University of Portsmouth

THE SPREAD OF ENGLISH IN PORTUGAL: A CONTRIBUTION TO AN UNDERSTANDING OF THE PHENOMENON

BY
Carolyn Elizabeth Leslie

THE SPREAD OF ENGLISH IN PORTUGAL:
A CONTRIBUTION TO AN UNDERSTANDING OF THE PHENOMENON

BY
Carolyn Elizabeth Leslie

A dissertation submitted in fulfilment of the requirements for the degree of *Master of Arts in Applied Linguistics and TESOL*

School of Languages and Area Studies
University of Portsmouth
December, 2009

Abstract

This study investigates some aspects of the spread of English in Portugal, a country situated in South West Europe. An indication of the increasing use of English in Portugal was provided by comparing the frequency of English loanwords in two newspapers from 1989 and 2009 and an indication of how English may spread in the future was undertaken using a questionnaire distributed amongst 200 undergraduates to determine their contact with and attitudes towards the language.

Results from textual data show that the use of loanwords in the newspapers under investigation has doubled in the past twenty years. Questionnaire results reveal that although contact with the language through personal networks is less frequent, all students have contact with the language through the media. Results for attitudes amongst students reveal positive attitudes towards the language and its speakers, and a belief that knowledge of English can bring pragmatic gains.

Keywords: English, spread, attitudes, contact.

Table of Contents

Acknowledgements

INTRODUCTION

In the 21st century, English is *the* global language. It has grown from the language of Britain and her colonies in the 17th, 18th and 19th centuries, to the language of international communication in areas as diverse as commerce, sport and science. This came about due to the political, military and economic power of those who speak it, and continues due to its importance in international organisations, travel, publishing, electronic communication and education amongst others (Crystal, 2003, pp.86-122). Positive social attitudes towards the language, fuelled by a global youth culture of popular music and films in English have also been fundamental in attracting people to English worldwide.

This spread of English, spread being defined as "an increase over time in the proportion of those engaged in a communicative function via a particular language" (Cooper, 1982, taken from Fishman & Rubal-Lopez, 1992, p.315), has been described by Kachru (1992, p.356) using 3 concentric circles, each reflecting the different ways the language was acquired and is being used in various parts of the world. The Inner Circle corresponds to the "traditional and linguistic bases of English" (Kachru, 1992, p.356), for example countries such as the USA, the UK and Canada, and the Outer Circle includes former colonies such as Nigeria and India where non-native varieties have emerged. In the Expanding Circle, which includes Asian countries such as China and Japan and the continents of Europe and South America, English was traditionally regarded as a foreign language with no special administrative status (Kachru, 1992, p.357). However, its continuing spread now means that English is taking on a new role there. As ever greater numbers of people learn the language, and as learners increasingly use it to communicate with other non-native speakers rather than to interact with Inner Circle speakers, it becomes dissociated from its Inner Circle roots. Kachru called for studies on "the direction of change in English, the uses and usage, and the scope of the spread and its implications for intelligibility and communication" (Kachru, 2006, p.256) and much has been published on the spread, functions and varieties of English in the Outer Circle. More recently, calls have been made for more research on the change and spread of English within Expanding Circle countries (Berns, 2005, p.90; Deneire & Goethals, 1997, p.2; Friedrich & Berns, 2003, p.90). One method proposed by Kachru to study this

phenomenon is to carry out a sociolinguistic profile, detailing information on who uses the language, language policies, functional domains of the language and attitudes towards varieties (2006, p.255). Alternative frameworks for analysing the spread of English were proposed by Truchot, (1997, pp.66-75) and Ferguson (1966, taken from Berns, 1992, p.7). Several such studies have been undertaken on various European (Dimova, 2005; Dogancay-Aktuna, 1998), Central American, (Nickels, 2005) and South American countries, (Nielsen, 2003; Velez-Rendon, 2003), but in Portugal, the only research carried out up to date has been two small scale studies on students and teachers of English at the University of Lisbon (Cavalheiro, 2008; Barros, 2009).

Situated in South West Europe, Portugal has an ethnically homogeneous population of approximately 10.6 million (Instituto Nacional de Estatistica, 2008, my translation). The 2006 Eurobarometer survey revealed that 100% of Portuguese questioned considered Portuguese to be their mother tongue (European Commission, 2006, p.7) and in 2005, 64% admitted to being incapable of participating in a conversation in a language other than Portuguese. In this same year, only 26% claimed to speak English, one of the lowest percentages amongst the 30 European countries surveyed (European Commission, 2005, pp.3-4). However, this situation may be changing. Although English has no official status in Portugal, its role in education has been reinforced recently. In 2005, English was introduced into years 3 and 4 of primary school education and since 2008 it has been compulsory for primary schools to offer English as an extra-curricular activity in all 4 years of primary education (Diário da República, 2008, my translation). In years 5 and 6 the study of a foreign language is compulsory with English, French or German being offered, followed by compulsory study of a second foreign language in years 7, 8 and 9. (European Commission, 2009, pp. 79-80). Since Portugal subscribed to the Bologna Process in 1999 (Direcção Geral de Ensino Superior, 2008, para 1, my translation), English has also assumed a more important position in higher education, as Portuguese universities, like other European universities, compete in the market for international students (Coleman, 2006, p.1). In addition to its role in education, English is commonly used in product advertisements, both on television and in the printed press, popular music in English is often heard on the radio, and English language films and programmes are shown in English with Portuguese subtitles on television and in the cinema.

Against this background, the aim of this study is to investigate some aspects of the spread of English in Portugal. Part of this research takes place amongst university students, a group who will become the middle class professionals of the future, and who are identified as being fundamentally important in the spread of English (Graddol, 1997, p.27), as they are likely to become proficient in the language, may influence others and ensure their children learn the language. It was decided to investigate various sub-divisions within this group. These are:

- Those who study in a large urban centre. This group is further subdivided into those who are active learners and those who are non-learners of the language.
- Those who study in a small town environment. Again this group is further subdivided into active learners and non-learners of the language.

The decision to compare those who study in an urban environment and those who do not was taken as it is believed that the middle classes in urban areas are more open to new speech habits. More rural areas, on the other hand are thought to be "linguistically conservative" (Graddol, 1997, p.27). The decision to include both those who do and do not study English was taken, as students who had chosen to study on courses involving the language could be positively biased towards it. It is beyond the scope of this study to carry out a full sociolinguistic profile on Portugal, but Fishman and Rubal-Lopes affirm, "the spread of a language can be examined not only by measuring the extent of its use, but also by studying the attitudes of persons towards that use" (1992, p.310). This study therefore focuses on how the language is used in the everyday life of these students and their attitudes towards it, two aspects which the sociolinguistic profiles suggested by both Kachru (2006, p.255) and Ferguson (1966, taken from Berns, 1992, p.7) have in common. These features are important in the spread of a language, as increased contact improves learners' self-confidence which in turn positively influences motivation to learn the language (Clement, Dornyei & Noels, 1994, p.443), and positive attitudes towards the language and its speakers are also considered key factors in motivation (Csizér & Dörnyei, 2005, p.21).

Motivation is important as it has been shown to be one of two factors which consistently predict success in second language learning, the other being aptitude (Dornyei & Skehan, 2003, p. 589). Conversely, negative attitudes and lack of motivation stemming from the

fear that a society's language or culture could be compromised by the spread of English, will obviously impede its spread.

Another part of this research examines the use of loanwords in the print media, loanwords being defined as words which have been borrowed from English and which are, according to Busse and Görlach "totally unadapted, words still looking foreign in form or entirely unadapted…", (2002, p.29). Truchot (1997, p. 72) suggests studying how English words are borrowed as a way of analysing the spread of English in the Expanding Circle, and this aspect of the use of English features in several recent sociolinguistic studies (Dimova, 2005; Hasanova, 2007; Nielsen, 2003, Velez- Rendon, 2003). One advantage of investigating this use of English is that it can be used to assess to what extent the language has already spread, by comparing the use of loanwords in newspapers from the past, to those in the present.

The research aims of this study are therefore:
1. to investigate how frequently the above groups of university students use English, with whom and for what purpose;
2. to compare attitudes towards English of the above groups of university students;
3. to compare the frequency of English loanwords in two Portuguese newspapers in the present, with their frequency 20 years ago.

To investigate research aims 1 and 2, a descriptive questionnaire was administered to an opportunity sample (Bell, 2005, p.147) of 50 students in each of the 4 categories. Triangulated results were obtained by cross-checking replies with results from group interviews and sentences for completion, which were administered during the exploratory pilot work stage. To investigate research aim 3, two national newspapers from 2009 (*O Expresso* and *Diário de Notícias*), and two examples from 1989 were analysed for use of loanwords, incidence being expressed as a percentage of the total number of words in these papers.

Comparing the frequency of loanwords in the print media 20 years ago and in the present could give an insight into how the presence of English has changed in Portugal over this period of time. Examining opportunities for contact and attitudes towards the language will help assess the current reality of the presence of English, and assist in predicting how the

language may spread in the future. Chapter one therefore examines various models which have been proposed to explain the spread of English throughout the world and relates these to the situation in Portugal. The importance of contact and attitudes on spread is considered in chapter two and the methods used to investigate the research questions are covered in chapter three. Chapter four presents and discusses results, and in the final concluding chapter an analysis will be made of the presence of English in Portugal and proposals as to how the language could spread in the future will be presented.

DEFINITIONS

The following is a selection of terms used throughout this dissertation and their definitions.

In this study, first language (L1) is defined as "a language that is acquired naturally in early childhood" (Saville-Troike, 2006, p.188), and second language (L2) is used in the general sense to refer to any language acquired after the first language is established.

Native speaker is defined as an L1 user, that is someone who learnt English in childhood and for whom it was the language first acquired (L1). The term Non-native speaker refers to L2 users, that is, they have acquired English after their first language.

Acquisition is used in a general sense to refer either to conscious learning or the process which takes place when children learn their L1.The use of the language refers to "its function as part of a communication system" (Richards, Platt & Weber, 1985, p.302).

A foreign language refers to "a second language that is not widely used in the learners' immediate social context, but rather one that might be (…) studied as a curricular requirement or elective in school with no immediate or necessary practical application" (Saville-Troike, 2006, p.188). Those who learn English as a foreign language will generally look to Inner Circle countries to provide language norms.

CHAPTER 1. THE SPREAD OF ENGLISH

The phenomenon of language spread cannot be described simply, as there are not only a potentially huge number of variables from many disciplines such as sociology, demography and economics which could explain it, but also interaction between these variables (Fishman & Rubal-Lopez 1992, p.309). Notwithstanding, several investigators have proposed models for the spread of language, and suggested factors which may be of importance. Two such models and their relevance to the spread of English in the Expanding Circle will now be considered.

1.1 KACHRU'S THREE CIRCLE MODEL OF ENGLISH IN THE WORLD

Kachru's model (1992, p.356) for the spread of English has been briefly mentioned above. According to this model, English spread from Inner Circle countries to those of the Outer Circle through colonisation. Although colonization cannot be proposed as a reason for language spread to the countries of the Expanding Circle, population movement continues to be an important factor in language spread throughout the world through urbanisation (Graddol, 1997, p.27), as urban areas are often the focus for linguistic change, and the middle classes who are drawn there are those with the economic resources to acquire the language and consume global culture. Urbanisation could result in the greater spread of English in the urban region of Lisbon, the Portuguese capital. The Portuguese have a saying; *Portugal is Lisbon, and the rest is countryside*, and indeed the area of Greater Lisbon is home to approximately 20% of the total population of the country (Governo Civil de Lisboa, 2009, para 2, my translation). It is also the area with greatest wealth, the best schools, the greatest concentration of universities and private language schools, and a healthy tourist industry. In these circumstances it is easy to imagine that those living there would have more contact with the language and be more open to new language habits.

The spread of English to the Outer Circle has led to it being used as a language of wider communication in multi-lingual situations there, and this intranational use has led to the development of local forms with "linguistic and pragmatic standards that differ from those of Inner Circle countries" (McKay, 2002, p.37). Calls have been made for the codification

and acceptance of such nativized varieties, often referred to as world Englishes (Kachru, 1986, p.128), and the development of local, that is, endornormative standards (Bamgbose, 1998, pp. 4-12). As for the Expanding Circle, Kachru argued that the English of these areas should be dependent on Inner Circle norms (1984, taken from McKay, 2002, p.54), and indeed this was an accurate picture of the situation in Europe and in Portugal in the past. In Portugal, opportunities for contact with the language were limited as compulsory education for both sexes was introduced only in 1960, (European Commission, 2009, pp.55-57) and until 1974, the country was under the rule of a fascist regime which pursued a policy of isolationism enshrined in its leader Antonio Salazar's motto of *proudly alone,* which for many symbolised Portugal's distance from western political and cultural realities (Rodrigues, 2004, para 1, my translation). Only those with greater economic power could attain reasonable levels of proficiency by attending private language schools. However, this is no longer the case. Within Europe, English is now the most commonly spoken foreign language with 38% of citizens questioned claiming they could have a conversation in English (European Commission,2006, p.12) and European citizens considered themselves more proficient in English than any other language, (2006, p.14).

Against this background, suggestions have been made that certain European countries are moving in the direction of the Outer Circle, as English takes on the role of a second language rather than a foreign language due to increased intranational use, second language here being used in a specific sense to refer to an "additional language (…), needed for education, employment and other basic purposes" (Saville-Troike, 2006, p.193). Graddol (1997, p.11) lists 19 such countries, 6 of which (Belgium, Denmark, The Netherlands, Norway, Sweden and Switzerland) are in Europe. Similarly Berns (1995, p.9) describes the "concentric circles of European Englishes" which features an Expanding/Outer Circle to accommodate such countries. This is in keeping with Kachru's affirmation that the Outer and Expanding Circles are not entirely separate entities, but that they share certain characteristics, and that changing language policies may change the status of a particular country (2006, p.243).

In a process comparable to that in the Outer Circle, reports have been made of the nativization process English is undergoing across Europe (Berns, 1995; Erling, 2002; Jenkins, Modiano & Seidlhofer, 2001; Modiano, 2003), and Graddol suggests that in the

future, Europeans will desire to express their identities through their own varieties of English (1997, p.27). Chapter 2 explores in more detail how Europeans use English, with whom, and what form of the language they use.

1.2 LINGUISTIC IMPERIALISM

As seen above, English spread to the countries of the Outer Circle through colonisation. In post colonial times writers such as Phillipson (1992, taken from Phillipson 2006, p.2302) and Skutnabb-Kangas and Phillipson (1989, taken from Pennycook, 2000, p.83) believe that bodies such as the British Council have been used to promote the English language and culture worldwide in an deliberate effort to transform English into a world language. Phillipson believes that in this way the "linguistic imperialism" of colonial times is "maintained and reproduced by an inequitable allocation of resources to English" (Phillipson, 2006, p.2301). This view is supported by others such as Pennycook who warn that we must be suspicious of those who claim that the spread of English is "natural, neutral or beneficial" (Pennycook, 2000, p.83). Could government funded linguistic imperialism be a motive for the spread of English in Portugal? The British Council opened in Portugal only three years after its foundation in 1935, making it one of the first such overseas representations. As stated before, Portugal was at this time under a fascist dictatorship and as The British Council was formed partly in response to the rise in fascism and a concern that democratic values were being eroded (Cull, n.d., para 1), it seems likely that the British Council in Portugal opened more for political rather than linguistic reasons. Any efforts to use the British Council as an agent of spread to the population in general would have had little success, taking into account the fact that at that time only 38% were literate in their mother tongue (Candeias & Simões, 1999, p.170, my translation).

Phillipson views globalisation as "the spread of a system of global power (…) linked to American interests" (Phillipson, 2006, p.2304) and therefore another form of linguistic imperialism. Globalisation has been defined as:

> the way in which, under contemporary conditions especially, relations of power and communication are stretched across the globe, involving compressions of time and

space and a recomposition of social relationships (Mohammadi, 1997, cited in Dornyei & Csizér, 2002, p.425).

