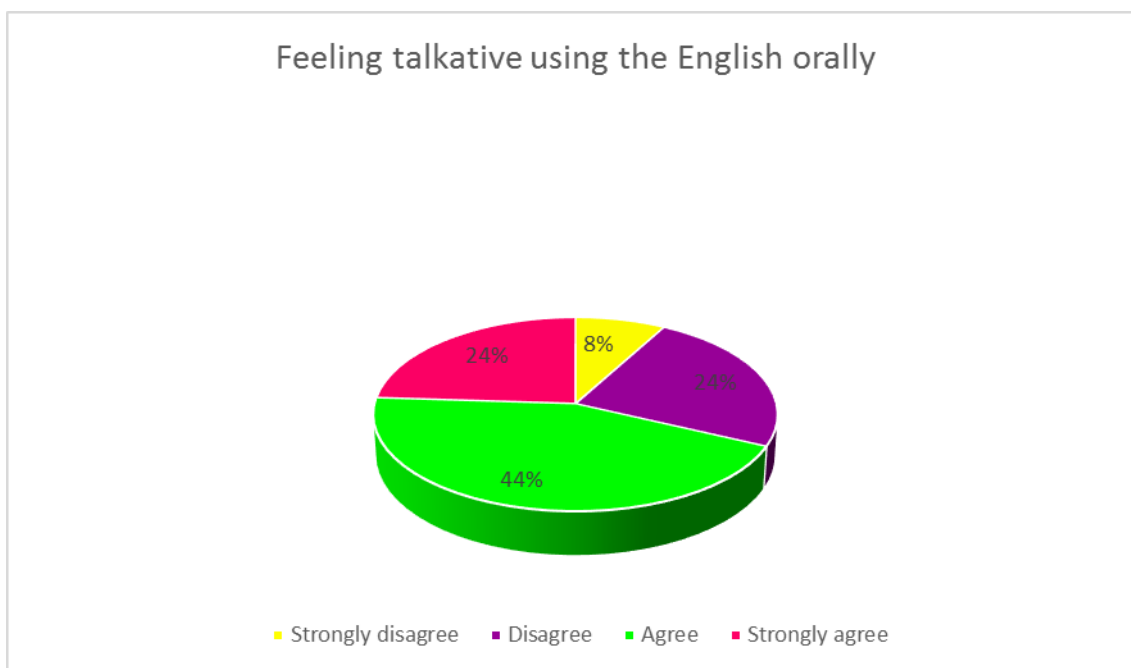


FIGURE 39. Feeling talkative using the language orally

As we can observe in the questionnaires, 13 of the pupils strongly disagree on feeling talkative, 38 of them disagree about it, 71 participants agree on it and 38 of them strongly agree on feeling talkative when speaking English.

- Co-operative

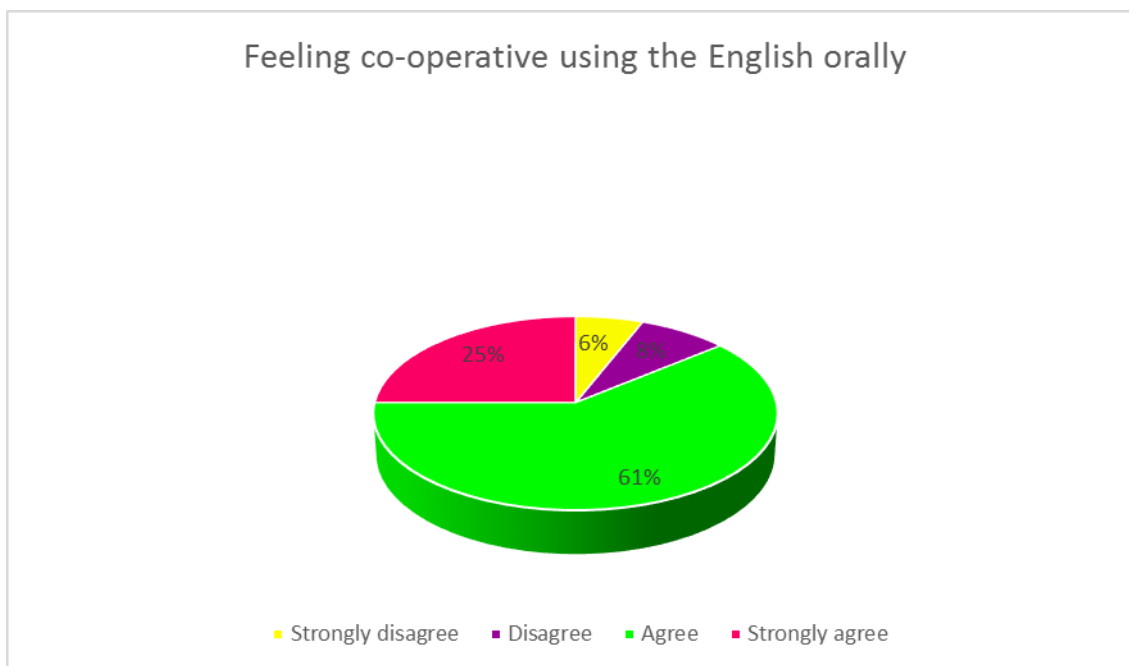


FIGURE 40. Feeling co-operative using the English orally

As we can see in the questionnaires, 9 of the pupils strongly disagree on feeling talkative, 13 of them disagree about it, 98 participants agree about it and 40 of them strongly agree on feeling co-operative with the oral English.

Having explored the percentage of the pupils feeling in the English learning I would like to keep going with the investigation of this question about the Portuguese learning.

* Using the Portuguese language in a conversation; I feel...

- Hesitant

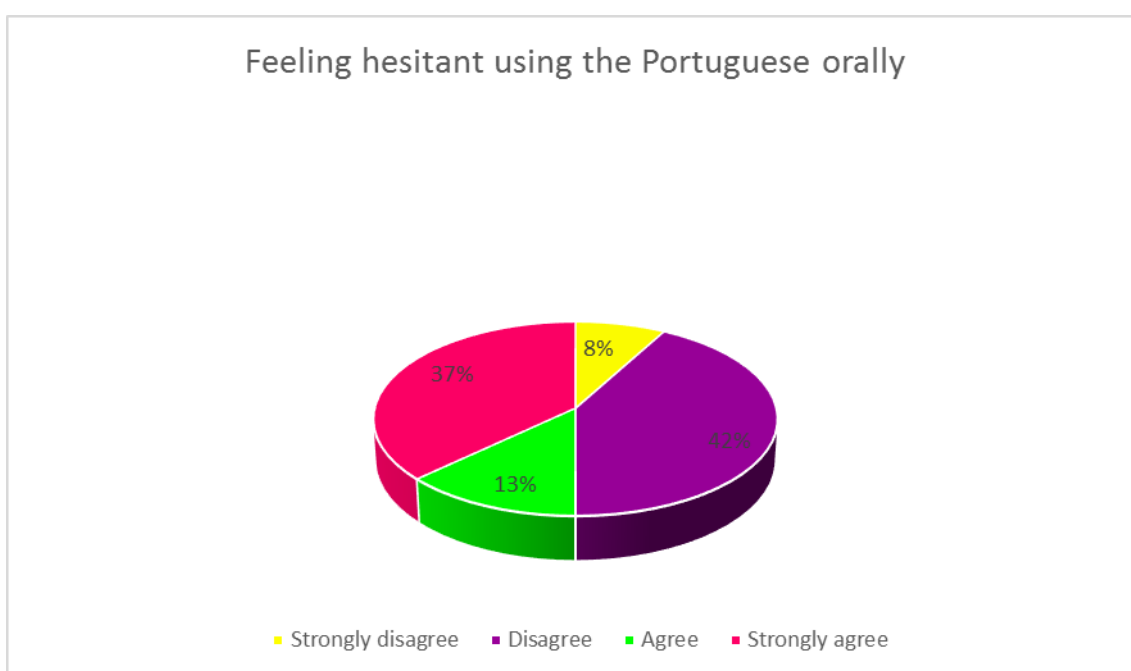


FIGURE 41. Feeling hesitant using the Portuguese orally

As we can see in the questionnaires, 13 of the pupils strongly disagree on feeling hesitant, 68 of them disagree about it, 21 of the participants agree about and 58 of them strongly agree about it when using Portuguese orally.

- Comfortable

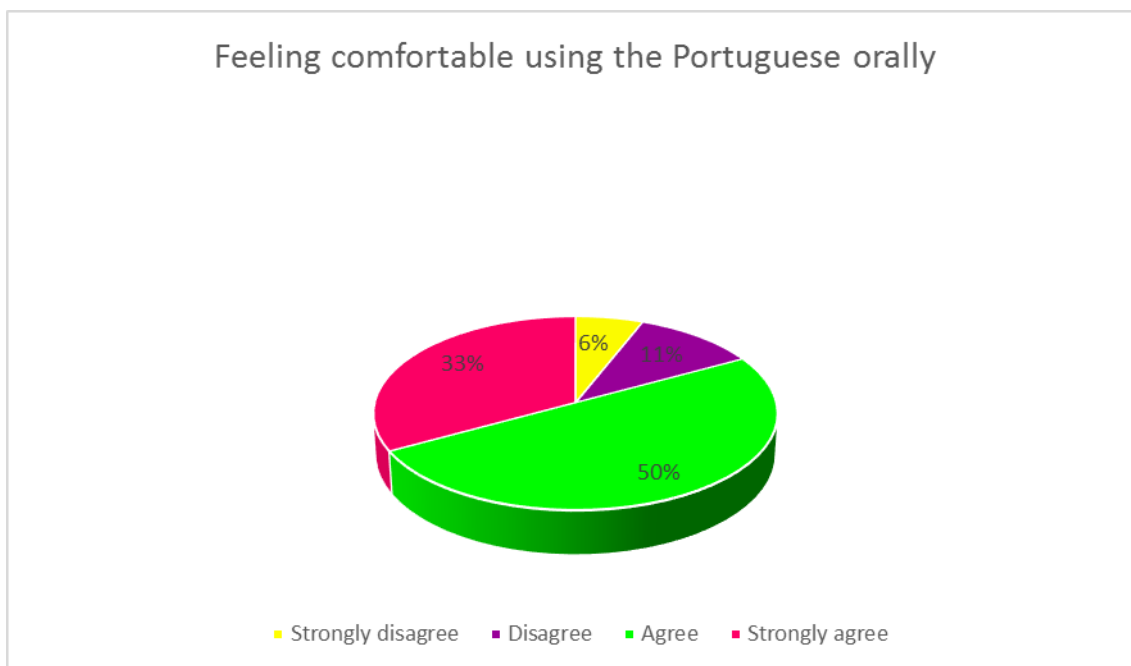


FIGURE 42. Feeling comfortable using the Portuguese orally

As we can see in the questionnaires, 9 of the participants strongly disagree on feeling comfortable, 18 of them disagree on it, 80 of them agree on it and 53 of the pupils strongly agree about feeling comfortable with the oral Portuguese.

- Confident

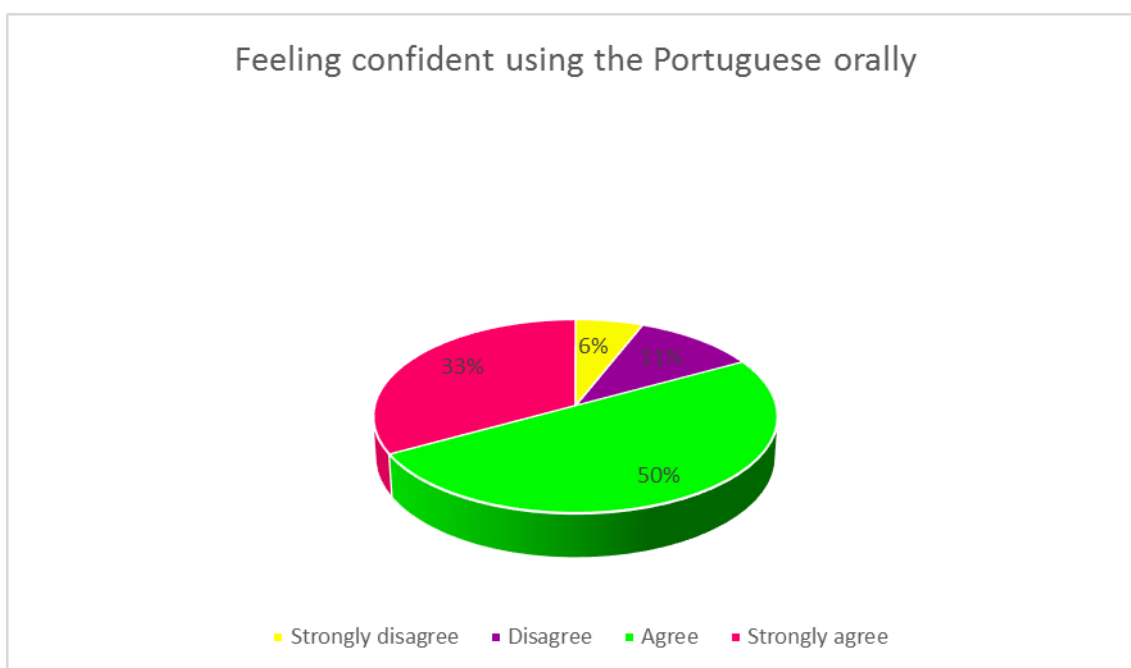


FIGURE 43. Feeling confident using the Portuguese orally

As we can see in the questionnaires, 9 of the pupils strongly disagree on being confident when they speak in English, 18 of them disagree about it, 80 of them agree and 53 of the participants strongly agree on being confident about it.

- Talkative

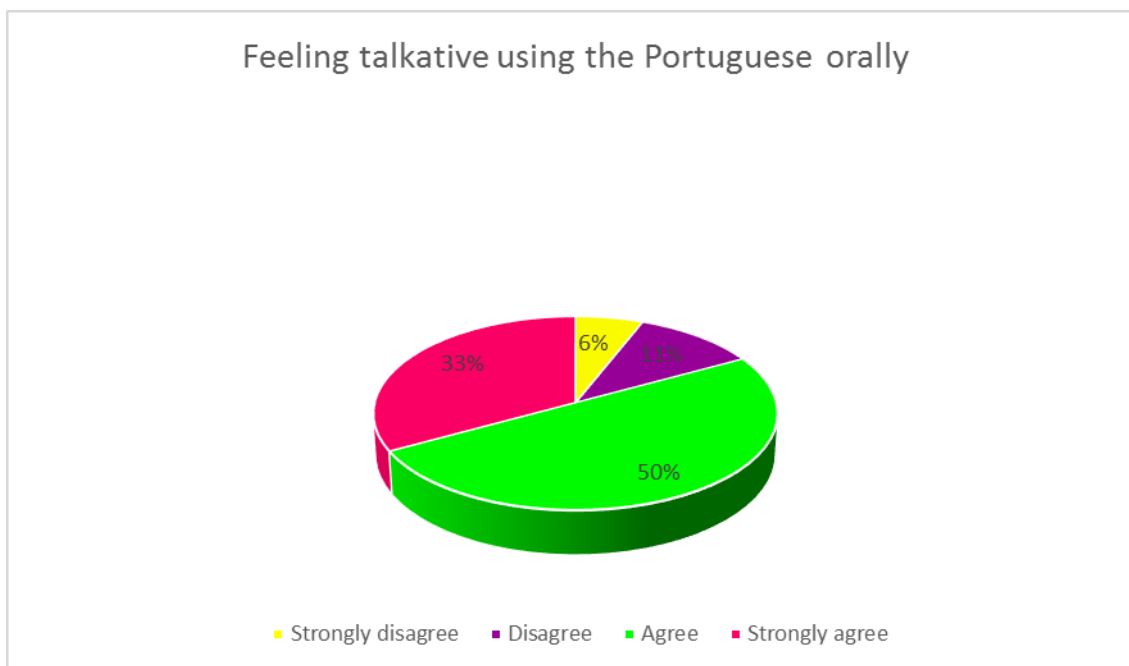


FIGURE 44. Feeling talkative using the Portuguese orally

As we can observe in the questionnaires, 9 of the pupils strongly disagree on feeling talkative, 98 of them disagree about it, 40 participants agree on it and 13 of them strongly agree on feeling talkative when speaking Portuguese.

- Co-operative

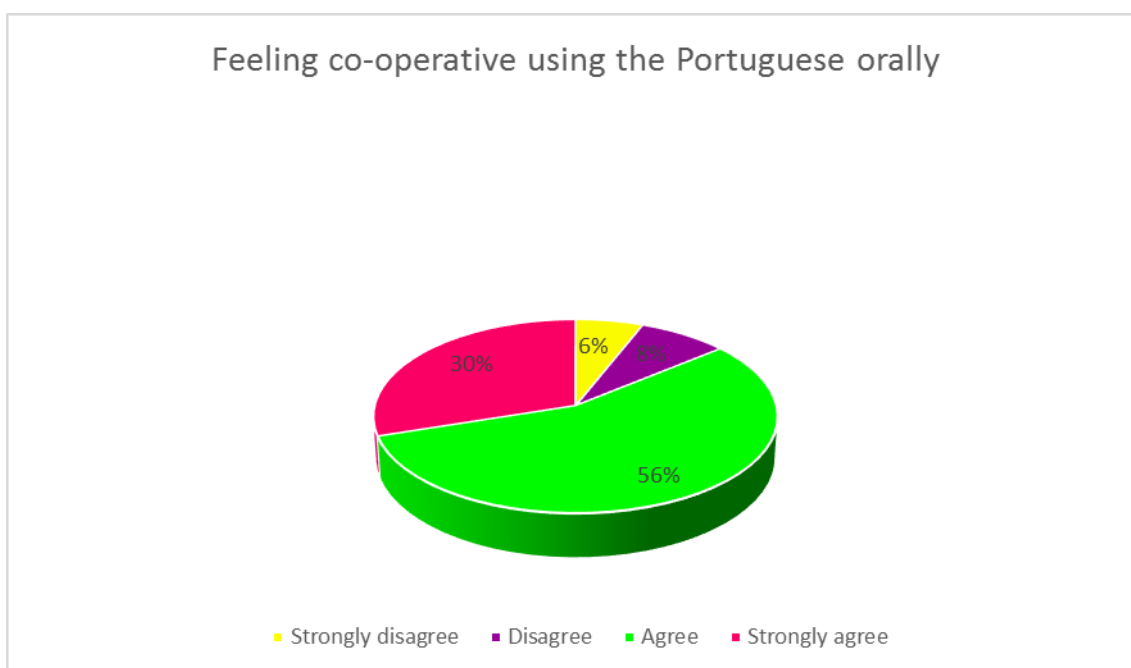


FIGURE 45. Feeling co-operative using the Portuguese orally

As we can see in the questionnaires, 9 of the pupils strongly disagree on feeling talkative, 13 of them disagree about it, 90 participants agree about it and 48 of them strongly agree on feeling co-operative with the oral Portuguese.

After that, I would like to show some samples of the questionnaires in this variable:

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THIRTEENTH QUESTIONNAIRE

Name: Participant 13

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Results of the questionnaire: Participant 4 is really interested in the English class and she wishes to study and practice the language more. She feels confident with English just orally but not with the written language. She appreciates the importance of autonomous learning and tries to learn by herself as much as possible. However, she feels STRONGLY comfortable and confident with Portuguese (Even more than with English). Nevertheless, she does not feel talkative in any of them. She thinks that learning grammar structures in English and Portuguese is boring; however, she still asks questions for clarification. When meeting speakers of the language she avoids conversations or switches to her L1. She does not seem to have any problems with FL because she says that when she is in the English class she understands it all and in Portuguese she understands perfectly. However, she does not seem to have the same feelings for the written language: as she says, she does not write very well. On the contrary, concerning reading, she does not have any problem in Portuguese but she needs to read really slowly in English if she wants to understand. The activities that she does after school in order to improve the languages are talking on the phone to native speakers and watching TV.

ONE HUNDRED FIFTY-SIXTH QUESTIONNAIRE

Name: Participant 156

Level of English: Advance

Level of Portuguese: Elementary

Result of the questionnaire: He is interested in the English class and he wishes to study and practice the language more and more in order to learn it. He really likes English and enjoys studying it, practicing and learning it. He feels motivated to study it, consequently, he does his best to practice and learn outside the classroom. He feels more enthusiastic about using English and taking part in communicative situations with native speakers. She feels confident with the language and wants to use it more and more, orally and writing. He also appreciates the importance of autonomous learning. When using the foreign language in a conversation, he does not feel hesitant, quite the opposite, he feels comfortable and confident. Because of that, and when meeting speakers of a language he rarely tries to avoid conversations or change to Spanish. About grammar learning, participant 156 thinks that it is challenging and so that he asks questions for clarifications when he does not understand. He also comments that he really likes engaging in conversations with native speakers and getting to know the language inside out. He also affirms that he would like to learn more languages. The activities that he does after class in order to improve the foreign languages are watching TV and reading books. He also adds that he comes to private lessons with a native too. He has been going for around six years with her. He thinks that it has been very useful for his learning.

* How do you think the English and Portuguese grammar is?

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Here the pupils have four options (difficult, challenging, boring and important). In this question the participants have to mark with the letter “E” referring to English and with the letter “P” referring to Portuguese. They can choose more than one question.

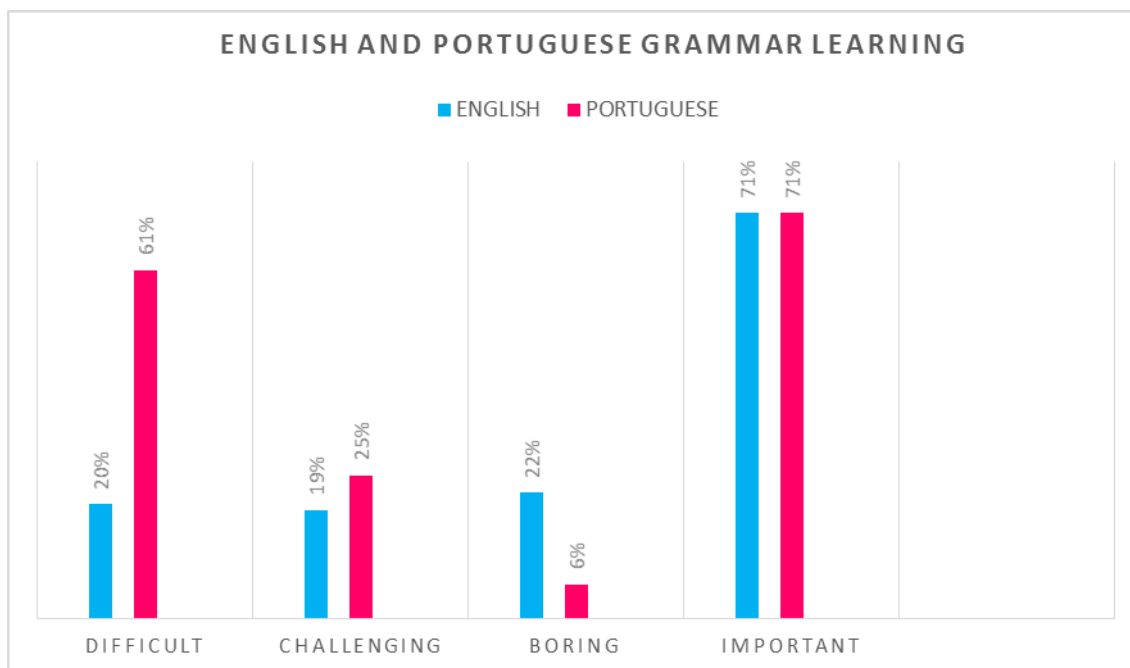


FIGURE 46. English and Portuguese grammar learning

As we can see in the questionnaires, 40 pupils think that English grammar is difficult while as 98 of them think that Portuguese grammar is difficult; 31 of the participants think that English grammar is challenging; 36 of the participants think that English grammar is boring while as just 9 of them indicate that Portuguese grammar is boring, and finally 115 participants think that both grammar learning are important.

FIRST QUESTIONNAIRE

Name: Participant 1

Level of English: Intermediate - Advanced

Level of Portuguese: Elementary - Intermediate

Results of the questionnaire: Participant 1 is really interested in studying the language and she also likes practicing, although she does not have a lot of opportunities in real life. She thinks that grammar structures are different in both, English and Portuguese languages. She is not really confident about speaking in L2s, overall with native speakers because she says that she does not understand them. The activities she does after school are watching TV in o.v. (original version) and reading books.

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TWENTY-SECOND QUESTIONNAIRE

Name: Participant 22

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Results of the questionnaire: She is really interested in English and she practices outside the classroom too. She likes speaking in English. When we are in the English class, she values team work and co-operative learning. Due to that, she feels enthusiastic about using English and taking part in communicative situations with native speakers. In addition, she works in cooperative tasks also in Portuguese. She stills feels more confident when she studies English than when she is studying Portuguese because she has been studying it much longer. About learning the grammar structures she thinks that it is really challenging in Portuguese. On the other hand she thinks that learning English grammar is boring. It could be because she enjoys more when she is in the Portuguese class because the teacher speaks all the time in L2 and she can almost always understand. When meeting speakers of the language, she rarely avoids conversations. She feels more comfortable when she uses Portuguese. Concerning the reading skills, she says: "The steps when I read are the following: when I read in English I have to take slower steps because I have to concentrate to understand, but in Portuguese I am an avid reader". The activities she does in order to improve the FL are watching TV and reading.

As a conclusion, I would say that Portuguese grammar is considered more difficult and challenging than English grammar. However, the two of them are considered important.

* When meeting speakers of the language, I...

In this question the pupils can find 3 options (try to avoid them, tend to switch to my mother tongue and ask for clarifications) and 4 levels (always, sometimes, rarely and never).

- Try to avoid them

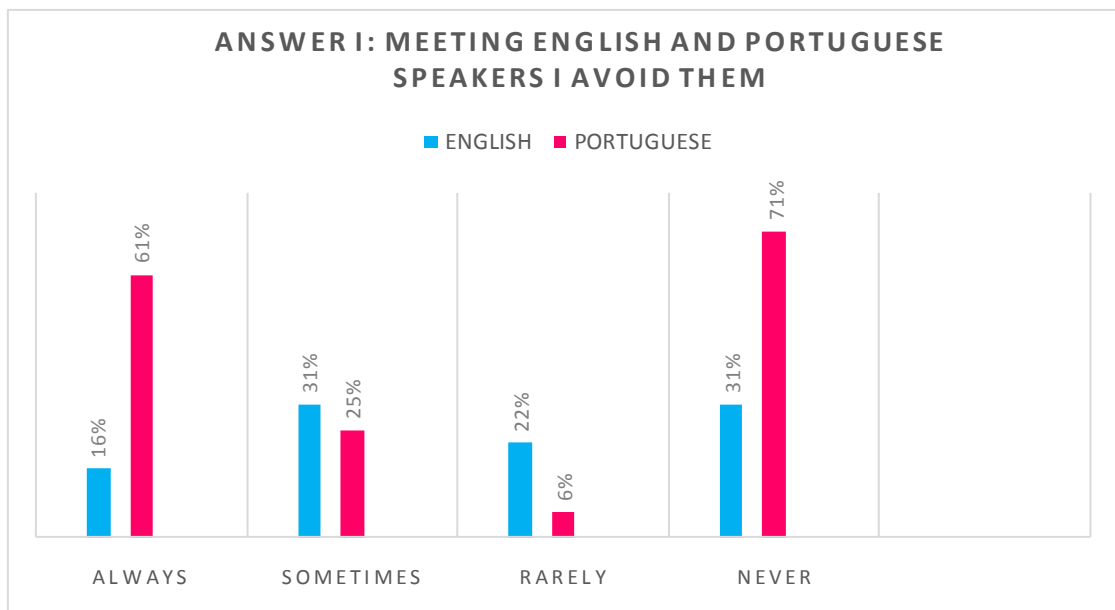


FIGURE 47. Answer I: Meeting English and Portuguese speakers I avoid them

As we can observe in the questionnaires, 26 pupils always avoid English speakers while as 58 pupils always avoid Portuguese speakers, 49 of

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them avoid English speakers just sometimes while as 68 pupils avoid Portuguese speakers just sometimes, 36 of the participants rarely avoid English speakers and finally, 49 of the pupils never avoid English speakers while as 48 of them never avoid Portuguese speakers.

Here I would like to point out that most of the participants affirm that they use to avoid more often when they have to speak to Portuguese natives than to English natives.

- Tend to switch to my mother tongue

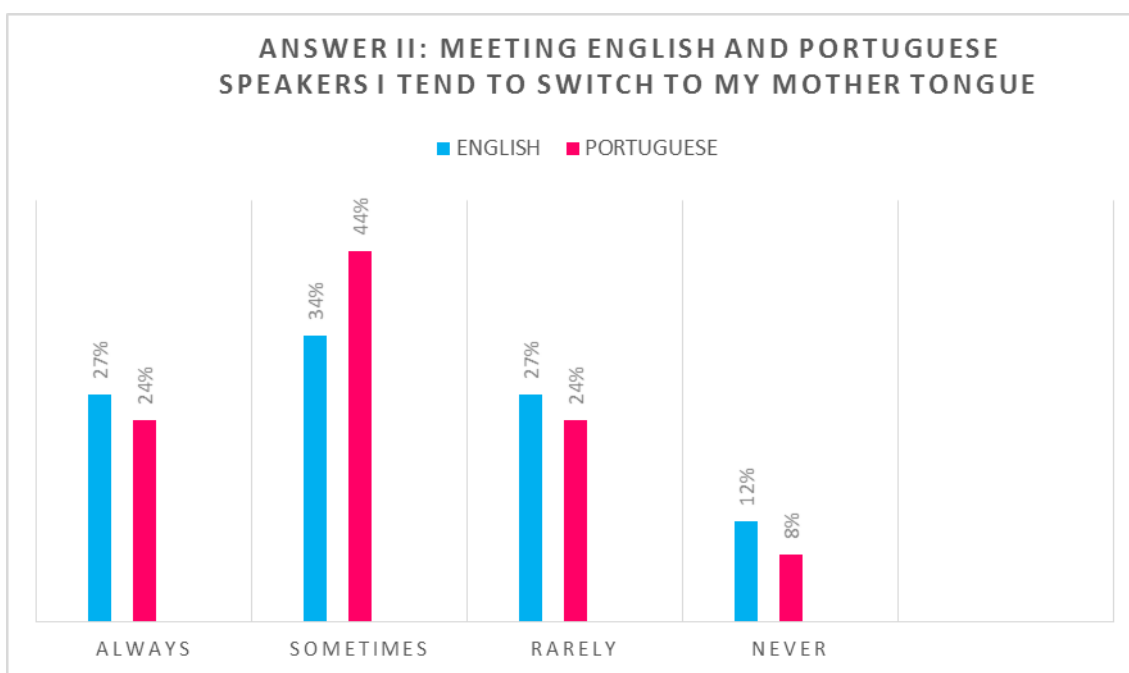


FIGURE 48. Answer II: Meeting English and Portuguese speakers I tend to switch to my mother tongue

As we can perceive in the questionnaires, 44 of the pupils tend to always switch to mother tongue when speaking to English natives and 38 of them tend to always switch to mother tongue when speaking to Portuguese natives, 53 of the participants has answered "sometimes" in the English learning and 71 of them has answered "sometimes" in the Portuguese learning, 44 of them affirm to rarely switch to mother tongue when speaking to English natives while as 38 of them rarely switch to mother tongue when they speak to Portuguese natives and 19 participants have answered that they never tend to switch to mother tongue when speaking to English natives while as 13 pupils have answered that they never tend to switch to mother tongue when speaking to Portuguese natives.

