Portuguese for Spanish Speakers: Making the Course  (11/4/17 @1:30PM)  
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For whom shall I make this course? If you build it, [they] will come.

- Native Spanish speakers (not heritage Spanish speakers)
- Advanced Spanish students (students who have already COMPLETED five semesters at the college level OR level five at the high school level)
- Heritage Portuguese speakers (even better if they’ve taken some Spanish classes)
- Not: students who have done well in the first levels and “really want to learn it”
- Not: students who will be taking the 5th semester/level and want to get started on it
- Not: students who have taken two semesters of basic Portuguese (but no subjunctive)
What shall I build for my people?

- AN ACCELERATED COURSE
- Intro: Focus on pronunciation
- IMMERSION: They’ll catch on
- Highlight grammatical differences
- Defeat Portunhol (affective filter is naturally lower b/c mutually intelligible)
- Vocabulary (false cognates, etc.)
- Verbs verbs verbs (HW worksheets)
- Speaking and writing
- Frequent focused quizzes
- Midterm and final (oral & written)
- Lusophone culture (Brazil et al!)
How fast can we fly, how deep can we dive, and how far will we get?

End of semester:
Student surfs a maverick in Nazere, Portugal while you watch from shore.

“Meu Deus! Gosto do português! Isso é o máximo!”

Beginning of semester:
Student hangs on for dear life while you fly.

“Meu Deus! Você sabe tudo! Você nem tem medo! Isso é o máximo!”
But how fast is fast, really?

UNIVERSITY FAST

- 3 language semesters in one semester 42 meetings (3 50min class/week). Pop quizzes!
- 5-10min on vocabulary topic (students prep!)
- 3-6 gram/vocab topics per class meeting
- New topic covered after each quiz (same day)
- Certain days dedicated entirely to practice, either oral (2) or written (2) – invite native speakers*
- Significant amount of time dedicated to Lusophone culture (readings + articles with writing & discussion; readings + presentations; writing days dedicated to history & culture)
- Listening comprehension (songs, videos, shows)

HIGH SCHOOL FAST

- 3 levels in one semester (5 days a week, perhaps 90 min a day of class)
- Up to 90min on same vocabulary lesson
- 5-10 grammar/vocab topics per week
- New topic covered after each quiz (same day)
- Expand and focus on covering Lusophone culture(s)
- Diverse and multiple student presentations
- Invite native speakers (ideally similar age)
- Watch videos, listen to and analyze songs, etc.
- Lyricstraining.com / letras.mus.br (at univ. too!)
What makes it so.... easy?

- For better or worse, trickiest things happen up front:
  - Pronunciation
  - Plurals
  - Contractions
  - Pronoun placement rules differ (relatively early on)

- Gostar is a regular verb! No upside down question marks! No accents on interrogative words! No conjugation difference between “tú/Ud” (você = o senhor)! Stem change verbs only change in the first person singular! No difference formal/informal or affirmative/negative on commands!

- Most difficult grammar concepts already learned & ”same”
  - Por vs Para
  - Preterit vs Imperfect
  - Indicative vs Subjunctive
  - Present Subjunctive then Past Subjunctive
  - Hypothetical sentences
What makes it worth it? How is this fun?

- Quick acquisition and progress: GOLLLLLLLLLL
- Natural confidence because (after getting used to pronunciation differences) the languages are mutually intelligible
- Little to no time spent on grammar concepts (no serious explaining/practicing/reinforcing until you hit future subjunctive and personal infinitive)
- Make verb sheets for them to fill out & use/study
- Implicit teaching (You can project a set of questions using the current verb tense and they’ll figure almost every word out and converse)
- Lots of time spent on fluency and culture
Columbia’s Capoeira Club comes to class!
(Low Country Capoeira Angola Society)
What does a typical week look like?
Example of week 1 (days 2-4) in college

<table>
<thead>
<tr>
<th>DIA 2 DEL SEMESTRE 2a-feira</th>
<th>DIA 3 DEL SEMESTRE 4a-feira</th>
<th>DIA 4 DEL SEMESTRE 6a-feira</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aula: <strong>(This box lists what you will review or practice the same day)</strong></td>
<td>Aula: <strong>Prova 1</strong></td>
<td>Aula: <strong>Estar 49</strong></td>
</tr>
<tr>
<td>- Lição Preliminar 9-21</td>
<td>- Pronomes Sujeitos 37</td>
<td>- Ser, Estar 82-85</td>
</tr>
<tr>
<td>- Ser/Cognados 11-12</td>
<td>- Presente dos verbos de –ar 39-41</td>
<td>- Vocab. (Comida) 113-115</td>
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<tr>
<td>- Números 16</td>
<td>- Perguntas 50-51</td>
<td>- Plurais 77-79</td>
</tr>
<tr>
<td>- Hora 18-19</td>
<td>- Vocab. 72-74</td>
<td><strong>Rules for Making Nouns and Adjectives Plural</strong></td>
</tr>
<tr>
<td>Casa: <strong>(This box lists what to prepare or complete for the next class day. Pop quizzes allow use of your notes)</strong></td>
<td>Casa: <strong>(Review previous material, read pages for Dia 4 and take notes in case there is a pop quiz w/ notes)</strong></td>
<td>Casa: <strong>(Complete any assignments, study, and prepare notes on next class’ topics)</strong></td>
</tr>
<tr>
<td>- Revisar para Prova1</td>
<td>- Estar 49</td>
<td>- Review class notes on the rules for plurals</td>
</tr>
<tr>
<td>- Pronomes Sujeitos 37</td>
<td>- Ser, Estar 82-85</td>
<td>- Artigos e nomes 44-45</td>
</tr>
<tr>
<td>- Presente dos verbos de –ar 39-41</td>
<td>- Vocab. (Comida) 113-115</td>
<td>- <em>Contrações</em> 46-48</td>
</tr>
<tr>
<td>- Estar 49</td>
<td>- Artigos e nomes 44-45</td>
<td>- Possessivos 90-91</td>
</tr>
<tr>
<td>- Perguntas 50-51</td>
<td>- Plurais 77-79</td>
<td></td>
</tr>
<tr>
<td>- Vocab. 72-74</td>
<td><strong>(Cores e adjetivos)</strong></td>
<td></td>
</tr>
</tbody>
</table>
What does a prova (quiz/test) typically look like? 2 pages of grammar+vocab

