

**UNIVERSIDADE DE LISBOA
INSTITUTO DE EDUCAÇÃO**



**MOTIVATIONS AND PERSPECTIVES OF LEARNER'S OWN
LEARNING PATH OF PORTUGUESE AS A FOREIGN
LANGUAGE IN THE ONLINE CONTEXT**

Gisele Ribeiro de Farias e Costa

Mestrado em Educação e Formação

Especialização em E-Learning e Formação à Distância

Supervisionado pela Professora e Doutora Nikoletta Agonács

2024

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to all those who have contributed to the successful completion of my master's thesis in e-learning. This research journey has been an incredible learning experience, and I am truly grateful for the support and guidance I have received throughout.

First and foremost, I would like to express my deepest appreciation to my supervisor, Dra. Nikoletta Agonács. Your expertise, patience, and valuable insights have been instrumental in shaping this thesis. Your unwavering support, constructive feedback, and constant encouragement have motivated me to push beyond my limits and strive for excellence. I am also grateful to my classmates at the University of Lisbon, for providing me with a stimulating academic environment. The resources, facilities, and opportunities made available to me have played a significant role in successfully completing this research.

My sincere gratitude goes to the participants who willingly dedicated their time and shared their valuable insights during the data collection process. Their contributions have been pivotal in shaping the findings of this study, and I am grateful for their cooperation and willingness to be part of this research. I am indebted to my family, friends, and my partner for his unwavering support, love, and understanding throughout this journey. I would like to highlight a special thanks to my father who has not only always supported my dreams by providing his own journey as a great example but also for having taught me how to navigate life through hard and honest work. While it is impossible to name every individual who has influenced and supported me, please know that your contributions have not gone unnoticed. Each person who has played a role, big or small, in this thesis has contributed to my growth as a researcher and as an individual.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	2
TABLE OF CONTENTS	3
LIST OF TABLES	5
LIST OF PICTURES	6
LIST OF ATTACHMENTS	7
RESUME	8
ABSTRACT	10
INTRODUCTION	11
CHAPTER ONE: Language Learning & Motivation	17
Motivation Theories	20
Motivations for Learning Portuguese as a Foreign Language	24
Online Language Learning	27
Motivations for Learning Portuguese as a Foreign Language Online	30
CHAPTER TWO: Language Learning and Learner's Perspective	34
Learner's perspective and autonomous learning	35
CHAPTER THREE: Covid-19 Pandemic and its impact on Language Learning Online	38
CHAPTER FOUR: Research Design	42
Methodology	42
The research problem and the Research Objectives	43
Participants	44
Instruments	49
Data Collection Procedures	51
Ethical Matters	54

CHAPTER FIVE: Results	56
Comparative Analysis	64
Results Discussion	66
CONCLUSION	75
REFERENCES	81
TABLES	86
FIGURES	89
APPENDIX	102
ATTACHMENTS	145

LIST OF TABLES

Table 1: Interview Script

Table 2: Data analysis coding

LIST OF FIGURES

Figure 1: *Duolingo data*

Figure 2: *Gender Demographic*

Figure 3: *Nationalities*

Figure 4: *Ages*

Figure 5: *Figure 5: Language Background*

LIST OF ATTACHMENTS

Attachment 1: Ethical Committee Form

Attachment 2: English Essay Authorization form

RESUME

A transformação do panorama educacional com o advento das plataformas online é evidente, especialmente no contexto do ensino de línguas a nível global. O português, enriquecido pela sua vasta diversidade cultural, emerge como uma língua de destaque nesse cenário. Contudo, ao focalizarmos especificamente no ensino do português online, uma língua permeada por distintas variações regionais, surge uma lacuna significativa de pesquisa. Essa lacuna reside na falta de estudos abrangentes que explorem em profundidade as motivações e perspectivas dos alunos ao trilhar sua própria jornada de aprendizagem neste contexto virtual. Compreender essas motivações e perspectivas torna-se essencial para aprimorar os métodos de ensino e atender aos objetivos individuais dos alunos, promovendo, assim, uma aquisição mais eficaz e enriquecedora da língua portuguesa. Este estudo busca preencher essa lacuna crucial na pesquisa, buscando insights valiosos para otimizar o ensino da língua portuguesa no ambiente online.

Este estudo sintetiza uma análise abrangente, lançando luz sobre aspectos diferenciados da aprendizagem de línguas online, através da compreensão das motivações e perspectivas dos alunos. Os dados foram recolhidos a partir das percepções dos alunos, revelando um panorama diversificado de motivações intrinsecamente ligadas a experiências anteriores de aprendizagem de línguas, antecedentes culturais e objetivos individuais.

Através de entrevistas qualitativas aprofundadas através de um roteiro semi-estruturado com os aprendizes A, B, C e D, o estudo esclarece as diversas motivações que levam os indivíduos a participar nesta jornada de aprendizagem digital. Flexibilidade, conveniência, aspirações de viagem, intriga cultural e ambições profissionais foram identificadas como motivadores primários, alinhando-se com teorias estabelecidas de aprendizagem de línguas. O conhecimento de idiomas próximos à Língua Portuguesa foi um factor secundário levantado

nessa pesquisa. Este estudo aponta a influência da experiência anterior de aprendizagem de línguas na confiança e na facilidade dos alunos em adquirir o nível de Português almejado, destacando a necessidade de adaptar os ambientes de aprendizagem às origens e interesses dos alunos. Além disso, reconhece as vantagens e desafios inerentes à aprendizagem online, sublinhando a importância de adaptar estratégias para otimizar a experiência de aprendizagem.

Compreender as complexidades das motivações e perspectivas dos alunos é fundamental para desenvolver abordagens pedagógicas eficazes e designs de cursos para a aprendizagem online da língua portuguesa de uma forma mais eficiente e durável. A interação de motivações, características individuais e percepções de vantagens e desafios orienta a criação de experiências de aprendizagem enriquecedoras, promovendo o envolvimento e a proficiência entre os alunos na era digital. Por fim esta pesquisa visa uma maior exploração dos aspectos psicológicos e pedagógicos como potenciais para aprofundar a nossa compreensão desta paisagem dinâmica. Defende-se percursos de aprendizagem personalizados, culturalmente infundidos e flexíveis que ressoem com as motivações dos alunos e enriqueçam a sua jornada de aprendizagem da língua portuguesa. Estas considerações são cruciais para a concepção de cursos de língua portuguesa online eficazes e envolventes.

ABSTRACT

This master thesis delves into the motivations and perspectives of online Portuguese language learners through extensive qualitative interviews with four diverse individuals (**Learners A, B, C, and D**). The research investigates the primary motivations driving individuals to learn Portuguese online, revealing crucial factors such as flexibility, enjoyment, travel interests, self-improvement, tailored learning experiences, and career aspirations. Learners' perceptions of the advantages and challenges of online learning, emphasizing flexibility, tailored experiences, and the abundance of learning resources, are explored. Additionally, the study analyzes the influence of individual learner characteristics, particularly prior language learning experience, cultural background, and personal goals, in shaping motivations and perspectives. The findings highlight the need for tailored course design to align with learners' motivations, fostering engagement and satisfaction. Recommendations encompass personalized learning paths, integration of cultural elements, flexible learning options, technological integration, and the importance of one-on-one interaction. Understanding and incorporating these insights are crucial for effective online Portuguese language course design and pedagogy, ultimately enhancing learners' proficiency and engagement in the digital age.

Keywords: Motivations, Perceptions, Online, Portuguese, Foreign Language.

INTRODUCTION

As our world continues to shrink through technology and globalization, the ability to communicate in multiple languages is invaluable. Understanding why learners are motivated to study a foreign language contributes to the development of individuals who are globally competent and able to engage in cross-cultural communication with confidence.

The field of language education has witnessed a profound transformation with the advent of online learning platforms and digital resources. In today's interconnected world, the demand for acquiring proficiency in foreign languages has experienced a notable upswing, with Portuguese standing out as a prominent target language for learners on a global scale (Kawaguchi, 2016). The importance of learning languages in an interconnected world is emphasized by authors such as Byram, who underscores the role of intercultural communicative competence in language education (Byram, 1997). The surge in interest in Portuguese as a foreign language aligns with the broader trend of globalization, prompting learners to seek proficiency in languages that are strategically significant in international communication and trade (Seidlhofer, 2011).

While there is a growing body of research examining language learning motivations and perspectives, there remains a noticeable gap in the literature concerning online learners of Portuguese as a foreign language. Indeed, the majority of research in the domain of language learning and education has historically centered around widely learned languages like English, Spanish, or French (Hornberger & Johnson, 2007). These languages have traditionally held significant global importance, both as widely spoken native languages and as influential languages in various domains, including commerce, diplomacy, and academia. Consequently, much of the pedagogical and theoretical frameworks in language education have been tailored to these languages. However, with the changing dynamics of globalization and the emergence

of diverse linguistic needs, there is a growing recognition of the importance of studying and understanding the pedagogical approaches and challenges associated with less commonly learned languages, including Portuguese. This has resulted in a limited exploration of the diverse motivations that drive individuals to learn Portuguese, a language with unique cultural and regional variations.

The rapid growth of online education platforms underscores the urgency to examine how the digital learning landscape shapes the motivations and perspectives of learners. Existing scholarly works frequently overlook the specific challenges and advantages faced by learners of languages, notably those immersed in the study of Portuguese, within the online realm (Moore & Kearsley, 2012). Portuguese, a widely spoken language not only in Portugal but also substantially in Brazil and various other countries, has garnered heightened attention from language learners. This increased interest in learning Portuguese as a foreign language has led to a significant expansion of online courses and resources meticulously crafted to address the unique requirements of learners striving to attain proficiency in this language (Dudeney, 2013).

In today's increasingly interconnected world, the study of foreign languages has never been more relevant or important. Among the diverse array of languages attracting learners worldwide, Portuguese has emerged as a language of interest for many. As the number of online learners of Portuguese as a foreign language continues to grow, so too does the importance of understanding the motivations and perspectives that drive individuals on this linguistic journey. Language and culture are intrinsically linked. Understanding learners' perspectives can help educators address cultural nuances and sensitivities in the curriculum. By doing so, they foster a deeper appreciation for the Portuguese-speaking world, making the language-learning experience richer and more meaningful.

Despite the availability of these online resources, I have done a long research on academic platforms, such as Google Scholar, academic journals, and virtual university libraries and it has shown that little research has been done into motivations and perspectives that drive learners in their pursuit of Portuguese language acquisition within the online learning environment. Understanding the motivations and perspectives of learners is crucial for educators, instructional designers, and policymakers to enhance the effectiveness of online Portuguese language learning programs and to tailor them to meet the diverse needs and expectations of learners. This study seeks to address the following key questions:

1. What are the primary motivations that compel individuals to embark on the journey of learning Portuguese as a foreign language in the online context?
2. How do learners perceive the advantages and challenges of online Portuguese language learning, and how do these perceptions influence their learning experiences and outcomes?
3. What role do individual learner characteristics, such as prior language learning experience, cultural background, and personal goals, play in shaping motivations and perspectives toward online Portuguese language learning?
4. What implications do the motivations and perspectives of learners have for the design of effective and engaging online Portuguese language courses and resources?

To address these questions, this research aims to conduct a comprehensive examination of the motivations driving learners to choose online platforms for Portuguese language acquisition and explore their attitudes, preferences, and perceived obstacles within this virtual learning environment.

By shedding light on these critical aspects, this study seeks to provide insights that can inform the development of more tailored, effective, and culturally sensitive online Portuguese language learning resources and strategies, ultimately facilitating the acquisition of Portuguese as a foreign language in the online context.

Language learning can be challenging, and learners often encounter obstacles on their path to fluency. By understanding the motivations of Portuguese learners, educators can identify these barriers and work to dismantle them. Whether it is providing additional support or adjusting the curriculum, this knowledge can be a powerful tool in improving retention rates and overall success. Knowing why learners are motivated to study Portuguese also allows these entities to allocate resources more effectively. If a significant number of learners are interested in Portuguese for travel or business purposes, resources can be concentrated on developing content relevant to these needs.

One of the most compelling reasons for diving into the motivations of online learners is the potential for more personalized learning. When educators comprehend why students choose to study Portuguese, they can tailor their teaching methods and content to align with the learners' goals and interests. This personalized approach can breathe new life into language acquisition, making it more engaging, enjoyable, and, ultimately, successful. Anderson, C. A., & Hidi, S. (1988) say "Interest and learning in the classroom: The effects of choice and intrinsic motivation." *Contemporary Educational Psychology*, 13(3), 312-322. This aligns with the notion that understanding learners' motivations, in this case, choosing to study Portuguese, allows educators to tailor content accordingly, fostering a more personalized and engaging learning experience.

Ultimately, understanding learner motivations can lead to more effective language instruction. When instructors are aware of why students are studying Portuguese, they can

design curricula and teaching strategies that foster greater enthusiasm, commitment, and achievement in language learning.

The significance of understanding the motivations and perspectives of online learners of Portuguese as a foreign language cannot be overstated. It benefits learners, educators, institutions, and society as a whole. It paves the way for a more personalized, successful, and culturally enriched language learning journey, and it equips individuals with the skills and understanding needed to thrive in our interconnected world. So, whether you are a language learner, an educator, or a policymaker, remember that by understanding the "why" behind Portuguese language learning, you are contributing to a more vibrant and interconnected global community.

The motivations and perspectives of learners studying Portuguese in different geographical contexts may differ significantly from those learning it in traditional classroom settings. Understanding these distinctions is crucial for effective language education.

The little research on the motivations of online learners of Portuguese has implications for language pedagogy. Without a comprehensive understanding of what drives learners to study Portuguese online, educators may struggle to design effective online language courses tailored to the unique needs and goals of these learners.

Understanding the intricacies of language learning motivation is essential for both educators and learners. Several prominent theories shed light on this complex topic. Deci and Ryan's Self-Determination Theory emphasizes intrinsic motivation, highlighting the importance of personal fulfillment and autonomy in language learning (Deci & Ryan, 1985). In contrast, the Expectancy-Value Theory (Eccles & Wigfield 2002), underscores the significance of learners' beliefs in their ability to succeed and the perceived value of language learning. Vygotsky's Social-Cultural Theory underscores the role of social interaction and

cultural context, emphasizing the value of connecting with others and engaging in shared cultural experiences (Vygotsky, 1978).

Goal-oriented theorists, like Locke and Latham (2002), stress the importance of setting specific, achievable language learning objectives to maintain motivation. Additionally, Csikszentmihalyi's Flow Theory argues that learners are most motivated when they achieve a state of deep engagement, where the challenge level aligns with their skills (Csikszentmihalyi, 1990). Combining these theories offers a comprehensive view of language learning motivation, embracing intrinsic and extrinsic factors, individual and social dimensions, goal setting, and the pursuit of flow experiences. Although these theories are not Portuguese language learning specific but more focused on general language learning motivation I bring them here because of their relevance to the field of studies. Ultimately, this synthesis provides a holistic understanding that can inform effective language learning practices.

As Portuguese continues to gain prominence as a global language, it is imperative to explore how learners' motivations for studying it relate to their intentions for cross-cultural communication. The literature hampers our ability to prepare individuals for meaningful intercultural exchanges in the Portuguese-speaking world.

Addressing the little research is essential not only for providing a more comprehensive understanding of language learning motivations but also for developing more effective online language education programs and fostering cross-cultural competence in an increasingly interconnected world. This research seeks to bridge this critical gap by delving into the motivations and perspectives of online learners of Portuguese, contributing valuable insights to both the fields of language education and intercultural communication.

CHAPTER ONE: LANGUAGE LEARNING & MOTIVATION

Language learning is a complex and multifaceted process that has fascinated scholars, educators, and learners alike for centuries. At the heart of this intricate journey lies motivation, the driving force that compels individuals to embark on the path of acquiring a new language. Understanding language learning motivation is not only crucial for educators and researchers but also for anyone aspiring to master a foreign language. Motivation is the spark that ignites the language-learning process. It is the inner desire, enthusiasm, and determination that prompt individuals to dedicate time and effort to mastering a new language, often in the face of challenges and obstacles. According to Dörnyei, Z., & Ushioda, E. (2013), Richards, J. C., & Rodgers, T. S. (2014), Byram, M., & Feng, A. (2006) and Gudykunst, W. B., & Kim, Y. Y. (2017) language learning motivation is significant for several reasons:

1. **Achieving Proficiency:** Proficiency in a foreign language is a valuable skill in today's globalized world. Motivated learners are more likely to persevere through the inevitable difficulties of language acquisition, ultimately achieving a higher level of fluency. Dörnyei and Ushioda emphasize the critical role of motivation in achieving language proficiency. Motivated learners are more likely to persist through challenges, ultimately reaching a higher level of fluency in the target language Dörnyei, Z., & Ushioda, E. (2013).

2. **Effective Teaching:** For educators, understanding their students' motivations is essential for tailoring teaching methods and content to meet their specific needs and goals. Motivated students are more engaged and responsive in the classroom. Richards and Rodgers discuss the importance of understanding learners' motivations for effective language teaching. Tailoring teaching methods based on student motivations leads to increased engagement and better learning outcomes Richards, J. C., & Rodgers, T. S. (2014).

3. *Cultural Understanding*: Language is a window into culture. Motivated language learners often develop a deeper appreciation for the culture, history, and traditions of the speakers of the language they are learning. Byram and Feng highlight the connection between language learning motivation and cultural understanding. Motivated language learners often exhibit a deeper appreciation and understanding of the culture, history, and traditions associated with the language they are studying Byram, M., & Feng, A. (2006).

4. *Enhanced Communication*: Language is the bridge that connects people from diverse backgrounds. Motivated language learners are better equipped to engage in cross-cultural communication, fostering mutual understanding and cooperation. Gudykunst and Kim emphasize the role of motivated language learners in enhancing cross-cultural communication. Motivated learners are better prepared to engage in effective communication with individuals from diverse linguistic and cultural backgrounds, promoting mutual understanding and cooperation Gudykunst, W. B., & Kim, Y. Y. (2017).

Understanding the significance of motivation in language learning is pivotal for both educators and learners alike. Motivation, the driving force that fuels the desire to learn and master a new language, plays a vital role in the language acquisition journey. Specialists, including linguists, psychologists, and educators, shed light on the different aspects and importance of language learning motivation. Krashen, S. D. (1982) affective filter hypothesis underscores the role of motivation in language acquisition. Anxiety, stress, or lack of motivation can act as barriers, hindering the natural process of learning a language. Lowering this "affective filter" by fostering motivation and creating a supportive learning environment becomes crucial for optimal language acquisition, Krashen, S. D. (1982).

According to Ryan, R. M., & Deci, E. L. (2000), motivation can be broadly categorized into intrinsic and extrinsic forms. Intrinsic motivation is driven by personal interest, enjoyment,

and the inherent satisfaction derived from learning. On the other hand, extrinsic motivation involves external factors like rewards, grades, or societal approval. While both forms are influential, specialists Ryan, R. M., & Deci, E. L. (2000) emphasize that cultivating intrinsic motivation leads to a sustained and genuine interest in the language and its cultural nuances.

Motivational strategies are essential tools for learners. These strategies can encompass setting achievable goals, nurturing a positive attitude towards the target language and culture, engaging in enjoyable language learning activities, and actively participating in language communities.

The role of teachers and the learning environment is equally important. Educators play a critical role in creating engaging lessons, providing constructive feedback, and fostering a positive atmosphere that promotes motivation. Additionally, a supportive learning environment and peer encouragement contribute significantly to motivating language learners. Considering learner differences is key. Individuals have diverse motivations for learning a language, whether for career advancement, travel, cultural appreciation, or personal interest. Tailoring language instruction to align with these motivations ensures a more effective and enjoyable learning experience. Dörnyei and Csizér (1998) conducted an empirical study and outlined effective ways of motivating language learners. They highlighted the significance of tailoring instruction to align with learners' motivations, ultimately emphasizing how personalized instruction can significantly enhance the learning experience (Dörnyei & Csizér, 1998, p. 203)." In conclusion, language motivation stands as a foundational pillar in the realm of language learning. A motivated learner is more likely to invest time, effort, and enthusiasm in language study, persevere through challenges, and engage in authentic language use. Ultimately, according to Dörnyei and Skehan (2003), motivation significantly influences individual differences in second language learning, impacting proficiency and fluency. and a deeper appreciation of a new language and its culture.

Motivation Theories

Motivation is a complex phenomenon influenced by various factors that shape our drive, commitment, and persistence in pursuing goals. Various experts in psychology and education have extensively studied these factors to better understand what fuels human motivation. When speaking about motivation and language learning it is important to highlight the following theories influencing motivation in human behavior and in the learning process.

- Self-Determination Theory (SDT)
- Expectancy-Value Theory
- Maslow's Hierarchy of Needs
- Goal-Setting Theory
- Social Cognitive Theory
- Socio-Cultural Theory
- Cognitive Evaluation Theory

As mentioned above, motivation can be broadly categorized into two main types that apply in the field of language learning; Intrinsic Motivation and Extrinsic Motivation. Intrinsic motivation arises from within the individual. It is driven by personal interest, curiosity, and the inherent enjoyment of learning a language. Learners with high intrinsic motivation are often self-directed and find the learning process inherently satisfying "Intrinsically motivated behaviors are those that a person engages in because they find the activity itself interesting and inherently satisfying. Engaging in the activity is seen as an end in itself." (Ryan & Deci, 2000, p. 54). Extrinsic motivation, on the other hand, comes from external factors. It can be influenced by rewards such as grades, certificates, or career advancement, "Extrinsically

motivated behaviors, in contrast, are performed in order to obtain some reward or to avoid some punishment. The reward or punishment is separable from the activity itself." (Deci & Ryan, 1985, p. 16).

Intrinsically motivated language learners exhibit a sense of autonomy and self-determination in their learning journey. Learners perceive language learning as a choice and embrace the challenge with enthusiasm (Deci & Ryan, 1985). As emphasized by Deci and Ryan (1985), "Intrinsically motivated behaviors are performed because of the sense of interest and enjoyment derived from the task itself." In language learning, this could manifest as a genuine interest in exploring the intricacies of grammar, vocabulary, and cultural nuances, and the joy of using the language to communicate effectively.

While extrinsic motivation can be a powerful initial driving force, it may not sustain long-term language learning without some degree of intrinsic motivation. In the realm of language learning, motivation serves as a potent catalyst, influencing learners' commitment and success. Experts in the field of education and psychology emphasize the crucial distinction between intrinsic and extrinsic motivation as fundamental (Ryan & Deci, 2000). Intrinsic motivation, as described by Deci and Ryan (1985), arises from internal factors, driven by genuine interest and personal satisfaction. Learners intrinsically motivated in language acquisition often exhibit enduring dedication and passion, making the learning process enjoyable and self-propelled.

Conversely, extrinsic motivation involves external incentives, such as grades, rewards, or social recognition (Ryan & Deci, 2000). While extrinsic motivation can initiate engagement in a particular activity, it may not sustain long-term involvement without a concurrent intrinsic drive. The interplay of intrinsic and extrinsic motivation is vital for effective language learning. As Gardner (1985) posited in the Socio-Educational Model, integrating both types can optimize

motivation. External incentives can act as catalysts to ignite interest, gradually fostering intrinsic motivation for a sustained and fulfilling language learning journey.

Other authors also highlighted that an effective language learning environment involves a balanced integration of both intrinsic and extrinsic motivational factors. While intrinsic motivation cultivates a deep and lasting interest in the language, extrinsic motivation provides immediate incentives and goals that facilitate progress and achievement in the learning process (Noels, Pelletier, Clément, & Vallerand, 2000).

The Self-Determination Theory (SDT) (Deci & Ryan, 1985) is another framework highlighting the importance of autonomy, competence, and relatedness in motivation. The theory provides valuable insights into understanding motivation and its role in learning. SDT posits that individuals have innate psychological needs for autonomy, competence, and relatedness, which are essential for fostering intrinsic motivation (Deci & Ryan, 2000).

In the context of language learning, SDT emphasizes the importance of autonomy, allowing learners to have a sense of choice and control over their learning process. When learners feel they are actively engaged in decision-making regarding the language they learn, the learning methods they employ, and the pace of their progress, their intrinsic motivation is heightened. SDT, developed by Deci and Ryan (1985), emphasizes the role of autonomy, competence, and relatedness in motivation. Autonomy involves the desire for choice and control in one's actions, competence pertains to feeling capable and effective, and relatedness is the need for connection with others. According to Ryan and Deci (2000), "The need for autonomy is a universal, innate psychological nutriment of the growth, integrity, and health of the person" (p. 69) Competence is a key aspect of SDT, focusing on learners' desire to feel effective and capable in their language learning endeavors. When learners perceive their progress, achieve their language learning goals, and grasp the language's complexities, their

intrinsic motivation is reinforced. According to Deci and Ryan (2000), "Competence is experienced as a sense of mastery and efficacy, as one feels capable of achieving desired outcomes" (p. 71). The Cognitive Evaluation Theory, derived from SDT, which focuses on how external factors like rewards can either enhance or undermine intrinsic motivation. Deci & Ryan, 1985 believe that competence or autonomy tends to facilitate intrinsic motivation.