It promotes English through its use in mass media, international corporations, international tourism, and scientific, cultural and technological cooperation (Crystal, 2003, pp.86-122; Truchot, 1994, pp.143-147). Any country which wishes to gain access to this global community must also have access to English. Multinational companies may offer better salaries and more attractive jobs than those offered by smaller national companies, and English will often be a prerequisite for entry, even if the work itself does not involve English (Graddol, 1997, p.32). This is an important factor to take into consideration, given the fact that the sample for this study is university students, many of whom may soon be on the job market. The perceived importance of English in securing a good job in Portugal is clear when we consider that 79% of Portuguese parents questioned in a European Commission survey (2006, p.45) stated it was important for their children to learn English to improve job opportunities. The role of the mass media and modern technologies in the spread of English is equally important, as young people are the greatest consumers of English language popular culture, (music, film and TV), and also new technologies such as the internet and computer games (Berns, de Bot & Hasebrink, 2007, pp.3-4). Motivation to learn English amongst young people, including those in Portugal, could therefore be both pragmatic, because they hope to secure a good job, and emotional, through a desire to become part of an English-speaking global youth culture.

Phillipson and Skutnabb-Kangas suggest that due to the hegemony of English, minority languages are marginalized and could be lost (1997, p.27). This is not the official policy of the European Union which promotes "communication in mother tongue plus two languages" (Commission of the European Communities, 2008, p.5), and within Portugal the minority language Mirandese was granted official status in 1999 (European Commission, 2009, p.4). However, only 10,000 people are reported to speak it, and its use is declining due to lack of interest (Euromosaic, 2006, para 22). While local authorities have encouraged the inclusion of the language as an option in secondary schools in the area, young people regard Mirandese as "an archaic and underdeveloped language, little suited to the needs of modern communication" (Euromosaic, 2006, para 6). A further reason given for this lack of interest in Mirandese is the growing importance of mass media in the lives of young people due to globalisation (Euromosaic, 2006, para 6), and it could well be that these young people are unwitting linguistic victims of the

global English - mediated youth culture. However, it would seem unlikely that the Portuguese language would ever be threatened by English, Portuguese itself being a world language spoken by approximately 191 million people (Ostler, 2005, taken from Graddol, 2006, p.50). Nevertheless, any attempt on the part of Portugal to rely solely on Portuguese would lead it to become as *proudly alone* on the world stage as it was during fascism. This then leads us to a model of English co-existing with other languages, their relationship based not on power and authority, a feature of colonial times, but on "functional specialization" (Fishman, Conrad & Rubal-Lopes, 1996, taken from Lysandrou & Lysandrou, 2003, p.208).

In this model, English fulfils the purpose of a language of wider communication, with the local language continuing to represent local culture, identity and traditions (Fishman, Conrad & Rubal-Lopes, 1996, taken from Lysandrou & Lysandrou, 2003, p.208). This view has been supported by several recent studies within Europe. In a study of the role of the media and English in the lives of young people in four European countries, Berns, de Bot and Hasebrink came to the conclusion that "English serves as a marker of a social identity, of group relations, but does not replace the identities established in the first language". English provided "additional identities" (2007, p.118). Similarly Erling, in a study of university students studying English in a German university found that English, far from replacing their national language or identity, was "adding other layers of identity related to their affinities with other places and communities" (2007, p.128).

CHAPTER 2. CONTACT AND ATTITUDES

As previously mentioned, sociolinguistic profiles have been proposed as one way of assessing the spread of the language. Berns (1992, p.7) described one possible framework for a sociolinguistic profile based on that of Ferguson (1966, taken from Berns, 1992, p.7). She describes the features of this profile as:

> the users of English, the uses they make of it, their attitudes toward it, the model of English they choose to approximate, the degree of intelligibility they seek to achieve, and the kind of communicative competence in English they want to develop (Berns, 1992, p.7).

In the first part of this chapter, an attempt will be made to describe some of these features, namely the users and uses of English within the Expanding Circle with reference to Europe. In the second part of the chapter attitudes towards the language and their importance in shaping motivation to learn will be explored and models users choose to approximate will be considered.

2.1 CONTACT. THE USERS AND USES OF ENGLISH

In 2005 citizens in the 25 member states of the European Union plus Bulgaria, Romania, Croatia and Turkey were surveyed on the topic of multilingualism. Results showed that Portugal (32%) was slightly below the European average (38%) of those claiming to have sufficient proficiency to have a conversation in English, the most widely spoken foreign language throughout Europe (European Commission, 2006, pp. 12-13). In these 29 countries, those with the best language skills were young (15-24 years old), still studying and very active language learners (2006, p.11) and the five most common uses for a second language (2006, p.18), were:

- on holiday abroad (42%);
- watching films/TV/listening to the radio (26%);
- communicating with friends (25%);
- speaking face to face or on the telephone at work (25%);
- on the internet (23%).

English was the language used most frequently other than the mother tongue, with 31% stating they used it on an everyday basis (2006, p.16). However, this appeared to vary according to how well the citizens of a country knew the language. For example in Denmark, where 86% of those questioned stated they spoke English as a foreign language, 44% used the language often. In Portugal on the other hand, 89% said that did not use any foreign language on a daily basis (European Commission, 2006, p.17). I will now consider some studies which have been carried out on this issue amongst European students.

Erling (2007, p.112) used a questionnaire amongst 101 undergraduate students of English to assess their exposure to the language. 84% listened to songs in English, and 77% and 70% respectively used English on the internet and to read for pleasure once a week (2007, p.116).Only 45% reported watching TV programmes in English, (foreign language programmes are dubbed into German on all state-funded channels), but 62% watched English films with German subtitles at least once a month (2007, p.118). Many students also reported using English on holiday and with tourists in Berlin (2007, p.119). Similar findings on Germany were reported by Hilgendorf (2007, p.135). In a study on 12-18 year olds in four European countries (Belgium, The Netherlands, France and Germany), Berns, de Bot and Hasebrink also found that outside school, the media (music, TV, cinema and the internet), travel, and personal networks were important factors contributing to the presence of English (2007, pp. 112-114).

What can be deduced from this information about the importance of contact on the spread of the language? Learning opportunities, both formal and informal are a key factor in Spolksy's general model of second language learning (1989, taken from Mitchell & Myles, 2004, p.8), and without contact, learning will not occur. Information from the Eurobarometer study leads us to believe that the "extent to which a language is known in the country" leads to increased spread of that language (European Commission, 2006, p.17). So what opportunities exist for citizens to learn the language? The majority of Europeans (72%) indicate that they learned English at school, 23% by travelling abroad and 11% with friends or family members at home (European Commission, 2006, p.21). Amongst the young people surveyed in the studies mentioned above (Berns, de Bot & Hasebrink, 2007; Erling, 2007; Hilgendorf, 2007) education, personal networks and travel similarly featured predominantly as opportunities for contact with the language, which

could increase learning opportunities, encourage them to use the language more frequently and therefore contribute to its spread. In addition, these young people had regular contact with the language through the media. Could this contribute to increased proficiency and subsequent spread? Krashen (1985, taken from Mitchell & Myles, 2004, pp.47-48) maintained that all that was necessary for second language acquisition to take place was comprehensible input, which he defined as "second language input just beyond the learner's current language competence", and although this model has been criticised as being difficult either to prove or disprove (Mitchell & Myles, 2004, p.48), the role of input in second language learning is generally recognized (Mitchell & Myles, 2004, p.20). The possibility that television could be a source of input for second language learning has been proposed (Berns, de Bot & Hasebrink, 2007, p.7), and D'ydevalle & Pavakanun (1997, taken from Berns, de Bot & Hasebrink, 2007, p.8) further suggest that those who frequently watch subtitled programmes could have a linguistic advantage. This is of importance in this study as foreign language programmes and films on TV and in the cinema in Portugal are subtitled and cable TV channels broadcast almost exclusively in English. It would appear that the sample under investigation here combines some characteristics which define the best language learners, as they are young and still studying. Therefore by ascertaining the type and frequency of contact with English amongst these students, tentative predictions could be made as to what extent the language might spread in the future, as the students of today are the decision makers and trendsetters of tomorrow.

A further use of English to be explored here is that of the use of loanwords in the print media. Berns (1992, p.4) states that "a growing number of English words are used and encountered frequently by many Europeans (…) in the print and broadcast media", suggesting that this is done as a sign of prestige and modernity (1992, pp.7-8). Truchot (1997, p.72) adds that the practice of borrowing is common when no equivalent exists in the local language. In a study of the use of English in an Italian newspaper, Robinson (2006, p.20) suggested that loanwords were used in an attempt to create a bond of solidarity between reader and writer. This practice of borrowing is not always without controversy. In France in 1994 the 'Law on the Use of the French Language' made compulsory the use of French terminology coined by Ministerial Terminology Committees. However, this met with so much resistance that the law was changed to apply only to state communications (Truchot, 1997, p.74). In contrast to other European countries such

as Spain (Gonzalez, 2002, p.131) or Italy (Pulcini, 2002, p.153), Portugal has no official language academy to preserve the purity of the language, and no printed dictionary of commonly used foreign expressions. However, an online version does exist (Ministério da Ciência, Tecnologia e Ensino Superior, n.d., my translation) and of the 1,161 words listed, 62% are reported as being of English origin, and are related mostly to the areas of sport, the economy and computers.

An increase of the use of loanwords over a period of time in the print media would suggest an increase in the familiarity of English language expressions and therefore spread of the language.

2.1.1 Changing Forms of English in Europe

Although a study of the forms of English used by students in Portugal is beyond the scope of this study, it is relevant to consider how this aspect of English is changing within Europe. The possible emergence of nativized varieties is further evidence that some countries may be moving in the direction of the Outer Circle, and their existence has implications for standards, which is a feature of the questionnaire used in this study. Modiano reports on "Swenglish" in Sweden, a form of English used in this country which has been influenced by the Swedish language (2003, p.38) and gives examples such as "*he is blue eyed*" to mean that someone is naive or the use of the verb '*to salt'* to indicate that someone has been overcharged (2003, p.39).

However, countries such as Sweden, where 89% of those surveyed by the European Commission claimed they could have a conversation in English (2006, p.13), are exceptional in their intranational use of English. As most Europeans claim to use their foreign languages on holiday abroad (European Commission, 2006, p.18) the most common role of English within Europe is as a lingua franca, that is "as a means of communication among people from different first language backgrounds, across linguacultural boundaries" (Seidlhofer, 2005, p.339). Jenkins claims that in these exchanges, the language used "involves both common ground and local variation" (2009, p.201), and this common ground in lingua franca English is being examined through the compilation of a corpus of spoken English as a Lingua Franca (ELF), the Vienna-Oxford International Corpus of English (Breiteneder, 2009, p.256). One feature which has been

identified is unmarked 3rd person singular verbs, (Breiteneder, 2009, p.261), and initial observations revealed that other features could be the interchangeable use of *who* and *which*, using *isn't it?* as a universal question tag and omitting definite and indefinite articles (Jenkins, Modiano & Seidlhofer, 2001, p.16).

Some ELF scholars compare the emergence of this 'variety' as comparable to non-native varieties in the Outer Circle, claiming it therefore should be codified (Seidlhofer, 2001, p.150) and treated as a legitimate alternative to Native speaker English. Others however, disagree. Prodromou (2007, p.49) argues that the homogeneity claimed to exist in ELF by researchers does not, and could never exist, given the diversity of lingua-cultural groups involved, and a lack of consensus of which forms "represent a norm". Saraceni discusses inconsistencies in descriptions of ELF, stating it is unclear whether it is a "function of English as used among non-native speakers as a shared common language", a local variety, or a distinct variety "with its own phonological and lexico-grammatical features" (2008, p.25). He further suggests that the English used as a lingua franca in the Expanding Circle as speakers negotiate meaning is "outside the control of academia" (2008, p.26) and as such cannot be described or codified. Berns (2009, p.197) similarly doubts that ELF can ever be considered a variety. It would therefore seem that nativized varieties can emerge in countries such as Sweden where intranational use is high, but the idea of lingua franca variety would seem premature.

2.2 ATTITUDES

> What draws an increasing number of people in the remote parts of the world to the study of English is the social attitude toward the language (Kachru, 1992, p.355).

As calls have been made for the use of sociolinguistic profiles to investigate the spread of English, studies on the attitudes towards English in numerous countries have become commonplace in the literature. In this study the principal concern is attitudes towards the English language, although attitudes towards different varieties of the language will be mentioned briefly. In this section the role of attitudes in motivation and the ways in which attitudes interact with contact to influence the spread of the language will be considered, as will results of relevant studies in this area.

2.2.1 Attitudes and Motivation

Attitude has been defined by Ajzen (1988, cited in Baker, 1992, p.11) as "a disposition to respond favourably or unfavourable to an object, person, institution, or event". Attitudes therefore cannot be observed. They must be inferred by the nature and frequency of external behaviour (Baker, 1992, p.11). Gardener, Tremblay and Masgoret (1997, p.353) claimed that attitudes were, in part, the cause of motivation to learn the language, and Dornyei (2001, p.44) agrees that motivation is a function of:

> the learners' social perceptions of the L2 and its speakers, as reflected by various language attitudes, (…) generalized attitudes toward the L2 learning situation, (…) and interethnic contact and the resulting degree of linguistic self-confidence.

Dornyei further suggests that attitudes towards the L2 and its speakers are important at a "preactional stage" where motivation is initially generated (2005, p.84). It therefore appears that attitudes are important in shaping motivation to learn, which in turn promotes the spread of the language.

Although many new theories of motivation have been proposed in the past fifteen years (Dornyei, 2001, p.43), the work reported here is based on that of Gardener and Lambert's studies on second language acquisition in Canada. These researchers suggested that motivation to learn a second language had an instrumental and integrative orientation (1972, taken from Clement, Dornyei & Noels, 1994, p.419), henceforth referred to as instrumentality and integrativeness, although it was perfectly possible to have both (Baker, 1992, p.33). Instrumentality was related to "a desire (…) for pragmatic gains" such as getting a job or a place at university, which Dornyei (2002, taken from Csizér & Dornyei, 2005, p.21) has also related to travelling, understanding the words of songs in English and making friends abroad. Baker (1992, p.32) also mentions "status, achievement, personal success, self-enhancement, self-actualisation (…)" as examples of instrumentality. The terms integrative orientation, integrative motivation and integrativeness have all been used to describe "a psychological and emotional identification with the L2 community" (Dornyei & Csizér, 2002, p.453), or what Gardener and Lambert termed "a desire to be like representative members of the other language

community" (1972, taken from Baker, 1992, p.32). Integrativeness is a factor which is habitually identified in studies on motivation, regardless of the learners or learning situation studied (Dornyei & Csizér, 2002, p.453), and has been identified as the principal component of motivation to learn a second language (Clement, Dornyei & Noels, 1994, p.441). However, given the fact that English is now a global language, this raises the question as to what community the learner would identify with.

In a foreign language learning context, where contact with the L2 group could be extremely restricted, Dornyei (1990, taken from Dornyei, 2003, p.6) suggests that this integrativeness could be generalized to the language and its associated cultural and intellectual values, and indeed media products in English have been found to familiarize users of such products with English culture, and were important in moulding attitudes (Clement, Dornyei and Noels 1994, taken from Csizér & Dornyei, 2005, p.21). So, once again, contact with media products in English appears to be important in the spread of the language, not only because of increased learning opportunities, but because such contact could result in positive attitudes towards cultural values, thus promoting integrativeness. The culture that young people, the major consumers of such media products might want to identify with could be an international youth culture (Cheshire, 2002, p.31) which creates:

> solidarity among speakers and readers by emphasising the shared basis of familiar although foreign language elements, thus creating an anti- language which distinguishes 'us' from 'them' (Berns, 1988, p.45).

Furthermore, Clement (1986, taken from Clement, Dornyei & Noels, p.422) suggested that positive language attitudes encourage the individual to seek contact with members of the L2 community, which could be through travel or the media in EFL situations (Clement, Dornyei & Noels, 1994, p.423).Positive experiences could raise the learners' self-confidence, an important factor in promoting motivation to learn. It would therefore seem that attitudes mould motivation to learn, and in this way attitudes, as well as contact are crucial in the spread of the language. Although it is true that the majority of these studies have been carried out on learners in the classroom, I would suggest that they continue to have relevance outside the formal language learning situation given that the pragmatic value of knowing English, and the omnipresence of media products in English are a reality for all in today's globalised world. I will now consider previous studies in this area.

