

UNIVERSIDADE DO VALE DO RIO DOS SINOS - UNISINOS
UNIDADE ACADÊMICA DE GRADUAÇÃO
CURSO DE LETRAS

ALINE DE LIMA PINHEIRO

SELF-AWARENESS OF BILINGUALISM IN
ADVANCED STUDENTS OF ENGLISH

São Leopoldo
2018

ALINE DE LIMA PINHEIRO

**SELF-AWARENESS OF BILINGUALISM IN
ADVANCED STUDENTS OF ENGLISH**

Trabalho de conclusão de curso
apresentado como requisito parcial para
obtenção do título de Licenciada em
Letras - Inglês, pelo Curso de Letras da
Universidade do Vale do Rio dos Sinos -
UNISINOS

Orientadora: Prof.^a Ms. Aline Jaeger

São Leopoldo

2018

To everyone who believed in my potential, especially my family, who supported and comforted me throughout my academic journey.

AGRADECIMENTOS

Agradeço à minha família, especialmente aos meus pais, Sônia Pinheiro e Clóvis Pinheiro, e ao meu irmão, Rainer Gabriel Pinheiro, que apoiaram essa jornada, me incentivando a dar o melhor de mim sempre. Agradeço a compreensão que tiveram quanto à importância deste trabalho e todas as vezes que estenderam a mão para me confortar quando eu mais precisei. Agradeço também ao meu gato, Caetano, por todas as horas de companhia e conforto que me ofereceu durante o desenvolvimento deste trabalho.

Agradeço às minhas amigas Brenda Dias, Maria Luiza Dias, Schaiang Kunde e Thaís Ferri, que acompanharam minha formação acadêmica desde o princípio, sempre demonstrando muito incentivo e compreendendo minha ausência.

Aos amigos que a UNISINOS me proporcionou desde o primeiro semestre de Letras, Brenda Beretta, Fábio Severo e Victória Schmitz, sou eternamente grata por todos os nossos momentos e posso dizer, com certeza, que nada seria a mesma coisa sem vocês. Vocês foram parte fundamental da minha graduação, crescemos e aprendemos juntos e levarei nossos momentos no coração para sempre.

Também agradeço aos professores Claudio Zanini, Marcia del Corona e Cristiane Schnack, que abriram meus horizontes e estimularam em mim um potencial que eu mesma não sabia que tinha. Além disso, agradeço à UNISINOS como um todo, instituição na qual sonhava estudar desde quando ainda estava no ensino fundamental, por me proporcionar nesses cinco anos de graduação todo o crescimento que experienciei.

Em especial, agradeço à minha querida orientadora Aline Jaeger, que me inspirou desde o nosso primeiro contato em sala de aula, tanto profissionalmente quanto pessoalmente. Muito obrigada pela brilhante orientação, carinho e cuidado, não apenas durante o desenvolvimento deste trabalho, mas durante todo meu percurso na graduação. Levarei os teus ensinamentos para a vida.

Por fim, agradeço aos queridos alunos que concordaram em participar da presente pesquisa, bem como todas as pessoas que, de alguma forma, se envolveram e me auxiliaram durante o processo de coleta de dados deste trabalho, tornando tudo isso possível, assim como a professora da turma, por ceder momentos tão precisos de ensino.

“To have another language is to possess a second soul.” (CHARLEMAGNE)

ABSTRACT

Bilingualism has often been described by lay people as the ability of speaking two languages perfectly (HARDING-ESCH; RILEY, 2003) and by scholars as the native-like mastery of two languages (BLOOMFIELD, 1933). Although bilingualism has been the subjects of studies in many areas (ROMAINE, 1995), little attention has been given to students' perceptions, especially the ones from English language schools. The aim of this research paper is to investigate, through the usage of a questionnaire and a discussion about bilingualism, whether advanced students from a language course consider themselves bilinguals and if they are able to justify their answers. From the data gathered, it could be inferred that most subjects who were part of the present research were aware of their abilities in English and could perceive themselves as bilinguals. Also, they were familiar with concepts of bilingualism that go beyond lay people's assumption of what it means to be a bilingual. Even though there were no comparisons to native speakers' competence, subjects still prioritized the active skills, in this case speaking, when describing bilinguals and bilingualism.

Keywords: Bilingualism. Language course. Perceptions.

RESUMO

Bilinguismo tem sido descrito por leigos como a habilidade de falar duas línguas perfeitamente (HARDING-ESCH; RILEY, 2003) e por estudiosos como a maestria similar a dos nativos em duas línguas. (BLOOMFIELD, 1933). Apesar do bilinguismo ter sido objeto de pesquisa de muitas áreas de estudo (ROMAINE, 1995), pouca atenção tem sido dada para a percepção de alunos sobre o bilinguismo, especialmente alunos de cursos de Inglês. O objetivo dessa pesquisa é investigar, através do uso de um questionário e uma discussão sobre o bilinguismo, se alunos de nível avançado de um curso de Inglês se consideram bilíngues e se são capazes de justificar as suas respostas. A partir dos dados coletados, foi possível inferir que a maioria dos participantes da presente pesquisa eram cientes de suas habilidades em Inglês e puderam se perceber bilíngues. Além disso, os participantes pareciam ser familiares com conceitos de bilinguismo que vão além de suposições feitas por leigos do que é ser bilíngue. Apesar de não haver comparações com a competência de falantes nativos, os participantes ainda priorizaram as habilidades ativas, nesse caso, o falar, quando descreveram bilíngues e bilinguismo.

Palavras-chave: Bilinguismo. Curso de Línguas. Percepções.

TABLE OF CONTENTS

1 INTRODUCTION.....	8
2 LITERATURE REVIEW.....	10
2.1 BILINGUALISM	10
2.1.1 Types of Bilingualism	13
2.1.1.1 Bilingual Societies	13
2.1.1.2 Age of Acquisition.....	14
2.1.1.3 Elitist, Folk, Elective and Circumstantial Bilingualism	15
2.1.1.4 Passive or Recessive Bilingualism vs. Active Bilingualism.....	16
2.1.1.5 Balanced, Dominant Bilingualism and Subordinate Language	16
2.1.1.6 Additive and Subtractive Bilingualism.....	17
2.2 THE NATIVE SPEAKER	17
2.3 PERCEPTIONS OF SPEAKERS OF ENGLISH ABOUT BILINGUALISM.....	20
3 METHODOLOGY	25
3.1 THE SCHOOL.....	25
3.2 THE DATA COLLECTION.....	26
3.2.1 Questionnaire	27
3.2.2 Discussion about Bilingualism	27
3.3 DATA ANALYSIS	28
3.4 THE PARTICIPANTS	28
4 DATA ANALYSIS	32
4.1 QUESTIONNAIRES	32
4.2 DISCUSSION ABOUT BILINGUALISM.....	37
4.2.1 It is Always Time to Learn	38
4.2.2 It is not Enough	44
4.2.3 Don't You Think You Can Be Considered Bilingual?	46
5 FINAL CONSIDERATIONS	49
REFERENCES.....	52
APPENDIX A – CONSENT FORM: STUDENTS	55
APPENDIX B – CONSENT FORM: PARENTS.....	57
APPENDIX C – QUESTIONNAIRES.....	59
APPENDIX D – DISCUSSION ABOUT BILINGUALISM	83

1 INTRODUCTION

My first encounter with bilingualism was around my second semester at Universidade do Vale do Rio dos Sinos (UNISINOS), in a subject called English Four – Language and Bilingualism. Although I had a satisfactory English proficiency level at that time, until that moment I had not recognized myself as a bilingual.

It was only after studying about the subject during that semester, after some readings and taking part in some discussions, that I discovered definitions beyond the common sense of the word and could finally see myself as a bilingual person. Bilingualism was one of the first topics to surprise me and make me think critically during my under-graduation trajectory and change my point of view about others and myself. This realization was so relevant to me that even after having some great classes afterwards, I found myself wanting to deepen my studies on bilingualism for my final paper.

There have been many different definitions on bilingualism throughout the years. Some of them reinforce the belief many people have on the topic, such as the one by Bloomfield (1933, p. 56) who defined bilingualism as the “[...] native-like control of two languages”, having in its definition the important mention of native-like control of the languages spoken. Also, Harding-Esch and Riley (2003, p. 22) point out that bilingualism is commonly described by lay people as “[...] being able to speak two languages ‘perfectly’”, with the key aspect being the word perfectly. Definitions such as these can compromise students’ awareness of their own ability to communicate effectively in another language. These erroneous perceptions can lead to a misconception of what bilingualism really means, preventing, therefore, students from recognizing themselves as bilinguals.

The examples mentioned above reflect on my own perception of what bilingualism was when I was studying English at a private course, before taking the mentioned subject at university, and may also reflect upon other students’ perception.

Even though bilingualism has been extensively studied, little attention has been given to English language students’ perceptions about the topic.

Therefore, this research study will investigate if advanced students of English in a language course are familiarized with the concept of bilingualism and whether or not they recognize themselves as bilinguals.

In order to analyze and discuss their perceptions, concepts of bilingualism as well as similar researches will be reviewed on the second chapter. The methodology that guided this research will be presented on chapter three. And finally, the analysis of the data collected will be discussed in the last chapter.

2 LITERATURE REVIEW

In order to understand students' perception of what it means to be a bilingual person, it is crucial to comprehend a few concepts regarding bilingualism, such as its definition and types of bilingualism. Besides that, it is also relevant to mention researches that are somehow similar to the one presented here. Thus, the following chapter explores the main concepts relevant for this research paper as well as similar researches that are relevant to this one.

2.1 BILINGUALISM

Bilingualism can be considered a fairly common phenomenon if taken into consideration the number of countries there are in the world today and the number of languages spoken. Romaine (1995) points out that the number of languages spoken are thirty times bigger than the number of countries that currently exist. Although it is not possible to state the number of languages present in the world, Crystal (2010) estimates that there are around 6,000 languages, whereas Ethnologue: Languages of the World (2018) affirms there are 7,097 languages spoken today, bearing in mind that this number is an approximation, since languages are constantly changing as some of them disappear. The difference between the number of languages and countries that there are in the world could lead to the assumption that bilingualism exists in most countries and, consequently, monolinguals could be considered a minority.

As a result of the high occurrence of bilingualism, its concept has been the subject of research in many areas of study. Romaine (1995) proposes that bilingualism could be studied in fields such as linguistics, psychology, sociology, sociolinguistics and education. Besides that, bilingualism has been the subject of common sense regarding its definition. If someone passing by on the street is asked what they consider to be a bilingual person “[...] they will almost certainly reply that it is being able to speak two languages ‘perfectly’”. (HARDING-ESCH; RILEY, 2003, p. 22). Likewise, there can be found in the dictionary definitions of bilingualism such as “the fact of being able to use two languages equally well” (CAMBRIDGE, 2018) may be frequent. These types of definitions can be typical among lay people and have been refuted by specialists in the field over the course of time.

As mentioned before, bilingualism has been described simply as “[...] the native-like control of two languages”. (BLOOMFIELD, 1933, p. 56). The main obstacle to this definition is that it is not reasonable to compare a person’s ability in two languages, considering that one might use each language for different purposes and, therefore, not have equal knowledge of both of them. Baker (2001, p. 3) points out that

If a person is asked whether he or she speaks two languages, the question is ambiguous. A person may be able to speak two languages, but tends to speak only one language in practice. Alternatively, the individual may regularly speak two languages, but competence in one language may be limited. Another person will use one language for conversation and another for writing and reading. The essential distinction is therefore between language ability and language use.

That is, expecting someone to have similar or equal abilities in two languages might seem an unrealistic goal, considering this person uses the two languages for different purposes and to perform in different activities in life. The crucial point to bear in mind here is language use.