Creating a supportive learning environment where learners can interact with fellow learners, native speakers, or language instructors fosters intrinsic motivation. As highlighted by Deci and Ryan (2000), "Relatedness involves a sense of belongingness and attachment to significant others" (p. 239). Understanding the nuances of intrinsic and extrinsic motivation and SDT theories is pivotal for language educators and learners, enabling the tailoring of approaches that kindle genuine passion and commitment to mastering a new language.

The Expectancy-Value Theory highlights the pivotal role of both expectations and perceived value in determining an individual's motivation to engage in various activities. According to Eccles and Wigfield (2002), individuals are more likely to be motivated to participate in activities they expect to succeed in and perceive as valuable.

Maslow (1954) affirmed that motivation and behavior are intricately linked to the fulfillment of needs. According to Maslow's hierarchy of needs theory, individuals are driven by a hierarchy of needs, with lower-level needs needing to be satisfied before higher-level ones can effectively motivate behavior (Maslow, 1954).

The Goal-setting theory suggests that setting specific and challenging goals can enhance motivation. Clear goals provide direction and a sense of purpose. "A goal specifies a target to be reached and indicates the standard of performance expected" (Locke & Latham, 1990). On the other hand, the Social Cognitive Theory, proposed by Bandura (1986), highlights the role of observational learning, self-regulation, and self-efficacy in motivation. Observing

others and having confidence in one's abilities are central. Bandura affirms that "Social Cognitive Theory underscores the role of observational learning, self-regulation, and self-efficacy in motivating behavior". Another influential figure often regarded as the father of Pedagogy, Vygotsky, emphasized the connection between motivations and the learning path through a Socio-Cultural Theory. Vygotsky's Socio-Cultural Theory posits that social interactions and cultural context significantly impact an individual's motivation and learning process (Vygotsky, 1978) Learning occurs within a social and cultural framework. According to Vygotsky (1978), cultural development functions initially manifest on a social level within a child's experiences and subsequently internalize at an individual level through development.

In conclusion, motivation is a multifaceted construct influenced by various factors, including psychological needs, goal setting, expectancy-value perceptions, social and cultural influences, the learning environment, and emotions. Understanding these factors is essential for educators, psychologists, and individuals seeking to enhance motivation and achieve their goals.

Motivations for Learning Portuguese as a Foreign Language

Learning Portuguese as a foreign language can be motivated by a variety of personal, professional, and cultural factors. Further on in these studies, it will be compiled these theories and the collected data to better comprehend the listed factors below. Understanding these motivations is essential in tailoring effective language learning approaches (Dörnyei, Z. (2001)). Here are some common motivation scenarios more specific for learning Portuguese:

- Cultural Interest and Travel
- Job and Career Opportunities
- Educational Requirements

- Family or Partner Connections
- Professional Development
- Business and Trade Opportunities
- Media Consumption and Literature
- Migration and Residency
- Language Enthusiasts and Polyglots

Individuals may be motivated to learn Portuguese due to a fascination with the culture, history, and traditions of Portuguese-speaking countries like Portugal, Brazil, Mozambique, and others (UNESCO, 2009). Learning the language can enhance their travel experiences and facilitate meaningful interactions with locals (World Tourism Organization, 2021). Portuguese is an official language in multiple countries and is gaining importance in international business, trade, and diplomacy (United Nations, 2021). Learning Portuguese can create job opportunities and career advancements, especially for those working in multinational companies, international relations, or tourism sectors (World Trade Organization, 2020).

Students may learn Portuguese to fulfill academic requirements, whether it is a mandatory language course, a degree program, or research interests. Academic institutions often offer Portuguese language courses to promote cultural exchange and academic exploration. Having family members, a partner, or close friends who speak Portuguese or belong to a Portuguese-speaking community can serve as a strong motivation. Learning the language allows for better communication and understanding of their culture and heritage. In addition, professionals in various fields, such as researchers, linguists, or educators, might learn Portuguese to expand their expertise and engage with Portuguese-speaking communities for research, collaborations, or teaching opportunities. Portuguese language plays an important

role for businesspersons and entrepreneurs, learning Portuguese can open doors for trade and business ventures in Portuguese-speaking countries, fostering relationships with potential clients, partners, or customers.

People interested in Portuguese literature, films, music, or other forms of media may learn the language to access these cultural assets in their original form. Understanding Portuguese provides a deeper appreciation of its artistic expressions.

Individuals planning to relocate to a Portuguese-speaking country for work, retirement, or other reasons may learn the language to integrate into society, manage daily affairs, and communicate effectively within their new community. Some individuals enjoy learning languages as a hobby or personal challenge. Portuguese, known for its melodic sound and rich linguistic history, might appeal to language enthusiasts seeking to expand their language repertoire. Understanding these motivations is vital as it allows language educators to tailor curriculum and approaches to suit diverse learner needs, ultimately enhancing the engagement and effectiveness of learning Portuguese (Deci & Ryan, 1985; Dörnyei, 2001).

Online Language Learning

Online Language Learning has been seen as a dynamic and influential force in language education. The evolution of platforms, methodologies, advantages, and challenges shape the landscape of language learning in the digital age. As technology continues to advance, OLL is likely to play an increasingly pivotal role in helping individuals worldwide become proficient in new languages.

The digital environment has revolutionized the way individuals acquire language proficiency, offering flexible and accessible platforms for learners worldwide. This

exploration investigates into the multifaceted nature of the Online Language Learning Environment, examining its key features, underlying theories, and the potential impact on language acquisition.

The Online Language Learning Environment is characterized by a variety of key features that distinguish it from traditional classroom-based language learning. One crucial aspect is learner autonomy, but besides, there are several technological aspects of the learning environment that need to be considered. For example, studies show that the integration of multimedia and interactive elements within the Online Language Learning Environment significantly enhances engagement and comprehension. Video lessons, audio recordings, interactive exercises, and gamified activities are frequently utilized to create an immersive learning experience (Stockwell, 2017). These elements cater to different learning styles and preferences, making the learning process more dynamic and engaging for learners.

Besides the technologies used, the underlying learning theory also influences the learners' experience in the online learning environment. The Connectivist Theory of Learning, emphasizes the importance of creating and nurturing connections between learners, resources, and experts within a digital learning environment (Siemens, 2005). The interconnectedness facilitated by online platforms enables collaborative learning, knowledge sharing, and a networked approach to language acquisition.

The rapid integration of digital technology and the ubiquitous presence of the internet has brought about a revolutionary transformation in the realm of language education. Online Language Learning (OLL) has emerged as a dynamic and increasingly popular mode of acquiring proficiency in a new language, disrupting traditional approaches to language acquisition (Belanger, 2005; Godwin-Jones, 2018). The convenience, accessibility, and flexibility offered by online platforms have significantly contributed to the rise of OLL, making

it an attractive choice for learners seeking a more flexible and personalized learning experience. This chapter serves as a gateway into the evolving landscape of OLL, presenting an exploration of its history, methodologies, advantages, and challenges. Individuals no longer need to be confined to physical classrooms or textbooks to embark on their language-learning journey. Instead, they can leverage the vast resources available online to tailor their language learning experience to suit their specific needs and preferences.

The advent of the internet and the rapid advancement of technology have brought about a transformative shift in the way individuals approach language learning. The convergence of education and technology has given rise to an array of online platforms and tools that offer flexible and personalized learning experiences, fundamentally altering traditional pedagogical approaches.

Online Language Learning, often referred to as OLL (Belanger, 2005; Godwin-Jones, 2018) has a rich history that parallels the development of the internet and digital technology. According to Sotillo, S. M. (2017) the roots of OLL can be traced back to the early 2000s when the internet became more accessible and interactive. Initially, OLL offerings were limited to basic language courses, but they have since expanded to encompass a wide range of languages, proficiency levels, and specialized programs OLL is not merely a digital replication of traditional classroom learning. It employs a variety of methodologies and techniques tailored to the online environment. One of the key features of OLL is the emphasis on learner autonomy. Learners are often encouraged to set their own pace, select resources, and engage in self-directed study, fostering a sense of responsibility for their progress (Garrison & Kanuka, 2004). Another noteworthy aspect of OLL is the integration of multimedia and interactive elements. Video lessons, audio recordings, and gamified activities are common tools used to engage learners and enhance comprehension (Stockwell, 2017). OLL offers several advantages over traditional classroom-based language learning. Perhaps the most significant advantage is

flexibility. Learners can access materials and participate in lessons at their convenience, accommodating various schedules and lifestyles. Additionally, OLL provides access to a broader range of languages and dialects, enabling learners to explore less commonly taught languages (Gikandi, Morrow, & Davis, 2011). While OLL offers numerous benefits, it is not without challenges. One of the primary concerns is the potential for social isolation. Learning a language often involves interpersonal communication and cultural immersion, aspects that may be limited in an online environment (Kern, Ware, & Warschauer, 2015). Besides the social isolation learners may find technical issues, such as internet connectivity problems or software glitches, can also hinder the learning experience. Additionally, maintaining motivation and self-discipline when learning independently online can be a challenge for some learners (Papi, 2010). Research indicates that OLL can be highly effective when combined with instructor support and structured curricula (Means et al., 2013). However, individual learner characteristics, such as self-regulation and motivation, play a significant role in the success of OLL experiences (Cheng, 2011).

Constructivism posits that learners actively construct knowledge by interacting with their environment and integrating new information with existing knowledge (Vygotsky, 1978). In the Online Language Learning Environment, learners are engaged with digital content, interactive exercises, and fellow learners, aligning with the constructivist approach and promoting meaningful learning experiences.

The Online Language Learning Environment has transformative potential in language education, reaching a global audience and offering accessibility to a vast array of languages and learning materials. As technology continues to advance, incorporating artificial intelligence (AI) in the form of chatbots, language processing algorithms, and personalized learning platforms holds significant promise. AI-powered tools can provide immediate feedback, adapt

to individual learning styles, and enhance the overall efficiency and effectiveness of language learning.

In conclusion, the Online Language Learning Environment has become an influential platform in language education, providing learners with unprecedented opportunities for personalized and interactive language acquisition. Understanding its key features, grounded in educational theories, and harnessing its potential through the integration of advanced technologies is essential for optimizing language learning outcomes in the digital age.

Motivations for Learning Portuguese as a Foreign Language Online

Learning Portuguese as a foreign language has indeed gained significant popularity in recent years, with online platforms playing a prevalent role as intermediaries for acquiring proficiency (Godwin-Jones, 2019). Various motives drive individuals to pursue learning Portuguese in the online environment, encompassing personal, professional, and academic aspirations (Lamy & Hampel, 2007).

Learning Portuguese can open doors to economic opportunities, especially for business professionals, investors, and entrepreneurs. Brazil, as one of the largest economies in Latin America, has a growing market and a significant presence in various sectors. Proficiency in Portuguese can enhance business negotiations, facilitate trade, and establish connections with Portuguese-speaking markets (Allan, 2016).

Portugal and Brazil are popular tourist destinations, attracting visitors from around the world. Learning Portuguese enhances the travel experience, allowing individuals to immerse themselves in the local culture, communicate effectively, and navigate through the countries with ease (Rodrigues & Oliveira, 2014). Many individuals choose to learn Portuguese to pursue academic goals, such as studying in Portuguese-speaking countries or engaging in research

related to Portuguese-speaking regions. Proficiency in the language is often a requirement for academic programs, scholarships, and research opportunities (Santos, 2018).

Learning Portuguese is often driven by a desire to explore the rich cultural heritage of Portuguese-speaking countries. This includes an appreciation for literature, art, music, and traditions unique to the Portuguese-speaking world. Online learning provides a convenient way to engage with these cultural elements.

Quite often individuals with family ties or relatives in Portuguese-speaking countries are motivated to learn the language to foster better communication and strengthen their connections. Online learning platforms enable them to maintain consistent contact and engage in meaningful conversations with their family members. Also, there are some language enthusiasts who are motivated by a general interest in linguistic diversity. Learning Portuguese allows them to broaden their linguistic skills and gain a deeper understanding of the Romance language, which may further inspire the exploration of other languages (Schütz, 2018). Not as often, but there are individuals planning to migrate or establish residency in a Portuguese-speaking country who find it essential to learn the language.

Learning Portuguese as a foreign language online is motivated by a diverse set of factors, including convenience, flexibility, cost-effectiveness, access to varied learning resources, interactive learning experiences, engagement with a global community, language exchange, personalized learning paths, and progress tracking (Krashen, 1985; Siemens, 2005).

The flexibility and convenience offered by online language learning align seamlessly with Benjamin Bloom's work (Bloom et al., 1956) on mastery learning and personalized instruction. Bloom's Taxonomy of Learning emphasizes individualized learning paths and pace, concepts that resonate with the adaptable nature of online learning platforms. In this context, learners can apply their knowledge through interactive exercises, engage in analytical

thinking to understand grammar rules and language structures, synthesize information to construct meaningful sentences or conversations and evaluate their progress through assessments and feedback. The integration of Bloom's Taxonomy into online language learning platforms enables learners to navigate various levels of cognitive processes, aligning with their learning styles and preferences (Bloom et al., 1956).

In the realm of online language learning, adaptive learning plays a vital role in enhancing cost-effectiveness (Christensen, 1997). This concept is illuminated by Christensen's theories on disruptive innovation, showcasing how online language learning has disrupted traditional language education by providing more cost-effective alternatives (Christensen, 1997). Adaptive learning refers to personalized and tailored instruction that adapts to each learner's needs and progress. Online platforms utilize data analytics and algorithms to assess a learner's performance, preferences, and areas of struggle. Based on this assessment, the platform adjusts the content, difficulty level, and pace of learning to optimize the learning experience for the individual, thus maximizing the educational investment (Christensen, 1997).

Connectivism, a learning theory by Siemens (2005), emphasizes the significance of technology and networks in facilitating access to a vast array of resources. This aligns with the modern landscape of online learning platforms, where learners can connect to a multitude of resources and individuals (Siemens, 2005). The availability of diverse learning resources on online platforms for Portuguese learners illustrates how technology and networks contribute to the realization of connectivist principles. Learners engaging with online platforms can access a variety of materials such as interactive lessons, multimedia content, virtual classrooms, discussion forums, and language practice exercises, enhancing their understanding and proficiency in the Portuguese language (Siemens, 2005).

Interactive learning experiences in online language learning platforms resonate with Lev Vygotsky's sociocultural theory of learning (Vygotsky, 1978). Vygotsky's theory underscores the significance of social interaction and collaboration in the learning process, principles that are mirrored in the interactive elements and community features present in these online platforms (Vygotsky, 1978). Online language learning platforms, in line with Vygotsky's sociocultural theory, incorporate interactive learning experiences that facilitate social engagement and collaboration among learners. Features such as discussion forums, virtual classrooms, language exchange opportunities, and collaborative projects encourage learners to actively interact with peers and instructors, collectively constructing knowledge about the language they are learning (Vygotsky, 1978).

Additionally, the idea of connecting with a global community in online language learning aligns with Krashen's theories on second language acquisition (Krashen, 1985). Krashen emphasizes the importance of meaningful interaction and communicative opportunities in the language-learning process, concepts that are well-reflected in online language-learning communities (Krashen, 1985). Interacting with a global community can enhance motivation by presenting real-world communicative opportunities, reducing anxiety through gradual exposure and support, and boosting self-confidence through continuous practice and positive reinforcement (Krashen, 1985). Online language learning platforms, such as Italki (2023), Duolingo (2023), and Rosetta Stone (2023), facilitate meaningful interaction by connecting learners with a global community of speakers and learners of the target language, enriching the learning experience and aligning with Krashen's emphasis on meaningful interactions in language acquisition. In summary, online platforms provide a convenient and effective means for individuals to achieve their language learning goals in accordance with their specific motivations, incorporating various theories and principles of learning into the digital learning landscape.

CHAPTER TWO: LANGUAGE LEARNING AND LEARNER'S PERSPECTIVE

In an era characterized by globalization, digital connectivity, and the evolution of online education, the realm of language learning has witnessed a significant paradigm shift. The emergence and rapid advancement of digital platforms have revolutionized the way languages are acquired, making them increasingly convenient and accessible for individuals worldwide.

Among the diverse languages that captivate learners, Portuguese stands as a language of growing importance due to its widespread global presence and the cultural richness of Portuguese-speaking nations.

Online platforms now offer a multitude of opportunities for learners to engage with the Portuguese language, allowing them to explore its intricacies, cultural nuances, and communicative intricacies at their own pace and convenience. This study embarks on an exploration of the perspectives and experiences of learners engaged in online Portuguese language courses. By delving into the motivations, challenges, and perceived benefits of this mode of language learning, it aims to unravel the tapestry of online language education and shed light on the transformative potential it holds for learners seeking proficiency in the Portuguese language.

The allure of mastering the Portuguese language, influenced by the prominence of Portuguese-speaking regions, cultural appreciation, and economic globalization, has propelled learners to seek avenues for acquiring linguistic competence (Silva & Santos, 2017). Online platforms provide a flexible and tailored approach to language acquisition, accommodating the diverse motivations of learners.

As learners navigate this digital landscape, they encounter an array of challenges that necessitate adaptability, self-discipline, and perseverance. Overcoming these hurdles, learners find themselves immersed in an enriching journey that not only enhances their language

proficiency but also offers a deeper understanding of Portuguese culture and society. This exploration seeks to illuminate the multifaceted experiences of online Portuguese learners, offering insights into the opportunities and constraints that shape their educational endeavors.

Language learning is a complex and dynamic process that involves multifaceted cognitive, social, and cultural dimensions. From the learner's perspective, this process is influenced by various internal and external factors. Krashen (1981) introduced the influential theory of second language acquisition (SLA), emphasizing the role of comprehensible input and the importance of an effective filter in language learning. According to Krashen, when learners are exposed to language input that is just beyond their current level of comprehension, they can naturally acquire the language.

Vygotsky's socio-cultural theory (1978) further emphasizes the social nature of learning and the critical role of social interaction in language development. Vygotsky posits that learning is a collaborative process where learners engage with more knowledgeable individuals, such as teachers or peers, to construct understanding and language skills through dialogue and interaction.

Furthermore, the learner's motivation plays a pivotal role in language acquisition. Gardner's socio-educational model (1985) introduced the concept of integrative and instrumental motivation. Integrative motivation reflects a genuine interest in and appreciation of the target language and its culture, while instrumental motivation is driven by external factors such as career goals. Dörnyei (2009) later expanded on these concepts, introducing the notion of the L2 motivational self-system, which includes ideal and ought-to selves, reflecting the learner's aspirations and perceived responsibilities in the language learning process.

In recent years, research has probed into the learner's agency and autonomy in language learning. Benson's (2001) work on learner autonomy emphasizes the learner's ability to take

control of their learning, make informed choices, and set their learning objectives. This perspective aligns with Knowles' concept of andragogy (1984), which stresses self-directedness and autonomy in adult learning. In summary, language learning is influenced by a combination of cognitive, social, and affective factors, encompassing input comprehension, social interaction, motivation, and learner autonomy.

Understanding language learning from the learner's perspective allows for the development of more effective pedagogical approaches that cater to individual needs, motivations, and learning styles.

Learner's perspective and autonomous learning

The learner's perspective in language acquisition is a critical aspect that has gained substantial attention in recent years. Autonomous learning, an essential component of this perspective, refers to the learner's ability to take charge of their own learning process, making decisions regarding learning objectives, strategies, and assessment (Benson, 2011). This approach shifts the traditional teacher-centered paradigm to a learner-centered one, emphasizing the importance of self-regulation and self-determination in the learning journey (Little, 1991).

In autonomous learning, learners actively engage with the language, setting personal learning goals based on their interests, needs, and motivations (Holec, 1981). This approach fosters a sense of ownership, responsibility, and self-awareness, allowing learners to monitor their progress and adapt their strategies accordingly (Benson, 2011). It is a process where learners become not just consumers of knowledge but producers of it, as they shape their learning experiences through exploration and experimentation.

Deci and Ryan (1985) introduced the Self-Determination Theory (SDT), a psychological framework that further explains the learner's motivation in autonomous learning. According to SDT, motivation is driven by three innate psychological needs: autonomy, competence, and relatedness. Autonomous learning aligns with the need for autonomy, enabling learners to experience a sense of control and volition in their learning pursuits. Moreover, Knowles (1975) emphasized that adult learners are more inclined towards autonomous learning due to their life experiences, self-concept, and readiness to learn. He identified a set of characteristics in adult learners, including their need to be self-directed and autonomous in their learning endeavors.

To sum up, embracing the learner's perspective through autonomous learning empowers individuals to become active agents in their language acquisition process. Understanding the motivations, needs, and abilities of learners is fundamental for educators to create an environment that supports and nurtures autonomous learning.

CHAPTER THREE: COVID-19 PANDEMIC AND ITS IMPACT ON LANGUAGE

LEARNING ONLINE

The COVID-19 pandemic has not only altered our daily lives but also reshaped the landscape of education. One significant aspect affected by this change is teaching and learning and consequently the language learning area is not an exception. The closure of physical classrooms propelled a surge in the use of online platforms for language acquisition, bringing about various transformations in the way we learn languages.

The pandemic saw a notable rise in the demand for online language-learning platforms. Popular services such as [Duolingo \(2023\)](#) offer an interactive platform for language learning; [Rosetta Stone \(2023\)](#) and [Italki \(2023\)](#) provide language learning through interactive lessons; [Babbel \(2023\)](#) is known for its user-friendly language-learning interface. These platforms experienced a significant influx of new users seeking to utilize their time at home productively. With the closure of physical classrooms, educational institutions rapidly shifted to remote learning utilizing virtual classrooms. Platforms like Zoom, Google Meet, and Skype became indispensable tools for conducting live language classes and enabling real-time interaction. [Duolingo \(2023\)](#) reported:

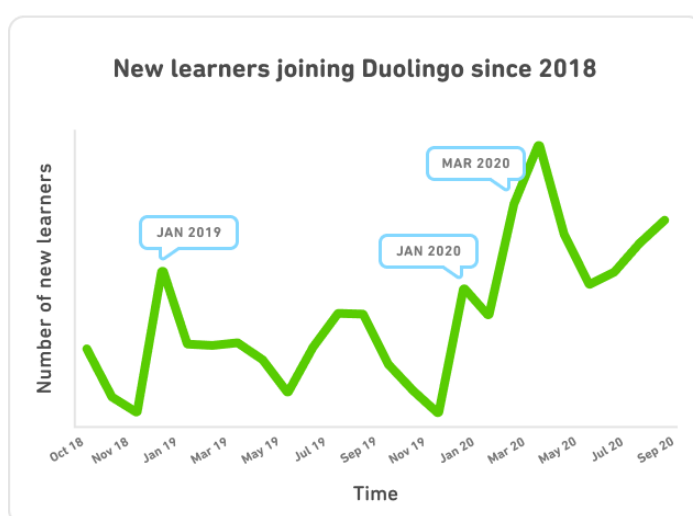


Figure 1

According to [Duolingo \(2023\)](#) in a matter of weeks right after the World Health Organization announced that COVID-19 had become a global pandemic (March 11 - April 30), 30 million new learners began studying a language on Duolingo, which is 67% more new learners than during the same period in 2019. This incredible growth in language learning was far larger than typical New Year's spikes when many learners joined as part of their New Year's resolutions. The COVID-19 Pandemic spike was more than twice as large as the 2020 New Year's spike and more than 1.5 times as big as the 2019 New Year's spike. Also according to Duolingo, the Portuguese language is the 8th most popular language of choice for learners online on their platform.

The global shifts in language study were strongly influenced by governmental actions and communication strategies. This correlation became evident right after the onset of lockdown measures, marked by a notable upsurge in new learners coinciding with each country's announcement of lockdown protocols. The initial wave of new learners emerged in China on February 20, aligning with their lockdown initiation. Subsequently, each country that enforced lockdown measures witnessed a surge in new learners on Duolingo ([Duolingo \(2023\)](#)).

The extent of growth in language learning varied across nations, with Iraq exhibiting a remarkable 640% increase in new learners during March and April 2020 compared to the same period in 2019. China, too, demonstrated substantial growth, with new learners exceeding a 300% increase even weeks after their initial lockdown on February 20, persisting into March and April 2020 ([Duolingo 2023](#)).