In relation to attitudes towards English, the Eurobarometer 243 study found that only 9% of Portuguese questioned intended to start learning or improve language skills in the coming year, a value considerably lower than the average of 21% for the 25 European countries involved (European Commission, 2006, p.24), and the Portuguese also obtained the lowest results of all countries (73%), when asked if they thought knowing a language other than their mother tongue could be useful (2006, p.28). This paints a somewhat negative picture of motivation to learn English amongst Portuguese. However, when asked which languages were most useful for their children to know, the Portuguese score increased by 31% to 90% (2006, p.33), which indicates that the spread of English may increase in the future, as there was also strong support for language teaching to become a political priority (2006, p.62).

Dornyei and Csizér report on a longitudinal study carried out on language attitudes and motivation amongst 8,593 Hungarian schoolchildren between the ages of 13 and 14.They surveyed both children who were, and were not studying the language, and those living in urban centres and the countryside. They found that integrativeness was the most important factor in shaping L2 motivation, with instrumentality in second place (2002, p.444).Those who were actively studying the language had "higher scores on every motivational variable" than those not studying the language (2002, p.444) which the authors ascribed to their "active engagement" with the language (2002, p.445). In addition, they reported that between 1993 and 1999, English gained popularity in urban areas, but remained constant in more rural settings (2002, p.449). This is obviously relevant to the study being undertaken here as it would suggest that those studying the language would have more positive attitudes towards it, as would those studying in urban centres, and that strong integrativeness would be indicative of greater motivation to learn the language.

El-Dash and Busnardo (2001, p. 234) on a study of Brazilian university students' attitudes towards English similarly found that those who studied English were more positively disposed towards English speaking countries and native speakers than those who were not studying the language, and studies on university students in Macao showed they had generally positive attitudes towards English, and agreed that English was a symbol of an educated person (Young, 2006, p.486). Similarly, a study on European schoolchildren

showed that all groups liked English and thought it was important (Berns, de Bot & Hasebrink, 2007, pp.63-64).

One other aspect of Bern's sociolinguistic profile (1992, p. 7) is a description of the models of English users choose to approximate. Consequently, a further aspect of attitude examined in this study is the attitude of students towards British, American and other varieties of English. In Portugal, British English (BrE), has been the variety traditionally taught in schools (Barros, 2009, p.35), but in recent years the Portuguese have had considerable exposure to American English (AmE), through the cinema, TV programmes and other media products. It is also true that the use of English as a lingua franca amongst non-native speakers could mean that students no longer identify English with particular national varieties (Fishman, 1982, taken from Preisler, 1999, p.251). Preisler (1999, p.251) in a study in Denmark found that although BrE was more popular, those questioned appeared to relate varieties with class or cultural style, with a preference for AmE being related to an interest in rock'n'roll and country music, and those preferring BrE being more interested in activities such as golf and horse-riding. He also noted that AmE was more popular amongst younger generations (1999, p.249), which would tend to support the idea that preferences were linked to subcultural identity. In other countries such as Egypt (Schaub, 2000, p.235) and Slovenia (Mezek, 2009, pp.31-32), preferences seem to be shifting from BrE to AmE and in South American countries such as Argentina, (Friedrich, 2003, p.178) and Brazil (Friedrich, 2000, p.218) the majority of respondents choose AmE as the most useful and most prestigious variety. It would therefore seem that these Expanding Circle countries continue to look towards Inner Circle standards, but the model variety of choice around the world may be changing from BrE to AmE due to the influence of AmE media products.

In this chapter, the role contact and attitudes play in the spread of English has been discussed. The following chapters detail the research carried out in this study, the methods used, the results obtained and their possible significance.

CHAPTER 3. METHODS

The purpose of this research is to study some aspects of the spread of English in Portugal and it was decided to study this spread in two distinct fashions. Firstly, the frequency of loanwords in the print media from 1989 and 2009 was compared to give an indication of how the use of English has spread over this period of time. Secondly, a questionnaire was employed to ascertain contact with and attitudes towards English of university students, in an effort to predict how the language may spread in the future. In this chapter, the procedure for textual data collection will be detailed. This will be followed by a description of the questionnaire, the participants and procedure used. Finally, the validity and reliability of the research tools will be evaluated and limitations of methods discussed.

3.1 TEXTUAL DATA

Two well known national newspapers were chosen to study the change in the frequency of loanwords in the Portuguese print media. These were *O Expresso* and *Diário de Notícias* from 4th March, 1989 and 4th April, 2009, two dates chosen at random. Each incidence of a word was noted, as was the section in which the loanword appeared. When a phrase such as *made in Portugal* appeared, this was recorded as one incidence, rather than three words. Each incidence of the use of a word was noted, even when the word was used on multiple occasions in the same article. Names such as *Big Brother, Twitter* or *Playboy* were not considered, nor was the language of adverts. The entire newspaper (excluding any supplements) was examined and final results expressed as a percentage of the total number of words in the newspaper, which were counted manually. As each newspaper used different titles for sections of the paper, it was decided to allocate all information to four sections only, those of Economy, which included all news on finance and business, National News, which included all news related to Portugal, International News which consisted of news not related to Portugal, and Sport. The two editions from 1989 were consulted at the *Hemeroteca Municipal de Lisboa*, a library with a collection of Portuguese newspapers and magazines from 1715 (Rede Municipal de Bibliotecas de Lisboa, n.d., para 1, my translation).

3.2 THE QUESTIONNAIRE

In this research project the objective is to discover the answers to questions such as how often and with whom students use English, and their attitudes towards various aspects of the language. In this approach to research, information can be obtained either through interviews with participants or a questionnaire. A group-administered questionnaire was chosen as the research tool in this study as it provided the most effective method of surveying the greatest number of participants in a relatively short time. Group administered questionnaires also have the advantage of obtaining a high response rate, they allow personal contact and introduce a minimum of interviewer bias (Oppenheim, 1992, p.103). However, exploratory pilot work also involved the use of a group exploratory interview and sentences for completion. The participants, questionnaire design and procedure will now be discussed in greater detail.

3.2.1 Participants

Due to limitations of time and resources, an opportunity sample (Bell, 2005, p.146) of 200 Portuguese university students in total was surveyed, that is 50 from each of the following categories:

- Undergraduate students studying on a translation degree course at Universidade Nova de Lisboa, Lisbon, whose course involves the study of the English language (henceforth referred to as Group A).
- Undergraduates studying on a tourism degree course at the Escola Superior de Educação in the regional town of Santarém, whose course involves the study of the English language (henceforth referred to as Group B).
- Undergraduates studying on architecture and urban planning degree courses at Universidade Lusófona, Lisbon, whose courses do not involve the study of the English language (henceforth referred to as Group C).
- Undergraduates studying on psychology and management degree courses at the Instituto Superior de Línguas e Administração in Santarém and Leiria, whose courses do not involve the study of the English language (henceforth referred to as Group D).

In this study, Lisbon represents an urbanised area with a population of 2.2 million. Santarém and Leiria, which are located approximately 65 km and 130km north of Lisbon respectively, represent more rural towns with populations in 2004 of 26,357 in the case of Santarem, and 42,745 in the case of Leiria (Soares, n.d.). The age profile of respondents in each of the four groups can be seen in Table 1 below. Results are expressed as the percentage of students with ages between 18 and 30, 31 and 45 and those older than 45, where the total number of students per group is 50. Group A exhibits the youngest age profile with 96% of respondents being between 18 and 30 years old. This diminishes to 84% for Group B, 60% for Group C and 50% for Group D.

Table 1. Percentages (%) of students per group classified according to age.
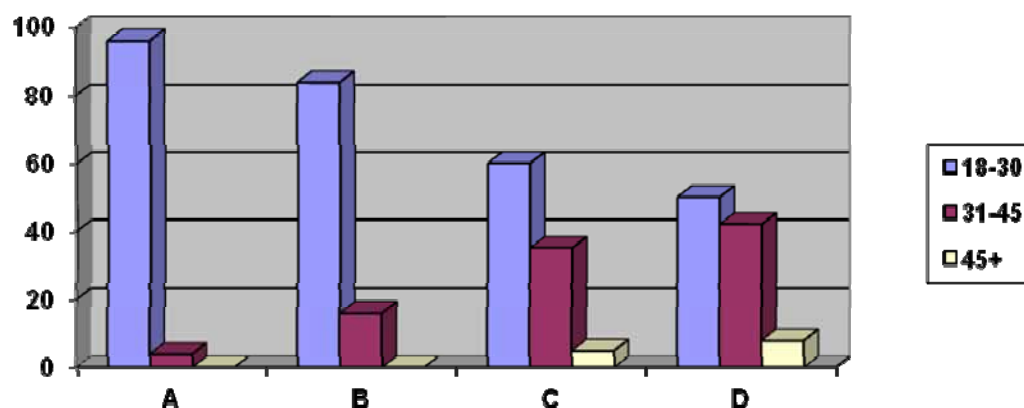
In addition to the questionnaire itself, a group exploratory interview was carried out in Lisbon amongst 16 students at a private language school. Although not identical to the sample, only two students in this group were not university students, and all but two were within the 20-30 age groups, which as can be seen in Table 1, make up the majority of the final sample. Sentence for completion (Oppenheim, 1992, p.57), were used with a group of 6 undergraduates, all active learners of English studying on a tourism degree course in Santarém and the pilot questionnaire was distributed to a group of 10 undergraduates studying on this same degree course. Again due to limitations of time and resources, these groups were chosen at this preliminary stage as they were those I had easy access to. However, the fact that I have lived and worked in Portugal for 21 years is of relevance, as it means that I have a reasonably good understanding of the situation, hence the paucity of exploratory work at this stage.

3.2.2 Instruments of Data Collection

A group exploratory interview and sentences for completion were used initially in an effort to understand how respondents felt about the topics to be covered in the questionnaire and to help develop the wording of attitude items. The topics for the group exploratory interview can be seen in Appendix 1 and all responses obtained can be seen in Appendix 2. Sentences for completion can be seen in Appendix 3 and responses in Appendix 4. These ideas were then collated to produce a pilot questionnaire (Appendix 5), although questions similar to those used in other questionnaires (Boyle, 1997; Friedrich, 2000; Preisler, 1999; Young, 2006) were also employed. One advantage of group interviews and sentences for completion is that they provide an alternative way of collecting data, and information obtained this way can later be used to cross-check findings obtained from the questionnaire, thereby ensuring triangulation of results. As this questionnaire would be distributed amongst non-learners of English it was translated into Portuguese, and this translated version, which was revised by two native Portuguese speaking university lecturers, can be seen in Appendix 6. The questionnaire was accompanied by a letter of introduction (Appendix 7), which was also translated, and which introduced the research, stated who had given permission, and assured confidentiality and anonymity. The pilot questionnaire was accompanied by a Pilot questionnaire feedback form (Appendix 8), which was used to determine if any questions had been confusing or inappropriate, or if respondents thought any relevant questions had been omitted. The order of items in the final versions of the questionnaire (Appendices 9 and 10) moves from more general to more specific, with respondents being asked in part 1 to answer general factual questions about contact with the language. This leads into attitude statements in part 2, and ends with a request for personal information in part 3. Only two open questions were included due to time constraints in the classroom and difficulty of processing information. In part 1.1, 11 different opportunities for contact with English were presented. Students were asked to indicate on a 5 point scale (1 for *never* through to 5 for *more than once a week)* how often they were in contact with English through the opportunities listed. Although this may be problematic from a strict statistical point of view, it was done in an attempt to make presentation of data more accessible. Parts 1.2 and 1.3 ask for information about the use of English at work and an open question (1.4), asks about other situations in which English is used. In part 2.1, attitude statements were ordered randomly, to reduce

acquiescence bias, a tendency to agree with statements, (Oppenheim, 1992, p.181), with less controversial statements towards the beginning. A 5 point Likert scale was used to analyse attitude statements, (Oppenheim, 1992, p.198), with a score of 5 corresponding to a favourable attitude. Information on scoring can be found in Appendix 11. As the Likert attitude scale is a linear interval scale, this allows the use of quantitative scoring (Oppenheim, 1992, p.188). Part 2 also contained one question (2.2),asking students to rank 3 languages (English, French and Spanish) according to their usefulness in Portugal and one question (2.3) on which variety (British English, American English or Other variety) served participants interests best, which had most prestige globally and which they found easiest to understand. An open question asked which variety they preferred and why. Part 3 asked for information on age, nationality and whether they were studying English as part of their degree, as part of an individual programme of study or if they were not studying English.

3.2.3 Procedure

The group interview was carried out by distributing questions for discussion (Appendix 1) amongst 16 learners as a group discussion exercise in these students' weekly English lesson. Groups were allowed approximately 15 minutes to discuss the points, then were asked to report back to the rest of the group. Written notes were made of their opinions and these are summarised in Appendix 2.Sentences for completion were also distributed during class time and learners were given approximately 15 minutes to complete these. The pilot questionnaire was distributed personally by the researcher during class time, the research was explained and questionnaires were completed immediately. The participants were asked to complete the pilot questionnaire feedback form (Appendix 8) and results were analysed. Questions 2.1 c (*There are more useful languages to learn than English*), 2.1f (*The presence of English in Portugal is useful because it helps to improve people's English*), and 2.1 p (*The Portuguese language is superior to English*), were removed from the final version as they were unclear to participants and in half of the questionnaires were left unanswered. The final version of the questionnaire in English and in Portuguese can be seen in Appendices 9 and 10 respectively. Written permission was sought from pedagogical directors and departmental heads in these institutions and all those approached agreed to participate. Students were approached during class time, the research was explained and questionnaires completed immediately. For each group,

questionnaires completed by non-Portuguese nationals and those studying English privately were excluded. Of the remainder, 50 fully completed questionnaires were selected for analysis.

3.3 RELIABILITY AND VALIDITY

To assess how well questions measure variables, the concepts of reliability and validity must be considered. These two terms can be defined thus:

> Reliability refers to the purity and consistency of a measure, to repeatability (…). Validity (…) tells us whether the question, item or score measures what it is supposed to measure (Oppenheim, 1992, pp. 144-145).

In relation to factual questions, such as those in part 1, reliability can be ascertained by obtaining the same information through different questions, or reinterviewing respondents (Oppenheim, 1992, pp.145-146). Validity can be determined by using external checks such as interviewing the respondent face to face or referring to independent sources of information. In this study, group interviews and sentences for completion during pilot studies also asked for information on contact with the language, and these were used to cross-check the reliability of answers. Moreover, it is assumed that the use of English is a salient activity in Portugal, that respondents will remember frequency of use, and that the questions therefore have factual validity (Oppenheim, 1992, pp.145-147).

Reliability of attitude statements was attempted using a set of 18 items relating to attitudes towards English, as sets of statements have been shown to give more consistent results (Oppenheim, 1992, p.147). As it is true that internal consistency can be shown if statements correlate with each other (Oppenheim 1992, p.160), three items (Section 2, questions c, f and p), which appeared to contradict other results, and which confused participants, were removed, thereby improving reliability. In this way, it may be possible to ensure content validity, which "seeks to establish that the items or questions are a well balanced sample of the content domain to be measured", and which is the type of validity most researcher take into consideration when using attitude scales (Oppenheim, 1992, p. 162). An attempt was made to make textual data more reliable by examining examples of two different newspapers from one particular year.

3.4 LIMITATIONS

In the examination of textual data, only two newspapers were chosen, both national, quality newspapers. No examples of local or tabloid publications were included and this may lead to bias, as the readership of the newspapers chosen would be expected to be educated and therefore more familiar with expressions in English. In addition, only one issue from each year was considered, which cannot be considered a representative sample, and results can only be considered indicative of a general trend.