Ever since Bloomfield’s delimitation, a number of more flexible definitions of what it means to be a bilingual person have been established. Haugen (1953 apud ESCH; RILEY, 2003, p. 23) argues that one can be considered bilingual when able to create “[...] complete, meaningful utterances in the other language”. In addition to that point of view, Grosjean (1989 apud BIALYSTOK, 2001, p. 4) claims that “[...] bilingual is someone who can function in each language according to given needs”. Macnamara (1967 apud HARMES; BLANC, 2009, p. 6), goes even further expanding the concept of bilingualism, pointing out that “[...] a bilingual is anyone who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing [...]” in another language. Similarly, Crystal (2010, p. 83) argues that “[...] we don’t have to be perfectly fluent in different languages to be called multilingual. We might have learned enough just to carry on a basic conversation or we might only be able to read a language but not speak it”. The key point present in those definitions seems to be that people need to be able to perform or engage in simple tasks in another language to be considered a bilingual, rather than having native-like competence as Bloomfield claims.

Beardmore (1982) considers Haugen’s view of bilingualism to be minimalist, since producing meaningful and complete sentences contemplates several simple

actions of everyday life, such as greeting someone on the street. On the other hand, Bloomfield's perception is considered maximalist, whereas it can be used to describe someone who is ambilingual, in other words, someone "[...] who is capable of functioning equally well in either of his languages in all domains of activities and without any trace of the one language in his use of the other". (BEARDSMORE, 1982, p. 7). Although the maximalist approach is widely present in literature of the area, it can be refuted, considering that it "[...] describes the ideal bilingual who will find no match in reality. If we examine the experience of bilinguals around us, we quickly realize that bilinguals do not, and cannot, function like two monolinguals". (CHIN; WIGGLESWORTH, 2007, p. 5).

As it can be seen, it is not possible to find in literature a single and definite description of what bilingualism really is, since it is a rather relative concept. Having that in mind, Mackey (1972) and Chin and Wigglesworth (2007) both claim that bilingualism is a matter of degree of competence, that is, the extent of one's knowledge of a given language. Likewise, Mackey (1972) also argues that bilingualism involves questions of function, alternation and interference. Those questions revolve around considering what activities the bilingual person needs the language for, why the bilingual person alternates between the languages spoken, how the alternation takes place and finally, how much one language interferes in the production of the other.

Another aspect to mention when talking about bilingualism is the idea of proficiency. Being proficient has, in the past, been defined as the mastery of the four skills in a language. Since the 1980s, a proficient second language speaker might be associated with someone who presents communicative proficiency or competence in language (IYLDYZ, 2007). Responding to the demands the world nowadays require from second language learners and also how much information is available everywhere, a proficient speaker could be someone who can communicate efficiently in another language, according to what purposes one has for that second language, might that be for work, leisure or else. In other words, the key concept to consider is competence to achieve communication, not necessarily just mastering the active skills as speaking or writing.

After considering both the maximalist approach, in which one of the concepts belonging to this point of perspective compares bilinguals to native speakers, and also the minimalist approach, a far more open point of view about bilingualism, for

the purpose of this research study, we will consider bilingualism, hereafter, as “[...] the phenomenon of competence and communication in two languages [...]”. (LAM, 2001 apud HARDING-ESCH; RILEY, 2003, p. 23). That is, the purposes one has when speaking a language and to what this person uses the language should matter when describing a bilingual. The key point here might be simply if one is competence in a certain amount of activities one must perform in the language and also able to communicate successfully.

2.1.1 Types of Bilingualism

Besides the concepts of bilingualism, there are several different types of definitions to describe bilingual people and society. A number of relevant definitions for this research study will be addressed in this section.

2.1.1.1 Bilingual Societies

Societies can have different classifications considering the language or languages spoken there. Based on different realities and objectives, societies can be monolingual, bilingual or even multilingual.

According to Harding-esch and Riley (2003), different types of bilingual societies can emerge due to a number of reasons. More than one language can be used in the same place for economic, historical or political reasons, to mention some examples. A country can be officially monolingual, when most of the population speak the mother tongue. Also, a country can be officially bilingual, where most of the population speaks the mother tongue, but another language is used by a considerable number of inhabitants. And finally, a country can be officially multilingual when some or all of the languages spoken there are officialized.

Despite the existence of these closed concepts, it is important to consider, however, that even though a person belongs to a monolingual society, it is entirely possible for this person to use two or more languages at the same time. Then as well, it is entirely possible to be a monolingual speaker living in a bilingual or multilingual society. (HARDING-ESCH; RILEY, 2003). Brazil could be considered an example of those phenomenon because, although being an officially bilingual country

– having LIBRAS and Portuguese as its official languages – most Brazilians speak Portuguese but are not users of LIBRAS. Also, there are many Brazilians whose mother language is not Portuguese and some who are not even Portuguese speakers even though they are Brazilians. Others, for instance, study additional languages as a way to improve their education, those languages not being part of the official ones.

2.1.1.2 Age of Acquisition

There are different classifications of bilingualism depending on the stage in life people begin to learn and start using a second language, Harding-esch and Riley (2003) propose four different stages in which one can begin to learn a new language in order to become bilingual.

Infant bilingualism is the stage in which one learns a language as a toddler. This type of bilingualism can only happen when two languages are being taught simultaneously.

Harding-esch and Riley (2003) additionally point out that bilingualism can happen at later stages in life. Child bilingualism describes the stage in which the acquisition of a new language happens as a child. The authors propose that it can either happen simultaneously or not. Therefore, sequential bilingualism describes the stage in which the acquisition of a new language starts after the mother tongue has already started to be acquired. It can happen when a child learns one language because it is spoken at home with the family and another outside the family, for instance, at a nursing school, playgrounds, television or radio.

The authors also present the definition of adolescent bilingualism, which is used to describe one's acquisition of a second language in their adolescence, that is, after puberty. Also, adult bilingualism is used to illustrate the acquisition of a second language after one has already outrun their teenage years.

Discussions on age of acquisition are relevant when it comes to bilingualism as a result of the claim that the age one starts to learn a new language influences on the proficiency level of the speaker. This notion could be associated with the Critical Period Hypothesis (CPH), which claims that there is a suitable period for learning the mother tongue, in other words, “[...] the language acquiring capacity, or some aspect or aspects thereof, is operative only for a maturational period which ends some time

between perinatal and puberty". (SINGLETON, 2005 apud BIRDSONG, 2013, p. 43). Therefore, according to this theory, there would also be a specific frame of time suitable for learning a second language. There is little agreement about each period would be the most appropriate for second language learning, but it is argued to be some time before puberty. (HAKUTA; BIALYSTOK; WILEY, 2003). However, as Hakuta (2001) concludes, there is insufficient evidence supporting the existence of a critical period for second language acquisition, being therefore called a hypothesis.

It is important to bear in mind that adult learners already know how to write and read. This factor may facilitate the learning process, since they are able to study the aspects of the language, for instance grammar and vocabulary. They have also shown positive factors that may improve proficiency, such as attitude and motivation towards learning. (CHIN; WIGGLESWORTH, 2007).

2.1.1.3 Elitist, Folk, Elective and Circumstantial Bilingualism

Different concepts apply depending on the purpose one learns a second language for or the situation involving the language acquisition. Elitist bilingualism is described as "[...] the hallmark of intellectuals and the learned in most societies, and, one might add, of upper class membership in many societies [...]" (PAULSTON, 1975, p. 6), as it is seen as an opportunity to learn an additional language not all people have. On the other hand, folk bilingualism is considered "The conditions of ethnic groups within a single state who have to become bilingual involuntarily, in order to survive". (TOSI, 1982, apud HARDING-ESCH; RILEY, 2003, p. 24). In other words, elitist bilingualism can be seen as a privilege of the elite, who chooses to learn an additional language, whereas folk bilingualism can be considered a necessity to learn an additional language in order to survive in different realities, such as living abroad. Chin e Wigglesworth (2007) however, propose the term circumstantial bilingualism instead of folk bilingualism, which describes bilinguals who "have no choice when it comes to learning a second language" (p. 12).

However, there is a concept that stands in the middle of those types of bilingualism. Elective bilingualism (HARDING-ESCH; RILEY, 2003) describes the ones who learn another language as a choice, rather than an utter necessity or imposition of an economic class. This definition is proposed as opposed to elitist and folk bilingualism, since "the idea that middle-class foreigners somehow manipulate

the educational system of the host country to their own advantage is too simplistic". (HARDING-ESCH; RILEY, 2003, p. 25). In other words, it does not contemplate the ones who learn the language that is imposed by the educational system, nor either the ones who manipulate the system to impose another language.

2.1.1.4 Passive or Recessive Bilingualism vs. Active Bilingualism

As established in Chin and Wigglesworth (2007), passive or recessive bilingualism are terms used to describe some situations in which the acquisition of a new language might interfere in one's first language. One such as when a person moves to another country or is forced to stop using one of the languages and, therefore in time, loses it. This can happen because this person uses, then, the new language that belongs to the country the person is living in, and the language is used in all settings of everyday life. Therefore, the person gradually forgets the other one. Another situation is when, in a family setting, a new generation is only able to use the passive skills (reading/listening) but not the active ones (speaking/writing). Similarly, Baker (2001) states that passive bilinguals are those able to understand and read a language, but do not produce, being that in form of speaking or writing.

On the other hand, active bilingualism is used to describe the effective practice of the two languages by the bilingual (CHIN; WIGGLESWORTH, 2007), that is, active bilinguals are those who simultaneously actively produce in two languages on a daily basis, could that be using one language at home with the family, and another at school or work, for instance. Baker (2001) holds the point of view that those who speak but do not write or read in a second language are also considered active bilinguals.

2.1.1.5 Balanced, Dominant Bilingualism and Subordinate Language

Balanced and dominant bilinguals can, at first, seem like similar concepts. Whereas balanced bilingualism might seem a utopic concept, dominant bilingualism may seem more realistic. According to Chin and Wigglesworth (2007), a balanced bilingual is someone who has equal competence in the two languages used, in all circumstances of life. Both Beardsmore (1982) and Fishman (1972 apud CHIN; WIGGLESWORTH, 2007) argue that this kind of bilingualism is nearly, if not

(completely) impossible to be achieved, seeing that people tend to have a preference for one of their languages even when highly proficient in both of them, using one language for a set of specific situations, and the other language for another range of situations.

Dominant bilingualism is the term used to describe those bilinguals who are dominant in one of their languages, being the other one the subordinate language (CHIN; WIGGLESWORTH, 2007). The authors also point out that, even though one might be a dominant speaker of Portuguese, she or he might have learned to play and talk about games in English and, therefore, prefer to talk about it in English. In that case, this one is using the subordinate language in a situation where she or he does not have mastery in the first language.

2.1.1.6 Additive and Subtractive Bilingualism

There are situations when learning a second language and its culture influences a person's first language. Lambert (1980 apud BAKER, 2001) suggests that additive bilingualism describes a case in which the acquisition of a second language and its culture do not interfere in the first language, that is, there is no loss or replacement. This situation might happen when Brazilians learn English as a way to enhance their education or because of work-related reasons. Contrarily, subtractive bilingualism (BAKER, 2001) describes a situation of language loss, in such one learns a majority language and it becomes the most used in everyday life situations, resulting, therefore, in a decrease in mastery of the first and minority language. An example of this situation may be Latin American immigrants in the United States of America who need to use English in most instances of everyday life or choose not to use their mother tongue and develop the target language of the place, since their first language represent no prestige, or it is not recognized in the community.

2.2 THE NATIVE SPEAKER

Discussing the native speaker concept is important when we take into consideration the number of references it is made to sounding or speaking as a native speaker when it comes to regular definitions of bilingual people. As previously

mentioned, it has been often pointed out by scholars and lay people that bilingualism means having native-like mastery of a language. For that reason, it is important to define what it is to be a native speaker of a language, and what it implies about language competence.

A native speaker can be described roughly as a person who learnt a certain language first. In other words, “The first language a human being learns to speak is his native language; he is a native speaker of this language”. (BLOOMFIELD, 1933, p. 43). Also, common sense might affirm native speakers are “[...] people who have a special control over a language, insider knowledge about ‘their’ language. They know what the language is [...] and what the language isn’t [...]. They are the stakeholders of a language [...]” (DAVIES, 2003, p.3).

However, the concept of native speaker is not as simple and clear as those above. As Davies (2003) remarks, the first definition can be somewhat problematic, because it fails to consider multilingual contexts, only taking into consideration monolingual families in which the mother tongue equals the first language and vice versa.

