

**Maintaining Brazilian Portuguese as a Heritage Language in a  
Bilingual French-English Environment**

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A Thesis  
in  
The Department  
of  
Education

Presented in Partial Fulfillment of the Requirements for the  
Degree of Master of Arts in Applied Linguistics  
(Faculty of Arts & Science - Department of Education) at  
Concordia University  
Montreal, Quebec, Canada

March 2014

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**CONCORDIA UNIVERSITY**

**School of Graduate Studies**

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Entitled: Maintaining Brazilian Portuguese as a Heritage Language in a Bilingual French-English Environment

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**Master of Arts Applied Linguistics**

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## **ABSTRACT**

### Maintaining Brazilian Portuguese as a Heritage Language in a Bilingual French-English Environment

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This study investigated thirty-six native speakers of Brazilian Portuguese – eighteen husband-and-wife couples –, with children between the ages of 1 and 13 years old, who have arrived in Montreal within the last ten years. The aim of the study was to find out these participants' attitudes toward the maintenance of their heritage language, Brazilian Portuguese, their reasons for, and the strategies that were used for maintaining Brazilian Portuguese in Montreal, and whether there is a relation between child-raising styles and the maintenance of Brazilian Portuguese as a heritage language. Data were collected via a questionnaire given to each participant individually. Analyses revealed that participants find it important that their children maintain the family language and that they have been successful in maintaining their mother tongue inside their homes. The home is the most important strategy in helping these Brazilian parents' children to learn Brazilian Portuguese. My research project shows, along with other things, that some of these parents' disciplinary strategies could contribute to the preservation of their heritage language.

## ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to my advisor, Professor Elizabeth Gatbonton for her continuous support for my master's study and research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all aspects of my research and writing of this thesis. I could not imagine having a better advisor and mentor for my master's study.

Besides my advisor, I would like to thank my thesis committee: Professors Joanna White and Walcir Cardoso, for their encouragement and insightful comments.

In particular, I am grateful to Dr. Kim McDonough for enkindling in me a love for research during her Research Methods course.

Last but not least, I would like to thank my family: my parents, Valdomiro Mendonça da Silva and Maria Augusta Valença da Silva for their unconditional support throughout my life, my brother, Sandro Valença da Silva and my sister, Livia Valença da Silva for their support and positive and constructive feedback, my brother, Sergio Valença da Silva (in memoriam) for being part of my life, my husband, Jose Lima Alexandrino for being so patient and caring and also for his strong support and constructive feedback, my daughter, Isabelle Valença Alexandrino for making my life more meaningful, to my friends for encouraging me with their best wishes, and to the participants of the study without whom this investigation would not have been possible.

## **DEDICATION**

I dedicate my thesis work to my family.

To my loving parents, Valdomiro and Maria Augusta, for all of the sacrifices that they  
have made and still make for me.

To my brother Sandro and my sister Livia, whose words of encouragement have helped  
me to never give up my dreams.

To my husband Jose Alexandrino, who has been by my side through the good and bad  
moments, helping me unconditionally.

To our loving daughter Isabelle, who has arrived in our lives to make our days more  
joyful and meaningful. I feel complete today because I have you, Isabelle.

To my brother Sergio, who has left this life rather early, but with whom I had the  
opportunity to share unforgettable moments. You are in my mind and in my heart.

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## **Chapter one: Introduction and Statement of the problem**

### **Background and context to this study**

When moving to a new country, immigrants need to adapt and adjust their lives in accordance to the way life is organized in the country they are immigrating to, which is often different from the way their lives were organized in their home country. Immigrant parents, in general, when first arriving in the host country, have to face a few challenges such as securing a job, finding a place to live, enrolling their children in school, and the like. On top of all these concerns, they are also faced with the dilemma of how they can maintain their heritage language and culture and at the same time integrate into the host society (Slavik, 2001).

It is essential for immigrant families to be well integrated into the host country, which, generally, implies learning the host language as quickly as possible to establish themselves as members of the community. In order to do so, parents need to encourage their children to learn the host language rapidly and well in order to succeed in school, and later, in society (Cummins, 2000). However, by encouraging the mastery of the host language, parents may be jeopardizing their own language and may be putting their family language at risk, thus possibly leading to problems inside the home.

Despite the need for integration, some parents may not be willing to sacrifice the family language and culture, choosing to fight for its preservation. Diverse primary reasons drive parents to engage in language maintenance. Maintaining the family language and thus maintaining ties to their home country may give these parents courage to face the new challenges in the country they migrated to. It may also give them the

feeling of being grounded and secure, knowing that, if things go wrong, they still have their home country to go back to. Keeping the language may also minimize their feeling of guilt for having left their families “behind”. It could be their way of coping with the stress of being away from parents, siblings, grandparents, other relatives and friends. They may also believe that maintaining the ties between their children and the family in the home country can be emotionally beneficial to their children. Finally, they may simply wish to maintain pride in their heritage language because this language is one that gives them a sense of familiarity and self-esteem (Zhang, 2004).

With the passage of time life begins to fall into place and immigrant families reach a comfortable level of adaptation. They gradually begin to take roots in the place they call their new home. At about the same time, however, they may face identity conflicts that arise from taking on new identities. Some immigrants will easily discard their old identities back home for the new one in the host country. However, there are also many – perhaps the majority – who will choose to keep their old identities at the same time as they assume new ones. For these immigrants, their new identity may be a blend of who they are now and who they were before migrating. In other words, at the same time that they want to be members of the host society, they may want to remain members of their community back home. And, if they want to do so, they will be concerned about their native language and will protect it from loss. That is when they engage in language maintenance.

This thesis focuses on Brazilian families with children who have either been born in Canada or have come to Canada at an early enough age to attend Canadian schools. The aim is to find out these parents’ attitudes toward the maintenance of their heritage

language, Brazilian Portuguese, their reasons for, and the strategies they use for maintaining Brazilian Portuguese in Montreal, and whether there is a link between their strategies of maintaining discipline at home and the maintenance of Brazilian Portuguese as a heritage language. The details of the study will be presented as well as the context in which it was conducted, the review of the literature on language maintenance in families from different nationalities, including Brazilian families, in different societies around the world, the role of the home in the maintenance of heritage languages, and the strategies parents use to support the maintenance of the family language.

## **Chapter two: Literature Review**

### **Evidence from previous studies**

The parents described above are not alone in wishing to preserve their first language. They are part of a host of families around the world that have done the same, as documented in the literature on language maintenance today. Researchers in English-dominant countries like Canada, the United States, and Australia have documented the efforts of Asian families, such as Koreans (e.g., Park & Sarkar, 2007), Chinese (Lee, 2010; Tannenbaum & Howie, 2002; Xiao, 1998), and Vietnamese (Dagenais & Day, 1998; Oh & Fuligni, 2009) to maintain their language and culture. There is also literature to attest to the efforts of Eastern Europeans, such as the Poles, Russians and Ukrainians (Nesteruk, 2010), Latin Americans, such as the Mexicans (Guardado, 2006; Oh & Fuligni, 2009) and Brazilians (e.g., Beserra, 2003; Mota, 2004; Souza, 2000), and Western Europeans, such as the Spaniards (Dagenais & Day, 1998).

Eastern Europeans (Nesteruk, 2010), Brazilians (e.g., Beserra, 2003; Mota, 2004; Souza, 2000), Chinese and Vietnamese (Oh & Fuligni, 2009) have shown interest in preserving their native languages in American society. Polish, Vietnamese, and Spanish families (Dagenais & Day, 1998) as well as South Asians (Dagenais & Berron, 2001), Mexicans (Guardado, 2006), and Koreans (Park & Sarkar, 2007) have also fostered their heritage languages inside their homes in Canadian society. An examination of these studies suggests that, although there is evidence of some language loss and shift (Guardado, 2006; Tannenbaum, 2005; Zhang, 2004), the efforts of most of these immigrant families are, in general, positive. The majority of the immigrant families

mentioned in the studies engage in heritage language maintenance and fight for the survival of their mother tongue.

### **Strategies used by parents to support heritage language maintenance**

Immigrant parents who are strongly committed to the preservation of their family language try to provide support to their children in order to enhance their proficiency in the family language. Some of the documented strategies used by immigrant parents to reach their goal include: enrolling their children in weekend schools for formal lessons in the home language, teaching the mother tongue at home, placing their children in immersion schools or in other heritage-language-speaking environments, sending their children to visit relatives in the home country, providing books (readers) and educational videos in the home language, and encouraging their children to connect with relatives by phone and the Internet (Guardado, 2006; Nesteruk, 2010; Park & Sarkar, 2007; Pauwels, 2005; Zhang, 2004). The most important strategy observed in the studies involves parents trying to use only the family language when talking to their children at home, and counting on grandparents, ethnic friends and the ethnic community to help children develop their abilities in the mother tongue. Parents, motivated by the wish to have their children communicate with grandparents and extended family in the heritage language and to enhance their children's intellectual development and education, have positive attitudes toward the transmission and maintenance of their heritage language (Dagenais & Berron, 2001; Liu, 2008; Lu & Koda, 2011).

## **Studies on Brazilian immigrant groups**

There has been a significant increase in the number of Brazilians immigrating to Canada in the late twentieth and early twenty-first centuries. The number of Brazilians living in Canada is still small, but it has been growing over the years. This phenomenon is mostly due to a rise in the rate of violent crimes in Brazil and Canada's immigration policy, which has attracted skilled professionals. Brazilians are finding security, stability, and acceptance in Canada (Barbosa, 2009).

