

Malaysian university students' mental images of Portuguese-speaking countries and their motivations to learn Portuguese

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Abstract

This study investigated the mental images of Portuguese-speaking countries held by 91 students learning Portuguese in two large public universities in Malaysia. It also explored the factors that motivated them to learn Portuguese. This is the first such study to present findings on the mental images associated with Portuguese-speaking countries apart from Portugal and Brazil. The data analysis revealed that the students held a wide array of images of Portugal. The country was strongly associated in their minds with football, food, and the shared history of Malaysia and Portugal. The images of Portuguese-speaking countries, with the exception of Brazil, were less diverse and were at times erroneous. The students' main motivation for learning Portuguese was to broaden knowledge about Portuguese-speaking countries. The students were also interested in learning more foreign languages. The findings suggest that the images of the target language countries had some influence on the language learners' choice to learn Portuguese. The pedagogical implications of these findings are also discussed.

Key words: Portuguese as a foreign language, Malaysian language learners, mental images of Portuguese-speaking countries, language learning motivation

1. Introduction

The Portuguese language is among the European languages most spoken in the world. As of 2022, it was ranked the ninth most spoken language with almost 258 million speakers (Eberhard et al. 2022). It is the official language of not only Portugal, but also various countries and territories located across the globe. Nevertheless, Portuguese remains among the less commonly taught foreign languages (Bateman & Oliveira 2014). In Malaysia, where this study was conducted, Portuguese as a foreign language is offered only in two out of 20 public universities. In this regard, the academic literature has acknowledged the need to popularize and internationalize the teaching and learning of Portuguese, especially in the context of tertiary education (Sevilla-Pavón 2015). Importantly, exploring the factors that motivate people to learn Portuguese and their likely effects on the teaching of this language is recognized as an important research topic (Bateman & Oliveira 2014; Kelm 2018).

In recent years, more studies have been done on the teaching and learning of Portuguese as a foreign language in various countries, including the United States and Asian countries, such as China, Japan, Malaysia and South Korea (Francisco 2018; Matos 2016; Nikitina 2016; Nikitina et al. 2014; Nunes & Antunes 2020; Sommer-Farias et al. 2020). This article aims to contribute to this growing body of literature. It reports the findings of a study conducted among learners of Portuguese in two large public universities in Malaysia. This study examined the language learners’ mental images of the countries in which the target language is spoken and their motivation to learn it (L2 motivation). A novelty of this research endeavour is that it ventured to investigate aspects that the language learners know or imagine about a wider variety of countries where Portuguese is spoken, in addition to Portugal and Brazil.

This exploratory study also investigated the factors that motivated the students to learn Portuguese and whether their mental images of the Lusophone world influenced their choice of target language. Thus, this study addressed the following research questions:

1. What mental images do the language learners have of Portugal?
2. What mental images do the language learners have of other Portuguese-speaking countries?
3. Which of the mental images form consensual stereotypes?
4. What is the salience and the favorability of the students’ mental images?
5. What factors influenced the students’ choice to learn Portuguese? Did their mental images of the target language countries play any role in this decision?

In this study, a “stereotype” is defined as any mental image that the learners of Portuguese have of the target language countries and these countries’ cultures and people. Scholars agree that stereotypes stem from mental “pictures” or mental images that people have of the world around them (Gardini et al. 2006; Lippmann 1922/1965; Stangor 2016: 4). For this reason, the terms “stereotypes,” “mental images,” and “mental representations” are used interchangeably in this study. “Consensual stereotypes” are the mental images shared by several language learners as opposed to individual stereotypes held by each of them (Jussim et al. 2016). Other important terms in this study are “salience” and “favorability.” Salience refers to the importance or prominence of a stereotype; it reflects the frequency with which a certain stereotype was mentioned and the position this stereotype occupied in each student’s list (Sutrop 2001; Weller & Romney 1988). Favorability refers to the degree to which a stereotype is perceived by the respondents in a positive light. It was measured using the ratings that the students attached to each image in their lists. Section 3 provides a more detailed explanation of how each of these variables was assessed and analyzed.

The insights gained from this study have some notable pedagogical implications, especially for the teaching of the cultural component of Portuguese language

programs and for maintaining students’ motivation and interest in their language studies.

2. Literature review

Studies on the teaching and learning of Portuguese have explored a wide range of issues. These include students’ learning expectations and needs and the motivational and affective factors involved in the process of language learning and teaching (Bateman & Oliveira 2014; Castagna 2021; Francisco 2018; Garrett & Young 2009; Kelm 2002; Matos 2016; Nikitina 2016; Nunes & Antunes 2020; Sommer-Farias et al. 2020). Notable gaps in this body of literature are the lack of exploration of mental images or stereotypes that learners of Portuguese have of the target language countries and whether these images relate to students’ L2 motivation. The next subsections offer a review of important studies on these topics.

