ABDELILAH SUISSE

LANGUAGE TRANSFER IN THE LEARNING OF PORTUGUESE (FL3) BY MOROCCAN UNIVERSITY STUDENTS

Field: Education - Didactics and curriculum development

Advisor name: Ana Isabel Andrade

Co-advisor name: António José Miranda

Department: Education

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My present job: Lector

Abstract:

Within the third language acquisition (L3) framework, this study assumes that the acquisition of an L3 or an additional language has specific characteristics that differ to the acquisition of a second language because the plurilingual student (someone who knows more than two languages) has the possibility to use these languages to learn something new. Thus, the current study sought to understand, from a cognitive perspective, how Moroccan university students, with different linguistic profiles, use and manage their plurilingual repertoire – namely their declarative and procedural knowledge – during their Portuguese language (FL3 – FL: foreign language) learning process.

Based on these results, the study concludes with a didactic reflection based on the Noticing Hypothesis concept, which focuses on the importance of using students’ plurilingual repertoire and their metalinguistic awareness from a teaching perspective when explaining lexical and grammatical features of the Portuguese language, especially if it is taught after other languages, which happens in most cases.

How my research is having impact:

By showing the importance of valuing learners’ language biographies, their educational levels and the knowledge produced by L3 acquisition studies, hopefully this study will give a better understanding of a foreign language learning process and be a leitmotiv for reflection and discussion for those in teaching situations, given the expanding plurilingual population learning Portuguese as a foreign language.