I conclude that the percentage of pupils that tend to switch to mother tongue is similar in both languages in the grades "always", "rarely" and "never". However, the percentage of the pupils that have answered "sometimes" is higher related to the Portuguese language. So that, pupils switch more to Spanish, when they speak to Portuguese natives.

- Ask questions for clarification

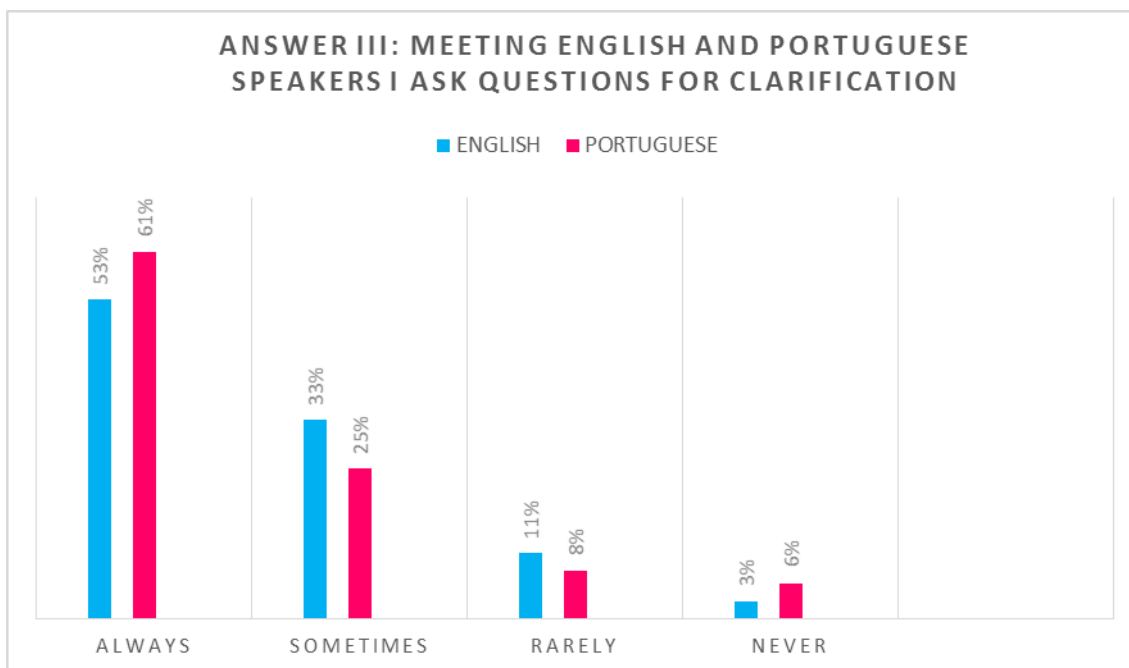


FIGURE 49. Answer III: Meeting English and Portuguese speakers I ask questions for clarifications

As we can see in the questionnaires, 85 pupils consider that they always ask for clarifications in English and 98 of them consider that they always ask for clarifications in Portuguese, 55 of them has answered "sometimes" in English and 40 of them in Portuguese, then 18 participants affirm to rarely ask for clarifications in English and 13 of them in Portuguese and finally 4 of them has answered "never" in English and 9 of them in Portuguese.

As a conclusion, I would say that most of the pupils always ask questions for clarifications when speaking to Portuguese natives. The

percentage in "sometimes", "rarely" and "never" are very similar in both languages.

Here I can show some samples of the sates gathered of the questionnaires:

TWENTIETH QUESTIONNAIRE

Name: Participant 20

Level of English: Intermediate

Level of Portuguese: Elementary - Intermediate

Results of the questionnaire: Participant 20 is really interested in the English class and he enjoys studying it and learning it. Nevertheless, he does not practice it outside the classroom. His attitudes toward the FL are the following: He feels more comfortable and confident with English than with Portuguese, nevertheless, he is talkative and co-operative in both of them. When he meets native speakers, he tries to avoid conversations or switches to Spanish, overall in Portuguese. But any time that he has been forced to use a FL he felt very important and happy. Although the part of the FL he likes most is translating, he has difficulties for understanding the gist of the text: he translates the sentences and then reads all the text. The activities related to FL he does outside the school are: watching TV and reading books.

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SIXTY-FIFTH QUESTIONNAIRE

Name: Participant 65

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: Participant 65 likes English. She feels respect for foreign speaking people, and she values team work and co-operative learning when she is learning a new language. She does not like at all taking part in communicative situations with native speakers. She also appreciates the importance of autonomous learning. She thinks that learning grammar structures is boring but it is also important. She affirms that when she is in class she does not avoid conversations and she asks for clarifications. She says that she has never spoken to a native speaker outside the class but she likes watching series and reading books during her free time.

* Learning a Second Language is...

The pupils have no answered this question because it has been very difficult to understand for them. Due to the fact of that, I have decide to skip it. The following four questions are opened-questions are opened-questions and they are common to the two languages. Due to the fact of that I have gathered the more common questions.

* Describe your feelings about studying the language

Here I am going to present the pupils' answers.

I am going to indicate the pupils that coincided in more of the answers:

- It is important to communicate -----> 34 pupils (21% of the participants)

- It is important to get a job -----> 13 pupils (8% of the participants)

- I like learning languages -----> 36 pupils (22% of the participants)

- It is useful to meet people from other countries ----> 18 pupils (11% of the participants)

- It is important for the future -----> 26 pupils (16% of the participants)

- Portuguese is easier for Spanish people,

but I have been studying English for a very

long time and I feel more comfortable with it -----> 18 pupils (11% of the participants)

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Some of the answers are just referred to one of the two languages.

First of all, I am going to look at the answers related to English:

- I like it -----> 36 pupils (22% of the participants)

- It is difficult -----> 9 pupils (6% of the participants)

- It is important to the future -----> 18 pupils (11% of the participants)

- I feel embarrassed when I speak -----> 13 pupils (8% of the participants)

On the other hand, some answers about the Portuguese language are:

- I like it -----> 11 pupils (9% of the participants)

- It is difficult -----> 13 pupils (8% of the participants)

- It is boring -----> 4 pupils (3% of the participants)

Here we can see that the answers in which the participants coincide the most are "I like learning languages" (22%) and "It is important to communicate" (21%). Then, about the answers related to just one of the language, the 11% of the pupils has answered that "Portuguese is easier for Spanish people, but I have been studying English for a very long time and I feel more comfortable with it". About the English, the 36% of the participants has affirmed that they like it while as about the Portuguese it has been just the 9%, about its difficulty 6% of the pupils think that English is difficult while as the 8% of them think that Portuguese is difficult.

Here we can see some samples of the data gathered in the interviews:

TWENTY-FIFTH QUESTIONNAIRE

Name: Participant 25

Level of English: Advance

Level of Portuguese: Elementary – Intermediate

Result of the questionnaire: Participant 25 is really interested in studying the language and she values team work and co-operative learning. She feels enthusiastic about using English and taking part in communicative situations with native speakers. She feels confident orally and in written situations. She also appreciates the importance of autonomous learning. Although she does not avoid conversations, she sometimes switch to Spanish unconsciously when she feels hesitant. She thinks that learning languages is very important to get a good job and for traveling too. In her free time, she watches TV and reads in foreign languages.

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SEVENTY-SEVENTH QUESTIONNAIRE

Name: Participant 77

Level of English: Advance

Level of Portuguese: Intermediate

Result of the questionnaire: She is really interested in the English class and she wishes to study and practice the language more and more in order to learn it. She feels motivated and she does her best to practice outside the classroom. She values team work and co-operative learning. Although she is confident with English and she likes using it orally and in written situations, she affirms that she always tries to avoid conversations when she meets speakers of the language and she also tends to switch to her native language. In addition, she also comments that when she studies foreign languages, she feels good because they are a fantastic tool for the future. According to her, the best things about the language class are the oral exercises, because it is the linguistic skill that she wants to improve the most. She feels that in those years she has improved her level a lot, because she is able to understand everything now. The only thing that she does outside class is reading books in other languages.

EIGHTIETH QUESTIONNAIRE

Name: Participant 80

Level of English: Elementary - Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: Participant 80 is not really interested in the English class. However, he does feel respect for the English speaking people. He also appreciates the importance of autonomous learning and tries to learn by herself as much as

possible. He also thinks that learning grammar structures is challenging and because of that when he is in class when he is in class he always asks for clarifications but he does it in his own language. He does not speak so much with native students, but he affirms that he likes people from other countries. He prefers reading that listening and he affirms that he has read magazines, newspapers and books in other languages.

As a conclusion, I would like to say that pupils study foreign languages not just because they like it, but also because they think that they are important. They like more English than Portuguese and they also think that Portuguese is more difficult. However, they admit that although Portuguese is easier for Spanish people, as they have been studying English for a very long time feel more comfortable with it.

* What is the best thing in your language class?

As this is an opened-question, I am going to take notes of the answers that have been repeated to know the percentage of the pupils' thoughts.

- I like the teacher -----> 18 pupils (11% of the participants)

- I like understanding the language -----> 13 pupils (8% of the participants)

- I like playing games -----> 22 pupils (14% of the participants)

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- I like practicing the language -----> 58 pupils (37% of the participants)

- I like grammar learning -----> 13 pupils (8% of the participants)

- I like using the language in real life -----> 18 pupils (11% of the participants)

- I like watching a movie -----> 9 pupils (6% of the participants)

- I like listening to music in foreign languages -----> 9 pupils (6% of the participants)

As we observe in the questionnaires, the two more common answers are "I like practicing the language" and "I like playing games". As the goal of this study is to know if the pupils prefer the deductive and/or the inductive approach to learn the foreign language, I would like to point out that all the answers are related to the inductive approach except the first one "I like the teacher" (that is not related to any of those approaches) and "I like the teacher" (that is not related to any of those approaches) and "I like grammar teaching" (that could be related to any of those two approaches).

EIGHTY-FOURTH QUESTIONNAIRE

Name: Participant 84

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: He feels really motivated to study English. He also values team work, but at the same time he appreciates the importance of autonomous learning and tries to learn by himself as much as possible. He thinks that learning grammar is difficult, but also important. He always avoids conversation with native speakers, but he also always asks for clarifications. He feels really motivated when he understands everything and he thinks that the best thing in his class is playing. After the classes, he reads magazines or newspapers, watches TV and reads books.

NINETY-SECOND QUESTIONNAIRE

Name: Participant 92

Level of English: Advance

Level of Portuguese: Intermediate - Advance

Result of the questionnaire: Participant 92 is interested in the English class and he wish to study and practice more and more in order to learn it. He feels enthusiastic when he has to use the language and he takes part in communicative situations with native speakers. In fact, he affirms that he rarely tries to avoid conversations. He comments that he feels better speaking English, but he understand Portuguese better than English. According to participant 92, the best thing about the language class is speaking with a lot of people. When he is in front of a native he takes advantage of it

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and he feels it as a challenge, so that he tries to improve it. He just speaks Spanish at home but he has lived in Barcelona for 4 years and he spoke Catalan in class and with the rest of the classmates. Due to the fact of that, he is really good at Portuguese and English. In addition, he does some activities at home in order to improve other languages, such as, reading newspapers, watching TV...etc. He also affirms that he speaks on the phone to native speakers, but he refers to Catalan speakers.

ONE HUNDRED THIRD QUESTIONNAIRE

Name: Participant 103

Level of English: Advance

Level of Portuguese: Elementary - Intermediate

Result of the questionnaire: Participant 103 is interested in the English class and she wishes to study and practice more in order to learn it. She respect foreign speakers and she enjoys talking part in communicative situations with them, although she admits that she sometimes avoids conversations. In addition, she thinks that learning grammar structures is very important. Due to the fact of that, she usually asks for clarifications and she likes studying foreign languages because so she can communicate with people from other countries. In her opinion, the best things about the language class is the oral activities. After school, she watches series in original version to improve it.

ONE HUNDRED TWENTY-NINTH QUESTIONNAIRE

Name: Participant 129

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Result of the questionnaire: Participant 129 is really interested in the English. She affirms that she does not feel specially respect for English speaking people. She also values team work and co-operative learning and she also appreciates the importance of autonomous learning and tries to learn by herself as much as possible. Due to the fact of that, she does not avoid conversations and does not even switch to her native language. She affirms that grammar structures are important, so that, she always asks

for clarifications. She comments that she thinks that studying a foreign language is really important to get a job. In her opinion, the best things about your language class are having conversations and working together. Although she feels comfortable in the English class, she gets nervous when she has to speak with native speakers. After class, she does not do any activity to improve her foreign language learning.

ONE HUNDRED FIFTY-FOURTH QUESTIONNAIRE

Name: Participant 154

Level of English: Intermediate - Advance

Level of Portuguese: Elementary - Intermediate

Result of the questionnaire: He is interested in the foreign language class and he wishes to study and practice that language more. He also feels respect for English speaking people and he appreciates their social habits. He feels more enthusiastic about using English and taking part in communicative situations with native speakers. He comments that he feels very motivated studying another language and that the best thing of the foreign language class is learning new things and improving knowledge. Due to the fact of that, he admits that learning grammar structures is challenging and it is also very important. His feelings when he uses the foreign language in a conversation with native speakers are that learning a foreign language is challenging but holding a conversation with natives is more. He also points out that he tries to improve language learning at home watching TV and reading books.

*** Describe your feelings in a conversation with native speakers**

This is also another opened-question and once again I am going to gathered more common questions:

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- I feel nervous -----> 18 pupils (11% of the participants)

- I feel scared -----> 49 pupils (31% of the participants)

- I feel insecure -----> 18 pupils (11% of the participants)

- I feel challenging -----> 13 pupils (8% of the participants)

- I feel excited -----> 26 pupils (16% of the participants)

- I feel satisfied -----> 26 pupils (16% of the participants)

- I have never spoken to a native -----> 13 pupils (8% of the participants)

- I like speaking with people from other countries ----> 13 pupils (8% of the participants)

- I feel more scared when I have to speak with

English people than with Portuguese people -----> 9 pupils (6% of the participants)

After seeing the questionnaires, we observe that the most common answer has been "I feel scared" with the 31% followed by "I feel satisfied" and "I prefer excited" with the 16%, both of them. Due to the fact of that I suppose that although most of them have a high level in English and an intermediate one in Portuguese, they do not feel the same when they have to speak in class with the other pupils and the teacher (that are not natives) than with the language assistant or other natives who they speak with outside the school.

Here I can show you some samples of the information gathered in the questionnaires:

ONE HUNDRED SIXTEENTH QUESTIONNAIRE

Name: Participant 116

Level of English: Elementary - Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: She is interested in the English class and she wishes to study and practice the language more and more. She feels respect toward the foreign speaking people and she appreciates their social habits more easily. She feels hesitant in the English class and because of that she sometimes avoids conversations and switches to Spanish. However, as she is motivated she asks questions for clarifications when she does not understand. Her wishes are to achieve real communication in both languages (English and Portuguese). The best thing of the language classes is when

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they watch a film. She affirms that when she has to speak with native speakers in class she feels nervous, because it is really hard for her to express her feelings. The only thing that she does after class, to improve foreign languages, is watching series.

ONE HUNDRED FIFTY-SEVENTH QUESTIONNAIRE

Name: Participant 157

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: Participant 157 is interested in the English class and likes studying, practicing it and learning it. She really appreciates their social habits more easily. She also feels confident with English and likes to use it more and more, orally or in writing. She appreciates the importance of autonomous learning and tries to learn by herself as much as possible. When she uses the foreign language in conversations, she feels comfortable and confident. She thinks that learning the grammar structures is important. However, she admits that when meeting speakers of the language she sometimes tries to avoid conversations, but rarely tends to switch to her native language. She affirms that studying a language is interesting and fun. She comments that the best thing about her language class is meeting new people and that she likes the teacher so much. She affirms that using the language in a conversation with native speakers is difficult because she does not think that she has a good level, but she likes listening to them. She adds that the activities that she does after school in order to improve her language level are watching TV and reading books in the language.

* Describe your steps when reading a text

This is a question about the written skill. In this question, the most common answers are:

- I read carefully to understand clearly -----> 22 pupils (14% of the participants)

- I need to translate to understand better -----> 9 pupils (6% of the participants)

- I try to understand the context but if I still do
not understand I use the dictionary -----> 22 pupils (14% of the participants)

- I look at the dictionary or the Internet when
I do not understand -----> 49 pupils (31% of the participants)

- It is easier for me to read in Portuguese
than in English -----> 18 pupils (11% of the participants)

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As the questionnaires indicate, the most common answer is "I look at the dictionary or the Internet when I donot understand" (31%). Here, I would like to pay attention to another answer that are related to this one: 22pupils have to answer that they, first of looking at the dictionnary try to understand the context (14%).

As a conclusion, we can see that when pupils read in a foreign language, they try to understand word by word instead of the text as a whole.

FIFTH QUESTIONNAIRE

Name: Participant 5

Level of English: Intermediate

Level of Portuguese: Advanced

Results of the questionnaire: She is not interested in the English class although she enjoys studying it. She does not feel motivated to practice and learn English outside the classroom either. She feels uncomfortable and shy when she has to use the FL. Although she thinks that grammar structures must be learned, she does never ask for clarifications. Besides, when she meets native speakers she tries to avoid conversations in FL. About Reading skills, she feels better and can manage the situation very well: She, first reads the text, highlights the words that she does not know and she looks at the dictionary and finally she reads the text again. She likes reading books in English after school to improve FL.

FIFTY-THIRD QUESTIONNAIRE

Name: Participant 53

Level of English: Intermediate

Level of Portuguese: Elementary

Result of the questionnaire: Her level of interest but she tries to practice it and learn outside the classroom a little bit. She feels respect toward the English speakers and she appreciates the importance of autonomous learning. On the other hand, she does not feel so much enthusiastic about using the foreign language and taking parts in communicative situations with native speakers. She thinks that grammar learning is important but it is also boring. When she is in class she never tries to avoid conversations and she always asks for speaking. She has never spoken to native speakers. and what she does outside class to improve foreign languages is watching TV and reading books.

*** Background information**

This question of the questionnaire is related to the participant's life. Here we can find some questions related to where they live or were born, the languages they speak at home, if they want to speak another languages and

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the activities that they do after school in order to improve the language level. However, I am just going to focus in 3 of them.

- What languages do you speak at home?

In this question the pupils have to answer just the language that they speak at home. Then, I am going to classify their answers in: Spanish, English, Portuguese and others.

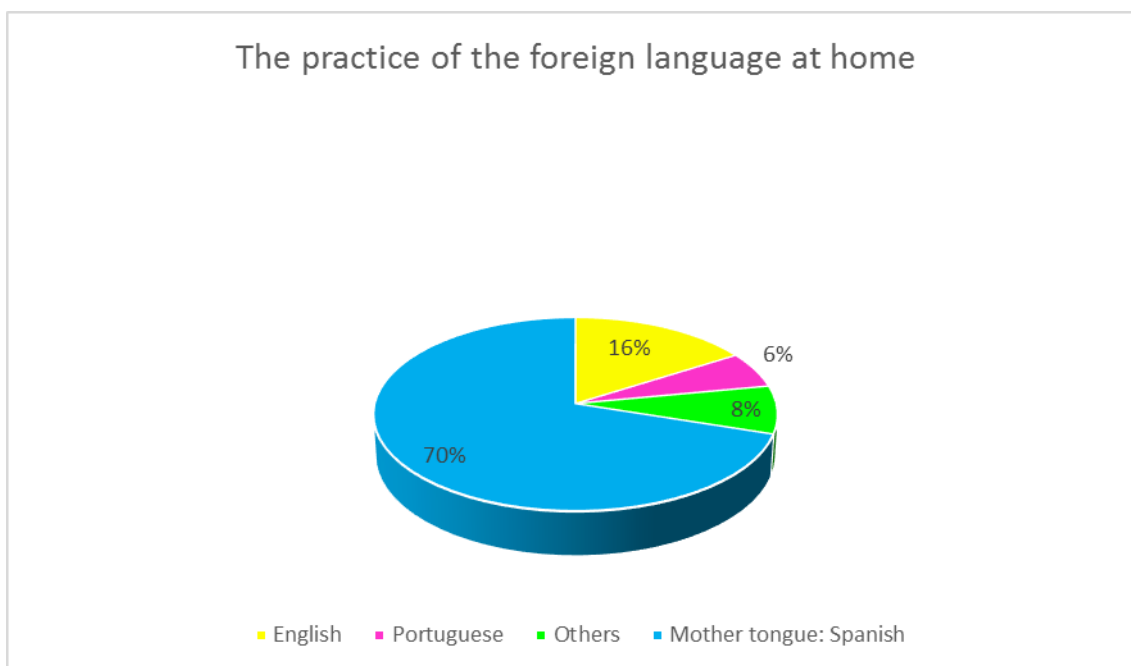


FIGURE 50. The practice of the foreign languages at home

As the questionnaires indicate, most of the pupils just speak Spanish at home, 26 of them speak English, 9 of them Portuguese and just 13 of them other languages (Italian, French, Arabic, Chinese and Catalan).

ONE HUNDRED FIFTEENTH QUESTIONNAIRE

Name: Participant 115

Level of English: Advance

Level of Portuguese: Advance

Result of the questionnaire: She really likes English and she enjoys studying it. She also feels respect for foreign speaking people. She also appreciates their social habits and she values team work and co-operative learning. She also feels enthusiastic when she takes part in communicative situations. She also feels confident with foreign languages and she likes using it more and more. She appreciates the importance of autonomous learning and she tries to learn by herself as much as possible. Participant 115 thinks that learning the grammar structures is not just difficult but also important. When meeting speakers of the language, she rarely tries to avoid conversations and she does not tend to switch to her native language. In class, she always asks for clarifications. She really likes studying languages because she likes making English and Portuguese friends when she goes to Algarve with her family. According to her, the best thing about the language class is enjoying playing games or doing role-plays, because she speaks with the others and she has fun. She does like speaking with natives. In fact, she comments that when she speaks with natives, she feels great because she feels that the language learning is useful. She affirms that although she speaks Spanish at home, as she has a house in Algarve and she goes every summer,

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she has the opportunity to practice Portuguese. Besides, she is participant's 10 sister and he bring a Britain friend every summer with them, so she even has the opportunity to speak with him too. She likes studying languages, so that, in the future she wants to study Italian and French. She affirms that outside the school, she improves her level watching TV and reading books. She has also spoken to Portuguese speakers on the phone.

- With whom? For how long?

The first question is just related to the persons that speak the foreign language with you: sister, brother, mother, father, cousins and others.

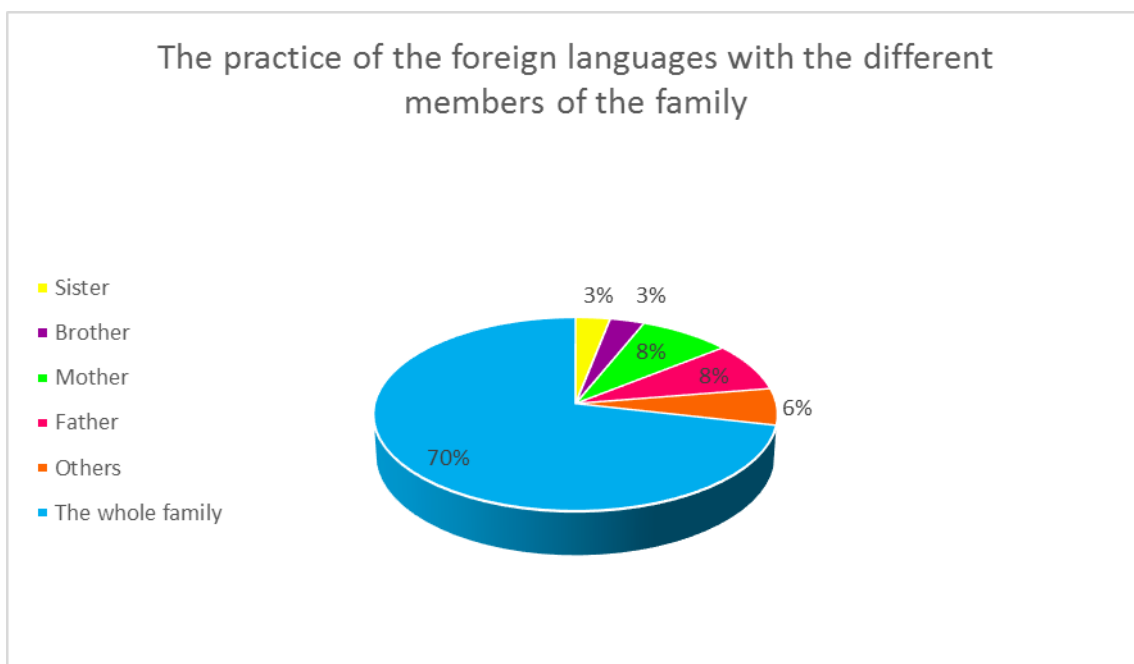


FIGURE 51. The practice of foreign languages with members of the family

In the questionnaire, we observe that none of them speak in the foreign language with the sister, 4 with the brother and other 4 with the father, 13 with the mother, 13 with the whole family.

The second question is related to the time they spend speaking the foreign language at home. I am going to divide it to: sometimes, every day for a short time and all the time.

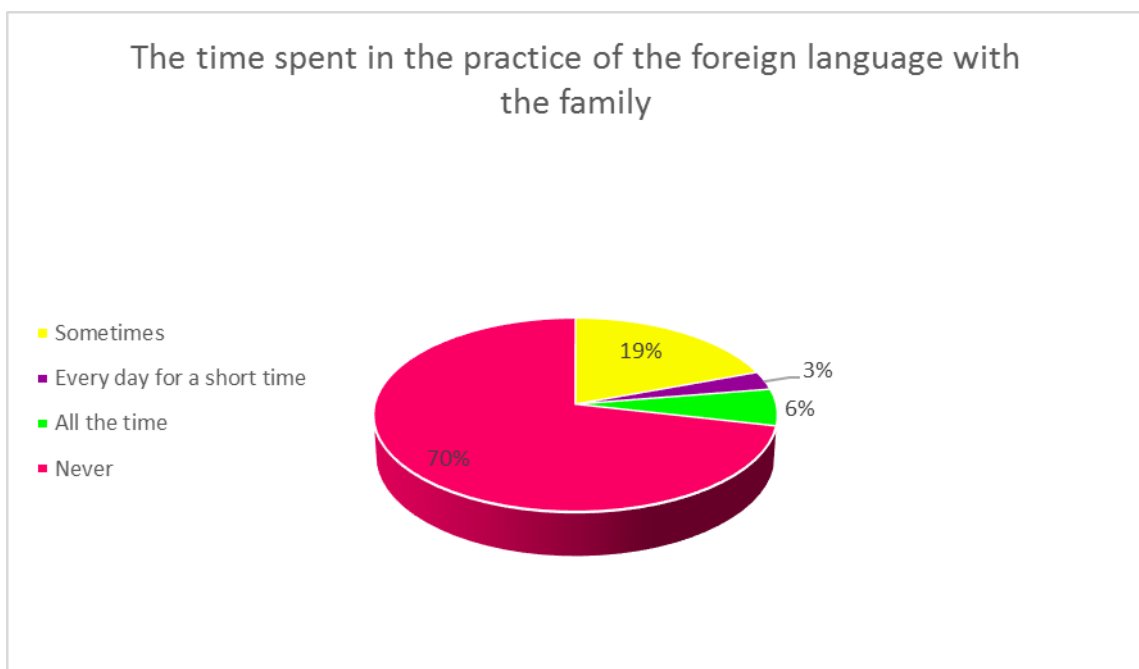


FIGURE 52. The time spent in the practice of the foreign language with the family

As the questionnaires indicate, 30 of the participans of the investigation sometimes speak the foreign language, 4 of them does it every day for a short time and just 9 of the pupils does it all the time when they are at

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home. Casually, the percentage of the pupils that speaks the foreign language at home all the time is the same percentage that speaks the foreign language with the whole family. Due to the fact of that, they are considered bilinguals.

THIRTY-NINTH QUESTIONNAIRE

Name: Participant 39

Level of English: Advance

Level of Portuguese: Advance

Result of the questionnaire: He is interested in learning foreign languages and he does feel respect for English speaking people and he appreciates their social habits too. He also appreciates the importance of autonomous learning and tries to learn by himself as much as possible. He thinks that grammar learning is difficult, but also important. He comments that learning English is great because it foments our capacity to communicate with the people around the world. He prefers the English class when he speaks with other pupils because he enjoys more. Besides, he is used to speak to native students.

He likes both languages (English and Portuguese), but he prefers studying Portuguese. In fact, he affirms that he wishes that his level of Portuguese was higher. He affirms that his level in both languages is high not because he studies in a bilingual school, but also because he speaks both languages during the summer because in July he goes to Birmingham with a family, and then in august their son comes to live with them and

they go to Algarve with participant 39's family because he has a house there. He also watches TV and reads books in both languages and he talk to the phone with them.

FORTY-THIRD QUESTIONNAIRE

Name: Participant 43

Level of English: Advance

Level of Portuguese: Intermediate

Result of the questionnaire: Participant number 43 is really interested in the English class. She likes practicing it and learning it and she feels motivated to study languages. She also feels respect for English speakers and she likes talking part in communicative situations with native speakers. She also participates in class and she appreciates the importance of autonomous learning. She affirms that she never tries to avoid conversations and she does not even tend to switch to Spanish either. She comments that the most important thing when studying a language is practicing and using the language in real life. Due to the fact of that, she tries to improve her level as much as possible. She speaks Spanish and French at home with her family and he does all the activities to achieve the linguistic knowledge (reading newspapers, talking on the phone to native speakers, watching TV or reading books in the two foreign languages).