2.1. Studies on stereotypes in applied linguistics and second language education

Researchers and educators recognize that “stereotypes are always there” in the foreign language classroom (Dlaska 2000: 260). Gardner and Lambert (1972: 139), who highlighted the importance of exploring such stereotypes, noted that the negative stereotypes of a target language country would have a negative effect on students’ motivation and eventually become a “stumbling block” in their studies. Empirical studies have confirmed this proposition (e.g., Heinzmann 2013; Nikitina 2019, 2020). For example, Nikitina (2019, 2020) reported that country stereotypes held by learners of various European and Asian languages had positive and statistically significant associations with the learners’ L2 motivation.

Another problem with stereotypes, regardless of whether they are positive or negative, is that they constrict language learners’ views of the target language countries and cultures to simplistic, popular notions (Dlaska 2000; Nikitina 2020). An important task of foreign language educators is to deepen their students’ understanding of other cultures and to enhance their intercultural awareness. For this reason, much of L2 research on stereotypes has been pedagogically motivated (see Drewelow 2013; Houghton et al. 2014). However, prior studies on learners of Portuguese are scarce. The available studies are discussed in the next subsection.

2.2 Language learners’ mental images of Portuguese-speaking countries

Only two studies have explored the mental images that learners of Portuguese hold about the target language countries and cultures (Nikitina 2016; Nikitina et al. 2014). Nikitina’s (2016) study focused on Malaysian learners of European Portuguese. The students were asked to list all images that they had of the target language country and to rate each image on a scale ranging from –2 to +2; these ratings allowed the students’ attitudes to be measured. During the analysis, the images they provided were divided into 11 categories: “people,” “egg tart and food,” “football,” “culture,” “Portuguese dance and music,” “former colonial power,” “beautiful country,” “language,” “European country,” “obscure country,”

and “weather.” The most frequently mentioned image was “Cristiano Ronaldo,” the world-famous football player. Other ubiquitous images were “football,” “Portuguese dance,” and “Portuguese egg tart” (a popular delicacy in Malaysia). Overall, the students held positive attitudes toward Portugal, as evidenced by their favorability ratings of the images.

Similarly, Nikitina et al. (2014) examined the mental images of Malaysian learners of Brazilian Portuguese about the target language country. The students recalled a vast variety of images, which formed 14 categories: “beach and ocean,” “travel destination,” “culture and arts,” “cities and sites,” “national flag,” “football and sport events,” “nature and scenery,” “food,” “festivals and dance,” “people,” “language,” “country size and geographical location,” “economy,” and “crime.” The study concluded from the ratings the students assigned to the images of Brazil that they held positive attitudes toward that country.

2.3. Portuguese language learners’ motivations and expectations

Considerably more research attention has been paid to exploring language learners’ reasons or “motivations” (Bateman & Oliveira 2014) to learn Portuguese. However, to date, the explorations of L2 motivation among learners of Portuguese are less voluminous than those of other languages (Mendoza & Phung 2019). One of the earliest available studies was done by Kelm (2002). The researcher did not adopt any theoretical framework of L2 motivation and conducted a data-driven analysis. The findings of that and the following study by Kelm (2018) indicated that very few students were motivated to learn Portuguese simply because they needed to fulfill their university’s foreign language requirement. Among the reasons for learning Portuguese, the students mentioned future career plans or business intentions (e.g., to work in the oil industry) and academic reasons (e.g., majoring in Latin American Studies, African Diaspora Studies, History, or Biology). Some students stated a deep interest and love for Lusophone literature and cultures (e.g., *forró*), which had motivated them to learn Portuguese. Many of the respondents were motivated by their significant others, such as parents, relatives, or friends, who were native speakers of Portuguese.

Bateman and Oliveira (2014) conducted a survey on American university students’ preferences and motivations for learning foreign languages. Forty-nine of the respondents were learners of the Portuguese language. To obtain data on L2 motivation, the researchers asked the students to “explain the reasons why you chose to study the language of this class instead of another foreign language” (pp. 268–269). The study did not adopt any L2 motivation theory, such as the socio-educational theory of Gardner (1985) or the L2 motivational self-system proposed by Dörnyei (2009). Instead, Bateman and Oliveira adopted a broad framework of L2 motivation from Csizér and Dörnyei (2005) who considered several motivating factors. These included practical reasons, educational contexts, social environments, attitudes to the L2 community, cultural interest, and linguistic self-confidence.

Notably, Bateman and Oliveira’s (2014) findings aligned with Kelm’s (2002) observation that very few students enrolled in Portuguese classes simply to fulfill the university’s foreign language requirement. The most prominent motivations for learning Portuguese were practical reasons or instrumentality ($n = 24$ or 49%), sociocultural milieu ($n = 17$ or 34%), linguistic self-confidence ($n = 11$ or 22%), and affect ($n = 11$ or 20%). To explain further, instrumentality pertained to the perceived pragmatic benefits of knowing Portuguese (e.g., achieving better results in other courses or future career plans), and sociocultural milieu referred to family members (e.g., parents, spouses, and in-laws) who were native speakers of Portuguese and also to friends who could speak or were learning this language. Linguistic self-confidence involved the perceived similarity of Portuguese to languages the students had previously learned (mostly Spanish). Affective factors were in evidence when the respondents stated that they were learning Portuguese because it was a beautiful or interesting language. Several students expressed their desire to communicate with people in Portuguese-speaking countries; this reason aligns with the integrative orientation or the desire to learn a foreign language in order to communicate with speakers of this language and to understand their worldviews and ways of life (Gardner 2010).