The most serious limitation of the questionnaire is that due to a lack of time and resources, an opportunity sample was employed. For this reason it was impossible to control for age, whether students worked and studied or whether they dedicated their time wholly to their studies, nor was it possible to determine students' place of residence. The numbers of students involved in the study was also low, and for these reasons the results obtained are representative of the sample involved and not the population as a whole. Limitations inherent in all questionnaires were also a feature. Results could have been contaminated through copying, and the need for brevity meant that questions were simple. However, the outcome of exploratory interviews and sentences for completion were again referred to in an attempt to cross-check results.

Another problem encountered with questionnaires was the non-completion of certain items by participants. In such cases, incomplete questionnaires were rejected and 50 complete questionnaires from each group chosen for analysis. This may bias the sample towards those more interested in the survey, who may be those with more interest in the language. However as incomplete questionnaires never surpassed 5% of the total, any bias cannot be considered significant.

CHAPTER 4 RESULTS AND DISCUSSION

In this chapter, results will be presented and discussed. Firstly, I will present and discuss results for the use of loanwords in the print media, followed by results and discussion of contact with and attitudes towards English.

4.1 USE OF LOANWORDS IN THE PRINT MEDIA

Contact between languages results in words being borrowed, and if these words remain in use and become integrated into the second language they are then termed loanwords (Robinson, 2006, p.10). Table 2 below shows numbers of loanwords in two Portuguese newspapers, *O Expresso* and *Diário de Notícias* from 4th March, 1989 and 4th April, 2009 by section, and Table 3 expresses these numbers as a percentage of the total number of words in these editions. In all editions, the fact that a foreign word is being used is highlighted using italics, except in the 1989 edition of *O Expresso*, where inverted commas were used.

Table 2. Numbers of loanwords in the newspapers *O Expresso,* and *Diário de Notícias* from 1989 and 2009

Section of paper	*O Expresso* 1989	*Diário de Notícias* 1989	*O Expresso* 2009	*Diário de Notícias* 2009
Economy	36	1	61	20
National News	6	2	29	56
International	2	8	18	18
News	6	4	6	11
Sport				
Total	50	15	114	105

Table 3. Percentage (%) of loanwords in *O Expresso* and *Diário de Notícias* from 1989 and 2009

Newspaper	Total of Loanwords/ Expressions	Total number of words in newspaper	% of loanwords
O Expresso, **1989**	50	70,569	0.07
Diário de Noticias, **1989**	15	31,758	0.05
O Expresso, **2009**	114	68,875	0.16
Diário de Noticias, **2009**	105	61,771	0.17

As can be seen, the total numbers of loanwords in both papers in 1989 is small and represents less than 0.1% of the total number of words in the newspaper. However, 20 years later this has doubled in the case of *O Expresso*, and tripled in the case of *Diário de Notícias*. In all four newspapers examined, the loanwords are used in code-mixing. For example in *O Expresso*, 4 April, 2009, we can read the phrase, 'Ontem (…) Barak Obama ainda participou numa *town hall meeting* ao melhor estilo Americano (…)'. However, the fact that these newspapers are Portuguese, written for a Portuguese speaking audience raises a question. Does this use of English loanwords not contradict the "cooperative principle" that those involved in a conversation will be "perspicuous" and that ambiguity and "obscurity of expression" will be avoided? (Yule, 1996, p. 37). What is the reason for the use of these loanwords?

Görlach (2002, p.11) states that loanwords belong to three main groups, these being "technical terms, (…), the jargon of pop music, drugs etc (and) slang". Reasons for use would be because no equivalent term exists in the second language or for reasons of style, social attitude, membership or solidarity with a particular group (Spolsky, 1998, p.50). It would certainly seem that most loanwords used in the Portuguese newspapers under examination come into the first category. Words and expressions used in the editions from 1989 can be seen in Table 4 below. This shows mostly technical terms in the area of economy. Table 5 shows loanwords from 2009. Numbers in brackets represent the frequency of a loanword in one article.

Table 4. Loanwords in newspapers from 1989 by section

Section	Words / Expressions	Words / Expressions
	***O Expresso*, 1989**	***Diário de Notícias*, 1989**
Economy	Timing, holding, business plan, marketing, joint venture, timeshare (3),ranking, know-how, holding (3), sub-holding, joint venture, cash-flow, ranking, yuppie, money-story, boom, country (2), holding, cash-flow, performance, crash, cash-flow, dumping, prime-rates, boom, leasing, performance, stocks, slot-machines, show, top.	Joint-venture
National News	Music-hall, snack bar, media, slogan, safe and rescue, strangers in the night.	Barman, show
International News	Establishment, sprays	Thriller, mass media, cultural lag, intelligence, cartoons, trolleys, standard, jeans
Sport	Doping, tie-break, (2), round, knock-out, timing.	Handicap, penalties, sprint, jersey

Table 5. Loanwords in newspapers from 2009 by section

Section	Word / Expression	Word / Expression
	O Expresso, 2009	*Diário de Notícias*, 2009
Economy	On-line, senior manager, e-mails, off-shores, spreads, media, media, red carpet, media, auditor (2), made in Portugal, legal paper work, offshore, credit default swaps, offshore (4), resorts, know-how, cluster, boom, merchandising, private equity, premium, ranking, player, corporate finance, private equity, airbags, plug-in, cluster (3), rent-a-car (3), intelligence (2), stakeholders, spa, marketing (2), premium, mass-market, branding, business intelligence, employee performance, management, business intelligence, green-it, media, stock options, profit sharing, merit pay, stock options, restricted stocks, long term incentive plans, perks, road-show, offshores, networking.	Holding, e-mail (2), chips, know-how, snooker, e-mail (2), brokers, know-how, hinterland ,e-mail, online, software, broadcasting, e-mail, driver, design, camera, software
National News	Speednetworking, internet, share, holding, surf, score, media, mails, flop, versus, off, online, short-list, holding, sites, off shores, click, open source, media, golden shares, establishment (2), snack, media, cash flow, shuttle, software, internet, cluster	Airbags, lay off (5), offshores (8), e-mail, site, rating, draft, media, online, internet, marketing, outdoors, hobbies, workshop(2), PowerPoint, fitness, software, share, chairman, chairperson, reality show, rock'n'roll, happy punks, made in Portugal, manager, singles, world music, site, single, site, performers (2),reality show (2), casting, concealer, lipstain, blush, gloss, design, trendy, look, blush brush, powder brush.
International News	Show, town hall meeting, hedge funds, rating, offshore (2), opinion-makers, sites, net, out of area, hedge funds, rating, graffiti, made in USA, quantitative easing, private equity, cockpit, swap.	Cardigan (2), hedge funder, mail, e-mail, internet, embargo, slogans (2), big bang, embargo, town-hall, gays, cowboy, westerns, gay, click, jackpot.
Sport	Ranking (2), performance, quantifying, prize money, suspense	Site, performances, sprint, final four, sevens, draft, play offs, safety-car (2), cut, one man show.

Again in 2009, most loanwords are in the area of economy and business, where no equivalent exists in Portuguese. Loanwords used must be sufficiently familiar for the reader not to be confused or dissuaded from reading the paper. Spolsky (1998, p.41) talks of the idea of "audience design" whereby speakers choose a style "appropriate for the audience he or she wishes to address" and indeed one of the newspapers examined, *Diário de Notícias*, in an internally produced booklet on style states:

> The DN is a Portuguese newspaper, written for predominantly Portuguese readers. As such, foreign languages should only be used when unavoidable, or for common idiomatic expressions. (…) The readers are not polyglots and as such should not be put off reading a text due to difficulties in comprehension

> (Diário de Notícias, 1995, p.20, my translation).

It would therefore seem that newspaper editors consider the use of loanwords such as those listed in Tables 4 and 5 will not cause readers difficulties and that such words now make up part of modern-day Portuguese. It is also interesting to note that whereas in 1989, more than half the loanwords noted (57%) were in the economy section, in 2009 loanwords were more evenly distributed throughout the different sections of the paper with 37% being found in economy, 39% in national news, 16% in international news and 8% in sport.

A similar study carried out by Robinson found a total of 166 loanwords in a 52 page edition of the Italian newspaper *La Repubblica* in 2003, (2006, p.13). This is somewhat higher than the 114 and 105 loanwords found in the two 2009 editions here, both papers having 72 pages. However, in the Italian study, the English of adverts was included, which could account for the higher number of loanwords found (Robinson, 2006, p.13). Several other authors have reported the use of loanwords in advertising and in the print media in countries in the Expanding Circle, (Berns, 1988; Dimova, 2005; Hasanova, 2007; Nielsen, 2003; Velez-Rendon, 2003), but none present statistical evidence. As the use of English loanwords in Portuguese newspapers has more than doubled in the last 20 years, it would seem that Portuguese readers are now much more familiar with such expressions, that their use does not pose difficulties in understanding, and that this increase could reflect the spread of English in the last 20 years in Portugal.

4.2 CONTACT WITH ENGLISH

In the questionnaire, 11 different opportunities for contact with English were presented. Students were asked to indicate on a 5 point scale (1 for *never* through to 5 for *more than once a week)* how often they were in contact with English through the opportunities listed. Results, expressed as mean and standard deviation, are presented in Table 6. The data are initially analysed in a descriptive way, breaking down and comparing results for the four groups, A, B, C and D

The most frequent opportunity for contact with English was through listening to music in English, followed by reading on the internet and contact with others through the internet. Least frequent contact was through family members, which is unsurprising when 64% of Portuguese questioned in 2005 stated they were incapable of participating in a conversation in a language other than Portuguese (European Commission, 2005, pp.3-4). When frequency of contact amongst groups is compared, it can be seen that mean scores are generally highest in group A and lowest in group D. This again is unsurprising as it is predictable that active learners will have more contact than non-learners.

Table 6. Contact with English by research group, with the mean (m), the standard deviation (s.d) and the number of students on which the means are based (N)

Groups are: A Active learners in urban area
B Active learners in non-urban area
C Non- learners in urban area
D Non-learners in non-urban area

Total sample =200	A (N= 50)		B (N= 50)		C (N=50)		D (N=50)	
Contact	**m**	**s.d**	**m**	**s.d.**	**m**	**s.d.**	**m**	**s.d.**
a) Family	2.1	1.5	1.7	1.1	2.3	1.5	1.6	1.1
b) At university	4.9	0.3	4.0	0.9	2.6	1.5	1.9	1.1
c) Outside university with Portuguese speaking friends	3.1	1.6	2.0	1.2	2.0	1.3	1.8	1.1
d) Outside university, with non-Portuguese speaking friends	3.4	1.6	2.0	1.4	2.2	1.2	1.9	1.1
e) Tourists	2.7	1.1	2.3	1.2	2.2	0.8	2.1	0.7
f) With people through the internet (chats, blogs e-mail etc)	4.4	1.2	3.1	1.5	3.9	1.4	3.1	1.4
g) Music in English	4.9	0.5	4.9	0.6	4.9	0.6	4.7	0.8
h) Newspapers	3.2	1.2	2.1	1.5	2.5	1.4	1.8	1.0
i) Magazines	3.1	1.2	2.2	1.5	2.9	1.4	2.2	1.1
j) Books	3.6	1.2	2.0	1.5	2.5	1.4	1.9	1.1
k) Read on the internet	4.8	0.5	4.0	1.4	4.5	0.8	3.4	1.6

In a second step, the 11 variables in part 1 were divided into clusters, these being contact through personal networks and the media (Appendix 13). When these results are considered (Table 7), it becomes obvious that those in Group A have most contact with the language both through personal networks and the media and those in Group D the least.

Table 7. Results for Contact clusters in groups, expressed as mean and standard deviation

	A		B		C		D	
Contact	m	s.d.	m	s.d.	m	s.d.	m	s.d.
Through personal networks	3.6	1.1	2.6	0.9	2.6	0.7	2.1	0.6
Through the media	3.9	0.9	3.1	1.3	3.5	1.1	2.8	1.2

It is also evident that students in urban areas (Groups A and C) have more contact with English through the media irrespective of whether they study the language or not, and that contact through personal networks is equally common amongst learners in non-urban areas (Group B) and non-learners in Lisbon (Group C), even though this cluster includes contact at university, for which non-learners in Lisbon have a much lower score. It would therefore appear that students in urban areas have more contact with the language, irrespective of whether they are active learners or not. This supports Graddol's claim that language spreads through urbanisation (Graddol, 1997, p.27).Table 8 below shows answers to the open question 1.4, *Are there any other situations where you use English?*

Table 8. Other situations in which English is used in all 4 groups, expressed as a percentage of the total number of student responses. Total sample = 47

Contact	Percentages
To travel	67%
Computer games	19%
With other non-native speakers	9%
On the phone	5%

Results therefore reveal that the students in this study have most contact with English through listening to music and on the internet, and that English is also used for travel. These results are in accord with previous studies carried out amongst students in Europe, both university students (Erling, 2007, p.112) and those at secondary school (Berns, de

Bot & Hasebrink, 2007, pp.112-114). These reports also mentioned the cinema and TV which were omitted from this study as all English language TV programmes and films in the cinema in Portugal are subtitled into Portuguese. Contact with the language through TV and the cinema is therefore inevitable. Results also agree with the findings of Cavalheiro in a study on contact amongst 36 undergraduate students of English at the University of Lisbon (2008, pp.89-90), who reports that students had most contact through music, television, the cinema and the internet, and least through family members.

Table 9 below shows results to question 1.2, *Do you work and study?* and Table 10 shows frequency of contact for those students who are employed.

Table 9. Total Numbers (N) and Percentages (%) of students who work by group

Total Sample = 200	A (N=50)	B (N=50)	C (N=50)	D (N=50)
Do you work?	22%	42%	68%	80%

Table 10. Total Numbers (N), Percentages (%) and frequency of use of English at work by group

Total = 106	Frequency				
Group	More than once a week	Once a week	1-3 times a month	Less than once a month	Never
A (N=11)	18%	0%	18%	18%	46%
B (N=21)	33%	5%	14%	19%	29%
C (N=34)	26%	9%	29%	7%	29%
D (N=40)	25%	5%	13%	32%	25%

It is surprising to note the high proportion of students who rarely use English at work. For Group A, those who use the language at work less than once a month or never make up 64% of the total, for Group B 48%, Group C 36% and for Group D, 57%. This would seem to support Graddol's claim that knowledge of English is necessary to secure a job, even if the language is thereafter unnecessary (Graddol, 1997, p.32). To understand more clearly the frequency of contact of groups in these clusters, results from Table 7 have been expressed below in Table 11 as percentages and frequency of contact.

Table. 11 Total Numbers (N), Percentages (%) and frequency of use of English by group

N=200	Once a week or more	Three times a month or less
Contact through personal networks		
A	59%	41%
B	30%	70%
C	31%	69%
D	16%	84%
Contact through the media		
A	63%	37%
B	46%	54%
C	54%	43%
D	37%	63%

By examining results in Table 11 above, it can be seen that for all groups except Group A, contact through personal networks is still relatively rare, with more than two thirds of those questioned in Groups B, C and D having contact in this manner three times a month or less. Frequency of contact with English through the media is higher, with an average of 46% of those questioned in Groups B, C and D having contact with English in this manner once a week or more, and 63% of those in Group A. Frequency of media contact with English amongst these students is therefore comparable to students in other parts of Europe (Erling, 2007, p.116) and higher than contact for the Portuguese population in general, 89% of whom claim they do not use any foreign language on a daily basis (European Commission, 2006, p.17).

These results are confirmed by results for the exploratory interview (Appendix 2), where subjects confirmed they had contact with English through the TV and cinema, work, music and education. Further confirmation is provided through respondents' answers to sentences for completion (Appendix 4) where English is considered necessary both in respondents' professional and personal lives, and that knowledge of at least a little English is necessary on a day to day basis.

To summarise, examination of textual data shows a two to three fold increase in the use of loanwords in Portuguese newspapers over the past 20 years. Questionnaire results reveal that the most frequent opportunities for contact with English are through listening to

music, followed by reading on the internet and contact with others through the internet. Least frequent contact was through family members, and students in urban areas had more contact with the language, irrespective of whether they were active learners or not. Results for part 2 of the questionnaire on attitudes towards English will now be presented and discussed.