In the same way, the second definition seems to overlook the fact that one who learns a second language can also have control and knowledge over that language. Cook (1999) asserts that a native speaker of a language is considered a native speaker for the simple fact of learning that given language first. In other words, being a native speaker has little or no relation to how proficient and competent one is in that language.

Ultimately, the definition of a native speaker is rather complex and can be interpreted in different ways. Regarding that matter, Escudero and Smith (2001 apud MAUKO, 2014) point out that

the problem of finding a working definition of the native speaker as being due to the fact that there is not even a working definition of language, and that the language attained by a speaker, even if it is their first language, is neither steady nor final.

Despite its subjectivity, the concept of the native speaker has been connected to second language learning and competence. Cook (1999) argues that, although researches on second language acquisition hold the point of view that second language learners are supposed to be seen as learners and not just fail native speakers, the native speaker remains a model in second language teaching and

learning. This is a concept that has been proven to be hard to change in people's mind. When doing a simple interview with language learners or their parents, this idea of sounding like a native might be quite common.

The native speaker concept is not only present when it comes to students' aim as language learners but also as to who can teach better, native or non-native teachers. The native speaker fallacy (PHILLIPSON, 1992 apud MAUKO, 2014) is the assumption that one would learn a second language — its grammar, pronunciation, vocabulary and so on — more successfully from a native speaker of that language. That is, the native speaker represents a model to be followed, since they produce the desired competence one wants to achieve in a second language. Another important aspect to consider is the assumption that being a native speaker of a language is enough to display sufficient competence to teach the language. This assumption might be inaccurate, considering that not everyone has the proper knowledge or skills to teach a language just by being a native speaker.

Moreover, it can be suggested that the native speaker fallacy is one aspect that might influence the belief that bilinguals have to have a native-like competence to be considered bilinguals at all, or even be proficient in another language. Because, since it implies that only native speakers are able to properly teach the language, it can be concluded that only the ones who resemble the competence being taught can be bilinguals. On the other hand, having in mind that a “native speaker” teacher has first-hand knowledge of the culture involving that language, it might enhance students desire to visit and learn about the culture. (SCHMITZ, 2016). Considering the assumption that bilinguals are the ones who have native-like competence, it is imperative to understand the native speaker concept as an idealization, since considering English, for instance, there are several countries one can be a native of and be a native speaker. Other than that, there are prestigious forms of English among countries themselves and inside each country. There is no consensus to which of the native speaker countries the native speaker concept is related to and who this person may be. For instance, what background this person has, what scholarization, if this person is monolingual or multilingual, to what social class this person belongs to, what career this person follows, age, gender and so forth, that is, who this native speaker is, and which would be the *correct* one.

The native speaker can hold a position of model to be followed in language learning and teaching, one that might not be realistic or even accomplishable,

bearing in mind that the model is the “ideal native speaker” of a language, and that is just impossible to define. Being a native speaker does not mean one is a perfect speaker, who can participate in a conversation about any given topic and master all situations of life. As a consequence of this idealization, Paikeday (1985 apud DAVIS, 2003) points out the importance of changing the focus to a proficient native speaker of a language, rather than just an idealized model. This could mean students would have a reasonable and motivating model to follow when learning a second language, among other implications.

2.3 PERCEPTIONS OF SPEAKERS OF ENGLISH ABOUT BILINGUALISM

There are numerous definitions of what it means to be a bilingual person in literature. It is hard to reach a single definition, and this might happen because aspects like age, ability, and function, to cite a few, must be taken into consideration. It is comprehensible that lay people lack knowledge in the field and, consequently, do not consider themselves as bilinguals. Taking those aspects into consideration, Grosjean (1994 apud SIA; DEWAELE, 2006) states that bilinguals often do not see themselves as bilingual.

To investigate how students and teachers of English as a second language perceived themselves when it came to bilingualism, a small number of studies have been conducted and four of them are going to be presented in this subsection. The first, second and third researches presented here aimed at finding out if speakers of English as a second language considered themselves bilinguals and the justifications for their answers. The fourth research consisted of an attempt to find the dimensions of bilingualism proposed by Baker (2011) in interview answers of subjects the author considered to be bilinguals.

Yukie Saito (2015) conducted a research study on university students of English with high proficiency in the language to find out whether they perceived themselves as bilinguals or not. In order to do so, a questionnaire was applied to eight Japanese university students with high proficiency in English with the intention of gathering background information and invite them to establish if they were bilinguals or not. The data showed that the subjects of the research study did not consider themselves as bilinguals because they could not speak as fluently as a native speaker. Saito (2015) also concluded that even advanced students of English

understood bilingualism the same way as lay people and, therefore, did not consider themselves as proficient as native-speakers of the language.

Aneta Pavlenko (2003) was curious in finding out how English teachers (whose English was not their mother language) perceived themselves. Forty-four teachers from very different parts of the world were asked to write a linguistic biography essay. She reported that teachers who have English as a second language do not consider themselves bilinguals, due to the fact that they are not as proficient as native speakers of English. Other than that, Pavlenko (2003) concluded that the dichotomy native speaker/non-native speaker, among others, can cause an impact on second language learners and teachers, both in their practice in the classroom as teachers, but also perceptions of themselves as English speakers.

Despite conducting different researches, using different methods of collecting data and different research subjects, both researches mentioned above came to the conclusion that speakers did not perceive themselves as bilinguals as a result of the idealization of the perfect native speaker of English. It is worth noting that this perception might affect their teaching and reinforce to students' wrong ideas about bilingualism.

Although highly relevant in bilingualism studies, not all researches focus on native speaker matters. Sia and Dewaele (2006) conducted a research that suggest the existence of a "monolingual-bilingual continuum", in which there are extreme monolinguals and bilinguals. In other words, extreme monolinguals are those who actively produce only their native language, even though able to speak a few words in another language or in the early process of learning a second language. Extreme bilinguals would include those who were raised as bilinguals or those who have extremely high proficiency in another language. As opposed to that, the authors proposed a study having as its subjects' people who stand somewhere in between the "monolingual-bilingual continuum", with the aim of understanding whether they recognized themselves as bilinguals.

The subjects answered a questionnaire containing open and closed ended questions about socio biographical background. They were asked if they considered themselves bilinguals or not and also their level of contact and proficiency in the second language. Participants were from a range of different nationalities, like Argentinian, Japanese, Venezuelan, to mention a few.

The authors state that the purpose of the research was to look for the connection between the biographical background and the self-categorization of bilingual or not bilingual.

The results of the study suggest that age, L2 proficiency and living or having lived in an English-speaking environment, studying or having studied English recently are factors that may influence the self-categorization of the subjects. Besides that, the authors stated that the subjects that considered themselves bilinguals are younger than the ones who did not come to that conclusion. The authors assumed that this might be because they are familiar with the new, more flexible concepts of bilingualism in the world. It might be worth mentioning, however, that the authors of the research might have overlooked the fact that there is a tendency to only consider bilinguals those who learn another language at a very young age. Sia and Dewaele (2006) also noted that the ones who considered themselves bilinguals tend to have finished studying English whereas the ones who did not consider themselves bilinguals are currently studying the language. Moreover, those who considered themselves as bilinguals were living or had lived in a L2 environment more recently than the ones who did not believe to be bilinguals. And finally, linguistic abilities in the four skills also had great significance in the results, whereas being proficient in listening and speaking is/was a key factor for recognizing oneself as being bilingual.

Mulyani (2017) conducted a research study which proposes a discussion of seven of Baker's (2011) dimensions of bilingualism in the answers given by two subjects who were considered bilinguals by the author. The dimensions suggested to be taken into consideration in the research study were ability, culture, context, age, use, elective bilingualism, and balance of two languages.

Some dimensions proposed by Baker were discussed previously in this paper, whereas others were not. Thus, it is relevant to consider the dimensions not mentioned before to better understand the findings suggested by the author. Baker (2011) proposes the bilingual ability should regard the active or productive skills, being they speaking and writing, and also passive or receptive skills, being they listening and reading. It is stated that, while learning a new language, one can also acquire its culture, becoming, therefore, bicultural or even multicultural. In opposition, one might also learn a new language and stay monocultural. (BAKER, 2011 apud MULYANI, 2017). The context a bilingual person is part of could be either additive or subtractive. In the additive context, one has simultaneous contact with both

languages learnt, whereas in the subtractive context, one only has contact with the L2. (BAKER, 2011). Regarding use, “Baker (2011) asserts that there are various domains where an L2 is practiced, such as home, street, school, email, and phone, and that language used in different purposes and places such as L1 is used at home while an L2 is used at school.” (MULYANI, 2017, p. 6).

The subjects of the research study were two women. They had different backgrounds and different L1 and L2 among themselves. They were asked a set of 20 closed-ended and open-ended questions. Their answers were then analyzed based on the dimensions proposed by Baker.

Mulyani (2017) concluded that the culture of the L2 was learned and embraced alongside the process of learning the language. Although some aspects of the first culture remained, others were incorporated in their daily lives. The two women learned the L2 in very different contexts. While the first woman learned her second language in a context where she used her mother tongue and the second language on a daily basis, the second woman learned the second language in a context where she rarely had contact with her mother tongue. Both participants used the L2 in similar domains, even though one of them was an Afghanistan refugee and the other lived in the L2 speaking country for work and personal reasons. The subjects self-rated themselves different levels of ability in the four skills, one of them having the same amount of ability in the four skills, and the other one affirming that speaking and listening were her strongest abilities. Also, according to the subjects, age can be crucial in becoming bilingual: one of them asserted that one has to learn another language until the age of 10 to be considered bilingual. Both women presented different types of elective bilingualism, since both of them chose to learn a new language, but for different purposes. In addition, both women had different balance of the two languages due to the different backgrounds they belong to and also to what purposes they used the language.

It was concluded that both women considered themselves bilinguals since they had satisfactory abilities in the languages used. Although analyzed in the light of a number of dimensions of bilingualism, it was still not possible to identify to what extent both women knew the concept regarding bilinguals and bilingualism.

Considering the research studies mentioned so far, it can be argued that “often what we read in literature about how bilinguals should be defined are views of experts which may not reflect the views of speakers themselves”. (CHIN;

WIGGLESWORTH, 2007, p. 3). It can also be argued that the reason why bilinguals neglect to see themselves as bilinguals is related to the comparisons with the native speaker competence which is wished to be achieved in a second language. The ability of speaking, then, being the most desirable competence to be developed. Such views can blind speakers of a second language to see themselves as they are and might contribute to the relativity of the concept of bilingualism.

3 METHODOLOGY

This chapter is going to describe the procedures involving the data collection of the research paper presented here. The primary concern of this research study is to investigate whether students in their last year of an English language course consider themselves bilinguals or not as well as examining if they are able to justify their answers. Taking into consideration Laville and Dionne's (1999) idea that the methodological approach should be a choice based on the research object, qualitative research was chosen as a method of data collection, observing that it is concerned with the content of the data rather than the amount of data.

3.1 THE SCHOOL

The school chosen to be the object of the data collection is a Brazilian language course which has franchises in a number of cities around the country. The school where the data collection took place is located in a city in the metropolitan region of the state of Rio Grande do Sul.

The franchise understands language as a tool for communication. It produces and commercializes its own material, using the communicative approach as a guiding methodology, with the intention of enhancing students' communicative competence.

As a result, the material and classes are focused on studying structures in a contextualized way, with the objective to help students take part in situations and discussions of certain instances of life. This means that grammatical structures are not the focus either of the classes or the tests students undergo during the course, but a means of achieving the ultimate goal, which is communication.

The levels of the course are divided based on age. Therefore, there are specific levels for very young kids, kids, teens, young adults and adults. The duration of the course depends on the level and age students begin to study. For young adults and adults, it is a five-year long course, the last two years of the course are meant for students to further practice the contents studied along the course and also to practice more conversation.