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ONE HUNDRED FOURTY-SEVENTH QUESTIONNAIRE

Name: Participant 147

Level of English: Advance

Level of Portuguese: Intermediate

Result of the questionnaire: She is really interested in the language class and she wants to study and practice the language more and more in order to learn it. She likes English and Portuguese and she likes studying it, practicing and learning it. She really feels motivated to study languages, and consequently she does her best to practice them and learn them outside the classroom. She affirms that she feels respect for the English speaking people and she appreciates their social habits more easily. She feels more enthusiastic about using the foreign languages and taking part in communicative situations with native speakers. She feels confident with English and she likes to use it more and more, orally and writing.

She comments that when she convers she sometimes feel comfortable and confident and others she feels hesitant. However, she tries speaking in English and Portuguese and she thinks that she does not avoid conversations and does not switch to her mother tongue either. When she has a doubt she asks for clarifications. She likes studying grammar and she thinks that it is not just important but also challenging and

important. She affirms that the best thing about the language class is meeting people from other countries. When she is in a conversation with natives, she usually understands every word but sometimes it does not happen and it makes her feel nervous. She lives in Badajoz, but she has some family in Bristol and she has gone there to visit them. She practices English with her cousins and uncle who does not speak Spanish. The activities that she does after class in order to learn languages are watching TV and reading books. She also talks on the phone to native speakers.

ONE HUNDRED FIFTY-FIRST QUESTIONNAIRE

Name: Participant 151

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Result of the questionnaire: Participant 151 feels motivated to study foreign languages, consequently he does his best to practice and learn outside the classroom. He feels respect for the foreign speaking people and he feels enthusiastic about studying foreign languages and taking part in communicative situations with native speakers. He affirms that he feels confident and talkative when he uses the foreign language in a conversation. However, he also admits that he sometimes avoids conversations and tends to switch to her native language. Besides, he thinks that learning the grammar structures is important.

He also admits that he sometimes avoids conversations and tends to switch to her native language. He also asks questions for clarifications when he does not understand. He comments that studying a language is very important nowadays, and that the best thing about his language class is speaking. He also comments that when he speaks with a native they speak really fast. He affirms that he sometimes speaks

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English with his family, but he does not say anything about practicing Portuguese too. He is so interested in languages that he also tries to improve at home reading newspapers and magazines, watching TV and reading books.

- What do you do after school in order to improve your language learning?

This is the last question of the questionnaire and it is related to the activities that pupils do in their free time to learn English and Portuguese. This is a multiple-choice question and the options are: reading newspapers, talking on the phone, watching TV and reading books. The pupils can choose more than one option.

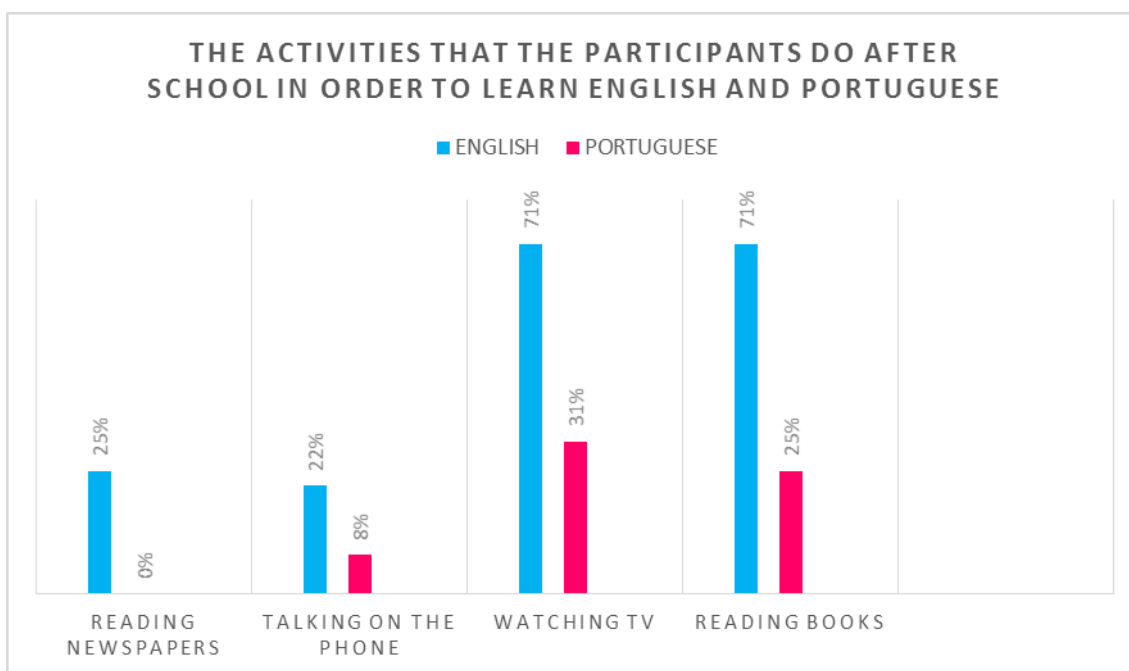


FIGURE 53. The activities that the participants do after school in order to learn English and Portuguese

As we observe in the questionnaires, 40 participants affirm to read newspapers in English and none of them does it in Portuguese, 36 of them talks on the phone using the English language and 13 of them does it using the Portuguese language, 115 of them watches TV in English while as just 49 of them does it in Portuguese, and finally 115 pupils affirm to read books in English while as just 40 of them read them in Portuguese.

ELEVENTH QUESTIONNAIRE

Name: Participant 11

Level of English: Advanced

Level of Portuguese: Intermediate

Results of the questionnaire: He is really interested in the English class and wishes to study and practice the language more and more in order to learn it. He feels motivated to study English; consequently he does his best to practice and learns outside the classroom. He also values team work and co-operative learning. On the other hand, he does not feel comfortable with Portuguese or even talkative because he thinks that its grammar is difficult. Due to that, he tries to avoid conversation with Portuguese people and any time he goes to Portugal he tends to switch to Spanish. However, he is interested in Portuguese and he asks questions for clarification in the Portuguese class.

He says that, although he likes studying languages, his attitude depends on the language he has studied: "English classes are fun for me; I cannot say the same of Portuguese classes". He feels that the most important feature to study languages is

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that he is able to get along with people from other countries. However, he affirms that FL will also open many doors in the future. The activities he does outside the school to improve FL are talking on the phone (Skype in his situation) to native speakers, watching TV and reading books.

THIRTEENTH QUESTIONNAIRE

Name: Participant 13

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Results of the questionnaire: Participant 4 is really interested in the English class and she wishes to study and practice the language more. She feels confident with English just orally but not with the written language. She appreciates the importance of autonomous learning and tries to learn by herself as much as possible. However, she feels STRONGLY comfortable and confident with Portuguese (Even more than with English). Nevertheless, she does not feel talkative in any of them. She thinks that learning grammar structures in English and Portuguese is boring; however, she still asks questions for clarification. When meeting speakers of the language she avoids conversations or switches to her L1.

She does not seem to have any problems with FL because she says that when she is in the English class she understands it all and in Portuguese she understands perfectly. However, she does not seem to have the same feelings for the written language: as she says, she does not write very well. On the contrary, concerning reading, she does not have any problem in Portuguese but she needs to read really slowly in English if she wants to understand. The activities that she does after school in order to improve the languages are talking on the phone to native speakers and watching TV.

TWENTY-THIRD QUESTIONNAIRE

Name: Participant 23

Level of English: Intermediate

Level of Portuguese: Intermediate-Advanced

Results of the questionnaire: Although participant 23 is not extremely interested in the English class, he really feels motivated to practice and learn outside the school and take part in communicative situations with native speakers. On the other hand, participant 8 affirms that he does not want to use it and he does not appreciate the importance of autonomous learning. Studying participant 23's questionnaire deeply, we can find that when he is involved in FL conversations he feels comfortable and confident, but does he does not like studying grammar (nor in English either in Portuguese) because he finds it boring. About his attitudes toward the FLs, he

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comments that when he uses FLs he feels confident and happy: "I am very communicative" he writes.

Although he likes English, he loves better studying Portuguese. In addition, he sees the Portuguese language in his future too: "I'd like to attempt the EOI where I think I can learn it..." The daily activities he does outside the school in order to improve the FL are reading newspapers (in concrete, the daily telegraph) and reading books in the language. He also adds some others, such as listening to the radio (specifically, BBC-radio 4, BBC -radio 2).

As a conclusion, I could say that most of the pupils do activities after class to learn English and Portuguese.

In the appendix 24 we can find some notes taken from the questionnaire of the participant 22. In addition, if we want to look at the notes taken from the interview with the other participants we can see them in the CD if we go to the participant's folder P__ - QU. NOTES.

5.6.5.3. Conclusions of the Questionnaires

As a conclusion of the first questionnaire results, we can say that most of the pupils think that Portuguese is more difficult than English, although most of the participants consider that both languages are very difficult.

In addition, we can perceive that most of the pupils have fun learning both languages, although the highest percentage is related to a positive pupils'

attitude mostly toward the English than toward the Portuguese language. As we can see in the questionnaires, most of the pupils also think that Portuguese grammar is more difficult than English grammar; however, they also think that English grammar is more boring than Portuguese grammar.

However, the difference of the pupils' attitude toward the two languages is minimal. Thus, their attitudes toward one language to another language change from one pupil to another. As this study is mostly qualitative, I really pay attention to the pupils' opinion. Due to the fact of that, I look at the questionnaires to the pupils' thoughts: Most of the participants study English because they like it, but also because they think that it will be useful for their future. On the other hand, the pupils affirm to study Portuguese because they like it, but they recognize that it will not be as useful as English for their future.

As a conclusion of the second questionnaire results, we observe that pupils feel more hesitant when using Portuguese than when using English, most of the pupils agree on feeling comfortable with the oral Portuguese than with the oral English: those answers are not incongruent, if we think that pupils are not incongruent if we think that pupils do not hesitate to speak English because they know better the language rules, but they feel better when they listen to the Portuguese language and they understand well.

The percentage of the pupils that feel confident with Portuguese is also bigger than the per cent of the pupils that feel confident with English. Nevertheless, the percentage of the pupils that feel talkative with English is bigger than the percentage of the pupils that feel talkative with Portuguese (what would confirm my conclusion above). In addition, they avoid more Portuguese speakers than English speakers, but here, I would like to point out

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that the percentage of the participants are more likely to switch to mother tongue when they speak with Portuguese than with English speakers. Nevertheless, as I have been told in their interviews, in the situation in which they speak with Portuguese natives they can change to Spanish or Portuguese (as they can easily communicate through this dialect or even some Portuguese natives also know Spanish).

In some other opened-questions, we can perceive that most of the pupils affirm to like learning languages in general, and they also think that learning foreign languages will be important in their future. They like more English than Portuguese and they also think that Portuguese learning is more difficult. However, they admit that although Portuguese is very easy for Spanish people, as they have been studying English for longer than Portuguese, they do feel more comfortable with English.

Not less important, I would like to look at the participants that speak another language at home (additional to the Spanish language). Those whose additional language is English or Portuguese, of course, have facilities with one or the other language. In addition, those that speak another language at home (additional to Spanish language but also different to English and Portuguese language) have also some facilities to learn another foreign language. It should be because they are used to have two words (at least) for the same concept, two grammatical linguistic knowledge and other grammatical aspects in their brain which help to stick new words and a new grammatical linguistic knowledge.

As a final conclusion, I would like to point out that the most of the participants do English extra-activities outside the school than Portuguese extra-activities outside the school, such as reading newspapers, talking on the

phone with native speakers of the language, watching TV, series or films and reading books.

To sum up, we could say that as Portuguese is very similar to Spanish, the participants understand very well when they listen to the language or read it. Nevertheless, grammar is very difficult, thus, although the participants are Spanish, they are not able to produce the language if they do not have enough knowledge of it. On the contrary, English is different to Spanish, thus the participants do not understand very well when they listen to the language or read it, unless they have a high knowledge of it. However, English grammar is easier than Portuguese grammar. In addition, as they have spent most of the time learning English (since they were 5) than Portuguese (since they were 12), they are more decisive to speak or to write in English than in Portuguese. In other words, we could say that Receptive Skills (L & R) are easier in the Portuguese language, but Productive Skills (S & W) are easier in the English language.

5.6.6. English and Portuguese TEST

The third step in our study was to use some books and other exercises to study their acquisition of the 4 skills and their grammatical knowledge. The procedure used was asking them to read out aloud (to value P- pronunciation) and to make questions about what they just read (to value R- reading-comprehension and S- speaking). Then, the language assistant (or the Portuguese teacher in the Portuguese case) asked some questions so I was able to assess L-listening- also. Finally, W- writing was also analysed through the two questionnaires.

I have divided this section in four kinds of tests:

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- a) No standardized test in English
- b) No standardized test in Portuguese
- c) Standardized test in English
- d) Standardized test in Portuguese

The objective is to know the level that the pupils have in the four linguistic skills (L, S, R and W). Then, I am going to compare the level of those skills in the two languages (English and Portuguese) depending on their preferences of learning (this is to say, whether if they prefer the Deductive or the Inductive Approach when they are in the English or Portuguese class, or even CLIL).

The two no standardized test have the objective to assess grammar and the four linguistic skills in isolation, while as the two standardized tests have the objective to assess grammar, the four linguistic skills, the social and cultural knowledge related to the language in an integrative approach. This test is related to Data collected about the Competences in the study of a Second Language (Madrid and McLaren, 1995).

- a) No standardized test in English

This is composed of four parts related to English Grammar and the four linguistic skills. If we want to look at the participants' English no standardized test we can see them in the CD if we go to the participant's folder and we open the PDF P__ - E. TEST.

- English Grammar

This part of the test is composed of two grammar activities. In the first activity there are seven sentences with three options. The pupils have to choose and circle the option that is not possible. The second activity is composed of six sentences. The pupils are given three options and, in this situation they have to choose the most appropriate word. The model of this part of the test is in appendix 5.

Most of the pupils have had more than two mistakes in this part of the test, 5 of them have had no errors, 1 of them have had just one error, 6 of them have had two mistakes, and then 148 of them have had more than two errors.

The participants who have had no errors are P1, P13, P17, P25 and P83. The participant who has had just 1 error is P92 and the participants who have had two mistakes are P22, P39, P64, P65 and P77. The rest of the participants have had more than two errors.

In conclusion, we can say that the 3% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 4% per cent of them has had two errors, and then, the 98% per cent of them has had more than two errors. We can see an example of PARTICIPANT 22 that I have included in appendix 15. We can also take a look to the PARTICIPANT 22's results at the appendix 25.

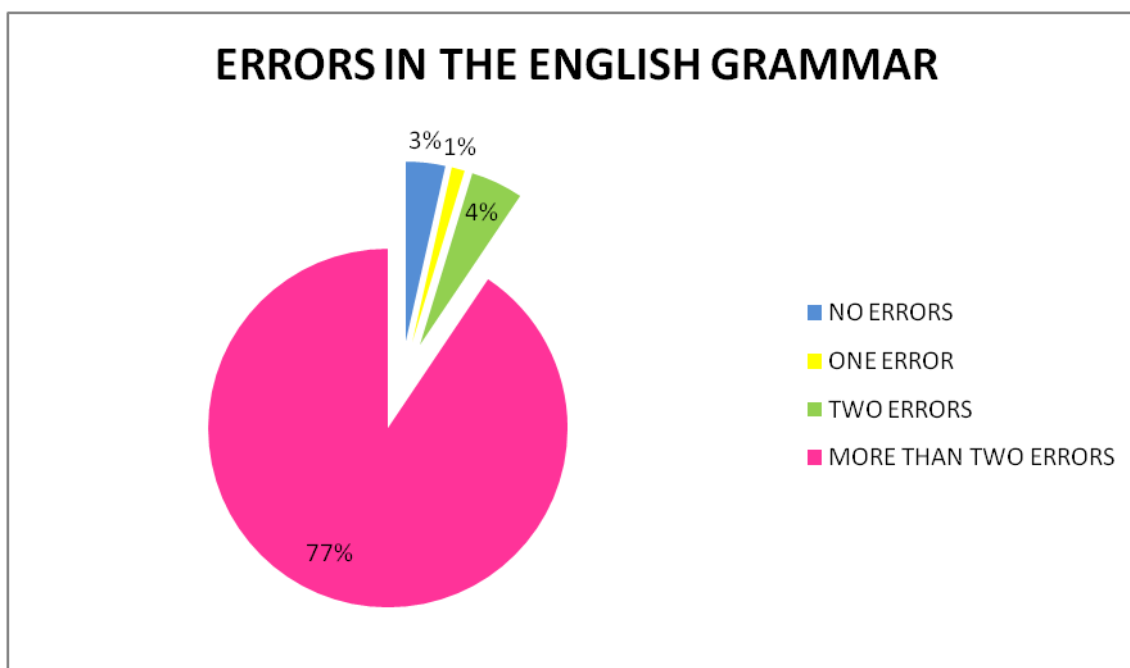


FIGURE 54. Errors in the English Grammar

The most common errors are in question 3, 5 and 6 of the exercise 1 and 6 of the exercise 2 and the less common errors are in question 1 of the exercise 1 and 5 of the exercise 2.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can see their tests due to the fact that those tests will be recollected in a PDF named P__ - E.TEST.

- English Listening (L)

The pupils are going to watch a little part of the movie "One Day". Then I am going to covert the screen and they will be given a sheet of paper with

questions in which they have to choose between three answers. The model is in appendix 6.

Most of the pupils have had more than two mistakes in this part of the test. 17 of them have had no errors, 5 of them have had just one error, 3 of them have had two mistakes, and then 135 of them have had more than two errors.

The participants who have had no errors are P11, P13, P17, P25, P39, P43, P83, P98, P103, P115, P129, P147, P151, P154, P155 and P156. The participants who have had just 1 error are P5, P22, P23, P92, P149 and the participants who have had two mistakes are P1, P132 and P157. The rest of the participants have had more than two errors.

In conclusion, we can say that the 2% per cent of them has made no errors, the 3% per cent of them has had just one mistake, the 84% per cent of them has had two errors, and then, the 11% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 16. We can also take a look to the participant 22's results at the appendix 25.

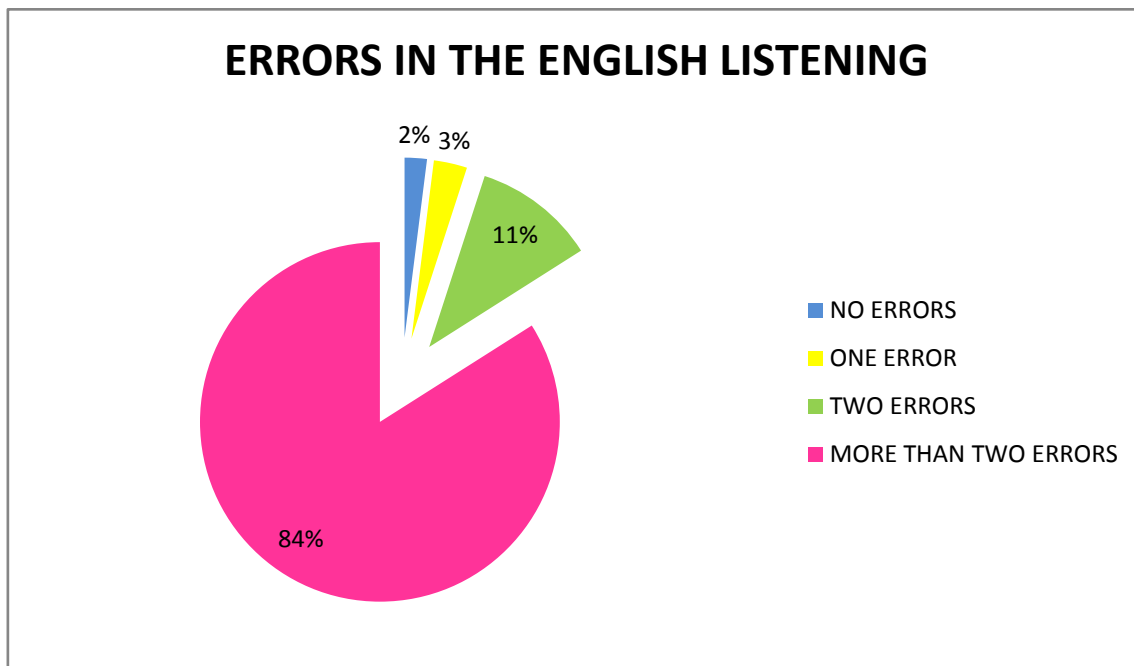


FIGURE 55. Errors in the English Listening

The most common errors are in question 4, 5 and 6 and the less common errors are in question 1 and 2.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can see their tests due to the fact that those tests will be recollected in a PDF named P__ - E.TEST.

- English Speaking (S)

As L and S are connected in real world, I am going to connect this productive skill (S) in this task too. Then, during the movie "One Day", the pupils are going to take notes. Then, they have some time to memorize it and then, they will speak for a few minutes about the film. Then, I will collect the errors of their speeches. We can listen to the audios if we go to the participant 's folder and we can also look at their transcriptions in there. We can also take a look to the participant 22's transcription at the appendix 25.

Most of the pupils have had more than two mistakes in this part of the test. 6 of them have had no errors, 3 of them have had just one error, 2 of them have had two mistakes, and then 149 of them have had more than two errors.

The participants who have had no errors are P23, P25, P39, P77, P147 and P155. The participant who has had just 1 error is P43, P115 and P156 and the participants who have had two mistakes are P17 and P144. The rest of the participants have had more than two errors.

In conclusion, we can say that the 4% per cent of them has made no errors, the 2% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 93% per cent of them has had more than two errors, as we can see in their audios. We can also take a look to the participant 22's results at the appendix 25.

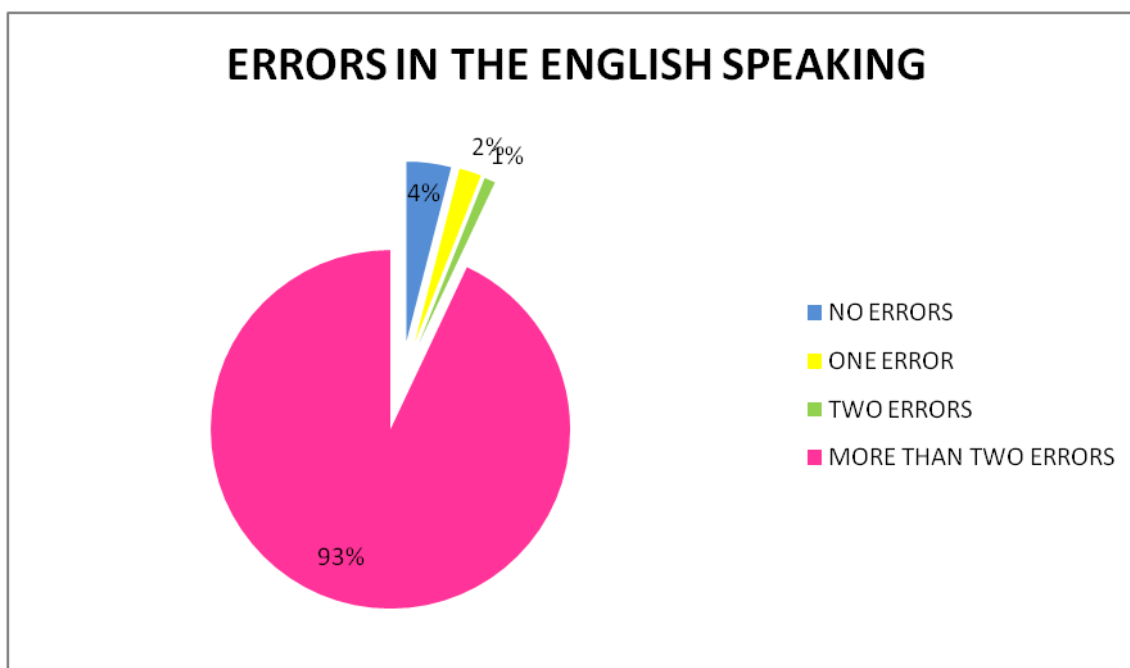


FIGURE 56. Errors in the English Speaking

Most of the mistakes in this part of the text are in pronunciation and grammar.

The pupils that have errors in pronunciation are P1, P5, P11, P13, P17, P20, P22, P52, P53, P64, P65, P80, P83, P83, P92, P98, P103, P115, P116, P129, P133, P135, P146, P151, P154 and P157 (29 participants in total).

On the other hand, the pupils that have grammatical error when they speak are P5, P11, P13, P17, P22, P43, P52, P116, P132, P133, P135, P146, P151, P156 (14 participants in total).

The most common errors of pronunciation are pronouncing “night” as /naɪ/ instead of /naɪt/, “college” as /'kɒlɪdʒ/ instead of /'kɒlɪdʒ/, “their” with a vibrating /r/, “fact” as /fæk/ instead of /fækt/, “years” as /dʒɪə/ instead of /'jɪə/, “realised” with a vibrating /r/, “restaurant” as /'restaurɒŋ/ instead of /'restərɒŋ/, “although” as /ɔ:l'θəʊ/ instead of /ɔ:l'ðəʊ/, “relationship” as /rɪ'laʃənʃɪp/ instead of /rɪ'leɪʃənʃɪp/, “detined” as /'destɪnd/ instead of /'destɪnət/, “together” as /tə'geðə/ instead of /tə'geðər/, “would” as /ɡʊd/ instead of /wʊd/, “finally” as /'faɪnəlɪ/ instead of /'fɪnəlɪ/. “start” as /estɑ:t/ instead of /stɑ:t/, “interested” as /'ɪntrɪstɪd/ instead of /'ɪnterestɪd/, “fall” as /fe:l/ instead of /fɔ:l/, “rich” as /rɪ/ instead of /rɪtʃ/, “other” as /'ʌðə/ instead of /'ʌðər/,

In addition, the participants also comit errors as “Dexter” as /des'ter/ instead of /deks'ter/, “different” as /'dɪferent/ instead of /'dɪfrənt/, “success” as /su'ses/ instead of /sək'ses/, “really” with a vibrating /r/. “never” as /'neve/ instead of /'nevər/, “married” as /'mæɪ/ instead of /'mæɪd/ or with a vibrating /r/, “divorce” as /dɪ'vɔ:/ instead of /dɪ'vɔ:s/, “her” with a vibrating Spanish /j/, “live” as /lɪv/ instead of /laɪv/, “love” as /lɪv/ instead of /lʌv/, “romantic” with a vibrating /r/, “story” as /'stɔ:ɪ/ instead of /'stɔ:ɪ/, “different” as /'dɪferent/ instead of /'dɪfrənt/, “start” as /estɑ:t/ instead of /stɑ:t/, “get” as /jet/ instead of /get/, “she” as /ʃi:/ instead of /si:/, “dies” as /dɪs/ instead of /daɪs, daɪ/, “really” as /'ralɪ/ instead of /'rɪəlɪ/ with a vibrating /r/, “again” as /lɪv/ instead of /laɪv/.

Some of them pronounce “romantic” with a vibrating /r/, “about” as /e'baʊt/ instead of /ə'baʊt/, she exaggerates the sound /h/ in “he” (/hi:/), “film” as /felm/ instead of /fɪlm/, “principles” as /'prɪnsəpl/ instead of /'prɪnsəpl/, “spoiled” as /espoɪled/ instead of /spɔɪld/, “through” as /θɒf/ instead of /trɒf/, “separate” as /'sepəreɪt/ instead of /'sepəreɪt/, “taking” as /'tɒkɪŋ/ instead of /'teɪkɪŋ/, “very” as /'berɪ/ instead of /'verɪ/, “each” as /i:t/ instead of /i:tʃ/ and “july” as /dʒulɪ/ instead of /dʒulaɪ/, “else” as /hels/ instead of /els/, “couple” as /'kʌpl/ instead of /'kʌpl/, “july” as /dʒulɪ/ instead of /dʒulaɪ/.

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And some other errors are “right” as /raɪ/ instead of /raɪt/, “ugly” as /'egli/ instead of /'ʌgli/, “strong” as /estronger/ instead of /stronger/ and “vulnerable” as /'vʌlnərəɪbl/ instead of /'vʌlnərəbl/. There are also some exaggerations, such as the sound /ʃ/ in “finish” (/fɪnɪʃ/).

The most common errors of grammar are the following: saying “entertained life” instead of “entertaining life”, “as a waitress on a Mexican restaurant” instead of “as a waitress in a Mexican restaurant”, “Emma goes to live with his boyfriend” instead of “Emma goes to” “lost his jobs” instead of “lost his job”, “hard-worker” instead of “hard-working”, “every years” instead of “every year”, “they are friend” instead of “they are friends”, “keep contact” instead of “keep in contact”, “she met hit” instead of “she met him”, “fifteen” instead of “fifteenth”, “she is in love with his best friend” instead of “she is in love with her best friend”, “she decide” instead of “she decides”, “she decides to stop to meet him” instead of “she decides to stop meeting him”, “she has an accident with his bike” instead of “she has an accident with her bike” or “she has an accident with his bike” instead of “she has an accident with her bike”.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can listen to their audios due to the fact that those speeches will be recollected in an audio named P__- AUDIO 1. We can also take a look to their transcriptions due to the fact that those will be recollected in a PDF named P__- TEST NOTES.

- English Reading (R)

The participants are going to read a chapter of the book "Sherlock Holmes". This chapter is called "The Dancing Man". Then, they are going to fill up a sheet of paper about what they have already read. The model is in appendix 7. We can see an example of participant 22 that I have included in appendix 17. We can also take a look to the participant 22's results at the appendix 25.

The reading activity is composed by two exercises. In the first one, the participants have to write whether if they are true or false. On the other hand, in the second activity they have to answer the different open-ended-questions, so they have to write about the chapter they have read. As the Reading and Writing ability skills are found both in the same activity, I am just going to take into account the comprehension ability.

Most of the pupils have had more than two mistakes in this part of the test. 13 of them have had no errors, 7 of them have had just one error, 2 of them have had two mistakes, and then 138 of them have had more than two errors.

The participants who have had no errors are P1, P11, P13, P17, P22, P25, P65, P83, P84, P135, P147, P155, P156 and P157. The participants who have had just 1 error are P43, P52, P103, P115, P149, P151 and P154 and the participants who have had two mistakes are P39 and P135. The rest of the participants have had more than two errors.

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In conclusion, we can say that the 8% per cent of them has made no errors, the 4% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 77% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 17. We can also take a look to the participant 22's results at the appendix 25.