Initially, individuals embarking on language learning through platforms like [Duolingo \(2023\)](#) were primarily seeking to supplement their school classes, with 27.9% indicating school as their main motivation—a notable increase from the 22.6% reported in March/April 2019.

Brain training emerged as a distant second motivation, with 15.9% of new learners citing it as a reason for studying a language during the lockdown ([Duolingo \(2023\)](#)). Interestingly, the desire to learn a language for travel purposes diminished during the initial stages of the 2020 lockdown, dropping from 19.9% in March/April 2019 to 12.7% among new learners in the corresponding period of 2020 ([Duolingo \(2023\)](#)). This data is relevant to better comprehending learners' motivations.

Online language learning platforms have evolved significantly, incorporating artificial intelligence (AI) to customize learning paths, provide instant feedback, and create interactive and captivating content ([Duolingo \(2023\)](#)). This integration of AI has transformed the landscape of language education by enabling platforms to personalize learning experiences for each user. Sophisticated AI algorithms analyze individual learning patterns, strengths, and weaknesses, enabling the platforms to tailor the curriculum to meet the specific needs and preferences of learners ([Duolingo \(2023\)](#)).

The recent incorporation of AI has also led to the provision of immediate feedback, a crucial component of effective language learning. Online platforms utilizing AI can instantly evaluate learners' exercises, pronunciation, and comprehension, allowing learners to rectify errors promptly and enhance their language skills in real-time (Duolingo, 2023). Moreover, AI-powered platforms generate interactive and engaging content through dynamic algorithms. These algorithms create exercises that mirror real-life language situations, making the learning experience more immersive and practical. By adjusting the difficulty of content based on the learner's progress, AI ensures that learners are continuously challenged, promoting optimal growth and understanding ([Duolingo \(2023\)](#)).

The integration of AI into online language learning platforms has revolutionized language acquisition, making it more accessible, enjoyable, and effective for a wide range of

learners. With ongoing advancements in AI technology, the future of online language learning promises an even more personalized and engaging experience, empowering learners to master new languages efficiently and with enthusiasm ([Duolingo \(2023\)](#)).

The COVID-19 pandemic has significantly impacted the landscape of language education, including the learning of Portuguese as a foreign language. As the world grappled with the challenges posed by the virus, traditional in-person language learning methods were disrupted due to lockdowns, social distancing requirements, and the closure of educational institutions. This necessitated a rapid shift towards online language learning platforms. For learners of Portuguese, this shift meant embracing digital solutions and engaging with online courses and resources to continue their language acquisition journey.

Online learning offers several advantages to those learning Portuguese as a foreign language. Firstly, it provided flexibility in terms of scheduling and pacing, allowing learners to adapt their study routines to their unique schedules and commitments (FluentU Blog, (2023)). Learners could access materials and practice Portuguese from the comfort of their homes, eliminating geographical barriers. Additionally, the interactive nature of online language courses and the availability of various multimedia resources facilitated a more engaging and immersive learning experience, promoting better retention and understanding of the language. Moreover, online platforms often employ artificial intelligence and personalized learning algorithms to tailor lessons to individual learner needs, providing a more personalized and effective learning path.

CHAPTER FOUR: RESEARCH DESIGN

In this chapter, the methodological aspects of the project are presented offering an overview of content analysis and the benefits and drawbacks of following this approach. The details of the nature of this study, followed by clarifying the research objectives. As it's relevant in a detailed context for the study. The phases and the schedules of the study are classified to describe the process of collecting data to create a corpus of relevant interview comments. Lastly details about how the data was analyzed are presented and discusses the ethical considerations related to this project.

Methodology

The research for this study employed a qualitative methodology, involving a narrative literature review and Zoom interviews utilizing a semi-structured script. This methodology was deliberately chosen to align with the study's main objective, which was to comprehensively gather insights and detailed information from participants, aiming to understand their motivations and perceptions regarding the language learning process. Qualitative research is a research methodology focused on understanding and interpreting social phenomena through the collection, analysis, and interpretation of non-numerical data. This approach is particularly valuable for investigating complex human behaviors, motivations, experiences, and social interactions (Denzin & Lincoln, 2018). The process of qualitative research is typically iterative and flexible, allowing researchers to adapt and refine their research approach as new insights emerge during the data collection and analysis phases (Charmaz & Belgrave, 2019). It is an exploratory and inductive approach, allowing for a deep understanding of the subject under investigation. Qualitative research is typically iterative and flexible, allowing researchers to adapt and refine their research approach as new insights emerge during the data collection and analysis phases (Charmaz & Belgrave, 2019).

Specifically, this research focused on investigating the driving factors behind individuals' motivations and their perceptions of learning Portuguese as a foreign language in the online context, with a particular emphasis on promoting independent learning.

In regards to the literature review, it was taken into consideration that the narrative literature review. This traditional approach involves a critical evaluation and synthesis of existing literature, presented in a narrative or descriptive form (Green, & Adams, 2006). The narrative literature review aims to provide an overview of the topic by summarizing and synthesizing existing research, thereby offering a comprehensive understanding of the subject matter (Baker, 2016). This method also facilitates the identification of gaps in the existing literature, enabling researchers to pinpoint areas for further investigation (Grant & Booth, 2009). Moreover, the narrative literature review allows for the discussion of patterns, trends, and divergences in the research, assisting in the development of a coherent narrative that supports the research objectives (Baumeister & Leary, 1997).

The Research Problem and the Research Objectives

The acquisition of a foreign language is a multifaceted process influenced by a spectrum of factors. Understanding the motivations and perceptions of learners undertaking the study of Portuguese as a foreign language is vital to enhancing pedagogical strategies and learning experiences (Deci & Ryan, 1985). The intricate interplay of motivations, ranging from personal interest to academic necessity, alongside varied perceptions regarding the language learning journey, creates a rich ground for exploration. This research aims to unravel the complexities surrounding the motivations and perceptions of Portuguese learners and sheds light on how these factors shape their language acquisition process. These are the following bullet points:

- Explore Motivations of Portuguese Learners: Dig into the diverse motivations that drive individuals to learn Portuguese as a foreign language. Investigate both intrinsic (e.g., personal interest, cultural fascination) and extrinsic (e.g., academic requirements, career aspirations) motivations.
- Examine Perceptions of Learning Portuguese: Understand the attitudes, beliefs, and expectations of Portuguese learners regarding the process of acquiring the language. Uncover their perceptions about the challenges, rewards, and cultural aspects associated with learning Portuguese.
- Analyze the Interplay between Motivations and Perceptions: Explore how learners' perceptions of learning Portuguese influence their motivations for studying the language. Understand how different motivations align with specific perceptions, and vice versa, impacting their language learning journey.
- Identify Effective Learning Strategies: Identify Effective Learning Strategies Investigate the strategies, techniques, and approaches employed by Portuguese learners to facilitate their language learning process. Determine effective strategies and their alignment with motivations and perceptions to optimize language learning outcomes.

Furthermore, this study aims to answer the following questions:

1. What are the primary motivations that compel individuals to embark on the journey of learning Portuguese as a foreign language online?
2. How do learners perceive the advantages and challenges of online Portuguese language learning, and how do these perceptions influence their learning experiences and outcomes?

3. What role do individual learner characteristics, such as prior language learning experience, cultural background, and personal goals, play in shaping motivations and perspectives toward online Portuguese language learning?

4. What implications do the motivations and perspectives of learners have for the design of effective and engaging online Portuguese language courses and resources?

By focusing on these research objectives and employing a qualitative research methodology, this study aims to provide valuable insights into the motivations and perceptions of Portuguese learners as they navigate the intricate path of mastering Portuguese as a foreign language. This sets the stage for a comprehensive exploration of the motivations and perceptions of Portuguese learners, setting a clear direction for the qualitative research approach to be undertaken in the study.

Participants

The selection of participants is a pivotal aspect of any research project, Bryman reinforces the importance of the selection process, highlighting the role of random selection to ensure a fair and unbiased representation of the target population (Bryman, 2016). This section provides an in-depth exploration of the individuals who constitute the core of this study, the learners of Portuguese as a foreign language. These participants were methodically selected to ensure a representative and diverse sample. It was employed selection methods and criteria in order to land a total of four participants.

The participants for this study were carefully selected using a combination of *purposeful sampling* and *convenience sampling* methods. Purposeful sampling allowed for the intentional selection of participants based on specific criteria relevant to the research objectives (Palinkas

et al., 2015). The purposeful sampling method ensured that the selected individuals had characteristics, experiences, or perspectives that were highly relevant to the study, providing depth and insight into the topic of learning Portuguese as a foreign language. The participant's Language Level of confidence was a key criterion and it was determined by their teacher(myself) and the learner's self-assessment of language verbal confidence. Due to the nature of this study, it was intrinsically important to consider participants with different confidence language levels. This research aimed to select learners from all different levels in order to be able to get different perspectives and motivations.

Convenience sampling also took place as a criteria method for the selection of the participants. Convenience sampling, on the other hand, involves selecting participants based on their accessibility and availability (Etikan et al., 2016). This method was particularly useful in reaching out to participants who were easily accessible and willing to participate in the study within the given constraints of time and resources. The use of both purposeful and convenience sampling strategies helped in achieving a balanced participant selection, considering both relevance to the research goals and practicality in participant recruitment. These techniques aim to mitigate bias and enhance the generalizability of findings, offering valuable insights into the broader population of learners. This was one of the main criteria taken into consideration.

All participants were invited learners via Zoom, during their one-on-one Portuguese lessons. The invite was friendly and kind, with an open answer allowing them to either accept or deny in case they weren't comfortable or available. Their perspectives, experiences, and motivations serve as critical focal points, enriching the depth and breadth of understanding in the pursuit of unraveling the intricate dynamics surrounding motivations and perceptions in the journey of mastering Portuguese as a foreign language.

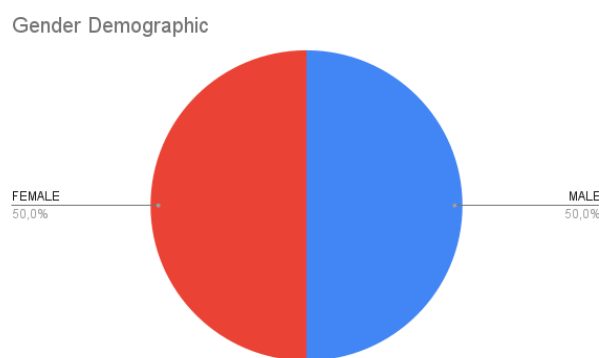
Additionally, Fraenkel, Wallen, and Hyun emphasize the meticulous consideration needed during participant selection, particularly in educational research, and advocate for

employing strategies such as random selection to achieve comprehensive and credible data (Fraenkel, Wallen, & Hyun, 2012). The application of these strategies in participant selection fortifies the research endeavor, ultimately contributing to a well-informed and substantiated master's thesis.

This research was carried out online, from the period 2022 to 2023, with learners who use the Italki¹ language platform to embrace their Portuguese learning journey. Participants were enrolled in 1 to 1 Portuguese lessons online with the personal intention of fluency. In total, there were a total of four (4) learners who participated in this study and were questioned in a semi-structured interview via Zoom. All participants come from different educational backgrounds, mother languages, and countries.

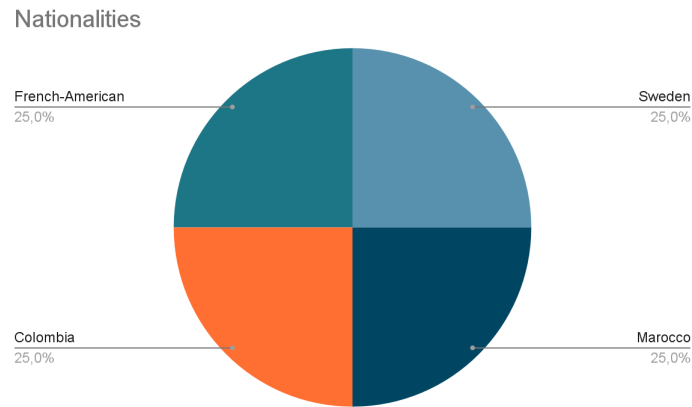
During the interviews, participants were asked several demographic information such as, where they are from, their ages, foreign language experience, and what gender they identified themselves with. You may find the following information described below:

Figure 2: Gender Demographic



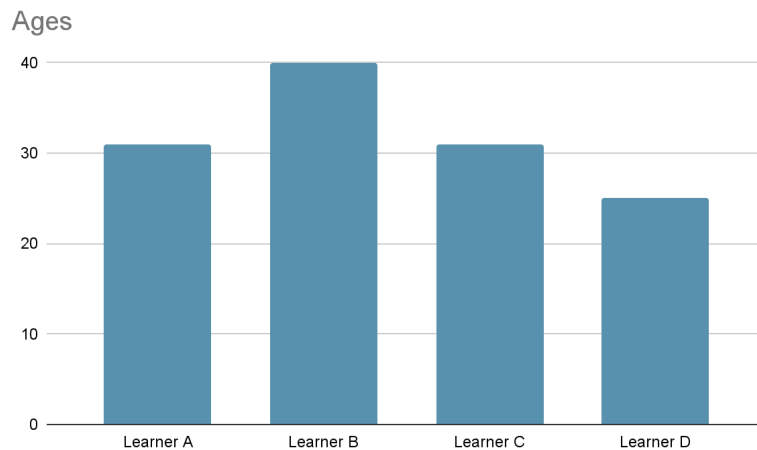
The data collected in regard to the participant's gender identification shows itself balanced.

Figure 3: Nationalities



The collected data in regard to participants' nationality shows itself as multifaceted. All participants reported coming from different countries, other than a Portuguese-speaking country or related. It is important to note each country each country brings its particularities with its mother language which was taken into consideration in this study, due to language similarities or differences.

Figure 4: Ages



Participants were also asked their age, and this was only taken into consideration for demographic purposes.

Figure 5: Language Background

LEARNERS	ENGLISH	SPANISH	FRENCH	SWEDISH
A	✓			✓
B	✓	✓	✓	
C	✓	✓		
D	✓	✓	✓	

The language background data is highly important for this research, it shapes most of the participants' motivations, further discussed in the results.

Instruments

This research was conducted with four participants through semi-structured interviews via Zoom, a careful selection of instruments and methodology is crucial to ensure a rich and insightful exploration of the research topics. This qualitative research aims to investigate the depths of human experiences, perceptions, and behaviors, providing a nuanced understanding of the subject matter. Here, the instruments and approach are tailored to suit the qualitative nature of the investigation and the constraints of a remote, online setting.

First and foremost, the semi-structured interview format stands as a central instrument in this qualitative inquiry. Semi-structured interviews strike a balance between a flexible, conversational approach and a structured set of pre-defined questions. This approach allows for a deeper exploration of participants' perspectives while ensuring key themes and questions are covered consistently across the interviews. A semi-structured script is a foundational tool in

qualitative research used to guide interviews and discussions while allowing for flexibility and spontaneity in the conversation. It includes a set of predetermined questions and topics, ensuring key areas are covered, but also permits the exploration of unanticipated themes based on the participant's responses (Smith, 2015). The semi-structured scripts (*Table 1*) strike a balance between structure and openness, facilitating in-depth exploration of the research topic while maintaining a degree of standardization across interviews (Bernard & Ryan, 2010). This approach encourages rich and diverse narratives, enabling a comprehensive understanding of the participants' experiences and perspectives (Rubin & Rubin, 2012). The process of developing a semi-structured script involved a thoughtful consideration of the research objectives and an iterative refinement of the questions based on pilot testing and ongoing analysis of the collected data (Lavrakas, 2014). This iterative process helps ensure that the script effectively elicits the desired information and remains aligned with the study's goals. The elaborated script was revised by two specialists in the field, each specialist gave their input in order to finalize the script (*Table 1*).

Given the arguments above I make them the core of this invention in order to better understand participants' motivations and perspectives. Given the remote nature of the investigation conducted via Zoom, technology assumes a critical role. Zoom, as the primary platform for the interviews, acts as an enabling tool facilitating real-time interactions and audio-visual communication. The platform helps establish a sense of connection between the researcher and participants, despite physical distances, thus enabling a more personal and engaging interview experience.

Additionally, the utilization of qualitative data analysis software was considered a valuable instrument. Atlas TI was the chosen software to aid the qualitative data analyses. Atlas TI supported the organizing, coding, and analyzing of the qualitative data collected during the interviews. It assisted in identifying patterns, themes, and meaningful insights within the

responses of the participants, enhancing the rigor and efficiency of data analysis in qualitative research. (*Table 2*).

During the interviews, a previously written semi-structured interview script was utilized to guide the conversation and to collect data. The interview script was revised by two researchers, one specialist in online language learning and the other one in autonomous learning. Moreover, field notes and reflective journals maintained by the researcher during and after the interviews serve as supplementary instruments. The integration of these instruments optimizes the qualitative research process, fostering a comprehensive exploration of the research topics and facilitating insightful interpretations of the participants' experiences and perspectives.

Other instruments such as transcription software called [Otter \(20230\)](#) were used to facilitate the data transcription obtained via Zoom interview. Through this tool, it was possible to accelerate the transcription process and still keep it real to the original document. You may find all transcripts attached to this research.

Data Collection Procedures

In crafting an effective research design for this study, meticulous attention to the chosen procedures is paramount to ensure methodological rigor and accuracy in data collection and analysis. The procedures employed in this research are strategically designed to align with the qualitative nature of the study and the constraints of a remote, online setting. As mentioned earlier, for this research, data was collected a) from the literature and b) through semi-structured interviews with Portuguese language learners. Next, both data collection procedures are presented:

a) Data Collected from the literature

This academic research was underpinned by a theoretical framework supported by a comprehensive review of existing literature, employing data collection protocols primarily from secondary sources. Specifically, a narrative review of the literature was conducted, involving a meticulous literary analysis guided by specific inclusion criteria. The criteria included selecting articles published in both Portuguese and English, focusing on the theme of narrative review, and due to the gap in the literature in regards to the theme researched it was taken into consideration all articles in all years, with no discretion in regards to a specific period. The research accessed a range of reputable databases, including Google Scholar, Scientific Electronic Library Online (SciELO), IGI Global, and Academia. The search involved a compilation of keywords in both Portuguese and English, including "Online," "Motivations," "Perspective," "Autonomous learning," and "Portuguese as a foreign language." This systematic approach ensured a comprehensive and up-to-date examination of the topic, drawing on a wide array of scholarly resources. The results of this literature search were presented earlier in chapters, one, two, and three.

b) Data collected from the semi-structured Interviews

Data for this study was primarily collected through semi-structured interviews. Semi-structured interviews are a flexible and adaptable qualitative research method that allows for a guided yet open-ended approach to collecting rich, in-depth data from participants (Denzin & Lincoln, 2011). These interviews were conducted using a carefully designed semi-structured script, which provided a framework for the discussion while allowing for exploration of various aspects related to the participants' motivations and perceptions of learning Portuguese as a foreign language. Transcriptions (*Appendix A, B, C, and D*) and Semi-structured scripts (*Table 1*) are attached to the Appendix and attachments. The interviews were guided by a set of open-

ended questions and prompts crafted to elicit detailed and insightful responses from the participants. The questions were designed to explore the participants' experiences, attitudes, motivations, and challenges related to the language learning process. Through these interviews, participants were encouraged to share their personal perspectives and motivations related to their own learning path about Portuguese as a foreign language, providing a deeper understanding of their individual experiences and the factors influencing their language learning journey. The use of semi-structured interviews allowed for flexibility in probing and clarifying responses, ensuring a comprehensive exploration of the topic (Seidman, 1937). Participants were given the opportunity to express themselves freely, enabling the capture of a diverse range of perspectives and insights into the language learning process. The interviews were transcribed using [Otter](#) software, and the data analysis procedure was carried out with [ATLAS.ti](#) software. First, units of analysis were identified, then tags were attributed to each unit of analysis. After this process, groups (categories) were created based on the tags. The tags were determined based on the relevance of the words spoken in the quotation to this thesis theme and the groups were determined based on the tag's interpretation of the data and this thesis's main question of research. The tags and groups were refined through an interpretative process of two researchers during peer debriefings until a consensus was reached.

Additionally, leveraging qualitative data analysis software to meticulously analyze the interview data is a crucial step, ensuring systematic examination and interpretation of the gathered qualitative data. This section elucidates the detailed procedures undertaken in employing these methods to gather valuable insights and understanding for the research.

Ethical Matters

Ethical considerations are fundamental in research, emphasizing researchers' responsibility to conduct their work with integrity, respecting human rights, and prioritizing the well-being of participants and the community. (*Attachment 1: Ethics Committee form*)

For this master's thesis, analyzing motivations and perspectives of Portuguese as foreign language learners during their online language journey, addressing ethical concerns is paramount. Data storage on OneDrive with restricted access underscores confidentiality. The ethical focus encompasses respecting human dignity and autonomy, valuing participants' perspectives, protecting their rights, and obtaining informed consent.

The principle of beneficence aims to maximize benefits while minimizing risks, ensuring the research's potential insights outweigh any negative impact on participants. Ethical procedures are prioritized in qualitative research to safeguard participant rights and well-being throughout the study.

Each participant was informed at the beginning of their interview and obtained informed consent from participants before their involvement in the study. Participants were fully informed about the purpose of the research, the data collection procedures, potential risks and benefits, and their rights as participants. They all had the freedom to decline participation or withdraw from the study at any time without consequences. Equally essential is the transparency and integrity with which the findings are reported. The ethical responsibility extends beyond the data collection phase to encompass the truthful representation of the data and the acknowledgment of any limitations or biases that may influence the interpretation of results. In addition, I would like to highlight the ethical committee approval attached to this research for liability. (*Attachment 1: Ethics Committee form*)

In essence, the ethical matters discussed in this section illuminate the ethical stance adopted by this research, setting the foundation for its credibility, reliability, and meaningful contribution to knowledge.

CHAPTER FIVE: RESULTS

In this section, I will unveil the outcomes stemming from a series of four qualitative interviews conducted between January and May 2023. These interviews were facilitated through semi-structured sessions via Zoom, upholding rigorous ethical standards to ensure the privacy and confidentiality of each participating learner.

Notably, the semi-structured interview script, tailored to explore the motivations and perspectives of students engaged in autonomous learning of Portuguese as a foreign language within an online context, underwent meticulous revision by two specialized experts prior to implementation, one specialist in online language learning and the other one in autonomous learning.

To maintain anonymity and prioritize their safety, the learners will be denoted as **learners A, B, C, and D** throughout this presentation. This descriptive analysis aims to focus on the preferences for online learning, challenges encountered, and their unique approaches to self-assessment and progression in the pursuit of mastering the Portuguese language. Through a comprehensive examination of their insights, the purpose is to glean valuable understanding and insights into the dynamics of online Portuguese language learning, unveiling the factors that shape the learners' educational paths and goals. Refer to Table 2.

Results will be presented in four blocks and the focus will be motivation for learning Portuguese as a foreign language; motivation for learning Portuguese online; their perspective about learning Portuguese as a foreign language and their perspective on learning Portuguese online. These four key groups played a crucial role in shaping the data analysis process, aligning closely with the research question.

Result one: Motivations to learn Portuguese as a foreign language

Students have shown different ways to express their interests and motivations in learning Portuguese as a foreign language. As shown in *Table 2* **learner A** claims to have developed an interest based on cultural aspects “*kind of dream vacation for three months in South America*”. **Learner B** says “*I really enjoy actually, most of the Brazilian things that I have seen that I watched. So I am interested in foreign movies in general. So I would not say it was discipline, it was really just curiosity. But I try to do it a little bit regularly just to stay, just as I still have that, like reflexive listening to Portuguese and understanding Portuguese in different settings, like movies or series, etc*”. **Learner C** shows a different reason to learn Portuguese as a foreign language “*For me, it is important because I want to do business in Brazil so.*” and finally **learner D** says “*I think my perspective was that I really wanted to be able to speak and so that was my priority with learning how to, like be able to communicate if I go to Brazil*”. All four learners show cultural and travel interests in relation to a Portuguese-speaking country, although **learner C** has furthermore interests than just for leisure, and seeks professional opportunities

Portuguese language learners were also asked whether they had studied another language besides their mother tongue before starting their Portuguese learning journey. **Learners B, C, and D** affirmed to be dominant in Spanish as a foreign language.

Three of them claimed to use their previous language knowledge to catapult such a decision besides their motives in regard to traveling and culture. Students reported that Spanish was a great motive to initiate their learning journey with Portuguese due to its similarities, although non-native Spanish speakers (**Learners B & D**) also claimed to get confused from time to time when Portuguese and Spanish are side by side.