3.2 THE DATA COLLECTION

In order to conduct the collection of the data in the school mentioned before, a spoken consent of the coordinator and owner of the school was given to the researcher. After the consent was granted, the number of Advanced groups of the school was mapped to determine which groups could be asked to engage in the study. It is important to mention that the present research was designed to be entirely written in English. Having in mind that data would be gathered from the students themselves, the advanced levels were chosen to participate because they would be able to produce the material in English as well.

There were two Advanced groups having classes in the school. The teachers of the groups were asked about students' level of proficiency and participation in class. One group seemed more appropriate to participate in the study, considering the facts mentioned before and also their ages, since the other group was fully consisted by teenagers, and the perception of older learners were also desired to be analyzed. After that, the teacher of the group chosen was asked if it would be possible to develop the research study with them.

Following her permission and interest to engage the group in the research, the group was observed for one hour. Students seemed to be engaged in all activities proposed by the teacher, participating and speaking among themselves and also in a big group. Students could communicate their thoughts and opinions about the topics being discussed in class in a proficient way, without any major problems in understanding.

After the observation, this group was chosen to take part of the research. The group was formed by eight students, and their classes occurred once a week in the evenings, the classes lasted two hours and twenty minutes. The researcher went to the class and students were asked if they were interested in participating in the research, and all of them agreed. The procedures involving the data collection were explained, but students were not told what the research was about beforehand, considering they could look for information about it before the day of the collection. It was also explained that a written consent would have to be signed allowing the researcher to collect data both by questionnaire and audio/video recording of the discussion. A consent form (APPENDIX A) and a consent form designed for the parents of students under eighteen (APPENDIX B) were handed out and sent home.

It was explained that they were allowed to withdraw from the study anytime they wanted. It was also made clear that the data collection would have to be in a moment before the class, since the teacher was working with a very tight schedule and could not afford to lend time from the classes. All students agreed to come earlier for the data collection. Meanwhile, the teacher of the group received the forms and gave them to the researcher.

In another moment, the researcher came to the class to settle a date for the collection. It took place at the beginning of July 2018. To remind the students of the date, a written note and e-mail containing information about purposes, day and time of the collection were sent. In addition to that, the teacher of the group helped sending messages in a social media group.

In the attempt to address the questions raised by this research study, a questionnaire (APPENDIX C) and a discussion about bilingualism (APPENDIX D) was designed and applied in the set time and date. It is important to take into consideration that the time allowed for the data collection was considerably short, which influenced in the decision of the methods of the research.

3.2.1 Questionnaire

A printed questionnaire was applied as a means of gathering information about the participants' personal information, as well as understanding their relationship and past experiences with English. In addition to that, questions about bilingualism were asked, to discover if students had any previous knowledge about the topic. Students were also asked if they considered themselves bilinguals and were requested to justify their answers. With the objective to preserve participants' identity, they were invited to choose the pseudonyms used henceforth. All questions presented in the questionnaire as well as students' answers were in English. Students took around fifteen minutes to answer all the questions proposed.

3.2.2 Discussion about Bilingualism

Following the questionnaire, a discussion about bilingualism was conducted. Students were divided randomly into two groups and given seven printed images taken from Google Images of situations of language learning and/or use. Some of

them represented cases of bilingualism and some of them did not. The images were chosen by the researcher and approved by the advisor.

After given around fifteen minutes to analyze and discuss the images among the group members, students were asked to present their ideas about which situations represented bilingualism or not. The researcher conducted the discussion, showing the same pictures on a slide presentation and commenting whenever needed.

After this moment there was a discussion of two different definitions of bilingualism presented in literature and chosen according to the beliefs of the researcher about what it means to be a bilingual person. All interactions happened in English. The discussion took around thirty minutes and was recorded in audio and video with the help of a digital camera and also recorded in audio with an application on the researcher's cellphone.

3.3 DATA ANALYSIS

The data collected from the questionnaires and the discussion were freely transcribed. The participants occasional grammatical errors and uncorrected spelling of words were transcribed exactly as they were written and uttered, no corrections were made by the researcher.

Segments from both the discussion and the questionnaire which were relevant for the research purposes will be presented as excerpts in the following chapter, analyzed and compared with the literature in the area mentioned previously and also the views of speakers shown by previous studies.

3.4 THE PARTICIPANTS

To take part in the present study, one group of English learners undergoing the first semester of their last year of the course was chosen. The group consisted of eight students and all of them accepted being participants in the study. There were three female and five male students. Since the school allows mixed groups, their ages vary notably, being they aged from fourteen to sixty years old. The majority of them, though, consisted of teenagers. The next part of this subchapter is dedicated

to presenting the background information of the subjects gathered from the questionnaire.

Beatriz¹ is seventeen years old and has been studying English for about five and a half years. She has been a student from the mentioned course for about five months, and she affirms that most of her English was acquired by watching movies and tv series, as well as reading and listening to music. She was encouraged by her parents to learn a second language. She has never been abroad but uses English to watch films/series/documentaries, read books and articles, talk to foreigners and for work. She considered her level of English for the mentioned activities as excellent. It is imperative to note that Beatriz is a Letras student in a university from the metropolitan region of Rio Grande do Sul.

George is sixty years old and states that he started to learn English in 1967 and has never stopped. He has been a student of the course for around five months. He decided to learn English because of his passion for traveling and also because it was essential for his profession. He has been abroad for tourism, work, and besides that, he got his master's degree in the U.S.A and his doctor's degree in Estonia. English is present in his everyday life to watch films/series/documentaries, read books and articles, talk to foreigners, and he also considered his level of English when doing those activities to be excellent.

Jade is sixteen years old and has been studying English for ten years. She has been a student of the course for one year and a half and started learning English because of her parents. She learned English by going to classes and practicing what was taught. She has already been abroad for tourism and uses English for activities like watching films/series/documentaries, reading books and articles and listening to music, she considered her level of English to be very good.

Jordana is fourteen years old and has been studying English for six years. She has been a student of the course for five years and was influenced by her mother to start learning a second language. She has never been abroad, but English is present in her life when watching films/series/documentaries and reading books and articles. She considered her level of English when doing those activities to be excellent.

Luiz is twenty-seven years old and has been studying English since 2009. He has been a student of the course for three years and he started to learn English

¹ All participants names were altered in order to preserve their identities. Participants themselves chose their pseudonyms.

because most movies he liked were in English. Also, he had contact with people who only spoke in English. He has never been abroad, but he used English to watch films/series/documentaries, read articles and for work. He considered his level of English to be good in doing those activities.

Paulo is seventeen years old and has been studying English for five years in the English course. Video games motivated him to start learning English because he wanted to understand the stories the games were telling. He has never been abroad and uses English to watch films/series/documentaries, read articles, talk to foreigners and also when playing video games. He considered his level of English when doing those activities to be excellent.

Robson is fifteen years old and has been learning English for around four years, he has been a student in the English course ever since. He decided to learn English because it is the “future language” and he has acquired all his knowledge by going to classes and watching movies and series in English. He considered his level of English when watching movies and series in the language to be good.

At last, Ronaldo is sixteen years old and has been studying English for around four years. He has only studied the language in that language school and started to learn English by playing video games. Also, he wants to be a pilot and considers English to be essential to pursue that career. He has been abroad for tourism and English is part of his daily life when watching movies/series/documentaries and reading books and articles. He considered his level of English when doing those activities to be good.

The table below presents a summary of the background information gathered from the participants in the questionnaire.

Table 1 - Background information of the students

Name	Age	Overall grade for activities they do in the language	Participants' perception of level of English considering the activities they do in the language	Bilingual or not
Beatriz	17	4,8 ²	Excellent ³	Bilingual
George	60	3,7	Very good	Bilingual
Jade	16	3,6	Very good	Not bilingual
Jordana	14	4,3	Very good	Bilingual
Luiz	27	3,6	Very good	Bilingual
Paulo	17	4,5	Excellent	Bilingual
Robson	15	3,8	Very good	Bilingual
Ronaldo	16	3,6	Very good	Bilingual

Source: Elaborated by the author.

² Subjects were invited to grade their level of English 1-5 – 1 being the lowest and 5 being the highest –in a given set of activities. All grades were added and divided by the number of grades given by the subjects.

³ According to their final overall grades, subjects were given an estimated level of English, being them: 1- bad; 2- not good enough; 3- regular; 4- very good and 5- excellent.

4 DATA ANALYSIS

This chapter is dedicated to presenting and analyzing the answers collected by the questionnaires and the discussion done with the subjects. Furthermore, theory presented and discussed in the previous chapters is going to be related to the materials collected. The first part of the chapter addresses the answers given in the questionnaire, while the second focuses on the discussion.

4.1 QUESTIONNAIRES

Besides gathering background information, students were asked three questions related to bilingualism. All questionnaires containing subjects' answers are presented on Appendix C.

The primary goal of the questionnaire was to establish students first ideas and thoughts about bilingualism, since the topic of the questionnaire and the discussion were never given to them prior to the day of the activities. Besides that, it aimed at identifying what perception they had about themselves as second language users of English.

Firstly, subjects were asked to share their own definition of bilingualism. All subjects' answers seem to bear in mind a definition of bilingualism that prioritizes the act of speaking or being able to have a conversation in another language. The following answers were taken only from subjects' questionnaires, as the answers from the group discussion will be analyzed later on.

Ronaldo: *"A person that can have a conversation in two languages."*

Robson: *"Bilingualism is, usually, a person that can talk and understand things in 2 different languages."*

Luiz: *"Is the hability¹ to understand and be understood by a person using more than one idiom²."*

Not one of the subjects produced answers that indicated bilinguals should be perfect speakers of the second language. This goes against lay people's assumption

¹ The answers were transcribed as they were written in the questionnaire.

² Although subjects of this research were advanced students of English, some of them seem to have mistaken the word "idiom" for "language".

that being bilingual equals “[...] being able to speak two languages ‘perfectly’” (HARDING-ESCH; RILEY, 2003, p. 22). Moreover, Beatriz also emphasizes the fact that a bilingual is someone able to speak two languages. However, she highlights the cultural aspect of learning another language as well.

Beatriz: “Bilingualism can be defined as speaking two languages (one of those is the speaker’s mother tongue) and that includes some knowledge about cultural aspects related to both languages.”

Her ideas might describe what Lambert (1980 apud Baker, 2001) determines as additive bilingualism. Since the acquisition of a second language results in cultural and linguistic knowledge that belongs to the language, not having any influence or loss of one’s first language and culture. On the other hand, it contests Mulyani’s (2017) idea that even though a person learns or is learning another language, it does not necessarily mean this person is also going to acquire or embrace its culture, that is, this person can be bilingual and yet still be monocultural. Furthermore, Beatriz mentions that one of the languages one speaks is their mother tongue. That fact leads to the assumption that one learned one language first – the mother tongue – and the acquisition of the second language was posterior to that. This type of language learning is described in Harding-esch and Riley (2003) as sequential bilingualism and can also describe Beatriz’ second language learning process, since she started to learn English when she was around eleven years old.

Jade: “It is when you understand clearly people who speak the other idiom and they understand you, and you start to think in the other language, because is natural to you.”

Although not prioritizing a perfect speaker of a second language, Jade’s definition of bilingualism seems to exclude those who are able to communicate and yet do not understand “clearly” the other person or are not able to think in the other language. That is, her definition might exclude passive bilinguals (CHIN; WIGGLESWORTH, 2007) who are able to use the passive skills (reading and/or listening) but are not proficient in the active skills (speaking and/or writing). However, Jade’s definition is still similar to the other subjects’ definitions, since it holds the point of view that it is crucial to be understood in the other language, like Robson and Luiz point out.

Secondly, the subjects were asked if they considered themselves as bilinguals. From the eight subjects that participated in the research, seven answered they were bilinguals.

Beatriz: *“Yes, I do consider myself bilingual, once I’m able to communicate properly in English and also use this language at work and in college too.”*

Jordana: *“Yes, because I can understand films, books in English but I have more things to learn.”*

Luiz: *“Yes, because I think that I can be understood by other people using Portuguese and English.”*

Paulo: *“Yes, because I can deal very well when it comes to English in different kinds of situations.”*

Robson: *“Yes, because very often I can talk and understand in 2 languages.”*

Ronaldo: *“Yes, because I can talk with someone from another country.”*

As highlighted in the first question of the questionnaire, subjects’ primary concern when it comes to bilingualism seems to be being able to speak and communicate in another language.