- **Crédito Extra: Advérbios.** Descreva o que você faz e como faz estas coisas. Use *devagar* e *depressa* e pelo menos outros dois (2) advérbios diferentes. (+2pts).

- **Ex.** Tipicamente, corro todos os dias, mas corro lentamente... (não copie)

Will send around a couple copies of Prova 4, for which there is this (see above) optional extra credit that would be a 3rd page so could be shown on overhead to write somewhere on the quiz.
How can we also accelerate learning culture?

- Divide the class into groups and do two (or three?) cultural readings for one day.
- Have the students explain/teach the cultural information to one another in small groups.
- As well as preparing a textbook reading in Portuguese that is targeted to (about) their level, have them find and bring in recent news articles directly related to something mentioned.
- Ask students to prepare a sentence in Portuguese about the news story they find in English (or Spanish) and to make a list of 5-10 new Portuguese words they learn/find in the cultural reading and/or in preparing one sentence the summary.
- After talking in small groups with some follow up as a large group, have the class write a reaction/response paper talking about things they just learned and their opinions/ideas on them, or some way that they relate the new information/news to their own lives (ACTFL 5Cs!)
- Accelerating culture very early in an accelerated language course means that the first culture day may involve some spoken English (with prof. response or restatement in target language) and a follow up writing (ep. if during class) will have Spanish BUT by the second readings (a few class days later) the students are starting to show basic fluency in Portuguese.
Culture is diverse and versatile so don’t do culture the same way every time! 10 more ideas

1. You might ask them to a set of PHOTOS related to the reading to bring to class and explain
2. You could ask them to find a VIDEO related to a cultural reading (this works really well with Carnaval) and prepare a 30-60second summary to introduce a 30second clip they choose
3. Assign everyone IMMIGRANT GROUP to research in Brazil (& then Lusophone groups in USA)
4. Have everyone find a SONG they like and figure out the lyrics then listen to clips
5. Give everyone a different SPORT (soccer) and prepare a mini-presentation (require video clips!)
6. Have students work in pairs to research different (assigned) RELIGIONS (Catholicism) in Brazil
7. Have students discover FRUITS popular in Brazil (Lusophone countries) that we don’t know/eat
8. Give students certain countries or cities to research SHOPPING (farmer/flea market; malls; etc.)
9. Give everyone a different DECADE. Have them find five major events / stories / disasters/ etc.
10. Have students (alone or in pairs) CHOOSE TOPICS on their own and prepare poster boards and invite level three or level four Spanish classes to come to tour their projects (and promote the class!)
What are some great culture or conversation class-long activities?

- Dia Escrita 1: História e Cultura (Capoeira)
- Dia Falado 1: Psicóloocos e Pacientes
- Dia Escrita 2: Histórias (Timelines)
- Dia Falado 2: Entrevistas Profesionais
Sample MINI lesson:
Família (um pouco de vocab. e pronuncia)

- Meu pai
- Minha mãe
- Meu irmão
- Minha irmã
- Meu tio
- Minha tia
- Meu avô - ele sempre tem seu chapéu (*cap/hat*) [Polish]
- Minha avó (ela sempre tem seu grampo (*hairpin*) [polish]
- Meus pais
- (Minhas mães)
- Meus irmãos
- (Minhas irmãs)
- Meus tios
- (Minhas tias)
- Meus avôs
- (Minhas avós)
A. Prática com novas palavras: use esta árvore de família para completar as frases no papel

Outras palavras interessantes:

sogrs – in-laws
genro – son-in-law
nora – daughter-in-law
cunhad@ – sibling-in-law

B. Agora, descreva sua família para um/a companheir@. Uma pessoa fala e a outra desenha a família dele/dela
Você vai escrever um parágrafo sobre a família da Ana. Deve usar 10+ palavras de vocabulário.

QUESTIONS??

If you want to build it, I will help! Email me (Alanna) at: breenam@mailbox.sc.edu

BTW: I learned Portuguese at UT Austin (part of PhD) through a course kind of like this and then went back to Middlebury (where I got my MA in Spanish) for a summer immersion program before doing two graduate classes then taking a seven year hiatus before coming to USC in 2011 but I won an Excellence in Teaching Portuguese Mortar Board Award THAT FIRST SEMESTER. I went to Portugal for five weeks in the summer of 2015 when I received an amazing grant. I <3 Portugal. See pics to right then go buy your flight. 😊