As Bateman and Oliveira (2014) discovered, the perceived vitality of the L2 community, the interest in culture, and the university’s language requirement were not prominent motivators for learning Portuguese. Specifically, the vitality of the L2 community pertained to the students’ perceptions of the economic power and the importance of Portuguese-speaking countries. Three respondents ($n = 3$ or 6%) mentioned this factor. As one student stated, “I am a businessperson, and I recognize the future of Brazil in the world. I want to be able to do business there” (Bateman & Oliveira 2014:271). Only two respondents ($n = 2$ or 4%) mentioned interest in culture; it involved the students’ appreciation of the arts and the cultural products of Portuguese-speaking countries. The authors noted that the fact that only a small number of respondents stated this reason did not necessarily indicate that the majority of students lacked interest in the target language cultures. Rather, it reflects the relative importance of this factor among other reasons for learning Portuguese.

Although it did not explicitly focus on the motivations for learning Portuguese, Sommer-Farias and colleague’s (2020) recent study that surveyed 792 American students offers valuable insights into the students’ educational goals and their expectations from mastering this language. In response to the question “For the long term, what do you hope to accomplish?”—which, in essence, pertains to L2 motivation—the respondents stated a wide range of learning goals. Some aspired to develop their conversational abilities (e.g., “speak Portuguese fluently” or “communicate with native speakers when traveling to Portuguese-speaking countries”). Others wished to be able to communicate in digital environments (e.g., “be able to read and write everyday texts like emails and social media posts”) or to discover the culture and the history of Portuguese-speaking countries and be able to enjoy cultural products, such as songs and novels. Some respondents were

academically motivated (e.g., “learn how Portuguese works” or “be able to read and write academic papers in Portuguese”).

In addition to these qualitative explorations of language learners’ motivations and aspirations, in a mixed-methods study, Nikitina (2019) performed several statistical tests to examine whether the mental images of language learners about Portugal and Brazil would influence their L2 motivation. The researcher adopted the Gardnerian framework in which L2 motivation comprises the instrumental orientation (i.e., various practical reasons) and the integrative orientation (i.e., cultural interest) for learning Portuguese. She found a statistically significant positive relationship between the students’ mental images of Portugal and Brazil and their L2 motivation. The relationship was particularly strong in the case of the integrative orientation, which pertained to the students’ intention to learn Portuguese in order to communicate with its speakers and to understand the cultures and ways of life in the target language countries. The next section explains the analytical procedures adopted in the current study.

3. Method

This section explains the methodology and analytical procedure adopted in this qualitative study.

3.1 Participants

The participants in this study were 91 students who learned Portuguese as an elective course in two large Malaysian public universities. They were between 19 and 25 years old ($M = 21.2$, $SD = 1.4$). They had majored in economics, business, accounting, linguistics, geology, civil engineering, food science, microbiology, media studies, political science, and education.

There is no foreign language requirement in both universities but there is a requirement to take a certain number of elective courses. Therefore, learning Portuguese was not compulsory for the participants. The students received two hours of language instruction per week during a 14-week semester. Their learning progress was measured through continuous assessment. The course content was based on the textbooks *Português em foco 1* (Coelho & Oliveira 2015) and *Ponto de Encontro: Portuguese as a World Language* (De Jouet-Pastre et al. 2013). In addition to developing students’ basic communication skills in Portuguese, the course aimed to enhance their knowledge of the target language countries and cultures.

3.2 Data collection

The free-listing technique was employed to elicit the students’ images of the target language countries. This technique has been widely used in the Social Sciences and the Humanities disciplines to study people’s knowledge of color terms, animal terms, kinship terms, medicinal plants, and other world phenomena (Weller & Romney 1988). Typically, participants are asked to create a list of items or mental images that come to their mind about a given topic. For example: “Please list all the

Xs that you know” or “What kinds of Xs are there ...” (Sutrop 2001; Weller & Romney 1988). An organized set of words, concepts, or sentences in the free lists is subjected to a further analysis; for example, a researcher may want to assess the salience or prominence of the items listed by participants (Weller & Romney 1988).

The data in this study were collected through the Google Forms platform in November 2021. A link to an online questionnaire was sent to all students who took the Portuguese language course at the time of data collection. They answered the questionnaire during the class time; those who were absent from the class could answer the questionnaire later in their own free time. The introductory section of the questionnaire explained the purpose of the study; it also stated that participation was voluntary and that the submitted filled-in form implied that the participant had consented to participate in the study. All students who took the Portuguese language course returned their filled-in questionnaires.

The online survey included the following open-ended questions and instructions:

1. What images or mental pictures come to your mind when you hear the words “Portugal” and “Portuguese”? Write as many single words or short phrases as you wish to in the space below. You can answer in either English or Malay. Immediately after you finish writing your images, give a mark in the range from –2 (for a very negative image) to +2 (for a very positive image) to each image you have written.