Jade was the only one who answered she was not bilingual. She justified her answer by stating that it is

Jade: *“[...] because I sometimes still forget what words I have to say and people don’t understand me.”*

Despite the fact that she considered herself very good at English (3,6 overall grade in activities she does in the language), she did not consider herself to be bilingual. Jade’s answer might reflect the assumption that we must be extremely fluent in a second language to be considered bilingual, but, as Crystal (2010, p. 83) remarks “we don’t have to be perfectly fluent in different languages to be called multilingual.” It is important to recognize that even monolinguals make mistakes and forget the proper words when engaging in a conversation. Harding-esch and Riley (2003, p.22) illustrate that “No one speaks the whole of the English language: for example, do you know what ‘stubs to can wall penetration welds’ are? Or what ‘tort’ is? Or a ‘treble top’?”. The key point here is, even highly proficient second language

speakers of English are probably not familiar with those words. Other than that, it is not possible to know all words in our own language, knowing that languages are always changing and evolving. Consequently, to know all words there are in a second language might be considered an unrealistic goal to be achieved.

Another factor is that students seem to establish a “finish line” for their learning, which is when they would have “finished learning” or mastered the language altogether. That is, students seem to believe that, if they are still studying the language, they are not bilinguals yet. This assumption can be problematic, bearing in mind that, if one stops studying a language but also stops practicing it, it is most likely that some language loss occurs. As long as one is still practicing the language, one might still be learning. It is relevant for teachers to discuss with their students about bilingualism, to raise awareness that one might be already bilingual once able to perform the activities they are able to in a second language, even though they have not finished studying, that is, one could be bilingual before reaching the “finish line” they often establish for themselves. Considering Sia and Dewaele’s (2006) idea that subjects did not perceive themselves bilinguals because they had not finished studying the language yet, it might be worth mentioning that all students who participated in this research study were undergoing their last year of the course. Therefore, Jade may see herself just as Sia and Dewaele’s (2006) subjects.

Thirdly, subjects were invited to declare who could not be considered bilinguals in their opinion.

George: *“The people who speak one language.”*

Jordana: *“When the person can’t understand other languages.”*

Luiz: *“The people who can’t be understood.”*

Paulo: *“Someone that is incapable of speaking a different language.”*

Robson: *“The ones that can not talk and understand things in 2 different languages.”*

Most subjects had similar ideas and answered that a person is not bilingual when unable to speak, understand and be understood in another language. According to that, subjects might consider the skill of speaking the most important

one. Understanding is an important concept when it comes to communication, since without it, communication cannot take place.

Beatriz: *“The way I see it, the people who cannot be considered bilingual are the ones who are not able to communicate (at least in a basic level) about general things, specially the ones related to one’s daily life.”*

As Beatriz stresses, the key concept here might be communication. A person needs to be able to communicate, even in simple everyday life activities, to be considered bilingual. This definition might contemplate passive bilinguals (BAKER, 2001), acknowledging that communication does not necessarily mean speaking another language, one can communicate without producing a spoken speech.

Ronaldo’s idea of who cannot be a bilingual might be similar to what Haugen (1953 apud ESCH; RILEY, 2003, p.23) considers to be a bilingual person.

Ronaldo: *“A person that just know simple words and can’t have a simple conversation.”*

According to Haugen’s definition, one is considered bilingual when capable of producing “complete, meaningful utterances in the other language”. That is, if one only knows a few words in English, as Ronaldo points out, and is not able to conduct a simple, meaningful conversation, one cannot be considered bilingual. Beardsmore (1982) states that a minimal bilingual is someone who has minimal competences in another language, as being able to have a simple conversation.

At last, subjects were asked if bilingualism could be taught. 50% of the subjects believe bilingualism can be taught whilst 50% believe it cannot be taught.

George: *“Yes, because the people who speaks one idiom can became bilingual by courses of other languages.”*

Luiz: *“Yes, of course. If one person dedicates time to study other idioms, it is possible and desirable to have someone to teach and help.”*

Robson: *“Yes, this is what language courses do.”*

All subjects who answered that bilingualism could be taught also considered themselves bilinguals in the questionnaire. They affirm that English courses hold the responsibility of making students bilinguals.

Jade: *"I think it is something you have to "teach" to yourself. The best teacher can give you classes, but if you don't practice and show yourself you want to know more and more it won't have results."*

Beatriz: *"I think bilingualism cannot be taught, even though a second language can."*

Paulo: *"You can teach someone methods that make learning easier, but you can't make them learn faster, so no."*

Although considering themselves bilinguals in the questionnaire, Beatriz and Paulo concluded that bilingualism cannot be taught. Jade did not consider herself bilingual in the questionnaire and affirms that bilingualism "is something you have to 'teach' to yourself". They might hold that position considering that one learns and studies the language itself, and not bilingualism. By learning that language in question, one becomes bilingual, but the opposite process does not apply.

4.2 DISCUSSION ABOUT BILINGUALISM

The discussion about bilingualism had two different moments. In the first moment, students discussed in groups about the situations representing language use and/or learning. In this part of the discussion, the researcher did not take part. In a second moment, the subjects presented the ideas they had discussed as a group and the researcher mediated the moment.

It is crucial to mention beforehand that, it was only possible to listen to one of the groups in the recordings, given that this group spoke the loudest. So, because of that, the ideas of only one group during the discussion in small groups will be presented here. The open discussion that followed will be presented here as well, and in that moment, everyone was heard, since one subject spoke at a time.

The discussion is divided into three subsections: the first gathers the situations considered by the subjects as representing bilingualism, the second the situations subjects did not consider a representation of bilingualism, and the third the situation that represents themselves as English students. In order to facilitate the reading process, the pictures showed to guide the discussion will be presented here, and are also presented in Appendix D.

4.2.1 It is Always Time to Learn

The first topic discussed with the group was if it was possible to be bilingual when learning another language after puberty.

Picture 1 – Slide presentation



Source: Google Images (2018).

George: Obviously, it is easier to learn when you are a child. But I think it is always time to learn.

Beatriz: We are never too old.

Jade: People like to say that if you don't learn when you are a kid you will never learn again, not just languages.

Beatriz: Of course, kids have more time, their brain is like, cleaner. But, you know, it doesn't mean that you cannot try later.

Answer from discussion in groups

Subjects agreed that, although childhood seems to be the most appropriate time to start learning a new language, it is possible to learn another language in a different moment in life, bringing to the discussion the age factor, as Beatriz points out when saying that

Beatriz: there is something called critical period of language acquisition, which is believed to be the best time for someone to learn a different language from their own mother tongue [...] there are controversial points in this because, you know, if you don't practice it or anything like that, you if do not use it in your daily life, you are not going to be able to express yourself... as a person who learns English after puberty but uses the language like every day and lives like surrounded by the use of that language.

Answer from open discussion

Subjects' ideas that it might be preferred to learn a second language as a child are highly connected to Beatriz' statement about the CPH. According to Singleton (2005 apud BIRDSONG, 2013) the Critical Period Hypothesis assumes that there is a period of time in infancy or childhood in which it is possible to learn a language. Though mentioning the CPH, Beatriz defends the fact that, despite learning a language as a toddler, if one does not practice it or even if there is no contact with the language, it is most likely that this person is not going to be able to communicate as well as someone who learned the language at a later stage in life, but is in contact with the language on a daily basis.

Picture 2 – Slide presentation



Source: Google Images (2018)

When asked if a baby being raised in two languages at the same time could be considered a case of bilingualism, subjects presented some ideas. Firstly, Luiz

displayed an idea similar to Beatriz' previous statement, that is, practicing what is learned is a crucial point to retain the new knowledge, the act of learning a language is not enough, it is essential to practice it and perform in the world with it.

Luiz: [...] *considering the things that the baby couldn't do, for example, writing and if he is able to express his necessities, for example, hungry and "fome", for example, and if his mother is able to understand him I think is possible to consider, but if you... if the time is passing and this baby is not stimulated in both languages [...] I think it couldn't be considered at all. In this condition I think it is possible.*

Answer from open discussion

Other than that, Luiz' statement might affirm that not only the active skills, like writing or speaking, matter when it comes to bilingualism. The action of expressing oneself, in this case, in the way the baby is able to, and also being understood by another person seems to be the important issue here. George complemented by saying that, in his opinion, "illiteracy has no relation with bilingualism". In other words, the fact that the baby has not learned how to write and read yet does not mean she or he cannot be considered bilingual. It is important to note that Luiz stressed, in the questionnaire, that bilinguals are those who understand and are understood in two languages, while George stressed the importance of speaking. They did not mention other skills, such as writing.

Secondly, Beatriz mentioned the notion of the native speaker.

Beatriz: *[if the baby is learning] the language from the country you were born in, you are not gonna be considered a "non-language person", you are going to be considered a speaker of one language, a native speaker of one language, but if you add another language, you are going to be speaking both languages. So, I think it could be considered [bilingual].*

Answer from open discussion

Cook (1999, p. 187) asserts that "The indisputable element in the definition of native speaker is that a person is a native speaker of the language learnt first [...]". Taking into consideration that the baby in question is learning two languages at the

same time, Beatriz assumes that the language the baby is going to be a native speaker of is the language of the country. This assumption illustrates Davies' (2003) beliefs that the concept of the native speaker disregards contexts in which more than one language is taught and learned at the same time.

Although largely present in literature of the area when defining the definition of bilingualism and used as an argument by subjects of the research studies presented previously as a reason not to be bilingual, Beatriz' mention of native speaker was the only appearance of the concept in the questionnaires and in the discussion. There was no comparison to native speakers of English regarding matters like competence, for instance, nor the establishment of the native speaker as a model, as occurred in Saito's (2015) and Pavlenko's (2003) research.

Thirdly, Jordana shared a case that happened in her family.

Jordana: my cousin lives in Canada, and she learned when she was a baby English and Portuguese. To her mother she talks Portuguese and her friends she talks English. And she speaks very well.

Answer from open discussion

Jordana's cousin acquired Portuguese and English as an infant and the acquisition of both languages happened simultaneously. As stated in Harding-esch and Riley (2003), simultaneous acquisition presents great success when it comes to bilingualism. Jornada, similarly, affirmed that her cousin "speaks very well".

Picture 3 – Slide presentation



Source: Google Images (2018)

Subjects were also asked if someone from a bilingual country could be considered bilingual. After some discussion they all came to the conclusion that being born in a bilingual country is not enough to be considered a bilingual.

Paulo: if he can express himself in both languages he is bilingual, if he can't, he is not.

George: for example, I grew up learning and speaking Portuguese, Spanish and Catalão [Catalan]. And these languages are very natural in my mind, I don't give any effort... special.

Answer from open discussion

Other than that, George shared that he was raised learning and speaking Portuguese, Spanish and Catalan, even though Brazil has recently become a bilingual country, with Portuguese and LIBRAS as its official languages. According to Harding-esch and Riley (2003, p.23) “[...] it is quite possible to have a bilingual society in which all individual members speak only one language, just as it is possible

to have a bilingual individual in an otherwise monolingual society.”, in other words, subjects took into consideration bilingual societies with monolingual speakers and monolingual societies with bilingual speakers, the most important aspect being communication in both languages. George’s case could be considering one example of how these dichotomies do not always apply, considering he was raised multilingual in a country in which, when he was born, was only officially monolingual and nowadays officially bilingual in Portuguese and sign language, but most inhabitants only speak Portuguese.

Picture 4 – Slide presentation



Source: Google Images (2018)

When subjects were asked if a Portuguese-LIBRAS user could be considered bilingual, the majority of participants answered yes. However, the only participant who answered that a Portuguese-LIBRAS user could not be considered bilingual was George.

George: the people here, our position is yes, but my position is no so yes (laughter). First, I said I don't know the details of LIBRAS, maybe I'm wrong, but I think LIBRAS is another shape of the same language. Portuguese, if you... it is Portuguese, because, for example, in Brazil there is a specific kind of LIBRAS, it is not the same of The United States. But why do you speak in LIBRAS, to communicate in Portuguese, do you know? To me it's the same language. If it is the same language, you are not bilingual.