As a member of the Brazilian community who has been living in Montreal for over three years, I have often wondered whether my own ethnic group is like any of the immigrant groups reported above. I have been curious about whether in my own displaced community, Brazilian Portuguese speakers are engaged in language maintenance. Studies with Brazilian immigrant families who live in other dominant societies such as English have shown that, generally, Brazilian parents wish to maintain their heritage language in their home.

According to Mota (2004), who has conducted studies in the United States at different times (1999, 2002, 2006, 2008), Brazilian immigrant families in the United States make a great effort to safeguard the Brazilian language and culture, and this effort acts as the most important element in the maintenance of Portuguese in the social universe of children and adolescents. Mota (1999) states that this effort is due to the fact that the Brazilian language is considered a highly valued marker of identity, and it is through the use of Portuguese that Brazilian immigrant parents link linguistic choice and the need to belong to a national identity besides keeping the stability in the hierarchy of power among generations. Mota adds that parents fear that if they allow English to

become the dominant language inside their homes, their children will lose their family language and parents will lose the opportunity to keep a close relationship with their children. Therefore, most Brazilian parents in the studies fight for the preservation of Portuguese as a symbol of well being inside their family.

Despite the existence of a number of studies on the preservation of Brazilian Portuguese in the United States (Beserra, 2003; Goza, 1994; Marcus, 2004; Margolis, 2008; Martes, 2000; Meihy, 2004; Mota, 1999/2002/2004/2006/2008; Resende, 2002; Rubinstein-Avila, 2005; Sales, 1999) and in Japan (Fusco et al., 2002), there seem to be few studies on Brazilian immigrant groups and the preservation of their mother tongue in Canada. In Montreal, a city where immigrant parents are challenged to cope with helping their children maintain the family's first language at the same time as supporting their children in acquiring the city's host languages, French and English, a study of Brazilian immigrants may be instructive to supplement the understanding of the maintenance of heritage languages in immigrant families, especially because of the city's multilingual and multicultural characteristics.

With that in mind, I have surveyed a group of Brazilian immigrants living in Montreal to find out whether they are preoccupied with preserving their first language and, if they are, how they maintain it, what strategies they employ, and whether they count on any resources to do so. More importantly, I have focused on this group and examined in greater detail what role the family plays in the maintenance of Brazilian Portuguese in Montreal and in language maintenance in general.



## **The role of the home**

The role of the home and family is generally recognized as being central to protecting minority languages over generations, as stated by Morris and Jones (2007). According to Morris and Jones, there is evidence that the survival or extinction of minority languages in fact depends on the extent to which the language is transmitted from one generation to the next within the home context.

A number of researchers have examined the role of the family and the home in the preservation of a heritage language in L2 dominant societies (Guardado, 2006; Ishizawa, 2004; Lee, 2010; Liu, 2008; Lu & Koda, 2011; Morgan & Chodkiewicz, 2011; Morris & Jones, 2007; Nesteruk, 2010; Park & Sarkar, 2007; Pauwels, 2005; Tannenbaum & Howie, 2002; Xiao, 1998; Zhang, 2004; Zhang & Slaughter-Defoe, 2009; among others). Most of the research suggests that immigrant parents' positive attitude toward their heritage language plays an essential role in transmitting and maintaining their family language at home with their children. However, there has been no systematic investigation of what exactly this role consists of. In particular, there has been little if any investigation of what aspects of the home environment contribute to language maintenance.

The exception is Tannenbaum and Howie (2002), who analyzed the relevance of emotional and familial factors on language maintenance in Chinese immigrant families in Australia, a multilingual and multicultural country. They investigated whether affective relationships between parents and children are associated with children's maintenance of their parents' mother tongue. Tannenbaum and Howie's study adopted a *family system framework* to view families' experiences of immigration and, in particular, the link

between family relationships and language maintenance. Two relevant concepts to their study are family cohesion, which they defined as the emotional bonding that family members have towards one another, and power distribution, considered by them as authority, dominance or the amount of influence one family member has over another. Tannenbaum and Howie view the attachment relationships with parents as the most significant parent-child relationships within the family system. Human beings have the tendency to form strong affectionate bonds with significant others, as the attachment theory, first developed by Bowlby (1969, 1973), tries to understand and explain. Attachment theory also tries to conceptualize the psychological consequences of such bonds. According to this theory, the infant, and later the child, through continual interactions with the parents, develops internal working models of the attachment figure(s) as one who is or is not accessible for support and protection, especially in circumstances that involve difficulties or stress (Bowlby, 1973). Two main types of attachment patterns – secure and insecure – may develop on the basis of these models.

Tannenbaum and Howie expected that the quality of affective relationships between parents and children in immigrant families would be associated with the extent of children's maintenance of the parents' mother tongue. They hypothesized that a child who perceives his or her family as cohesive and close is more likely to maintain the parents' mother tongue when communicating with parents, compared with a child who perceives his or her parents as distant and remote. Their hypothesis was based on results of previous research (Tannenbaum, 1999; Wyatt-Brown, 1995), which showed that in most cases, parents have strong positive affects toward their mother tongue and prefer to use it when communicating with their children. The authors measured children's

maintenance of their parents' mother tongue when interacting with their parents by using the following materials: (1) the Family Relations Test (FRT) (Bene & Anthony, 1957) to assess the child's subjective experience of his or her relationships with other family members; (2) the Family System Test (FAST) (Gehring, 1993) to assess structural aspects of families to show how close the members in the family are; (3) the Separation Anxiety Test (SAT) (Slough & Greenberg, 1990; Wright et al., 1995) to assess aspects of security of attachment between children and their parents; and, (4) the Language Maintenance Questionnaire (Tannenbaum, 1999), focused on children's language use and preference in a range of interactions with their parents.

The results of Tannenbaum and Howie's study showed that children's perceptions of their family relations are associated with their tendency to use and prefer to use their parents' mother tongue. The more negatively children view their family, the less likely they are to report using and preferring to use their parents' mother tongue. Also, the more cohesive and egalitarian children perceive their family to be, the more likely they are to maintain their parents' language. The study's data are consistent with the hypothesis that children who feel part of a cohesive, unified family system are more likely to internalize their family's values and behaviors. Since language, naturally, will be one aspect of this process, consequently, children in such families have a greater chance of maintaining their parents' language. Results showed that children in the sample had more positive emotions towards their parents than negative ones, perceived their families as cohesive and medium in hierarchy and were toward the secure end of the attachment continuum. In sum, results from this study provided some important evidence that family relations play a significant role in language maintenance in immigrant children.

Tannenbaum (2005) also investigated the emotional factors implicated in heritage language maintenance and observed that children in immigrant families who are more securely attached feel confident enough to learn a new language, but also wish to maintain their parents' language, given that communication among parents and children is most meaningful, spontaneous, and authentic in their mother tongue. In contrast, insecurely attached children might find in the new language a way of constructing a space of their own. In sum, themes emerging from the narratives of the families suggest that close relations between family members may correspond to a tendency for family units to maintain their heritage language, and heritage language maintenance by children may contribute to family closeness and to positive relationships between family members.

The role of the family in the transmission and preservation of immigrant families' first language and the psychological factors – emotional factors (children's emotional feelings towards their parents) and familial factors (children's perception of family cohesion) – related to the maintenance of one's heritage language, which were explored in Tannenbaum and Howie (2002) and later in Tannenbaum (2005), are the categories of studies that are most relevant to my thesis problem. In my research, I examined the attitudes of Brazilian parents who immigrated to Quebec toward the maintenance of their mother tongue as well as how they maintain it and what strategies they use in doing so. Additionally, I examined whether Brazilian parents' disciplining styles affect the maintenance of Brazilian Portuguese as a heritage language in Montreal.

## **Disciplining Styles**

Three styles of disciplining have been considered in this thesis study: permissive, authoritarian and authoritative (Baumrind, 1967, 1971; Plotnik, R & Kouyoumdjian, 2010). Permissive parents believe that their children should be allowed to do what they want with minimum parental interference. They generally encourage freedom of expression so as to enhance their children's creativity and allow them to voice their opinion.

Authoritarian parents play the role of the dictator. They believe that children must follow orders and rules without an explanation, and punishment should be used for deviant behavior. Parents with an authoritarian discipline style have strict rules and expectations; are very demanding, but not responsive; do not express much warmth or nurturing; utilize punishments with little or no explanation; and do not give children choices or options.

Authoritative (Positive Discipline) parents are not authoritarian or dictatorial. They set clear standards for the behavior to be expected from their children, explaining and discussing rules and using firm discipline to avoid punishment. Parents with authoritative styles want their children to utilize reasoning and work independently, but they also have high expectations for their children. When children break the rules, they are disciplined in a fair and consistent manner. Authoritative parents are also flexible. If there are extenuating circumstances, they will allow the child to explain what happened and adjust their response accordingly. Some characteristics of an authoritative discipline style include an ability to listen to one's children; encourage independence; place limits, consequences and expectations on children's behavior; express warmth and nurturance;

allow children to express opinions; encourage children to discuss options; and administer fair and consistent discipline (Baumrind, 1967; Maccoby, 1992).

In this thesis, I was particularly interested in whether there is an association between parent's disciplining strategies and the preservation of Brazilian Portuguese as a heritage language. What motivated me to look into that was the fact that, as previously mentioned, there has been little if any investigation of what aspects of the home environment contribute to language maintenance, even though the literature shows that immigrant parent's positive attitude toward their heritage language plays an essential role in transmitting and maintaining their family language at home. In particular, I wanted to investigate whether parents' use of coercion in moulding their children's behavior, such as punishing certain misbehaviors (e.g., being impolite), and allowing them a great deal of freedom to do what they want in terms of things that occupy children today (e.g., watching television, using social media) would be associated in some way with the maintenance of the heritage language. Thus, two sets of disciplining strategies were considered: Permissive Strategies – concerned with giving children freedom to do or to engage in a number of typical children behaviors – and Coercive Strategies – concerned with strategies punishing children for their misdeeds. Both measures discussed above contribute to a style of disciplining that is authoritative but not dictatorial.