4.3 ATTITUDES TOWARDS ENGLISH

The questionnaire consisted of 18 randomly ordered attitude statements and a 5 point Likert scale with a score of 5 corresponding to a favourable attitude. Results, expressed as mean and standard deviation, are presented in Table 12.

The first point to note is how positive attitudes are in general amongst all groups towards English. All groups strongly agree that English is a language worth learning that they would like to speak English fluently and accurately, that they would like their children to speak English, that English is important for higher education and that they feel they have a better chance of getting a good job if they speak English. The fact that all groups also strongly agree that they can make themselves better understood abroad supports the claim made in Part 1 of the questionnaire that these students use English to travel. In addition, all groups stated that they liked speaking and hearing English. All groups agreed that the presence of English is a natural consequence of globalisation and scores for questions m, (*When using English I do not feel Portuguese any more*), n, (*The presence of English in Portugal is a threat to the Portuguese language*) and o, (*The presence of English in Portugal is a threat to Portuguese culture*) reveal that they do not feel that their Portuguese identity, language or culture are threatened by the presence of English. Most groups strongly agree with the practice of using subtitles in the cinema and on TV, although non-learners in non-urban areas were less enthusiastic, perhaps because this is a topic which affects their everyday lives to a greater extent than the other points raised. Mean scores of between 1.9 and 3.6 for questions p and q and reveals that students were ambivalent as to whether English conferred a higher status in society, symbolised an educated individual, or one of a higher class. Another important point to note is that attitudes are very similar amongst all groups, irrespective of whether the students were learners or non-learners, urban or non-urban dwellers, the only exception being that of subtitling in the cinema and TV mentioned above.

Table 12. Attitudes towards English by group, with the mean (m), the standard deviation (s.d.), and the number of students on which the means are based (N)

Total sample= 200	A (N=50)		B (N=50)		C (N= 50)		D (N= 50)	
Attitudes	m	s.d.	m	s.d.	m	s.d.	m	s.d.
a) English is a language worth learning	4.9	0.2	4.9	0.3	4.9	0.3	4.9	0.3
b) I like speaking English	4.9	0.4	4.3	0.9	4.4	0.9	4.3	0.8
c) With English, I can make myself better understood abroad.	4.6	0.5	4.5	0.6	4.7	0.4	4.6	0.6
d) The presence of English in Portugal is a natural consequence of globalisation	4.3	0.8	4.2	0.6	4.2	0.7	3.9	0.9
e) I like hearing the English language.	4.8	0.5	4.5	0.7	4.4	0.8	4.5	0.6
f) I would like to speak English fluently and accurately.	4.8	0.4	4.9	0.4	4.8	0.4	4.8	0.4
g) It is not important for me to sound like a native speaker when I speak English.	4.1	1.2	3.3	1.1	3.6	1.0	3.3	1.0
h) I would like my children to speak English.	4.7	0.4	4.8	0.4	4.8	0.5	4.7	0.5
i) I think all English films in the cinema in Portugal should be dubbed into Portuguese.	1.3	0.6	1.9	1.3	1.6	1.0	2.1	1.3
j) I would prefer to watch English language TV programmes which were dubbed into Portuguese.	1.3	0.6	1.7	1.1	1.6	1.1	2.1	1.2
k) English is important for higher education	4.7	0.6	4.5	0.6	4.4	0.8	4.5	0.7
l) I have a better chance of getting a good job if I speak English.	4.6	0.6	4.6	0.5	4.5	0.7	4.5	0.7
m) When using English I do not feel Portuguese any more.	1.5	0.7	1.6	0.8	1.7	0.7	1.8	0.7
n) The presence of English in Portugal is a threat to the Portuguese language.	1.9	0.8	1.7	0.7	1.6	0.7	1.8	0.8
o) The presence of English in Portugal is a threat to Portuguese culture.	1.9	0.9	1.6	0.8	1.4	0.5	1.7	0.7
p) Being able to speak English is a symbol of an educated person.	2.7	1.0	3.2	1.1	2.9	1.1	2.9	1.0
q) Not being able to speak English symbolises a lower class person.	1.9	0.8	1.9	0.7	2.1	1.5	2.1	0.7
r) It is not necessary to speak English well to have a high status in Portuguese society.	3.6	1.0	3.5	0.9	3.5	1.0	3.5	0.9

As mentioned in Chapter 2, Gardener and Lambert (1972, taken from Clement, Dornyei & Noels, 1994, p.419) suggested that motivation to learn a language had an instrumental and integrative orientation. It was therefore decided to cluster attitude statements according to instrumentality or integrativeness in an attempt to determine which of these was predominant amongst our sample. The 18 attitudes items were initially divided into three clusters, these being Integrativeness/Likeability, Instrumentality/Usefulness, and Attitudes in relation to the Portuguese language and culture. Statements included in the integrativeness cluster were those which seemed to mostly closely reflect an emotional identification with the language and its speakers, and the instrumentality cluster included statements which reflected a desire for pragmatic gains and status (Appendix 12). However, analysis of results brought about a further sub-division of the Instrumentality/Usefulness cluster into Instrumentality/Usefulness considering Economic Advantage, and Instrumentality/Usefulness considering Social Recognition and Status, and allocation of items to these clusters can be seen in Appendix 13. Differences between groups are again analysed by comparing means and standard deviations amongst groups for these clusters and results can be seen in Table 13.

Table 13. Results for Attitude Clusters in groups, expressed as mean and standard deviation

|	A		B		C		D	
Attitudes	**m**	**s.d**	**m**	**s.d**	**m**	**s.d**	**m**	**s.d**
Integrativeness / Likeability (Items b,d,e&f)	4.7	0.3	4.5	0.3	4.4	0.3	4.4	0.4
Instrumentality / Usefulness considering economic advantage (Items a ,c, h, k & l)	4.7	0.1	4.7	0.2	4.7	0.2	4.6	0.2
Instrumentality / Usefulness considering social recognition and status (Items p, q, & r)	2.7	0.8	2.9	0.8	2.8	0.7	2.8	0.7
In relation to Portuguese language and culture (Items g, i, j, m, n, & o)	1.8	0.6	1.9	0.6	1.9	0.8	2.1	0.6

Table 13 makes even more obvious the similarity of results across groups, and shows how positive attitudes are towards the language (Integrativeness / Likeability), towards the economic advantages the language can bring (Instrumentality/Usefulness considering economic advantage), and shows that the Portuguese questioned here had no fear that Portuguese language or culture could be compromised by the spread of English. All groups were united in thinking that English in general did not confer social recognition or status on speakers. One possible reason for this could be that the presence of English is now so routine amongst university students that at least some command of the language is seen as being the norm, and this would confirm Grin's claim (1999, taken from Erling, 2007, p.121) that English is "on the way to becoming an unremarkable skill".

These attitudes can be confirmed by consideration of answers to the exploratory interview (Appendix 2), where all respondents reacted very positively towards English, stating it was beneficial for children to start learning the language earlier, that subtitled TV programmes and films were useful as they helped pronunciation in general, and that it was useful to use English at university as it improved speaking and listening skills. When comparing results of this study with results from previous studies it can be seen that although attitudes seem particularly positive here, similar trends have been reported in other countries in the Expanding Circle.

Preisler (1999, p. 247) on a study of attitudes towards English amongst a random sample of the Danish adult population found that Danes similarly perceived English to be a natural consequence of globalisation and that it posed little threat to Danish language and culture, and Freidrich on studies on the attitudes of students in Argentina (2003, p.180) and in Brazil (2000, p. 220) found that these respondents were much more likely to associate speaking English with increased job opportunities than with status or intelligence. In Portugal, Cavalheiro found that 90% of university students questioned found the presence of English useful because it improved English proficiency and was culturally enriching (2008, pp.92-93). Truchot (1994, p.149) considers that attitudes towards the spread of English vary according to the size of the country, with smaller countries considering English more positively due to the 'limited reach of the national language', which may well be the case in Portugal.

Questions 2.2 asked students to rank English, French and Spanish according to their usefulness in Portugal today. Results can be seen in Table 14 a, b and c.

Table 14a. Ranking of English according to usefulness by research group expressed as percentages (%) of the total number of students (N). Total sample =200.
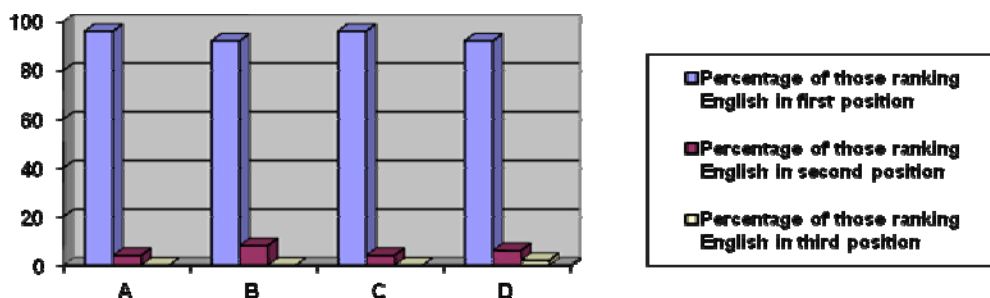
Table 14b.Ranking of Spanish according to usefulness by research group expressed as percentages(%) of the total number of students (N). Total sample = 200
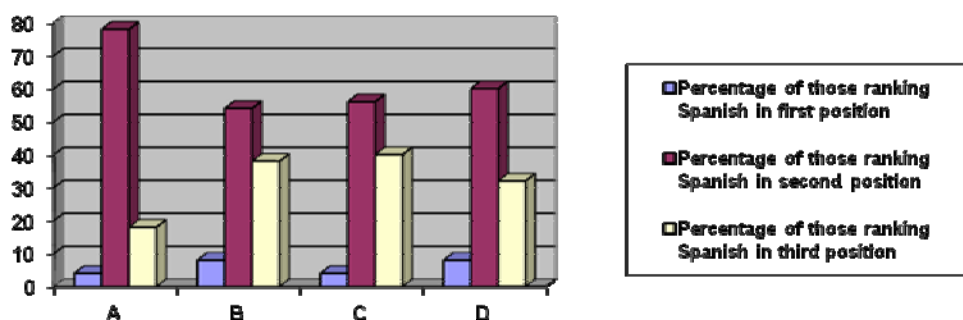
Table 14 c. Ranking of French according to usefulness by research group expressed as percentages of the total number of students (N). Total sample= 200
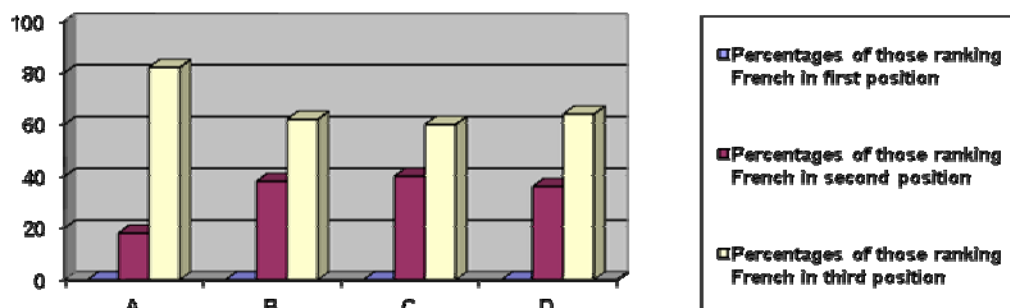
All groups consider English by far the most useful of these three languages in Portugal today, with Spanish in second and French in third position. This seems to agree with Graddol's prediction that by the middle of the 21st century Spanish may join English at the

top of a language hierarchy and French is likely to decline in status (1997, p.59), and may also reflect the fact that due to Spain's recent economic success, increasingly more Portuguese are employed or study there.

Results for question 2.3 a, b and c, which asked respondents to choose which variety (British English, American English or other variety), best suited their needs, had most prestige globally and was easiest to understand, can be seen below in Tables 15a, b and c. It is important to note that in a previous study, 96% of a group of 18 Portuguese university students and professionals successfully identified BrE and AmE pronunciation (Barros, 2009, p.37).

Table 15 a. Choice of best variety to suit the needs of students expressed as percentages (%) by research group. Total sample = 200
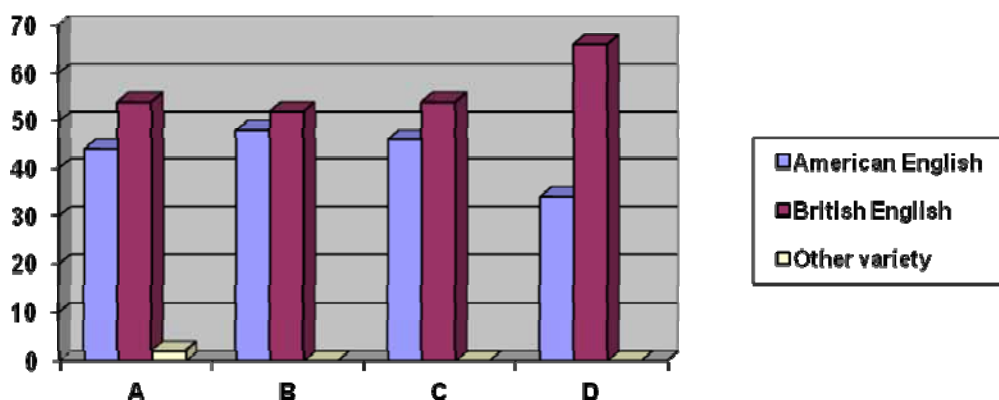
Table 15b. Choice of variety with most prestige globally expressed as percentages (%) by research group. Total sample = 200
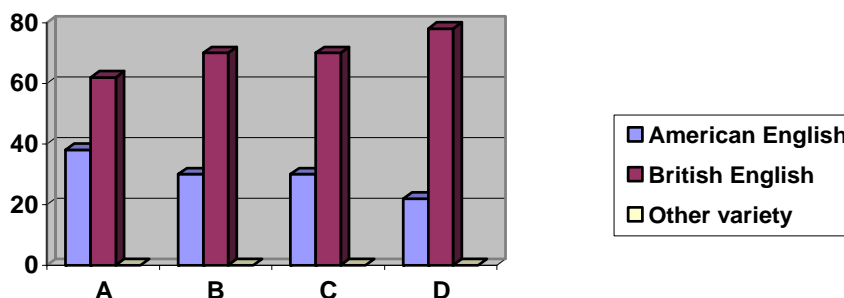
Table 15c. Choice of variety students find easiest to understand expressed as percentages (%) by research group. Total sample = 200.
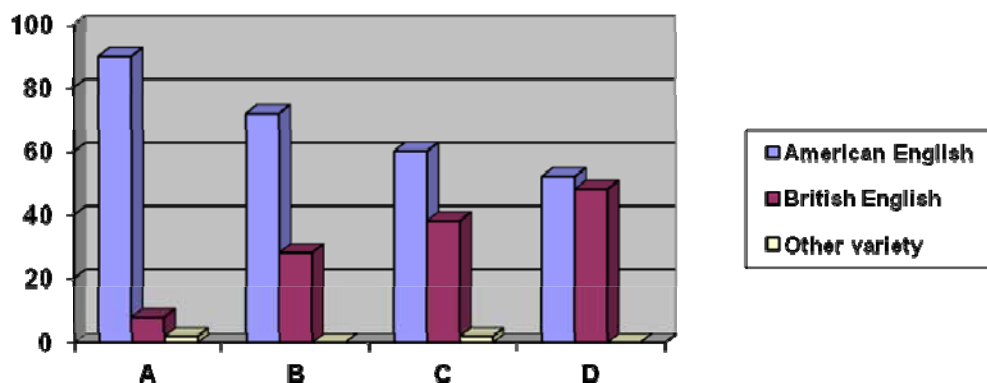
From the results expressed above, it can be seen that all groups considered BrE both the variety which best suited their needs and the variety which had most prestige globally, but all groups found AmE easiest to understand. The fact that all groups in this study chose BrE as the variety that best suits their needs and has most prestige is perhaps not surprising given the closer geographical proximity of the UK and the fact that this is the variety that these students would have learned at school (Barros, 2009, p.35). It is also in accord with results for Denmark (Preisler, 1999, p.249) and the study on Portugal mentioned above (Barros, 2009, p.37). However, it contradicts the findings of Erling with German university students (2007, p.122), the majority of whom have more affinity for AmE. When asked which variety is easiest to understand, all groups chose AmE (Table 15c). This could be due to fewer regional accents in the US in comparison to the UK (Modiano, 2001, p.166).