Luiz: *I see your point but I don't agree with you.*

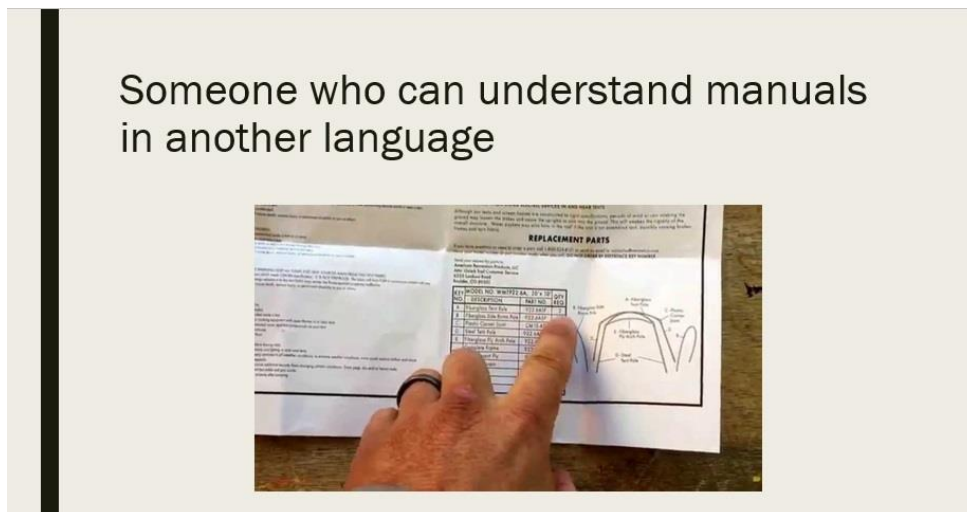
Answer from open discussion

George justified his answer by stating that LIBRAS was another form of Portuguese, in his opinion. It is important to note that, in the questionnaire, George stated that “a person who speaks more than an idiom” is bilingual. His focusing on the speaking aspect might be a reason why he does not consider LIBRAS a language, and therefore, does not consider people who use LIBRAS and Portuguese to be bilingual. On the other hand, the issue here might be that he does not consider Portuguese sign language to be different from the Portuguese language. Maybe he could accept American sign language, considering that it is another language entirely. Although other participants have focused on speaking when defining bilingualism in the questionnaire – Beatriz, Jade and Paulo, to mention a few – did not agree with George’s point of view.

4.2.2 It is not Enough

Subjects were asked if someone who can understand manuals in another language could be considered bilingual.

Picture 5 – Slide presentation



Source: Google Images (2018)

All of them answered that this person could not be considered bilingual.

Ronaldo: *you just know half way, you just know how to write... read, sorry. You can't speak.*

Answer from open discussion

Ronaldo stressed the importance of the active skills, like speaking, stating that knowing how to read is just one factor when it comes to being a user of another language. Luiz, similarly, added that reading manuals in another language “is not enough to be understood”. It could be argued that the leading factor to be considered bilingual, according to subjects’ answers, is that it is necessary to actively speak the other language, while mastering reading, in that case, could be considered a secondary concern, disregarding passive bilingualism.

Picture 6 – Slide presentation



Source: Google Images (2018)

Furthermore, when asked if a child who knows numbers in another language could be considered bilingual, all subjects responded that this kid was not a bilingual. Beatriz also added that she knows the numbers in Japanese, but that did not mean she mastered the language.

Although the concept of minimal bilingualism (BEARDSMORE, 1982) states, as mentioned previously, that one must master simple skills or have minimal competence in another language to be considered bilingual, subjects seem to agree that just being familiar with the numbers in another language does not represent enough competence to be considered a bilingual. This child, on the other hand, might not represent a case of bilingualism yet, but might be in the way of becoming one.

4.2.3 Don't You Think You Can Be Considered Bilingual?

During the discussion in groups, Robson commented that he was almost a bilingual when talking about how they considered themselves as English students.

Robson: *Almost there.*

Beatriz: *But, I mean, if you had to live in another country, for example, do you think you would manage to communicate in a nice way, in a nice level?*

Robson: *yeah.*

Beatriz: *So, don't you think you can be considered bilingual?*

Robson: *yes (laughter)*

Beatriz: *yes (laughter)*

Answer from discussion in groups

Just as Sia and Dewaele's (2006) subjects and Jade in the questionnaire of this research paper, Robson might believe that, as he has not finished studying the language yet, he cannot be considered a bilingual. The authors concluded in their research that the subjects who considered themselves bilinguals were younger than the ones who did not, and, besides that, younger learners might have been familiar with new concepts of what it means to be bilingual. In this research paper, Jade (16 years old) did not consider herself bilingual in the first part of the data collection, and Robson (15 years old), although considering himself bilingual in the questionnaire, did not express this opinion at the beginning of the discussion. On the other hand, George (60 years old) considered himself bilingual from the beginning. This might be connected to the fact that Jade and Robson started to learn English recently, compared to George, who has been studying English for a considerable amount of time. Jade has been studying English since 2008 while Robson started learning English in 2014. George, on the other hand, has been studying the language since 1967.

After answering that he was able to communicate in another language, Robson agreed that he was indeed bilingual. And Jade, who did not mention that she had not considered herself bilingual in the questionnaire, agreed then that she was bilingual, changing her mind after the discussion.

Besides that, all subjects considered themselves bilinguals, and asserted that they could have a conversation in English and would manage to socialize in the language.

Finally, subjects were asked to share their ideas about themselves as English language learners.

Picture 7 – Slide presentation



Source: Google Images (2018)

Ronaldo: We can have a simple conversation. We can have a conversation with somebody.

Paulo: if I was thrown in the U.S.A I could, you know? Get around, yes.

Answer from open discussion

After considering the answers given in the questionnaire and the discussion, it could be implied that subjects define the act of communicating in another language as the most important. As mentioned previously, communication does not imply speaking, and this point of view can contemplate from passive bilinguals, who could be able to communicate but not necessarily speak the other language (BAKER, 2001), to active bilinguals, who actively produce the other language (CHIN; WIGGLESWORTH, 2007). However, several subjects stressed that it is crucial to speak the other language, as well as being able to understand and be understood.

In addition, most subjects in this research study were aware of their competence as English speakers and perceived themselves as bilinguals, which differ from the findings in Saito (2015) and Pavlenko (2003), for whom the subjects

did not consider themselves bilinguals since, in their beliefs, bilingualism is having native-like competence in two languages.

A definition that seems to translate subjects' view of what it means to be bilingual could be the one by Lam (2001), which describes, bilingualism as “[...] the phenomenon of competence and communication in two languages”. (apud HARDING-ESCH; RILEY, 2003, p. 23). This view of bilingualism was demonstrated by the subjects throughout the questionnaire and the discussion, and it could be highly connected with the more flexible definitions of bilingualism.

5 FINAL CONSIDERATIONS

My journey as a language learner started when I was fourteen years old in a language course and has not come to an end until today. I became a Letras student when I was nineteen years old, and it was only when I studied bilingualism at university and expanded my knowledge about its concepts that I started to recognize myself as a bilingual person.

With this personal experience as a motivation, the purpose of this research study was to investigate whether advanced students at a language course considered themselves bilinguals and if they were aware of some concepts of bilingualism, that is, if they could justify their answers.

During the development of this research study I discovered the challenge of dealing with a concept that is not closed or definite. There are several concepts attempting to describe what bilingualism is, each one different from the other. Concepts such as this one from Bloomfield (1933, p. 56) who states that bilingualism is possessing “[...] the native-like control of two languages”, advocating a maximalist (BEARDSMORE, 1982) view of bilingualism, or the one from Grosjean (1989 apud BIALYSTOK, 2001, p. 4) who states that “[...] bilingual is someone who can function in each language according to given needs”, defending a minimalist (BEARDSMORE, 1982) view of bilingualism were presented in order to show the diversity of views on the subject. Besides that, concepts connected with bilingualism were reviewed, the native speaker concept was discussed, and similar research studies were presented.

This research study could have been developed with different people and different types of students. As my intention was language students’ perceptions regarding bilingualism, one advanced group of an English language course was chosen. The group was selected based on their ages and proficiency in the language. The subjects of the research study were eight students from mixed ages from 14 to 60 years old.

Another challenge was the data collection, the teacher of the group was facing a tight schedule and could not allow me to use time of her class to do the activities. So, I asked students to come one hour before their class to have a moment with me. Other than having little time to interact with the students and having to prepare short activities, asking students to come early was a risk I was willing to take, knowing that

they could simply not come. Luckily (and with great help of their teacher), all students were present for the activities.

Although the data showed students' perceptions of themselves as bilinguals, having just one group could not allow me to make assumptions beyond this group or compare the findings to perceptions of other students or even other groups. Also, the questionnaire presented some problems for the subjects, who did not understand well the purposes of some of the questions. Since the time of the data collection was short, it was not possible to investigate during our time together if the subjects had any questions besides the ones they verbalized. Other than that, during the discussion in groups part, subjects were separated into two random groups to discuss the cases presented before sharing with the whole group. As mentioned in the analyses, it was only possible to hear one of the groups in the recordings, considering this group spoke louder than the other one. Nevertheless, it is possible to say that subjects engaged in the activities, reflected upon the topic and were even able to change their minds, negotiating meaning among themselves.

It was surprising to me that the subjects did not topicalized similarities to native speakers or even being able to speak two languages perfectly when justifying their answers in the questionnaire and the discussion, as I thought they would. However, speaking was a major point most subjects seem to have in mind when describing bilinguals and bilingualism, showing that being able to produce the language, being active is a key concept of bilingualism for them.

Taking into consideration that this is the first research project developed by the author it was not possible to elaborate and apply a bigger research. Comparing the perceptions of beginner and advanced students of language courses, or also, applying a similar research to beginner Letras university students would be ideas for future projects. Another idea is expanding this research to also raise awareness about bilingualism in regular schools. Since the context in regular schools differ from the one in language schools, a way to do that might be by pointing out activities students are able to perform inside their classroom environment and/or in the world in a second language and making them aware that being bilingual could mean simply being able to perform activities according to their needs. (GROSJEAN, 1989 apud BIALYSTOK, 2001).

What I have learned from this experience is that talking about bilingualism inside the classrooms might raise students' awareness of their own abilities and skills

in the language and make them identify themselves and believe in themselves as bilinguals, or even understand that it is an achievable goal to set to oneself for the future. I hope other teachers who get in touch with this work may be inspired to do the same with their groups. One can only imagine how powerful it can be for a language student to see him/herself as a bilingual.

REFERENCES

- BAKER, Colin. **Foundations of bilingual education and bilingualism**. 3rd ed. Clevedon: Multilingual Matters, 2001 Available at: <<https://criancabilingue.files.wordpress.com/2013/10/colin-baker-foundations-of-bilingual-education-and-bilingualism-bilingual-education-and-bilingualism-27-2001.pdf>>. Accessed on: Apr. 9 2018.
- BEARDSMORE, Hugo Baetens. **Bilingualism: basic principals**. Clevedon: Multilingual Matters, 1982. Available at: <https://books.google.com.br/books/about/Bilingualism.html?id=DX1JcMNgz7AC&redir_esc=y>. Accessed on: May 14 2018.
- BIALYSTOK, Elen. **Bilingualism in development: Language, Literacy and Cognition**. New York: Cambridge University Press, 2001.
- BIRDSONG, David. The Critical Period Hypothesis for Second Language Acquisition: Tailoring the Coat of Many Colors. **Second language learning and teaching**, [S.I.], p.43-50, 19 set. 2013. Springer International Publishing. http://dx.doi.org/10.1007/978-3-319-01414-2_3.
- BLOOMFIELD, Leonard. **Language**. Londres: University of Chicago Press, 1933. 554 p. Available at: <<http://arrow.latrobe.edu.au/store/3/4/3/4/8/public/B15113309.pdf>>. Accessed on: Apr. 17 2018.
- BRAINY Quotes. Available at: <https://www.brainyquote.com/quotes/charlemagne_182029>. Accessed on: Sept. 03 2018.
- CAMBRIDGE Dictionary. [S.I]: Cambridge University Press, 2018. Available at: <<https://dictionary.cambridge.org/dictionary/english/bilingualism>>. Accessed on: May 04 2018.
- CHIN, Ng Bee; WIGGLESWORTH, Gillian. **Bilingualism: An Advanced Resource Book**. [S.I]: Routledge, 2007.
- COOK, Vivian. Going beyond the Native Speaker in Language Teaching. **Tesol Quarterly**, [S.I.], v. 33, n. 2, p.185-209, 1999. <http://dx.doi.org/10.2307/3587717>.
- CRYSTAL, David. **A little book of language**. Great Britain: Yale University Press, 2010.
- DAVIES, Alan. **The native speaker: Myth or Reality**. Clevedon: Multilingual Matters, 2003. Available at: <<https://books.google.com.br/books?hl=pt-BR&lr=&id=JeTwQB5doD4C&oi=fnd&pg=PR6&dq=The+Native+speaker+myth+or+reality+&ots=7fX-swxS7M&sig=ji9nEQNAgWbPG9vcRbyaW6ksiqc#v=onepage&q&f=false>>. Accessed on: Jun. 26 2018.