2. Apart from Portugal, in what countries is the Portuguese language spoken? Write the names of these countries and provide a few images that you have of each country. Immediately after you finish writing, give a mark in the range from –2 (for a very negative image) to +2 (for a very positive image) to each image you have written.

3. Why did you decide to learn Portuguese?

One section of the questionnaire sought demographic information about the respondents, such as their age, gender, and university major (see the Appendix).

3.3. Data management

The students’ responses to the questionnaire were saved in an excel file. Prior to the formal analysis, the data were cleaned. Double-barreled responses, such as “Portuguese dance and songs,” were divided into single units, such as “dance” and “songs.” Different expressions referring to the same entity (e.g., “football” and “football game”) were unified (i.e., “football”). Answers written in Malay were translated into English and the English equivalents such as “football,” “East Timor,” and “Equatorial Guinea” were used for “*bola speak*,” “*Timor-Leste*,” and “*Guinea Khatulistiwa*,” respectively. In addition, the underscore was added to the names of countries consisting of two or more words (e.g., Cape Verde, and São Tomé and Príncipe) to create one word (e.g., Cape_Verde, and São_Tomé_and_Príncipe). These steps were taken to enable accurate data analysis.

The analysis was done using the Free-List Analysis under Microsoft Excel (FLAME) add-in in the Microsoft Excel program. Voyant Tools software (Sinclair & Rockwell 2016) was employed for visualization of the findings.

3.4 Data analysis

To answer research questions #1 and #2, this study conducted content analysis (Krippendorff 2013), which is similar to Nikitina’s (2016, 2020) analytical procedure that involved qualitative as well as quantitative analyses of the country images. In the quantitative part of the content analysis, first, the total number of images, the average number of responses per person, and the mode value were calculated. The calculations were performed using the Microsoft Excel program. The analysis was conducted separately on the data for Portugal (to answer research question #1) and that for the Portuguese-speaking countries (to answer research question #2).

The qualitative content analysis that followed involved a close scrutiny of the data. Since this study is exploratory in nature, it did not adopt a theoretical perspective of L2 motivation. In other words, the analysis was data-driven, which means that similar images were combined into categories without having any *a priori* established coding frames. Since the amount of data was not too large, these were analyzed manually. After the analysis was completed, a web-based application, Voyant Tools (Sinclair & Rockwell 2016), was used to facilitate the visualization of the findings in the form of a cirrus (i.e., a word cloud). To answer research question #1, mental images of Portugal provided by the students were grouped into several categories according to the images’ similarity. Next, to answer research question #2, the same procedure was adopted in analyzing the mental images of the other Portuguese-speaking countries.

Several images did not seem to fit into any of the categories. In such cases, the raw data were consulted. For example, the image “snails” initially appeared idiosyncratic and, therefore, could be placed in the category “Others.” However, the raw data revealed that the respondent provided this image immediately after “spices.” Therefore, it was reasoned that it could be placed in the category “Food,” considering that snails are a popular dish in Portugal, especially in the Southern part. Mental images that could not be reasonably allocated into any of the categories were grouped under the label “Other.”

To answer research question #3 and identify the consensual stereotypes of Portuguese-speaking countries, the frequency with which each image was mentioned was counted. These calculations were performed manually. Consensual stereotypes are operationalized in the psychology literature as mental images shared by a group of respondents (Spencer-Rodgers 2001). However, established procedures or criteria, such as a minimum percentage of total responses, for identifying a consensual stereotype are lacking. Marín (1984) and Spencer-Rodgers (2001), whose studies had 100 respondents each, recognized a particular image as a consensual stereotype if the image or its synonym were mentioned by 6% and 10% of the respondents, respectively. The current study, which had 91 respondents,

aimed to obtain a more granular picture of their mental images of the target language countries. Therefore, the images mentioned by 5% of the respondents or by five students, after rounding down the numerical value, were regarded as consensual stereotypes.

To address research question #4, the salience and the favorability (or valence) of the students’ mental images of the target language countries were assessed. Salience in this study pertained to the importance or prominence of a consensual stereotype and a category of images. To assess the salience of the consensual stereotypes, the Modified Free-List Salience (MFLS) Index was used (Smith et al. 1995). This index calculates both the image frequency and its position in the free list. Therefore, images that appear at the top or near the top of the free lists have a higher salience (i.e., their numerical values are closer to the maximum value 1) than do the images placed in the middle or at the end of the lists. The FLAME add-in aided with the calculation of the MFLS Index for the consensual stereotypes and with the visualization of the findings.

To compute the salience of the image categories, ANTHROPAC 4.0 software (Borgatti 1996) was used because it permits retaining the images’ favorability ratings during analysis, which was important for comparing the salience and the favorability of the images. Initially, the study intended to perform the same analysis of the images of Portugal and of other Portuguese-speaking countries. However, because of the lack of images of some Portuguese-speaking countries (see Subsection 4.2.), only the images of Portugal were included in the analysis. The ratings that the students had assigned to each of the images of Portugal (ranging from -2 to +2) permitted assessing the favorability of the categories of images, with the exception of the category “Other” that contained an assortment of unrelated images. Favorability was calculated by dividing the sum total of the ratings given to all images in one category by the number of images in that category. The composite favorability was also assessed by including all images in the calculation. The Microsoft Excel program, which enables to compute mean values, was used for these calculations.

