Heritage language learning and education

Cross-disciplinary perspectives
Lisbon, December 18, 2017

About the event

This symposium is the inaugural event of the **Heritage Language Consortium**, a new strategic partnership between Lancaster University, the University of Lisbon, the University of Minho, NOVA University Lisbon, the University of Porto, Tübingen University, and Camões: Instituto da Cooperação e da Língua, Ministry of Foreign Affairs.

The objective of the Consortium is to promote research on language learning in multilingual settings, with a primary focus on Portuguese as a heritage language. Our projects involve leading researchers from a range of disciplines (theoretical linguistics, education, computational linguistics, cognitive psychology, language pedagogy, corpus linguistics, second language research) and a range of methodological approaches. In addition, the Consortium will also participate in impact and outreach activities to engage with parents, teachers and policy makers.

The purpose of the present symposium is to introduce the new Heritage Language Consortium, to provide a snapshot of the work conducted by some of our members, and to discuss opportunities for future collaborative research.

For more information about the symposium, please email the organizer, Ana Lúcia Santos, als@letras.ulisboa.pt.

The Consortium's next event is the LEAD Summer School in Second Language Acquisition, to take place in Tübingen, July 23-27, 2018 (www.leadsummerschool.de).

For further information on the Consortium, please email heritage-language@lancaster.ac.uk or one of the following members of the Consortium's Steering Committee.

Our website can be found at http://www.lancaster.ac.uk/heritage-language.

Steering Committee

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Important information

Location

- The symposium will take place in Room 5.2, Faculdade de Letras, University of Lisbon.
- For directions, please consult the following page:
  http://www.letras.ulisboa.pt/pt/sobre-a-flul/contactos

Registration

- Attendance of the event is free but prior registration is required.
- To register, please email Alice Jesus, alicejesus@letras.ulisboa.pt.
- Coffee break and lunch will not be provided, but there are several options available in the FLUL building and surrounding area.

Internet access

- The University of Lisbon is part of the eduroam initiative.
- Please consult the following page for more information on how to obtain access to the internet: https://informatica.ulisboa.pt/config-wireless.html
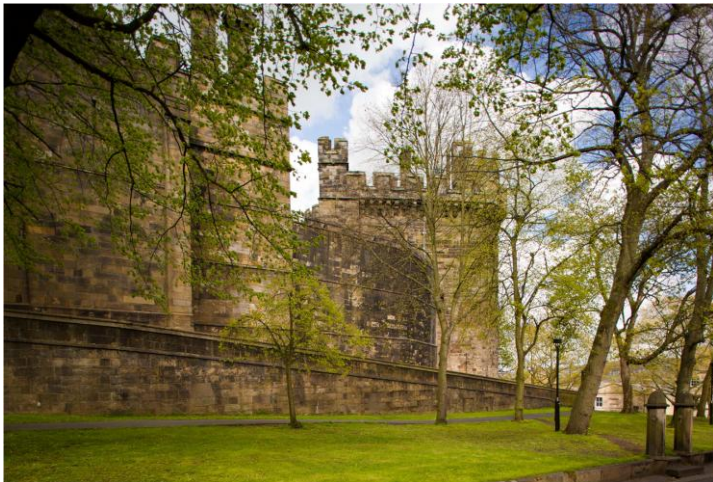
Lancaster Castle (left) and The Ashton Memorial (right)

Schedule

9.00 to 9.10   Ana Lúcia Santos (U Lisbon) and Patrick Rebuschat (Lancaster)
Welcome and opening remarks

9.10 to 9.50   Patrick Rebuschat (Lancaster)
The implicit-explicit interface: From the lab into the wild

9.50 to 10.30   Isabel Margarida Duarte, Ângela Carvalho, Sónia Valente Rodrigues (Porto)
Treino de competências de oralidade em Português Língua Estrangeira: Recursos online de ensino e aprendizagem

10.30 to 11.10   Cristina Flores (Minho) and Ana Lúcia Santos (U Lisbon)
Heritage languages as native languages: A critical discussion of the concept of Portuguese as Non-native language (PLNM)