### **Research questions**

The following research questions were addressed:

- 1) Do Brazilian families in Montreal think it is important to maintain Portuguese as a heritage language? Why (not)?

2) If so, how do they try to maintain their heritage language? What strategies do they use?

3) Is there a link between parents' disciplining strategies and the maintenance of Brazilian Portuguese as a heritage language?

### **Early predictions**

As a native speaker of Brazilian Portuguese and having lived in Brazil for most part of my life, I may say that I know the Brazilian culture quite well. Based on this knowledge and on the research carried in the United States by Beserra (2003), Marcus (2004), Margolis (2008), Mota (1999/2002/2004/2006/2008), Rubinstein-Avila (2005), among others; in Japan, by Fusco et al. (2002); and, in Canada, more specifically in Toronto, by MacFadden (2004), I predicted that Brazilian immigrant families living in Montreal also would have strong positive attitudes toward their mother tongue and would support its maintenance in their homes with their children.

With regards to styles of discipline, I am assuming that families with a more authoritative style would be more successful in maintaining their home language and culture as opposed to families with more permissive and more authoritarian styles. Authoritative families recognize children as individuals with their own rights. They give children the respect that they need at the same time as they guide them so they grow up respecting their parents and the values they hold dear (Baumrind, 1967, 1971; Plotnik, R & Kouyoumdjian, 2010). If they perceive their parents to value the family language, they will possibly value it as well.

The findings of this study are expected to help shed light on language maintenance studies with Brazilian immigrant families, and answers to the proposed research questions may add to what researchers have already found about heritage language maintenance in multicultural and multilingual environments. Considering that in a highly globalized world, the major cities are becoming more multilingual and multicultural, the proposed study may have useful implications for other ethnic groups as well, particularly with the sharing of strategies parents can use to foster the maintenance of their mother tongue in their home. The literature already shows that there is a connection between psychological factors and the maintenance of one's mother tongue, and the findings related to whether there is a relation between disciplining styles and the maintenance of Brazilian Portuguese as a heritage language will add to that.



## Chapter three: Methodology

### Participants

The participants of this study were adults, native speakers of Brazilian Portuguese between the ages of 20-49 years old, who currently reside in the Metropolitan Area of Montreal – 33.3% of participants live on the island of Montreal and 66.7% live outside of Montreal (i.e., Brossard, Chateauguay, Delson, Sainte-Catherine, Saint-Constant). Most have arrived from Brazil within the last ten years. These participants were recruited via personal contact, through word-of-mouth, and social media (e-mail, Facebook).

All participants are married, have completed their undergraduate studies, and some have pursued graduate studies (22.2%). They are all from middle class backgrounds and half of them come from the northeast part of Brazil. The mean number of children per family is 1.73. Some participants have already lived in different countries, such as the United States, Spain, Czech Republic, Italy, Norway, Mexico, and Japan.

The participants are permanent residents (72.2%) and Canadian citizens (22.2%), and they speak French (52.8%), English (13.9%) and both French and English (19.4%) as second languages. The great majority of participants (80.6%) work – mostly the fathers –, and use French (29.4%), Brazilian Portuguese (26.5%), English (17.6%) and other languages (7.8%) to communicate at work. The participants have arrived in Canada between September 2003 and October 2012. When asked about their reasons for immigrating, the majority of participants reported that the feeling of insecurity due to the growing urban crime was the crucial reason for their moving out of Brazil. They are skeptical about the state's ability to protect them. Other reasons that motivated their

immigration were (in order of importance): the expectation of a better quality of life for their families – including not only a sense of safety, but also education, recreation and leisure time, wealth and employment, and physical and mental health –, social equality, financial stability, the opportunity to learn new languages (French and English) and experience different cultures, and personal and professional growth and achievement.

There was a total of thirty-six participants, eighteen husband-and-wife couples, with children aged 1-13 years old who were either born in Canada or came to Canada at a young enough age to attend Canadian school. By investigating couples with children, it was possible to examine how important it was for them to encourage the maintenance of Brazilian Portuguese as a heritage language, what strategies they have been using to help their children maintain Brazilian Portuguese, and what psychological factors have affected their decision to maintain their heritage language in Montreal. Moreover, the analysis of these families provided a view of how the styles of discipline affect the maintenance of Brazilian Portuguese.

### **Instrument**

The data-gathering instrument of this study was a three-part questionnaire (Home Language and Literacy Maintenance Questionnaire – Questionnaire for Brazilian Immigrant Parents to Quebec), which was given to each member of every husband-and-wife team. Part 1 gathered biographical information about each participant (biographical questionnaire). Part 2 sought information on each participant's language learning history, pattern of language use, and willingness to, reasons for, and strategies for maintaining Brazilian Portuguese at home (survey questionnaire). Part 3 probed the participants'

attitudes towards different measures that aim to maintain discipline and uphold certain family values.

**Questionnaire.** The Home Language and Literacy Maintenance Questionnaire was used to obtain background information about each parent and the family as a whole, including the children and their interaction with other family members (i.e., siblings, grandparents) (*e.g., In addition to yourself, your spouse, and your child(ren), how many other people live in your household?*), friends, and French- and English-speaking members of the society (*e.g., When French speakers and/or English speakers visit your home, how much Portuguese do you allow/encourage/forbid your child(ren) to speak in front of them?*); parents' and children's language abilities (*e.g., Indicate your ability in each of the languages below, Indicate your children's ability in each of the languages below*); child-rearing practices (*e.g., How often do you read to your child(ren)?*); and, discipline styles (*e.g., Do you allow your child(ren) to talk back to you?*)

The format of the Home Language and Literacy Maintenance Questionnaire contains mostly Likert type response scales to obtain participant's preferences or degree of agreement with a statement or set of statements. Participants were asked to indicate their level of agreement with a given statement on a 6-point scale to produce a forced-choice measure where no indifferent option is available. Each level on the scale is assigned a numeric value, usually starting at 1 and increasing by one for each level until 6.

Different Likert scales were used in the questionnaire depending on the type of question. For instance, we used disagree completely (1) to agree completely (6) (*e.g.,*

*How much do you agree with the following sentences? Choose from 1 (disagree completely) to 6 (agree completely).); not important at all (1) to very important (6) (e.g., Rate the following in terms of their importance to you in helping your child(ren) to learn Portuguese. Choose from 1 (not important at all) to 6 (very important).); and, none (1) to a lot (6) (e.g., How many books, magazines, cartoon movies, comic books, video and computer games, and cds do you have at home for your children? Choose from 1 (none) to 6 (a lot).) Other types of scales were also used, such as: percentage (e.g., Estimate the amount of use of each language according to the situation. The total amount for each situation should equal 100%.); never, rarely, sometimes, often, always, not applicable (e.g., Do you allow your child(ren) to talk back to you?); never, rarely, once a week, 2-4 times a week, every day (e.g., How often do you read to your child(ren)?); 0-1y.o., 2y.o., 3y.o., 4y.o., 5+y.o., not applicable (e.g., At what age did you start to read to your child(ren)?); more than 2 hours, 1-2 hours, 30 min-1 hour, less than 30 min (e.g., How much time do you allow your child(ren) to spend on watching TV programs and movies everyday?); and, 1 (never), 2 (once a week), 3 (several times a week), 4 (every day), 5 (every 2 weeks), 6 (every once in a while) (e.g., How often does your family get together with other Brazilian Portuguese-speaking families?) Other examples of the scales used in the questionnaire can be found on the Home Language and Literacy Maintenance Questionnaire in the Appendix.*

The sources of information used in constructing the questionnaire include materials from Lambert et al's (1986), Liu's (2008), Oriyama's (2010), Park and Sarkar's (2007), and Tannenbaum and Howie's (2002) studies. In some cases, items from questionnaires reported in these papers were adapted with necessary changes to make

them suitable for the purpose of the present study. The questionnaire was created in Brazilian Portuguese with a translation in English for readers of this thesis who do not speak the language. Participants were given the Brazilian Portuguese version.

### **Procedure**

In general, the questionnaires were administered to the participants at a convenient place and time for them. In some cases, however, due to participants' time constraints, the questionnaires were administered via e-mail.

When the researcher met with the participants, she gave them the questionnaire and they had 5 minutes to read over it and ask questions, if necessary. The researcher explained the response scales in full detail and in the first language and was available during the completion of the questionnaire to answer questions. Husbands and wives completed the same questionnaire, but did so separately and without consulting one another. It took the participants about 30 to 60 minutes to complete the questionnaire.

In cases in which the participants could not meet the researcher in person, copies of the questionnaire and the consent form were e-mailed to them. Before sending the questionnaire to the participant, the researcher explained the purpose of the study, the rules and guidelines on how to answer the questionnaire, the response scales, and the consent form. Participants read the e-mail, signed the consent form, and sent it back to the researcher. Only then did participants have access to the questionnaire. Each participant had a maximum of two weeks to send the questionnaire back to the researcher.

In both the person to person and email formats, the researcher explained the purpose of the study, which is to find out whether Brazilian immigrants in Montreal wish to maintain Brazilian Portuguese as a heritage language, and the use of the questionnaire.

### **Data analysis**

**Language maintenance.** In my study, I investigated to what degree the participants want to maintain their family language, what strategies they employ, and what resources they count on to help them to preserve it. I looked for answers to these questions and how the factors of ROLE (Mother, Father), LANGUAGE (Brazilian Portuguese, French, English) and LOCATION (Inside the home, Outside the home) affect their responses. Analyses of variance (ANOVAs) to analyze the differences between the means of the factors of role, language and location and their associated procedures. Correlations and frequency counts were conducted on the data gathered from the biographical and the survey questionnaires.