To ensure the reliability of the qualitative content analysis, the “intracoder reliability” check (Van den Hoonaard 2008: 445) was performed. In other words, after a four-week time lapse the initial categories of images were reassessed (i.e., recoded) by the same coder without consulting the original results. Following this, the intracoder reliability was calculated as a percentage agreement between the coding procedures performed at the two points in time. The reliability rate was 91%, which exceeds the recommended 80–90% level (Loewen & Plonsky 2015).

Last, to answer research question #4, quantitative content analysis was performed. Similarly to the analytical procedure employed to analyze the mental images, a data-driven analysis was employed. In this study, it was decided to avoid using any predetermined categories rooted in a particular theoretical framework of L2 motivation. This decision was made owing to the lack of systematic studies that have qualitatively explored the factors that motivate Malaysian students to learn

Portuguese. Thus, the lack of prior studies and the exploratory nature of this study precluded the selection of a particular framework for the analysis.

4. Findings

This section offers a detailed explanation of the findings.

4.1. Language learners’ mental images of Portugal

The students provided 284 answers in response to the first question in the questionnaire. On average, there were 6.2 items per free list and the mode was 3. The shortest list had one item and the longest contained 16 items.

Some images were given by several students, which means that the number of actual mental images ($n = 128$) was less than the number of items in the students’ lists. Examples of the images provided by more than one student include “Christiano Ronaldo,” “egg tart,” “football,” “colonization,” “architecture,” “history,” “Lisbon,” “food,” “Brazil,” “wine,” “buildings,” “seafood,” “culture,” “beaches,” “A Famosa,” “Alfonso de Albuquerque,” “trams,” “Portuguese language,” “flag,” “grapes,” “sports,” and “language spoken in other parts of the world.” At the same time, images such as “Benfica” (a professional football club), “stadium,” “handmade cork,” “*limau*” (“lime” in Malay; the word was borrowed from Portuguese) were mentioned only once.

Although all of the 128 mental images of Portugal cannot be listed in this article, the most popular are presented in a ‘cirrus’ or cloud form in Figure 1 produced with the aid of Voyant Tools (Sinclair & Rockwell 2016). These findings answered the first research question that sought to explore the language learners’ mental images of Portugal.

Figure 1. A cloud presentation of students’ images of Portugal



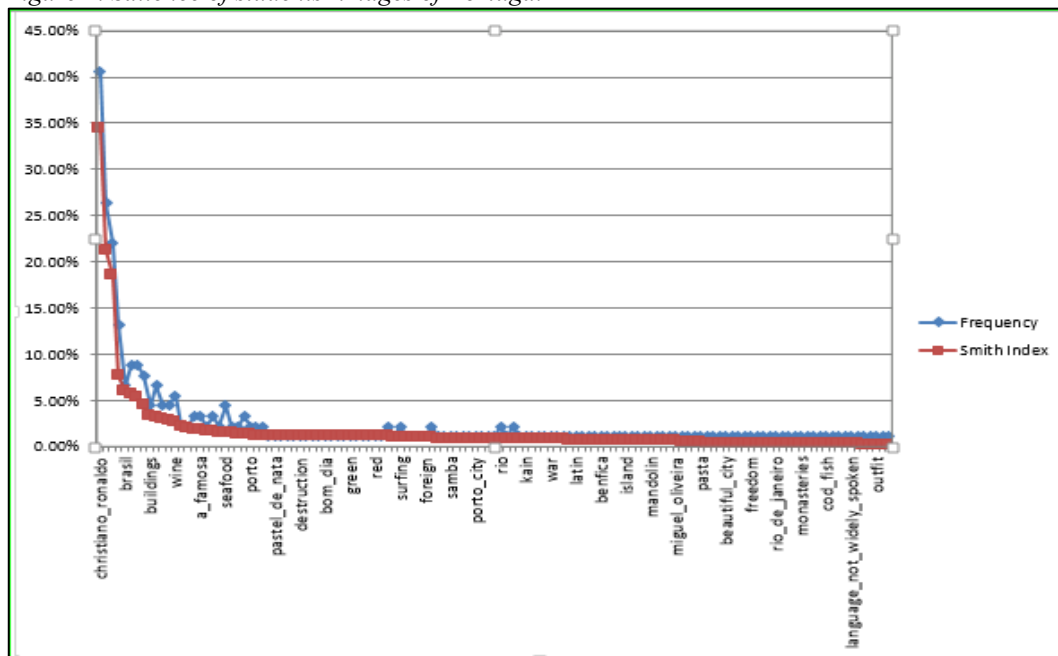
As for the consensual stereotypes, 10 such images were identified. This part of the analysis answered research question #3. Table 1 presents the consensual stereotypes of Portugal and their salience indices.