Only **learner C** had Spanish as a native language and also expressed that felt the learning process had been eased “*But, like, Spanish is my first language. I understand, like the some dramatics things more easy*”. **Learners B and D** also expressed their knowledge of French as their first language growing up, both of them said that the French language has similarities to Portuguese but is not as relevant as Spanish “*I also felt lucky that I spoke French and Spanish than I thought*” that said **learner D**, “*My perspective will be a little bit different because I know French and Spanish and I think it gives me like a lot of facilities. At least I noticed*” Said **learner B**. Three of the learners reported being more motivated to learn Portuguese to their language background.

In regards to cultural interests, interviewees have shown that their motivation refers to the appreciation of Brazilian products, such as; literature, music, food, films, etc. In addition, important and wealthy communities that speak Portuguese are considered to be a factor that may influence students’ motivation to study the language.

The Standards for Foreign Language Learning, often referred to as the "Five Cs," were developed by the American Council on the Teaching of Foreign Languages (ACTFL) to provide a framework for language educators to guide their teaching and for learners to set goals for language proficiency.

Portuguese will most likely see its enrollments increase because of its GDP(Gross Domestic Product) 9th place prominence and importance, Brazil has been gaining in the world. It was possible to find students who were drawn to Portuguese classes due to this very reason as the following quotes illustrate. “*I am a businessperson, and I recognize the future of Brazil in the world. I want to be able to do business there. Brazil will have a booming economy,*” said **learner C**.

Therefore, answers based on the collected data suggest that students' motivation to initiate their Portuguese language journey is because of their similar travel and cultural interests in Brazil and also because of their previous language knowledge and background.

Result two: Motivations to learn Portuguese as a foreign language online

During interviews, students were asked why they made the choice to learn Portuguese online instead of in a face-to-face class. It has come across clearly based on the tags used to analyze the data, a great pattern among participants.

The overwhelming similarities and unanimous answers lead us to affirm that, the interviewees strongly express their belief in the relevance of learning Portuguese online due to its flexibility in the schedule, the convenience of being home, the ability to choose their teacher, and the tailored lesson factor. Here are some factors that sustain the argument:

Learner A believes; “Online is good because of the flexibility with time”, **learner B** said *"I can do my Portuguese class everywhere in the world."*, **learner C** affirms *"It is easier to learn Portuguese, online, where you come from more things like the access is more easy"* and finally **learner D** agrees to say *"But I think there is a big issue with grouping groups online and focus. That is really hard. And but I think the like, one on one experience can be very successful"*. Across the board, it is possible to affirm that all learners who have been interviewed believe in the benefits of online lessons. There´s a pattern of keywords mentioned by all of them, which includes:

- Flexibility
- Tailored lessons
- One-on-one

- Convenience

It is important to bring attention to the matter mentioned by **learner D** when it exclaims to find one-on-one lessons more effectively. **Learner D** mentions that has taken group session lessons before and did not find them motivating, from the very opposite exclaims that it lacks structure since it is not tailored to each student's needs. Further, **learner D** mentions the financial factor as also being taken into consideration since private tutoring face to face could be very costly *“I considered doing like a tutor in New York. But like, even in person in New York would have been harder, like here. It is just schedule-wise. It is much, much better. And also, I live in a very expensive city. I couldn't choose that. And it was extremely unpleasant. So I think that is also, Yeah, choice, time, and money”*.

Result three: Learners' Perspective

During this research learners were asked to express their perception of learning Portuguese as a foreign language and also their perspective on learning it online. In this section, it will discuss the analyzed data about both topics mentioned above. But firstly I would like to clarify the concept of perspective taken into consideration in this research project. Perspective, in a broader sense, refers to an individual's point of view or the way they perceive and interpret the world, events, or situations around them. It encompasses a person's beliefs, attitudes, values, and experiences that influence how they understand and interact with the world. Perspectives can vary greatly among individuals based on their unique life experiences, cultural backgrounds, education, and personal beliefs. One notable researcher, Jerome Bruner, contributed significantly to the understanding of perspectives and their role in learning and cognition. Bruner emphasized the importance of considering a learner's perspective in education. He advocated for the idea that learning is an active, constructive process where

learners build their own understanding based on their prior experiences and mental frameworks (Bruner, 1960).

When considering the perspective of learners engaging in the journey of learning Portuguese, especially in an online setting, several recurrent themes emerge. **Learner A** emphasized the benefits of online learning, particularly its flexibility with time and the opportunity for personalized one-on-one classes with the instructor, highlighting the advantages of tailored lessons *“The freedom can give you a teacher that is good for me for example, the school that I talked about that my building they have one teacher maybe she was good to him or good but I do not know”*. **Learner A’s** perspective is based on the freedom of choosing its tutor, which consequently is also considered its motivation as a learner. Additionally, the learner found online learning enjoyable and challenging, emphasizing the importance of finding learning experiences fun and engaging for sustained motivation. **Learner A** rates his autonomous learning online as good *“I think I am doing good. Have continuously taking classes. But sure, I could effective, precise more. I could, for example, put more time into homework”*.

Learner B also acknowledged the importance of convenience and tailored lessons when learning Portuguese online, reflecting a preference for a learning environment that fits within their busy schedule, but also mentions the importance of off-class work that needs to be done *“Me usually when I am self-study, the results are not, the progression is not as quick as if I have a class or something like that. Class. Usually, for me, even though we are not graded or anything, just gives me a sense of like, responsibility. And as you said, discipline. So even though a lot of the time the classes are casual, still on my go, I am doing this. And it is mostly because I pay for it. So I want to, of course, take advantage of it and do good”*. **Learner B** expresses his perspective about learning online besides being self-taught is accountability. They appreciated the ease of access to diverse materials and the ability to choose a teacher that aligns

with their preferences, highlighting the significance of the right teacher-student match for effective learning, matching argument with **learner A**.

Learner C expressed a similar sentiment, underscoring the convenience and flexibility that online learning offers, making it accessible regardless of location and allowing for an adaptable learning experience *“So sometimes I do not have the time to go to a specific place. And of course, like if you do presential you need to be in a specific city”*. They also emphasized the significance of immersion and a quiet, focused learning environment, highlighting the importance of the learning context, *“For me, the only important thing is to have a quiet place to learn”*.

Learner D shared their perspective on choosing online learning for efficiency schedule, suitability, and financial reasons emphasizing the importance of creating structure and rhythm in an otherwise flexible online learning environment. They recognized the uniqueness of each learner's learning journey and the need for tailored, one-on-one experiences to enhance speaking skills and overall comfort with the language *“I think my perspective with one-on-one online is that you just get and it is way more tailored to you. Yeah, so one is speaking. And two is that I think everyone is like, unique in their learning, and especially with the languages that you know, it is like, what is hard to use is very unique compared to others”*.

In summary, the learner's perspective on learning Portuguese as a foreign language online is to value the convenience, flexibility, and tailored experiences that online learning provides in their journey to master Portuguese. They emphasize the importance of enjoyable learning experiences, personalized instruction, and a conducive learning environment, all of which contribute to sustained motivation and effective language acquisition. These aspects align with the findings of the learners' experiences and motivations while learning Portuguese online.

Result four: Learners' perspective on learning Portuguese as a foreign language.

Based on the collected data for this study, **Learner A** acknowledges the challenges of language learning, mentioning that the process can be challenging but rewarding *“I think it is fun. I think it is challenging at the same time, so I think, yeah, you have like this, when it feels hard. And then if it suddenly feels easy, but you get the more, learn more and more”*. The same learner emphasizes the enjoyment during the learning journey describing the experience as fun *“I think it is fun”* and also shares his progress and self-rating in terms of language learning as *“I think I am doing good. Like I said, I can understand, more or less. Unless there is big, open very fast”*

Learner B's perspective is slightly different from Learner A, who expresses its perspective is influenced by its prior knowledge of French and Spanish. **Learner B** affirms that knowing these languages provides him with certain advantages, making Portuguese learning relatively easier for him *“Yeah, I will say again, if they have any other languages as a basis that is that could help them with Portuguese is going to be a lot easier”*.

Learner C shows a similar mindset to Student B and defines its Portuguese learning journey as *“speedy”* due to Spanish being their mother language, also expresses self-rating as positive which she attributes to her online lessons and travel experiences in Brazil *“For me, I can get my results very good. Like, I can see the process like it was very fast. Because during making this class and learning a lot of things”*. **Learner C** also adds to its perspective *“I think so, like for foreign people, like I do not have the Spanish first language going to be a little difficult. Because Portuguese is a language, they have a lot of components, like, the way that you construct the phrase this and the pronunciation is difficult”*.

Learner D's statements show ease with the Portuguese Language due to its multilingual advantage. Learner recognizes the advantage of knowing multiple languages not only motivates

but also facilitate the learning process “*I think I feel lucky to have one French in English, French, and Spanish*”. **Learner D** adds relevance to its statement saying “*So yeah, I think something that is really hard when you start learning a language is you do not understand what the person is saying. And so, I think French and Spanish have helped me, like, with comprehension that I have definitely, like, hurt me with speaking. And I have also like had confusion now within my Spanish classes. But I, that in the end, learning them together, is what I should be doing. Because then I kind of like in my head will have similarities and differences*”.

Comparative Analysis

This Comparative Analysis section serves as a pivotal exploration within this thesis, delving into the intricate tapestry of perspectives and motivations that drive learners of Portuguese as a foreign language. Understanding the diverse perspectives of these learners illuminates the complex interplay of individual experiences, cultural backgrounds, and educational contexts. Similarly, the motivations underlying the desire to master Portuguese shed light on the multifaceted incentives that guide learners through their language acquisition journey. This chapter embarks on a comprehensive comparative study, carefully analyzing and contrasting these perspectives and motivations. By doing so, aim to gain a deeper comprehension of the dynamics that shape the learning process, subsequently informing the development of effective pedagogical approaches and strategies. This section will be divided into focus group themes to better comprehension of data.

- **Motivations for Learning Portuguese:** Learners A, B, C, and D share a variety of motivations for learning Portuguese. For Learner A, motivations include traveling to Brazil, learning a new language, and having a dream vacation in South America. Learner B is motivated by curiosity and interest in Brazilian culture and movies. Learner

C emphasizes business aspirations in Brazil, and Learner D's motivation centers on efficient learning and improving conversational skills.

- **Perspectives on Online Learning:** Learners appreciate the flexibility of online learning (Learner A, B, C) as it fits well within their schedules, allowing classes anytime, anywhere. They appreciate the choice of teachers and tailored lessons (Learners A, B). Learner C highlights the abundance of online materials enhancing their learning experience.
- **Advantages over In-Person Learning:** Learner's value the convenience and efficiency of online learning, especially when compared to in-person classes (Learner B, C, D).
- **Comfort and Environment:** Learner C values the comfort and adaptability of their learning environment when studying Portuguese online, contributing to their learning progress.
- **Accountability and Structure:** Learner D emphasizes the importance of creating a structured approach and being accountable for their learning progress in an online learning setting.
- **Challenges and Perceived Difficulties:** Learner C notes the misconception of assuming Portuguese is similar to Spanish and points out the challenges in language structure and pronunciation.
- **Group Learning Dynamics:** Learner D finds challenges in group dynamics and prefers the one-on-one experience for effective learning, suggesting that tailored learning is more successful.

- **Self-Assessment and Progression:** Learners A, B, C, and D assess their progress in learning Portuguese. They acknowledge areas of improvement and express a desire to invest more time in their studies to enhance their proficiency (Learners A, C, D).
- **Measuring Progress through Comfort and Fluency:** Learner B gauges progress by measuring comfort levels in speaking Portuguese and aims for fluency where language use becomes more natural and effortless.

In summary, the learners exhibit diverse motivations, perspectives, and approaches to learning Portuguese as a foreign language. They appreciate the advantages of online learning, emphasizing its flexibility, convenience, and tailored nature. Challenges such as language similarities and group dynamics are acknowledged, while self-assessment and progression are evaluated based on comfort, fluency, and structured learning approaches. These insights provide a valuable basis for a comparative analysis of their learning experiences and preferences.

Results Discussion

In this pivotal chapter, embark on a journey through the outcomes of extensive qualitative interviews conducted with four diverse learners (**Learners A, B, C, and D**) engaged in the autonomous learning of Portuguese as a foreign language. The interviews, thoughtfully structured and meticulously conducted, aimed to uncover the motivations and perspectives driving these learners in their pursuit of mastering the Portuguese language within an online context.

With a keen eye on their motivations, challenges faced, and unique approaches to self-assessment, analysis into a discussion that promises a deeper understanding of the complex dynamics of learning Portuguese as a foreign language. Each learner brings their unique narrative, aspirations, and experiences to the forefront, collectively painting a vivid picture of

the multilayered landscape of online language learning. In addition, this chapter is divided into four sections aiming to answer this research's following key questions:

1. What are the primary motivations that compel individuals to embark on the journey of learning Portuguese as a foreign language in the online context?

Based on the provided data and analysis, the primary motivations that compel individuals to embark on the journey of learning Portuguese as a foreign language in the online context are:

- Flexibility and Convenience
- Enjoyment and Challenge
- Travel and Cultural Interest
- Self-Improvement and Personal Growth
- Goal-Setting and Socialization
- Tailored Learning Experience
- Language Learning Experience and Background
- Professional Goals and Business
- Access to Resources and Material

Many learners, like **Learner A and Learner B**, emphasize the flexibility of online learning, allowing them to adapt to their busy schedules and have one-on-one classes at their convenience. Lightning up the data collected with the literature review I reinforce that "Online learning provides the flexibility needed for learners to adapt their study schedules to their busy lives." Wright, C. R. (2011, November)

Learners, such as Learner A and Learner B, find learning Portuguese to be enjoyable and challenging, which keeps them motivated to progress and learn more. Learner A and Learner B, express a desire to travel to Brazil or have an interest in foreign movies and cultures, motivating them to learn Portuguese.

Learners, including **Learner B**, see learning Portuguese as a means to improve themselves, enhance their communication skills, and achieve personal growth. Learners, like **Learner A and Learner B**, set goals to converse and socialize in Brazil, aiming to engage in meaningful conversations and discussions on various topics.

Learner's value tailored lessons that focus on their interests and needs, making online platforms attractive as they provide a more personalized learning approach, as seen with **Learner A and Learner B**. Heil et al., (2016) highlights the significance of personalized learning experiences in online language learning, pointing out that online platforms enhance the learning process by providing tailored experiences that cater to individual interests and needs.

Learner B suggests that having a basis in other languages, like French and Spanish, makes learning Portuguese more accessible and motivates them to continue learning. **Learner C** expresses a motivation to learn Portuguese for business purposes and to potentially do business in Brazil, highlighting professional aspirations. Learners find online learning advantageous due to the abundance of resources and materials available, making it easier to learn, practice, and progress in the language, as noted by **Learner C**. Learners appreciate the positive and enjoyable learning environment created by their online classes, with a focus on having a good relationship with their teachers and enjoying the learning process, as expressed by **learner B**.

These motivations collectively showcase the diverse reasons individuals opt for online learning to acquire proficiency in Portuguese, ranging from personal interests and travel goals to the adaptability and convenience that online platforms offer. Understanding these motivations is crucial for designing effective and engaging online language learning programs.

2. How do learners perceive the advantages and challenges of online Portuguese language learning, and how do these perceptions influence their learning experiences and outcomes?

Learners A, B, C, and D appreciate the flexibility of online learning, allowing them to tailor their classes to their busy schedules and change schedules as needed. They value the ability to learn from anywhere, especially for those who travel frequently. **Learner A, B, and D** emphasizes that they perceive online learning as offering tailored lessons that suit individual preferences and needs. Learners appreciate the ability to choose teachers that match their learning styles and objectives, creating a more personalized learning experience. **Learners A and C** express the abundant learning materials online, including audio, videos, and interactive exercises. Learners find it easier to access and utilize these resources, enhancing their learning experience. Online learning can be more cost-effective, especially for learners living in expensive cities. It allows them to choose options that fit their budget and preferences.

Learner D finds it challenging to establish a structured learning routine in an online setting. The absence of a traditional classroom structure can make it difficult to maintain discipline and consistency, the same learner adds *“I expect to gain much more comfort speaking, because in a group setting and in, in class, you do not get to speak as much right”*. Group dynamics are perceived as a challenge in online learning.

A unanimous pattern of answers is flexibility and tailored learning experiences contribute to increased motivation and engagement. All learners reported to be more likely to

stay motivated and committed to their learning goals when they can learn at their own pace and in a manner that suits their preferences. Numerous studies have found that learners are more likely to stay motivated and committed to their learning goals when they can learn at their own pace and in a manner that aligns with their individual preferences (Alisauskiene et al., 2020). Learners take charge of their learning process and actively develop strategies to stay disciplined and manage their own progress, leading to a heightened sense of ownership and engagement (Taylor, 2016; Roberts, 2019).

Tailored lessons Online enable learners to adapt to their unique circumstances, whether it is a busy schedule or frequent travel. This adaptability allows them to customize the timing and intensity of their learning, ultimately resulting in a more flexible and personalized learning experience (Alisauskiene et al., 2020).

Learner C said, *“I can do my Portuguese class everywhere in the world”*. Researchers have emphasized the benefits of tailored learning in online environments. Alisauskiene et al., (2020) highlighted that personalized online lessons enable learners to manage their learning pace and style, accommodating their specific needs and constraints. McLaren B. (2013) further supported this by suggesting that adaptive online learning systems can dynamically modify the content and pace based on individual learner profiles, enhancing engagement and understanding. Additionally, argued that personalized online instruction allows learners to optimize their study schedules, leading to more efficient learning outcomes.

3. What role do individual learner characteristics, such as prior language learning experience, cultural background, and personal goals, play in shaping motivations and perspectives toward online Portuguese language learning?

Individual learner characteristics, such as prior language learning experience, cultural background, and personal goals, significantly shape motivations and perspectives toward

online Portuguese language learning. The analyzed data by learners demonstrates how these factors influence their approach to learning Portuguese online.

Learners with prior language learning experience, especially in related languages like Spanish or French, expressed feeling more confident and finding Portuguese learning comparatively easier (**Learners B, C, and D**). This prior experience influences their motivation, as they feel more capable of acquiring a new language, ultimately enhancing their enthusiasm for learning Portuguese.

The argument suggesting that learners with prior language learning experience, especially in related languages such as Spanish or French, often exhibit greater confidence and find learning Portuguese relatively easier is well supported by research in the field of second language acquisition and psychology. Numerous studies have explored the concept of language transfer, wherein the knowledge and skills acquired in one language influence the learning of another (Odlin, 1989). This phenomenon is particularly prevalent among learners with previous experience in related languages. The similarities in vocabulary, grammar structures, and syntax between Portuguese and languages like Spanish or French can facilitate a smoother learning experience due to the transfer of linguistic knowledge (Ringbom, 2007). Additionally, learners with multilingual backgrounds have been found to possess enhanced metalinguistic awareness, enabling them to identify patterns and make connections across languages (Jessner, 2006). These findings collectively affirm the notion that prior language learning experiences significantly impact the ease and confidence with which learners approach acquiring Portuguese.

Learners with prior language learning experience possess a foundation in language structures and strategies, making it easier for them to grasp similarities and differences between related languages like Spanish, French, and Portuguese (Krashen, 1982). There is also

“transfer of training”, which is a phenomenon where prior learning impacts new learning. Studies in this area highlight that learners with experience in related languages often transfer vocabulary, grammar rules, and language learning strategies to acquire a new language. This transfer facilitates a smoother learning process and boosts confidence. (Odlin, 1989) (Ringbom, 2007),

By integrating these insights into the transfer of training and Input Hypothesis, it becomes evident that learners with prior language learning experience, especially in languages related to Portuguese, are more likely to exhibit increased confidence and find the learning process more manageable and enjoyable. This enhances their overall motivation and enthusiasm for learning Portuguese.

The cultural background also influences learners' motivations and perspectives. For instance, a learner expressed the desire to learn Portuguese due to a keen interest in Brazilian culture and a dream of traveling to South America (**Learner A, B, and C**). Understanding the cultural context and its importance can serve as a significant motivator for language learning. Learner A said *“First of all I have, I want to travel to Brazil”* added, *“It is kind of a dream vacation for three months in South America”*.

Personal goals emerged as a powerful motivator. Some learners aimed to improve their communication skills for socializing or traveling (**Learner A, Learner B, Learner D**). Others linked their language learning goals to career ambitions, such as doing business in Brazil *“For me, it is important because I want to do business in Brazil so.”* (**Learner C**).

These personal objectives greatly influence their dedication, effort, and perspective toward online Portuguese learning. In summary, learners' motivations and perspectives toward online Portuguese language learning are deeply influenced by their past language learning experiences, cultural backgrounds, and personal goals.

Understanding these individual learner characteristics is crucial for educators and course designers to tailor online learning experiences effectively, aligning with the motivations and objectives of the learners.

4. What implications do the motivations and perspectives of learners have for the design of effective and engaging online Portuguese language courses and resources?

The motivations and perspectives of learners play a critical role in designing effective and engaging online Portuguese language courses and resources. Tailoring the course design to align with learners' motivations and perspectives enhances engagement, learning outcomes, and overall satisfaction.

Learners A, B, C, and D all mention the importance of tailored lessons and how choosing their teacher and how they want to design their learning is extremely important. **Learner A** mentioned, *“The freedom can give you a teacher that is good for me...”* **Learner B** stated, *“You want somebody you can relate with and joke with I do not want my lesson to be like just serious I want it to be like, like fun...”* **Learner C** said *“Materials like the content you have more material, like what else is a part flexibility material”* and finally **Learner D**, *“I think my perspective with one on one online is that you just get and it is way more tailored to you. Yeah, so one is speaking. And two is that I think everyone is like, unique in their learning, and especially with the languages that you know, it is like, what is hard to use is very unique compared to others.”*

Considering learners' diverse motivations, course designers should offer personalized learning paths. This allows learners to set goals aligned with their motivations, whether it is for travel, cultural interest, or career advancement (Deci & Ryan, 1985). Personalization increases learner engagement and commitment to the course. Integrate Brazilian cultural elements within the course to resonate with learners' interest in Brazilian culture (**Learner A, Learner C**).

Incorporating cultural contexts, relevant materials, and language used in real-life situations fosters a deeper connection with the language and culture (Kramsch, 1993).

Acknowledging learners' varied schedules and preferences for flexibility (**Learners A, B, C, and D**), offers flexible learning options, including self-paced modules, interactive sessions, and recorded lessons (Anderson & Dron, 2011). Flexibility in learning modes enhances learner satisfaction and accommodates diverse learning styles. In addition, given learners' positive responses to online learning (Learner A, Learner B), incorporating technology, multimedia, and interactive platforms in the course design is essential (Bates, 2015). This modern approach enhances engagement and provides a dynamic learning experience. Finally, it is important to address learners' desire for one-on-one instead of group dynamics (**Learners A, B, D**).

Learners have stated the challenges they have encountered when having to follow other learners' pace and not being given the unique opportunity to speak and practice when in class. **Learners B and D** stated that it is important to implement mechanisms for regular feedback and progress tracking. Providing timely feedback and allowing learners to monitor their progress promotes a sense of achievement, motivating them to stay committed to their language learning goals (Hattie & Timperley, 2007). By aligning course design with learners' motivations and perspectives, educators can create a more engaging and effective online Portuguese language learning experience. This approach enhances learners' motivation, active participation, and ultimately, their mastery of the language.

CONCLUSION

This chapter serves as a synthesis of the comprehensive analysis conducted and provides a glimpse into the broader implications and recommendations drawn from the data and relevant literature. The purpose of this conclusion is to enclose the essence of the research, shed light on the nuanced facets of online language learning, and delineate the significance of understanding learners' motivations and perspectives in shaping effective pedagogy and course design.

The data, gleaned from the rich insights shared by the learners themselves, illuminated the multifaceted landscape of motivations and the intricate interplay with prior language learning experiences, cultural backgrounds, and individual goals. This chapter navigates through this reflective journey, aiming to unravel the implications that these motivations and perspectives hold for the design and facilitation of effective and engaging online Portuguese language courses and resources.

In the first section, I will focus on exploring the primary motivations driving individuals to embark on the journey of learning Portuguese online. Indeed, based on the extensive qualitative interviews with learners A, B, C, and D, it is evident that motivations for engaging in online Portuguese language learning encompass a broad spectrum, including flexibility, convenience, travel, and cultural interest, as well as professional goals and business aspirations. These motivations align with established theories and research in the field of language learning. Flexibility and convenience are commonly cited motivations by learners (**Learners A, B, C, and D**).

Online learning provides the flexibility needed for learners to adapt their study schedules to their busy lives. Learners appreciate the ability to learn at their own pace and in a manner that

aligns with their individual preferences, leading to increased motivation and commitment to their learning goals (Alisauskiene et al., 2020).