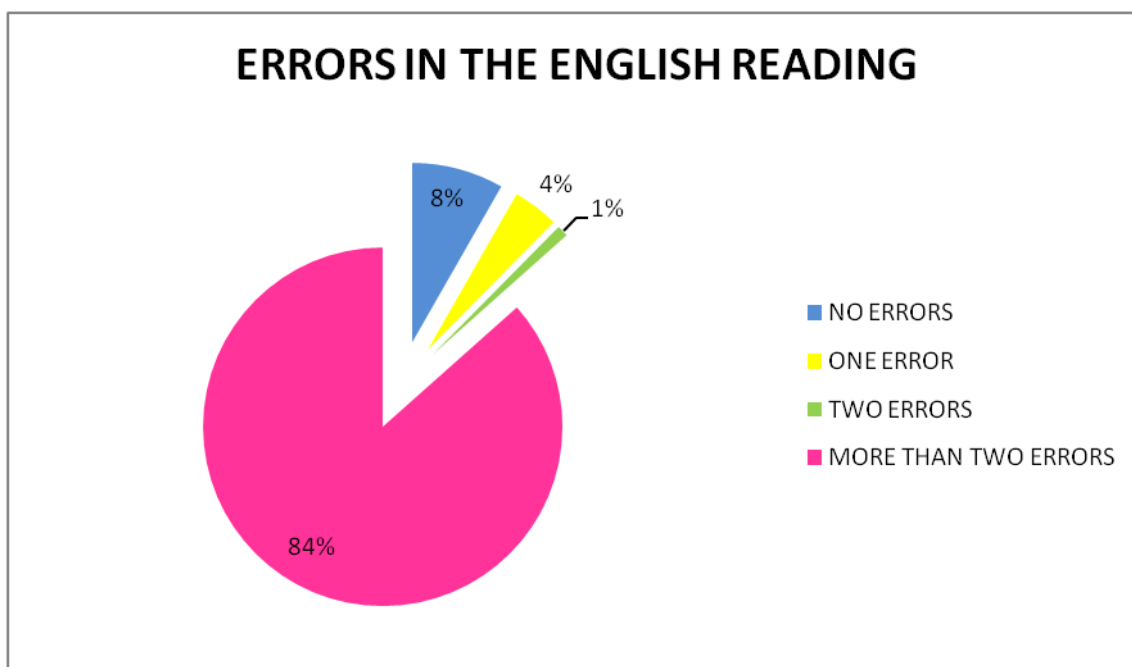


FIGURE 57.Errors in the English Reading

The most common errors are in question b, d in the exercise A and the less common errors are in question a, b and e in the exercise B.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__-E. TEST.

- English Writing (W)

As R and W are connected in their learning process, I am going to connect this productive skill (W) in this task too. Then as they have read the chapter "The Dancing Men" and they have write about it in the second activity, I am going to analyze this skill taking into account their answer. The model is in appendix 7.

In their answer, we can observe their spelling and grammar mistakes and other kind of orthographical errors.

Most of the pupils have had more than two mistakes in this part of the test. 18 of them have had no errors, 3 of them have had just one error, 13 of them has had two mistakes, and then 126 of them have had more than two errors.

The participants who have had no errors are P1, P11, P22, P23, P25, P43, P52, P83, P84, P135, P146, P149 and P151 (13 participants in total). The participants who have had just 1 error are P5, P20, P39, P77, P92, P98, P103, P115, P116, 129, P132, P133, P154, P155 and P156 (15 participants in total) and the participants who have had two mistakes are P13, P64 and P80 (3 participants in total). The rest of the participants have had more than two errors.

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In conclusion, we can say that the 11% per cent of them has made no errors, the 2% per cent of them has had just one mistake, the 8% per cent of them has had two errors, and then, the 79 % per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 17. We can also take a look to the participant 22's results at the appendix 25.

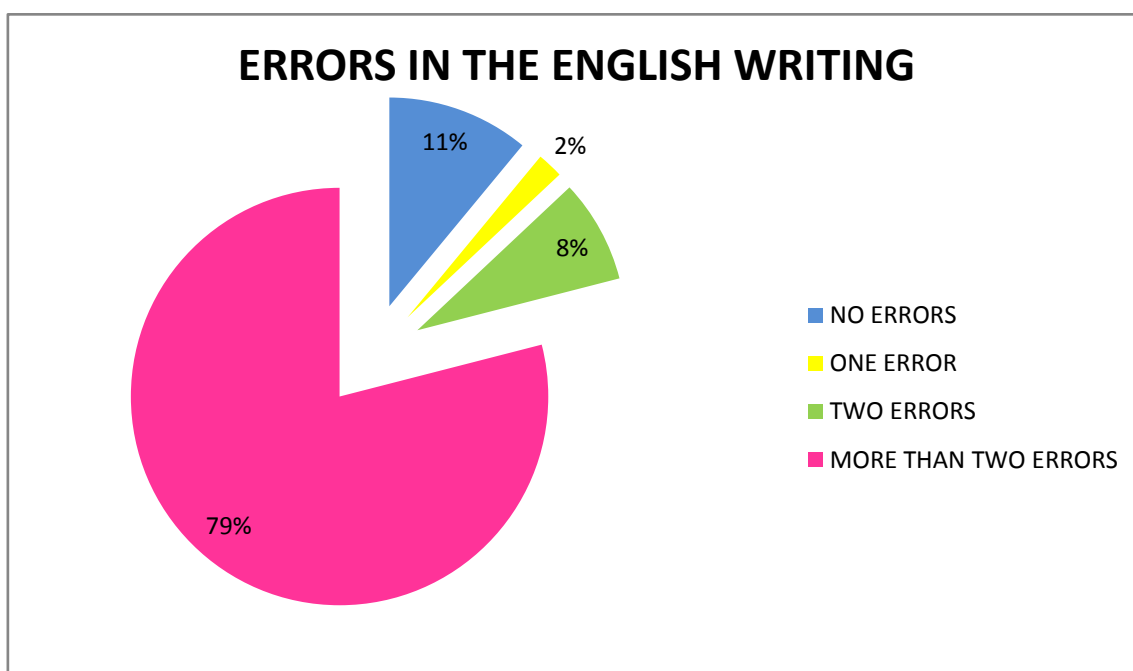


FIGURE 58. Errors in the English Writing.

The most common errors are in question e.

The mistakes are usually in grammar and spelling. The participants that has had mistakes with grammar are the following: P1, P11, P13, P17, P22, P23, P25, P52, P64, P83, P84, P135, P146, P149, P151 and P157; and the participants that have had errors with spelling are P1, P17, P22, P23, P25, P43, P52, P65, P80, P83, P84, P135, P146, P149, P151 and P157.

Some of the frequent errors in grammar are using the inadequate preposition (as “in” instead of “on” and “for” instead of “to”), confusing the verb tenses (as using the present perfect “has written” instead of the pas perfect “had written”, the past simple “sent” instead of the past perfect “had sent”, or “wrote” instead “had written”) and confusing the feminine pronoun “her” with the masculine pronoun “his”.

Some of the frequent errors in spelling are writing “American” instead of “Americian” and “proboked” instead of “provoked”.

We can find the results in the Participants’ Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__ - E. TEST.

b) No standardized test in Portuguese

This is composed of four parts related to English Grammar and the four linguistic skills. If we want to look at the participants’ Portuguese no

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standardized test we can see them in the CD if we go to the participant's folder and we open the PDF P__- P. TEST.

- Portuguese Grammar

This part of the test is composed of two grammar activities.

In the first activity there are seven sentences. It is a fill-in-the-gaps activity and the participants have to complete the sentences with the list of verbs. The verbs must be conjugated. The second activity is composed of four sentences. The pupils are given some words and they have to make phrases with these words. The model is in appendix 8.

Most of the pupils have had more than two mistakes in this part of the test. 1 of them has had no errors, 4 of them have had just one error, 8 of them have had two mistakes, and then 147 of them have had more than two errors. Most of the pupils have had around 9 errors.

The participant who has had no errors is P39. The participants who have had just 1 error are P5, P17, P22, P43 and P115 and the participants who have had two mistakes are P1, P11, P13, P84, P129, P135 and P156. The rest of the participants have had more than two errors.

In conclusion, we can say that the 1% per cent of them has made no errors, the 3% per cent of them has had just one mistake, the 5% per cent of them has had two errors, and then, the 91% per cent of them has had more

than two errors. We can see an example of participant 22 that I have included in appendix 18. We can also take a look to the participant 22's results at the appendix 25.

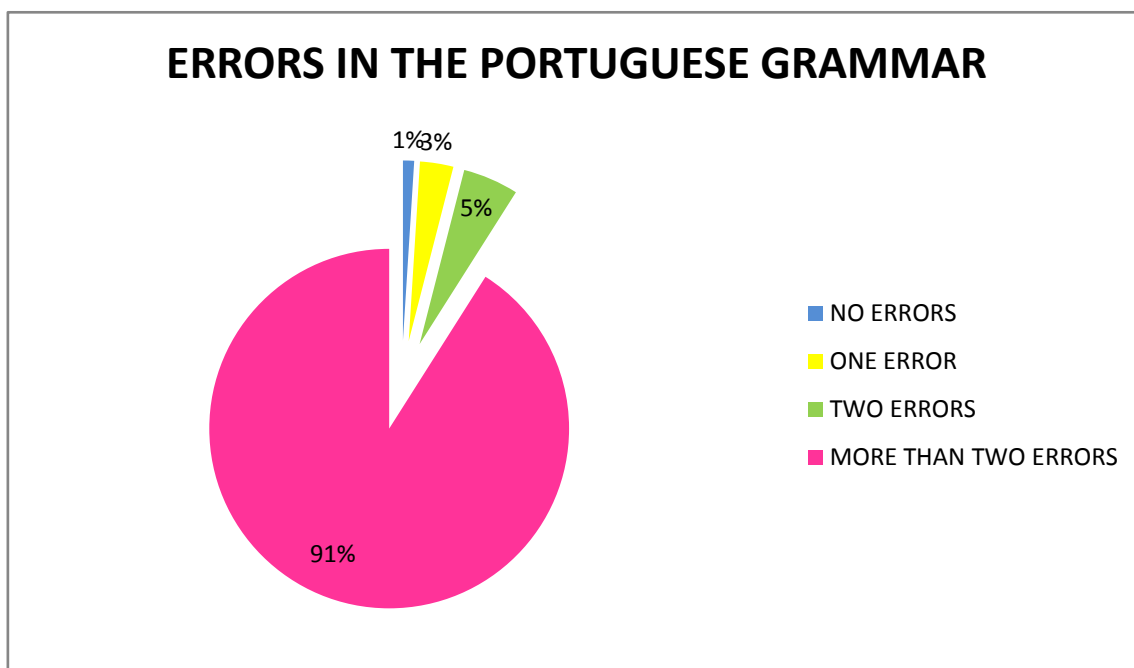


FIGURE 59. Errors in the Portuguese Grammar

The most common errors are in question 2 and 3 in the exercise 1 and in question 4 in the exercise 2 and the less common errors are in question 1 in the exercise 1 and in question 2 and 3 in the exercise 2.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can see their tests due to the fact that those tests will be recollected in a PDF named P__ - P. TEST.

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- Portuguese Listening (L)

The pupils are going to watch a little part of the movie “A bella e o paparazzo”. Then I am going to covert the screen and they will be given a sheet of paper with questions in which they have to choose between three answers. The model is in appendix 9.

Most of the pupils have had more than two errors in this part of the test. 14 of them have had no errors, 1 of them has had just one error, 4 of them have had two mistakes, and then 141 of them have had more than two errors.

The participants who have had no errors are P5, P11, P13, P20, P22, P25, P39, P43, P47, P92, P103, P115, P129 and P147. The participant who has had just 1 error is P83 and the participants who have had two mistakes are P149, P154, P156 and P157. The rest of the participants have had more than two errors.

In conclusion, we can say that the 9% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 3% per cent of them has had two errors, and then, the 87% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 19. We can also take a look to the participant 22’s results at the appendix 25.

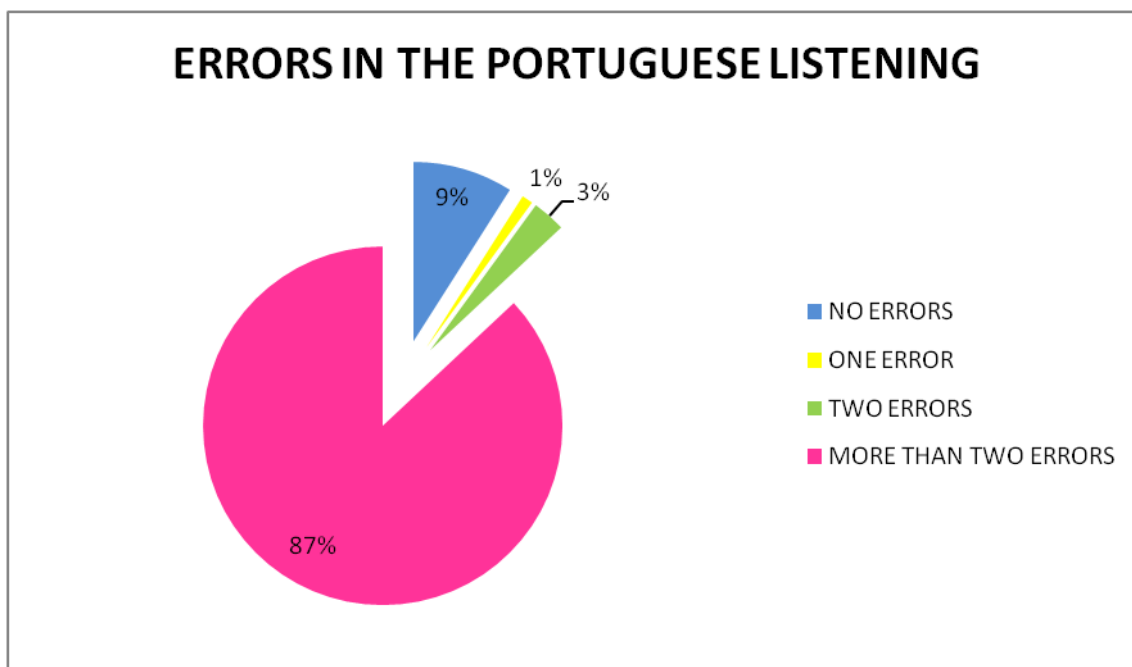


FIGURE 60. Errors in the Portuguese Listenig

The most common errors are in question 3 and 5 and the less common errors are in question 1.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can see their tests due to the fact that those tests will be recollected in a PDF named P__ - P. TEST.

- Portuguese Speaking (S)

As L and S are connected in real world, I am going to connect this productive skill (S) in this task too. Then, during the movie “A bella e o paparazzo”, the pupils are going to take notes. Then, they have some time to memorize it and then, they will speak for a few minutes about the film. Then, I will collect the errors of their speeches. We can listen to the audios if we go to the participant´s folder and we can also look at their transcriptions in there. We can also take a look to the participant 22´s transcription at the appendix 25.

Most of the pupils have had more than two mistakes in this part of the test. 3 of them have had no errors, 2 of them have had just one error, 7 of them have had two mistakes, and then 148 of them have had more than two errors.

In conclusion, we can say that the 2% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 4% per cent of them has had two errors, and then, the 93% per cent of them has had more than two errors. We can also take a look to the participant 22´s transcription at the appendix 25.

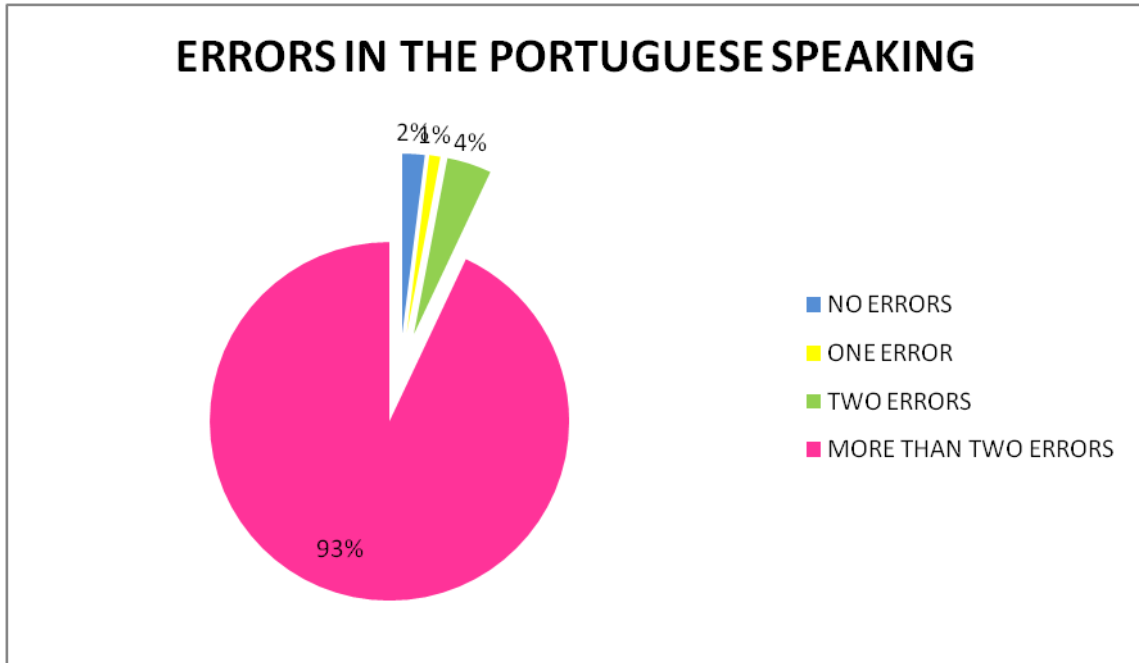


FIGURE 61. Errors in the Portuguese Speaking

Most of the mistakes in this part of the test are in pronunciation and grammar. There are also some participants that commit lexical errors.

The pupils that have had errors in pronunciation are P13, P17, P20, P22, P23, P25, P43, P52, P53, P64, P65, P77, P80, P83, P84, P92, P98, P103, P116, P129, P132, P133, P135, P146, P147, P149, P151, P154, P155, P156 and P157.

The pupils that have errors in grammar are P1, P5, P20, P23, P25, P52, P53, P64, P65, P80, P84, P98, P103, P116, P129, P133, P135, P147, P149, P154 and P156. The pupils that have errors in lexical are P17, P43, P52, P64, P83, P92, P98, P146, P151 and P155.

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The most common errors of pronunciation are pronouncing "de" (Spanish) instead of "do" (Portuguese), "vende" with /b/ instead of with /v/, "fazendo" as /fa'siẽdo/ instead of /fa'zẽdo/, "seguir-les" as /se'girles/ instead of /se'gir'lij/, "telenovela" and "vida" with /b/ instead of with /v/, "tambem" as /tã'vẽj/ instead of /tã'bẽj/, "o" as /o/ instead of /u/, "porque" /'puRki/ (Spanish) instead of "porque" /'poRke/ (Portuguese), "bem" as /bem/ instead of /bẽj/, "van" /'van/ (Spanish) instead of "vão" /'vãw/ (Portuguese), "tão" /'tui/ instead of /'tãw/, "por" /'poR/ (Spanish) instead of "porque" /'puR/ (Portuguese), "el" /'el/ (Spanish) instead of "ele" /'ele/ (Portuguese), "ella" /'eɫa/ (Spanish) instead of "ela" /'ela/ (Portuguese), "elles" /'eɫes/ (Spanish) instead of "eles" /'eles/ (Portuguese), "trabalho" as /tra'baʒu/ instead of /tra'baɫu/, "gostam" instead of "gostam", "va" /'ba/ (Spanish) instead of "va" /'ba/ (Portuguese).

In addition, some participants commit some errors as "desconhecido" as /deskone'sido,/ instead of /deʃkoɲe'sidu/, "não" as /no/ instead of /nãw/, "tem" as /tem/ instead of /tẽj/, "romantico" with the Spanish /r/ instead of the Portuguese aspirated /r/, "atriz" as /ak'triθ/ (Spanish) instead of "atriz" /a'trij/ (Portuguese), "chateada" as /ʃate'ada/ instead of /ʃate'ada/, "conhece" as /coneʃe/ instead of /koɲe'se/, "verdade" as /'berdade/ instead of /'verdade/, "o" as /o/ instead of /u/, "porque" /'puRki/ (Spanish) instead of "porque" /'poRke/ (Portuguese), "chateada" as /ʃate'ada/ instead of /ʃate'ada/, "fazer-lhe" as /faθer'le/ instead of /fazer'li/, "vender" as /'bender/ instead of /'vender/, "encontram" as /'encontran/ (Spanish) instead of /'encontrãw/ (Portuguese).

Some of them pronounce "faz" as /fase/ instead of /faʃ/, "dos" /'dos/ (Spanish) instead of "dois" /'doiʃ/ (Portuguese), "son" /son/ (Spanish) instead of "são" as /sãw/ (Portuguese), "então" as /ento/ instead of /entãw/, "fazer" as /faθer'/ instead of /fazer'/, "rapazes" as /ra'pa'tʃeʃs/ instead of /ra'pa'zeʃ/, "jornalis" instead of "jornalista", "revista" with /b/ instead of with /v/, "trabalho" as

/tra'baʒu/ instead of /tra'baɫu/, "corazon" as /['kora'θon]/ (Spanish) instead of "coração" /kora'sɑ̃w/ (Portuguese).

Other errors are "desenvolvido" with /b/ instead of with /v/ and "atriz" as /ak'triθ]/ (Spanish) instead of "atriz" /a'trij]/ (Portuguese), "jornais" /'xornais/ (Spanish) instead of /ʒornai ʃ/ (Portuguese), "romantico" with the Spanish /r/ instead of the Portuguese aspirated /r/, "atriz" as /ak'triθ]/ (Spanish) instead of "atriz" /a'trij]/ (Portuguese) and "rosa" with the Spanish /r/ instead of the Portuguese aspirated /r/).

Most of the participants do not use the phonem /ʃ/ in the words finishing by "s".

The participants that speak other Latin languages or dialect (as Italian, Catalan, ect.) confuse those accents with the Portuguese accent.

The participant 1 (as she has Italian family) confuses the Italian accent with the Portuguese accent. We can hear this in the folder PARTICIPANT 1 in the P1-AUDIO 2. The participant 157 (who studies Italian) also does it and she pronounces "TV" as /tivu/ (Italian) instead of /televisɑ̃w/. He does not use the phonem /ʃ/ in the words finishing by "s". We can hear this in the folder PARTICIPANT 157 in the P157-AUDIO 2.

The participant 5 (as she has Brazilian family) pronounces Portuguese with a strong Brazilian accent. We can hear this in the folder PARTICIPANT 5 in the P5-AUDIO 2.

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The participant 92's pronunciation is influenced by his knowledge of Catalan, nevertheless he works the Portuguese accent out and he does it fine. We can hear this in the folder PARTICIPANT 20 in the P20-AUDIO 2.

The most common errors of grammar are saying "esta fazendo" (Spanish) instead of "estar a fazer" (Portuguese), "esta vendendo" (Spanish) instead of "estar a vender" (Portuguese), the location of the tonic pronouns, as "se mete" (Spanish) instead of "mete-se" (Portuguese), "se encontram" (Spanish) instead of "encontram -se" (Portuguese) and "se namoram" instead of "namoram-se", using the Spanish indeterminate article "una" (Spanish) instead of the Portuguese indeterminate article "uma" (Portuguese), using the Spanish ending "ales" in "sentimentales" (Spanish) instead of the Portuguese ending "ais" in "sentimentais" (Portuguese), "quere" instead of "quer", using the Spanish verb "conocen" (Spanish) instead of the Portuguese verb "conhecem" (Portuguese), using the Spanish verb "dice" (Spanish) instead of the Portuguese verb "diz" (Portuguese) , using the pronoun "quien"(Spanish) instead of "quem" (Portuguese), using the Spanish tense future continuous as "va a perder" (Spanish) instead of the Portuguese tense future continuous "va perder" (Portuguese) and "sigue" (Spanish) instead of "segue" (Portuguese), using the pronoun "quien"(Spanish) instead of "quem" (Portuguese) and the verb "conocen"(Spanish) instead of "conhecem" (Portuguese).

The participant 5 (who has a Brazilian family) confuses the Brazilian grammar with the Portuguese grammar. She has some grammatical errors, such as "esta pasando" (Brazilian) instead of "estar a pasar" (Portuguese), "esta trabalhando" (Brazilian) instead of "esta a trabalhar" (Portuguese), "esta perdendo" (Brazilian) instead of "esta a perder" (Portuguese). We can hear this in the folder PARTICIPANT 5 in the P5-AUDIO 2.

The most common lexical errors are "enfada-se" (Spanish) and "chateia-se" (Portuguese), "periodista" (Spanish) and "jornalista" (Portuguese),

"descubra" (Spanish) and "descobra" (Portuguese), "namorão-se" (that means that they start a relationship) and "apaixonam-se" (that means that they fall in love), "pelicula" (Spanish) instead of "film" (Portuguese) and "camareiro" instead of "empregado de mesa".

The participant 1 (who has an Italian family) confuses the Italian lexical with the Portuguese lexical. She has some lexical errors, such as "molto" (Italian) instead of "muito" (Portuguese), "conoscono" (Italian) instead of "conhecem-se" (Portuguese), "fare" (Italian) instead of "fazer" (Portuguese), "arrabia-se" (Italian) instead of "chateia-se" (Portuguese), "namorão-se" (that means that they start a relationship) and "apaixonam-se" (that means that they fall in love). We can hear this in the folder PARTICIPANT 1 in the P1-AUDIO 2.

The participant 5 (who has a Brazilian family) confuses the Brazilian lexical with the Portuguese lexical. She has some lexical errors, such as "descubre" (Spanish) and "descobre" (Portuguese) and "salir" (Spanish) and "sair" (Portuguese). We can hear this in the folder PARTICIPANT 5 in the P5-AUDIO 2.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can listen to their audios due to the fact that those speeches will be recollected in an audio named P__- AUDIO 2. We can also take a look to their transcriptions due to the fact that those will be recollected in a PDF named P__- TEST NOTES.

- Portuguese Reading (R)

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The participants are going to read a chapter of the book “Na escola”. This chapter is called “Uma aventura na escola”. Then, they are going to fill up a sheet of paper about what they have already read.

The reading activity is composed by two exercises. In the first one, the participants have to write whether if they are true or false. On the other hand, in the second activity they have to answer the different opened-questions, so they have to write about the chapter they have read. The model is in appendix 10.

Most of the pupils have had more than two mistakes in this part of the test. 3 of them have had no errors, 30 of them have had just one error, 2 of them have had two mistakes, and then 125 of them have had more than two errors.

The participants who have had no errors are P11, P17 and P23. The participants who have had just 1 error are P1, P5, P13, P20, P22, P25, P39, P43, P52, P53, P64, P65, P77, P80, P83, P84, P92, P103, P115, P116, P132, P135, P147, P149, P151, P154, P155, P156 and P157 and the participants who have had two mistakes are P129 and P133. The rest of the participants have had more than two errors.

In conclusion, we can say that the 2% per cent of them has made no errors, the 18% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 79% per cent of them has had more than two errors. We can see an example of PARTICIPANT 22 that I have included in appendix 20. We can also take a look to the PARTICIPANT 22's results at the appendix 25.

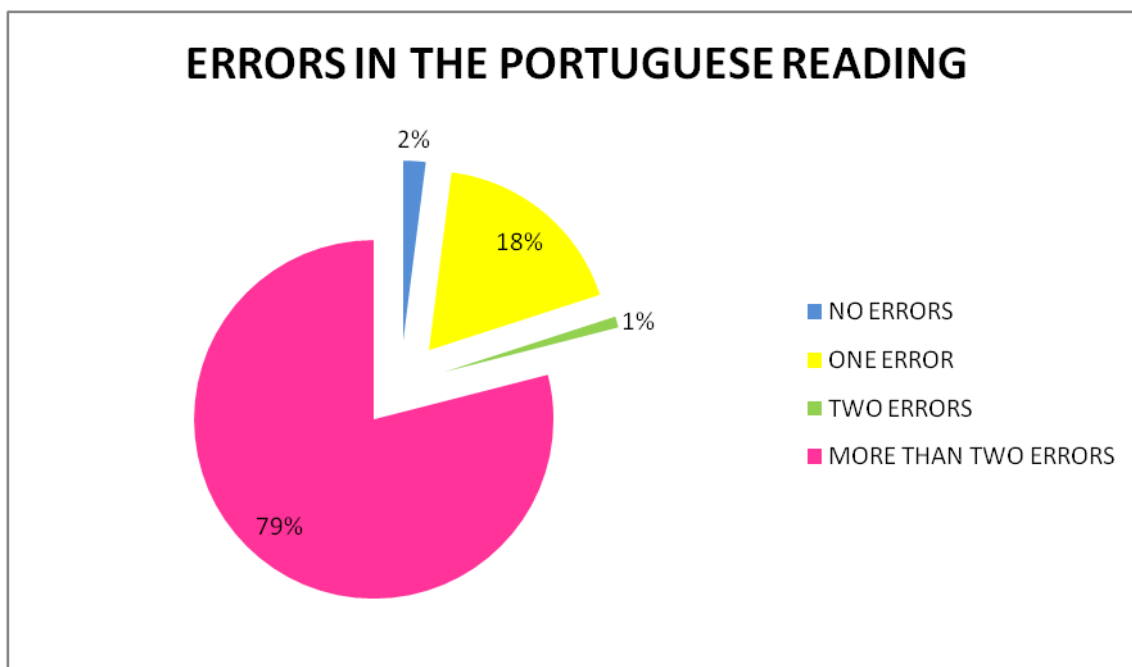


FIGURE 62. Errors in the Portuguese Reading

The most common errors are in question a and e in the exercise A and the less common errors are in question c in the exercise B.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can see their tests due to the fact that those tests will be recollected in a PDF named P__ - P. TEST.

- Portuguese Writing (W)

As R and W are connected in their learning process, I am going to connect this productive skill (W) in this task too. Then as they have read the chapter "Uma aventura na escola" and they have write about it in the second

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activity, I am going to analyze this skill taking into account their answer. The model is in appendix 10 as well.

In their answer, we can observe their spelling mistakes and other kind of orthographical errors.

Most of the pupils have had more than two mistakes in this part of the test. 1 of them has had no errors, 2 of them have had just one error, 8 of them have had two mistakes, and then 149 of them have had more than two errors. Most of the pupils have had at least five mistakes.

The participant who has had no errors is P39. The participants who have had just 1 error are P48 and P115 and the participants who have had two mistakes are P13, P23, P77, P116, P129, P132, P147 and P151. The rest of the participants has had more than two errors.

In conclusion, we can say that the 1% per cent of them has made no errors, the 2% per cent of them has had just one mistake, the 5% per cent of them has had two errors, and then, the 92% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 20. We can also take a look to the participant 22's results at the appendix 25.