Table 1. Students’ consensual stereotypes of Portugal

Consensual stereotypes	Frequency (n)	Frequency (%)	Salience (Smith Index)
Cristiano Ronaldo	37	40.66	0.343
Egg tart	24	26.37	0.213
Football	20	21.98	0.185
Colonization	12	13.19	0.076
History	8	8.79	0.054
Architecture	8	8.79	0.057
Lisbon	7	7.69	0.045
Food	6	6.59	0.032
Brazil	6	6.59	0.060
Wine	5	5.49	0.026

Next, Figure 2 generated by using the FLAME add-in shows the ‘curve’ distribution of the images of Portugal according to their salience. As can be observed from the figure, there was a sharp difference in the frequency and salience between the top three images and the remaining ones.

Figure 2. Salience of students’ images of Portugal



In the following step, the 128 images of Portugal were grouped based on their similarity. ANTHROPAC 4.0 (Borgatti 1996) was used to assess the salience of these categories, whereas their favorability was calculated as the mean value of the favorability scores given to the images in each category. Table 2 presents the results. The ensuing discussion of the categories proceeds from the most to the least salient.

The top salient category was “People” (SI = 0.349, SR = 1), in which “Cristiano Ronaldo” was the most frequently mentioned image. The references to historical personae (i.e., “Alfonso de Albuquerque,” “Ferdinand Magellan,” and “Vasco da Gama”) and modern-day celebrities (e.g., “José Mourinho” [a football manager] and “Miguel Oliveira” [a professional motorcycle racer]) were also placed in this category. Some images were general in nature (e.g., “people” and “citizens”) and some pertained to the perceived character and behavior of the Portuguese people (e.g., “open-minded people” and “the way they talk”). Clearly, the high salience of this category was because of the immense international fame of Cristiano Ronaldo. Interestingly, not all respondents rated these images positively, which resulted in a comparatively low valence of the category “People” (MV = 0.875).

Table 2. Categories of images of Portugal

Category	Salience Index (SI)	Salience rank (SR)	MV	MVR
People	0.349	1	0.875	6
Food	0.346	2	0.903	5
Football and sports	0.228	3	1.000	4
Cities, places, sites, scenery	0.164	4	1.500	1
Culture	0.162	5	1.250	2
History	0.131	6	-0.167	8
Cultural impact	0.103	7	1.067	3
Language	0.073	8	1.000	4
Country descriptions	0.061	9	0.833	7
Tourism	0.048	10	1.500	1

Note: MV = mean valence; MVR = mean valence rank

The second category in terms of salience was “Food” (SI = 0.346; SR = 2), in which the predominant image was “(Portuguese) egg tart,” a popular delicacy in Malaysia. Other images placed in this cluster were “wine,” “seafood,” “grapes,” “food,” “spices,” “snails,” “*peri-peri* chicken,” “pasta,” “coffee,” “Portuguese cuisine,” and “bread.” The ratings of the images were for the most part positive. However, several images were rated 0 and a few were assigned the negative ratings -1 and -2. For example, the image “snails” was rated -2. These lower ratings contributed to a somewhat lower favorability of the category “Food” (MV = 0.903).

The category “Football and sports” was the third in salience (SI = 0.228; SR = 3). Its prevalent image “football” was followed by the references to “Portugal football

team,” “sport,” and “stadium.” One respondent mentioned the professional football club “Benfica.” These images were mostly rated positively, which resulted in a comparatively high valence of this category (MV = 1.000; MVR = 4). The next in salience was the group of images labelled “Cities, places, sites, scenery” (SI = 0.164; SR = 4). The students mentioned the capital city of Portugal, “Lisbon.” Some respondents recalled “Porto” and, somewhat unexpectedly, “Rio de Janeiro,” which is located in Brazil. Other images were “seaside,” “beaches,” “monastery,” “flowers,” “colors,” “beautiful cities,” “monuments,” “the Atlantic Ocean,” and “trams.” An overwhelming majority of the images were rated +2 and +1 and only some of them were given the neutral rating 0. Oddly, one student assigned the rating –1 to the image “trams”. Despite this negative rating, the category “Cities, places, sites, scenery” was among the most positive category of images of Portugal (MV = 1.500). It shared the top favorability rating (MVR = 1) with the cluster labelled “Tourism.”

The category “Culture” was only slightly lower in salience (SI = 0.162; SR = 5). Its most prominent images were “architecture” and “buildings.” Some students mentioned “carnivals,” “festivals,” “dance,” “traditional dance,” and “samba,” which indicates some confusion as regards Portugal and Brazil. There were rather general references to “culture” as well as more specific images “Roman Catholic culture,” “Latin culture,” “fado music,” “mandolin,” and “folklore.” None of the images in this category was rated negatively, and only three images received the neutral rating 0. As a result, the category “Culture” was the second in favorability (MV = 1.250; MVR = 2).