It is interesting to note that the degree with which respondents agreed with this question was inversely proportional to age, with 90% of Group A, the youngest students, but only 52% of Group D, the oldest students, stating they found this variety easiest to understand. Group A also has most contact with English through the media and as many media products are of American origin it is unsurprising that this group found AmE easiest to understand. Preisler (1999, p.249) also found that younger respondents were more sympathetic to AmE. The option *Other varieties* was largely ignored by the respondents in this study, and similar results were obtained by Cavalheiro (2008, pp.96-100) who similarly found Portuguese undergraduates to be unaware of other varieties of English.

Results for the open question *Which variety do you prefer and why?* can be seen below in Table 16, where results have been expressed as percentages of the total number of student responses.

Table 16. Reasons for variety preferences for all 4 groups, expressed as a percentage of the total number of student responses. Total number = 118

Preferences for British English	Percentage
It's the variety we learned at school	12
It's the original more correct variety	20
It's more pleasant to hear	16
It's easier to understand	5
Preferences for American English	
It's easier to understand	28
It's more familiar	16
It's more useful internationally	3

Reasons given for the preference for BrE are in accord with Barros (2009, p.38) in that respondents perceived BrE as being the original, correct variety and the most beautiful variety to hear. Reasons given for preference for AmE also agreed with the findings of Barros (2009, p.38) with respondents mentioning that AmE was easier to understand and more familiar, presumably because of the greater exposure to AmE through TV and the cinema.

Attitudes towards the various aspects of English investigated in this study are generally extremely positive with all groups, and these attitudes are both instrumental and integrative in nature. Although it is true that English is present in the day to day lives of the vast majority of Portuguese through music, television and the internet, skills employed are mostly receptive, that is listening and reading, rather than the productive skills of speaking or writing. This somewhat passive exposure to the language could result in such positive attitudes, as the language is less intrusive that in other countries where speaking and writing skills are employed more frequently. However, it could also be that respondents here are positive towards the language as they view it as an additional tool, useful both for the pragmatic gains it provides and as a marker of European or even global social identity. Such positive attitudes, coupled with the fact that 50% of students under investigation here have contact with the language through the media at least once

a week, plus the recent introduction of English into primary school education leads me to believe that greater learning opportunities will eventually lead to further spread of the language, and that this spread may occur most rapidly in urban areas amongst the educated middle classes, who as a consequence will ensure the proficiency of their children in the language. Spread will also be encouraged as increased contact through the media could lead to more positive attitudes to cultural values, promote integrativeness and therefore motivation to learn.

CHAPTER 5 CONCLUSION

One aim of this study was to compare the frequency of loanwords in two Portuguese newspapers in the present with their frequency 20 years ago. Results revealed that the incidence of such words was two to three times more common now, which would suggest that the readers of these newspapers were familiar with such terms and that their increased use could be due to the spread of English in Portugal over this period. The fact that loanwords are now used throughout the sections of the newspaper rather than being mainly confined to the specialist section on economy as was the case 20 years ago could indicate an increase in the range of functional uses of the language in Portugal (Kachru, 1982, p.59), from solely that of educational and commercial to cultural and social. However, any evidence of the nativization process referred to by Modiano in Sweden (2003, p.38), or Berns in France and Germany (1995, p.6) is absent here, and the fact that these words remain foreign to the Portuguese is suggested by the fact that they are printed in italics. In this study two quality newspapers aimed at the educated middle classes were examined. A further limitation was the fact that only two national newspapers from both years were investigated. To further understand this phenomenon it is suggested that research be carried out involving a greater number and a wider selection of both regional and national newspapers, quality and tabloid, which would allow a fuller understanding of the question.

A second aim of the study was to investigate and compare opportunities for contact amongst four groups of university students; active and non-active learners, urban and non-urban dwellers. Results revealed that those in urban areas had greatest frequency of contact, irrespective of whether they were active learners or not, which agrees with Graddol's suggestion (1997, p.27) that those in urban areas are more open to new

speech habits and that urbanisation is an important factor in language spread. Respondents had most contact through media products such as TV and cinema, music and the internet, and least contact through the social networks of family and friends. This input could lead to increased self-confidence in the language and engender positive attitudes towards cultural values of English speaking countries, which could increase learning and the spread of the language. It is interesting to note that these students experience mostly passive rather than active contact with English (Preisler, 1999, p.251). They hear the language in the media and read it on the internet, but speaking the language with others is less frequent. Indeed it would be true to say that they speak English mostly at university, not with friends or family. This could be a reason for the lack of emergence of nativized terms. Kachru states that the degree of nativization is related to "the range and depth of the functions", that is greater nativization results from a greater number of functional uses and a greater penetration through social classes (1982, p.59). This could suggest that English is still the domain of the educated middle and upper classes in Portugal. However, although results are representative only of the sample involved and not the population as a whole, English listening and reading skills are employed by a large proportion of the population, given that listening to popular music, or watching TV programmes or films are everyday activities for many. For this reason, I would predict that the spread of English in Portugal will stem principally from the influence of the educated middle classes, but increasingly will be as a result of exposure of the general population to popular culture, together with a greater emphasis given to the language in state education.

Lastly, this study aimed to investigate the attitudes of university students towards various aspects of English. It was found that attitudes were extremely positive, with non-learners attitudes being as positive as those of active learners, a finding in direct contrast with previous studies (El-Dash & Busnardo, 2001, p.234; Dornyei & Csizér, 2002, pp.444-445). There was also little difference between those in an urban and those in a non-urban setting. Respondents displayed both integrative and instrumental orientations to learning the language, and did not believe that Portuguese culture or the Portuguese language were under threat from English. This would therefore contradict the idea of English as a killer language (Phillipson, 2008, p.251) eliminating linguistic diversity. While it is true that the use of the minority language Mirandese is declining, this is much more likely due to the hegemony of Portuguese, not English. Students here expressed positive integrative

motivation to learn English, while feeling no cultural or linguistic threat. We therefore appear to have a situation similar to that described by Fishman, Conrad & Rubal-Lopes (1996, taken from Lysandrou & Lysandrou, 2003, p.208), Berns, de Bot & Hasebrink (2007, p.118) and Erling (2007, p.128) who suggest that local languages continue to represent local identities and cultures, with English adding other identities which complement those in the first language. The fact that all groups disagreed with the idea that knowledge of English was a symbol of class, status or education supports the idea that English is spreading and becoming more commonplace. It is interesting to note that although respondents felt that British English was the variety which best suited their needs, and all expressed the desire to speak English fluently and accurately, they were in general uncertain as to whether it was important to sound like a native speaker. The fact that these students do not feel any necessity to emulate British or American English could be the first step towards the Portuguese expressing themselves in their own variety of English. Modiano (2001, pp.169-170) states that the teaching of British English promotes ideas of "exclusion and marginalization, of class stratification" and the teaching of American English promotes aggressive cultural and corporate strategies, and suggestions have been made that a European lingua franca variety be described, codified and taught (Seidlhofer, 2001, p.14). However, this fails to acknowledge the wishes of learners themselves, as expressed in this survey, who are perfectly capable of deciding whether they desire to emulate one variety or another, or whether they believe this to be irrelevant as they strive to communicate with native and non-native speakers alike. It is also interesting to note the almost total lack of awareness of other varieties of English. However, this may be changing as Portuguese secondary school students are now being exposed to the literature of African and Indian varieties (I. Fernandes, personal communication, October, 21, 2009).

Although it may be true that certain countries in the Expanding Circle are moving in the direction of the Outer circle as suggested by Berns (1995, p.9), it would appear that Portugal, for the moment, remains within the Expanding Circle, with English being regarded as a foreign language and speakers largely looking towards Inner Circle countries to set the norms, as presently the Portuguese language remains central in the lives of most. However, results presented here would suggest that the spread of English in Portugal will accelerate in the future. Increased opportunities for contact through media products could lead to the functionality of the language increasing with more and more

Portuguese using English in their professional and private lives. To better understand this phenomenon it is suggested that a full sociolinguistic profile be undertaken, examining the range and depth of functional uses of the language throughout the country.

BIBLIOGRAPHY

Baker, C. (1992). *Attitudes and Language.* Clevedon: Multilingual Matters.

Bamgbose, A. (1998). Torn between the norms: innovations in world Englishes [Electronic version]. *World Englishes, 17*(1), 1-14.

Barros, R. (2009). Expanding the tomato controversy: an exploratory study of the perception of standard British and American English in Portugal [Electronic version]. *English Today*, 25(3), 35-40.

Bell, J. (2005). *Doing your Research Project* (4th ed.). Maidenhead: Open University Press.

Berns, M. (1988). The cultural and linguistic context of English in West Germany [Electronic version]. *World Englishes, 7*(1), 37-49.

Berns, M. (1992). Sociolinguistics and the Teaching of English in Europe beyond the 1990s. *World Englishes, 11*(1), 3-14.

Berns, M. (1995). English in the European Union. *English Today, 11*(3), 3-11.

Berns, M. (2005). Expanding on the Expanding Circle: where to WE go from here? [Electronic version]. *World Englishes*, *24*(1), 85-93.

Berns, M. (2009). English as a lingua franca and English in Europe [Electronic version]. *World Englishes, 28*(2), 192-199.

Berns, M., de Bot, K., & Hasebrink, U. (Eds.). (2007). *In the Presence of English: Media and European Youth.* New York: Springer.

Boyle, J. (1997). English in Hong Kong [Electronic version]. *English Today, 13*(3), 3-6.

Breiteneder, A (2009). English as a lingua franca in Europe: an empirical perspective [Electronic version]. *World Englishes, 28*(2), 256-269.

Busse, U., & Görlach, M. (2002). German. In M. Görlach (Ed.), *English in Europe* (pp. 13-36). Oxford: Oxford University Press.

Candeias, A., & Simões, E. (1999). Alfabetização e escola em Portugal no século XX. Census Nacionais e estudos de caso [Literacy and School in Portugal in the 20th Century. National Census and Case studies]. *Análise Psicológica, 17*(1), 163-194.

Cavalheiro, L. (2008). *English as a European Lingua Franca: A Sociolinguistic Profile of Students and Teachers of English at the Faculty of Letters of the University of Lisbon*. Unpublished Master's thesis, University of Lisbon, Lisbon.

Cheshire, J. (2002). Who we are and Where We're Going: Language and Identities in the New Europe. In P. Grubbins and M. Holt (Eds.), *Beyond Boundaries: Language and Identity in Contemporary Europe* (pp. 19-34). Clevedon: Multilingual Matters.

Clement, R., Dornyei, Z., & Noels, K. (1994). Motivation, Self Confidence, and Group Cohesion in the Foreign Language Classroom [Electronic version]. *Language Learning*, *44*(3), 417-448.

Coleman, J. (2006). English-medium teaching in European higher education [Electronic version]. *Language Teaching*, *39*, 1-14.

Commission of the European Communities. (2008). *Multilingualism: an asset for Europe and a shared commitment*. Retrieved July 30, 2009, from the Commission of the European Communities website: http://ec.europa.eu/education/languages/pdf/com/2008_0566_en.pdf

Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge: Cambridge University Press.

Csizér, K., & Dörnyei, Z. (2005). The Internal Structure of Language Learning Motivation and Its Relationship with Language Choice and Learning Effort. *The Modern Language Journal, 89*(1), 19-36. Retrieved July 23, 2009, from the JSTOR database.

Cull, N. (n.d.). *Propaganda?* Retrieved July 29, 2009, from the British Council website: http://www.britishcouncil.org/history-why-propaganda.htm

Deneire, M., & Goethals, M. (1997). Introduction: World Englishes in Europe [Electronic version]. *World Englishes*, *16*(1), 1-2.

Díario de Noticias. (1995, December 29). *Livro de Estilo* [Style Book]. Unpublished internal document.

Diário da República. (2008). *2ª Série. Despacho Nº 14460/2008.* [Second series, despatch Nº 14460/2008]. Retrieved July 30, 2009, from the Portuguese Ministry of Education website: http://min-edu.pt/outerFrame.jsp?link=http%3A//www.dre.pt/pdf2sdip/2008/05/100000000/2319423198.pdf

Dimova, S. (2005). English in Macedonia [Electronic version]. *World Englishes, 24*(2), 187-201.

Direcção Geral de Ensino Superior. (2008). *Bologna Process.* Retrieved July 25, 2009, from the Department of Higher Education website: http://www.dges.mctes.pt/DGES/en/Mobility+and+International+Cooperation/Bologna+Process/

Dogancay-Aktuna, S. (1998). The Spread of English in Turkey and its Current Sociolinguistic Profile [Electronic version]. *Journal of Multilingual and Multicultural Development, 19*(1), 23-39.

Dornyei, Z. (2001). New Themes and Approaches in Second Language Motivation Research [Electronic version]. *Annual Review of Applied Linguistics, 21*, 43-61.

Dornyei, Z. (2003). Attitudes, Orientations and Motivations in Language Learning: Advances in Theory, Research, and Applications [Electronic version]. *Language Learning, 53*(1), 3-32.

Dornyei, Z. (2005). *Psychology of the Language Learner: Individual Differences in Second Language Acquisition* [Electronic version]. Mahwah: Lawrence Erlbaum Associates.

Dornyei, Z., & Csizér, K. (2002). Some Dynamics of Language Attitudes and Motivation: Results of a Longitudinal Nationwide Survey [Electronic version]. *Applied Linguistics, 23*(4), 421-462.

Dornyei, Z., & Skehan, P. (2003). Individual Differences in Second Language Learning. In C.J. Doughty & M.H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 589-630). Oxford: Blackwell.

El-Dash, L, & Busnardo, J. (2001). Brazilian attitudes toward English: Dimensions of status and solidarity [Electronic version]. *International Journal of Applied Linguistics, 11*(1), 57-74.

Erling, E. (2002). 'I learn English since ten years': The Global English debate and the German University Classroom [Electronic version]. *English Today, 18*(2), 8-13.

Erling, E. (2007). Local identities, global connections: affinities to English among students at the Freie Universitat Berlin [Electronic version]. *World Englishes, 26*(2), 111-130.

Euromosaic. (2006). *Mirandese in Portugal.* Retrieved July 25, 2009, from http://www.uoc.es/euromosaic/web/document/mirandes/an/i1/i1.html

European Commission. (2005). *Special Note. Europeans and Languages. Eurobarometer 63.4.* Retrieved July 25, 2009, from the European Commission website: http://ec.europa.eu/public_opinion/archives/ebs/ebs_237.en.pdf

European Commission. (2006). *Special Eurobarometer 243/Wave 64.3. Europeans and their languages.* Retrieved July 25, 2009, from the European Commission website: http://ec.europa.eu/education/languages/pdf/doc629_en.pdf

European Commission. (2009). *The Education System in Portugal.* Retrieved July 25, 2009, from the European Commission website:

http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/PT_EN.pdf

Fishman, J., & Rubal-Lopez, A. (1992). Cross-polity analysis of factors affecting English language spread: predicting three criteria of spread from a large pool of independent variables. *World Englishes*, *11* (2/3), 309-329.

Friedrich, P. (2000). English in Brazil: functions and attitudes [Electronic version]. *World Englishes, 19*(2), 215-223.

Friedrich, P. (2003). English in Argentina: attitudes of MBA students [Electronic version]. *World Englishes, 22*(2), 173-184.

Friedrich, P., & Berns, M. (2003). Introduction: English in South America, the other forgotten continent [Electronic version]. *World Englishes*, *22*(2), 83-90.

Gardener, R.C., Tremblay, P.F., & Masgoret, A. (1997). Towards a Full Model of Second Language Learning: An Empirical Investigation. *The Modern Language Journal, 81*(3), 344-362. Retrieved July 21, 2009, from the JSTOR database.