**Effect of disciplining styles.** I also explored whether the participants' styles of raising their children (Permissive, Authoritarian, or Authoritative or Positive Discipline) affect the maintenance of Brazilian Portuguese.

## Chapter Four: Results

The alpha levels for significance used for statistical procedure conducted in this project were set at  $p < .05$  unless many variables were involved, as in the correlation tests. In these cases the adjusted Bonferroni alphas of  $p < .01$  were used.

**Language maintenance.** The first question in my research that I sought answer for was whether this group of Brazilian parents maintains their heritage language and if so, their reasons for doing so. In order to find out the answer to this question, I asked participants directly – in addition to other supplementary questions – whether they found it important for their children to speak Brazilian Portuguese, and why (if not). A frequency count of participants' responses to that question indicated that 94.4% of participants reported it important to maintain Brazilian Portuguese, while 5.6% were indifferent to its maintenance.

When asked about what motivates them the most to preserve their mother tongue, participants mentioned the following in order of importance (Table 1):

Table 1

*What motivates Brazilian parents to preserve their family language*

Motivator	Mean*	SD
Practical benefits from speaking more than two languages	5.75	.08
Value of knowing multiple languages	5.74	.87
Ability to maintain contact with relatives	5.61	.17
Ability to maintain contact with friends	5.36	.21
Visits to grandparents in Brazil	5.21	.20
Better employment opportunities	5.01	.25
Pride in being bilingual/trilingual	4.97	.24
Ability to keep contact with the ethnic community in Montreal	4.40	.26

\* on a six-point scale.

A two-way analysis of variance (ANOVA) test was conducted with the 8 levels of MOTIVATION presented in Table 1 as the within-subject factor and ROLE (Mother, Father) as the between-subject factor. The outcome of the analysis showed no main effect of Role nor of the interaction between Role and Motivation,  $F(1,33) = .39$ , n.s., but a main effect of MOTIVATION,  $F(1,33) = 19.97$ ,  $p < .001$ , effect size .377. A *post hoc* analysis suggests that, in general, the practical benefits from speaking more than two languages (Mean = 5.75, SD = .08) – associated with material value, more related to educational and professional development – and the value of knowing multiple languages (Mean = 5.74, SD = .09) – which is associated with personal, emotional value, not with material interests – are the factors that mostly motivate parents to maintain Brazilian



Portuguese at home. The ability to maintain contact with relatives (Mean = 5.61, SD = .17) and with friends (Mean = 5.36, SD = .21) in Brazil, as well as visits to grandparents in Brazil (Mean = 5.21, SD = .20) and better employment opportunities (Mean = 5.01, SD = .25) are also strong motivators for these parents. Pride in being bilingual/trilingual (Mean = 4.97, SD = .24) and the ability to keep contact with the ethnic community in Montreal (Mean = 4.40, SD = .26) were also observed to have some importance for parents.

To find out whether Brazilian parents use the language, or how much they use it in comparison to one another, a three-way analysis of variance (ANOVA) test was conducted with ROLE (Mother, Father) as the between-subject factor, and LOCATION OF USE expressed in percentage from 0 to 100% (Inside of the home, Outside of the home) and LANGUAGE (Brazilian Portuguese, French, English) as the within-subjects factors. The results of this analysis indicated no main effect of ROLE,  $F(1,34) = .002$ , n.s., or LOCATION,  $F(1,34) = 2.007$ , n.s. But there was a significant main effect of LANGUAGE,  $F(1,34) = 85.41$ ,  $p < .001$ , and an interaction effect of LOCATION x LANGUAGE,  $F(1,34) = 196.52$ ,  $p < .001$ . A *post hoc* analysis confirmed that, in general, Brazilian Portuguese (Mean = 81.39, SD = 2.24) is significantly more used at home than French (Mean = 11.11, SD = 1.47),  $p < .001$ , which is in turn more used than English (Mean = 6.94, SD = 1.47),  $p < .001$  (see Table 2). Outside the home, in general, French (Mean = 51.11, SD = 3.67) is significantly more used than English (Mean = 28.61, SD = 3.88) and Brazilian Portuguese (Mean = 20.28, SD = 2.70) (see Table 3).

Table 2

*Results of the post hoc analysis for use of Brazilian Portuguese,*

*French and English inside of the home*

Language	Mean	SD
Brazilian Portuguese	81.39%	2.24
French	11.11%	1.47
English	6.94%	1.47

Table 3

*Results of the post hoc analysis for use of Brazilian Portuguese, French and English*

*outside of the home*

Language	Mean	SD
Brazilian Portuguese	20.28%	2.70
French	51.11%	3.67
English	28.61%	3.88

A negative correlation between the use of Brazilian Portuguese and French at home,  $r = -.762$ ,  $p < .01$ , and the use of Brazilian Portuguese and English at home,  $r = -.782$ ,  $p < .01$ , was observed. The use of French and English at home decreases as the use of Brazilian Portuguese increases.

The data indicated that at home 83.3% of participants speak Brazilian Portuguese most of their time, whereas only 16.7% speak the language all the time. More precisely, when husband and wife talk to each other at home, they use mostly Brazilian Portuguese (Mean = 93.47%, SD = 14.92). When they speak in the presence of their children, Brazilian Portuguese is also dominant (Mean = 90.56%, SD = 16.16). When their children speak to them, Brazilian Portuguese is essentially used (Mean = 83.49%, SD = 13.26), but also some French (Mean = 13.06%, SD = 13.25) and English (Mean = 3.15, SD = 7.45). When speaking to other adults who speak Brazilian Portuguese (i.e., grandparents, uncles, etc.), children prefer to use Brazilian Portuguese (Mean = 83.67, SD = 16.66) with them at home, even though some French (Mean = 13.47, SD = 16.09) and English (Mean = 2.87, SD = 7.36) are used as well. In the same way, relatives and friends speak Brazilian Portuguese (Mean = 93.33, SD = 17.62) at home in the presence of the children. When speaking to their siblings, children use mostly Brazilian Portuguese (Mean = 74.72, SD = 33.80), and some French (Mean = 23.72, SD = 33.40). With other children, they use all three languages, French (Mean = 50.00, SD = 28.51) the most used, followed by Brazilian Portuguese (Mean = 38.13, SD = 28.93) and English (Mean = 11.88, SD = 23.55) (see Table 4). Outside of their homes, 80.1% of participants speak Brazilian Portuguese less than half of their time.

Table 4

*Use of Brazilian Portuguese, French and English according to situations*

Situation	Portuguese		French		English	
	Mean	SD	Mean	SD	Mean	SD
When you and your spouse speak to each other	93.47	14.92	1.58	5.28	4.67	11.41
When you and your spouse speak to each other in front of your child(ren)	90.56	16.16	3.25	7.40	5.64	10.69
When you and other adults (other than your spouse) speak to one another	42.87	31.52	40.10	27.36	16.39	19.91
When your children speak to you	83.48	13.26	13.06	13.25	3.15	7.45
When your children speak to other siblings	74.72	33.80	23.72	33.40	1.56	4.79
When your children speak to other children	38.13	28.93	50.00	28.51	11.88	23.55
When your children speak to adults other than you at home	83.67	16.66	13.47	16.09	2.87	7.36
When other adults speak to one another in front of your child(ren) in your home (e.g., grandparents)	93.33	17.62	3.64	7.83	1.21	4.85

These families live in a bilingual French-English environment. Hence, French (Mean = 51.14, SD = 28.82) is spontaneously used by them outside their homes. Interestingly, Brazilian Portuguese (Mean = 28.14, SD = 23.98) is the second language

mostly used when these children are spoken to, and not English (Mean = 20.14, SD = 24.60) (see Table 5). One reason for that may be that they have more contact with Brazilian people than people who speak English.

Table 5

*Use of Brazilian Portuguese, French and English outside of the home*

Language	Mean	SD
Brazilian Portuguese	28.14	23.98
French	51.14	28.82
English	20.14	24.60

Negative correlations between Brazilian Portuguese and English outside of the home,  $r = -.448$ ,  $p < .01$ , and French and English outside of the home,  $r = -.765$ ,  $p < .01$ , were noticed, meaning that outside of their homes the more French they use, the less English is used, but the more English is used, the less Brazilian Portuguese they use.

The second question I sought an answer for was how the participants try to maintain their family language and what strategies they use. For that, I asked questions about resources – Friends, Home, Church, Community, Events, Heritage Language School – and literary support – Books, Magazines, Cartoons, Comics, Games, CDs. Analyses of variance (ANOVAs) tests, correlations, and frequency counts were conducted.

Participants' parents' visits were shown to be significantly correlated to the maintenance of Brazilian Portuguese,  $r = .442$ ,  $p < .01$ . Likewise, participants' spouse's parents' visits were also shown to be correlated to the maintenance of their mother tongue,  $r = .571$ ,  $p < .001$ . This result indicates that the more the grandparents visit their grandchildren, the more likely these children are to maintain their family language. From the analysis, however, it seems that grandparents are not visiting much, since the actual use of the language,  $r = .104$ , n.s., is quite low. Nevertheless, these visits are perceived to be important contributors to language maintenance.

With regard to the effectiveness of literary support and the influence of mothers and fathers on the maintenance of Brazilian Portuguese, analyses of variance (ANOVAs) tests and correlations were conducted.

A two-way analysis of variance test was conducted to find out whether there is a significant main effect of literary support and role, with ROLE (Mother, Father) as between-subjects factor and LITERARY SUPPORT (Books, Magazines, Cartoons, Comics, Games, CDs) as within-subjects factor. The results indicated no main effect of ROLE, and no significant interaction between literary support and role either,  $F(1,27) = .023$ , n.s., effect size = .001.