Travel and cultural interest are significant motivators, as seen in the aspirations of learners to visit Brazil and immerse themselves in the culture (**Learners A, B, C, and D**). Learning a foreign language is often driven by a passion for the culture and a desire to travel and engage with native speakers (Anderson, 2019). This aligns with the theory that learners are often motivated by extrinsic goals related to the culture and social aspects associated with the language (Dörnyei & Ushioda, 2011).

Professional goals and business aspirations also play a substantial role in motivating learners to engage in online Portuguese language learning (Learner C). Learning a language for business purposes or for enhancing career prospects is a well-established motivator in the field of language learning (MacIntyre et al., 2019).

A study by Ryan and Deci (2000) highlights that intrinsic motivation, which includes engaging in an activity for its inherent satisfaction or interest, is positively associated with long-term language learning success. This suggests that learners driven by professional goals may also find intrinsic motivation in their language-learning journey.

In summary, the motivations observed among the learners in this study, ranging from flexibility and convenience to travel and cultural interest, and professional goals, are substantiated by existing research in the field of language learning. Understanding and addressing these motivations are crucial for designing effective and engaging online language learning programs that cater to the diverse needs and goals of learners.

Another important factor that has been expressed by learners is the prior language learning experience, particularly in related languages like Spanish or French, expressed confidence and found Portuguese learning relatively easier. The influence of prior language

learning experience, especially in related languages like Spanish or French, on learners' confidence and perceived ease of learning Portuguese, is a well-documented phenomenon in second language acquisition literature.

The concept of language transfer and its impact on learning a new language is particularly relevant here. Krashen's Input Hypothesis posits that learners acquire language best when they receive input just beyond their current level (*known as "i+1."*) Having prior experience in related languages allows learners to transfer their existing knowledge and structures to the new language, making the learning process more manageable and less intimidating (Krashen, 1982).

Furthermore, Odlin and Ringbom have extensively studied the phenomenon of transfer of training in language learning. They explain how prior learning in related languages facilitates the transfer of vocabulary, grammar rules, and language learning strategies, aiding in the acquisition of a new language (Odlin, 1989; Ringbom, 2007).

Another relevant motivation theory used to base this research project is Dörnyei and Ushioda who emphasize the role of intrinsic motivation in language learning. Learners with a genuine interest in the culture, as seen with the learners' interest in Brazil, are likely to be intrinsically motivated, which enhances their dedication and enthusiasm for learning the language (Dörnyei & Ushioda, 2011). And finally, not least important but as relevant Ryan and Deci's Self-Determination Theory, which provides insights into the role of personal goals and aspirations in motivating individuals. Learners with personal goals related to socialization, travel, or cultural interest are likely to have a high level of intrinsic motivation, promoting their engagement and persistence in learning Portuguese (Ryan & Deci, 2000).

In summary, the learners' expressions of confidence, ease in learning, and motivations related to prior language learning experience and cultural interests are consistent with established theories and research in second language acquisition and motivation. Understanding the influence of individual characteristics, such as language learning experience and cultural interests, is essential for creating effective language learning environments that align with learners' motivations and goals.

Learners appreciating flexibility and tailored learning experiences align with existing literature. Anderson and Dron (2011) highlight that online learning provides flexibility, allowing learners to tailor their learning experiences to suit their preferences and schedules. This adaptability fosters motivation and engagement, leading to more effective learning outcomes. In addition, learners have shown appreciation for the abundant learning resources in online platforms. Bates emphasizes that online learning offers a vast array of resources, including multimedia, interactive modules, and online communities, enriching the learning experience and making it more engaging, Bates (2015).

Just like everything else in life, it has the other side of the coin. Identifying challenges such as establishing a structured learning routine and the absence of traditional classroom dynamics is consistent with previous research. Rovai and Jordan (2004) acknowledge that the lack of face-to-face interaction and structure can be a challenge in online learning. Strategies like setting clear goals and managing time effectively are essential to mitigate these challenges (Garrison & Vaughan, 2008).

Despite the “lack” of structure as mentioned by **Learner D**, they all have agreed that online learning is still way more advantageous than face-to-face. Even argued not to miss the traditional school structure, wanting more of a dynamic and fun environment. By incorporating these scholarly perspectives, it becomes evident that learners' perceptions of the advantages

and challenges of online Portuguese language learning are aligned with established research. Flexibility and tailored learning experiences are seen as significant advantages, enhancing motivation and engagement, while challenges emphasize the importance of adapting strategies to optimize learning outcomes in the online environment. Learners appreciated the abundant learning resources available online, making it easier to access and utilize them. However, challenges like establishing a structured learning routine and the absence of traditional classroom dynamics were also acknowledged, emphasizing the need for adapting strategies to maintain discipline and engagement in online learning environments.

The third section illuminated the pivotal role that individual learner characteristics, such as cultural background, and personal goals, play in shaping motivations and perspectives toward online Portuguese language learning. Cultural backgrounds, personal goals, and experiences further shaped learners' motivations, highlighting the significance of understanding individual learner profiles in course design.

Finally, the implications that learners' motivations and perspectives have for the design of effective and engaging online Portuguese language courses and resources. Personalized learning paths, integration of Brazilian cultural elements, flexible learning options, incorporation of technology, multimedia, and interactive platforms, and addressing the preference for one-on-one interaction were suggested to enhance engagement and effectiveness.

Drawing from a rich body of literature, highlight the significance of aligning course design with learners' motivations and experiences. The thoughtful integration of these implications can catalyze the paradigm shift necessary to redefine the landscape of online Portuguese language learning. In doing so, it paves the way for fostering more effective pedagogical approaches, enriching the learning experiences of learners, and ultimately

contributing to a more proficient and engaged community of Portuguese language learners in the digital age.

In conclusion of this rich research project makes it possible to affirm that learners' motivations are intrinsically complex but sustained in very solid pillars; their reason why and how to keep and maintain these learners with their eyes on the prize as motivated through structured but dynamic online lessons. When it comes to answering this thesis's main question about learners' perspectives on learning online, is possible to conclude that is interconnected with the complexity of motivations. There are several factors influencing motivations and perspectives on Portuguese as foreign language learners; flexibility, tailored lessons, structure, dynamic, tutor interpersonal connection, and self-discipline. As a researcher, I am extremely satisfied with the results obtained, although it would be extremely interesting to dive even deeper into more psychological and pedagogical aspects.

REFERENCES

- Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distributed Learning*, 11(2). <https://doi.org/10.19173/irrodl.v11i2.865>
- Alisauskiene, S., Guðjónsdóttir, H., Kristinsdóttir, J. V., Connolly, T., O'Mahony, C., Lee, L., Milteniene, L., Meliene, R., Kaminskiene, L., & Rutkiene, A. (2020). *Personalized learning within teacher education: A framework and guidelines*. (In-Progress Reflection No. 37) UNESCO International Bureau of Education. <https://unesdoc.unesco.org/ark:/48223/pf0000374043>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333-339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Baker, J. (2016). *The role of the literature review in the research process*. University of Otago,
- Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Tony Baste Association LTD. <https://opentextbc.ca/teachinginadigitalage/>
- Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1(3), 311-320. <https://doi.org/10.1037/1089-2680.1.3.311>
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing Qualitative Data: Systematic Approaches*. Sage Publications.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters. <https://doi.org/10.21832/byram0244>
- Byram, M., & Feng, A. (2006). *Living and studying abroad: Research and practice*. Multilingual Matters. <https://doi.org/10.21832/9781853599125>
- Charmaz, K., & Belgrave, L. L. (2019). *Qualitative interviewing and grounded theory analysis*. The SAGE Handbook of Interview Research: The Complexity of the Craft. Sage Publications. <https://doi.org/10.4135/9781452218403.n25>

- Cheng, C.K. (2011). The Role of Self-regulated Learning in Enhancing Learning Performance. *International Journal of Research*, 6, 1-16.
- Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Harvard Business Review Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. (pp. 43-56) Springer. https://doi.org/10.1007/978-1-4899-2271-7_2
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE Handbook of Qualitative Research*. Sage Publications.
- Dillenbourg, P. (1999). *Collaborative learning: Cognitive and computational approaches*. *Advances in Learning and Instruction Series*. Emerald Publishing Limited.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2(3), 203-229. <https://doi.org/10.1177/136216889800200303>
- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 589-630). Blackwell. <https://doi.org/10.1002/9780470756492.ch18>
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching motivation*. Routledge.
- Dudeney, G., Hockly, N., & Pegrum, M. (2013). *Digital literacies: Research and resources in the recontextualizing of education*. A&C Black.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>

- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7(2), 95-105. <https://doi.org/10.1016/j.iheduc.2004.02.001>
- Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education*, 57(4), 2333-2351. <https://doi.org/10.1016/j.compedu.2011.06.004>
- Godwin-Jones, R. (2019). In a World of Smart Technology, Why Learn Another Language? *Educational Technology and Society*, 22 (2), 4-13. <https://www.jstor.org/stable/26819613>
- Grant, M. J., & Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information & Libraries Journal*, 26(2), 91-108. <https://doi.org/10.1111/j.1471-1842.2009.00848.x>
- Gudykunst, W. B., & Kim, Y. Y. (2017). *Communicating with strangers: An approach to intercultural communication*. Routledge.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Heil, C., Wu, J., & Lee, J. (2016). A review of mobile language learning applications: trends, challenges and opportunities. *The EuroCall Review*, 24(2), 32-50.
- Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, 41(3), 509-532. <https://doi.org/10.1002/j.1545-7249.2007.tb00083>
- Jessner, U. (2006). *Linguistic Awareness in Multilinguals: English as a Third Language*. Edinburgh University Press.
- Kern, R., Ware, P., & Warschauer, M. (2015). Crossing frontiers: New directions in online pedagogy and research. *Annual Review of Applied Linguistics*, 24, 243-260. <https://doi.org/10.1017/S0267190504000091>

Kramersch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.

Lamy, M. N., & Hampel, R. (2007). *Online communication in language learning and teaching*. Palgrave Macmillan.

Lavrakas, P. J. (2014). *Encyclopedia of Survey Research Methods*. Sage Publications.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717. 10.1037//0003-066X.57.9.705

Maslow, A. H. (1954). *Motivation and personality*. Harper & Row.

Masouleh, N. S., & Jooneghani, R. B. (2012). Autonomous learning: A teacher-less learning! *Procedia - Social and Behavioral Sciences*, 55, 835-842. <https://doi.org/10.1016/j.sbspro.2012.09.570>

McLaren B. (2013) *Adaptive Online Learning The Present and Future of Education*- [White paper]. Carnegie Mellon University. <https://www.cs.cmu.edu/~bmclaren/pubs/Wiley-AdaptiveWhitePaper-2013.pdf>

Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning*. Cengage Learning.

Odlin, T. (1989). *Language Transfer: Cross-linguistic Influence in Language Learning*. Cambridge University Press.

Ringbom, H. (2007). *Cross-Linguistic Similarity in Foreign Language Learning*. Multilingual Matters. <https://doi.org/10.21832/9781853599361>

- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data*. Sage Publications.
- Santos, F. L (2018) Estudo Vocativo para o ensino de Português como Língua. *Ensaio Em Português Como Segunda Língua Ou Língua Estrangeira*, 10.
<https://doi.org/10.17771/PUCRio.PLE.33611>
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.
- Seidman, I. (1937). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. Teachers College Press
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3-10.
http://www.itdl.org/Journal/Jan_05/article01.htm
- Smith, J. A. (2015). Semi-Structured Interviewing and Qualitative Analysis. In: Smith J. A. (Eds.), *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wright, C. R. (2011, November). Developing and reviewing online courses: Items for consideration. ALT Newsletter. <http://newsletter.alt.ac.uk/2011/11/developing-and-reviewing-online-courses-items-for-consideration/>

TABLES

Table 1: Interview Script

Interview 1

Blocks	Explanation/Description
1. Interview Framework	<p>The interviews to be carried out intend to answer the following questions:</p> <ol style="list-style-type: none"> 1) What are the perceptions and motivations of students of Portuguese as a foreign language in the online context from an autonomous learning perspective?
2. Interview Objectives	<p>The research aims to answer the following questions:</p> <ol style="list-style-type: none"> 1) How does the Online context influence this process of learning Portuguese as a foreign language? 2) What are the students' perspectives on autonomous learning in the online context? 3) How does the methodology used in the online context influence the process of becoming an autonomous learner? 4) What is the concept of motivation for the students and to what extent does the same concept interfere in the autonomous learning process?
3. Interviewees	<p>Students of Portuguese as a foreign language in the online context between 20-35 years of age and also English speakers.</p>
4. Deadline	<p>March of 2023</p>

Preparation for the Interviews (Initial Ideas)

Interview Script - Plan

Blocks	Explanation/Description
1. Interview goals	<p>Answer the research question:</p> <ol style="list-style-type: none">1) “What is the perception and motivation of students of Portuguese as a foreign language in the online context from an autonomous learning perspective?” <p>through the subquestions:</p> <ol style="list-style-type: none">a) What are the motivations of students to seek to learn Portuguese as a foreign language?b) What are the motivations of students to choose the online modality to learn Portuguese as a foreign language?c) What are the students' perceptions of autonomous learning of Portuguese as a foreign language online?d) What advantages and disadvantages do students consider of autonomous learning in the online context?e) What challenges do you find in this type of online learning?f) What is the student's perception of their own learning process?
2. Interviewees	4 students in total - criteria:

	<ol style="list-style-type: none"> 1) Different ages/genders between 20-35 2) Different countries 3) Nonspecific educational background 4) Nonspecific financial background
3. Data Collection Method	<p>Semi-structured interview via ZOOM, recorded (if possible consent).</p> <p>Estimated time: 45 to 60 minutes.</p>
4. Scheduling	To be determined according to the student’s availability
5. Criteria/Variables to be considered	<ol style="list-style-type: none"> 1) Conditions for carrying out the interview. 2) English-speaking students with a comfortable conversational level. 3) Students from countries that do not speak Portuguese as their native language. 4) Students comfortable with using and browsing the internet via computer or mobile phone. 5) Students learning Portuguese as a foreign language in order to become independent learners.
6. Formal/Technical Aspects	<p>Before the interview: Confirm conditions, and describe the project and the scope of the interview. Confirm/Remind ethical issues.</p> <p>During the interview: Focus on the main topics, explain the questions, and encourage the interviewee to respond.</p> <p>At the end of the interview: Respect the time, gather ideas, and thank them for their participation. Ask if they want the results of the investigation.</p>

	<p>Notes to take during the interview: Attitude and emotions when talking about a certain topic.</p>
--	---

Interview:

Blocks	Purpose	Topics and Questions
<p>Legitimation of the interview</p>	<p>To explain to participants the reason for the interview, ethical assumptions, expected results, and publication.</p> <p>To receive verbal consent from each participant of the understanding of the purpose of the interview and data use.</p> <p>Underline the importance of the interviewee's participation for the success of the work.</p> <p>Motivate the interviewee.</p> <p>Guarantee the anonymity and confidentiality of the information provided.</p>	<p>Hello, very good morning (interviewee's name).</p> <p>First of all, I would like to thank you for your collaboration and remind you that this interview comes within the scope of the investigation that I conduct for my master's thesis. Its main objective is to reveal the perceptions and motivations of students of Portuguese as a foreign language in the online context with the perspective of achieving autonomous learning</p> <p>Your participation is extremely important for the success of this study and I am available to deliver the results of this investigation.</p> <p>Before starting, I remind you that all data is confidential, and at no time during the investigation will your identity be revealed.</p> <p>Example: Only a number/letter (student A/1, student B/2) will be assigned to your statements as a means of organization.</p> <ul style="list-style-type: none"> • After receiving the explanation about the interview purpose, procedure, and data collection, do you consent to record and use the information from the interview for this study under confidentiality and anonymity?

	Indicate the availability to provide the results of the work.	
Characterization of the population	To identify the profile of the participants and their system of studies	<ul style="list-style-type: none"> • What is your nationality? • What is your mother tongue? • How old are you? • What is your gender? • What is your current level of studies? • What is your current modality of studying (totally online or blended)? • What is your field of study? • Do you speak any other languages besides your mother tongue?
Student's motivations regarding the choice of an online context for their learning process	<p>Determine what motivations the student considered for their choice of learning in the online context.</p> <p>Identify the tools and means chosen by the students.</p>	<ul style="list-style-type: none"> • Why did you consider learning Portuguese as a foreign language in the online context? • What criteria did you use for the choice? • How would you describe the online context for learning? • Did you consider choosing another type of learning modality to learn? • Did you study online before that? • Does studying online require any specific preparation?

<p>Student's perspective on learning Portuguese as a foreign language</p>	<p>Detect the student's perspective on learning Portuguese as a foreign language.</p> <p>Distinguish the type of purpose (formative, summative, diagnostic).</p>	<ul style="list-style-type: none"> • What is your perspective on learning Portuguese as a foreign language? • How do you rate your learning? • How do you rate your study methods? • How do you rate your results? • Describe your point of view about learning Portuguese as a foreign language?
--	--	--

<p>Student's perspective on learning Portuguese as a foreign language online</p>	<p>Detect the student's perspective on the process of learning the Portuguese language in the online context.</p> <p>Distinguish the type of purpose (formative, summative, diagnostic).</p>	<ul style="list-style-type: none"> • What is your perspective on learning the Portuguese language in the online context? • How do you assess the relevance of the online context for your learning? • What are the most important factors towards your learning benefit you consider that the online context gives you? • How do you plan your online learning to achieve your goals?
---	--	---

<p>Conclusion</p>	<p>To conclude the interview and give space to participants to include any information they consider relevant and was not questioned and thank the participant.</p>	<ul style="list-style-type: none"> • Is there any other information that came to your mind while we were talking about this theme? What? • Is there anything that you want to add? What? • Thank you for joining the interview and helping me with relevant information regarding your experience in the online learning environment.
--------------------------	---	--

--	--	--

Table 2: Data analysis coding

Respondent ID	QUOTATION	CODES	GROUPS
Learner A	Yeah. But also online is good because the flexibility with time and also I like to have a one on one class with my professor, you. You get that when you start the online like this one on one, you get what we call it.	Motives, Education online	Motivation; Online
Learner A	No, I think it's fun. I think it's challenging at the same time, so I think, yeah, you have like this, when it feels hard. And then if it's suddenly feels easy, but you get the more, learn more and more.	Enjoyment	Perspective; Motivation
Learner A	I think I'm doing good. Have continuously taking classes. But sure, I could effective, precise more. I could, for example, put more time into homework. I see how you're trying to push me.	Self Rating, Perspective	Perspective
Learner A	I think I'm doing good. Like I said, I can understand, more or less. Unless there's big, open very fast.	Self Rating	Perspective
Learner A	Well, I hope I can easily talk and socialise in Brazil, with strangers for example, we've often call this and also be able to discuss more complex subjects.	Goal-setting	Motivation
Learner A	Yeah, well, first, I always kind of been not to pay too much attention when the language in school, I studied French for four years, I can't say what my name . So it's different. Because so long time ago, I studied language in school, and I didn't have the motivation back then. Right now I have the motivation. And that's a completely different scenario.	Motivation	Motivation
Learner A	the freedom can give you a teacher that is good for me for example, the school that I talked about that my building they have one teacher maybe she was good to him or good but I don't know.	Benefits	Online
Learner A	First of all I have, I want to travel to Brazil.	Motives	Motivation
Learner A	I want to learn a new language.	Motives	Motivation
Learner A	kind of dream vacation for three months in South America.	Motives	Motivation
Learner A	I thought was a little bit too little loss if you're in a group.	Unmotive	Online
Learner A	online is good because the flexibility	Motives, Education online	Online; Motivation
Learner A	instead of learning stuff, perhaps I'm not really interested in, I can have a more classes where I feel sometimes you get to the like, motivation for specific things like that you can have them focused on on	Interests , Tailored lessons	Online; Motivation
Learner A	I think it's fun.	Enjoyment; Opinion	Perspective; Motivation
Learner A	I think it's going good.	Self Rating	Perspective

Learner A	talk and socialise in Brazil,	Goal-setting	Motivation
Learner A	I like classes that are more like we're not following a book.	Education; tailored lessons	Motivation; Online
Learner A	So get the more like, individualised context. And script because like I said, it's good to focus. When you want to learn the language to focus on the things you actually do talk about in real life.	Education; tailored lessons	Motivation; Online
Learner A	The online context that also was different is for example, you can choose with whom you want to have as a teacher in high school, they will can freely choose. So there's a lot of sort of online context and gives you the freedom to more choose the appropriate teacher suits you	Education; tailored lessons	Motivation; Online
Learner A	the freedom can give you a teacher that is good for me	Education; tailored lessons	Motivation; Online
Learner A	The relevance so well is 100%! Because all my learning is from online, more or less.	Education; tailored lessons; Relevance	Motivation; Online
Learner A	Example you are very easy to talk to for me and also kind of makes it more fun to have classes and therefore keeps my motivation because like I said, sometimes you feel sore and the motivation to kind of goes down but the classes are because sometimes I felt like I really don't feel like Taking and having a Portuguese class today but I would usually have pretty fun anyway so	Education; tailored lessons	Motivation; Online
Learner B	First, when I started learning it, it was on a class in person class group class setting. But I think online is just a lot more convenient. With my busy schedule. I'm able to do classes during the day or whenever I need to, and change schedules. So it's usually a lot more convenient for me.	Education; tailored lessons	Motivation; Online
Learner B	Yeah, something that fits within my schedule. It's going to probably be like the one of the most important things and of course, a teacher that I can get along with.	Education; Flexibility; Tailored lessons	Motivation; Online
Learner B	Yeah, I would say that is everything has pros and cons, I think. But it's beneficial. Because of the convenience, I could do a lesson with somebody who's in Brazil, I could do less than somebody who's in any part of the world. So I'm not really limited to finding a class that is near me, or that is only offered where I live. But at the same time, in general, like face to face learning, in a group setting, just like that, those dynamics and being able to have a teacher right there in front of you is going to probably better. And for every person is gonna be different, they'll prefer one or the other for me. Like, I'm okay, giving up that in favour of like, the convenience.	Convenience; Education; Tailored lessons	Motivation; Online
Learner B	My perspective will be a little bit different because I know French and Spanish and I think it gives me like a lot of facilities. At least I noticed.	Point of view; Language learning	Perspective; Online
Learner B	I don't think it was as challenging as other languages I've learned for sure	Point of view; Language learning	Perspective; Online
Learner B	No, it was just being curious. And I really enjoy actually, most of the Brazilian things that I've seen that I watched. So I'm interested in foreign movies in general. So I wouldn't say it was discipline, it was really just curiosity. But I try to do it like a little bit regularly just to stay , just as I still have that, like reflexive listening to Portuguese understanding Portuguese in different like	Interest, Self-improvement	Motivation; Online

	settings, like movies or series, etc.		
Learner B	Me usually when I'm self study, the results are not, the progression is not as quick as if I have a class or something like that. Class. Usually, for me, even though we're not graded or anything, just gives me a sense of like, responsibility. And as you said, discipline. So even though a lot of the time the classes are casual, is still on my go, I'm doing this. And it's mostly because I pay for it. So I want to, of course, take advantage of it and do good.	Discipline, Self-improvement	Autonomous Learning
Learner B	Yeah, I will say again, if if they have any other languages as a basis that is that could help them with Portuguese is going to be a lot easier.	Point of view; Language learning	Motivation
Learner B	I think yeah. It's it motivates me was if something is easy, and just presented to me and I just like do it, I think it's more likely to do it. Absolutely.	Convenience; Education; Tailored lessons	Motivation; Online
Learner B	I guess it doesn't feel like a burden. When I do online. It's really just, it's like a pleasant one hour, a week or something that I'm doing a class and just like talking and practising my talking. So it doesn't feel like a burden just feels easy. Also, like, I like to see that there's progress. So the more I do it, and the more I talk, the more confident I become, I still make mistakes, but I'm more confident. So for me, it just makes a difference there. Sometimes people get frustrated when maybe they don't see progress, or some places give just a lot of homework. And for people who have like full time jobs, it's not always realistic. So you get frustrated with things like that. But for me, it has not happened with the online portion of the learning. So	Enjoyment; Education; Self-improvement; Discipline	Motivation; Online; Perspective; Autonomous
Learner B	I guess some sort of fluency where I don't have to think about the words too much. Or about the sentences it just comes out because comes out easy or relatively easy. Being able to understand like, different accents, different people talking, potentially going to Brazil and being able to talk with people and hum yeah.	Goals; Education	Motivation
Learner B	But other teachers choose to do something more like, tailor to the student more like casual. And I find that as, as you're like, more intermediate, or more advanced, that casual setting is actually a lot more fun.	Education; tailored lessons	Motivation; Online; Perspective;
Learner B	Yeah, in the context of of online, I've only really done it through like Italki and an Italki you can essentially do teachers have like an intro video and you can see like about them and things like that. So while in Japanese I've done actually a couple of trial classes before I picked my teacher for Portuguese I didn't they just did a trial with what would you and but I looked at your video and I saw that like this person tries to make classes fun. And it seems that you know, I would have I would be more motivated to study with them Yeah, it's funny but that like first impression that like a video would make or like people showing what kind of content they get into like teachers very important than we're going to teach her	Education Online, Flexibility;	Motivation; Online; Perspective;
Learner B	Oh, absolutely. i You want somebody you can relate with and and joke with I don't I don't want my lesson to be like just serious I want it to be like, like fun. You know, I don't want it to be like a classroom setting where I'm just raising my hand or talking things like that. I wanted to just be like joking around because ultimately when I use my language is going to be with people like they're not going to go give a lecture University in Portuguese, I'm gonna meet with people and drink and socialise. So I want to be able to, to have to be comfortable doing that.	Teacher; tailored lessons; Education	Motivation; Online; Perspective;
Learner B	Yeah, I mean, there's, there's definitely like a place for the for the structured learning and the official learning. I like to use metaphors to describe ideas that I come up with. So learning languages, like like cooking a meal. So at first, if you never cooked or you started cooking, you need a recipe, you need a book in somebody to show you. And then eventually, you'll be able to do those without a recipe. And if somebody goes through your recipe, like Hey, make me an omelette, look at this recipe like I don't need it. This is boring for me, I already know how to do it. So so that's how I think about it. Like you need maybe that structure learning at the beginning because it's going to be chaos for you. Otherwise, you need like these are these are the words you're going to learn now. These are the grammar things you're going to learn. But I feel like once you stand on your feet, you should start as early as possible. Like the like talking, just	Education Online; Point of view	Perspective; Online