Gonzalez, F. (2002). Spanish. In M. Görlach (Ed.), *English in Europe* (pp.128-150). Oxford: Oxford University Press.

Görlach, M. (2002). Introduction. In M. Görlach (Ed.), *English in Europe* (pp.1-12). Oxford: Oxford University Press.

Governo Civil de Lisboa. (2009). *Caracterização* [*Characterization*]. Retrieved July 30, 2009, from the Lisbon Civil Government website: http://www.gov-civil-lisboa.pt/inicio/distrito/caracterizacao/

Graddol, D. (1997). *The Future of English?* [Electronic version]. Retrieved July 30, 2009, from the British council website: http://www.britishcouncil.org/learning-elt-future.pdf

Graddol, D. (2006). *English Next* [Electronic version]. Retrieved July 30, 2009, from the British Council website: http://www.britishcouncil.org/learning-research-english-next.pdf

Hasanova, D. (2007). Broadening the boundaries of the Expanding Circle: English in Uzbekistan [Electronic version]. *World Englishes, 26*(3), 276-290.

Hilgendorf, S.K. (2007). English in Germany: spread and attitudes [Electronic version]. *World Englishes, 26* (2), 131-148.

Instituto Nacional de Estatistica. (2008). *Portal de Estatísticas Oficiais. População residente* [Portal of Official Statistics. Resident population]. Retrieved July 25, 2009, from the National Institute of Statistics website: http://www.ine.pt/xportal/xmain?xpid=INE&xpid=ine_destaques&DESTAQUESdest_boui=56741344&DESTAQUESmodo=2

Jenkins, J. (2009). English as a lingua franca: interpretations and attitudes [Electronic version]. *World Englishes, 28*(2), 200-207.

Jenkins, J., Modiano, M., & Seidlhofer, B. (2001). Euro-English [Electronic version]. *English Today 17*(4), 13-19.

Kachru, B. (1986). *The Alchemy of English.* Urbana: University of Illinois Press.

Kachru, B. (1992). Teaching World Englishes. In B. Kachru (Ed.), *The Other Tongue. English Across Cultures* (2nd ed., pp. 355-365). Urbana IL: University of Illinois Press.

Kachru, B. (2006). Standards, codification and sociolinguistic realism: the English language in the outer circle. In K. Bolton & B. Kachru (Eds.), *World Englishes. Critical Concepts in Linguistics* (pp.241-269). Abingdon: Routledge.

Lysandrou, P., & Lysandrou, Y. (2003). Global English and proregression: understanding English language spread in the contemporary era [Electric version]. *Economy & Society, 32*(2), 207-233.

McKay, S. (2002). *Teaching English as an International Language.* Oxford: Oxford University Press.

Mezek, S. (2009). English in Slovenia: status, functions, and features [Electronic version]. *English Today, 25* (4), 28-38.

Ministério da Ciência, Tecnologia e Ensino Superior. (n.d.). *Dicionário de Estrangerismos* [Dictionary of Commonly used Foreign Expressions]. Retrieved September 10, 2009, from the Ministry of Science, Technology and Higher education website: http://www.portaldalinguaportuguesa.org/?action=estrangeirismos&act=list&letter=a

Mitchell, R., & Myles, F. (2004). *Second Language Learning Theories* (2nd ed.). London: Hodder Arnold.

Modiano, M. (2001). Ideology and the ELT practitioner [Electronic version]. *International Journal of Applied Linguistics, 11*(2), 159-173.

Modiano, M. (2003). Euro-English: A Swedish perspective [Electronic version]. *English Today, 19*(2), 35-41.

Nickels, E. (2005). English in Puerto Rico [Electronic version]. *World Englishes, 24*(2), 227-237.

Nielsen, P.M. (2003). English in Argentina: a sociolinguistic profile [Electronic version]. *World Englishes, 22*(2), 199-209.

Oppenheim, A. (1992). *Questionnaire Design, Interviewing and Attitude Measurement.* London: Continuum.

Pennycook, A. (2000). English In The World/The World In English. In A. Burns & C. Coffin (Eds.), *Analysing English in a Global Context: A Reader* [Electronic version] (pp.78-89). Florence KY: Routledge.

Phillipson, R. (2006). Language spread. In U. Ammon, N. Dittmar, & K.J. Mattheier (Eds.), *Handbooks for linguistics and sociolinguists and communication science: Sociolinguistics, part 3* (2nd ed.) [Electronic version] (pp.2299-2306). Berlin: Mouton de Gruyter.

Phillipson, R. (2008). Língua franca or língua frankensteinia? English in European integration and globalisation [Electronic version]. *World Englishes, 27* (2), 250-267.

Phillipson, R., & Skutnabb-Kangas, T. (1997). Linguistic human rights and English in Europe [Electronic version]. *World Englishes, 16*(1), 27-43.

Preisler, B. (1999). Functions and Forms of English in a European EFL country. In T. Bex and R.J. Watts (Eds.), *Standard English: The Widening Debate* [Electronic version] (pp. 239-270). London: Routledge.

Prodromou, L. (2007). Is ELF a variety of English? [Electronic version]. *English Today, 23*(2), 47-53.

Pulcini, V. (2002). Italian. In M. Görlach (Ed.), *English in Europe* (pp. 151-167). Oxford: Oxford University Press.

Rede Municipal de Bibliotecas de Lisboa. (n.d.). Bem-Vindo [Welcome]. Retrieved December 18, 2009 from http://blx.cm-lisboa.pt/gca/?id=428

Richards, J., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistics.* Harlow: Longman.

Robinson, I. (2006). Genre and loans: English words in an Italian newspaper. *English Today, 22*(4), 9-20.

Rodrigues, L. (2004). "*Orgulhosamente Sós"? Portugal e os Estados Unidos no início da década de 1960.* ["Proudly alone"? Portugal and the United States at the beginning of the 1960s]. Retrieved July 31, 2009, from the Portuguese Institute for International Relations website: http://www.ipri.pt/investigadores/artigo.php?idi=8&ida=140#ftn2

Saraceni, M. (2008). English as a Lingua Franca: Between Form and Function [Electronic version]. *English Today, 24* (2), 20-26.

Saville-Troike, M (2006). *Introducing Second Language Acquisition.* Cambridge: Cambridge University Press.

Schaub, M. (2000). English in the Arab Republic of Egypt [Electronic version]. *World Englishes, 19* (2), 225-238.

Seidlhofer, B. (2001). Closing a conceptual gap: the case for a description of English as a lingua franca [Electronic version]. *International Journal of Applied Linguistics 11*(2), 133-158.

Seidlhofer, B. (2005). English as a lingua franca [Electronic version]. *ELT Journal, 59* (4), 339-341.

Soares, N.P. (n.d.) *Uma População que se urbaniza.* [An Urbanizing Population]. Retrieved July 11, 2009, from the Portuguese Geographical Institute website: http://www.igeo.pt/atlas/Cap2/Cap2d_2.html

Spolsky, B. (1998). *Sociolinguistics.* Oxford: Oxford University Press.

Truchot, C. (1994). The Spread of English in Europe. *Journal of European Studies, 24*, 141-151.

Truchot, C. (1997). The spread of English: from France to a more general perspective. *World Englishes, 16*(1), 65-76.

Velez-Rendon, G. (2003). English in Colombia: a sociolinguistic profile [Electronic version]. *World Englishes, 22*(2), 185-198.

Young, M. (2006). Macao students' attitudes toward English: a post 1999 survey [Electronic version]. *World Englishes, 25(3/4)*, 479-490.

Yule, G. (1996). *Pragmatics.* Oxford: Oxford University Press.

APPENDIX 1. TOPICS FOR EXPLORATORY INTERVIEWS

What do you think of the following topics? Discuss them in your groups, then be prepared to explain your ideas to the others in the class.

1. The recent introduction of English in Portuguese primary schools

2. English in advertising, on TV, in the cinema ,in newspapers etc.

3. English and the job market

4. English at university

5. Varieties of English

6. How you use English in your life.

APPENDIX 2. RESPONSES FROM EXPLORATORY INTERVIEWS

1. This is a very good idea. Children learn the language best when they're young. It's the government's duty to provide English lessons in primary school.

2. Subtitled TV programmes and cinema films are good because they allow us to hear the correct pronunciation which is why Portuguese pronunciation of English is much better than in Spain where everything is dubbed. If a film, for example a cartoon, is being shown in the cinema in the original version and dubbed, I prefer to see the original because I prefer hearing the original voices. I'd only go to the dubbed version if I was accompanied by young children who couldn't read. English is used in advertising to make the products more appealing, and 'sexier'.

3. English is absolutely necessary to get a good job. Most adverts ask for a good knowledge of English and sometimes you have to use machinery, the instructions for which are in English, or talk to customers in English.

4. It's good that we use English at university because it improves our speaking and listening skills. It makes things more difficult but it's necessary. Text books are often not produced in European Portuguese, only Brazilian Portuguese, which use vocabulary we don't understand, and we prefer to get the original versions in English. When there are oversees students in the class, lectures are often completely in English.

5. British and American varieties.

6. I use English at work all the time because the company I work for has Swedish partners and we communicate via English. I teach art in a bilingual school and need English in the classroom every day. I need English for my Master's degree. I'm sometimes stopped by tourists in the street and asked for directions. I like listening to songs in English and trying to translate the lyrics into Portuguese. I sometimes speak English with friends, just to practice. I'd like to do some exams in English because it's good to put on your CV. I read websites in English.

APPENDIX 3. SENTENCES FOR COMPLETION

Could you please complete the following sentences with your ideas about English. Thank you.

a) I have contact with English

_____

_____

_____

b) When I hear English I

_____

_____

_____

c) As a language, English is

_____

_____

_____

d) For me, speaking English is

_____

_____

_____

e) Being able to speak English well is

_____

_____

_____

f) You need to speak English

_____

_____

_____

g) The presence of English in Portugal is

_____

_____

_____

h) Having no knowledge of English is

_____

_____

_____

APPENDIX 4. RESPONSES FOR SENTENCES FOR COMPLETION

a) **I have contact with English;**

through music on the radio,

through films, the TV,

at school, at university,

at work every day,

through family members who live in London.

b) **When I hear English I**;

generally understand everything that is said.

c) **As a language, English is;**

the language which 'with difficulty' was chosen to globalise the world,

a universal language,

an easy language,

the most important foreign language to learn.

d) **For me, speaking English is:**

very important,

not difficult, but you need a lot of practice and you need to speak it regularly to speak fluently,

essential, especially professionally.

e) **Being able to speak English well is;**

almost obligatory,

very important,

necessary for us to be able to understand the world around us.

f) **You need to speak English;**

for both professional and personal reasons,

because we live in a global village and the English language is one of the main languages of business,

to get a good job, to get on in life.

g) **The presence of English in Portugal is;**

noticeable, not only because of the influx of foreigners into the country but also because the language is currently taught from primary school,

obvious, given the fact that it is the first language of tourism,

common, as our TV channels transmit all films in English

everywhere,

in the street, in magazines, in our homes on TV, on labels in the supermarket.

h) **Having no knowledge of English is;**

difficult as it will impede our intellectual progress, as most countries have, in general, adopted English as a second language,

difficult, as every day our life is made up of small things and many of these demand the knowledge of at least a little English,

a hindrance when it comes to travelling abroad.

APPENDIX 5. PILOT QUESTIONNAIRE IN ENGLISH

Part 1 Contact with English

How often do you use English (to read, speak, write or listen) in the following situations? Please tick (√) the category which best corresponds to your situation, from 'more than once a week' to 'never'.

1.1

	More than once a week	Once a week	1-3 times a month	Less than once a month	Never
a) With family members					
b) At university					
c) Outside university, with Portuguese speaking friends					
d) Outside university, with non-Portuguese speaking friends					
e) With tourists					
f) With people through the internet (chats, blogs, e-mail etc.)					
g) To listen to music in English					
h) To read newspapers					
i) To read magazines					
j) To read books					
k) To read on the internet					

1.2
Do you work and study
(full-time, part –time, training scheme)?   **Yes** ☐   **No** ☐

1.3
If you answered 'Yes' in question 1.2, please tick the appropriate category below.

	More than once a week	Once a week	1-3 times a month	Less than once a month	Never
Do you use English at work?					

1.4

Are there any other situations where you use English? Please specify where and how often._____

_____

Part 2 Attitudes towards English

Here are some statements about English. Please decide if you agree or disagree with the statements and tick (√) ONE of the boxes according to how you feel.

2.1

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a) English is a language worth learning.					
b) I like speaking English.					
c) There are more useful languages to learn than English.					
d) With English, I can make myself better understood abroad.					
e) The presence of English in Portugal is a natural consequence of increased globalisation.					
f) The presence of English in Portugal is useful because it helps to improve people's English.					
g) I like hearing the English language.					
h) I would like to speak English fluently and accurately.					
i) It is not important for me to sound like a native speaker when I speak English.					
j) I would like my children to speak English.					
k) I think all English films in the cinema in Portugal should be dubbed into Portuguese.					
l) I would prefer to watch English language TV programmes which were dubbed into Portuguese.					
m) English is important for higher education					
n) I have a better chance of getting a good job if I speak English.					
o) When using English I do not feel Portuguese any more.					
p) The Portuguese language is superior to English.					
q) The presence of English in Portugal is a threat to the Portuguese language.					
r) The presence of English in Portugal is a threat to Portuguese culture.					
s) Being able to speak English is a symbol of an educated person.					
t) Not being able to speak English symbolises a lower class person.					

u) It is not necessary to speak English well to have a high status in Portuguese society.					

2.2. Please, rank these languages according to how useful you think they are to know in Portugal today. Rank them from (1), most important, to (3), least important.

English_____ / French _____/ Spanish _____.

2.3. Please tick the most appropriate answer

	American	British	Other
a. Which variety of English best suits your needs?			
b. Which variety do you think has most prestige globally?			
c. Which variety do you find easiest to understand?			

Which variety do you prefer? Why?
_____
_____
_____

Part 3

To help classify your answers and to make statistical comparisons, I would be grateful if you could provide the following information about yourself. In questions 3.1-3.3, please tick (√) the box which best corresponds to your situation. In question 3.2 it may be necessary to tick more than one box.

3.1 My age group is:

18-30 ☐   **31-45** ☐   **46+** ☐

3.2 I am studying English:

as part of my university course ☐

as part of an individual programme of study ☐

I am not studying English ☐

3.3 My nationality is:

Portuguese ☐   **Other** ☐

THANK YOU FOR YOUR COOPERATION

APPENDIX 6. PILOT QUESTIONNAIRE IN PORTUGUESE

<u>Secção 1 Contacto com a Língua Inglesa</u>

Quantas vezes usa a língua Inglesa (falar, ler, ouvir e escrever) em cada uma das seguintes situações? Por favor assinale com um *certo* (√) a categoria que melhor corresponde à sua situação, de 'mais do que uma vez por semana' até 'nunca'.

1.1

	Mais de uma vez por semana	Uma vez por semana	1-3 vezes por mês	Menos de uma vez por mês	Nunca
a) Com familiares.					
b) Na universidade.					
c) Fora da universidade com amigos lusófonos.					
d) Fora da universidade com amigos não lusófonos.					
e) Com turistas.					
f) Na internet (chats, blogues, e-mail etc.).					
g) Ouvir música em Inglês.					
h) Ler jornais.					
i) Ler revistas.					
j) Ler livros.					
k) Ler na internet.					

1.2
Estuda e trabalha (full-time, part-time, estágios)?   **Não** ☐   **Sim** ☐

1.3
Se responder 'Sim' na pergunta 1.2, por favor assinale a categoria apropriada em baixo.

	Mais de uma vez por semana	Uma vez por semana	1-3 vezes por mês	Menos de uma vez por mês	Nunca
Usa Inglês no seu trabalho?					

1.4
Em que outras situações usa a língua Inglesa? Por favor, especifique onde e com que frequência.

_____

_____

Secção 2 Atitudes perante a Língua Inglesa

O quadro seguinte apresenta algumas frases sobre a língua Inglesa. Por favor decida se concorda ou discorda com as frases e assinale com um certo (√) um dos quadrados de acordo com a sua percepção.