The data showed that parents have at home all literary support presented on the data gathering instrument, but in distinct quantities. They have significantly more books (Mean = 5.37, SD = 1.39), cartoons (Mean = 4.43, SD = 1.67) and CDs (Mean = 4.34, SD = 2.22) than comics (Mean = 2.62, SD = 2.39), magazines (Mean = 2.48, SD = 2.32), and games (Mean = 1.75, SD = 1.53) (see Figure 1).

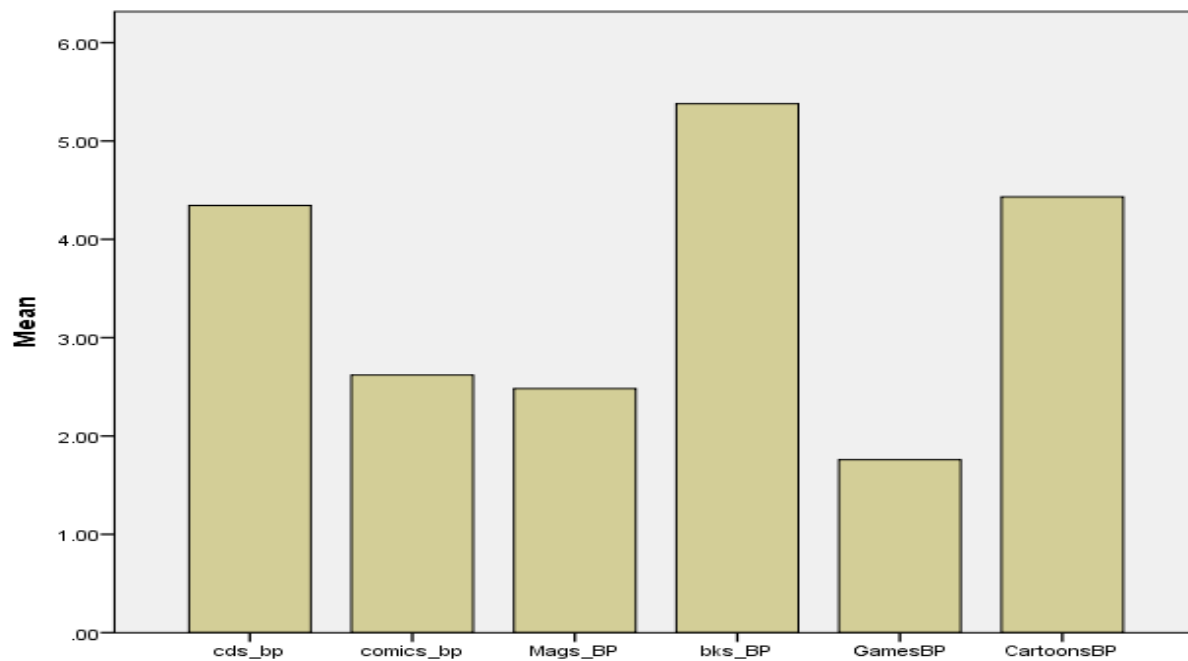


Figure 1. Literary support

To find out which resources parents consider more important in helping their children to learn Brazilian Portuguese, an analysis of variance test was conducted with RESOURCES (Friends, Home, Church, Community, Events, Heritage Language School) as between-subjects factor and ROLE (Mother, Father) as within-subjects factor. The home (Mean = 5.72, SD = .99) was indicated as the most important resource to that end, followed by the community (Mean = 4.83, SD = 1.31) and friends (Mean = 4.45, SD = 1.59). A *post hoc* analysis suggests that, in general, the home (Mean = 5.75, SD = .18) was significantly more important in helping children to learn Brazilian Portuguese than the community (Mean = 4.85, SD = .25,  $p < .001$ ), which was consecutively more important than friends (Mean = 4.50, SD = .29), heritage language schools (Mean = 2.82, SD = .34), church (Mean = 2.60, SD = .33) and events (Mean = 2.56, SD = .32). There

was a main effect of RESOURCES (Friends, Home, Church, Community, Events, Heritage Language School),  $F(1,28) = 81.034$ ,  $p < .001$ , effect size .74; however, there was no significant main effect of the interaction RESOURCES x ROLE,  $F(1,28) = 1.912$ , n.s. (see Table 6).

Table 6

*Resources used by parents to help them maintain their family language*

Resource	Mean*	SD
Home	5.72	.99
Community	4.83	1.31
Friends	4.45	1.59
Heritage language schools	2.82	.34
Church	2.60	.33
Events	2.56	.32

\* on a six-point scale

Besides the home, ethnic community and friends are considered to be substantially important for this group of Brazilian families. Frequency counts on the ethnic communities' questions showed that 47.2% of participants have five or more Brazilian neighbors, whereas 22.2% have one or two Brazilian neighbors and 30.6% have no Brazilian neighbors at all. The majority of participants get together with their neighbors once a week (52.8%) while 13.9% meet several times a week and 22.2% meet



only two or three times a month. These reunions are mostly social (66.7%) and the language used is predominantly Brazilian Portuguese (92.4%).

Regarding personal identities, no significant main effect of PERSONAL IDENTITIES x ROLE,  $F(1,33) = .290$ , n.s. emerged, but there was a significant interaction effect between PERSONAL IDENTITIES and LANGUAGE,  $F(1,33) = 50.11$ ,  $p < .001$ , effect size .603. A *post hoc* analysis suggests that, in general, participants think their ability to speak Brazilian Portuguese is important for their personal identity (Mean = 5.252, SD = .207).

As for reading, 8.3% of participants are successful in having their children read in their mother tongue every day, and 8.3%, two to four times a week. 27.8% of children read in French every day, and, 8.3% of participants have their children read in English every day. Half of the participants read to their children in Brazilian Portuguese at least once a week. 50% of parents read to their children in both French and English once a week. Most parents (72.2%) mentioned that they started reading to their children in their mother tongue when they were one year old. In French, 30.5% of parents said they started reading to their children when they were one year old and 22.2%, when their children were two years old. In English, 38.8% of parents said they started reading to their children when they were one year old and 13.8%, when they two years old. Just a few children read independently in Brazilian Portuguese at home.

**Effect of disciplining strategies.** The third research question I sought to find answers for was whether there was a relation between certain disciplining strategies parents used in the home and the maintenance of Brazilian Portuguese as a heritage

language. It was earlier hypothesized that the relationship between parents and their children as defined by their style of raising them may affect home language maintenance. A number of Pearson, two-tailed, correlation tests were conducted to examine this issue.

The correlation tests were performed on four variables related to language maintenance: [1] placing great importance on the children's learning of Brazilian Portuguese, [2] showing high interest in teaching the language to the children, [3] success in making the children read Portuguese, and [4] success in maintaining the heritage language at home. These were correlated with two sets of parents' disciplining strategies. One set was concerned with giving children flexibility to do a number of typical children behaviors (Permissive Strategies), such as reading any books or magazines they wanted, watching TV, surfing the Internet, playing computer games, using the cell phone, as well as engaging in early dating. The other set was concerned with strategies punishing children for their misconducts (Coercive Strategies). These included showing disapproval for negative behaviors, such as talking back, swearing in front of or away from parents, and being generally rude and impolite.

See Table 7 below for the results of the correlation tests conducted on the relationship between permissive strategies and four issues regarding language maintenance. The results of these correlation tests showed no significant correlations between parents' permissive strategies and their success in maintaining Brazilian Portuguese at home or with success in making their children read Brazilian Portuguese. Neither were there significant correlations between most of these child-raising strategies with the importance parents placed on maintaining Brazilian Portuguese at home, their interest in teaching their children Brazilian Portuguese, or their success in having their

children read in Brazilian Portuguese. The lone exception was a significant negative correlation between success in making children read in Brazilian Portuguese and allowing them to read any book they want, ( $r = -.449, p < .01$ ). These results suggest that, in general, the freedom parents give to their children with regards to these activities may have little relationship with their language preservation goals. However, the inverse relationship between parents' success in making the children read in Brazilian Portuguese and allowing these children to read whatever they want suggests that there may be a limit to their permissive behavior.

Table 7

*Results of the Pearson Correlation tests conducted on language maintenance issues and Parents Permissive Disciplining Strategies*

Language maintenance issues	Allow surf	Allow any book	Allow any magazine	Allow play computer games	Allow play on cell phone	Allow watch TV	Allow early dating
Importance of learning Brazilian Portuguese	-	-	-	-	-	-	-
Interest in teaching Brazilian Portuguese	-	-	-	-	-	-	-
Success in making children read Brazilian Portuguese	-	$r = -.449^*$ (.008)	-	-	-	-	-
Success in maintaining Brazilian Portuguese	-	-	-	-	-	-	-

\* Significant at the Bonferroni adjusted alpha of  $p < .01$ .

\*\* Correlation is significant at the 0.05 level (2-tailed).

In terms of the relationship between language maintenance issues and parents' coercive strategies, significant correlations did emerge (see Table 8). For example, a significant negative correlation emerged between the importance parents placed on their children maintaining the family language and their strategies dealing with some of their children's rude behavior, such as swearing in the presence of, ( $r = -.643, p < .01$ ), or away from parents, ( $r = -.691, p < .01$ ). A similar negative correlation occurred between their reported interest in teaching Brazilian Portuguese and swearing in the presence of, ( $r = -.454, p < .01$ ), and away from their parents, ( $r = -.504, p < .01$ ). These findings indicate that the stricter parents were in monitoring their children's behavior, the higher was the importance they placed on their children maintaining the family language as well as their interest in teaching their mother tongue to their children. See table 8 below for the results of the correlation test conducted on language maintenance issues and coercive disciplining strategies.