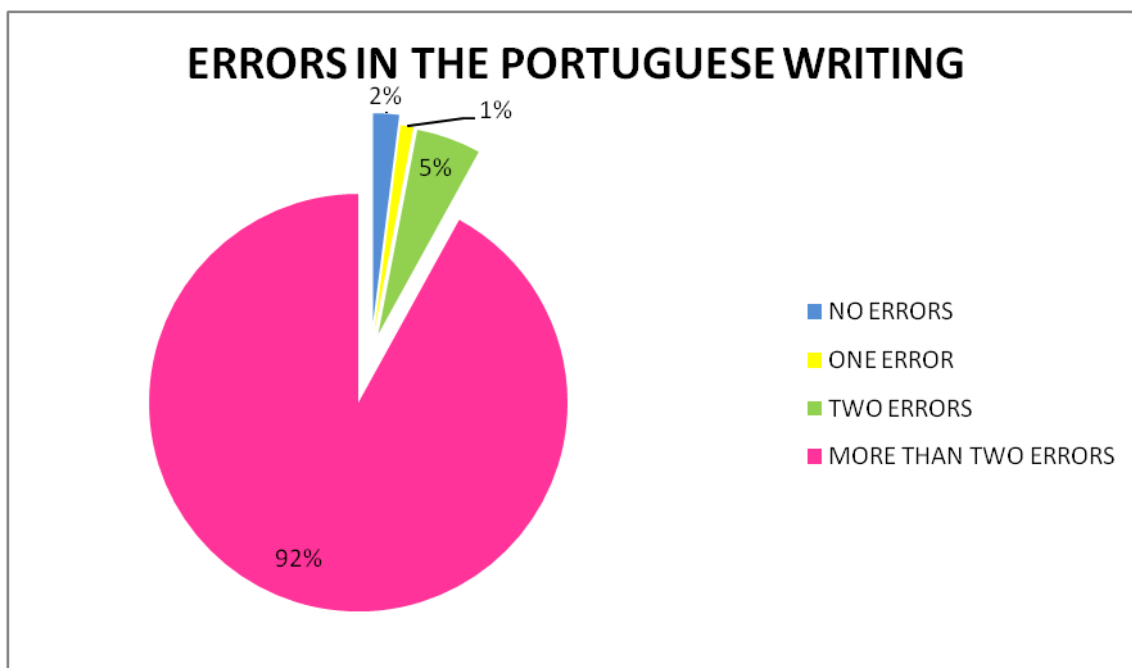


FIGURE 63. Errors in the Portuguese Writing

The most common errors are in the exercise B.

The mistakes are usually in grammar, vocabulary and spelling. The participants that has had mistakes with grammar are the following: P5, P11, P17, P25, P53, P116, P135, P154, P155 and P157 (10 participants in total); and the participants that have had errors with vocabulary are P5, P11, P17, P25, P53, P65, P84, P132, P133, P135, P147 and P15 (12 participants in total). The participants that have had mistakes with spelling are the following: P1, P5, P11, P13, P17, P20, P22, P23, P25, P52, P64, P65, P77, P80, P83, P92, P93, P103, P115, P129, P132, P133, P146, P147, P149, P151, P154, P155, P156 and P157 (31 participants in total).

Some of the frequent errors in this part of the test are directly related to grammar while as others are related to vocabulary or spelling.

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Some of the frequent errors in grammar are confusing the Spanish article “una” with the Portuguese article “uma” (It might be considered either grammar or spelling mistakes), using the Spanish preposition “can” instead the Spanish one “com” (It might be considered either grammar or vocabulary mistakes)...

Some other grammar mistakes are related to the conjugation problems: the Spanish conjugation “estan” with the Portuguese conjugation “estão”, the Spanish conjugation “penso” with the Portuguese conjugation “pensou”.

There are some other errors about no concordance with genre (such as “muito” instead of “muita”) or also confusing the pronoun “muito” with the determinant article “muito/a”.

One of the pupils (P5) confuses the Brazilian grammar with the Portuguese grammar. She uses the gerund (“jogando”, “brincando”) instead of the preposition “a” followed by the infinitive (“jogar”, “brincar”). She also confuses the position of the pronouns using the Brazilian position (collocating the pronoun before the noun) instead the Portuguese position (collocating the pronoun after the noun). Thus, she has written “Ihe dizem” instead of “dizem-Ihe”.

There are some other problems: Some of the frequent mistakes in vocabulary are using the Spanish noun “recreo” with the Portuguese noun “recreio” (It might be considered either vocabulary or spelling mistakes), using the Spanish preposition “con” with the Portuguese preposition “com” (It might be considered either vocabulary or spelling mistakes as well), confusing “maiores”

(meaning “bigger”) instead of “mais velhos” (meaning “older”), confusing “mais” (meaning “much”) instead of “mas” (meaning “but”)...

One of the pupils (P5) confuses the Brazilian vocabulary with the Portuguese vocabulary. She has written “garotas” (Brazilian) instead of “alunos” (Portuguese).

Some of the frequent errors in spelling are confusing the Spanish article “una” with the Portuguese article “uma” (It might be considered either grammar or spelling mistakes), using the Spanish noun “recreo” with the Portuguese noun “recreio” (It might be considered either vocabulary or spelling mistakes), confusing the position of the pronouns (collocating the pronoun before the noun instead of collocating the pronoun after the noun, such as “lhe ajude” instead of “ajude-lhe”). We can add some other errors in this classification, as some accent missing: “miudos” instead of “miúdos”, “entao” instead of “então”, “nao” instead of “não”, “estao” instead of “estão”... Some other spelling mistakes are writing “profesora” instead of “professor” and “comezaram” instead of “começaram”.

We can find the results in the Participants’ Folder. They are organized by numbers of the participants. We can see their tests due to the fact that those tests will be recollected in a PDF named P__ - P. TEST.

c) Standardized test in English

This is composed of four parts: the assessment of the language competence, the assessment of the sociolinguistic competence, the assessment of the socio-cultural competence and the assessment of the

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procedures. The model is in appendix 21. If we want to take a look the participants' results we can take a see them in the CD in their Participants' Folder. Those tests will be recollected in a PDF named P__ - E. STAND TEST.

Then, any part is at the same the composed of some activities.

- The assessment of the Language Competence in English

In the assessment of the linguistic competence, the participants have to do activity 1 ("The weather in Spain"). In the following activity, the pupils have to situate the temperature and the weather on the map. To do so, they have to read the paragraph that appears in the exercise. This activity is related to the READING skill.

Most of the pupils have had more than two mistakes in this part of the test. 11 of them have had no errors, 16 of them have had just one error, 4 of them have had two mistakes, and then 129 of them have had more than two errors.

The participants who have had no errors are P1, P22, P39, P43, P53, P77, P92, P115, P147, P155 and P156. The participants who have had just 1 error are P11, P13, P17, P20, P23, P25, P52, P64, P65, P80, P83, P103, P149, P151, P154, P157 and the participants who have had two mistakes are P84, P132, P135 and P146. The rest of the participants has had more than two errors.

In conclusion, we can say that the 7% per cent of them has made no errors, the 10% per cent of them has had just one mistake, the 3% per cent of them has had two errors, and then, the 80% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 21, page 1. We can also take a look to the participant 22's results at the appendix 26.

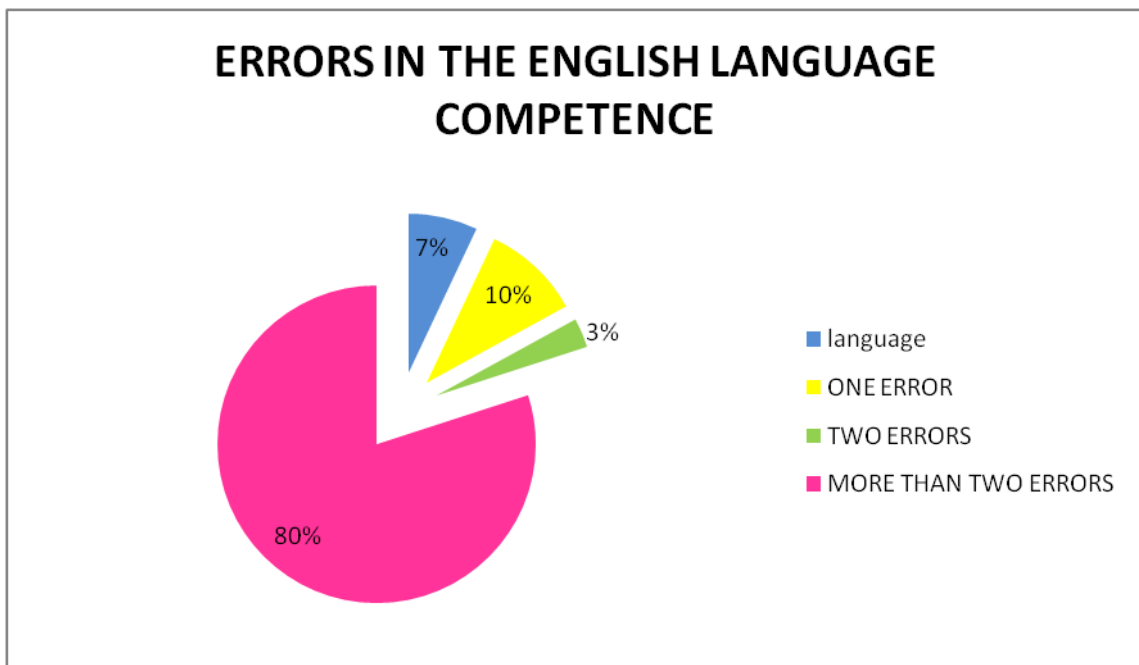


FIGURE 64. Errors in the English Language Competence

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__ - E. STAND TEST.

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- The assessment of the Sociolinguistic Competence in English

In the assessment of the socio-linguistic competence, the participants have to do the activity 1 (“At the travel agency”) in which they have to write a dialogue with the two characters: the travel agent and the character following the data of the exercise: flight to London on July 15th. This activity is related to the WRITING skill.

Most of the pupils have had more than two mistakes in this part of the test. 10 of them have had no errors, 11 of them have had just one error, 9 of them have had two mistakes, and then 130 of them have had more than two errors.

The participants who have had no errors are P17, P25, P77, P83, P103, P115, P147, P149, P154 and P156. The participants who have had just 1 error are P11, P13, P22, P23, P43, P53, P92, P135, P151 and P155 and the participants who have had two mistakes are P1, P5, P20, P52, P65, P84, P129, P133 and P146. The rest of the participants has had more than two errors.

In conclusion, we can say that the 6% per cent of them has made no errors, the 7% per cent of them has had just one mistake, the 6% per cent of them has had two errors, and then, the 81% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 21, page 2. We can also take a look to the participant 22’s results at the appendix 26.

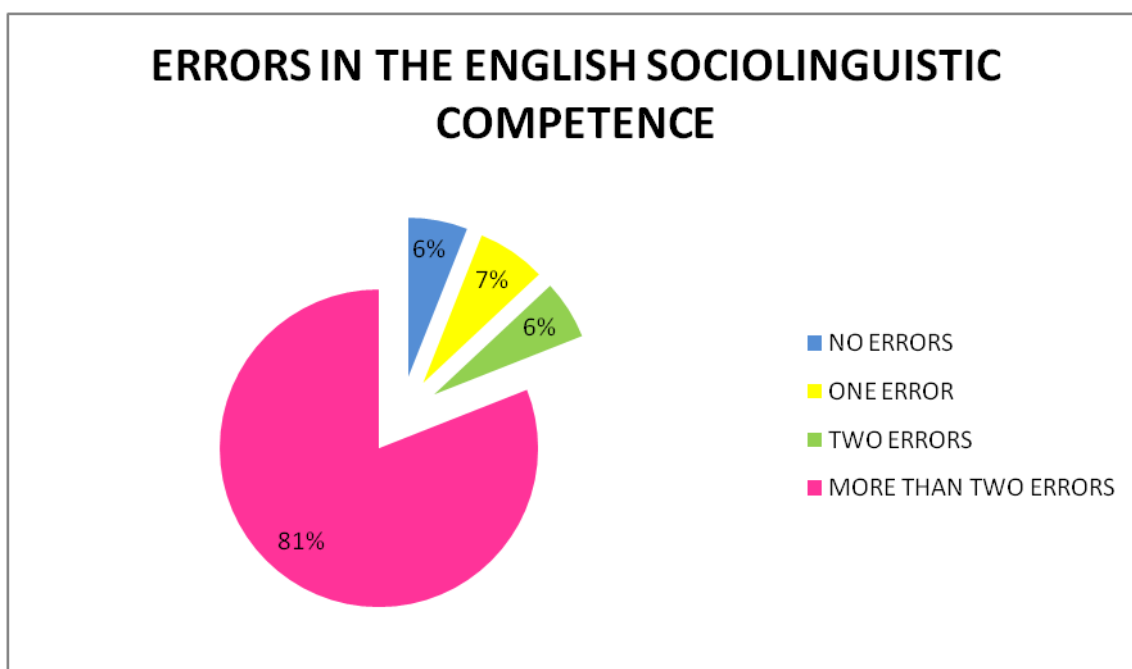


FIGURE 65. Errors in the English Sociolinguistic Competence

The mistakes are usually in spelling, the use of the language (using colloquial forms in formal situations) and grammar. The participants that has had mistakes with spelling are the following: P1, P5, P20, P52, P53, P65, P80, P98 and P132 (9 participants in total) and the participants that have had errors with the use of the language are P5, P11, P13, P20, P22, P23, P39, P43, P52, P64, P65, P80, P92, P98, P116, P129, P132, P151 and P157 (19 participants in total). The participants that have had mistakes with grammar are the following P52, P64, P80, P84, P98, P116, P132, P133, P146, P157 (10 participants in total).

Some of the frequent errors in this part of the test are directly related to spelling while as others are related to the use of the language or grammar.

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Some of the frequent errors in spelling are: “holiday” instead of “holidays”, “data” instead of “date”, etc.

Some of the pupils’ mistakes are also using an informal language in formal situations, such as “Hi” instead of “Good morning” or “I want” instead of “I would like”.

Some of the frequent errors in grammar are writing “15 july” instead of “the 15th of July”, functional words missing, such as the articles “a” and “the”, or the particle “to”.

We can find the results in the Participants’ Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__ - E. STAND TEST.

- The assessment of the Socio-cultural Competence in English

In the assessment of the socio-cultural competence, the participants have to do the activity 1 (“English lunch I”) in which they have to listen a dialogue about Britain and America and chose the right option. In this activity they can hear four options and they have to, then, answer a, b, c, or d. This activity is related to the LISTENING skill. In addition, this activity is related to English socio-cultural knowledge, so pupils who do not possess an English socio-cultural knowledge would have a lack of necessary knowledge to fulfill the exercise.

Then, they have to do activity 2 (“English lunch II”) in which they have to listen another dialogue about Britain and America. In this activity they can someone talking and they have to pick up the ideas. However, in this case, there are four written answers that will support the LISTENING skill. Thus, we can say that this activity is related to the LISTENING skill giving a written support.

Most of the pupils have had more than two mistakes in this part of the test. 23 of them have had no errors, 1 of them has had just one error, 2 of them have had two mistakes, and then 134 of them have had more than two errors.

The participants who have had no errors are P11, P13, P22, P25, P39, P43, P53, P64, P77, P83, P84, P92, P103, P115, P129, P135, P147, P147, P149, P151, P154, P155, P156 and P157. The participant who has had just 1 error is P132 and the participants who have had two mistakes are P98 and P116. The rest of the participants have had more than two errors.

In conclusion, we can say that the 14% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 94% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 21, page 2. We can also take a look to the participant 22’s results at the appendix 26.

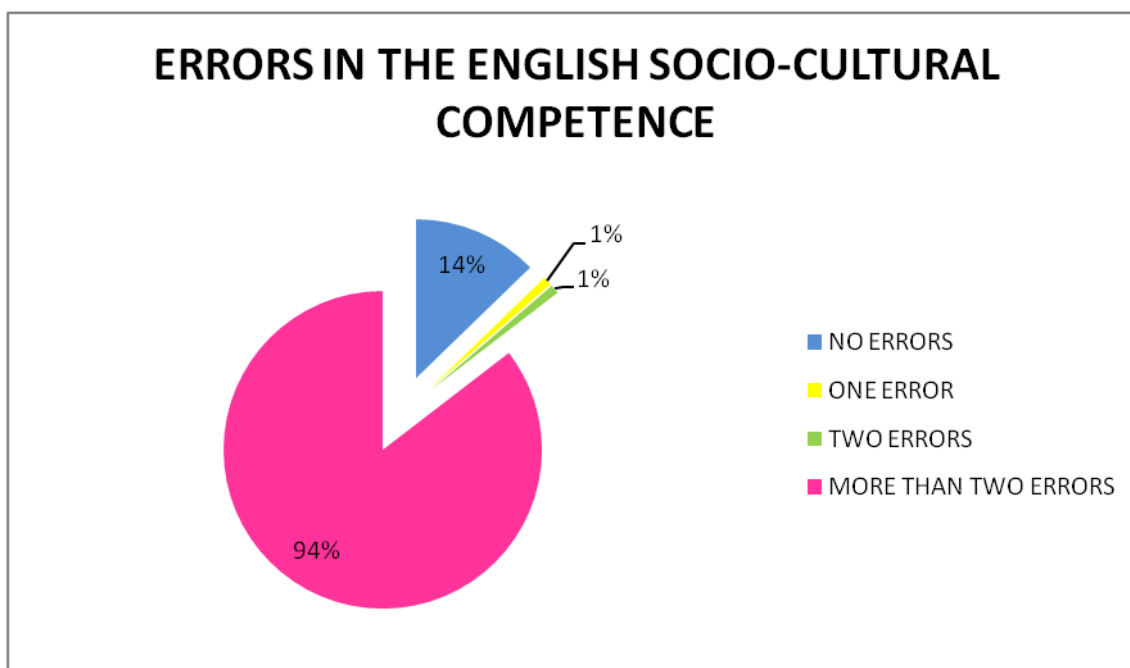


FIGURE 66. Errors in the English Socio-Cultural Competence

The most common errors are in question 1 and 3 in the exercise 1 and question 1 in the exercise 2 and the less common errors are in question 2 in the exercise 1 and question 2 in the exercise 2.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__ - E. STAND TEST.

- The assessment of the Procedures in English

In the assessment of the procedures, the participants have to do four activities. As there are four of them, I am going to recollect the participants' mistakes separately; firstly the three first activities and then the fourth one.

First of all, in the activity 1 (“London and New York”), they have to listen a dialogue about London and New York and write down about their population and size. In this activity they have to write the four numeral data that they are going to hear about the two cities. This activity is related to the LISTENING skill adding a writing ability.

Secondly, in activity 2 (“The airport”), the pupils have to match questions with their answers using arrows. The questions and answers are part of a dialogue related to flight in the airport. This activity is related to the READING skill.

Thirdly, in activity 3 (“Street musicians”), the pupils have to complete this texts using some given word .It is a fill-in-the-gaps activity. This activity is related to the READING skill adding a writing ability.

Finally, in the activity 4 (“The hotel”), they have to describe a hotel following this model:

“The Loire Hotel in Paris is a three star hotel. Out tel. number is 886621. There is central heating and all the bedrooms have hot and cold water. Guests can use an electric cooker in their rooms. There are ironing facilities for guests, too. The garage is suitable for physically handicapped persons. Pets not admitted.”

In this activity they have to mostly read the model given about the hotel in Paris. This activity is related to the SPEAKING skill adding a reading ability.

Learning the Second Language Deductively and Inductively

As I said before, I am going to first look at the errors in the three first exercises. Most of the pupils have had more than two mistakes in the three first activities. 5 of them have had no errors, 5 of them have had just one error, 8 of them has had two mistakes, and then 142 of them have had more than two errors.

The participants who have had no errors are P147, P151, P155, P156 and P157. The participants who have had just 1 error are P11, P13, P84, P92 and P115 and the participants who have had two mistakes are P17, P25, P39, P43, P77, P83, P103 and P132. The rest of the participants has had more than two errors.

In conclusion, we can say that the 3% per cent of them has made no errors, the 3% per cent of them has had just one mistake, the 5% per cent of them has had two errors, and then, the 90% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 21, page 2 and 3. We can also take a look to the participant 22's results at the appendix 26.

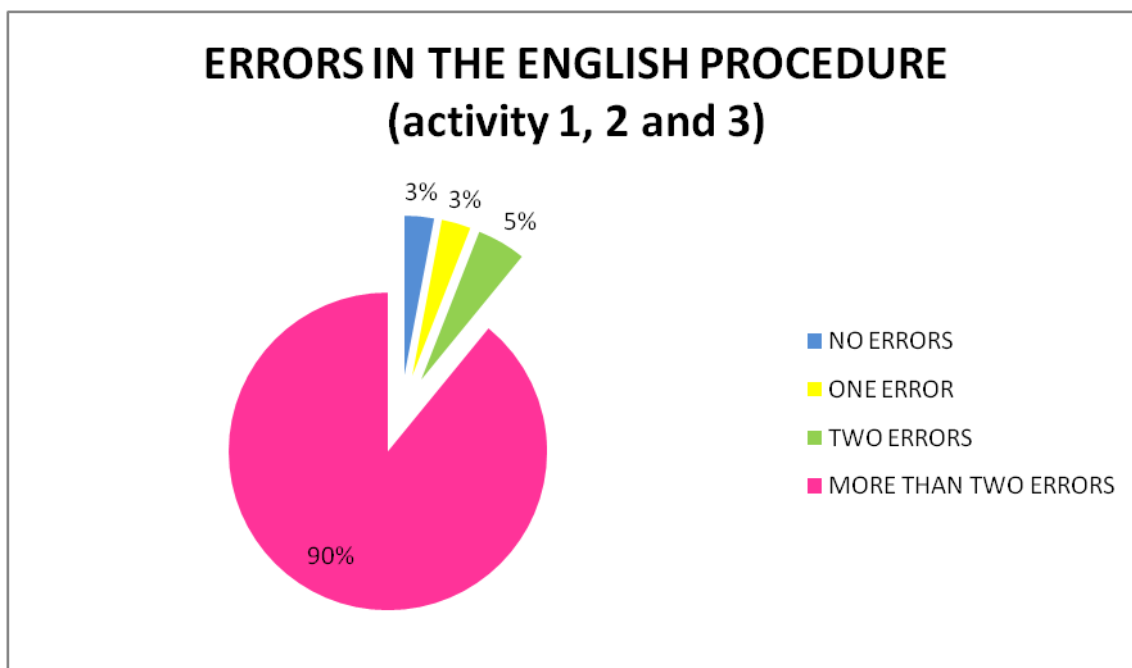


FIGURE 67. Errors in the English Procedure (activity 1, 2 and 3)

The most common errors are in the exercise 2 and the less common errors are in the exercise 3.

Secondly, I am going to look at the participants' mistakes in the fourth activity (that is related to the SPEAKING skill).

Most of the pupils have had more than two mistakes in this activity. 7 of them have had no errors, 6 of them have had just one error, 2 of them have had two mistakes, and then 2 of them have had more than two errors.

Learning the Second Language Deductively and Inductively

The participants who have had no errors are P11, P23, P39, P115, P147, P155 and P157. The participants who have had just 1 error are P17, P43, P77, P83, P151 and P154 and the participants who have had two mistakes are P22 and P25. The rest of the participants has had more than two errors.

In conclusion, we can say that the 4% per cent of them has made no errors, the 4% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 91% per cent of them has had more than two errors. We can listen to the audios if we go to the participant ´s folder and we can also look at their transcriptions in there. We can also take a look to the participant 22´s transcription at the appendix 26.

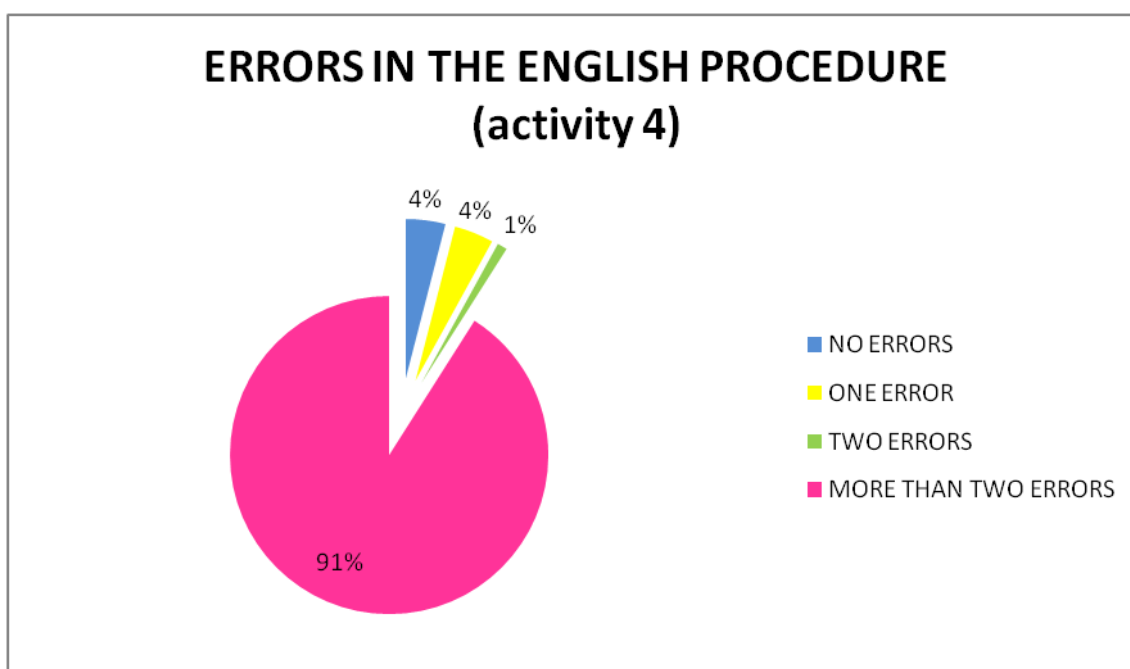


FIGURE 68. Errors in the English Procedure (activity 4)

The most common errors of pronunciation are the following: "handicaped" as /'hændɪkepd/ instead of /'hændɪkæpd/, "hotel" and "heating" without pronouncing the /h/, "central" pronouncing the /θ/ instead of the /s/, "cooker" with a vibrating /r/, "ironing" as /'aɪənɪŋ/ instead of /'ɪənɪŋ/, "admitted" as /əd'mɪtɪd/ instead of /əd'mɪtɪd/, "start" as /stɑːr/ instead of /estɑːr/, "heating" without pronouncing the /h/, "suitable" as /'suːtəbl/ instead of /'suːtəbl/, "our" as /ɔr/ instead of /aʊə/, "eight" as /eɪ/ instead of /eɪt/, "cold" as /kuːl/ instead of /kəʊld/, "guest" as /west/ instead of /gest/, "physically" as /'fɪzɪkəlɪ/ instead of /'fɪzɪkəlɪ/, "cooker" as /'kɔkə/ instead of /'kʊkə/, "is" as /ɪ/ instead of /ɪz/, "facilities" pronouncing the /θ/ instead of the /s/, "garage" as /'gærɑ/ instead of /'gærɑːʒ/, "facilities" pronouncing the /θ/ instead of the /s/ and "pet" as /pɪt/ instead of /pet/, "their" as /ðɪr/ instead of /ðeə/ and "water" as /'wɑːtə/ instead of /'wɔːtə/.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can listen to their audios due to the fact that those speeches will be recollected in an audio named AUDIO 3. We can also take a look to their transcription due to the fact that those will be recollected in a PDF named P__ - STAND TEST NOTES.

- Standardized test in Portuguese

This is composed of four parts: the assessment of the language competence, the assessment of the sociolinguistic competence, the assessment of the socio-cultural competence and the assessment of the procedures. Then, any part is at the same the composed of some activities. The model is in appendix 22.

Learning the Second Language Deductively and Inductively

If we want to take a look the participants' results we can take a see them in the CD in their Participants' Folder. Those tests will be recollected in a PDF named P__ - P. STAND TEST.

- The assessment of the Language Competence in Portuguese

In the assessment of the linguistic competence, the participants have to do activity 1 ("O tempo em Espanha"). In the following activity, the pupils have to situate the temperature and the weather on the map. To do so, they have to read the paragraph that appears in the exercise. This activity is related to the READING skill.

Most of the pupils have had more than two mistakes in this part of the test. 8 of them have had no errors, 10 of them have had just one error, 9 of them have had two mistakes, and then 133 of them have had more than two errors.

The participants who have had no errors are P1, P5, P13, P39, P92, P115, P147 and P155. The participants who have had just 1 error are P22, P23, P43, P65, P77, P83, P129, P149, P151, P154 and P156 and the participants who have had two mistakes are P11, P20, P52, P53, P64, P80, P133, P135 and P146. The rest of the participants has had more than two errors.

In conclusion, we can say that the 5% per cent of them has made no errors, the 10% per cent of them has had just one mistake, the 6% per cent of them has had two errors, and then, the 79% per cent of them has had more than two errors. We can see an example of PARTICIPANT 22 that I have included in appendix 22, page 1. We can also take a look to the PARTICIPANT 22's results at the appendix 26.

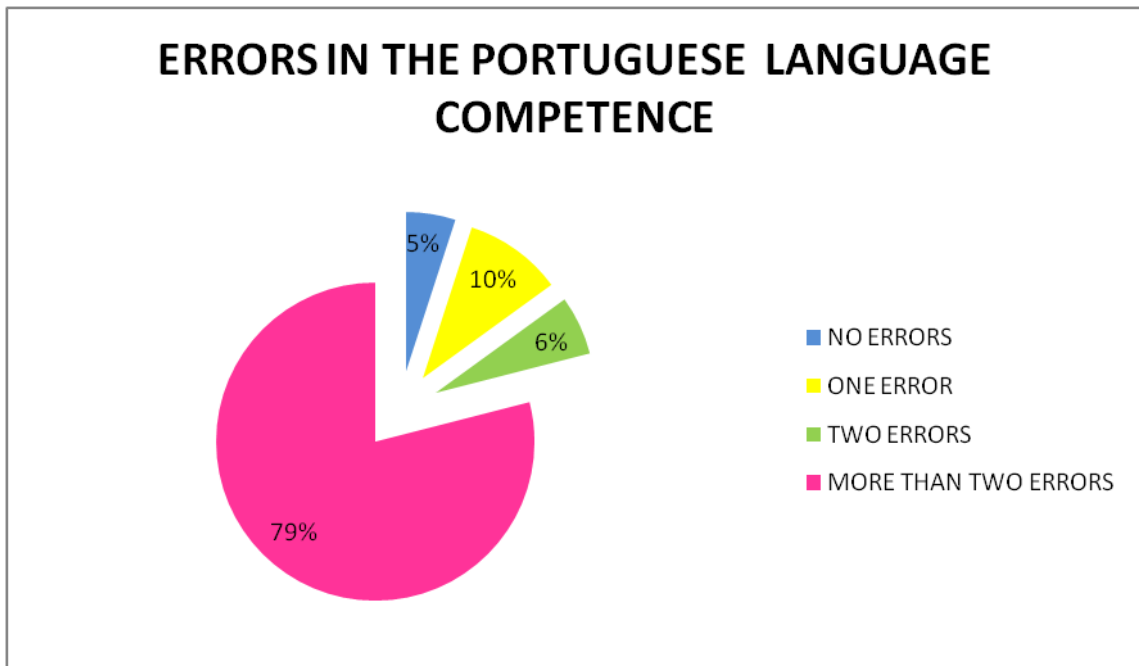


FIGURE 69. Errors in the Portuguese Language Competence

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__ - P. STAND TEST.