11.10 to 11.40   Coffee break

11.40 to 12.20   Alexandra Fiéis and Maria Lobo (NOVA)
Syntactic development in bilingual and L2 Portuguese speakers

12.20 to 13.00   Ana Madeira and Susana Correia (NOVA)
Second language learning/acquisition: Challenges and implications for language teaching

13.00 to 14.30   Lunch break

14.30 to 15.30   Detmar Meurers (Tübingen)
Analyzing learner corpora: On annotation, linguistic complexity, and task effects

15.30 to 16.10   Iria del Río Gayo and Amália Mendes (U Lisboa)
COPLE2 learner corpus: Current state and future developments

16.10 to 16.30   General discussion and closing statements

Abstracts

Patrick Rebuschat (Lancaster): *The implicit-explicit interface: From the lab into the wild*

In this talk, I will first introduce the "implicit-explicit interface", one of the central topics in second language research, and briefly summarize the state-of-the-art of this debate. I will then propose that significant progress can be made in our understanding of how novel languages are learned (and how they should be taught) by a systematic, large-sale investigation of the interplay between language, individual learner characteristics, and the learning context. I will illustrate this by means of two lines of inquiry that we have used extensively in the past and that can play a central part in future research within the new Heritage Language Consortium: (1) Statistical learning experiments with artificial and natural languages, and (2) second language experiments in dedicated ICALL (intelligent computer-assisted language learning) environments.

Isabel Margarida Duarte, Ângela Carvalho, Sónia Valente Rodrigues (Porto): *Treino de competências de oralidade em Português Língua Estrangeira: Recursos online de ensino e aprendizagem*

A competência comunicativa em LE não prescinde do desenvolvimento de uma compreensão e produção oral consistentes, sendo central a interação oral como desempenho comunicativo (Duarte 2015). Um dos eixos relevantes no ensino de PLE da Faculdade de Letras do Porto consiste no desenvolvimento da compreensão e produção orais. Os estudos prévios (Soares 2012, Silva 2016, Tomé & Carvalho 2017) fundamentam a construção de um projeto em Didática do PLE para produção de recursos online de treino da oralidade. Estes recursos resultarão de: identificação e categorização de dificuldades; conceção de planos de intervenção didática; experimentação e análise de resultados; difusão dos recursos. O projeto inicialmente delineado teria início com estudantes de língua dominante alemã, falantes de língua de herança ou não, com a parceria entre a FLUP, o Camões – Instituto da Cooperação e da Língua, a Coordenação do EPE na Alemanha – Camões IP e cinco universidades alemãs (Berlim, Mainz, Leipzig e Marburg).

Referências

Duarte, I. M. (2015). Textos orais: análise da conversa informal e ensino do português língua estrangeira. *Todas as Letras Y*. São Paulo, v. 17, n. 1, p. 56-72.

Soares, S. (2012). *Português Língua de Herança: da teoria à prática*. Dissertação de mestrado apresentada à Faculdade de Letras da Universidade do Porto https://cepealemanha.files.wordpress.com/2010/12/portuguecc82s_licc81ngua_de_heranccca7a_sofia_soares.pdf

Silva, T. (2016). *Desafios na aprendizagem do português por estudantes francófonos: diferenças e semelhanças entre aprendentes de português língua estrangeira e português língua de herança*. Dissertação de mestrado apresentada à Faculdade de Letras da Universidade do Porto. https://sigarra.up.pt/flup/pt/PUB_GERAL.PUB_VIEW?pi_pub_base_id=158988&pi_pub_r1_id=

Tomé, S, & Carvalho, A. (2017). Competência oral nas aulas de Alemão e de Português Língua Estrangeira no nível de iniciação: importância, motivações e constrangimentos na perspetiva dos aprendentes. *Colóquio Internacional de Homenagem ao Professor Óscar Lopes*. Faculdade de Letras da Universidade do Porto. 6 e 7 de junho de 2017.