Table 8

*Pearson Correlation test conducted on language maintenance issues and Coercive Disciplining Strategies*

Language maintenance issues	Allow swearing in the parents' presence	Allow swearing away from parents	Allow talking back
Importance of learning Brazilian Portuguese	r = -.643* (.000)	r = -.691* (.000)	—
Interest in teaching Brazilian Portuguese	r = -.454* (.006)	r = -.504* (.002)	—
Success in making children read in Brazilian Portuguese	—	—	—
Success in maintaining Brazilian Portuguese	—	—	—

\* Significant at the Bonferroni adjusted alpha of  $p < .01$ .

## Chapter five: Discussion and Conclusion

### Discussion

This study's aim was to document whether Brazilian families who live in the Montreal Metropolitan Area find it important to maintain Brazilian Portuguese as a heritage language, how they try to do so, and what resources, material, and social support they count on to help them reach their objective. It also aimed to examine whether there is a link between discipline styles and the maintenance of Brazilian Portuguese as a heritage language.

**Language maintenance.** The answer to the first research question is predominantly positive. The great majority of Brazilian parents who participated in the present study reported that it is important for them that their children maintain their family language. For them, preserving their mother tongue is keeping alive their culture of origin, part of their history, their legacy.

With respect to the role of the parents, there were no significant differences between the mothers and fathers in their attitudes towards maintaining Brazilian Portuguese. There were no significant effects of role, meaning that the fathers and mothers agreed with each other on many things, such as the importance of maintaining their heritage language, strategies used to help them stimulate the use of Brazilian Portuguese at home, the resources they count on, along with others. What seems to have an influence on the maintenance of Brazilian Portuguese is the location where the languages are used, whether inside of the home or outside.

The second result I want to focus on is the fact that parents who are strongly committed to the preservation of their family language try to provide support to their children in order to enhance their proficiency in the family language, and the majority of the Brazilian parents in the present study seem to be strongly committed to transmitting their family language to their offspring. Participants make use of distinct strategies to foster their mother tongue. Some parents teach Brazilian Portuguese to their children at home, some prefer to immerse them in heritage-language-speaking environments. They take their children to visit relatives in Brazil, encourage them to connect with relatives by phone and the Internet, and this is in consonance with what Guardado (2006), Nesteruk (2010), Park & Sarkar (2007), Pauwels (2005), and Zhang (2004) have observed in their studies with other immigrant families in different countries.

Dagenais and Berron (2001), Liu (2008), and Lu and Koda (2011) observed in their studies that the most important strategy used by parents to reinforce their home language was the exclusive use of the family language when speaking to their children at home. The parents in this study actively use this strategy and also count on their own parents, Brazilian friends and neighbors to help their children to develop their competence in Brazilian Portuguese. This may help avoid Brazilian Portuguese becoming a language spoken only at home with the parents. Motivated by the intention to preserve their mother tongue and their culture of origin, to maintain the ties between their children and the family and friends in Brazil, to enhance their children's intellectual development and education, and to provide the opportunity for their children to be multilingual and have a satisfying professional future, these parents have positive attitudes toward the transmission and preservation of their heritage language.

The use of Brazilian Portuguese with relatives and adult friends appears to be relevant in helping children to maintain their heritage language. In particular, the role of grandparents in transmitting Brazilian Portuguese to their grandchildren was perceived to contribute significantly to the maintenance efforts. It has been noticed that the more the grandparents visit their grandchildren, the more likely the children are to maintain the family language. These children benefit from being in contact with their grandparents. Grandparents' visits, however, do not seem to happen very often – be it because of their age, health or financial constraints, fear of spending long hours travelling, or simply because they do not come to Canada regularly. And considering that the number of visits by the grandparents is not frequent enough, these Brazilian parents should encourage more visits by their parents and in-laws. This topic has not been investigated further in the present study and is possibly a topic for further studies.

The great majority of participants said they teach their children Brazilian Portuguese themselves at home. It may be interesting to keep in mind here that participants may have a distinct idea of teaching. I have observed that some parents do teach their mother tongue to their children formally at home, using books that are used in the schools in Brazil. Some of these parents consider going back “home” one day; therefore, supporting and guiding their children to keep their proficiency and skills in their mother tongue may help to avoid possible difficulties and frustrations for their children when they go back to school in Brazil. Some parents may consider *teaching* any explanation they provide their children when they ask about regional idiomatic expressions they hear and do not understand (e.g., “Águas passadas não movem moinhos”, which means “Past waters do not power mills”, “Cão que ladra não morde”,



which means “Dog that barks does not bite”, etc.) Thus, what would *teaching* be exactly for these parents? It might be interesting in a further study to examine more closely what these Brazilian parents consider as teaching.

As to reading, which is a fun activity to do with children, this could be highly effective in helping their development. Participants could be profiting much more from reading with their children and having them read on their own in their mother tongue. This group of parents does not read much to their children in Brazilian Portuguese or have them read independently. This may happen because reading has become a more common practice in the families in Brazil just lately. The habit of reading has been developing. The new generation has made reading an important and pleasant activity, especially those with better financial situations.

An interesting finding in the present study was that, in general, participants thought that their ability to speak Brazilian Portuguese is important for their personal identity. This finding is in line with Mota’s (1999), who stated that the Brazilian language is considered a highly valued marker of identity. Through the use of their mother tongue, Brazilian immigrant parents assert their need to belong to a national identity. This would be a strong reason to engage in language maintenance.

**Effect of disciplining styles.** The third research question was related to whether there was a link between the disciplining strategies used by this group of Brazilian parents at home, such as discouraging their children from swearing, on the one hand, and giving them freedom to do things children expect to do (e.g., using the Internet, playing

computers games, etc) as part of raising them, and the maintenance of their mother tongue as a heritage language.

Several items in the questionnaire were designed to measure the parents' willingness to give the children a great deal of freedom (Permissive Strategies) and to restrict their freedom to conform to some standard of behavior (Coercive Strategies), such as *Children should not speak unless spoken to by adults, I allow my child to do what he/she wants to*, and the like). I hypothesized that allowing the children to do, or restricting them from doing, certain activities such as dating at an early age, using social media, having limited contact with friends, among others, may affect the maintenance of their heritage language.

This negative correlation suggests that the greater the success in making children read in the mother tongue, the less they were disposed to giving them freedom to read whatever they want. Put another way, this finding suggests that monitoring the children's reading may be linked to parents' success in having their children read in their heritage language.

The flexibility parents had in giving or not giving children freedom to do certain activities, such as reading any magazines, watching TV, using the Internet as much as they wanted, playing games on the computer, using the cell phone to play or text willingly, had no significant associations with their interest in teaching Brazilian Portuguese to their children, nor with their success in making their children read Brazilian Portuguese or with their maintenance of Brazilian Portuguese at home. However, parents' allowing the children to read whatever books their children wanted showed negative correlations with the parents' success in having their children read in

Brazilian Portuguese. This finding suggests that parents who had more success in having their children read in their mother tongue were more strict in monitoring what the children read. In other words, the parents' success in having their children read in their heritage language may be a function of the vigilance they have in monitoring what their children read.

A similar relationship was also reflected in the findings suggested by the negative correlations obtained between language maintenance issues and parents' coercive strategies. It appears here that the importance parents place in the children's learning of Brazilian Portuguese and parents' interest in teaching the language to the children may also be a function of a stricter monitoring of their children's negative behavior (e.g., talking back, swearing in front or away from the parents, being generally rude and impolite).

I started out to investigate the relationship between parents' disciplining strategies and their maintenance of the heritage language. The findings of this study suggest that there may be a link between these as indicated by the significant correlations between some aspects of permissive strategies and prohibitive strategies. But on the basis of the data gathered, it is not clear that any one disciplining style can be correlated to language maintenance. The combination of certain permissive strategies and strict disciplining strategies may be taken to suggest that an authoritative style (as opposed to authoritarian or permissive styles) of raising children may contribute to language maintenance, but further research has to be done on this issue. There are interesting trends to show that this is a fruitful area of investigation, but probably with more subjects and perhaps with better measures.

## **Conclusion**

There are only a few studies on the maintenance of Brazilian Portuguese as a heritage language in Canadian society. In Montreal, specifically, there seem to be no studies on the subject. This consideration motivated me to investigate whether Brazilians who live in Montreal wish to preserve their heritage language. Thus, I took up a small-scale study to investigate a group of Brazilian immigrants living in the Montreal Metropolitan Area to find out whether they are preoccupied with the maintenance of their family language. Additionally, I explored how they maintain their mother tongue, what strategies they adopt, and whether they count on any resources for that. More importantly, I focused on this group and examined in more detail what role the family plays in the maintenance of Brazilian Portuguese in Montreal.

This group of Brazilian parents considers it important for their children to speak their heritage language and are willing to maintain it at home. These parents have an interest in teaching their children Brazilian Portuguese, and a large majority of participants teach their children themselves. These findings are in conformity with what the literature has presented.

The study's findings support the hypothesis that Brazilian immigrant families living in Montreal would have strong positive attitude toward their mother tongue and would support its maintenance in their homes with their children. Brazilian parents use their mother tongue largely at home. Brazilian Portuguese is used by every member of the family and with relatives, friends and visitors. The sentimental and material benefits of being multilingual and the ability to maintain contact with relatives and friends in Brazil strongly motivate these parents to maintain Brazilian Portuguese at home.