Learning the Second Language Deductively and Inductively

- The assessment of the Sociolinguistic Competence in Portuguese

In the assessment of the socio-linguistic competence, the participants have to do the activity 1 (“Na agencia”) in which they have to write a dialogue with the two characters: the travel agent and the character following the data of the exercise: flight to London on July 15th. This activity is related to the WRITING skill.

Most of the pupils have had more than two mistakes in this part of the test. 1 of them has had no errors, 7 of them have had just one error, 10 of them have had two mistakes, and then 142 of them have had more than two errors.

The participant who has had no errors is P115 . The participants who have had just 1 error are P77, P84, P92, P98, P103, P147 and P149 and the participants who have had two mistakes are P11, P13, P17, P22, P23, P39, P43, P52, P129 and P151. The rest of the participants has had more than two errors.

In conclusion, we can say that the 1% per cent of them has made no errors, the 4% per cent of them has had just one mistake, the 6% per cent of them has had two errors, and then, the 89% per cent of them has had more than two errors. We can see an example of PARTICIPANT 22 that I have included in appendix 22, page 2. We can also take a look to the PARTICIPANT 22’s results at the appendix 26.

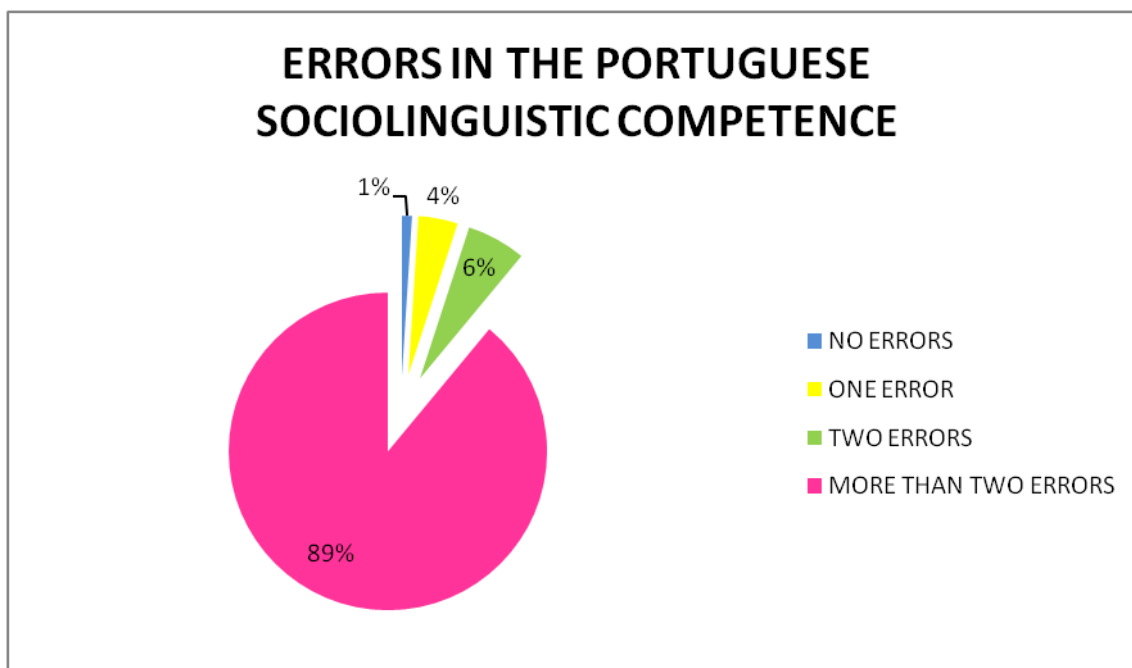


FIGURE 70. Errors in the Portuguese Sociolinguistic Comptence

The mistakes are usually in spelling, the use of the language (mostly when they use the informal language in a formal context), grammar accent missing and vocabulary. The participants that has had mistakes with spelling are the following: P13, P17, P23, P25, P43, P77, P80 and P83 (8 participants in total); and the participants that have had errors with the use of the language are P1, P25, P39, P52, P53, P80, P84, P92, P98, P103, P116, P132, P133, P135, P154, P155 and P156 (17 participants in total). The participants that have had mistakes with spelling are the following: P1, P5, P20, P22, P23, P25, P39, P52, P53, P80, P84, P92, P98, P103, P116, P132, P133, P146, P154, P155, P156 and P157 (23 participants in total).

Learning the Second Language Deductively and Inductively

The participants that have had mistakes with accent missing and accent confusing are the following: P11, P13, P17, P25, P39, P52, P80, P151, P156 and P157 (10 participants in total); and the participants that have had errors with the vocabulary are P25, P53, P116, P146, P147, P149, P151 and P154 (8 participants in total).

Some of the frequent errors in this part of the test are directly related to spelling (also accent missing and accent confusing) while as others are related to grammar or vocabulary.

Some of the frequent errors in spelling are writing “vo” instead of “voo”, writing “julo” instead of “julho”, “gostaba” instead of “gostava” ect.

Some other pupils’ mistakes are related to the use of the language, overall the use of the colloquial language in a formal situation, such as using “quero” instead of “gostava”, “ti” instead of “você”, “Olá” instead of “Bom dia”...

There are some other grammatical errors, such as writing the article “o” instead the composed preposition + article “no”, writing the Spanish determinate article “los” instead the Portuguese determinate article “os”, writing the Spanish indeterminate article “un” instead the Portuguese indeterminate article “um”,...

One of the pupils (P5, who has a Brazilian family) confuses the Brazilian grammar with the Portuguese grammar. She uses the gerund (“estou procurando”) instead of the preposition “a” followed by the infinitive (“estou a procura”).

There are some other problems with vocabulary, such as mistaking in vocabulary are using the English noun “ticket” with the Portuguese noun “bilhete”.

One of the pupils (P5) confuses the Brazilian vocabulary with the Portuguese vocabulary. She has written “garotas” (Brazilian) instead of “alunos” (Portuguese).

We can add some other errors, as some accent missing and accent confusing: “día” (with the Spanish accent) instead of “dia” (without accent, in Portuguese), “horario” (without accent, in Spanish) instead of “horário” (with the Portuguese accent).

We can find the results in the Participants ‘Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named ____

- The assessment of the Socio-cultural Competence in Portuguese

In the assessment of the socio-cultural competence, the participants have to do the activity 1 (“Almoço Português I”) in which they have to listen to a dialogue about Portugal and Brazil and chose the right option. In this activity they can hear four options and they have to, then, answer a, b, c, or d. This activity is related to the LISTENING skill. In addition, this activity is related to Portuguese socio-cultural knowledge, so pupils who do not possess a Portuguese socio-cultural knowledge would have a lack of necessary knowledge to fulfill the exercise.

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Then, they have to do activity 2 (“Almoço Português II”) in which they have to listen another dialogue about Portugal and Brasil. In this activity they can someone talking and they have to pick up the ideas. However, in this case, there are four written answers that will support the LISTENING skill. Thus, we can say that this activity is related to the LISTENING skill giving a written support.

Most of the pupils have had no mistakes in this part of the test. 154 of them have had no errors, 1 of them has had just one error, none of them have had two mistakes, and then 5 of them have had has had just three errors.

The participants who have had just 1 error is 154 and the participants who have had three mistakes are P86, P99, P112, P130 and P147.

In conclusion, we can say that the 96% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 0% per cent of them has had two errors, and then, the 3% per cent of them has had three errors. We can see an example of participant 22 that I have included in appendix 22, page 2. We can also take a look to the participant 22’s results at the appendix 26.

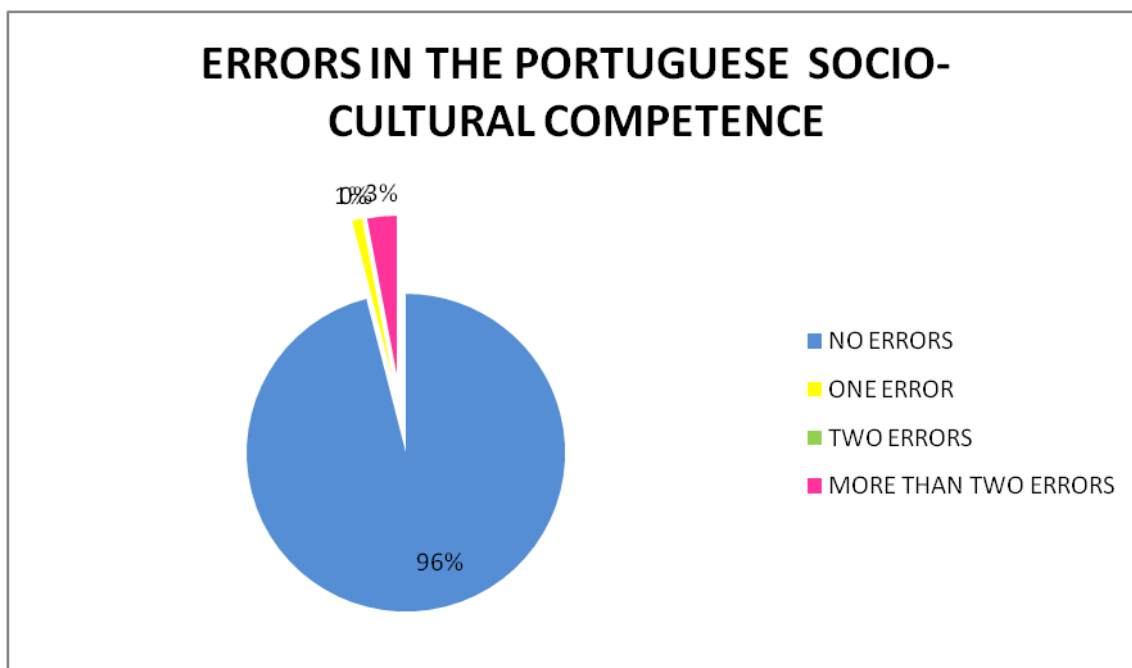


FIGURE 71. Errors in the Portuguese Socio-Cultural Competence

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can also take a look to their exercise due to the fact that those will be recollected in a PDF named P__ - P. STAND TEST.

- The assessment of the Procedures in Portuguese

In the assessment of the procedures, the participants have to do four activities. As there are four of them, I am going to recollect the participants' mistakes separately; firstly the three first activities and then the fourth one.

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First of all, in the activity 1 (“Lisboa e Rio de Janeiro”), they have to listen a dialogue about Lisboa and Rio de Janeiro and write down about their population and size. In this activity they have to write the four numeral data that they are going to hear about the two cities. This activity is related to the LISTENING skill adding a writing ability.

Secondly, in activity 2 (“O aeroporto”), the pupils have to match questions with their answers using arrows. The questions and answers are part of a dialogue related to flight in the airport. This activity is related to the READING skill.

Thirdly, in activity 3 (“Musicos da rua”), the pupils have to complete this texts using some given word .It is a fill-in-the-gaps activity. This activity is related to the READING skill adding a writing ability.

First of all, in the activity 4 (“O hotel”), they have to describe a hotel following this model:

“O Loire Hotel em Paris, é um hotel de três estrelas. O número de telemóvel é 886621. Todos os quartos têm aquecimento central e agua quente. Os hóspedes podem usufruir de tudo o que se encontra nos seus quartos. As pessoas idosas e com capacidades reduzidas tem também direito a um espaço na garagem. Por último, não é permitido à entrada de animais de estimação.”

In this activity they have to mostly read the model given about the hotel in Paris. This activity is related to the SPEAKING skill adding a reading ability.

As I said before, I am going to first look at the errors in the three first exercises.

Most of the pupils have had more than two mistakes in this part of the test. 2 of them have had no errors, 2 of them have had just one error, 1 of them has had two mistakes, and then 155 of them have had more than two errors.

The participants who have had no errors are P5 and P39. The participants who have had just 1 error are P115 and P149 and the participant who has had two mistakes is P147. The rest of the participants has had more than two errors.

In conclusion, we can say that the 1% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 97% per cent of them has had more than two errors. We can see an example of participant 22 that I have included in appendix 22, page 2 and 3. We can also take a look to the participant 22's results at the appendix 26.

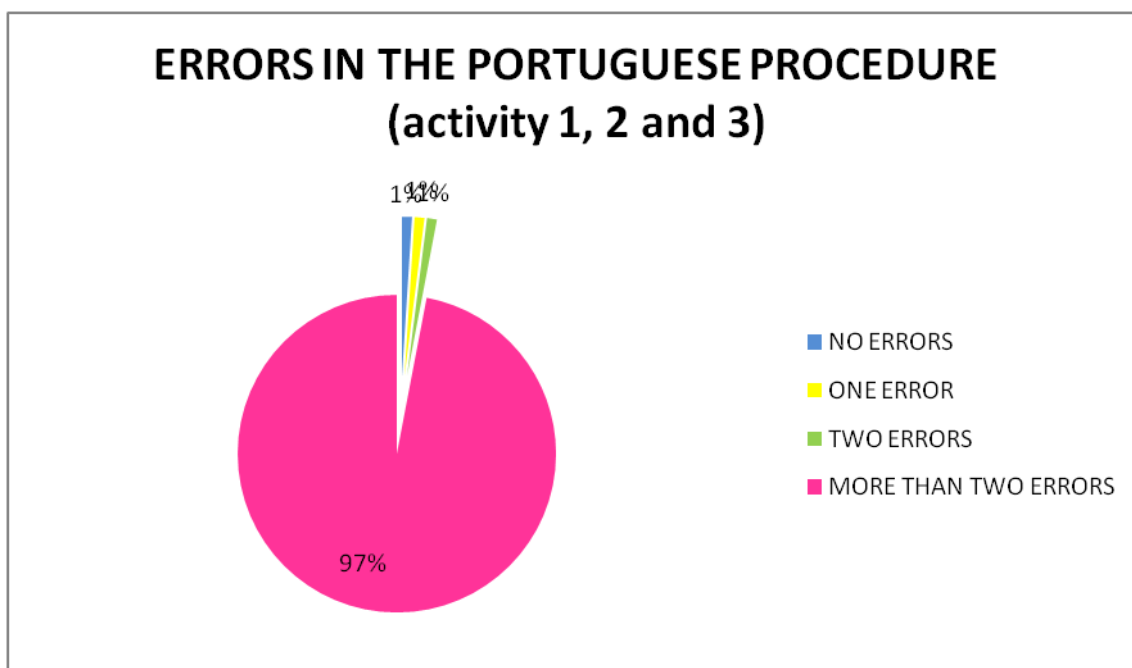


FIGURE 72. Errors in the Portuguese Procedure (activity 1, 2 and 3)

The most common errors are in the exercise 2 and the less common errors are in the exercise 3.

Secondly, I am going to look at the participants' mistakes in the fourth activity (that is related to the SPEAKING skill).

Most of the pupils have had more than two mistakes in this activity. 3 of them have had no errors, 1 of them has had just one error, 7 of them have had two mistakes, and then 89 of them have had more than two errors.

The participants who have had no errors are P5, P39 and P115. The participant who has had just 1 error is P22 and the participants who have had two mistakes are P11, PP13, P17, P23, P43, P129 and P147. The rest of the participants has had more than two errors.

In conclusion, we can say that the 2% per cent of them has made no errors, the 1% per cent of them has had just one mistake, the 1% per cent of them has had two errors, and then, the 96% per cent of them has had more than two errors. We can listen to the audios if we go to the participant ´s folder and we can also look at their transcriptions in there. We can also take a look to the participant 22´ s transcription at the appendix 26.

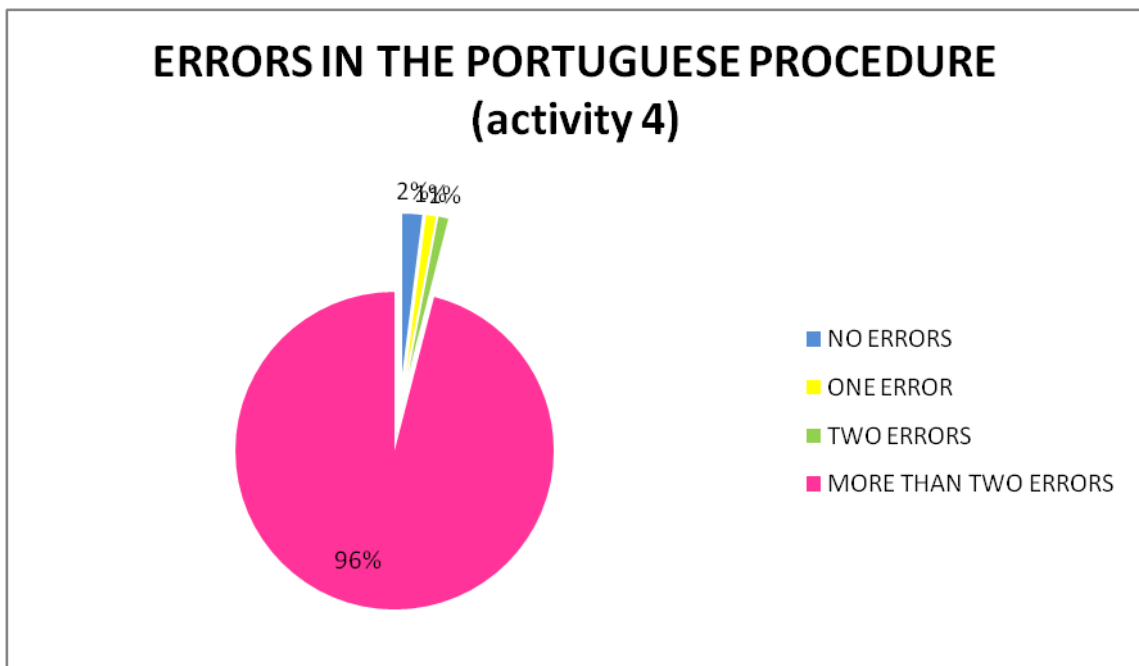


FIGURE 73. Errors in the Portuguese Procedure (activity 4)

Learning the Second Language Deductively and Inductively

The most common errors of pronunciation are the following: "telemovel" with /b/ instead of with /v/, "idosas" with /s/ instead of /z/, "reduzidas" with the Spanish /r/ instead of the Portuguese aspirated /r/, "por" as /por/ instead of /pur/, "permitido" (Spanish) instead of "premitido" (Portuguese), "dois as /'douʃ/ instead of /'dojʃ/, "es" (Spanish) instead of "è" (Portuguese), "aquecimento" as /akesi'mie~to/ instead of /akesi'me~tu/, "os" as /os/ instead of /'oʃ/, "o" as /o/ instead of /'o/, "nos" as /nos/ instead of /no'ʃ/, "central" as /θeŋ'tral/ instead of /se~traw/, "reduzidas" with the Spanish /r/ instead of the Portuguese aspirated /r/, "espaço" as /es'paθjo/ (Spanish) instead of /iʃ'pasu/ (Portuguese), "tem" as /tem/ instead of /te~j/, "estimação" as /istima'sɑ/ instead of /iʃtʃima'sɑ~w/, "quente" as /kiŋe/ instead of /ke~tʃi/, "tambem" as /tambem/ instead of /tɑ~be~j/, "seis" as /seit/ instead of /sejʃ/, "hotel" with an aspirated /h/ instead of a mute /h/, "quente" as /kenŋe/ instead of /ke~tʃi/, "huespedes" (Spanish) instead of "hospedes" (Portuguese), "estrellas" as /es'treλa/ instead of /iʃ'trela/, "animales" (Spanish) instead of "animais" (Portuguese), "usufruir" instead of "usufruir", "todo" instead of "tudo", "garagem" as /ga'raxe/ instead of /ga'raʒe~j/, "animais" as /ani'maes/ instead of /ani'maiʃ/, "hotel" as "hostel" and "capacidades" as /kapaθidades/ instead of /kapasidadeʃ/.

Some of the pupils also confuse languages and they say "one" (English) instead of "um", "due" (Italian) instead of "dois", "sei" (Italian) instead of "seis", "oto" (Italian) instead of "oito", ect.

Some of them also pronounce some phonemes from other languages, such as the phoneme /t/, /r/ and /ʒ/ with an English accent.

We can find the results in the Participants' Folder. They are organized by numbers of the participants. We can listen to their audios due to the fact that those speeches will be recollected in an audio named AUDIO 4. We can also take a look to their transcription due to the fact that those will be recollected in a PDF named P__- STAND TEST NOTES.

5.6.7. Conclusions of the English and Portuguese Tests

Having observed the no standardized tests, I conclude that the percentage of the participants that has had errors in grammar is similar in both languages, although it is inclined to the Portuguese language. It means that grammar (conjugation and phrasal verbs) are difficult in both languages.

Then, the percentage of the participants that has had errors in the Listening skill is higher in English than in Portuguese. It means that this skill is easier in the Portuguese language than in the English language for the participants. It might be due to the fact of the similarities between the Portuguese language and the Spanish language (their mother tongue).

On the other hand, the percentage of the participants that has had no errors in the Speaking ability is higher in Portuguese than in English. It means that this skills is easier for them in the English language that in the Portuguese language. As a conclusion of it, I would like to point out the difficulty for the participants to the pronunciation of some vowels and consonant sounds in English and Portuguese, due to the fact that those vowel and consonant sounds do not exist in Spanish. However, we have to consider that it is less difficult for them to pronounce those phonemes in English than in Portuguese as they have started practicing its pronunciation since they were three years old.

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In addition, when learners are so young, it is really easy for them to pick up some linguistic oral elements, as pronunciation, stress, rhythm and intonation. About the Portuguese language, as words are very similar than in Spanish, it is very weird for them to pronounce differently a word that has the same graphemes that our own language.

About the Reading ability in both languages, I have observed that the most of the pupils have had more errors in the English test than in the Portuguese test. It might be due to the fact that in Portuguese, the graphemes are almost the same than in Spanish; thus, the words in both languages are almost written exactly. It produces some facilities in the Reading skill for the participants as much as they feel that they do not even need to translate to understand the text. On the contrary, words in English are very different to the Spanish words, so they need to know their lexical meanings to understand the text.

And finally, in the part of the text that is related to the Writing linguistic skill, I have observed that the percentage of the participants that has mistaken on it is higher in the Portuguese language than in the English language. It occurs because, although words are written the same way in both languages, they have different accentuation rules. In addition, although the most of the Portuguese and Spanish lexical is common, the pupils do not difference, they forget that they are writing in a foreign language and they commit few errors transferring from their mother tongue. On the other hand, in the part related to the writing ability in the English test, they have not had that many errors as they get concentrated directly in the L2 and they are more used to write in this language.

As a conclusion of the standardized tests, we can perceive that the percentage of the participants has have more than two errors in the Portuguese Language Competence is similar to the percentage of the participants has have more than two errors in the English Language Competence; the most of the pupils have had more than two errors in the Portuguese Socio-Linguistic Competence than in the English Socio-Linguistic Competence.

On the contrary if we look at the Socio-Cultural Competence, we observe that the most of the pupils have had no errors in the Portuguese Socio-Cultural Competence and the percentage that has had one or two errors is minimal; while as there is a percentage of them that has had errors in the English Socio-Cultural Competence.

And the most of the pupils have had more than two errors in the first three activities of the Portuguese Procedure than in the first three activities of the English Procedure. On the other hand, the most of the pupils have had more than two errors in the activity four of the Portuguese Procedure than in the activity four of the English Procedure.

As the activity of the Linguistic Competence is related to the Reading ability, I conclude that the Reading skill has the same difficulty in both languages.

The activity of the Socio-Linguistic Competence is related to the Writing ability, thus I conclude that the Writing skill is more difficult in the Portuguese language than in the English language.

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The activities of the Socio-Cultural Competence are related both to the social and cultural knowledge and also to the Listening skill. As the most of the pupils have had no errors in the activity of the Portuguese Socio-Cultural Competence, but they have had some mistakes in the activity of the English Socio-Cultural Competence, I conclude that they know more about the social and cultural Portuguese aspects than about the social and cultural English aspects (It makes sense, due to the activity is about typical English and Portuguese meals and as they are so close to Portugal, they are used to eat there, in Portugal, so they know the typical Portuguese meals very well). In addition, this activity is related to the Listening skill (We can also say that the participants are better at the Listening skill toward the Portuguese language than toward the English language).

The third first activities of the Procedure of the language are related to Listening, Reading and Lexical knowledge. The participants have had more errors in the two first activities related to the Portuguese language than in the two first activities related to the English language (However, the percentages do not differ very much). On the other hand, the pupils have had almost no errors in the third activity if the Portuguese test, while as they have had a lot of mistakes in this activity if the English test.

And finally, the fourth activity of the Procedure is related to the Speaking skill. The participants have had more errors in the Portuguese language than in the English language; thus, I consider that the pupils are better at the Speaking skill in English than in Portuguese.

As I said before, it seems than the Receptive (L and R) skills learning is easier in Portuguese than in English. However, participants are well managed at both of them, due to the fact of two reasons:

1. In Portuguese, they are good at these skills (L and R) because they are really similar to their mother tongue (Spanish), too. The RECEPTIVE skills are given, so the difficulties of transfer because of their similarities decrease.

2. In English, they are good at these skills (L and R) even if RECEPTIVE skills are more difficult because they have been studying English for twelve years, they are in a bilingual school and they have the chances to practice it very much.

On the other hand, the Productive (S and W) skills learning is easier in English than in Portuguese language for these reasons:

1. In Portuguese both linguistic skills (S and W) are very difficult: a) the Speaking ability in Portuguese is very difficult, due to the fact that they have to use diverse phonemes that they do not know and they do not have in the Spanish language; b) the Writing ability in Portuguese is very difficult is very difficult, due to the fact that they have to take into account different accents (´ and ^) and the Portuguese accent rules differ from the Spanish accent rules; c) in both linguistic skills they have to consider the conjugation of the verbs (It also differs from the Spanish conjugation of the verbs).

2. In English both linguistic skills (S and W) are very difficult too, but it is not as difficult as in the Portuguese language: a) the Speaking ability in English is very difficult, due to the fact that they have to use diverse phonemes that they do not know and they do not have in the Spanish language; b) the Writing ability in English is very is easy, due to the fact that they do not have to take into account any accents; c) in both linguistic skills they do not have to consider the conjugation of any verb, although they have to learn the phrasal verbs and d) they have been learning the language for a long time that they are well managed.

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As a final conclusion of the thesis and having observed the participants' preferences toward the two language, the knowledge of grammar and the four linguistic skills in both of them; the questions that are pretended to be resolved in this research are: "Should teachers use a Deductive or an Inductive Approach to teach English and Portuguese language to Spanish natives?" and "Does CLIL help as an Inductive Approach?"

In order to answer the first question ("Should teachers use a Deductive or an Inductive Approach to teach English and Portuguese language to Spanish natives?"), I am going to take into account the pupils that mostly prefer the Deductive and the Inductive Approach (Thus, the pupils that have always preferred the same approach and have evaluated the approach high in the interviews and questionnaires), I am going to look at their answers in the notes that I have taken from the interviews and in the two questionnaires.

There are 16 pupils that affirm to prefer the Deductive Approach in the English language and 11 pupils that affirm to prefer the Deductive Approach in the Portuguese language.

The participants that prefer the Deductive Approach in the English language are P5, P20, P22, P25, P43, P52, P53, P64, P65, P116, P133, P135, P149, P151, P154 and P155. On the other hand, the participants that prefer the Deductive Approach in the Portuguese language are P25, P43, P52, P53, P64, P65, P116, P133, P135, P151 and P154.

As a conclusion, we can see that there are more participants that prefer the Deductive Approach in the English language than in the Portuguese language.

On the contrary, there are 14 pupils that recognize to prefer the Inductive Approach in the English language and 42 pupils that recognize to prefer the Inductive Approach in the Portuguese language.

The participants that prefer the Inductive Approach in the English language are P1, P13, P17, P23, P39, P47, P80, P84, P92, P98, P103, P115, P147 and P157. On the other hand, the participants that prefer the Inductive Approach in the Portuguese language are P1, P5, P11, P13, P14, P17, P22, P23, P27, P34, P38, P39, P40, P41, P45, P47, P49, P50, P54, P55, P68, P71, P80, P82, P84, P88, P92, P95, P98, P105, P107, P109, P115, P120, P135, P147, P149, P151, P154, P157, P158 and P160.

As a conclusion, we can see that there are more participants that prefer the Inductive Approach in the Portuguese language than in the English language.

At this point, I am going to look at the results of the test: Most of the pupils that have chosen the Deductive Approach to study English (and they affirm to study the language using this approach) has had more than two errors in L, R and W and more than seven errors in S in the no standardized test. Nevertheless, they have no committed several mistakes in grammar, two of them have had four errors, one of them has had two errors and the rest of them has had less than two errors or no errors at all.

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On the contrary, most of the pupils that have chosen the Inductive Approach to study English (and they affirm to study the language using this approach) has had less than two errors in L, R and W and no more than five errors in S in the no standardized test. However, some of them have had several errors in grammar: two of them have had thirteen errors, one of them has had nine errors, one of them has had eight, two of them have had seven errors and the rest around three errors.

If we observe the test of the participants that have chosen the Deductive Approach to study Portuguese (and they affirm to study the language using this approach), we can see that most of the pupils have had less than two errors in L, R and W and more than eight errors in S in the no standardized test. Nevertheless, they have no committed several mistakes in grammar, three of them have had five errors, one of them has had four errors, four of them have had two errors and the rest of them has had less than two errors.

As a conclusion, I consider that the pupils that studying following a Deductive Approach do not learn how to have a great use of the four linguistic skills, but they understand very well the grammatical features because this consists on studying grammatical structures and functions by repetitions and controlled practices. In addition, they can look for a specific point of grammar in a book if they have any doubt and it is less confusing.

On the other hand, the most of the participants that have chosen the Inductive Approach to study Portuguese (and they affirm to study the language using this approach) has had less than two errors in W, most of them has had no errors in L and R, but they have between seven or four errors in S in the no standardized test.

Nevertheless, some of them have had some errors in grammar: two of them have had 10 errors, one of them has had eight mistakes, three of them have had seven mistakes and the rest of the participants has had around two errors.

As a conclusion, I consider that the pupils that studying following an Inductive Approach learn how to have a great use of the four linguistic skills due to the fact that they learn how to communicate in the foreign languages very well. On the contrary, they do not pick up grammatical features very well because although this way of studying is more spontaneous and natural, the rules are acquired, but they do not know the specific form in which the rules work. Some other difficulties are the time it takes and the difficulties to self-evaluate the language progress.