Cristina Flores (Minho) and Ana Lúcia Santos (U Lisbon): *Heritage languages as native languages: A critical discussion of the concept of Portuguese as Non-native language (PLNM)*

It has been a common trend within Portuguese research and educational practices to include the notion of Portuguese as a Heritage Language (Português Língua de Herança/PLH) in the wider concept of Portuguese as a Non-native language (Português Língua Não Materna/PLNM). This overlap may have an (understandable) organizational motivation (e.g. PLH is a topic studied in master courses labeled Mestrado em Português Língua Não Materna), but it challenges a perspective on nativeness that no longer dominates linguistic sciences: the idea that "true nativeness" is equivalent to monolingualism only. In this talk, we critically discuss this conceptual misconception by reviewing older data sets as well as some new data on the development of Portuguese as a heritage language in contact with German, French and Spanish. These studies bring together several arguments that favor the assumption that Portuguese heritage speakers are native speakers of Portuguese.

Alexandra Fiéis and Maria Lobo (NOVA): *Syntactic development in bilingual and L2 Portuguese speakers*

In this talk we will present results from the production and comprehension of subject and object pronouns by different groups of bilingual children and L2 Portuguese speakers, comparing it to monolingual speakers. We will discuss whether there are qualitative and quantitative differences between the different groups, and whether there are crosslinguistic effects attributable to the properties of the different L1 languages.

Ana Madeira and Susana Correia (NOVA): *Second language learning/acquisition: challenges and implications for language teaching*

In this talk we will consider what the potential applications of research in second language acquisition may be to language teaching and assessment. In the first part of the talk, we will describe some studies which explore the links between classroom input and the acquisition of grammatical properties (word order, mood, inflectional morphology) and discuss their implications for teaching. In the second part, we will present the structure of a placement test to be validated for teaching Portuguese as a Foreign Language (PFL). Test specifications will be based upon written corpora of PFL, national and international guidelines for language teaching and placement tests for other languages. Preliminary results of the written corpora will be discussed.

Detmar Meurers (Tübingen): *Analyzing learner corpora: On annotation, linguistic complexity, and task effects*

Learner corpora in principle provide increasingly rich evidence for second language research, with computer-based language learning environments supporting the collection of Big Data such as the EFCAMDAT corpus with a million assignments written by 174,000 learners of English. Yet, as soon as the research questions go beyond the acquisition of vocabulary and constructions with unambiguous surface indicators, corpora must be

enhanced with linguistic annotation to support efficient retrieval of the data that is relevant for construction-specific research questions. In contrast to the different types of linguistic annotation schemes which have been developed for native language corpora, the discussion on which linguistic analysis and annotation is meaningful, relevant, and achievable for learner language is only starting. When formulating linguistic generalizations, we generally rely on a long tradition of linguistic analysis that has established an inventory of categories and properties to abstract away form the surface strings. Yet, as we will illustrate, traditional linguistic categories are not necessarily an appropriate index into the space of interlanguage realizations and their systematicity, which research into second language acquisition aims to capture. In addition to asking which categories we can reliably identify in learner corpora, we will argue that the valid interpretation of learner language requires more explicit top-down guidance from explicit tasks. Making tasks explicit and taking them into account in the analysis also can be shown to be crucial when analyzing the variety and elaborateness of learner language, which we illustrate with selected linguistic complexity analyses for the EFCAMDAT corpus.

Iria del Río Gayo and Amália Mendes (U Lisbon): *COPLE2 learner corpus: Current state and future developments*

In this presentation we are going to introduce the COPLE2 corpus, discussing its current situation and future lines of work. COPLE2 is a corpus of written and spoken texts produced by students of Portuguese FL/L2 courses and by applicants to accreditation exams. The corpus contains 1,058 texts from learners with different native languages and proficiencies and covers different topics and types of tasks. It is encoded in TEI compliant XML through the TEITOK system. The corpus contains rich metadata and annotations concerning modifications performed by the students and teachers, POS, lemma and learner errors. All the information encoded is searchable through the CQP query language. Currently, we are working on error annotation and we are planning an extension of the corpus. In the presentation, we would like to focus the on those aspects, especially taking into account the relation between corpus' architecture and its exploitation.

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