The next in salience was the category labelled “History” (SI = 0.131; SR = 6), in which the predominant images were “history” and “colonization.” Only three students gave the positive rating +2 to the former image. For the most part, the images received negative or neutral ratings. This resulted in the negative mean valence (MV = –0.167) and the lowest favorability rank (MVR = 8) for this cluster of images. Portugal’s cultural heritage in Malaysia was duly acknowledged by the students as there was a sufficient number of images to form the category “Cultural impact” (SI = 0.103; SR = 7). This cluster contained references to “Malacca” and “*A Famosa*” (the 16th century Portuguese fort in Malacca, of which only the gate remains). Some students wrote Malay words that were borrowed from Portuguese, for example, “*kerusi*” (“chair” in Malay), “*limau*” (“lime” in Malay), “*meja*” (“table” in Malay), and “*garpu*” (“fork” in Malay). One image referred to “(Portugal’s) influence in Macao.” The majority of the images were rated +1 and +2, which contributed to the category’s comparatively high favorability (MV = 1.067; MVR = 3).

The reference to the Portuguese language formed the category “Language” (SI = 0.073; SR = 8). Some students gave a rather general response “language,” whereas others mentioned “Kristang language” which refers to the Creole language *Papiá Kristang* (or Malacca Portuguese Creole) spoken by a small group of Malaysians who claim Portuguese ancestry (Nunes 1999). Some contradictory opinions were that “the (Portuguese) language is not widely spoken” and, by

contrast, that “(the) language is spoken in other parts of the world.” The majority of the images were rated positively, which resulted in the relatively high favorability (MV = 1.000; MVR = 4) of this category. In fact, this cluster shared the fourth place in favorability with the category “Football and sports.”

Some images were general descriptions of Portugal as a country; these included “big country,” “European country,” “strong country,” “warm country,” “foreign country,” “interesting country” and “(Portugal has) pioneering laws.” These images formed the category “Country descriptions” (SI = 0.061; SR = 9). Predominantly, the students assigned the positive ratings +2 and +1 to such images, which contributed to a relatively high favorability of the category (MV = 0.833; MVR = 7). The least salient but highly favorable category was “Tourism” (SI = 0.048; SR = 10; MV = 1.500; MVR = 1). It contained images such as “interesting place to visit,” “hiking destination,” “surfing,” “tourism,” and “travel.” Only one image in this cluster was given the neutral rating 0; all the rest were rated positively.

As the findings show, the language learners provided overwhelmingly positive images of Portugal, as reflected in the composite mean valence of all the images of the country (CMV = 0.989). The next subsection reports the findings concerning the students’ mental images of other Portuguese-speaking countries.

4.2 Images of Portuguese-speaking countries

In response to the second question in the questionnaire, which allowed answering research question #2, the students mentioned 16 countries and a geographical area (i.e., Africa) where, in their opinion, Portuguese is spoken. The findings are visualized in Figure 3. Significantly, some students erroneously identified Argentina, Italy, Mexico, Malaysia, and Peru as Portuguese-speaking countries.

A further analysis of the data revealed that all of the students were able to recall at least one country. The average number of countries per list was 1.8 and the mode was 1. Collectively, the students mentioned all of the countries and territories where Portuguese is the official or a co-official language (except Equatorial Guinea, which has Spanish, French, and Portuguese as official languages). However, the majority of the respondents were not able to provide a mental image of the countries they had mentioned: on average, there was 0.8 image per list and the mode was 0. For this reason, as explained in Section 3, the favorability of the images was not calculated in this part of the study.

Figure 3. A cloud presentation of countries where Portuguese is spoken



As shown in Table 3, Brazil was the country recalled most often, with the greatest number of distinct images. Seventy-nine students who included it in their lists provided 80 images of the country. They associated Brazil with football, great football players, the former capital city Rio de Janeiro, the iconic landmark statue of Christ the Redeemer, the Olympic Games of 2016, the nature, the world-famous carnival, and Brazilian dances. Countries such as Angola, Macao, Mozambique, and East Timor were mentioned comparatively often, and some specific images were associated with each of these countries. Very few students mentioned Cape Verde or the Republic of Cabo Verde ($n = 9$).

Because of the limited data on the students’ mental images of most of the Portuguese-speaking countries, the aggregated data on these countries’ images were analyzed.

Table 3. Portuguese-speaking countries and images of these countries

Country/area	Number of times mentioned*	Images and their frequencies**
Brazil	79	football (20), Rio de Janeiro (5), Rio 2016 (5), Amazon rainforest (4), Neymar (4), carnival (4), Christ the Redeemer (3), crime (3), World Cup (3), flag (2), nature (2), capoeira, bossa nova, samba dance, national parks, favelas, Ronaldinho, Pele, Bolsonaro, food, barbeque, macaw, poverty, beaches, waterfalls, attire, blue, sports, birds, travel, culture, society,