	<p>talking. It doesn't have to be formal, like we just trying to, to get that confidence to talk all the time. Like for instance, my Japanese lesson, my teacher doesn't speak a word of English. So my whole lesson is all in Japanese. And it's perfect for me. It's actually one of the things the reasons I chose her is because the whole lesson is in Japanese so I can't I can't even tell her something in English that I don't know how to say in Japanese, she won't understand, you cant scape.</p>		
Learner B	<p>Portuguese is different because I'm I feel like I'm in a level where I can if I meet with a teacher and we I could just look we're just gonna talk Portuguese and we don't usually have that problem and it's, it's fine. But in Japanese, like, if I don't understand that I'm in trouble so I need to force myself to</p>	Self Rating	Autonomous Learning; Online
Learner B	<p>But I think online is just a lot more convenient.</p>	Motives	Motivation; Online
Learner B	<p>I'm able to do classes during the day or whenever I need to, and change schedules. So it's usually a lot more convenient for me.</p>	Motives, Flexibility	Motivation; Online
Learner B	<p>I speak French. And then I speak English. And Spanish, Portuguese. And I've been learning Japanese and Turkish</p>	Languages spoken	Motivation
Learner C	<p>I choose right now because I travel a lot. So sometimes I don't have the time to go to a specific place. And of course, like if you do presidential you need to be in a specific city. Like you don't have the you don't have the course in every city that you move. So like for me centre sometimes whether I can do my Portuguese class everywhere of the world.</p>	Flexibility; Education	Motivation; Online
Learner C	<p>for me in the beginning was a scary because this person but I found like it's very easy because you come from a lot of materials. Like if you have audios you can listen in the same moment to come from decks you can do the three years or you can do gains to learn. So for me it's more easy.</p>	Adaptability, Efficiency	Perspective; Online; Motivation
Learner C	<p>For me, the only important thing for me, the only important thing is to have the like this position like to be in the moment, and to have a quiet place to learn.</p>	Education Online; Point of view	Perspective; Online
Learner C	<p>me right now. I consider like yes, like for me right now considerable? Am I learning very fast, especially because I travelled before to the, to a Portuguese place. So I have some experience to consider to compare.</p>	Education Online, Flexibility;	Perspective; Online; Motivation
Learner C	<p>And doing very well go with the flow, actually. And no, like a very focused person like to see the thing? Okay, say I gonna read this test. No, I'm very going with the flow.</p>	Self Rating; Enjoyment	Perspective; Online
Learner C	<p>For me, I can get my results very good. Like, I can see the process like it was very fast. Because during making this class, and learning a lot of things</p>	Self Rating	Perspective; Online
Learner C	<p>I think so, like for foreign people, like I don't have the Spanish first language gonna be a little difficult. Because Portuguese is a language, they have a lot of components, like, the way that you construct the phrase this and the pronunciation is difficult.</p>	Education; Point of view; Language background	Perspective; Motivation
Learner C	<p>It's more easy to learn Portuguese, online, where you come from more things like the access is more easy. You have more material</p>	Education, Self Rating	Perspective; Online; Motivation; Autonomous
Learner C	<p>And also you can found person to speak like you come from apps, everything that you can share with some other persons and improve yourself.</p>	Flexibility; Education; convenient	Motivation; Online

Learner C	My visual motivation, like for me, too, because I like knowledge. So I like to have knowledge about things.	Education; Travel	Motivation
Learner C	For me, it's important because I want to do business in Brazil so.	Motives	Motivation
Learner C	it is important because right now we are after pandemic we are in the era in the internet moment so it's more easy for everybody to learn Portuguese online	Online learning; Motives; Pandemic	Online; Motivation
Learner C	I can do my Portuguese class everywhere of the world.	Online learning, Motives	Online; Motivation
Learner C	I was thinking that Spanish and Portuguese have a lot of similarities, but it's not. It's very different to speak Portuguese, from Spanish. But it is also I have like a bunch for the people that probably speak English, like a first language, and to learn Portuguese is more difficult. But, like, Spanish is my first language. I understand, like the some dramatics things more easy.	Perspective; Language learning	Perspective; Motivation
Learner C	I learning very fast, especially because I travelled before to the, to a Portuguese place. So I have some experience to consider to compare.	Self Rating; Travel	Perspective
Learner C	doing very well go with the flow, actually.	Self Rating	Perspective
Learner C	I really consider like, learning Portuguese online, is only option for me	Online learning	Perspective; Motivation; Online
Learner C	it's very easy for me to do it is the best way in for the time also, like, it's important, very flexibility with everything.	Online learning; Flexibility	Motivation; Online
Learner C	materials like content you have more material, like what else is a part flexibility material	Tailored lessons; Flexibility	Motivation
Learner D	Um, I'm for efficiency. And for my schedule, I mean, I think I liked I took one one semester in person. And then for my schedule, and to make it more useful, I thought that online would be better.	Efficiency, Preference for online learning	Online; Motivation
Learner D	But I think there's a big issue with grouping groups online and focus. That's really hard. And but I think the like, one on one experience can be very successful.	Online learning, Group dynamics, One-on-one interaction, Efficiency	Online; Motivation; Perspective
Learner D	I mean, I think one of the reasons why I'm online is because the second Portuguese cause I could have taken that Columbia did not go well with my schedule.	Online learning; Flexibility	Online; Motivation
Learner D	Yeah, and, like the pandemic was like I had to and then Spanish. Yes, Spanish was my way of Yeah, that was me deciding to go online. And that was, um, that was also during the pandemic, but yeah, that was because there was a way to maintain my level	Online learning, Pandemic	Online; Motivation
Learner D	I think my perspective was that I really wanted to be able to speak and so that was my priority with with learning how to, like be able to communicate if I go to Brazil	Point of view; Language learning	Perspective
Learner D	I think I feel lucky to have one French in English, French and Spanish. And to also lucky to be able	Advantage; Languages	Perspective; Motivation

	to like, have the time and afford to do these weekly classes.		
Learner D	Yeah, I think the country experience immersion, environment, it's very important. Like, it gives you a huge influence. But I will give you this that a lot of my students who are Brazilians and living the states, they don't speak English. And it's not because they're not in the Involved	Cultural influence, Language barriers, Immersion	Perspective
Learner D	I think my perspective is that I expect to gain much more comfort speaking, because in a group setting and in, in class, you don't get to speak as much right? Like over an hour and a half, you probably speak 10 minutes. And I think my perspective with one on one online is that you just get and it's way more tailored to you. Yeah, so one is speaking. And two is that I think everyone is like, unique in their learning, and especially with the languages that you know, it's like, what's hard to use is very unique compared to others. And so now, I expect a much more like, tailored and helpful with speaking. Yeah.	Comfort, Expectations, Individualized learning, Language learning: Personalized instruction	Perspective; Motivation; Online
Learner D	And I couldn't choose that. And it was extremely unpleasant. So I think that's also Yeah, choice, time and money.	Time, Money	Motivation; Online
Learner D	So I think what's hard with online if you want, like it's, there's less structure, compared to like a class in the university. And I think I what I like about I talkie is that, like, I can plan at the same day, every week. And so like creating that structure in that rhythm is important.	Discipline, Self-improvement; Flexibility	Motivation; Online; Perspective
Learner D	I think What's hard is that because it's in your control, you have to create ways where you're accountable to yourself. And so planning at the same day at this time is how I do that.	Self-discipline, Time management	Autonomous Learning; Online;
Learner D	think the best the best of the best is, is immersion.	Point of view; Language learning	Autonomous Learning
Learner D	I think my my only goal was really to be able to speak and have dialogues with people	Goal-setting	Motivation
Learner D	I also felt lucky that I spoke French and Spanish than I thought that	Point of view; Language learning	Motivation;

LIST OF FIGURES

Figure 1:

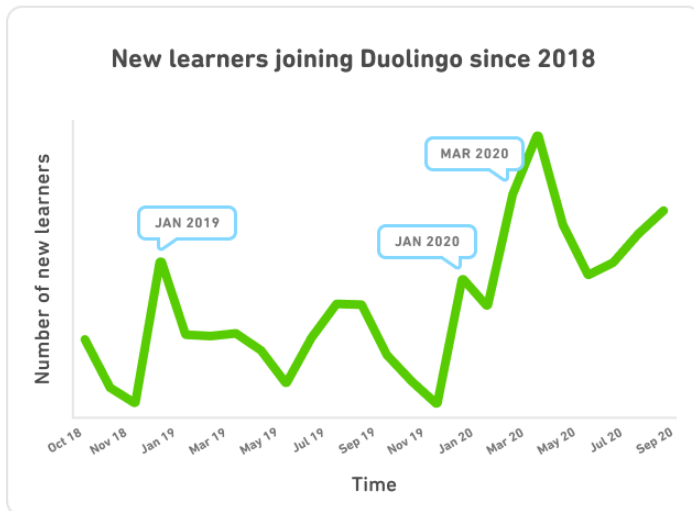


Figure 2:

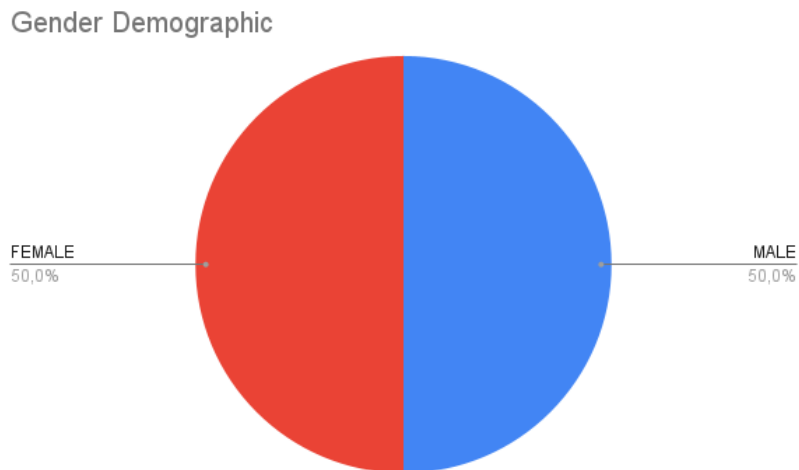


Figure 3:

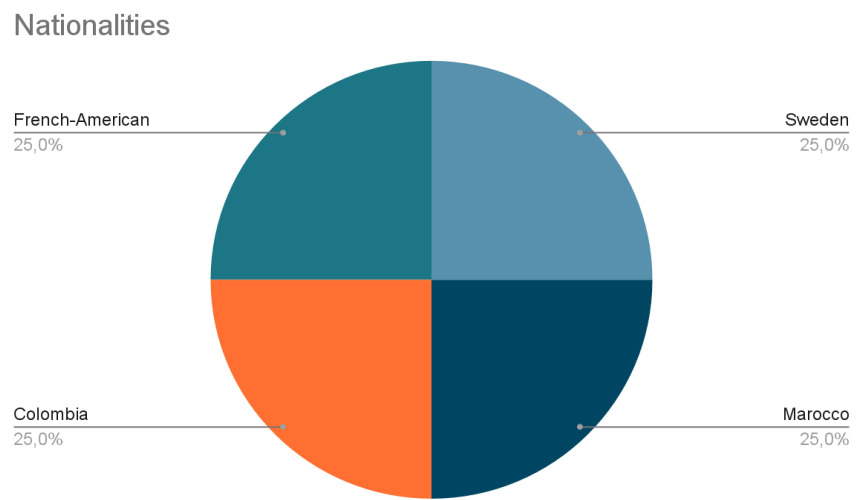
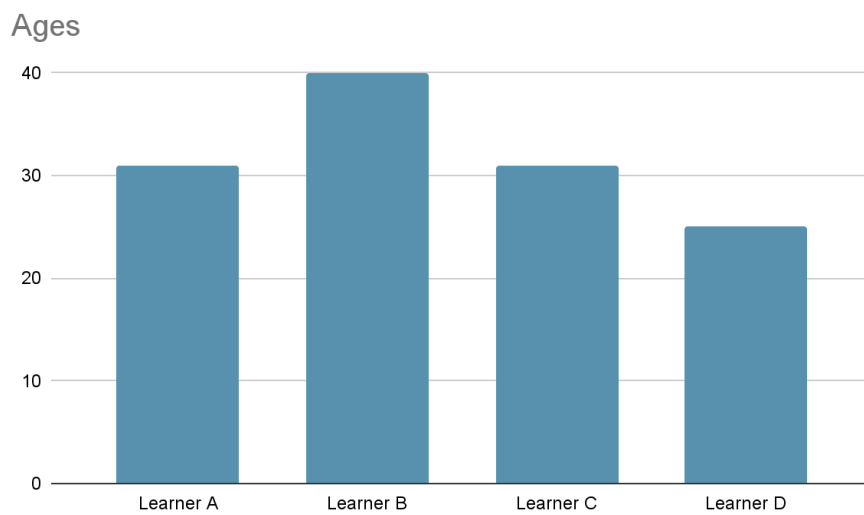


Figure 4:



Figure

5:

LEARNERS	ENGLISH	SPANISH	FRENCH	SWEDISH
A	✓			✓
B	✓	✓	✓	
C	✓	✓		
D	✓	✓	✓	

APPENDIX

Appendix A: *Transcript A*

Appendix B: *Transcript B*

Appendix C: *Transcript C*

Appendix D: *Transcript D*

APPENDIX A - Interview with Learner A

Date: March 12th of 2023

Time: 7 PM

GF 0:02 Well, first of all, I would like to thank you for your cooperation and remind you this interview comes with a scope of investigation. And that I will conduct for my master's thesis. It means the objective is to reveal the perception and motivations of students | Portuguese as a foreign language, in the online context with a perspective of achieving autonomous learning. Your participation is extremely important for us for the success of this study, I'm available to deliver the results of the investigation if you would like so. Before starting, I would like to remind you that all data is confidential and at no time during the investigation will be identity revealed. So it's all anonymous, your name is not going to ever be revealed. So we're going to be like example, A, B, one b two students, C, see, and no names will be available. So let's go let's start with What's your nationality?

IA1 1:04 I'm Swedish.

GF 1:05 Swedish whereabouts in Sweden.

IA1 1:08 I live in a small town called Trelleborg. In the south of Sweden.

GF 1:13 What's your mother language? What's your mother tongue?

IA1 1:17 Swedish

GF 1:18 Cool. And how old are you?

IA1 1:23 31.

GF 1:24 And what's your gender? What do you identify yourself with? Sorry,

IA1 1:30 Male.

GF 1:31 Male .What's your current level of studies? Did you finish school? Did you go to university? What did you do?

IA1 1:40 Finish the carpenter school

GF 1:43 Yes, carpentry school. Cool. And what's your current modality of study? Are you study only online? Are you study blended? And in a school in Sweden? Or just online?

IA1 1:58 Just online.

GF 1:58 Cool. And, Are you enrolled in any university or field of study or anything?

IA1 2:07 No, I'm not studying anything else.

GF 2:10 Besides Portuguese? Do you speak any other language besides your mother language?

IA1 2:17 Yes, English.

GF 2:19 English? For the purpose of this. What's your main motivations in in regards to Portuguese language online?

IA1 2:30 Online specific or Portuguese?

GF 2:34 Online? Sorry, Portuguese specific.

IA1 2:37 Portuguese. First of all I have, I want to travel to Brazil, I have this kind of dream vacation for three months in South America. And I think learning language, learning the

language so they speak in Brazil. Open up some more opportunities on my journey. And also, I have long thought it's a good way for me to learn a language to kind of challenge myself.

GF 3:12 Good, very nice. Very nice. For what purpose? Do you take classes in Portuguese for foreigners? For that sense, right? for traveling? Yeah.

IA1 3:22 Because I want to learn a new language.

GF 3:26 Nice. Why did you consider learning Portuguese as a foreign language online?

IA1 3:31 Actually, my first idea was to learn Portuguese in a school like physical school.

Because they actually were in the same building as me. But when I kind of researched a little bit, and I thought the school only had the classes once a week, which I thought was a little bit too little loss if you're in a group, you're kind of you're not moving faster than the slowest group and

GF 4:04 you're blended in a big group and that's, you know, complicated to to be at all the needs, I guess.

IA1 4:12 Yeah. But also online is good because the flexibility with time and also I like to have a one on one class with my professor, you. You get that when you start the online like this one on one, you get what we call it.

GF 4:36 Like a tailor lessons it's made for you, you get the attention.

IA1 4:40 Exactly. Awesome. What criteria did you use for that choice? Hum, it was mostly a flexibility.

GF 4:50 Flexibility was your was a deal breaker for you?

IA1 4:54 Yeah.

GF 4:56 That's very nice because you did say that you had the option to do presential class.
How would you describe the online context for learning?

IA1 5:07 Online for context for learning?

GF 5:09 Yeah, like learning. How can you describe learning online? You've been to schools before, right? You've you've you've gone to schools, and you've done the learning, the studying in a physical class? And how would you describe the online environment for you to learn a language?

IA1 5:32 Yeah. Yeah, I like to, just like I said, with a tailored class, because instead of learning stuff, perhaps I'm not really interested in, I can have a more classes where I feel sometimes you get to the like, motivation for specific things like that you can have them focused on on

GF 5:57 That's nice, because and then it's one thing that motivates the other thing, right? are you saying that you get the chance to study things that you really like?

IA1 6:06 Yeah, exactly.

GF 6:09 And did you consider choosing another type of learning modality to learn? You already answered this question? Because you did think about it, but it did not go through the scheduling. Right. It was not something you want. It was not enough as well. Did you consider studying online and before having Portuguese classes online? Or no?

IA1 6:34 No. I haven't before actually thought of it. I kind of stumbled on the data that you could take these classes online.

GF 6:43 And did you? So you never took the like any course online? Anything online before?

IA1 6:48 No. No

GF 6:50 So that was your first online experience? Like learning.

IA1 6:53 Yeah its class, one on one.

GF 6:58 Yeah. So you've been to online classes with groups you saying

IA1 7:04 Yeah, I was started on online, like, school long distance.

GF 7:11 Oh, so you finish your school in distance like big school?

IA1 7:14 Oh, no. No, I didn't.

GF 7:18 Okay. Does study online require any specific preparation, in your opinion?

IA1 7:27 Well, it's good if you write right down and take notes as you can use more of the information that you get from a class.

GF 7:39 But before your class doesn't require any preparation from you, or you're just

IA1 7:47 if I have homework, I need to be prepared

GF 7:51 homework. I see. What is your perspective of learning Portuguese as a foreign language?

IA1 8:00 What do you mean by perspective?

GF 8:01 Perspective. Is your point of view. What is your view?

IA1 8:07 No, I think it's fun. I think it's challenging at the same time, so I think, yeah, you have like this, when it feels hard. And then if it's suddenly feels easy, but you get the more, learn more and more.

GF 8:25 That's very nice. How do you rate your learning?

IA1 8:30 I think it's going good.

GF 8:34 It's a bit challenging, because you're looking at your teacher. But yeah, I mean, rating your learning is like, let's say, you could rate you're learning from your whole, like, the whole journey so far. How would you say how you're doing it? Like the whole learning process?

IA1 8:55 I think I'm doing good. Have continuously taking classes. But sure, I could effective, precise more. I could, for example, put more time into homework. I see how you're trying to push me.

GF 9:16 Well, I see. I see. Well, that gets us to the next question. How do you rate your study methods?

IA1 9:25 Yeah, it could be better.

GF 9:28 Yeah, but the I mean, as as your teacher, of course, I can tell you, you're you might not putting everything in your homework, but you're committed. And I think that's at least one of the biggest asset you have is that because you're your commitment. You made it like no matter what you show up and I think that's why it's getting you so far as well. Because, you know, if you're not putting that much energy in homework, you know, you're getting things out of it, which is good. Short, and a little bit of Brent. So how would you rate your results? So far? Your results they achieved so far?

IA1 10:11 I think I'm doing good. Like I said, I can understand, more or less. Unless there's big, open very fast.

GF 10:25 Yeah, that's good. Understanding that's actually really good. Describe your point of view about learning Portuguese as a foreign language.

IA1 10:35 My point of view, didn't you ask this question isn't the same as perspective. Now,

GF 10:39 perspective is like, it is your point of view, but it's a little different. But let's say your point of view,

IA1 10:48 my ambitions kind of?

GF 10:52 No, your point of view could be like, the perspective that you see, what do you perspective from learning Portuguese, like the outcomes or things you you think you will achieve after you feel more comfortable with the language?

IA1 11:08 Well, I hope I can easily talk and socialise in Brazil, with strangers for example, we've often call this and also be able to discuss more complex subjects.

GF 11:29 That's good. That's that's a nice goal. And so from where you stand right now, in your point of view, do you think you're going to achieve that you think you're going to be able to do that?

IA1 11:40 Yeah. Because I really just continue.

GF 11:42 Well, now it's a different question. In my sound the same but what's your perspective on learning Portuguese language in the online context? Like we're talking about online learning Portuguese online? So what's your point of view? How do you feel that process goes online? Compared to for example, classroom?

IA1 12:09 Yeah, well, first, I always kind of been not to pay too much attention when the language in school, I studied French for four years, I can't say what my name . So it's different. Because so long time ago, I studied language in school, and I didn't have the motivation back then. Right now I have the motivation. And that's a completely different scenario.

GF 12:42 But thinking about that scenario that you had before in class, in this scenario you have now online What's your point of view? What's the what are the differences and similarities that you find it?

IA1 12:56 Yeah, okay. One difference in school there were more like you had this you got these books when you started two books, one reading book and one the activity book and then you kind of the classes were kind of based on the books. So you had one chapter. So for another difference is of course, when you're in a group the group tasks and, and stuff like that.

GF 13:27 And how does it happen online that for you, then did you give me the description of the scenario in class? And how's it for you online? Well happens to make that difference

IA1 13:41 Yeah, well, I don't like classes are more like we're not following a book.

GF 13:56 you're not falling your book and what else and then you also not sharing right the spot with anyone else?

IA1 14:03 No, exactly. So get the more like, individualised context. And script because like I said, it's good to focus. When you want to learn the language to focus on the things you actually do talk about in real life. And a class you get a lot of things that we'll never discuss. Yeah, so while while the subjects I do talk about never comes up in like traditional.

GF 14:34 Yeah, yeah, definitely, definitely. How do you assess the relevance of the online context for learning for your learning specifically? Like an assess is like, how do you evaluate? Do you think online learning was something challenging or you find that has meaningful output for your Progress. What do you how do you evaluate the relevance?

IA1 15:05 The relevance so well is 100%! Because all my learning is from online, more or less.

GF 15:14 So it's your it's super relevant for you. What are the most important factors stored to your learning benefit? You can see there that online context gives you what the online environment gives to you. That benefits your learning your Portuguese.

IA1 15:38 Yeah, well, it's good, for example, that it's easy to access during access to access, I think connected directly. Sure, you could do that in class as well, but it's a little more tricky. Than then you have the flexibility, like I mentioned.

GF 15:58 That's very nice. How do you plan your online learning to achieve your goals?