Having explored their results in the no standardized tests, I am going to look at their results at the standardized tests.

The most of the pupils that have chosen the Deductive Approach to study English has had mostly more than two errors in the Language Competence. Then, there are three pupils that have had no errors, six pupils that have had one error and four pupils that have had two errors in the Socio-Linguistic Competence; there are ten pupils that have had no errors in the Socio-Cultural Competence and the rest has had more than two errors in this competence. And finally, there are two pupils that have had no errors in the Procedures and the rest has had more than two errors in this part of the standardized test.

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On the contrary, the most of the pupils that have chosen the Inductive Approach to study English has had mostly one or no errors in the Language Competence. Then, there are four pupils that have had no errors, four pupils that have had one error and two pupils that have had two errors in the Socio-Linguistic Competence; there are nine pupils that have had no errors in the Socio-Cultural Competence and the rest has had more than two errors in this competence. And finally, there are two pupils that have had no errors in the Procedures, four pupils that have had one error and four pupils that have had one error and four pupils that have had two errors in this part of the standardized test.

As a conclusion, we can see that there are not relevant differences between the pupils that study English following a Deductive or an Inductive Approach, overall in the Linguistic, Socio-Linguistic and Socio-Cultural Competences. However, there are some differences between the pupils that study English using the Deductive or the Inductive Approach taking into account the Procedures of the standardized test: the participants that follows the Inductive Approach in the English language seem to have less errors in this part of the standardized test than the participants that follows the Deductive Approach the in the English language.

Nevertheless, we can observe different results in the standardized test of the participants that have chosen the Deductive Approach to study Portuguese: There are three of them that have had one error and five of them that have had two errors in the Language Competence and the rest of them has had more than two errors in this Competence. Then, there are three participants that have had two errors in the Socio-Linguistic Competence and the rest has had more than two errors in this Competence. In the Socio-Cultural Competence, the most of the pupils have had no errors. And finally, the most of the pupils have had more than two errors in the Procedures.

On the other hand, after analyzing the tests of the participants that have chosen the Inductive Approach to study Portuguese we have found that there are seven of them that has had no errors, two of them that has had one error and three of them that has had two errors in the Language Competence and the rest of them has had more than two errors in this Competence. Then, there is just one participant that has had no errors, five of them that have had one error, five of them that have had two errors in the Socio-Linguistic Competence and the rest of the participants has had more than two errors in this competence. In the Socio-Cultural Competence, the most of the pupils have had no errors. In the Socio-Cultural Competence, the most of the pupils have had no errors. And finally, there are two pupils that have had no errors, one of them that has had one error and two of them that has had more two errors in the Procedures.

As a conclusion, we can see that there are relevant differences between the pupils that study Portuguese following a Deductive or an Inductive Approach, overall in the Linguistic Competence, Socio-Linguistic Competence and in the Procedures. On the contrary, there are not differences between the pupils that study Portuguese using the Deductive or the Inductive Approach taking into account the Socio-Linguistic of the standardized test: the participants that follow the Deductive Approach and the Inductive Approach have no errors in this part of the standardized test.

Secondly, and in order to answer the second question (“Does CLIL help as an Inductive Approach?”), I am going to take into account the pupils that mostly prefer CLIL and I am going to observe if they have a good mark in the four linguistic skills; thus, if they Inductively learn how to be communicative in the English language.

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There are 6 pupils that affirm to learn the English language Inductively through CLIL. The pupils that affirm to do so are P11, P80, P124, P132, P146, P151 and P156.

The most of the participants that affirm that CLIL is important for learning English inductively has had no errors in the Listening skill. However, most of them have had more than three errors in the Speaking skill. Then, in the Reading skill, there are two pupils that have had no errors, one of them has had one error, the rest of them has had more than two errors. There are also three of them that have had no errors, one them that has had one error and three of them that have had two errors. Finally, one of the participants has had no errors and the rest of them has had more than four errors.

As a conclusion, I can say that CLIL helps Inductively to the oral skills due to the fact that the teacher explain directly in the foreign language; thus the participants pick up the most common structures and they get used to the oral receptive skill (Listening). In addition, as they have to answer in English too, they seem to improve the oral productive skill (Speaking) too. I do not perceive very much difference toward the two written skills (Reading and Writing) and toward the grammar. I would like to point out that CLIL is more useful toward the lexical learning; due to the fact that they find new words in the contexts o the pupils learn new vocabulary meaningfully.

6. CONCLUSIONS

As an analysis of the results in general we could say that, after having taken 160 participants of almost equal ability and equal aptitude, some participants tended to learn a L2 relatively quickly and the others tended to learn a L2 relatively slowly. What is the explanation? The research of Gardner (1983) and colleagues since the early 1970 suggests that attitude to the L2 and motivation to learn are crucial additional ingredients in the language learning recipe. In general, all the participants from this research were highly motivated because they were learning a L3 as an optional subject. Bruno della Chiesa (2007) explored the reasons why students in some schools and countries are more likely to better learn new languages. Some pupils are highly motivated to languages because it has “collateral benefits”. When they start to develop a fluency in a second or third language, learners suddenly became aware of the diversity of how people think.

At some stage when students are learning a language, they realize that people who speak in another language also tend to think somewhat differently and that they have a different doxa (common belief). First, they see the differences. However, there are also universals and commonalities, and this is equally important, if not more. Every language has a way to express the past, present, and future and a way to express happiness and sorrow, for and unity – you learn a bit better who you are, and cultural doxa underlies your language group, and also what it means to be human being.

Gardner (1983) also takes into account the social and cultural context of language learning. Learners may be influenced by the beliefs, values and culture of the community in which they are placed.

For many people living in Spain, for example, the belief is that the “universal” Spanish language is required in most of the countries, due to that, learning other FLs seems unnecessary. It refers not only to the wider community, but also to the influence of their homes, neighbours and friends. In the opposite, Kramsch (1993) exhorted that local accounts of SLA are inevitable because the historical, geographical and local context that language users are reflected in the learner’s interlanguage and because of that the learner encounters stereotypical versions of the target language. It happens to Spanish and Portuguese learners when languages mix in the boundiers. It is difficult to clear when starts and finishes each language and because of that a new lingua franca can derive from it, for instance: portunhol.

According to Lipsky (2006), portunhol is a lingua franca or simplified mixture of the two languages that allows speakers of either Spanish or Portuguese who are not proficient in the other language to communicate with one another. When speakers of one of the languages attempt to speak the other language, there is often interference from the native language, which causes this phenomenon. Nevertheless, the speakers still reach communication. In addition, language contact between Spanish and Portuguese is the result of sustained contact between the two languages in border communities. Those reasons make students of Portugues to be highly motivated toward its language and culture.

Lamb (2004) affirms that the motivation for learning a L2 may partly be shaped by the pursuit of a bicultural identity. Such students may thus aspire to “a vision of a portunhol-speaking but nationally responsible future self”.

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On the other hand, we can add that the social and cultural context is also affected by individual differences. This comprises four major variables: intelligence, language attitude, motivation and situational anxiety (Gardner, 1983). Regarding intelligence I can see that Participant 8 has a real talent with languages, overall with pronunciation. He does not even need to study it because he gets it inductively (reading and watching films). As he said “When I watch a film in original version I stop the screen and I repeat what they say in the exact way: I love it!”. Concerning language attitude and motivation, the eight students were really stimulated toward the foreign languages; however some of the pupils preferred Portuguese and some others English. For instance, With reference to situational anxiety I would like to mention Participant 2. This participant liked studying a FL, but she was really shy and she did not collaborate in the English class so much because she felt embarrassed when she speaking in front of the class. On the contrary, Participant 8 is quite the opposite: “I do not feel embarrassed when I speak with other foreign people because, so I feel that there is no reason to be shy”.

What does recent research indicate is the best way to learn a non-native language? Numerous theories and empirical studies have probed the neurocognitive bases of lexical and grammatical abilities in L1 (e.g., Damasio and Damasio, 1992; Pinker, 1994; Friederici, 2002). This research has addressed several interrelated issues, including the following: a) separability: Do skills and grammar depend on distinct components that rely on separable neurocognitive correlates?, b) approaches: what approaches underling the learning: deductive or inductive approach? and c) methodology: do teachers have to use the same methodology to teach a L2 that is different from L1 that to teach a L2 that is similar from L1?

As a conclusion, we can say that there is really no one best way. The only thing that neuroscience has been able to show definitively so far is that basically when learning another language, the earlier the better. This, of course, confirms intuitive knowledge or daily observation.

Nothing new under the sun, except that now we also know why. Still, it's never too late. There is this notion of brain plasticity: The human brain learns constantly, and that means you can learn a language at any age.

Neuroscience also supports the importance of making the process of learning pleasurable. Learning associated with positive emotions activates the "reward systems" in the brain, which helps in terms of motivation and, hence, success. Students in many countries learn English through all sorts of ways, like listening to English-language songs and trying to understand the lyrics (inductive approach). Such activities should complement other, more traditional (and many, more boring) approaches also used in schools. Those activities follow the deductive approach.

Other aspects to consider are the distinction between formal and informal environments in language learning. According to White (1987), in his comprehensible input hypothesis, he underlined the point that when language learners come across language input that is incomprehensible because their interlanguage rules cannot analyse a particular second language structure, they have to modify those interlanguage rules to understand the structure. This way, the incomprehensible input enhances the process of SLA. An example of a formal context is the classroom that explicitly aims to teach by a defined teaching method and various classroom materials and resources.

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Computer assisted language learning, audiovisual methods, translations and activities, such as “Science” subject and grammar exercises are all examples of a formal and directed approach to language learning.

An informal language learning context or experience is when language learning is more incidental. For example, a person watching an English film, talking to a friend in L2. The school considered merged the formal and the informal experience: formal experiences such as grammar (appendix 10, 11, 14 and 15), and informal experiences such as reading the books (appendix 18 and 19), the “interactive groups” or “speaking with Portuguese Erasmus students. In all paradigms of implicit learning tasks it was found that calling attention explicitly to underlying rules increased performance on the IL tasks (Cleermans et al, 1998) – though only when there was no secondary task. Thus, explicit instruction enhances implicit learning.

In the last forty years a lot of research has been carried out with the goal to study how the brain works for those who speak more than a language. Mechelli (2004) affirms that second language proficiency affects grey matter density in the brain. The human ability to learn multiple languages is a skill thought to be mediated by functional (rather than structural) plastic changes in the brain. Learning a second language is said to increase grey matter density in the left inferior parietal cortex.

In addition, Noppeney (2004) enhances that a second language is likely acquired through social experience, in early bilinguals, rather than through genetic predisposition. Thus, the research suggests that the structure of the human brain is reworked by the experience of acquiring a second language.

This theory is also consistent with growing evidence that the human brain changes structurally due to environmental demands. For instance, it has been established that structure is altered as a consequence of learning in domains independent of language. This may be the same reason why bilinguals are faster than monolinguals on many attentional control tasks.

Talking into account the main goal of this research we can consider the following question: Do bilingual people SPEAK a L2 or do bilingual people FEEL a L2? It means that when they speak the L2 with high proficiency they also feel its culture (they use its humor and its expressions) and they do not need to translate.

At some key situations, such as when they dream or when they are angry they are able to use it without thinking in their L1. It happens a lot to participants 1 and 5: “The fact that they learn two names for the same concept is beneficial because it requires flexibility to go from one language to another”. As Participant 1 adds “when I am in the Portuguese class both languages (Spanish and Italian) help me a lot because they both support Portuguese morphologic and lexis”. On the other hand, we can consider people that are not bilingual but they speak two or three languages. With a high competence level, as the case of participants 3 and 6, they need to pay attention to understand or produce. However, through experience and practice learners become able to access it quickly and even automatically (Lebiere, 2003).

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In the classroom, and also in this study, we can see how most learning starts with deductive knowledge (Brown, 2007). Though practice, deductive knowledge may become inductive knowledge. In this sense language is retrieved in situations that are similar to those in which it was acquired. Through exposure to thousands of examples of languages associated with particular meanings, learners came to understand how to use the “cues” with which a language signals specific function. Thirty years ago, Long (1983) had already mentioned that interaction is the necessary mechanism to improve language comprehension.

According to White (1987), in his comprehensible input hypothesis, he underlined the point that when language learners come across language input that is incomprehensible because their interlanguage rules cannot analyse a particular second language structure, they have to modify those interlanguage rules to understand the structure. This way, the incomprehensible input enhances the process of SLA.

Finally, I would like to conclude by recommending future studies to advance in the practice of these two approaches with foreign language learning.

When learning a L2 different from a L1, learners have to accept the language as a whole, not just the interlanguage component. When they acquire some level of competence, the two languages must co-exist. The issue is that when the L2 is different to L1 they co-exist but they are separate and they are not integrated. In other words, pronunciation, vocabulary and grammar are not integrated. To successful learn L2 requires the L2 learner to often preclude the L1 structure from the L2 learning process, if the structures, if the structures of the two languages are distinctly different.

In this sense, some L2 users may also be L2 learners. It is not just enough to acquire it, but also to learn it. They will spend a life trying to reach native competence and they may not achieve it (Long, 1983).

On the other hand, when the L2 is similar to L1, the learner will be more likely to reach a native speaker level in the future. It is because the users access easily to their Universal Grammar or may be because there is no negative L1 interference, so that the L2 user does not have to waste that much concentration when learning the L2. Carroll (1964) argues that the circumstances of learning a second language are like those of a mother tongue. Sometimes there are interferences and occasionally responses from one language system will intrude into speech in the other language. It appears that learning is most successful when the situations in which the two languages (L1 and L2) are learned, are kept as distinct as possible (Faerch and Kasper, 1983).

Should we then use an inductive or deductive approach? Nowadays, the goal of language teaching is the development of a communicative competence (CEFR, Council of European Framework for Languages, 2001) without forgetting formal aspects such as grammar. According to the CEFR, communicative competence comprises language activity, and the language activity required to perform communicative acts always occur in a context that imposes conditions and constraints of many different kinds. The concept “use of the language” corresponds, in general, to a deductive orientation and the teaching tools must include grammar and analysis of texts. On the other hand, the concept of “communicative system” responds to an inductive orientation and the tools provided are the text, the sociolinguistic issues and the practice of speech. Consequently, learning a L2 that is similar or different to L1 we should use both, deductive and inductive approaches.

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In order to mix both of them, I would teach grammar first (deductive) and then I would apply it to different topics interest. Attending to the communicative competence we should teach how to transform their own speeches according to the context, the intentions and the needs. However, to do so, the speaker needs to use, know and be aware of the lexical morphosyntactic and discursive resources.

In conclusion, then, it seems that implicit learning is at its best when only concrete and contiguous elements are involved. This research does not provide evidence that anything abstract is learned implicitly.

However, implicit knowledge is necessarily to become more concrete and become explicit knowledge. Owing to that, we should mix the two approaches: deductive and inductive. This kind of teaching requires also changes in the teaching-learning process. It is important, then, that test of implicit and explicit learning be equally sensitive, and that they probe the kind of knowledge that underlies performance. Shanks and St. John (1994) refer to those two requirements as the sensitive criterion and the information criterion, and they argue that tests of implicit learning tend to be more sensitive than tests of explicit learning.

To sum up, it would seem that there are a great number of difficulties involved in L2 learning, but also in L2 acquisition, but still learning more than two languages helps to improve attention and memory, In addition, combining the two approaches mentioned above, implicit and explicit, is essential. Specifically, in the case of bilinguals who tend to follow an inductive approach, some basic grammar may provide a successful addition for their competence. In the case of learners who are not bilingual, a deductive approach tends to be the rule.

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10. APPENDIX

Learning the Second Language Deductively and Inductively

OBSERVATION OF THE ITEMS IN THE ENGLISH CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	P.V.	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P5	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P8	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P11	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P13	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P14	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P15	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P16	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P17	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P18	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P19	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P20	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P21	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P22	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P23	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P24	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P25	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P26	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P27	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P28	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P29	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P30	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P31	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P32	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P33	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P34	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P35	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P36	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P37	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P38	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P39	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P40	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	



OBSERVATION OF THE ITEMS IN THE ENGLISH CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	P.V.	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P41	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P42	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P43	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P44	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P45	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P46	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P47	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P48	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P49	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P50	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P51	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P52	-	-	+	-	+	+	-	-	+	-	+	+	+	+	+	
P53	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P54	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P55	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P56	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P57	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P58	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P59	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P60	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P61	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P62	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P63	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P64	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P65	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P66	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P67	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P68	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P69	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P70	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P71	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P72	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P73	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P74	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P75	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P76	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P77	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P78	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P79	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P80	-	-	-	-	+	+	-	-	+	-	+	-	+	-	-	

Learning the Second Language Deductively and Inductively

OBSERVATION OF THE ITEMS IN THE ENGLISH CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	P.V.	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P81	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P82	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P83	+	+	+	+	-	+	+	-	+	-	+	+	-	+	+	
P84	-	+	+	+	+	+	+	-	+	-	+	-	+	+	+	
P85	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P86	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P87	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P88	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P89	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P90	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P91	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P92	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P93	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P94	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P95	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P96	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P97	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P98	-	+	-	-	+	+	+	+	-	+	-	+	+	-	-	
P99	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P100	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P101	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P102	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P103	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P104	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P105	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P106	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P107	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P108	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P109	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P110	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P111	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P112	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P113	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P114	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P115	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P116	-	-	-	-	+	+	+	+	-	+	+	+	+	-	-	
P117	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P118	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P119	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P120	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	

3

OBSERVATION OF THE ITEMS IN THE ENGLISH CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	P.V.	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P121	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P122	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P123	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P124	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P125	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P126	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P127	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P128	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P129	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P130	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P131	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P132	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P133	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P134	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P135	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P136	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P137	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P138	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P139	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P140	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P141	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P142	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P143	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P144	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P145	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P146	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P147	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P148	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P149	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P150	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P151	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P152	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P153	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P154	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P155	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P156	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P157	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P158	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P159	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P160	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	

Learning the Second Language Deductively and Inductively

OBSERVATION OF THE ITEMS IN THE PORTUGUESE CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	CNJ	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P5	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P8	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P11	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P13	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P14	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P15	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P16	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P17	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P18	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P19	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P20	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P21	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P22	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P23	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P24	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P25	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P26	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P27	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P28	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P29	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P30	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P31	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P32	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P33	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P34	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P35	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P36	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P37	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P38	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P39	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P40	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	

OBSERVATION OF THE ITEMS IN THE PORTUGUESE CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	CNJ	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P41	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P42	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P43	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P44	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P45	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P46	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P47	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P48	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P49	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P50	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P51	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P52	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P53	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P54	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P55	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P56	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P57	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P58	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P59	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P60	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P61	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P62	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P63	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P64	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P65	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P66	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P67	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P68	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P69	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P70	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P71	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P72	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P73	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P74	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P75	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P76	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P77	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P78	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P79	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P80	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	

Learning the Second Language Deductively and Inductively

OBSERVATION OF THE ITEMS IN THE PORTUGUESE CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	CNJ	ACC.	FLU.	EXP T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P81	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P82	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P83	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	
P84	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	
P85	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P86	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P87	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P88	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P89	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P90	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P91	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P92	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P93	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P94	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P95	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P96	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P97	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P98	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	
P99	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P100	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P101	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P102	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P103	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P104	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P105	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P106	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P107	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P108	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P109	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P110	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P111	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P112	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P113	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P114	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P115	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P116	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P117	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P118	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P119	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
P120	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	

OBSERVATION OF THE ITEMS IN THE PORTUGUESE CLASS

	CONT.	ST.	VOC.	S/P	I. TASK	C. TASK	CNJ	ACC.	FLU.	EXP. T.	CULT.	COM.	L. ST.	DISC.	TEXT AN.	C-C. ASP.
P121	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P122	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P123	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P124	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P125	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P126	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P127	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P128	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P129	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P130	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P131	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P132	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P133	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P134	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P135	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P136	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P137	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P138	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P139	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P140	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P141	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P142	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P143	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P144	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P145	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P146	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P147	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P148	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P149	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P150	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P151	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P152	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P153	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P154	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P155	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P156	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P157	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P158	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P159	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
P160	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

(A)

Learning the Second Language Deductively and Inductively

WHO DO YOU FEEL WHEN YOU SPEAK ENGLISH?

Grade the following from 1 o 5

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

ATTITUDES AND MOTIVATION

1. I am interested in the English class and I wish to study and practice the language more and more in order to learn it

1	2	3	4	5
---	---	---	---	---

2. I like English and enjoy studying it, practicing it and learning it

1	2	3	4	5
---	---	---	---	---

3. I feel motivated to study English, consequently I do my best to practice it and learn outside the classroom

1	2	3	4	5
---	---	---	---	---

DEVELOPMENT OF ATTITUDES

4. I feel (more) respect for English speaking people

1	2	3	4	5
---	---	---	---	---

5. I appreciate their social habits more easily

1	2	3	4	5
---	---	---	---	---

APPENDIX 3

6. I value team work and co-operative learning

1	2	3	4	5
---	---	---	---	---

7. I feel (more) enthusiastic about using English and taking part in communicative situations with native speakers

1	2	3	4	5
---	---	---	---	---

8. I feel confident with English and like to use it more and more, orally or in writing

1	2	3	4	5
---	---	---	---	---

9. I appreciate the importance of autonomous learning and try to learn by myself as much as possible

1	2	3	4	5
---	---	---	---	---

Learning the Second Language Deductively and Inductively

Data collected about attitude toward the study of a Second Language

(Seliger and Shohami 1989: 174-175)

Instructions: Mark with "X" the extent to which you agree with each of the statements

1. In using the foreign language in conversation, I feel:

	Strongly disagree	disagree	agree	Strongly agree
Hesitant				
Comfortable				
Confident				
Talkative				
Co-operative				

2. Learning the grammar structures is:

Difficult	
Challenging	
Boring	
Important	

3. When meeting speakers of the language I:

	Always	Sometimes	Rarely	Never
Try to avoid conversations				
Tend to switch to my native language				
Ask questions for clarification				

4. Learning a Second Language is:

	-2	-1	0	1	2	
Good						Bad
Worthless						Valuable
Strong						Weak
Unpleasant						Pleasant
Relaxed						Tensed

5. Comment in a sentence or two your feelings about studying the language:

APPENDIX 4

6. What is the best thing about your language class? (attitude toward the language)

7. Describe your feeling when using the foreign language in a conversation with native speakers

8. Describe the steps you take when reading a text. What are the steps you use when you read the same text in your own time?

9. Background information:
 - Where do you live?

 - Where were you born?

 - What languages do you speak at home?

 - When? With whom? For how long?

 - Do you wish you spoke more languages?

 - What do you do after school in order to improve your language? (check "yes" or "no")
 1. Read newspapers? YES/NO
 2. Talk on the phone to native speakers? YES/NO
 3. Watch TV? YES/NO
 4. Read books in the language? YES/NO

ENGLISH GRAMMAR

1. Circle the option that is not possible:
 1. There is no chance / option / doubt that we'll make it to the laboratory on time.
 2. It's hopeless / doubtful / possible that I'll see you again before I go into the hospital.
 3. They haven't a hope / doubt / chance of finding life on Mars.
 4. There is a remote chance / slim possibility that the virus will spread.
 5. The experts are bound / sure / hope to agree with what you have said.
 6. There is every likelihood / a distinct possibility / any chance that the antibiotics will work.
 7. Is there any chance / hope /doubt of you getting the results back earlier?

2. Choose the most appropriate words:
 1. Max is retired / will retiring soon, so we'll be looking / look / will be look for a new manager.
 2. Wait a moment. I'm just coming / will come / will be coming.
 3. By this time next year, he is going to be / he'll / is at school.
 4. Will you going to see / have seen / be seeing Jade this week?
 5. Don't worry if you haven't finished. I'm working / I'm working to work / work on it later.
 6. I'm sure he'll make / makes / will be making a great recovery, whatever the doctors say / will say / will be saying.

APPENDIX 5

LISTENING

1. Which day did Emma and Dexter meet?
 - a. 22nd March 1988
 - b. 15th July 1988
 - c. 1st July 1988

2. Who was working as a waitress in a Mexican restaurant in London?
 - a. Dexter
 - b. Dexter's father
 - c. Emma

3. Who was diagnosed with cancer?
 - a. Dexter's mother
 - b. Emma's mother
 - c. Emma

4. Who moves to Paris?
 - a. Dexter
 - b. Emma
 - c. Dexter's father

5. When Dexter become famous he gets high from...
 - a. cigarettes
 - b. cocaine
 - c. alcohol

6. What's the name of Dexter's fiancée?
 - a. Sylvie
 - b. Emma
 - c. Mary

7. Why did Emma die?
 - a. because she had cancer
 - b. because she was hit by a lorry

Learning the Second Language Deductively and Inductively

c. because she was so old

APPENDIX 6

THE DANCING MEN: QUESTIONS:

A. Write TRUE or FALSE beside these sentences:

- a. Mr Hilton Cubitt's family was not well known.
- b. Mr Cubic was an American.
- c. Mrs Cubic shot herself.
- d. Slaney thought his wife has sent the message to him at Elriges.
- e. When Slaney arrived Mrs Cubic was dead.

B. Answer these questions:

- a. How did Mr Cubitt know that the letter his wife received came from America?
- b. Why did Holmes send a telgram?
- c. How many shots were fired?
- d. How did Holmes know the window in Mr Cubitt's house was only open for a short time?
- e. Why did Holmes not write in his usual way, when he sent the message to Slaney?

APPENDIX 7

PORTUGUESE GRAMMAR

1. Complete as seguintes frases com os verbos listados na forma correta:
pôr / fazer / ver / saber / ler / querer

1. - sairhoje à noite?
- Hoje à noite não Tenho de estudar.
2. Aofim-de-semana eles sempre a revista do Expresso.
3. A Ana e o Pedro anos em Janeiro.
4. O meu filho esta no 1º ano e já ler.
5. Ela usa óculos, porque não ao longe.
6. – Quem mais café?
- Eu
7. - Quem é que a mesa?
Aoalmoço eu; aojantar é a Ana que

2. Faça frases com o verbo na forma correta:

1. (ele / querer /outro café)
.....
.....
2. (eu / nunca / ver / televisão)
.....
.....
3. (ela / fazer / anos / hoje)
.....
.....
4. (amanhã / eu / fazer / uma festa / em casa)

Learning the Second Language Deductively and Inductively

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.....
APPENDIX 8

COMPREENÇÃO ORAL

1. Quem é a Mariana?
 - a. uma atriz muito famosa
 - b. uma cantora
 - c. uma compositora bem talentosa

2. Por que ela tem de ir ao hospital?
 - a. porque o pai dela está doente
 - b. porque ela vai visitar um fan
 - c. porque ela quer levar ao rapaz que a defendeu

3. Por que o João diz-lhe que ele é empregado de mesa?
 - a. porque tem vergonha de que ela saiba que não tem emprego
 - b. porque ele é o paparazzo que faz as fotografias dele
 - c. porque ele cozinha muito bem

4. A Mariana gosta das revistas do coração?
 - a. Sim, adora-as
 - b. Não, odeia-as
 - c. É-lhe indiferente

5. Por que é que o João deixa o trabalho?
 - a. porque não é bem pago
 - b. porque não gosta dele
 - c. porque está apaixonado por ela

6. Quando a Mariana vem a saber que o João é paparazzo...
 - a. Ela fica contente
 - b. Ela chateia-se
 - c. Ela gosta da profissão dele

7. Como é que se faz chamar o João?

- a. Pedro Meneses
- b. Gabriela Santos
- c. Miguel Pombo

APPENDIX 9

UMA AVENTURA NA ESCOLA: PERGUNTAS

- A. Escreve VERDADEIRO ou FALSO nas seguintes frases, corrigindo as falsas.
 - a. O Chico e o Pedro não queriam estar no 7º ano de escolaridade.
 - b. Os alunos mais novos faziam parte do grupo de alunos do Conselho Executivo.
 - c. O Chico perguntou à nova professora se era uma aluna ou professora.
 - d. O Chico estava com vontade de ajudar a nova professora
 - e. A nova professora disse-lhes que não tolerava pastilhas elásticas na suas aulas.
 - f. O Chico pensou que não valia a pena começar com um mau ambiente entre alunos e professores.

- B. B. Escreve umas linhas da situação entre o Chico e a professora

Learning the Second Language Deductively and Inductively

APPENDIX 10

Data collected about the competences in the study of a Second Language (English)

(Madrid and McLaren, 1995)

1. THE ASSESSMENT OF THE LINGUISTIC COMPETENCE

Activity 1: THE WEATHER IN SPAIN

In the following activity the pupils have to situate the temperature and weather on the map:

In Cordoba it's very hot today: 38°, but in Santiago it's raining. It's cloudy in Barcelona and sunny in Madrid. In the north of Spain –Asturias and Santander- it's very rainy, too. The temperature is 23°. In Valencia it's hot. The temperature is 35°. And that's all for today.



2. THE ASSESSMENT OF THE SOCIOLINGUISTIC COMPETENCE

Activity 1: AT THE TRAVEL AGENCY

Write the dialogue:

Situation: At the travel agency

Characters: The travel agent and you

Roles: You want to book a ticket on a flight to London on July 15th; you don't want to leave very late. The travel agent asks you for some personal data

APPENDIX 11

.....
.....
.....
.....

3. THE ASSESSMENT OF THE SOCIOCULTURAL COMPETENCE

Activity 1: ENGLISH LUNCH

Hear about the socio-cultural aspects you have studied and choose the right option:

- 1. In Britain a very popular lunch to take away is ... a) b) c) d)
- 2. In America when you say "thank you" people usually say ... a) b) c) d)
- 3. Alabama is a/an ... a) b) c) d)

Activity 2: ENGLISH LUNCH

Think about the socio-cultural aspects you have studied and choose the right option:

- 1. In Britain a very popular lunch to take away is ...
a) peas and sausage b) orange juice c) fish and chips d) bread and butter
- 2. In America when you say "thank you" people usually say ...
a) Have a good meal! b) I beg your pardon c) sorry? d) you're welcome
- 3. Alabama is a/an ...
a) British plant b) Scottish fish c) American State d) Irish drink

4. THE ASSESSMENT OF PROCEDURES

Activity 1: LONDON AND NEW YORK

Listen and fill in the table:

Learning the Second Language Deductively and Inductively

city	population	size
London		
New York		

APPENDIX 11

Activity 2: THE AIRPORT

Read and match questions and answers. Use arrows:

- | | |
|--------------------------------------|------------------------|
| - How are you honey? | Arrival time? At 11 pm |
| - Where are you now? | In Oxford |
| - When are you coming back? | Next Sunday |
| - Can you pick me up at the airport? | Of course |
| - What's time your flight? | It leaves at 10.15 pm |
| - When will you get to the airport? | Just fine |

Activity 3: STREET MUSICIANS

Read and complete this text. Use these words:

street-lamp, money, popular, instruments, their living, musicians, give, people, by, one-room.