2.1

	Concordo plenamente	Concordo	Não concordo nem discordo	Discordo	Discordo totalmente
a) Inglês é uma língua que vale a pena aprender.					
b) Eu gosto de falar Inglês.					
c) Há línguas mais úteis para aprender do que o Inglês.					
d) Usando a língua Inglesa faço-me entender melhor no estrangeiro.					
e) O uso da língua Inglesa em Portugal é uma consequência natural da globalização.					
f) O uso da língua Inglesa em Portugal é útil porque ajuda a melhorar os níveis da língua entre a população.					
g) Eu gosto de ouvir a língua Inglesa.					
h) Gostava de falar Inglês fluentemente e correctamente.					
i) Não é importante para mim parecer um anglófono quando falo Inglês.					
j) Seria útil que os meus filhos no futuro falassem Inglês.					
k) Sou da opinião que todos os filmes em Inglês exibidos nos cinemas em Portugal deviam ser dobrados em Português.					
l) Preferia que os programas em Inglês na T.V. fossem dobrados em Português.					
m) A língua Inglesa é importante para estudar no ensino superior.					
n) Tenho mais hipóteses de conseguir um bom emprego se souber falar Inglês.					
o) Quando uso a língua Inglesa sinto que perco a minha identidade.					
p) A língua Portuguesa é superior à língua Inglesa.					
q) O uso da Língua Inglesa em Portugal é uma ameaça à língua Portuguesa.					
r) O uso da língua Inglesa em Portugal é uma ameaça à cultura Portuguesa.					
s) Saber falar Inglês é sinónimo de pessoa bem formada.					
t) Não saber falar Inglês é sinónimo de pessoa da classe inferior.					
u) Não é necessário falar bem Inglês para ter um estatuto superior na sociedade Portuguesa.					

2.2 Qual a utilidade em saber falar estas línguas em Portugal? Por favor, ordene-as de 1 (a mais importante) a 3 (a menos importante).

Espanhol _____/Francês _____/Inglês _____/

2.3 Por favor, assinale com um certo a resposta que considera mais apropriada.

	Inglês Americano	Inglês Britânico	Outro
a. Que variedade de Inglês melhor serve os seus interesses?			
b. Que variedade considera que tem mais prestígio no mundo?			
c. Que variedade considera mais fácil na compreensão?			

Qual a variedade que prefere? Porquê?

_____
_____
_____

Secção 3 Informações Pessoais

Para facilitar a classificação das suas respostas e para efeitos de comparação estatística, agradecemos que forneça as informações solicitadas nesta secção. Nas perguntas 3.1 a 3.3, por favor assinale com um certo (√) no quadrado que melhor corresponde à sua situação. Na pergunta 3.2 poderá ser necessário assinalar mais do que um quadrado.

3.1 A minha faixa etária é:

18-30 ☐   **31-45** ☐   **46+** ☐

3.2 Estou a estudar Inglês:

Como disciplina curricular do meu curso universitário ☐

Como parte de um programa individual de estudos ☐

Não estou a estudar Inglês ☐

3.3 A minha nacionalidade é :

Portuguesa ☐   **Outra** ☐

MUITO OBRIGADA PELA SUA COLABORAÇÃO

APPENDIX 7. INTRODUCTORY LETTER TO QUESTIONNAIRE

English in Portugal

The purpose of this research is to investigate the attitudes of students in further education in Portugal towards the English language. I am also interested in the opportunities you have for contact with the language and if and when you use it. The information given here is CONFIDENTIAL AND ANNONYMOUS i.e. respondents will remain unknown, and once the research is completed, all questionnaires and records will be destroyed.

This research is being carried out as part of a programme of study for a Master's degree in Applied Linguistics and TESOL at the University of Portsmouth, U.K, and official approval for this research has been given by Ian Kemble, Course Leader of the MA App. Linguistics Course, University of Portsmouth and _____.

I am interested in what you as an **individual** think about the points raised. There are no right or wrong answers, so please try to respond as honestly as possible. It takes about 10 minutes to fill out the questionnaire and if you have any questions, please do not hesitate to ask.

Thank you for your cooperation.

APPENDIX 8. PILOT QUESTIONNAIRE FEEDBACK FORM WITH RESPONSES

I would be extremely grateful if you could take a few minutes to comment on the questionnaire you have just completed. Thank you for your cooperation.

1. Were the instructions clear? If any where ambiguous, could you say which they were and why?

Does the question 'Do you work and study' include training?

2. Did you object to any of the questions? Which?

No

3. Do you feel any important topic was overlooked?

No

4. Any other comments?

No

APPENDIX 9. FINAL VERSION OF QUESTIONNAIRE IN ENGLISH

Part 1 Contact with English

How often do you use English (to read, speak, write or listen) in the following situations? Please tick (√) the category which best corresponds to your situation, from 'more than once a week' to 'never'.

1.1

	More than once a week	Once a week	1-3 times a month	Less than once a month	Never
a) With family members					
b) At university					
c) Outside university, with Portuguese speaking friends					
d) Outside university, with non-Portuguese speaking friends					
e) With tourists					
f) With people through the internet (chats, blogs, e-mail etc.)					
g) To listen to music in English					
h) To read newspapers					
i) To read magazines					
j) To read books					
k) To read on the internet					

1.2
Do you work and study,
(full-time, part –time, training scheme)?   **Yes** ☐   **No** ☐

1.3
If you answered 'Yes' in question 1.2, please tick the appropriate category below.

	More than once a week	Once a week	1-3 times a month	Less than once a month	Never
Do you use English at work?					

1.4
Are there any other situations where you use English? Please specify where and how often._____
_____

Part 2 Attitudes towards English

Here are some statements about English. Please decide if you agree or disagree with the statements and tick (√) ONE of the boxes according to how you feel.

2.1

	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
a) English is a language worth learning.					
b) I like speaking English.					
c) With English, I can make myself better understood abroad.					
d) The presence of English in Portugal is a natural consequence of increased globalisation.					
e) I like hearing the English language.					
f) I would like to speak English fluently and accurately.					
g) It is not important for me to sound like a native speaker when I speak English.					
h) I would like my children to speak English.					
i) I think all English films in the cinema in Portugal should be dubbed into Portuguese.					
j) I would prefer to watch English language TV programmes which were dubbed into Portuguese.					
k) English is important for higher education					
l) I have a better chance of getting a good job if I speak English.					
m) When using English I do not feel Portuguese any more.					
n) The presence of English in Portugal is a threat to the Portuguese language.					
o) The presence of English in Portugal is a threat to Portuguese culture.					
p) Being able to speak English is a symbol of an educated person.					
q) Not being able to speak English symbolises a lower class person.					
r) It is not necessary to speak English well to have a high status in Portuguese society.					

2.2. Please, rank these languages according to how useful you think they are to know in Portugal today. Rank them from (1), most important, to (3), least important.

English_____ / French _____/ Spanish _____.

2.3. Please tick the most appropriate answer

	American	British	Other
a. Which variety of English best suits your needs?			
b. Which variety do you think has most prestige globally?			
c. Which variety do you find easiest to understand?			

Which variety do you prefer? Why?

_____
_____
_____

Part 3

To help classify your answers and to make statistical comparisons, I would be grateful if you could provide the following information about yourself. In questions 3.1-3.3, please tick (√) the box which best corresponds to your situation. In question 3.2 it may be necessary to tick more than one box.

3.1 My age group is:

18-30 ☐   **31-45** ☐   **46+** ☐

3.2 I am studying English:

as part of my university course ☐

as part of an individual programme of study ☐

I am not studying English ☐

3.3 My nationality is:

Portuguese ☐   **Other** ☐

THANK YOU FOR YOUR COOPERATION

APPENDIX 10. FINAL VERSION OF QUESTIONNAIRE IN PORTUGUESE

Secção 1 Contacto com a Língua Inglesa

Quantas vezes usa a língua Inglesa (falar, ler, ouvir e escrever) em cada uma das seguintes situações? Por favor assinale com um certo (√) a categoria que melhor corresponde à sua situação, de 'mais do que uma vez por semana' até 'nunca'.

1.1

	Mais de uma vez por semana	Uma vez por semana	1-3 vezes por mês	Menos de uma vez por mês	Nunca
a) Com familiares.					
b) Na universidade.					
c) Fora da universidade com amigos lusófonos.					
d) Fora da universidade com amigos não lusófonos.					
e) Com turistas.					
f) Na internet (chats, blogues, e-mail etc.).					
g) Ouvir música em Inglês.					
h) Ler jornais.					
i) Ler revistas.					
j) Ler livros.					
k) Ler na internet.					

1.2
Estuda e trabalha (full-time, part-time, estágios)?   **Não** ☐   **Sim** ☐

1.3
Se responder 'Sim' na pergunta 1.2, por favor assinale a categoria apropriada em baixo.

	Mais de uma vez por semana	Uma vez por semana	1-3 vezes por mês	Menos de uma vez por mês	Nunca
Usa Inglês no seu trabalho?					

1.4
Em que outras situações usa a língua Inglesa? Por favor, especifique onde e com que frequência.

_____

_____

Secção 2 Atitudes perante a Língua Inglesa.

O quadro seguinte apresenta algumas frases sobre a língua Inglesa. Por favor decida se concorda ou discorda com as frases e assinale com um certo (√) um dos quadrados de acordo com a sua percepção.

2.1

	Concordo plenamente	Concordo	Não concordo nem discordo	Discordo	Discordo totalmente
a) Inglês é uma língua que vale a pena aprender.					
b) Eu gosto de falar Inglês.					
c) Usando a língua Inglesa faço-me entender melhor no estrangeiro.					
d) O uso da língua Inglesa em Portugal é uma consequência natural da globalização.					
e) Eu gosto de ouvir a língua Inglesa.					
f) Gostava de falar Inglês fluentemente e correctamente.					
g) Não é importante para mim parecer um anglófono quando falo Inglês.					
h) Seria útil que os meus filhos no futuro falassem Inglês.					
i) Sou da opinião que todos os filmes em Inglês exibidos nos cinemas em Portugal deviam ser dobrados em Português.					
j) Preferia que os programas em Inglês na T.V. fossem dobrados em Português.					
k) A língua Inglesa é importante para estudar no ensino superior.					
l) Tenho mais hipóteses de conseguir um bom emprego se souber falar Inglês.					
m) Quando uso a língua Inglesa sinto que perco a minha identidade.					
n) O uso da Língua Inglesa em Portugal é uma ameaça à língua Portuguesa.					
o) O uso da língua Inglesa em Portugal é uma ameaça à cultura Portuguesa.					
p) Saber falar Inglês é sinónimo de pessoa bem formada.					
q) Não saber falar Inglês é sinónimo de pessoa da classe inferior.					
r) Não é necessário falar bem Inglês para ter um estatuto superior na sociedade Portuguesa.					

2.2 Qual a utilidade em saber falar estas línguas em Portugal? Por favor ordene-as de 1 (a mais importante) a 3 (a menos importante).

Espanhol ____/Francês ____/Inglês ____/

2.3 Por favor assinale com um certo a resposta que considera mais apropriada.

	Inglês Americano	Inglês Britânico	Outro
a. Que variedade de Inglês melhor serve os seus interesses?			
b. Que variedade considera que tem mais prestígio no mundo?			
c. Que variedade considera mais fácil na compreensão?			

Qual a variedade que prefere? Porquê?

_____
_____
_____

Secção 3 Informações Pessoais

Para facilitar a classificação das suas respostas e para efeitos de comparação estatística, agradecemos que forneça as informações solicitadas nesta secção. Nas perguntas 3.1 a 3.3, por favor assinale com um certo (√) no quadrado que melhor corresponde à sua situação. Na pergunta 3.2 poderá ser necessário assinalar mais do que um quadrado.

3.1 A minha faixa etária é:

18-30 ☐   **31-45** ☐   **46+** ☐

3.2 Estou a estudar Inglês:

Como disciplina curricular do meu curso universitário ☐

Como parte de um programa individual de estudos ☐

Não estou a estudar Inglês ☐

3.3 A minha nacionalidade é :

Portuguesa ☐   **Outra** ☐

MUITO OBRIGADA PELA SUA COLABORAÇÃO

APPENDIX 11. SCORING FOR ATTITUDE ITEMS

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a) English is a language worth learning.	5	4	3	2	1
b) I like speaking English.	5	4	3	2	1
c) With English, I can make myself better understood abroad.	5	4	3	2	1
d) The presence of English in Portugal is a natural consequence of increased globalisation.	5	4	3	2	1
e) I like hearing the English language.	5	4	3	2	1
f) I would like to speak English fluently and accurately.	5	4	3	2	1
g) It is not important for me to sound like a native speaker when I speak English.	5	4	3	2	1
h) I would like my children to speak English.	5	4	3	2	1
i) I think all English films in the cinema in Portugal should be dubbed into Portuguese.	5	4	3	2	1
j) I would prefer to watch English language TV programmes which were dubbed into Portuguese.	5	4	3	2	1
k) English is important for higher education	5	4	3	2	1
l) I have a better chance of getting a good job if I speak English.	5	4	3	2	1
m) When using English I do not feel Portuguese any more.	5	4	3	2	1
n) The presence of English in Portugal is a threat to the Portuguese language.	5	4	3	2	1
o) The presence of English in Portugal is a threat to Portuguese culture.	5	4	3	2	1
p) Being able to speak English is a symbol of an educated person.	5	4	3	2	1
q) Not being able to speak English symbolises a lower class person.	5	4	3	2	1
r) It is not necessary to speak English well to have a high status in Portuguese society.	5	4	3	2	1

APPENDIX 12. INITIAL ATTITUDE CLUSTERS

Attitudes	Attitude items
Integrativeness/Likeability	b) I like speaking English e) I like hearing the English language f) I would like to speak English fluently and accurately g) It is not important for me to sound like a native speaker
Instrumentality/Usefulness	a) English is a language worth learning c) With English I can make myself better understood abroad h) I would like my children to speak English k) English is important for higher education l) I have a better chance of getting a good job if I speak English p) Being able to speak English is a symbol of an educated person q) Not being able to speak English symbolises a lower class person r) It is not necessary to speak English well to have a high status in Portuguese society.
In relation to Portuguese language and culture	d) The presence of English in Portugal is a natural consequence of globalisation i) I think all English films in the cinema should be dubbed into Portuguese j) I would prefer to watch English language TV programmes which were dubbed into Portuguese m) When using English I do not feel Portuguese any more n) The presence of English in Portugal is a threat to the Portuguese language o) The presence of English in Portugal is a threat to Portuguese culture

APPENDIX 13. FINAL CONTACT AND ATTITUDE CLUSTERS

Contact	Opportunities for contact
Personal networks	**a) With family members** **b) At university** **c) Outside university, with Portuguese speaking friends** **d) Outside university, with non-Portuguese speaking friends** **f) With people through the internet**
Media	**g) To listen to music** **h) To read newspapers** **i) To read magazines** **j) To read books** **k) To read on the internet**

Attitudes	Attitude items
Integrativeness/Likeability	**b) like speaking English** **d) The presence of English in Portugal is a natural consequence of globalisation** **e) I like hearing the English language** **f) I would like to speak English fluently and accurately**
Instrumentality/Usefulness considering economic advantage	**a) English is a language worth learning** **c) With English I can make myself better understood abroad** **h) I would like my children to speak English** **k) English is important for higher education** **l) I have a better chance of getting a good job if I speak English**
Instrumentality/Usefulness considering social recognition and status	**p) Being able to speak English is a symbol of an educated person** **q) Not being able to speak English symbolises a lower class person** **r) It is not necessary to speak English well to have a high status in Portuguese society.**
In relation to Portuguese language and culture	**g) It is not important for me to sound like a native speaker** **i) I think all English films in the cinema should be dubbed into Portuguese** **j) I would prefer to watch English language TV programmes which were dubbed into Portuguese** **m) When using English I do not feel Portuguese any more** **n) The presence of English in Portugal is a threat to the Portuguese language** **o) The presence of English in Portugal is a threat to Portuguese culture**