IA1 16:06 No, I don't plan more than having continuously two lessons. A week on the that's kind of the plan. Just stick with that.

GF 16:18 That's your plan. Right? Your constant two classes a week? And how long per week? Do you really take?

IA1 16:27 Three hours per week.

GF 16:29 Three hours per week. Very good. But I'm sorry, go ahead. Sorry, you want to say something?

IA1 16:42 Yeah, all right. Yeah. One thing most the online context that also was different is for example, you can choose with whom you want to have as a teacher in high school, they will can freely choose. So there's a lot of sort of online context and gives you the freedom to more choose the appropriate teacher suits you

GF 17:12 defines appropriate for you?

IA1 17:17 Example you are very easy to talk to for me and also kind of makes it more fun to have classes and therefore keeps my motivation because like I said, sometimes you feel sore

and the motivation to kind of goes down but the classes are because sometimes I felt like I really don't feel like Turkey and having a Portuguese class today but I would usually have pretty fun anyway so

GF 17:48 So you believe that the freedom of choosing your teacher supports your motivation? Is that what you're saying? Yeah, because

IA1 17:56 the freedom can give you a teacher that is good for me for example, the school that I talked about in my building has one teacher maybe she was good to him or good but I don't know.

GF 18:11 Nature. Yeah, I agree with you very true. I mean, as a student, I completely understand as well because I study other languages and I study all the things like this thesis for example, and then it makes the whole difference when you have a good relationship with a teacher that you click that you are easy to talk and you have a nice conversation feel free to talk about everything in anything so definitely is there any information that came out of your came to your mind that you were when we were talking about this theme that you would like to add anything? Is there anything else you would like to add? In regards to the subject that we're talking about online and how to achieve autonomous learning? How do you feel like it is important to know that like online it requires a lot of independent learning right? You're are guided by the teacher but you're also doing that take it you take the action to go to the class you choose your teacher you choose your hours you choose what you doing. Is there anything you would like to add towards to this to this subject?

IA1 19:28 No. No.

GF 19:30 Well, thank you so much for joining the interview and helping me out with this extremely relevant information regarding your experience with online learning in Portuguese

especially it's very meaningful to me and I will keep you posted on the results when it come out. Awesome. Let me just turn to them.

APPENDIX B - Interview with Learner B

Date: March 12th of 2023

Time: 8 PM

GF 0:00 Oh, okay, so give me a hot second. Let me split the screen, in half and then get my questions for you, as it did. Okay.

All right, let's start. It's not very long. I can guarantee it's very short. It's not super long in less than 25 minutes

Interviewee B 0:23 No, no problem.

Speaker 1 0:25 Okay, so Good afternoon, my name is Gisele, you already know me. First of all, we'd like to thank you for your collaboration and remind you that this interview comes with the scope of investigation only. And I will conduct my master thesis. Its objective is to reveal the perceptions and motivations of students of Portuguese language as a foreign language in the online context, with the perspective of achieving autonomous learning. Your participation is extremely important. Thank you. And for the success of this study, I am available to deliver the results when they come out, and you are entitled to get them as well, as long as we can come to the end of this investigation. Before starting, I'll remind you that all data is confidential and no time during this interview, your identity will be revealed. So all students that they interview, they're going to be entitled with a letter or a number. And that's how you guys are going to be recognized. No mess. No information has been leaked. It has been recorded on my laptop as you pre authorized and is not going to be on a cloud.

GF 1:36 All right, so let's start. What's your nationality?

Interviewee B 1:41 I'm originally from Morocco. I'm also American now.

GF 1:47 What's your mother language?

Interviewee B 1:50 Arabic and French. I grew up speaking both. Yeah.

GF 1:55 And how old are you?

Interviewee B 1:59 39. I'll be 40 in a week.

GF 2:01 Ah, exciting. What's your gender? How do you identify yourself?

Interviewee B 2:09 Male

GF 2:10 Okay. And what's your current level of studies?

Interviewee B 2:17 I don't know my level B2 to something C

GF 2:22 of studies in general, of background study background

Interviewee B 2:27 I achieved? Yeah, I got two masters. So I'd have have two masters in computer science.

GF 2:35 Master's in Computer Science. And what's your current modality of study? Like? Are you doing online or blended or blended in the sense of you go into physical class or just online?

Interviewee B 2:49 Just online.

GF 2:51 What's your field of study? Are you studying anything right now? Or like, is there any field of study at the moment?

Interviewee B 2:58 Just languages, but I don't study for the only thing I do for computer science is usually maybe a training or something that my job might have me do or that I might sign up for. Usually, it's online most of the time, but no, like regular courses other than language courses.

GF 3:18 Okay. Do you speak any other languages besides your mother language?

Interviewee B 3:22 Yeah, I speak French. And then I speak English. And Spanish, Portuguese. And I've been learning Japanese and Turkish.

GF 3:33 Nice, vast, a vast, you know, agenda with different languages. Why did you consider learning Portuguese as a foreign language in the online context?

Interviewee B 3:49 First, when I started learning it, it was on a class in person class group class setting. But I think online is just a lot more convenient. With my busy schedule. I'm able to do classes during the day or whenever I need to, and change schedules. So it's usually a lot more convenient for me.

GF 4:12 I believe then the next question will kind of get around in the same answer. What criteria did you use for your choice? specific criteria?

Interviewee B 4:22 Yeah, something that fits within my schedule. It's going to probably be like the one of the most important things and of course, a teacher that I can get along with.

GF 4:37 How would you describe the online context for learning? I can reword it to make it easier.

Interviewee B 4:52 Por favor

GF 4:54 No worries. How could you just so you study languages online. And let's imagine that you have a friend who would like to learn Portuguese as well. And his he or she asks you. So how does it work? What's your impression about it?

Interviewee B 5:13 Yeah, I would say that is everything has pros and cons, I think. But it's beneficial. Because of the convenience, I could do a lesson with somebody who's in Brazil, I could do less than somebody who's in any part of the world. So I'm not really limited to finding a class that is near me, or that is only offered where I live. But at the same time, in general, like face to face learning, in a group setting, just like that, those dynamics and being able to have a teacher right there in front of you is going to probably better. And for every person is gonna be different, they'll prefer one or the other for me. Like, I'm okay, giving up that in favor of like, the convenience.

GF 6:09 Cool. Did you consider choosing another type of learning modality to learn like any other besides online or you actually did? And you, you stopped? Is there a specific reason why you did not want to continue with the class?

Interviewee B 6:28No, I, the school I went to, I finished all the levels they had. So it was really just, I just needed to do practice speaking and continue my learning on my own. So or I could have just gone back and get it again. But in general, after that I just did mostly like things like Duolingo or self learning. Before I decided to have like a more formal lesson and be able to like speak into things.

GF 6:59 Okay. Did you study online before that in other languages before learning Portuguese, online or

Interviewee B 7:06 online? Not really, a Japanese I did in person also as a group class. And I'm also doing it online now. But before that, I was always in person.

GF 7:19 Thus, does studying online require any specific preparation for you?

Interviewee B 7:25 Not really, sometimes there's homework, so just need to do that in advance or something. But it doesn't require anything from me. I work from home and I in my field, I work on the computer. So I could just switch from that to that.

GF 7:40 You're already there the classes with you all the time. Now we get a little bit of more complex questions, please let me know if it's not very clear. The concept for you. The title of this thesis is based on the motivations and perceptions of students who are learning Portuguese language as a foreign language online. So now I'm going to ask you questions more about your perspective as a student through the process, and through Portuguese itself, what that Portuguese means for you and what learning Portuguese online means for you. What is your perspective on learning Portuguese as a foreign language, Portuguese itself, not the online

Interviewee B 8:28 My perspective will be a little bit different because I know French and Spanish and I think it gives me like a lot of facilities. At least I noticed. But also knowing Spanish can also confuse you when you learn Portuguese. So the group class I did was actually Portuguese for Spanish speakers, which they focus on those different layers differences. Yeah. But in general, I enjoyed very much. I love to way it sounds so

GF 8:59 We are flattered. Especially Brazilians were very flattered. How do you rate your learning? Like, the learning process of Portuguese itself for you? Was it something difficult or something challenging or not? Really, you kind of give me an already an idea because you have a foundation with all the language. Yeah.

Interviewee B 9:23 I don't think it was as challenging as other languages I've learned for sure. But as with anything, like the grammar, you know, like it takes a little bit of time to get there.

But I think in general, it was much easier than any language Other language I learned because maybe other than Spanish I already had those bases. So it made it a little bit easier

GF 9:49 Awesome. How do you rate your study methods? Do you have any specific methods? The way you study the way you chose how to learn Portuguese? How did you rate that?

Interviewee B 10:01 Yeah, I started with mostly like media. So like movies or series music. And then eventually started doing like applications. So like self-learn, and then eventually did like formal. So there was a bit of self-learning and just like trying to assimilate stuff through watching, or to being exposed to just Portuguese in general. But eventually, I decided I wanted to have someone to speak with and somebody who could correct my mistakes. And

GF 10:36 Did you implement Portuguese on a daily basis or that had come naturally to you? Or was it just the apps or the movies and things like that that came with your sense of curiosity or more of a discipline?

Interviewee B 10:53 No, it was just being curious. And I really enjoy actually, most of the Brazilian things that I've seen that I watched. So I'm interested in foreign movies in general. So I wouldn't say it was discipline, it was really just curiosity. But I try to do it a little bit regularly just to stay, just as I still have that, like reflexive listening to Portuguese and understanding Portuguese in different settings, like movies or series, etc.

GF 11:24 Nice. And how would you rate your results *****?

Interviewee B 11:30 Me usually when I'm self-study, the results are not, the progression is not as quick as if I have a class or something like that. Class. Usually, for me, even though we're not graded or anything, just gives me a sense of like, responsibility. And as you said, discipline. So even though a lot of the time the classes are casual, am still on my go, I'm doing this. And it's mostly because I pay for it. So I want to, of course, take advantage of it and do good.

GF 12:03 Describe your point of view about learning what you use as a foreign language. Imagine that someone asked you how it is to learn Portuguese.

Interviewee B 12:14 Yeah, I will say again, if they have any other languages as a basis that is that could help them with Portuguese is going to be a lot easier. Otherwise, I will say it's different a lot of different from Spanish, the way you speed, we pronounce things. There's a lot of differences there. But in general, it's it's attainable. It's not like we're not talking about like a very different language like Japanese or Chinese or something like that. It's you put in the work, you should be able to see results for sure.

GF 12:51 Nice. Now we're going to talk a little bit about perspective of the online context. Now we talked about perspective of a Portuguese language, we're going to talk about perspective in the online environment. What is your perspective on learning Portuguese language in the online? And I am very curious about because you did have best of both worlds you did have classes in in physical classrooms, and then you switched it to online. So give me an idea. What's your perspective about online learning Portuguese?

Interviewee B 13:28 Yeah, in my case, my online learning of Portuguese was on a one on one versus like in person was a group. So of course, like, there's that, like, there's more attention because I'm the only person interacting with my teacher but other than that, I think it's like you're not in a class you know, with other people. There's no like, participating or talking with doing like group exercises or anything you're doing that with like your teacher, I would say once you reach a certain level, having like, one on one tutor is is the way to go, for me at least once you reach like an intermediate or like advanced level in a language, which is what I've done with Japanese as well,

GF 14:18 With all the other languages that you learn. How do you assess the relevance of the online context for your learning?

Interviewee B 14:28 Well, that's the good part is that because I'm doing a one o one class, like usually this stuff is tailored for me or for like, my learning or my interests as well. So it's very relevant. We're not like reading from a textbook. We're not following like, you know, audio tapes or CD that came from a textbook where we just looking at the context, the content that could be like relevant more to me to things I like, or really just a lot of interesting and random things. I Like the "quebra-gelo", the breaking the ice with all the different

GF 15:04 The ice breakers?

Interviewee B 15:05 The ice breakers. Yeah. Yeah.

GF 15:09 So you consider that relevant? The online benefits for you for your your learning?

Interviewee B 15:16 For my learning? Yeah, absolutely.

GF 15:17 What are the most important factors towards your learning benefit? You consider that online gifts? You would say? The Tailored lessons that basically that's what you answered now. So it's tailored lessons and the flexibility?

Interviewee B 15:32 Absolutely, yeah, flex, tailored lessons. Yeah, just the convenience of doing it. Whenever I want, I think it's gonna, it's like important because I can really schedule things, lessons during my lunch break during my work, for instance, or it doesn't have to be something that comes after work, or that I have to dedicate maybe like special time for. And I think that's probably what made me more disciplined is because I made it part of my day. So if I do like an hour during my day or something, it doesn't feel like a burden, it doesn't feel like something that I have to like, allocate special time for, because it's just part of my like, they and I go on with my day after. So for me, everybody's different. But for me, that was like, made me a lot more disciplined and a lot more likely to do it. Whereas in-person class, sometimes

you're tired after work, and you like skip, I even see it in my online Turkish class, I sometimes end up skipping, because I'm just like, I just had a long day, and I don't want to do.

GF 16:36 So would you consider those factors that motivate you?

Interviewee B 16:43 I think yeah. It's it motivates me was if something is easy, and just presented to me and I just like do it, I think it's more likely to do it. Absolutely.

GF 16:53 What are the most important things that you think the online context motivates you towards your learning? Like, what do you take it home as a benefit, like if you could break it down, would say this, this, and that are the factors that motivate me to continue learning independently, online and doing this environment? Yeah,

Interviewee B 17:23 I guess it doesn't feel like a burden. When I do online. It's really just, it's like a pleasant one hour, a week or something that I'm doing a class and just like talking and practicing my talking. So it doesn't feel like a burden just feels easy. Also, like, I like to see that there's progress. So the more I do it, and the more I talk, the more confident I become, I still make mistakes, but I'm more confident. So for me, it just makes a difference there. Sometimes people get frustrated when maybe they don't see progress, or some places give just a lot of homework. And for people who have like full time jobs, it's not always realistic. So you get frustrated with things like that. But for me, it has not happened with the online portion of the learning.

GF 18:14 How do you plan your online learning to achieve your goals?

Interviewee B 18:21 I am a little bit different than other people, I'm sure because I try to fit as many lessons as I can in a week. So as many that I can take, because I think that's just exposure to those lessons on a weekly basis, or sometimes even daily basis is what's going to help me get there faster. So I try to be consistent with my weekly Portuguese. If I had time, I would

probably do two Portuguese lessons a week. That's a different story. But for the harder languages like Japanese, I try to do with more times a week because there's a bigger learning curve. So it takes a little bit more longer. There are different characters to learn different alphabets.

GF 19:04 Absolutely. And what and where is there for you? When you say when I get there, what and where? What is that?

Interviewee B 19:14 I guess some sort of fluency where I don't have to think about the words too much. Or about the sentences it just comes out because comes out easy or relatively easy. Being able to understand like, different accents, different people talking, potentially going to Brazil and being able to talk with people and hum yeah.

GF 19:37 How would you rate your results so far?

Interviewee B 19:41 I mean, generally, if I read something I understand probably 98% of everything. I don't necessarily I have trouble understanding written stuff. I am reading two books in Portuguese right now. So I think it's more I've definitely improved in the confidence of speaking but I'm I still need to let continue a little bit. So that's going to take a while but it's there's progress for sure that's happening, I think.

GF 20:10 Okay, nice nicely. Is there any other information that came to your mind while we're talking about this theme or anything you would like to add in regards to like, perspective motivations and learning Portuguese online?

Interviewee B 20:27 Yeah. So when I'm when I look at how other teachers or other other teachers like approach, how they how a lesson how, like, they, they want to teach a language to the person. So a lot of times, they will be like, following some sort of formal book or form or textbook or, you know, with like exercises and things like that. But other teachers choose to

do something more like, tailor to the student more like casual. And I find that as, as you're like, more intermediate, or more advanced, that casual setting is actually a lot more fun. And there's more tendency for me to be motivated to like learn and to make it to class and to make time for it. And to even learn after class or dedicate time to it then when I'm just following like a textbook or like a more formal method, which I think is great when you're a beginner or lower intermediate. But once you can, like speak, or at least relatively speak and form sentences stuff, I think, just focusing on like, the actual speaking early on, it's going to be better because you'll learn how to read, you'll learn the grammar, but like speaking is where most people have I think difficulty because you need the confidence. And a lot of people don't are afraid of making mistakes, so.

GF 21:50 That's one of the biggest things that most people struggle with if the judgment, like about saying something wrong or projecting the wrong ideas. And it's crazy because I've had students in the past who were 90% accurate in grammar, but they couldn't speak a word and they were so over-focused on grammar. Some of them knew more grammar than I did, and I was like, Okay, so where do you want to go with all this grammar? Because Brazilians don't know that grammar. Where do you want to go with that? Hello, pal. This is not going somewhere you know, to speak we got to speak it's not it's not that you got to dictate the grammar to me is not going to happen. Weather you learn from the real life situations? Or would that brings me my last question for you as out of sense of curiosity as well. It's, it's even off the script. How did you choose your teacher? Um, I mean, let's not pretend that I Yes, of course I'm your teacher as well but you had previous teachers in your life and it's important for me as a teacher and as an investigator for the thesis to understand the importance and how students look for their teachers

Interviewee B 23:13 Yeah, in the context of online, I've only really done it through like Italki and an Italki you can essentially do teachers have like an intro video and you can see like about

them and things like that. So while in Japanese I've done actually a couple of trial classes before I picked my teacher for Portuguese I didn't they just did a trial with what would you and but I looked at your video and I saw that like this person tries to make classes fun. And it seems that you know, I would have I would be more motivated to study with them Yeah, it's funny but that like first impression that like a video would make or like people showing what kind of content they get into like teachers very important than we're going to teach her.

GF 24:05 So you did choose a teacher based on your your criteria was like something more dynamic something more fun and you you do you think the personality impacts that as well? Or no?

Interviewee B 24:18 Oh, absolutely. i You want somebody you can relate with and and joke with I don't I don't want my lesson to be like just serious I want it to be like, like fun. You know, I don't want it to be like a classroom setting where I'm just raising my hand or talking things like that. I wanted to just be like joking around because ultimately when I use my language is going to be with people like they're not going to go give a lecture University in Portuguese, I'm gonna meet with people and drink and socialize. So I want to be able to, to have to be comfortable doing that.

GF 24:54 Yeah, absolutely, totally agree. But on that note, let me tell you I have a few kilometers slash on the road, and there are people who still wants to go by the book. They do not trust the process. Somehow, they still feel like the traditional way is the way for them. And I think i As for myself, as a teacher, I do respect. And I tried to show that yes, you can do hours of grammar, but let's also do it with some sort of context or some sort of some fun, at least because as a student myself, I hate that. I hate that I hate when it takes my attention. And I'm gone in a room, I might be physically there. But Imm not there.

Interviewee B 25:42 Yeah, I mean, there's, there's definitely like a place for the for the structured learning and the official learning. I like to use metaphors to describe ideas that I come up with. So learning languages, like cooking a meal. So at first, if you never cooked or you started cooking, you need a recipe, you need a book in somebody to show you. And then eventually, you'll be able to do those without a recipe. And if somebody goes through your recipe, like Hey, make me an omelette, look at this recipe like I don't need it. This is boring for me, I already know how to do it. So so that's how I think about it. You need maybe that structured learning at the beginning because it's going to be chaos for you. Otherwise, you need like these are these are the words you're going to learn now. These are the grammar things you're going to learn. But I feel like once you stand on your feet, you should start as early as possible. Like the like talking, just talking. It doesn't have to be formal, like we just trying to, to get that confidence to talk all the time. Like for instance, my Japanese lesson, my teacher doesn't speak a word of English. So my whole lesson is all in Japanese. And it's perfect for me. It's actually one of the things the reasons I chose her is because the whole lesson is in Japanese so I can't I can't even tell her something in English that I don't know how to say in Japanese, she won't understand, you cant scape.

GF 27:06 But that was one of the criteria you chose for that language. Right?

Interviewee B 27:11 I didn't I didn't realise it until I was looking for it. I was like this actually makes total sense. I should pick somebody who potentially only speaks Japanese and so yeah.

GF 27:22 So why didn't you choose someone who only speaks Portuguese now you got me curious.

Interviewee B 27:26 Portuguese is different because I'm I feel like I'm in a level where I can if I meet with a teacher and we I could just look we're just gonna talk Portuguese and we don't

usually have that problem and it's, it's fine. But in Japanese, like, if I don't understand that I'm in trouble so I need to force myself to

GF 27:44 get you out of my comfort zone.

Interviewee B 27:45 Yeah, get me out of my comfort zone. Yeah.

GF 27:48 """""" Thank you so much for the interview and helpful, relevant information regarding your experience in the online environment. Super thanks. Let me know.

APPENDIX C - Interview Learner C

GF 0:01 A very good afternoon """""". First of all, we'd like to thank you for your collaboration and remind you that this interview comes with a scope of investigation that I'm conducting for my master's thesis. Its main objective is to reveal the perceptions and motivations of students of Portuguese as a foreign language, in the online context, as a foreign language with a perspective of achieving an autonomous learning. Your participation is very important. And it is extremely important for the success of this study. And I'm available to deliver to you the results of this investigation if you want it. Before I start, I will remind you that all data is confidential your name and your identity will never be revealed. At no time. We use terms such as A1, B2, B3, so you won't be revealed who you are, where you come from, although I'll be asking you a few questions. After receiving this explanation about the interview purpose, we're just going to proceed with these a few questions for you. If it's not very clear, please make sure let me know what if it's not clear and knots and your whole data is confidential and anonymous. Okay. What's your nationality?

Interviewee C 1:54 I'm from Colombia.

GF 1:55 Colombia. What's your mother language?

Interviewee C 1:58 My mother language is Spanish.

GF 2:06 How old are you?

Interviewee C 2:13 I have almost 31 years old. Right now, 30.

GF 2:19 Almost there. You're almost Welcomed to the 31 club. What gender do you identify yourself as?

Interviewee C 2:31 Female.

GF 2:35 Okay, and what's your current level of studies? Did you go to school university courses and things?

Interviewee C 2:49 University I have professional Environmental Engineering.

GF 2:57 Okay. What's your Okay, so Environmental Engineering? Was your your occupation? Your study?

Interviewee C 3:09 Yes, that was my stat. My professional stuff.

GF 3:13 Awesome. Do you speak any other languages besides your mother language and of course English.

Interviewee C 3:25 Right now, I'm learning Portuguese.

GF 3:30 Okay. You speak Italian or French or other languages tho?

Interviewee C 3:39 No, no, for the moment you're English a Spanish little of Portuguese?

GF 3:44 Yeah, not a little. Not a little. Why did you consider learning Portuguese as a foreign language in the online context? I'm just gonna ask you a few questions about first about Portuguese itself the subject and then I'm going to ask a few questions about online. Okay, so

now the questions that I'm going to ask you is all regards to online okay, it's all about online.

So why did you consider learning Portuguese as a foreign language in online context

Interviewee C 4:24 For me, it's important because I want to do business in Brazil so.

GF 4:30 But why online?

Interviewee C 4:31 For everybody? It is so important because the third language for me I think so. But online is life for everybody or they waiting for them to speak Portuguese for everybody.

GF 4:55 Why? Why do you consider learning Portuguese online? Not noticing in a regular class not in like going to school a class where you live

Interviewee C 5:10 Oh online like for internet?

GF 5:15 Mm hmm. Yes.

Interviewee C 5:21 Okay, because it is important because right now we are after pandemic we are in the era in the internet moment so it's more easy for everybody to learn Portuguese online is no difficult like to think like you need to go to move to other places sometimes you will have the time. So is 10,000 times better if you have personnel in class online with somebody is more easy to learn this more LUCA in the sand better sometimes when you do in a class or when you need to move? They do don't have the whole experience to learn. Okay,

GF 6:20 and what criteria I believe you answer this question, but what criteria did you use for the your choice to instead of going to a class what was your main criteria to choose online Ethernet to learn?

Interviewee C 6:41 I choose right now because I travel a lot. So sometimes I don't have the time to go to a specific place. And of course, like if you do presidential you need to be in a

specific city. Like you don't have the you don't have the course in every city that you move. So like for me centre sometimes whether I can do my Portuguese class everywhere of the world.

GF 7:10 Okay, ability of location then you would say

Interviewee C 7:16 is plenty of flexibility of time.

GF 7:20 Okay, that's true. That's true. How would you describe the online context for learning? Like how do you describe learning Portuguese in the internet? How's that for you? Is it like an environment that you can find easy materials? Or is that environment that it's it's scary for you how do you how do you describe it.

Interviewee C 7:45 for me in the beginning was a scary because this person but I found like it's very easy because you come from a lot of materials. Like if you have audios you can listen in the same moment to come from decks you can do the three years or you can do gains to learn. So for me it's more easy.