GOOGLE IMAGENS. Mountain View: Google, 2018. Available at: <<https://www.google.com.br/imgph?hl=pt-BR&tab=wi>>. Accessed on: May 2 2018.

HAKUTA, Kenji. A Critical Period for Second Language Acquisition? In: BAILEY, Donald B et al. **Critical thinking about critical periods**. Critical Thinking About Critical Periods: Brookes Publishing, 2001. p. 193-205. Available at: <[https://web.stanford.edu/~hakuta/Publications/\(2001\)%20-%20A%20CRITICAL%20PERIOD%20FOR%20SECOND%20LANGUAGE%20ACQUISITION.pdf](https://web.stanford.edu/~hakuta/Publications/(2001)%20-%20A%20CRITICAL%20PERIOD%20FOR%20SECOND%20LANGUAGE%20ACQUISITION.pdf)>. Accessed on: Aug. 03 2018.

HAKUTA, Kenji; BIALYSTOK, Ellen; WILEY, Edward. Critical Evidence. **Psychological science**, [S.l.], v. 14, n. 1, p.31-38, jan. 2003. SAGE Publications. <http://dx.doi.org/10.1111/1467-9280.01415>.

HARDING-ESCH, Edith; RILEY, Philip. **The bilingual family: A handbook for parents**. São Paulo: Cambridge University Press, 2003.

HARMES, Josiane F.; BLANC, Michael H. A.. **Bilinguality and bilingualism**. 2. ed. [S. I.]: Cambridge University Press, 2009.

IYLDYZ, Leila B. Rethinking Validity of the L2 Proficiency Concept: Lessons for EIL. **Asian Efl Journal**, Road Town, v. 1, n. 9, p.65-85, mar. 2007. Available at: <http://www.asian-efl-journal.com/March_2007_EBook.pdf#page=65>. Accessed on: Dec 18 2018.

LAVILLE, Christian; DIONNE, Jean. **A construção do saber: manual de metodologia da pesquisa em ciências humanas**. Porto Alegre: Artmed, 1999. Tradução de: Heloisa Monteiro e Francisco Settineri.

MACKEY, William F.. The Description of Bilingualism. In: FISHMAN, Joshua A. (Org.). **Readings in the sociology of language**. 3. ed. The Hague: Mouton, 1972. p. 554-584.

MAUKO, Ida. **The native speaker of English – A clash of conceptualisations: A comparative analysis of self-ascribed and non-elective native/non-native English speaker identity**. 2014. 88 f. Tese (Doutorado) - Curso de English Philosophy, Department of Modern Languages, University of Helsinki, Helsinki, 2014. Available at: <<https://helda.helsinki.fi/bitstream/handle/10138/152971/thenativ.pdf;sequence=1>>. Accessed on: Jun. 04 2018.

MULYANI, Mulyani. Identifying the Concept of Bilingualism and Bilinguals through Seven Baker's Dimensions of Bilingualism. **Englisia journal**, [S.l.], v. 5, n. 1, p.29-40, 1 nov. 2017. Universitas Islam Negeri Ar-Raniry. <http://dx.doi.org/10.22373/ej.v5i1.1669>. Available at: <https://www.researchgate.net/publication/322708604_IDENTIFYING_THE_CONCEPT_OF_BILINGUALISM_AND_BILINGUALS_THROUGH_SEVEN_BAKER'S_DIMENSIONS_OF_BILINGUALISM>. Accessed on: Mar. 27 2018.

PAULSTON, Christina Bratt. Ethnic Relations and Bilingual Education: Accounting for Contradictory Data. **Bilingual education project**, Toronto, v. 6, n. 1, p.1-45, maio 1975. Available at: <<https://files.eric.ed.gov/fulltext/ED125253.pdf>>. Accessed on: May 04 2018.

PAVLENKO, Aneta. I Never Knew I Was Bilingual: Reimagining Teacher Identities in TESOL. **Journal of language, identity & education**, [S.l.], v. 2, n. 4, p.251-268, out. 2003. Informa UK Limited. http://dx.doi.org/10.1207/s15327701jlie0204_2. Available at: <https://www.researchgate.net/publication/249025693_I_never_knew_I_was_bilingual_Reimagining_teacher_>. Accessed on: Apr. 02. 2018.

ROMAINE, Suzanne. **Bilingualism**. 2. ed. Oxford: Blackwell, 1995.

SAITO, Yukie. Am I Bilingual or Not?: University Students' Perceptions of Bilingualism. **The journal of Rikkyo University Language Center**, [S.l.], v. 34, n. 1, p.45-53, out. 2015. Available at: <https://rikkyo.repo.nii.ac.jp/?action=pages_view_main&active_action=repository_view_main_item_detail>. Accessed on: Apr. 23 abr. 2018.

SCHMITZ, John Robert. On the native/nonnative speaker notion and World Englishes: Debating with K. Rajagopalan. **Delta: Documentação de Estudos em Lingüística Teórica e Aplicada**, [S.l.], v. 32, n. 3, p.597-611, dez. 2016. FapUNIFESP (SciELO). <http://dx.doi.org/10.1590/0102-445083626175745488>. Available at: <https://www.researchgate.net/publication/310672518_On_the_nativenonnative_speaker_notion_and_World_Englishes_Debating_with_K_Rajagopalan>. Accessed on: Jun. 04 2018.

SIA, Jenny; DEWAELE, Jean-marc. Are you bilingual? **Bisal**, London, v. 1, n. 1, p.1-19, nov. 2006. Available at: <http://www.bisal.bbk.ac.uk/publications/volume1/pdf/Jenny_Sia_pdf>. Accessed on: Apr. 30 2018.

SIMONS, Garry F.; FENNIG, Charles D. (Ed.). **How many languages are there in the world?** 2018. Available at: <<https://www.ethnologue.com/guides/how-many-languages>>. Accessed on: Jun. 15 2018.

APPENDIX A – CONSENT FORM: STUDENTS

UNIVERSIDADE DO VALE DO RIO DOS SINOS
Ciências da Comunicação
Curso de Letras

Termo de Consentimento em Participar da Pesquisa

Prezados alunos,

Sou aluna do Curso de Licenciatura em Letras Inglês da Universidade do Vale do Rio dos Sinos – UNISINOS – e estou realizando um estudo sobre Percepções acerca do Inglês. Para tal pesquisa, é necessário coletar informações através de questionário e dinâmica em aula. A dinâmica será gravada em áudio e vídeo, para serem posteriormente analisadas. Esse estudo é conduzido por mim, Aline de Lima Pinheiro, e orientado pela professora mestre Aline Jaeger.

Cabe aqui ressaltar que sua participação é voluntária do início ao fim. Além disso, as informações disponibilizadas através do questionário e dinâmica em aula serão utilizadas para fins acadêmicos apenas, e as identidades dos participantes serão todas preservadas – todos os nomes serão trocados por nomes fictícios. Os dados coletados ficarão sob minha responsabilidade.

Pedimos que preencha e assine a seção que segue para sabermos se concorda com as condições descritas. Ao aceitar participar, você mantém o direito de dar sua opinião, de fazer perguntas, de desistir de participar da pesquisa, se assim desejar, além dos demais direitos mencionados acima. Se você tem dúvidas ou perguntas, entre em contato comigo pelo telefone 992672273, ou pelo e-mail pinheiro.aline@outlook.com. Você também pode contatar a Profa. Ma. Aline Jaeger pelo e-mail alijaeger@unisinobr. Você recebeu duas vias deste documento, uma delas deverá ser entregue a mim e a

outra ficará em seu poder. Nós agradecemos por sua colaboração e interesse em nosso projeto.

Desde já agradeço a sua compreensão e disponibilidade!

Cordialmente,

Aline de Lima Pinheiro

Licencianda em Letras - UNISINOS

Profa. Responsável: Prof. MS. Aline Jaeger

LI O TERMO DESCRITO ACIMA E CONCORDO COM A PARTICIPAÇÃO NA REALIZAÇÃO DA PESQUISA:

NOME

DO(A)

ALUNO(A):

ASSINATURA

DO

(A)

ALUNO(A):

DATA:

Av. Unisinos, 950 Caixa Postal 275 CEP 93022-000 São Leopoldo
Rio Grande do Sul Brasil
Fone: (51) 3591 1122 <http://www.unisinos.br>

APPENDIX B – CONSENT FORM: PARENTS

UNIVERSIDADE DO VALE DO RIO DOS SINOS
Ciências da Comunicação
Curso de Letras

Termo de Consentimento em Participar da Pesquisa

Prezados pais,

Sou aluna do Curso de Licenciatura em Letras Inglês da Universidade do Vale do Rio dos Sinos – UNISINOS – e estou realizando um estudo sobre Percepções acerca do Inglês. Para tal pesquisa, é necessário coletar informações através de questionários e dinâmica em aula. A dinâmica será gravada em áudio e vídeo, para serem posteriormente analisadas. Esse estudo é conduzido por mim, Aline de Lima Pinheiro, e orientado pela professora mestre Aline Jaeger.

Cabe aqui ressaltar que sua participação é voluntária do início ao fim. Além disso, as informações disponibilizadas através do questionário e da dinâmica em aula serão utilizadas para fins acadêmicos apenas, e as identidades dos participantes serão todas preservadas – todos os nomes serão trocados por nomes fictícios. Os dados coletados ficarão sob minha responsabilidade.

Pedimos que preencha e assine a seção que segue para sabermos se concorda com as condições descritas. Ao aceitar participar, você mantém o direito de dar sua opinião, de fazer perguntas, de desistir de participar da pesquisa, se assim desejar, além dos demais direitos mencionados acima. Se você tem dúvidas ou perguntas, entre em contato comigo pelo telefone 992672273, ou pelo e-mail pinheiro.aline@outlook.com. Você também pode contatar a Profa. Ma. Aline Jaeger pelo e-mail alijaeger@unisinós.br. Você recebeu duas vias deste documento, uma delas deverá ser entregue a mim e a outra ficará em seu poder. Nós agradecemos por sua colaboração e interesse em nosso projeto.

Desde já agradeço a sua compreensão e disponibilidade!

Cordialmente,

Aline de Lima Pinheiro

Licencianda em Letras - UNISINOS

Profa. Responsável: Prof. MS. Aline Jaeger

LI O TERMO DESCRITO ACIMA E CONCORDO COM A PARTICIPAÇÃO NA
REALIZAÇÃO DA PESQUISA:

NOME

DO(A)

ALUNO(A):

NOME

DO(A)

RESPONSÁVEL:

ASSINATURA

DO

(A)

RESPONSÁVEL:

DATA:

Av. Unisinos, 950 Caixa Postal 275 CEP 93022-000 São Leopoldo
Rio Grande do Sul Brasil
Fone: (51) 3591 1122 <http://www.unisinos.br>

APPENDIX C – QUESTIONNAIRES



Answer the following questions:

Name: _____

Age: 17

Gender: () Female () Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

_____ Beatriz _____

How long have you been studying English?