Street musicians

Street musicians can play several They play popular tunes and stop to listen. They often them some money, so they make

Some of them, live in flats and each morning, stand the same corner or by the same to play songs. Do you like street? Do you stop to listen? Should people give them

Activity 4: THE HOTEL

Describe the hotel below following this model:

The Loire Hotel in Paris is a three star hotel. Out tel. number is 886621. There is central heating and all the bedrooms have hot and cold water. Guests can use an electric cooker in their rooms. There are ironing facilities for guests, too. The garage is suitable for physically handicapped persons. Pets not admitted.

APPENDIX 11

Data collected about the competences in the study of a Second Language (English)

(Madrid and McLaren, 1995)

1. THE ASSESSMENT OF THE LINGUISTIC COMPETENCE

Atividade 1. O TEMPO EM ESPANHA

Hoje, em Cordoba está muito calor (38 º), ao contrário de Santiago que está a chover. Em Barcelona está nebulado e em Madrid calor. No norte de Espanha (Asturias e Santander) está a chover com temperaturas de 23º. Em Valencia está calor com uma temperatura de 35º. Obrigada pela atenção. É tudo por hoje.



2. THE ASSESSMENT OF THE SOCIOLINGUISTIC COMPETENCE

Atividade 1. NA AGENCIA

Escreve o diálogo:

Local: Agência de viagens

Learning the Second Language Deductively and Inductively

Personagens: O agente de viagens e tu

Situação: Queres reservar um bilhete para viajar até Londres no dia 15 de julho, mas não queres sair tarde. O agente de viagens pergunta qual o melhor horário para ti.

APPENDIX 12

.....

.....

.....

.....

.....

3. THE ASSESSMENT OF THE SOCIOCULTURAL COMPETENCE

Atividade 1: ALMOÇO PORTUGUÊS

Ouve sobre os aspectos culturais que tens estudado e escolhe verdadeiro (V) ou falso (F):

- 1) Uma das diferenças mais importantes entre o português do Brasil e o de Portugal é o uso da segunda pessoa do singular. No Brasil é comum o uso de você, enquanto que em Portugal usa-se o tu.
- 2) Em Portugal, o presente contínuo do verbo “estar”, o seu gerúndio é estou caminhando, no entanto, no Brasil usa-se o “estar a” mais o verbo em infinitivo - estou a caminhar.
- 3) Na cultura Brasileira, usa-se a palavra "garota" que em Portugal quer dizer "menina".

Atividade 2: ALMOÇO PORTUGUÊS

- Que tipo de comida portuguesa conheces?

.....

- Qual é o símbolo português?

.....

4. THE ASSESSMENT OF PROCEDURE

Atividade 1: LISBOA E RIO DE JANEIRO

Ouve e enche o quadro:

cidade	população	tamanho
Lisboa		
Rio de Janeiro		

APPENDIX 12

Atividade 2: O AEROPORTO

Lê e relaciona as perguntas com às respostas. Usa as flechas:

- Está tudo bem contigo? Chego às 11 pm
- Onde estás agora? Em Oxford
- Quando é que voltas? No domingo
- Podes me vir buscar ao aeroporto? Claro que sim
- A que horas é o teu voo? Sae às 10.15 pm
- A que horas chegas ao aeroporto? Sim, tudo

Atividade 3: MUSICOS DA RUA

Lê e completa este texto. Usa estas palavras:

farol, dinheiro, popular, instrumentos, musicos, dão, pessoas, na, rua.

Musicos da rua

Os musicos da rua estão a tocar muitos Eles tocam musicas populares e as páram para ouvir. Geralmente -lhes dinheiro.

Alguns deles vivem na ou em apartamentos e todas as manhãs, estão na mesma esquina ou perto do para tocarem as suas canções Gostas dos de rua? Páras para os ouvir? Deveriam as pessoas dar-lhes?

Atividade 4: O HOTEL

Descreve o hotel seguindo este modelo:

O Loire Hotel em Paris, é um hotel de três estrelas. O número de telemóvel é 886621. Todos os quartos têm aquecimento central e água quente. Os hóspedes podem usufruir de tudo o que se encontra nos seus quartos. As pessoas idosas e com capacidades reduzidas tem também direito a um espaço na garagem. Por último, não é permitido à entrada de animais de estimação.

22

HOW DO YOU FEEL WHEN YOU SPEAK ENGLISH?

Grade the following from 1 to 5

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

ATTITUDES AND MOTIVATION

1. I am interested in the English class and I wish to study and practice the language more and more in order to learn it

1	2	3	4	5
---	---	---	---	---

2. I like English and enjoy studying it, practicing it and learning it

1	2	3	4	5
---	---	---	---	---

3. I feel motivated to study English, consequently I do my best to practice it and learn outside the classroom

1	2	3	4	5
---	---	---	---	---

DEVELOPMENT OF ATTITUDES

4. I feel (more) respect for English speaking people

1	2	3	4	5
---	---	---	---	---

5. I appreciate their social habits more easily

1	2	3	4	5
---	---	---	---	---

6. I value team work and co-operative learning

1	2	3	4	5
---	---	---	---	---

1

Learning the Second Language Deductively and Inductively

22

7. I feel (more) enthusiastic about using English and taking part in communicative situations with native speakers

1	2	3	4	5
---	---	---	---	---

8. I feel confident with English and like to use it more and more, orally or in writing

1	2	3	4	5
---	---	---	---	---

9. I appreciate the importance of autonomous learning and try to learn by myself as much as possible

1	2	3	4	5
---	---	---	---	---

2

APPENDIX 13

22

Data collected about attitude toward the study of a Second Language

(Seliger and Shohami 1989: 174-175)

Instructions: Mark with "X" the extent to which you agree with each of the statements

1. In using the foreign language in conversation, I feel:

	Strongly disagree	disagree	agree	Strongly agree
Hesitant			X	
Comfortable			X	
Confident			X	
Talkative		X		
Co-operative			X	

2. Learning the grammar structures is:

Difficult	
Challenging	
Boring	X
Important	

3. When meeting speakers of the language I:

	Always	Sometimes	Rarely	Never
Try to avoid conversations			X	
Tend to switch to my native language		X		
Ask questions for clarification			X	

4. Learning a Second Language is:

	-2	-1	0	1	2	
Good						Bad
Worthless						Valuable
Strong						Weak
Unpleasant						Pleasant
Relaxed						Tensed

5. Comment in a sentence or two your feelings about studying the language:

I feel more confident when I study English than when I am studying Portuguese because I have been studying it much longer.

6. What is the best thing about your language class? (attitude toward the language)

I enjoy more when I am in the Portuguese class because the teacher speaks all the time in the second language and I can understand.

7. Describe your feeling when using the foreign language in a conversation with native speakers

I feel more comfortable when I use Portuguese because as I live close to Portugal I can practice more often.

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Learning the Second Language Deductively and Inductively

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8. Describe the steps you take when reading a text. What are the steps you use when you read the same text in your own time? The steps when I read are the following: when I read in english are slower because I have to concentrate to understand, but in Portuguese I am an avid reader.
9. Background information:
- Where do you live?
I live in Badajoz
 - Where were you born?
I was born in Badajoz
 - What languages do you speak at home?
I speak spanish at home
 - When? With whom? For how long?
 - Do you wish you spoke more languages?
I am not interested in learning more languages
 - What do you do after school in order to improve your language? (check "yes" or "no")
 1. Read newspapers? YES/NO
 2. Talk on the phone to native speakers? YES/NO
 3. Watch TV? YES/NO
 4. Read books in the language? YES/NO

4

22

ENGLISH GRAMMAR

1. Circle the option that is not possible:

1. There is no chance / option / doubt that we'll make it to the laboratory on time.
2. It's hopeless / doubtful / possible that I'll see you again before I go into the hospital.
3. They haven't a hope / doubt / chance of finding life on Mars.
4. There is a remote chance / slim possibility that the virus will spread.
5. The experts are bound / sure / hope to agree with what you have said.
6. There is every likelihood / a distinct possibility / ~~any chance~~ that the antibiotics will work.
7. Is there any chance / hope / doubt of you getting the results back earlier?

2. Choose the most appropriate words:

1. Max is retired / will retire soon, so we'll be looking / look / will be look for a new manager.
2. Wait a moment. I'm just coming / will come / will be coming.
3. By this time next year, he is going to be / he'll / is at school.
4. Will you going to see / have seen / be seeing Jade this week?
5. Don't worry if you haven't finished. I'm working / I'm working to work / work on it later.
6. I'm sure he'll make / makes / will be making a great recovery, whatever the doctors say / will say / will be saying.

5

22

LISTENING

1. Which day did Emma and Dexter meet?

- a. 22nd March 1988
- b. 15th July 1988
- c. 1st July 1988

2. Who was working as a waitress in a Mexican restaurant in London?

- a. Dexter
- b. Dexter's father
- c. Emma

3. Who was diagnosed with cancer?

- a. Dexter's mother
- b. Emma's mother
- c. Emma

4. Who moves to Paris?

- a. Dexter
- b. Emma
- c. Dexter's father

5. When Dexter become famous he gets high from...

- a. cigarettes
- b. cocaine
- c. alcohol

6. What's the name of Dexter's fiancée?

- a. Sylvie
- b. Emma
- c. Mary

7. Why did Emma die?

- a. because she had cancer
- b. because she was hit by a lorry
- c. because she was so old

6

22

THE DANCING MEN: QUESTIONS:

A. Write TRUE or FALSE beside these sentences:

- a. Mr Hilton Cubitt's family was not well known. F ✓
- b. Mr Cubic was an American. F ✓
- c. Mrs Cubic shot herself. T ✓
- d. Slaney thought his wife has sent the message to him at Elriges. T ✓
- e. When Slaney arrived Mrs Cubic was dead. F ✓

B. Answer these questions:

- a. How did Mr Cubitt know that the letter his wife received came from America?
Because he found ~~something~~ ^{an} American ^{stamp} in the letter
- b. Why did Holmes send a telegram?
Because he wanted to know more about the case ✓
- c. How many shots were fired?
Three ✓
- d. How did Holmes know the window in Mr Cubitt's house was only open for a short time?
Because it was caused by the wind ✓
- e. Why did Holmes not write in his usual way, when he sent the message to Slaney?
Because he wanted to look as if it was Mrs. Cubitt who had written the letter ✓

7

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PORTUGUESE GRAMMAR

1. Complete as seguintes frases com os verbos listados na forma correta:

pôr / fazer / ver / saber / ler / querer

- podes sair hoje à noite?
- Hoje à noite não posso Tenho de estudar.
- Ao fim-de-semana eles leem sempre a revista do Expresso.
- A Ana e o Pedro fizeram anos em Janeiro.
- O meu filho esta no 1º ano e já sabe ler.
- Ela usa óculos, porque não vê ao longe.
- Quem quer mais café?
- Eu quero
- Quem é que põe a mesa?
Ao almoço ponho eu; ao jantar é a Ana que põe

2. Faça frases com o verbo na forma correta:

- (ele / querer / outro café)
..... ele quer outro café
- (eu / nunca / ver / televisão)
..... eu nunca vejo a televisão
- (ela / fazer / anos / hoje)
..... ela faz anos hoje
- (amanhã / eu / fazer / uma festa / em casa)
..... Amanhã eu faço uma festa em casa

8

22

COMPREENÇÃO ORAL

1. Quem é a Mariana?

- a. uma actriz muito famosa ✓
- b. uma cantora
- c. uma compositora bem talentosa

2. Por que ela tem de ir ao hospital?

- a. porque o pai dela está doente
- b. porque ela va visitar um fan
- c. porque ela quer levar ao rapaz que a defendeu ✓

3. Por que o João diz-lhe que ele é empregado de mesa?

- a. porque tem vergonha de que ela saiba que não tem emprego
- b. porque ele é o paparazzo que faz as fotografias dela ✓
- c. porque ele cozinha muito bem

4. A Mariana gosta das revistas do coração?

- a. Sim, adora-as
- b. Não, odeia-as ✓
- c. É-lhe indiferente

5. Por que é que o João deixa o trabalho?

- a. porque não é bem pago
- b. porque não gosta dele
- c. porque está apaixonado por ela ✓

6. Quando a Mariana vem a saber que o Joao é paparazzo...

- a. Ela fica contente
- b. Ela chateia-se ✓
- c. Ela gosta da profissão dele

7. Como é que se faz chamar o João?

- a. Pedro Meneses
- b. Gabriela Santos ✓
- c. Miguel Pombo

9

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UMA AVENTURA NA ESCOLA: PERGUNTAS

A. Escreve VERDADEIRO ou FALSO nas seguintes frases, corrigindo as falsas.

a. O Chico e o Pedro não queriam estar no 7º ano de escolaridade. F

Sim, eles queriam estar no sétimo ano ✓

b. Os alunos mais novos faziam parte do grupo de alunos do Conselho Executivo. F

Não, os alunos mais novos não faziam parte do grupo de alunos do Conselho Executivo ✓

c. O Chico perguntou à nova professora se era uma aluna ou professora. ✓

d. O Chico estava com vontade de ajudar a nova professora. ✓

e. A nova professora disse-lhes que não tolerava pastilhas elásticas nas suas aulas. F

Era outro professor

f. O Chico pensou que não valia a pena começar com um mau ambiente entre alunos e professores. ✓

B. B. Escreve umas linhas da situação entre o Chico e a professora

Os alunos estão no recreio e falam com uma professora nova. Ela é tão nova que os alunos não sabem se é uma professora ou uma aluna. ✓

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Data collected about the competences in the study of a Second Language (English)

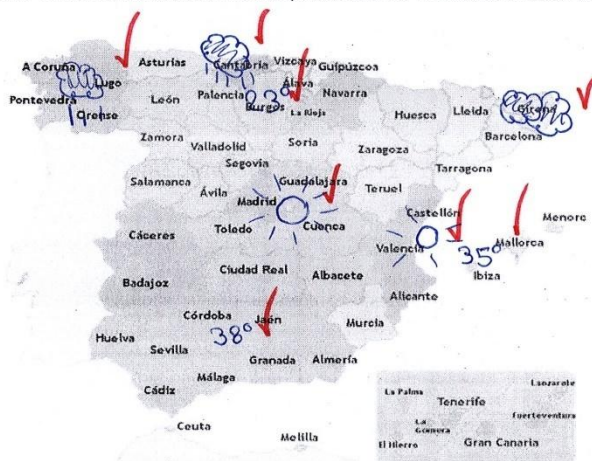
(Madrid and McLaren, 1995)

1. THE ASSESSMENT OF THE LINGUISTIC COMPETENCE

Activity 1: THE WEATHER IN SPAIN

In the following activity the pupils have to situate the temperature and weather on the map:

In Cordoba it's very hot today: 38°, but in Santiago it's raining. It's cloudy in Barcelona and sunny in Madrid. In the north of Spain –Asturias and Santander- it's very rainy, too. The temperature is 23°. In Valencia it's hot. The temperature is 35°. And that's all for today.



2. THE ASSESSMENT OF THE SOCIOLINGUISTIC COMPETENCE

Activity 1: AT THE TRAVEL AGENCY

Write the dialogue:

Situation: At the travel agency

Characters: The travel agent and you

Roles: You want to book a ticket on a flight to London on July 15th; you don't want to leave very late. The travel agent asks you for some personal data

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Learning the Second Language Deductively and Inductively

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* Good morning
 would like
 Me: I want to buy a ticket to flight to London
 Travel agent: when do you want to flight
 Me: the 15th of July
 would you like

3. THE ASSESSMENT OF THE SOCIOCULTURAL COMPETENCE

Activity 1: ENGLISH LUNCH

Hear about the socio-cultural aspects you have studied and choose the right option:

1. In Britain a very popular lunch to take away is ... a) b) c) d)
2. In America when you say "thank you" people usually say ... a) b) c) d)
3. Alabama is a/an ... a) b) c) d)

Activity 2: ENGLISH LUNCH

Think about the socio-cultural aspects you have studied and choose the right option:

1. In Britain a very popular lunch to take away is ...
 a) peas and sausage b) orange juice c) fish and chips d) bread and butter
2. In America when you say "thank you" people usually say ...
 a) Have a good meal! b) I beg your pardon c) sorry? d) you're welcome
3. Alabama is a/an ...
 a) British plant b) Scottish fish c) American State d) Irish drink

4. THE ASSESSMENT OF PROCEDURES

Activity 1: LONDON AND NEW YORK

Listen and fill in the table:

city	population	size
London	11 million ✓	1080 km ²
New York	13 million ✓	770 km ² ✓

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Activity 2: THE AIRPORT

Read and match questions and answers. Use arrows:

- | | | |
|--------------------------------------|---|--------------------------|
| - How are you honey? | → | Arrival time? At 11 pm ✓ |
| - Where are you now? | → | In Oxford ✓ |
| - When are you coming back? | → | Next Sunday ✓ |
| - Can you pick me up at the airport? | → | Of course ✓ |
| - What's time your flight? | → | It leaves at 10.15 pm |
| - When will you get to the airport? | → | Just fine ✓ |

Activity 3: STREET MUSICIANS

Read and complete this text. Use these words:

street-lamp, money, popular, instruments, their living, musicians, give, people, by, one-room.

Street musicians

Street musicians can play several instruments They play popular tunes and people stop to listen. They often give them some money, so they make their living

Some of them, live in one room flats and each morning, stand by the same corner or by the same street-lamp to play popular songs. Do you like street musicians? Do you stop to listen? Should people give them money

Activity 4: THE HOTEL

Describe the hotel below following this model:

The Loire Hotel in Paris is a three star hotel. Out tel. number is 886621. There is central heating and all the bedrooms have hot and cold water. Guests can use an electric cooker in their rooms. There are ironing facilities for guests, too. The garage is suitable for physically handicapped persons. Pets not admitted.

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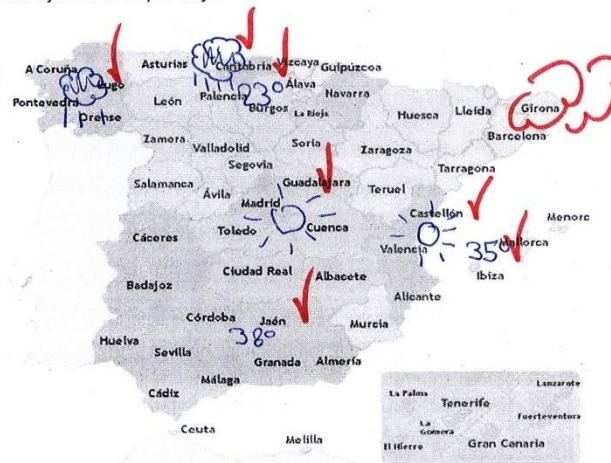
Data collected about the competences in the study of a third Language (Portuguese)

(Madrid and McLaren, 1995)

1. A AVALIAÇÃO DO NÍVEL DE COMPETÊNCIA LINGUÍSTICA

Atividade 1. O TEMPO EM ESPANHA

Hoje, em Cordoba está muito calor (38º), ao contrário de Santiago que está a chover. Em Barcelona está nebulado e em Madrid calor. No norte de Espanha (Asturias e Santander) está a chover com temperaturas de 23º. Em Valencia está calor com uma temperatura de 35º. Obrigada pela atenção. É tudo por hoje.



2. A AVALIAÇÃO DO NÍVEL DE COMPETÊNCIA SOCIOLINGUÍSTICA

Atividade 1. NA AGENCIA

Escreve o diálogo:

Local: Agência de viagens

Personagens: O agente de viagens e tu

Situação: Queres reservar um bilhete para viajar até Londres no dia 15 de julho, mas não queres sair tarde. O agente de viagens pergunta qual o melhor horário para ti.

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gostava de
 Eu: Quero reservar um bilhete para voar a
 Londres.
 Agente de viagens: muito bem, para que dia?
 Eu: para o dia 15 de junho.

3. A AVALIAÇÃO DO NÍVEL DE COMPETÊNCIA SOCIOCULTURAL

Atividade 1: ALMOÇO PORTUGUÊS

Ouve sobre os aspectos culturais que tens estudado e escolhe verdadeiro (V) ou falso (F):

- 1) Uma das diferenças mais importantes entre o português do Brasil e o de Portugal é o uso da segunda pessoa do singular. No Brasil é comum o uso de você, enquanto que em Portugal usa-se o tu. V F
- 2) Em Portugal, o presente contínuo do verbo "estar", o seu gerúndio é estou caminhando, no entanto, no Brasil usa-se o "estar a" mais o verbo em infinitivo - estou a caminhar. V F
- 3) Na cultura Brasileira, usa-se a palavra "garota" que em Portugal quer dizer "menina". V F

Atividade 2: ALMOÇO PORTUGUÊS

- Que tipo de comida portuguesa conheces?

Sapateira

- Qual é o símbolo português?

O saeo

4. A AVALIAÇÃO DO NÍVEL DO PROCESSO LINGUÍSTICO

Atividade 1: LISBOA E RIO DE JANEIRO

Ouve e enche o quadro:

cidade	população	tamanho
Lisboa	474.769 <input checked="" type="checkbox"/>	84,4 <input checked="" type="checkbox"/>
Rio de Janeiro	2.004.000 <input checked="" type="checkbox"/>	1.255 <input checked="" type="checkbox"/>

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Atividade 2: O AEROPORTO

Lê e relaciona as perguntas com às respostas. Usa as flechas:

- | | | |
|-------------------------------------|---|-----------------|
| - Está tudo bem contigo? | → | Chego às 11 pm |
| - Onde estás agora? | → | Em Oxford ✓ |
| - Quando é que voltas? | → | No domingo ✓ |
| - Podes me vir buscar ao aeroporto? | → | Claro que sim ✓ |
| - A que horas é o teu voo? | → | Sae às 10.15 pm |
| - A que horas chegas ao aeroporto? | → | Sim, tudo ✓ |

Atividade 3: MUSICOS DA RUA

Lê e completa este texto. Usa estas palavras:

farol, dinheiro, popular, instrumentos, musicos, dão, pessoas, na, rua.

Musicos da rua

Os musicos da rua estão a tocar muitos instrumentos ✓. Eles tocam musicas populares e as ..pessoas.. ✓ páram para ouvir. Geralmente ..dão.. ✓ -lhes dinheiro.

Alguns deles vivem na ..rua.. ✓ ou em apartamentos e todas as manhãs, estão na mesma esquina ou perto do ..farol.. ✓ para tocarem as suas canções ..populares.. ✓
Gostas dos ..musicos.. ✓ de rua? Páras para os ouvir? Deveriam as pessoas dar-lhes ..dinheiro? ✓

Atividade 4: O HOTEL

Descreve o hotel seguindo este modelo:

O Loire Hotel em Paris, é um hotel de três estrelas. O número de telemóvel é 886621. Todos os quartos têm aquecimento central e água quente. Os hóspedes podem usufruir de tudo o que se encontra nos seus quartos. As pessoas idosas e com capacidades reduzidas tem também direito a um espaço na garagem. Por último, não é permitido à entrada de animais de estimação.

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TWENTY-SECOND INTERVIEW

Name: Participant 22

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Results of the interview: Participant 22 studies English and Portuguese. She has been studying English since she was five because she went to extra-curricular activities (English). Due to that, she gets bored when English grammar is explained in class. She compares school classes with the extracurricular classes she receives and she claims that there, they are less pupils, so that, they are able to practice orally (S) most of the time. She is really motivated towards learning. She is not just intelligent but also hard-working. She has been studying Portuguese for four months with the rest of her classmates, but, in addition, she came to private lessons during the summer because she wanted to know already something before starting the course.

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TWENTY-SECOND QUESTIONNAIRE

Name: Participant 22

Level of English: Intermediate - Advanced

Level of Portuguese: Intermediate

Results of the questionnaire: She is really interested in English and she practices outside the classroom too. She likes speaking in English. When we are in the English class, she values team work and co-operative learning. Due to that, she feels enthusiastic about using English and taking part in communicative situations with native speakers. In addition, she works in cooperative tasks also in Portuguese. She stills feels more confident when she studies English than when she is studying Portuguese because she has been studying it much longer. About learning the grammar structures she thinks that it is really challenging in Portuguese. On the other hand she thinks that learning English grammar is boring. It could be because she enjoys more when she is in the Portuguese class because the teacher speaks all the time in L2 and she can almost always understand. When meeting speakers of the language, she rarely avoids conversations. She feels more comfortable when she uses Portuguese. Concerning the reading skills, she says: "The steps when I read are the following: when I read in English I have to take slower steps because I have to concentrate to understand, but in Portuguese I am an avid reader". The activities she does in order to improve the FL are watching TV and reading.

TWENTY-SECOND NO STANDARDIZED TEST

Name: Participant 22

Level of English: Intermediate

English grammar: She has two errors in this part of the test. The first error is in the sentence 6 of the first exercise, in which she has answered “every likelihood” instead of “any chance”. The second mistake is in the sentence 6 of the second exercise, in which he has answered “make” instead of “’ll make”.

LISTENING (L): She has just one error in this part of the test.

SPEAKING (S): “Dexter and Emma are friends. Emma is a hard-worker girl. Dexter is upper-class and Emma in middle-class. Dexter works as a TV production. Emma gets a job as a waitress in a Mexican restaurant. Dexter becomes famous quickly, but Emma becomes successful because she is a persistent writing, and she goes to Paris. She becomes attractive and famous and Dexter falls in love with her. They marry and then she has an accident and she dies.”

She has just one error of pronunciation, such as pronouncing “fall” as /fo:l/ instead of /fɔ:l/. She has one grammatical error: she says “hard-worker” instead of “hard-working” and “every years” instead of “every year”. She has facilities to acquire the English accent. She does not have grammatical errors. We can hear this in the folder PARTICIPANT 22 in the P22-AUDIO 1.

READING (R): She has no errors in this part of the test.

WRITING (W): He did not have many problematic mistakes. For instance, some spelling mistakes, such as “american” instead “American”, some troubles using prepositions (employing “in” when it is “on”).

Level of Portuguese: Intermediate - Advanced

Portuguese grammar: She has just one error in this part of the test. The error is in the sentence 4 of the second exercise, in which she has answered “faso” instead of “faço”.

LISTENING (L): She has no errors in this part of the test.

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SPEAKING (S): “A historia é sobre uma rapariga que é actriz e ela é muito famosa no seu país, mas agora as coisas não vao bem para ela porque esta a trabalhar numa novela que ninguem ve. Tambem tem problemas para encontrar namorado porque os paparazzi estao sempre atras dela e quando os homens ten de sofrer tudo isso deixam-a, mas um dia ela tem uma confucao com um taxista e o rapaz ajuda-a- A partir dai, começam conhecer-se, mais o rapaz mente sobre o seu trabalho porque ele é paparazzo. Ele diz-lhe que trabalha como empregado de mesa num restaurante. A final ela descobre tudo e chatea-se”

She has some errors of pronunciation, such as pronouncing “porque” /'puRki/ (Spanish) instead of “porque” /'poRke/ (Portuguese) and “bem” as /bem/ instead of /beːj/. Although she has these errors, her pronountiation is good and she is fluent. We can hear this in the folder PARTICIPANT 22 in the P22-AUDIO 2.

READING (R): She has no errors in this part of the test.

WRITING (W): She had four mistakes in this part of the test. We can just see some spelling mistakes, such as “recreo” instead “recreio”. In addition, I appreciate some problems with the use of the pronouns because he has written “ella” (Spanish) instead of “ela” (Portuguese) and “elles” instead of “eles”.

TWENTY-SECOND NO STANDARDIZED TEST

Name: Participant 22

Level of English: Intermediate

THE ASSESSMENT OF THE LINGUISTIC COMPETENCE: She had no mistakes in this part of the test. This part of the test evaluates the linguistic comprehension skill READING (R).

THE ASSESSMENT OF THE SOCIOLINGUISTIC COMPETENCE: She had no mistakes in this part of the test but he has used informal sentences "I want to buy a ticket to flight to London" instead of the formal "I would like to buy a ticket to flight to London": this is not a mistake, but it is not correct to use the simple present in formal situations. In addition, he has not used formal greetings, such as "good morning" or "good afternoon". This part of the test evaluates the linguistic comprehension skill WRITING (W).

THE ASSESSMENT OF THE SOCIOCULTURAL COMPETENCE: This part of the test is composed by two activities: He has no mistakes in the two activities. The first activity evaluates the linguistic comprehension skill LISTENING (L) while as the second one evaluates the cultural competence.

THE ASSESSMENT OF PROCEDURES: This part of the test is composed by four activities: The first activity evaluates the linguistic comprehension skill LISTENING (L) and she has had one error in this activity. The second activity evaluates the linguistic comprehension skill READING (R) and she has had two errors in this activity. The third activity evaluates the grammar and she has had no errors in this activity.

And finally, the fourth activity evaluates the linguistic expression skill SPEAKING (S) and she has had the following errors: She has some errors of pronunciation, such as pronouncing "handicaped" as /'hændɪkepd/ instead of /'hændɪkæpd/ and "central" pronouncing the /θ/ instead of the /s/. Although she has some pronunciation mistakes, she is fluent. We can hear this in the folder PARTICIPANT 22 in the P22-AUDIO 3.

Learning the Second Language Deductively and Inductively

Level of Portuguese: Intermediate – Advanced

THE ASSESSMENT OF THE LINGUISTIC COMPETENCE: She had just one mistake in this part of the test because she has forgotten to draw the clouds in Barcelona. This part of the test evaluates the linguistic comprehension skill READING (R).

THE ASSESSMENT OF THE SOCIOLINGUISTIC COMPETENCE: She had two mistakes in this part of the test because she has used informal sentences “Quero reservar um bilhete” instead of the formal “Gostava de reservar um bilhete”: this is not a mistake, but it is not correct to use the simple present in formal situations. In addition, he has used the Spanish indeterminate article “un” instead of the Portuguese indeterminate article “um”. This part of the test evaluates the linguistic expression skill WRITING (W).

THE ASSESSMENT OF THE SOCIOCULTURAL COMPETENCE: This part of the test is composed by two activities: The first activity evaluates the linguistic comprehension skill LISTENING (L) while as the second one evaluates the cultural competence. She has no mistakes in the first one. In the second one she has answered “sapateira” and “O galo”.

THE ASSESSMENT OF PROCEDURES: This part of the test is composed by four activities: The first activity evaluates the linguistic comprehension skill LISTENING (L) and she has had one errors in this activity. The second activity evaluates the linguistic comprehension skill READING (R) and she has had two errors in this activity. The third activity evaluates the grammar and she has had no errors in this activity.

And finally, the fourth activity evaluates the linguistic expression skill SPEAKING (S) and she has had the following errors: She has some errors of pronunciation, such as pronouncing "idoas" instead of "idosas". We can hear this in the folder PARTICIPANT 7 in the P7-AUDIO 4.

APPENDIX 26