GF 8:09 Yeah, definitely. Did you consider choosing any other type of learning modality like in class like personal in person class or that was not in your choices? Or you didn't even consider.

Interviewee C 8:30 saying sorry, again,

GF 8:33 no worries. Did you consider choosing another type of learning modality like for example in person class or going for a course somewhere in Brazil or something like that in person? Or you're straight to the online it was easy to choose

Interviewee C 8:57 for me right now because in the past I do English like going for a classroom right now for me it was easy to choose like online personal Okay, very

GF 9:09 good. Did you study online before? Well, it was something brand new to you

Interviewee C 9:20 know, I never liked I never know Yeah, I say online before my no language. I just study some things about my other career is kitchen. And also the only thing that by language that I do was Duolingo up online.

GF 9:39 Awesome. And do you think in your opinion, studying online requires any specific preparation. Do you think it needs?

Interviewee C 9:54 a season that you need to be focused in the moment that you need to have If you need to have knowledge,

GF 10:02 yeah.

Interviewee C 10:05 For me, the only important thing for me, the only important thing is to have the like this position like to be in the moment, and to have a quiet place to learn.

GF 10:22 Now we're going to talk about your perception of learning Portuguese as a student, forget the online, nothing with the online. What is your perception? On learning Portuguese as a foreign language? What do you think? Clearly, you have Spanish in your background. So your opinion perhaps is different from others. We all have different language backgrounds, but what is your perspective? How do you see this process?

Interviewee C 10:56 For me, I was thinking that Spanish and Portuguese have a lot of similarities, but it's not. It's very different to speak Portuguese, from Spanish. But it is also I have like a bunch for the people that probably speak English, like a first language, and to learn Portuguese is more difficult. But, like, Spanish is my first language. I understand, like the some dramatics things more easy. Because we have some similarities in the way that we construct

the phrases like this. So yeah, the bears the Bruno's. Everything is more like, similar by the four we have different words.

GF 11:51 I could not agree more that for

Interviewee C 11:53 me right now. I consider like yes, like for me right now considerable? Am I learning very fast, especially because I travelled before to the, to a Portuguese place. So I have some experience to consider to compare.

GF 12:16 How do you rate your learning your hours to answer it? Because you said you're learning very fast, and I agree. So how do you rate your learning? Right now?

Interviewee C 12:29 For me, like I said, put a number I can put a seven to a, like I'm going goes

GF 12:38 from one to seven. Are you doing good? Very good. How do you rate your study methods? Have you been like focused and not very much focused? Like for Portuguese, or you're doing something more like flowy you're embracing Portuguese you in your day to day? Or you're studying like sitting and studying? How how do you rate your study methods?

Interviewee C 13:05 And doing very well go with the flow, actually. And no, like a very focused person like to see the thing? Okay, I gonna say I gonna read this test. No, I'm very going with the flow or like, I'm also listen, yo, so you guys are trying to read things important to give a brainwash serious.

GF 13:28 Very nice, very nice. I personally, but I'm going with the flow. Yes. I'm personally like that as well. I like to unleash the curiosity, be curious, and you know, discover things by myself. I'm very much like that as well. And now, how would you rate your results so far? So far? As much as you achieved? How would you rate your results, let's say, you can say you don't have to give me a number, you can just give me like your own self evaluation. So from

the moment you started to now, which is about a month, almost, on the 10th would be a month. So it's about a month, how do you feel your results? Do you see results? Or do you feel that it is improving? And it's changing? How's that for you?

Interviewee C 14:26 For me, I can get my results very good. Like, I can see the process like it was very fast. Because during making this class, and learning a lot of things that probably burned myself, I never think before and I never pay attention, like the construction of the phrases like the pronunciation because I can read very well. And I can understand but in the moment that I that I want to speak I in the past, I was not very good right now. I'm doing very, very well.

GF 15:08 Well done Cubone it was a Portuguese evolved. Crowd. Very good. Now, can you describe your points of view about learning Portuguese as a foreign language point of view? And when I say it's like, how do you see this process of learning Portuguese? Not? Personally for you could be a bit more generic, it's your opinion? How do you see learning Portuguese? So for example, you mentioned that for you, you believe you do have an advantage towards to other English speaking languages, natives because they only have English, right? And you have Spanish in the background, and we have some sort of similarities. So what I would like to understand more from your eye, your vision is how do you see learning Portuguese? How is learning Portuguese for you describe this to me?

Interviewee C 16:08 I think so, like for foreign people, like I don't have the Spanish first language gonna be a little difficult. Because Portuguese is a language, they have a lot of components, like, the way that you construct the phrase this and the pronunciation is difficult.

GF 16:32 No. Okay. Very good to it. Now, I'm gonna ask you a few questions about we talked about the online. We talked about a little bit about your perspectives, right. And then I'm gonna continue asking things about perspectives and motives. Your motivation? Okay. What is your

perspective on learning Portuguese online? Now, Portuguese? Oh, my, what was? What did you imagine there was going to be in what it is for you? Portuguese, in the online in the internet?

Interviewee C 17:15 Like, how I was thinking that's gonna be the class.

GF 17:19 Yeah, I mean, how so? It's for right now, I'm asking you questions, just to understand your perspective, your vision? How do you see learning Portuguese online? You mentioned that you've done all the courses online. So how is it learning Portuguese, like as a foreign language online?

Interviewee C 17:43 Oh, like, I really consider like, learning Portuguese online, is one less option for me is every option to

GF 17:53 know it's like, how do you see it? What's your perspective? So for example, let's say you mentioned that you had other courses, right? That to you. So you have an idea you have a perspective for what that course would be and how it's gonna go. So you have expectations about something there. So what is your How? How do you see the learning Portuguese online? Is that something that you think it's convenient? It's easy, you learn fast? Or? It's more difficult than I thought it is more difficult to find materials or is different axes? It's it's hard to practice online? What is your opinion about learning Portuguese as a foreign language in the internet.

Interviewee C 18:48 But for me, is easy. It's more easy to learn Portuguese, online, where you come from more things like the access is more easy. You have more material

GF 19:04 in here, more access to things. This leads me to the next question. We're almost there. Let's go to the next question, which is hello world. How do you assess the relevance of online context for your learning? So how would you evaluate or what would you say about learning online is relevant to you learning anything, not just Portuguese learning online?

Interviewee C 19:35 For me learning online, if like I told you before, because I travel a lot is very, very wrong. appel advanced, like, it's very easy for me to do it is the best way in for the time also, like, it's important, very flexibility with everything. Okay, it's very, very important for me to know.

GF 20:02 what most important factor stores to your learning benefits you consider the online gives you what benefits the Internet brings to you. You mentioned the flexibility of places of time what else

Interviewee C 20:26 materials like content you have more material, like what else is a part flexibility material? But especially because the classes personnel also, like I, the phone calls are a lot more easy. Like if you have any questions? Okay, I don't know how to describe that in a word.

GF 21:04 Now I understand that because the classes are tailored to you, so it's easier for you to just focus in one in one motive focus in one subject, that it's your challenge, right? It's something that is made for you. So you're not you can ask questions without having to compete with attention of other people. So you're saying you're not sharing the teacher? And the attention with other people? That will you meant? So that's okay. Yeah. Now taxi, how do you plan this is our last question. How do you plan your online learning to achieve your goals? How do you plan yourself? How do you do organise yourself?

Interviewee C 21:59 Right now online, like I have two classes a week, but also I do my app every day. And I wash and I read online books or any thing that I want to share with my girlfriend as in Portuguese. So I learned everything before in Portuguese and I sent it to him.

GF 22:25 Very good. That's Is there anything any other information that came in your mind? While we were chatting that you would like to share about this thing? About motivations,

perceptions of learning Portuguese online? Yes. Is there anything you would like to add or would like to share? Maybe the extra

Interviewee C 22:58 for me, I just can say that he's trying now is the best way to do the tool, learn one language, especially Portuguese. It's like, we don't like you have a lot of material we have a lot of fears. And also you can found person to speak like you come from apps, everything that you can share with some other persons and improve yourself. Also, you can do business online, like after pandemic, work, start to learn.

GF 23:36 Absolutely, absolutely. One thing that I say is that online it connects you with people, right? The Internet connects you with people connects with the right different material. Is there anything specific? When I say online and Portuguese that motivates you? I do know that your main motivation of course, your partner. The second main motivation is because you're planning to have business in Brazil. So you are planning to communicate with people there. But besides this emotional motivations and personal motivations, is there anything on the online and the internet that motivates you to learn online specifically, or the motivates you to learn in general?

Interviewee C 24:34 My visual motivation, like for me, too, because I like knowledge. So I like to have knowledge about things. And when I travelled to Brazil, I discovered like, everything there is very close, like one artists can be very rich. I'm very big, only embrace you. Because it's that close culture like you don't need to have influence or Anybody part of the war. And I like that, like, in Columbus melodies is very different. Like if somebody wants to be a big artist or something bigger, need to have the need to travel outside of the country, they need to have the motivation from other parts of the world. But in Brazil, no. In Brazil, everything like everybody support the things there. And I like that and I like that from the Portuguese people.

GF 25:30 Nice, very catchy. Thank you for joining this interview and helping me with all this relevant information regarding your experience of Portuguese in the online learning environment. I think it's so much I will keep giving you back to you if you want to know a little bit more about what happened after this process. But yes, thank you. Let me just let me know

APPENDIX 4

Data:

Time:

GF 0:29 So what's your nationality?

Interviewee D 1:17 I'm American and French.

GF 1:20 Okay, what's your mother language? Your mother tongue?

Interviewee D 1:26 English and French

GF 1:28 Okay, how old? Are you?

Interviewee D 1:32 25.

GF 1:34 And what's your current level of studies?

Interviewee D 1:39 I have a master's and I'm in a PhD.

GF 1:43 Good. Cool. And what's your current modality of study? Is it online blended? In person? Class? What is it?

Interviewee D 1:56 All in person all in person except for languages.

GF 2:01 What is your field of study?

Interviewee D 2:06 Political Science.

GF 2:09 Do you speak any other language besides your mother language? Like? So you do English in English and French and anything else?

Interviewee D 2:19 A bit of Spanish.

GF 2:22 And Portuguese! Right?! So why did you consider learning Portuguese as a foreign language in the online context?

Interviewee D 2:42 Um, I'm for efficiency. And for my schedule, I mean, I think I liked I took one one semester in person. And then for my schedule, and to make it more useful, I thought that online would be better.

GF 3:05 What criteria do you use for your choice? Was it scheduled like you said, or did you search for specific things? Or no?

Interviewee D 3:14 Um, yeah, I think schedule and then like, for the like, the, for the professor, or for it being online. I mean, I think I, you know, I considered doing like a tutor in New York. But like, even in person in New York would have been harder, like here. It's just schedule wise. It's much, much better. And also, I live in a very, very, I live in a very expensive city.

GF 3:47 Indeed!

Interviewee D 3:48 10 classes here, go for like, I mean, it's I saw that announcement yesterday, and there was a Spanish class for \$200 the hour. And that's just no.

GF 3:58 no, that's absolutely I can tell. I mean, if someone 200 It must be someone paying 200 I guess. Crazy. But yeah, yeah. How would you describe the online context for learning? How do you describe this online environment? Like for learning purposes?

Interviewee D 4:21 Um, the connection is pretty bad. And I think it might be on my end.

GF 4:28 It might be my end as well. Can you hear? I can hear you. You're just you're frozen, but I can hear you. Hello. Hello. Okay.

Interviewee D 4:42 Give me two minutes. I'm going to Okay, now we're fine.

GF 4:47 Yeah, we're fine. We can turn off the camera. It doesn't matter our video.

Interviewee D 4:55 It's just my WiFi that does this from time to time, but it's not the because you're connected again, it's me.

GF 5:06 How would you describe the online context for learning? Like, how do you describe the online environment for learning things in general, not only Portuguese?

Interviewee D 5:18 Um, I think it's not something that can always be great. I think for languages, it's good. But I think there's a big issue with grouping groups online and focus. That's really hard. And but I think the like, one on one experience can be very successful. But I think

that it's not something that can always be achieved. For like all situations, like, I think I was online for a lot of political science stuff during the pandemic, and and that that was not a great experience. Yeah, that was not good at all. So I think there's something with like, if you're confident and comfortable on your in a one on one setting, and there's a good report, and I think it can be really efficient.

GF 6:03 Okay, good to know, did you consider choosing any other type of learning modality to learn? Like, instead of the online, you did say that you've considered

Interviewee D 6:16 I mean, I think one of the reasons why I'm online is because the second Portuguese cause I could have taken that Columbia did not go well with my schedule. So that happened, and I and I was toying, I was going in between doing that or classes or online. And so that kind of just like, helped my decision. But I'm really glad that that's what happened, because it's what I do with Spanish weekly, it's been doing for like, three years with Spanish, so.

GF 6:42 So you're kind of used to it to this environment, the online learning. So, that answers my next question. Did you study online before that? You mentioned your experience? Bank, and languages is different for you?

Interviewee D 6:58 Yeah, and, like the pandemic was like I had to and then Spanish. Yes, Spanish was my way of Yeah, that was me deciding to go online. And that was, um, that was also during the pandemic, but yeah, that was because there was a way to maintain my level

GF 7:17 of Spanish. Cool. The Wi Fi, I can hear you. You're not frozen. You're good. Can you hear me? Can you hear me?

Interviewee D 7:35 I can't hear anything.

GF 7:37 I will turn it off my camera. Can you hear me now? Yeah, yeah. Okay. Um, does it study online require any specific preparation in your opinion?

Interviewee D 7:52 Um, not any more than in person would.

GF 8:00 Okay. So yeah, the same, the same effort, you would say you had to put it into in person class, you would have to?

Interviewee D 8:08 Definitely, it's definitely less effort. But it would never be more effort.

GF 1 8:14 Okay. All right. Very good. So I'm going to ask you a few questions now. About Portuguese itself. Okay. The language What's your perspective on learning Portuguese as a foreign language? What was your point of view and your perspective about it?

Interviewee D 8:36 so not about online just about like, my

GF 8:40 Portuguese as language.

Interviewee D 8:44 But I think my perspective was that I really wanted to be able to speak and so that was my priority with with learning how to, like be able to communicate if I go to Brazil and, and, and do my research so yeah, I think my my only goal was really to be able to speak and have dialogues with people and that I wanted to achieve that like as soon as possible. Right. And then I also felt lucky that I spoke French and Spanish than I thought that.

GF 9:18 Did that support you?

Interviewee D 9:21 Yeah.

GF 9:22 Okay. How do you rate your learning so far?

Interviewee D 9:30 Um, with Portuguese?

GF 9:32 Hum, hum!

Interviewee D 9:40 I mean, I think yeah, good. Um, I think I would need to do I feel like I've been able to maintain what I learned last semester, but I think I would need to put in more. To like, increase more, right. I would need to do more classes. A week.

GF 9:59 Oh, Okay, so you do rate yourself like you're doing good. You're doing really good. But you would like to improve. Right?

Interviewee D 10:10 Yeah. Yeah.

GF 10:12 How do you rate your methods?

Interviewee D 10:18 Very low. Yeah.

GF 10:20 Why do you say that?

Interviewee D 10:25 Bad. I mean, I think it's more product of like, schedule stuff. And that's where it's like at least doing once a week online. Like you don't forget everything that you've learned. Like the way I've you my Portuguese and Spanish classes that I do once a week, it's like, it helps maintain a level. And if I really wanted to better than I would have to do two or three a week. Like there's something with language that needs to be consistent.

GF 10:53 Absolutely. Absolutely. I totally agree. You must have some, just give it a little bit every day, right? So at least once a week you keep yourself you know, like on the go, right? Yeah.

Interviewee D 11:08 but I definitely

GF 11:10 And how would you rate your results so far? So would you also consider that it's good? Well, you said you're satisfied with your results?

Interviewee D 11:20 Yeah, especially compared to if I had not been doing this. I would not remember anything.

GF 11:26 Okay, yeah. Now, I've asked you before, what was your perspective? Now we'd like you to give me your point of view about learning Portuguese as a foreign language. How is it for ***** to learn Portuguese? How's that been?

Interviewee D 11:47 I think I feel lucky to have one French in English, French and Spanish. And also lucky to be able to like, have the time and afford to do these weekly classes. Can you save on the difference between point of view and perspective?

GF 12:09 Absolutely. You mentioned your perspective is like what would you like to get out of Portuguese? And your point of view? would be something more like how do you see learning Portuguese how it is worth learning Portuguese for you. For example, if I would say, I learned Italian, I'm constantly tiny learner in Spanish as well. I'm intermediate advanced in Spanish and very much like beginner to intermediate Italian. So I would say my point of view of learning Italian in Spanish is that they're very similar to Portuguese. There are pros and cons. I take great advantages from having similarities in within the languages, but I also confuse them constantly. So I would say it somehow it's easy for me, but somehow it's also tricky and challenging. So that's my point of view as a student, what would be your point of view as a student to learn Portuguese?

Interviewee D 13:10 So yeah, I think something that's really hard when you start learning a language is you don't understand what the person is saying. And so I think French and Spanish have helped me, like, with comprehension that I've definitely, like, hurt me with speaking. And I've also like had confusions now with within my Spanish classes. But I, that in the end, learning them together, is what I shouldn't be doing. Because then I kind of like in my head will have similarities and differences.

GF 13:49 Absolutely. Yeah.

Interviewee D 13:51 I want to be both I think I need to learn both together.

GF 13:56 Yeah, a lot of people get skeptical. A lot of people get skeptical of learning Portuguese

Interviewee D 14:01 Really?

GF 14:02 ...Spanish at the same time thinking like, I need to learn one and then the other. And I think it's just different. I mean, I speak like I said, romantic languages.

Interviewee D 14:15 Yeah, and I think you have to accept that it's gonna be a mess for a little bit and then it'll be a bit easier.

GF 14:22 I compare that with like, when you have bilingual parents, and they live in different countries

Interviewee D 14:28 Yeah exactly!

GF 14:28 and, and a child is growing up in an environment that lets Yeah, it's gonna be messed up. It's how it goes. It's gonna be like, the child will communicate a few words in Spanish in English, and that's how it's gonna go. It's just wild.

Interviewee D 14:46 Yeah.

GF 14:47 yeah, it's.

Interviewee D 14:48 But that's why I really, really value that's why I really value like in country experience.

GF 14:56 Yeah, I think the country experience immersion, environment, it's very important. Like, it gives you a huge influence. But I will give you this that a lot of my students who are

Brazilians and living the states, they don't speak English. And it's not because they're not in the
Involved

Interviewee D 15:15

Its because they have so many brazilian friends.

GF 15:17 Exactly. They create their environment, even inside an environment. That is not a Portuguese. So that's very interesting. We have a full course that well, yes. And what is your perspective, From learning Portuguese in the online? Now? I'm talking about learning Portuguese in online, and what would you want to get out of it? Like, we know that there's in person glasses or group glasses? And you mentioned that you take one on one lessons. So what's your perspective out of that?

Interviewee D 15:55 I think my perspective is that I expect to gain much more comfort speaking, because in a group setting and in, in class, you don't get to speak as much right? Like over an hour and a half, you probably speak 10 minutes. And I think my perspective with one on one online is that you just get and it's way more tailored to you. Yeah, so one is speaking. And two is that I think everyone is like, unique in their learning, and especially with the languages that you know, it's like, what's hard to use is very unique compared to others. And so now, I expect a much more like, tailored and helpful with speaking. Yeah.

GF 16:39 Yeah. How do you assess the relevance of the online context for your learning? How do you How would you evaluate the what's the relevance of online for you?

Interviewee D 16:53 I mean, I think like, number one, it's just like, useful. Like, it's just a really good way to continue learning when everything else is very busy. I think it does require more, I think, I mean, regardless of the setting, you need to do work on your own. So that doesn't, you don't have to do more if it's online, like that just shouldn't be a thing. Yeah, and so I think for my situation, it's just like the most feasible option.

GF 17:25 Okay. And what are the most important factors towards to your learning benefit, you can see there that the online context the Internet environment gives to you?

Interviewee D 17:40 So time and money. I think the also the fact that you can, like choose who you work with is very important. Like, I didn't, I didn't enjoy my, I did not enjoy my professor last semester.

GF 17:56 And you couldn't choose that.

Interviewee D 17:58 And I couldn't choose that. And it was extremely unpleasant. So I think that's also Yeah, choice, time and money.

GF 18:08 Okay, that's very good to know, like relevance of, of the choices that we can have. What about how do you plan your online learning in order to achieve your autonomous learning? How do you plan do for you?

Interviewee D 18:28 So I think what's hard with online if you want, like it's, there's less structure, compared to like a class in the university. And I think what I what I like about I talkie is that, like, I can plan at the same day, every week. And so like creating that structure in that rhythm is important. What was that? What was the question again?

GF 18:50 Yes, that's right. So I was like, how do you plan your online learning in order to achieve your goals? end goals? Yeah.

Interviewee D 18:59 I think What's hard is that because it's in your control, you have to create ways where you're accountable to yourself. And so planning at the same day at this time is how I do that.

GF 19:09 It's interesting how the reason you choose, for example, the reason you choose online it is for its flexibility and also cost wise becaus

Interviewee D 19:20 Yeah

GF 19:20 Good investment, but it's also the exactly the same reason that you struggle, I would say that you mean like, oh, I need a little bit. I would like to have more more of a structure, but also you get tailored lessons. Right? So it's, that's not only it's quite interesting, because that's not only your only your opinion, a lot of people feel like that as well. Some people look for, like non structure lesson because they want something that is a bit out of the regular world where you would expect and some people would like to have like more of a specific book to follow or something. So in the end of the day, I guess what you're saying and also is at least

you can choose your teacher so you can choose according to your goals, right? You are not going to stick to something that oh, if I don't like this structure, then you can always change for us.

Interviewee D 20:13 Yep, exactly

GF 20:15 Okay, ****, thank you so much. Is there any other information that came to your mind that you would like to add about? Motivations perceptions of, of learning Portuguese? Is there anything specific that motivates you with Portuguese or anything you would like to add

Interviewee D 20:34 No, I mean, I think my only other thing is, I think the best the best of the best is, is immersion. But yeah. And also Oh, yeah, the other thing is like, like my, my teacher, last year was a Mac was Mexican. And like, obviously, like, you know, fluent in Portuguese and everything. But I think there's also an element of like, speaking to people who are like from the country that especially with like languages, like Portuguese and Spanish that are spoken in different countries. You can choose to Yeah, so it's choice. I guess it's the same thing, but it's a more specific answer to the choice thing.

GF 21:09 That's very nice. So I mean, that is one another benefit. They you see it in your eyes right there from you. It's a nice guy. That's

Interviewee D 21:16 really important for me. Yeah. Like for Spanish. Like I choose someone with like, like, I choose a specific country for the accent, you know? Oh,

GF 21:25 that's it. That's Very nice.

Interviewee D 21:27 Yeah. Yeah.

GF 21:30 It's very nice. Well, is there anything else you would like to add to?

That is it well, """""" ,thank you so much for joining the interview and helping me with the relevant information regarding to your experience with Portuguese and the online environment. I as your teacher, as well as being helping you in this journey. I hope I am 100% Sure you're going to reach your goals. And I hope to you know, be collaborated in a positive way with it. And thank you really much for your time and everything else. Apologies with the internet, whatever happened.

Interviewee D 22:07 That was me. Oh, good.

GF 22:09 Well, thank you so much, "*****". Have a wonderful day.

ATTACHMENTS

Attachment 1: Ethics Committee form



INSTITUTO DE
EDUCAÇÃO
—
ULISBOA

**INSTITUTO DE EDUCAÇÃO
DA UNIVERSIDADE DE LISBOA
COMISSÃO DE ÉTICA**

PARECER

A Comissão de Ética do Instituto de Educação da Universidade de Lisboa, tendo procedido à análise dos elementos relativos ao projeto de investigação da estudante do curso de Mestrado Educação e Formação, área de especialização Elearning e Formação a Distância, Gisele Ribeiro de Farias, intitulado "Motivações e percepções dos alunos de Língua Portuguesa como idioma estrangeiro do contexto online para facilitar a aprendizagem autónoma" considera que os princípios éticos, bem como as orientações éticas para a investigação, expressos na Carta Ética para a Investigação em Educação e Formação do Instituto de Educação da Universidade de Lisboa, são em geral respeitados.

IEUL, 3 de janeiro de 2022,

Membro da Comissão de Ética,

Professora Ana Paula Viana Caetano

Alameda da Universidade
1649-013 Lisboa Portugal

T. +351 21 794 36 33
F. +351 21 793 34 08

geral@ie.ul.pt
www.ie.ul.pt