_____ For about four and a half years. _____

How long have you been a student here at this English school?

_____ For about 5 months. _____

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

_____ I started learning English when I was about 4 years old, at school, but my mom and dad have always encouraged me to learn more about the language. In 2013 I started studying at a language school in Curitiba do Sul. I would say that around 30% of my English knowledge comes from movies, TV series, music and general reading. _____

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

() Tourism;

() Work;

() Studying;

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

() Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other _____

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 5

Read books 4

Read articles 5

Talk to foreigners 5

Use it for business/work 5

Write posts/blogs 5

Other _____

In your own words, what is **bilingualism**?

Bilingualism can be defined as speaking two languages (one of them is the speaker's mother tongue) and that includes some knowledge about cultural aspects related to both languages.

Do you consider yourself bilingual? Why? Why not?

Yes, I do consider myself bilingual, once I'm able to communicate properly in English and also use this language at work and in college too.

Who cannot be considered a bilingual?

The way I see it, the people who cannot be considered bilingual are the ones who are not able to communicate (at least on a basic level) about general things, specially the ones related to one's daily life.

Can bilingualism be taught?

I think bilingualism cannot be taught, even though a second language can.



Answer the following questions:

Name: [REDACTED]

Age: 60

Gender: () Female (X) Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

GEORGE

How long have you been studying English?

I'M ALWAYS STUDYING ENGLISH. I START IN 1967 AND I NEVER FINISHED WITH SOME BLANKS.

How long have you been a student here at this English school?

4 MONTHS

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

I DECIDED TO STUDY ENGLISH BECAUSE I LIKE TO TRAVEL. IN THE SAME LONG, I NEED TO STUDY ENGLISH BECAUSE I'M A PHD STUDENT IN MANAGEMENT AND ENGLISH IS ESSENCIAL.

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

(X) Turism;

(X) Work;

(X) Studying; MATTER AND ALBANY, USA
DOCTORED IN TALLIN, ESTONIA

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

() Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other _____

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 4

Read books 5

Read articles 5

Talk to foreigners 4

Use it for business/work _____

Write posts/blogs 4.5

Other _____

In your own words, what is **bilingualism**?

A PERSON WHO SPEAKS MORE THAN AN
1/21011

Do you consider yourself bilingual? Why? Why not?

Yes. I speak portuguese and spanish very well.
I speak English well and I speak a little bit
of french.

Who cannot be considered a bilingual?

The people who speak one language.

Can bilingualism be taught?

Yes, because the people who speak an idiom can become bilingual by course of other language.

I've started studying English I started in 1962 and I haven't finished with some blank.

4 MONTHS

I started to study English because I like to travel in the same time. I need to study English because I'm a PhD student in management and English is essential.

X Yes

X No

X I don't know
DICTORAD IN TALLIA, COONIA



Answer the following questions:

Name: _____

Age: 46

Gender: Female () Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

Jade

How long have you been studying English?

Since 2008 (20 years)

How long have you been a student here at this English school?

One year and a half

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

I started because my parents wanted to give me an opportunity they don't had in the past: learn other language. I spent the first levels studying the more basic things and I decided to keep taking English classes to learn truly how to speak/read/write in English

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

Tourism;

Work;

Studying;

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

() Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other listen to music

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 5

Read books 4

Read articles 4

Talk to foreigners _____

Use it for business/work 2

Write posts/blogs 3

Other _____

In your own words, what is **bilingualism**?

It is when you understand clearly people who speak the other idiom and they understand you, and you start to think in the other language, because is natural too you.

Do you consider yourself bilingual? Why? Why not?

* No, I don't, because sometimes I steel forget what words I have to say and people don't understand me.

Who cannot be considered a bilingual?

who is afraid to try learn a new language.

Can bilingualism be taught?

I think it is something you have to 'teach' to yourself. The best teacher can give you classes, but if you don't practice and show yourself you want to know more and more it won't have results.



Answer the following questions:

Name [REDACTED]

Age: 14 years

Gender: Female () Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

Jordana

How long have you been studying English?

Six years

How long have you been a student here at this English school?

Around five years

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

My mother was the influence to me learn english, she always support me and I wished know more languages for exemple english and spanish.

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

() Turism;

() Work;

Studying;

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

() Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other _____

How would you consider your level of English? Consider the activities you checked above, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 4

Read books 4

Read articles 5

Talk to foreigners 4-3

Use it for business/work 4

Write posts/blogs 5

Other _____

In your own words, what is **bilingualism**?

For me bilingualism is when you know two or more languages.

Do you consider yourself bilingual? Why? Why not?

Yes, because I can understand films, books in english but I have more things to learn.

Who cannot be considered a bilingual?

When the person can't understand
other languages.

Can bilingualism be taught?

Yes, I think...



Answer the following questions:

Name: _____

Age: 27

Gender: () Female (X) Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

YES, I WOULD. MY NAME WILL BE LUIZ

How long have you been studying English?

I STARTED IN 2009 AND STOPPED IN 2012. I'VE STARTED RETURNED IN 2016. SO, I'VE BEEN STUDYING FOR 5 YEARS AT ALL.

How long have you been a student here at this English school?

SINCE 2016

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

I STARTED IN 2009, THEN STOPPED ^{IN 2012}. I ALWAYS HAD A PREFERENCE FOR STUDY ENGLISH. I USED TO WATCH MOVIES IN ENGLISH, TO MEET OTHER PEOPLE THAT SPOKE WITH ME JUST IN ENGLISH AND I USED TO STUDY IN AN ENGLISH SCHOOL.

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

() Tourism;

() Work;

() Studying;

() High School;

() Other * NEVER BEEN ABROAD

Is English part of your daily life? How? Check the activities you do in English:

() Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other _____

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 4

Read books 3

Read articles 4

Talk to foreigners 3

Use it for business/work 5

Write posts/blogs 3

Other _____

In your own words, what is **bilingualism**?

IS THE ABILITY TO UNDERSTAND AND BE ^{UNDERSTOOD} ~~UNDERSTOOD~~ BY
A PERSON USING MORE THAN ONE IDIOM.

Do you consider yourself bilingual? Why? Why not?

YES, BECAUSE I THINK THAT I CAN BE UNDERSTOOD BY
OTHER PEOPLE USING PORTUGUESE AND ENGLISH

Who cannot be considered a bilingual?

THE PEOPLE WHO CAN'T BE UNDERSTOOD.

Can bilingualism be taught?

YES, OF COURSE, IF ONE PERSON DEDICATES TIME TO STUDY OTHER IDIOMS, IT IS POSSIBLE AND DESIRABLE TO HAVE SOMEONE TO TEACH AND HELP.



Answer the following questions:

Name: _____

Age: 17

Gender: () Female Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

Paulo

How long have you been studying English?

I've been studying English since 2013 (five years)

How long have you been a student here at this English school?

Since I started taking an English class in 2013 (five years)

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

I started to learn English when I met video games, and it made a huge difference in my life because I wanted to understand every piece of story that games were telling me. I started playing games in English with Portuguese subtitles to make it easier to learn and more enjoyable.

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

- () Tourism;
 () Work;
 () Studying;

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

Watch films/series/documentaries

() Read books

Read articles

Talk to foreigners

() Use it for business/work

() Write posts/blogs

Other games (strategy tutorial)

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 4

Read books _____

Read articles 5

Talk to foreigners 4

Use it for business/work _____

Write posts/blogs _____

Other 5

In your own words, what is **bilingualism**?

It is the ability of learning how to speak another language.

Do you consider yourself bilingual? Why? Why not?

* Yes because I can deal very well when it comes to English in different kinds of situations

Who cannot be considered a bilingual?

Someone that is incapable of speaking a different language

Can bilingualism be taught?

You can teach someone methods that make learning easier, but you can't make them learn faster, so no.



Answer the following questions:

Name: _____

Age: 18

Gender: () Female Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

Robson

How long have you been studying English?

4 years (around)

How long have you been a student here at this English school?

Since I started learning english

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

I started in 2014 here in CIA, and all the english
knowledge that I have, I learned in CIA. I decided to study
english cause in my opinion, is the "future language".
I started watch movies and series in english, this is a good
way to learn english

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

- () Turism;
 () Work;
 () Studying;

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other _____

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 3.5

Read books 4.0

Read articles 4.0

Talk to foreigners 4.0

Use it for business/work 4.0

Write posts/blogs 3.5

Other _____

In your own words, what is **bilingualism**?

Bilingualism is, usually, a person that can talk and understand things in 2 different languages

Do you consider yourself bilingual? Why? Why not?

Yes, cause every system I can talk and understand in 2 languages

Who cannot be considered a bilingual?

The ones that cannot talk and understand things in 2 different languages

Can bilingualism be taught?

Yes, this is what language courses do.



Answer the following questions:

Name: _____

Age: 16

Gender: () Female Male

With the intention to protect your identity, your name is not going to be present in the research. Would you like to choose a pseudonym? Which one?

Ronaldo

How long have you been studying English?

around 4

How long have you been a student here at this English school?

4 years too

How did you learn English? Talk about: when you started, why you decided to study English and what you did to learn English.

I started with games, trying to say words, and when I was 10 I decide to be a pilot or just work with aviation, and for this job, have a good english is essential

Have you been abroad? If so, choose the alternatives that correspond to the reasons of your trip.

Tourism;

Work;

Studying;

() High School;

() Other _____

Is English part of your daily life? How? Check the activities you do in English:

() Watch films/series/documentaries

() Read books

() Read articles

() Talk to foreigners

() Use it for business/work

() Write posts/blogs

() Other _____

How would you consider your level of English? **Consider the activities you checked above**, how well do you do them? Grade them 1-5. (1 being the lowest and 5 being the highest).

Watch films/series/documentaries 3

Read books 5

Read articles 5

Talk to foreigners 3

Use it for business/work 3

Write posts/blogs 3

Other _____

In your own words, what is **bilingualism**?

A person that can have a conversation in two languages.

Do you consider yourself bilingual? Why? Why not?

Yes, Because I can talk with someone from other country.

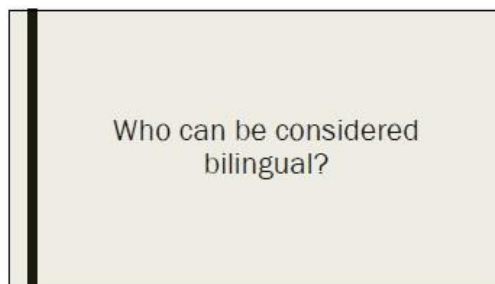
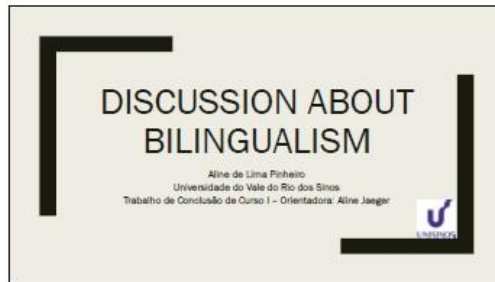
Who cannot be considered a bilingual?

A person that just know simple words and can't
have a simple conversation.

Can bilingualism be taught?

No.

APPENDIX D – DISCUSSION ABOUT BILINGUALISM



A baby being raised in two languages at the same time



Someone who can understand manuals in another language



A kid who knows numbers in another language



A LIBRAS-Portuguese user



Yourselves as English students



Definitions

- “bilingual is someone who can function in each language according to given needs”. (GROSJEAN, 1989 apud BIALYSTOK, 2001, p. 4)
- “[...] the phenomenon of competence and communication in two languages”. (A. LAM, 2001 apud HARDING-ESCH; RILEY, 2003, p. 23).

References

BIALYSTOK, Elen. *Bilingualism in development: Language, Literacy and Cognition*. New York: Cambridge University Press, 2001.

HARDING-ESCH, Edith; RILEY, Philip. *The Bilingual Family: A handbook for parents*. São Paulo: Cambridge University Press, 2003.