In consonance with previous research, the role of the home in the transmission and preservation of Brazilian Portuguese in Montreal is decisive. Brazilian parents' perseverance to safeguard their mother tongue has been valuable to their children. Likewise, contact with their grandparents' has shown its positive value, not only for the emotional benefit it may bring, but also since it is a helpful strategy parents can make use of in the preservation of their heritage language. Exposure to the mother tongue via the grandparents helps Brazilian children to maintain their heritage language. Thus, considering that the number of visits by the grandparents is not great enough, these Brazilian parents should encourage more visits by their parents and in-laws. And since this topic has not been investigated further in the present study, it may be an interesting topic for further studies.

Parents in the present study use similar strategies to the ones adopted by other ethnic groups presented in the literature. These include the exclusive use of the mother tongue at home, which is the most influential one, visits from relatives and friends from the home country, contact with the ethnic community, and the teaching of the mother tongue either at home or in a heritage language school.

Brazilian parents also find support in exposing their children to their mother tongue through the use of literary materials (books, cartoons, CDs, comics, magazines and games) in Brazilian Portuguese that they keep at home. Even though these materials presented no reinforcement in the maintenance of Brazilian Portuguese, they are still used as supplementary exposure to their family language.

Furthermore, I examined whether there was a link between certain disciplining strategies, such as the ones connected with an authoritative control of the family, and the

maintenance of Brazilian Portuguese as a heritage language. Only certain strategies showed a significant relationship with language maintenance issues. For instance, parents' disciplinary control of certain activities and certain negative behaviors presented some positive effects on how important parents consider their children's learning of Brazilian Portuguese and their reported interest in teaching Brazilian Portuguese to their children.

The efforts of families in several immigrant groups (i.e., Koreans, Vietnamese, Chinese, Eastern Europeans, Mexicans) in different countries (i.e. Canada, the United States, Australia) to maintain their language and culture have been documented in the literature (Lee, 2010; Nesteruk, 2010; Park & Sarkar, 2007; Tannenbaum & Howie (2002), among others). The results reported here provided some important evidence that Brazilian immigrant families living in Montreal are concerned with and strongly committed to the transmission and preservation of their heritage language.

Findings from this study should be interpreted with caution due to its limitations, including the generalizability of the results. It is important to note that the experience of the small sample of Brazilian immigrant couples represented in this study may not be representative of the larger population of Brazilian immigrant families living in Montreal.

There were some difficulties in gathering the number of participants intended (30 pairs). It was a small participant pool, but with the eighteen pairs of husband-and-wife I was able to get important data because they are consistent and there is an agreement between mothers and fathers (i.e., both parents encourage the exclusive use of their mother tongue at home, communicating in Brazilian Portuguese with one another and

with their children). This united effort may be an important factor in promoting language maintenance.

The outcomes of this study may indicate some future research directions. It might be interesting to do a follow-up study with the participants from this study in five or ten years' time to discover how their heritage language will have evolved. It may also be productive to extend our current model and examine the impact of discipline styles on the maintenance of one's heritage language.

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## Appendix

### Home Language and Literacy Maintenance Questionnaire – Questionnaire for Brazilian Immigrant Parents to Quebec

#### Home Language and Literacy Maintenance Questionnaire for Brazilian Immigrant Parents to Quebec

##### Part 1 – Background Information

- (1) Name: \_\_\_\_\_ ( ) Mother ( ) Father
- (2) Gender: ( ) Male ( ) Female
- (3) Age range: ( ) 20 to 29 ( ) 30 to 39 ( ) 40 to 49 ( ) 50 to 59 ( ) 60 and over
- (4) Birthplace (country/city): \_\_\_\_\_
- (5) Marital status:  
( ) Married ( ) Widowed ( ) Divorced ( ) Separated ( ) Never married ( ) other
- (6) Native language(s): \_\_\_\_\_
- (7) Second language(s): ( ) French ( ) English ( ) Other \_\_\_\_\_
- (8) Highest degree completed to date:  
( ) Primary ( ) High school ( ) Undergrad ( ) MA ( ) Phd ( ) Other \_\_\_\_\_
- (9) Do you work?  
( ) Yes ( ) No If yes:  
Where do you work? \_\_\_\_\_  
What kind of work do you do? \_\_\_\_\_  
Which language(s) do you use the most at work? \_\_\_\_\_
- (10) Citizenship status: ( ) Permanent Resident ( ) Citizen ( ) International Student ( ) Visitor
- (11) Do you belong to the: ( ) Upper class ( ) Middle class ( ) Lower class
- (12) Date of arrival in Canada (dd/mm/yyyy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

(13) Where do you live in Montreal (e.g., Montreal West, Chateauguay, etc.)? \_\_\_\_\_

(14) Before you came to Canada, which places other than Brazil have you lived in and for how long? What language(s) was(were) predominantly spoken in each place?

<b>City/Country</b>	<b>Length of residence</b>	<b>Language spoken in country</b>

(15) Reason for immigrating (name as many reasons as applicable in the order of importance – the most important first and least important last).

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**Part 2 – The Family**

(1) Complete the table below with information about YOUR CHILD(REN).

Child's first name	Gender	Age	Do they live with you?
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No

(2) In addition to yourself, your spouse, and your child(ren), how many OTHER PORTUGUESE-SPEAKING PEOPLE live in your household?

Name	Gender	Age	Relationship to me	Started living with me in (year)

(3) Choose **ONE** sentence that applies to you best.

- ( ) I intend to live in Canada for less than one year.
- ( ) I intend to live in Canada for 1-5 years.
- ( ) I intend to live in Canada for 6-10 years.
- ( ) I intend to live in Canada for more than 10 years.
- ( ) I do not know.

(4) How often do the following Portuguese-speaking people visit your home?

How often	Your parents	Your spouse's parents	Your siblings	Your spouse's siblings	Cousins	Friends
3 times a year or more						
Twice a year						
Once a year						
Every 2 years						
Every 3-5 years						

They haven't visited, but intend to.						
They cannot come to Canada (because of age, health or financial situation, fear of flying, etc.).						

(5) When the following people visit you in Canada, how long do they stay?

How long	Your parents	Your spouse's parents	Your siblings	Your spouse's siblings	Cousins	Friends
4 weeks or less						
5-8 weeks						
9-12 weeks						
More than 12 weeks						

(6) Estimate the amount of time that YOU spend speaking the following languages AT HOME? (The total amount should equal 100% for all languages.)

Languages	0%	10	20	30	40	50	60	70	80	90	100%
Portuguese											
French											
English											
Other											

(7) Estimate the amount of use of each language OUTSIDE YOUR HOME? (The total amount should equal 100% for all languages.)

Languages	0%	10	20	30	40	50	60	70	80	90	100%
Portuguese											
French											
English											
Other											

(8) Estimate the amount of use of each language according to the situation. (The total amount for each situation should equal 100%.)

Situations	Languages				
	Portuguese	French	English	Other	%
When you and your spouse speak to each other					100%
When you and your spouse speak to each other in front of your child(ren)					100%
When you and other adults (other than your spouse) speak to one another					100%
When your children speak to you					100%
When your children speak to other siblings					100%
When your children speak to other children					100%
When your children speak to adults other than you at home					100%
When other adults (visitors) speak to your children in your home					100%
When other adults speak to your children outside of your home					100%
When your child(ren) speak to someone who can speak BP					100%
When your child(ren) speak to someone who cannot speak BP					100%
When other adults speak to one another in front of your child(ren) IN YOUR HOME (e.g., grandparents)					100%

(9) When French speakers and/or English speakers visit your home, how much PORTUGUESE do you encourage YOUR CHILD(REN) to speak in front of them?

Languages	0%	10	20	30	40	50	60	70	80	90	100%
Encourage											

Why? \_\_\_\_\_

(10) How many Brazilian families are there in your neighborhood?

0       1-2       3-4       5 +

(11) How often does your family get together with other Brazilian Portuguese-speaking families?

Several times a week       Once a week       2-3 times a month       Once a month  
 less than once a month       Almost never       Never

(12) What kind of gatherings are these?

Social     Spiritual     Working     Other \_\_\_\_\_

(13) At these gatherings, ADULTS use:

Mostly English               Mostly French               Mostly Portuguese  
 Only Portuguese               Mixed languages \_\_\_\_\_

**Part 3 – Language Ability**

(1) In what language(s) do YOU usually read?

- Only in Portuguese       Mostly in Portuguese     Mostly in English  
 Mostly in French       Other \_\_\_\_\_

(2) Indicate YOUR ability in each of the languages below. (1 = poor; 6 = native like)

Languages	Speaking	Reading	Listening	Writing	Fluency	Accent
Portuguese	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
English	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
French	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Other _____	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Not applicable						

(3) Indicate YOUR CHILDREN’S ability in each of the languages below. (1 = poor; 6 = excellent)

\*If your child(ren) is/are too young to speak, read or write, please choose “Not applicable” and go to question 4.

Child 1: \_\_\_\_\_

Languages	Speaking	Reading	Listening	Writing	Fluency	Accent
Portuguese	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
English	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
French	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Other _____	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Not applicable (too young)	Cannot speak	Cannot read	-	Cannot write	-	-

Child 2: \_\_\_\_\_

Languages	Speaking	Reading	Listening	Writing	Fluency	Accent
Portuguese	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
English	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
French	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Other _____	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Not applicable (too young)	Cannot speak	Cannot read	-	Cannot write	-	-

Child 3: \_\_\_\_\_

Languages	Speaking	Reading	Listening	Writing	Fluency	Accent
Portuguese	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
English	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
French	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Other _____	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Not applicable (too young)	Cannot speak	Cannot read	-	Cannot write	-	-

(4) How often do YOU read to your child(ren)?

Languages	Never	Rarely	Once a week	2-4 times a week	Every day
In Portuguese					
In English					
In French					

(5) At what age did YOU start to read to your child(ren)?

Languages	0-1 y.o.	2 y.o.	3 y.o.	4 y.o.	5+ y.o.	Not applicable
In Portuguese						
In English						
In French						

(6) How often do(es) your child(ren) read independently at home?

Languages	Never	Rarely	Once a week	2-4 times a week	Every day
In Portuguese					
In English					
In French					

(7) Do you teach your child(ren) kids' games played in Brazil?      ( ) Yes      ( ) No

(8) How many of the following DO YOU HAVE at home FOR YOUR CHILD(REN)? Choose from 1 (none) to 6 (a lot).

**Books**

Languages	Quantity
Portuguese	1 2 3 4 5 6
French	1 2 3 4 5 6
English	1 2 3 4 5 6

**Video games**

Languages	Quantity
Portuguese	1 2 3 4 5 6
French	1 2 3 4 5 6
English	1 2 3 4 5 6

**Magazines**

Languages	Quantity
Portuguese	1 2 3 4 5 6
French	1 2 3 4 5 6
English	1 2 3 4 5 6

**Computer games**

Languages	Quantity
Portuguese	1 2 3 4 5 6
French	1 2 3 4 5 6
English	1 2 3 4 5 6

**Cartoon movies**

Languages	Quantity
Portuguese	1 2 3 4 5 6
French	1 2 3 4 5 6
English	1 2 3 4 5 6

**Other games (board games, etc.)**

Languages	Quantity
Portuguese	1 2 3 4 5 6
French	1 2 3 4 5 6
English	1 2 3 4 5 6

**Comic books**

Languages	Quantity					
Portuguese	1	2	3	4	5	6
French	1	2	3	4	5	6
English	1	2	3	4	5	6

**Cds (Brazilian music)**

Languages	Quantity					
Portuguese	1	2	3	4	5	6
French	1	2	3	4	5	6
English	1	2	3	4	5	6

**Children's movies**

Languages	Quantity					
Portuguese	1	2	3	4	5	6
French	1	2	3	4	5	6
English	1	2	3	4	5	6



**Part 4 – Disciplining Styles**

(1) Do you allow your child(ren) to...

<b>Situations</b>		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very often</b>	<b>Always</b>
talk back to you?							
swear	in front of you?						
	if you are not around?						
watch tv daily?							
play computer games daily?							
play games on the cell phone daily?							

(2) Do you restrict your child(ren) from doing the following:

<b>Situations</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very often</b>	<b>Always</b>
surf the Internet daily?						
read ANY kind of books?						
read ANY kind of magazines?						
phone friends daily?						
visit friends weekly?						
have friends over weekly?						
go out with friends weekly?						
go dating at an early age?						

(3) Do you monitor the amount of time your child(ren) spend on watching TV programs and movies everyday in terms of language?

( ) Yes      ( ) No

(4) If you answered “YES” to question 3, how much time do you allow your child(ren) to spend on watching TV programs and movies everyday?

Languages	More than 2 hours	1-2 hours	30 min-1 hour	Less than 30 min
In Portuguese				
In French				
In English				

(5) Do you monitor the amount of time your child(ren) spend on the Internet (Facebook, Orkut, e-mail, Twitter, etc.) everyday in terms of language?

( ) Yes ( ) No

(6) If you answered “YES” to question 5, how much time do you allow your child(ren) to spend on the Internet (Facebook, Orkut, e-mail, Twitter, etc.) everyday?

Languages	More than 2 hours	1-2 hours	30 min-1 hour	Less than 30 min
In Portuguese				
In French				
In English				

(7) How much do YOU agree with the following sentences? Choose from 1 (disagree completely) to 6 (agree completely).

Situations	Rate
Children should not speak unless spoken to by adults.	1 2 3 4 5 6 NA
I allow my child(ren) to do what he/she(they) want(s).	1 2 3 4 5 6 NA
I provide rules and guidance without being overbearing.	1 2 3 4 5 6 NA
When my child(ren) do(es) something wrong, I punish him/them.	1 2 3 4 5 6 NA
When my child(ren) do(es) something wrong, I talk to him/them.	1 2 3 4 5 6 NA
When my child(ren) do(es) something wrong, I punish him/them first and then talk to him/them.	1 2 3 4 5 6 NA

When my child(ren) do(es) something wrong, I talk to him/them first and then punish him/them.	1 2 3 4 5 6 NA
When my child(ren) do(es) something wrong, I ignore what happened.	1 2 3 4 5 6 NA
I am successful in having my child(ren) read in Portuguese	1 2 3 4 5 6 NA
I am successful in maintaining Portuguese in my home with my child(ren).	1 2 3 4 5 6 NA

(8) Do you:

ALLOW your child(ren) to speak a language other than Portuguese at home?  Yes  No

FORBID your child(ren) to speak a language other than Portuguese at home?  Yes  No

ENCOURAGE your child(ren) to speak a language other than Portuguese at home?  Yes  No

(9) Is it important FOR YOU that your child(ren) maintain(s) the family language?

Yes  No  Indifferent Why (not)? \_\_\_\_\_

(10) Based on your experience, do YOU think children who come to Canada at a very young age have a better chance to maintain their Portuguese as opposed to children who come as teens or are born in Canada?

Yes  No Why (not)? \_\_\_\_\_

(11) If your children arrived in Canada already literate, do YOU think the age YOUR CHILD(REN) arrived in Canada was important for the success or non-success of the maintenance of his/her Portuguese?

Yes  No Why (not)? \_\_\_\_\_

(12) Do YOU think that being born in Canada is important for the success or non-success of the maintenance of Portuguese?

Yes  No Why (not)? \_\_\_\_\_

(13) If your child(ren) was(were) born in Canada, do YOU think it IS (or WILL BE) challenging, difficult for him/her(them) to maintain Portuguese?

( ) Yes ( ) No Why (not)? \_\_\_\_\_

(14) Rate the following in terms of their importance to YOU in helping your child(ren) to learn Portuguese. Choose from 1 (not important at all) to 6 (very important).

Situations	Rate					
Friends	1	2	3	4	5	6
Home	1	2	3	4	5	6
Church	1	2	3	4	5	6
Brazilian community	1	2	3	4	5	6
weekly-spiritual gatherings	1	2	3	4	5	6
Brazilian Portuguese heritage language school	1	2	3	4	5	6

(15) Rate the importance of the following skills for YOU with a number from 1 (not important at all) to 6 (very important).

Skills	Rate					
Ability to look up words in a dictionary	1	2	3	4	5	6
Development of a large repertoire of words and phrases	1	2	3	4	5	6
Fluency in oral language	1	2	3	4	5	6
Development of early reading experiences	1	2	3	4	5	6
Ability to read books other than textbooks	1	2	3	4	5	6
Ability to write	1	2	3	4	5	6

(16) Rate the sentences according to how much you agree with each of them. Choose from 1 (disagree completely) to 6 (agree completely).

Situations	Rate
I think my ability to speak Portuguese is important for my personal identity.	1 2 3 4 5 6
I think my ability to speak French is important for my personal identity.	1 2 3 4 5 6
I think my ability to speak English is important for my personal identity.	1 2 3 4 5 6
I think it is important for my child(ren) to learn Portuguese.	1 2 3 4 5 6
I have the interest to teach my child(ren) Portuguese.	1 2 3 4 5 6
I have the time to teach my child(ren) Portuguese.	1 2 3 4 5 6
I know how to teach my child(ren) Portuguese.	1 2 3 4 5 6
I have the patience to teach my child(ren) Portuguese.	1 2 3 4 5 6
I teach my child(ren) Portuguese myself.	1 2 3 4 5 6
I can afford to send my child(ren) to a heritage language school to learn Brazilian Portuguese.	1 2 3 4 5 6
I send my child(ren) to a heritage language school to learn Brazilian Portuguese.	1 2 3 4 5 6
I will respect my child(ren)'s opinion if he/she(they) think(s) it is important to learn Portuguese.	1 2 3 4 5 6
I will respect my child(ren)'s opinion if he/she(they) think(s) it is NOT important to learn Portuguese.	1 2 3 4 5 6
I do not want my child(ren) to study on the weekends, because he/she(they) need(s) some time off.	1 2 3 4 5 6

(17) Do the following motivate YOU to maintain Portuguese? Choose from 1 (does not motivate at all) to 6 (motivate completely).

Factors	Rate
Value of knowing multiple languages	1 2 3 4 5 6
Practical benefits from speaking more than two languages	1 2 3 4 5 6
Pride in being bilingual/trilingual	1 2 3 4 5 6
Ability to maintain contact with Brazilian relatives	1 2 3 4 5 6

Ability to maintain contact with Brazilian friends	1 2 3 4 5 6
Ability to keep contact with my ethnic community in Montreal	1 2 3 4 5 6
Visits to the parents' home country	1 2 3 4 5 6
Better employment opportunities	1 2 3 4 5 6

**Part 5 – Social Network**

(1) Do you know other Brazilian families in Montreal? How often do you meet with them? (Choose from 1 to 6 below.) In general, what is/would be the most common reason for you to get in touch with other Brazilian families living in Montreal?

1 (never) 2 (once a week) 3 (several times a week) 4 (every day) 5 (every 2 weeks) 6 (every once in a while)

<b>N.</b>	<b>Family</b>	<b>Frequency</b>	<b>Reason for contacting them</b>
1		1 2 3 4 5 6	
2		1 2 3 4 5 6	
3		1 2 3 4 5 6	
4		1 2 3 4 5 6	
5		1 2 3 4 5 6	
6		1 2 3 4 5 6	
7		1 2 3 4 5 6	
8		1 2 3 4 5 6	
9		1 2 3 4 5 6	
10		1 2 3 4 5 6	

**Thank you VERY MUCH for your collaboration!!!**