		producer of coffee, big country, unique country, beautiful country
Angola	20	traditional attire (2), Bantu folk beliefs, waterfalls, palace, weather, beaches, beautiful scenery, villages, minerals, petroleum, civil war, cities by the beach, Ruacana Falls, traditional attire, traditional songs, beautiful city, traditional clothes, African Latin vibes
Macao	20	gambling (4), temple (3), casino (2), sky, the ruins of St Paul’s, city life, architecture, streets, restaurants, Portuguese egg tart, (Portuguese is) co-official language, a place in China, Asia
Mozambique	19	beaches (2), poverty (2), capulana (traditional dress), peace-loving people, wildlife, peri-peri chicken, third-world country, beautiful nature, island, two seasons
East Timor	16	stunning mountains, Mount Ramelau, trees, coffee plantations, conflict, independence
Cape Verde	9	music, islands, climate, blue ocean
Spain	5	good place to visit, ham
São Tomé and Príncipe	4	village, religious diversity, fresh
Mexico	2	tobacco, salsa, food
Guinea-Bissau	2	-
Africa	1	-
Argentina	1	Messi, football
China	1	-
Italy	1	Rome
Malaysia	1	-
Peru	1	-
Venezuela	1	clean

Note: * The number of times a country was mentioned and the number of images associated with that country may not tally because in some cases, not all students provided images and in other cases, one student provided more than one image of a country; ** Frequencies are not indicated for the images that were mentioned only once.

Figure 4 shows the ‘bubblelines’ visualization of the findings generated by Voyant Tools (Sinclair & Rockwell 2016). The five top mental images the students had of the wider Lusophone world were “football,” “Rio de Janeiro,” “beaches,” “carnival,” and “food.” Brazil was associated with all five images. The image “football” was also associated with Argentina; “food” was associated with Mexico and with São Tomé and Príncipe, whereas the image “beaches” was linked in the students’ mind with Angola and Mozambique in Africa.

Figure 4. Five most frequent images of Portuguese-speaking countries



Next, this study proceeded to answering research question #5 that aimed to explore the students’ motivations for learning Portuguese. The following subsection reports the findings.

4.3. Malaysian students’ motivations for learning Portuguese

The findings from the analysis of the students’ responses to the open-ended question about their reasons for learning Portuguese are shown in Table 4. Some students gave more than one reason, therefore the total number of responses exceeded the number of respondents. In the following discussion and in the table, the frequencies (f) with which each reason was given are reported.

As the table shows, except for one student who could not give any particular reason for deciding to learn Portuguese ($f = 1$), each respondent mentioned at least one factor that influenced their decision. The reason cited most often was the desire to expand their knowledge ($f = 40$). That is, some students explained that they had decided to learn Portuguese in order “to get extra knowledge” or “to expand knowledge.” Besides gaining general knowledge several respondents wished to expand their knowledge of various languages (e.g., “to gain knowledge of different languages,” “I want to add more languages to my list,” “I want to be a polyglot,” “I want to know more non-local languages”). Some students shared a desire to acquire knowledge of the target language countries and cultures (e.g., “I want to learn about the [Portuguese] culture” and “I want to know about Portugal”).

Table 4. Motivations for learning Portuguese

Category	Frequency (<i>f</i>)
Expand one’s knowledge	40
Interest	12
Like to learn foreign languages	8
Unique/rare language	6
Future career and other benefits	6
No other language available	6
Inspired by speakers of Portuguese	6
Fun	4
Fascination with the target language countries	4
Novelty	4
University requirement	4
Similar to a language one already knows	4
Travel	4
Easy to learn	3
A major language	3
Beautiful language	2
No particular reason	1
Total	117

Note: The total number of answers exceeds the number of respondents because some students gave more than one reason for learning Portuguese. Therefore, the table reports the frequencies (*f*) instead of the number of students (*n*).

The next most cited reason was “Interest” ($f = 12$). Some students decided to learn Portuguese because they thought it was “interesting” and they felt “curious.” Several respondents indicated their general interest in European languages (“I am interested in picking up a European language”), whereas several others stated that they had a specific interest in the Portuguese language. Another prominent category was labelled “Like to learn foreign languages” ($f = 8$). It included such affectively-laden statements as “I like to learn foreign languages” and “I like to learn new languages.” Some responses formed the category “Unique and rare language” ($f = 6$), in which the typical answers were “not many people know how Portuguese sounds like” and “this language is rarely offered compared to other languages.” Some students thought that knowing Portuguese would be beneficial for their future career or could bring them some other advantages. Such opinions formed the category “Future career and other benefits” ($f = 6$). As one student eloquently wrote, “learning Portuguese ... will benefit me as a business student.” Another student opined, “learning Portuguese ... will bring me benefits in my studies and work.”

There were students who decided to learn Portuguese because it was the only available option (e.g., “I chose Portuguese because other languages were full,” “the university does not offer Basic French,” and “no more slots available for English classes”). These responses formed the category “No other language available” ($f = 6$). Inevitably, some students were learning Portuguese to “fulfill the university requirement.” Such answers formed the category “University requirement” ($f = 4$). Notably, several respondents were inspired to learn Portuguese in order to

communicate with a colleague or a friend or simply because they wanted to understand native speakers of Portuguese. These answers were combined into the category “Inspired by speakers of Portuguese” ($f = 6$). Some typical examples are “(I decided to learn Portuguese) so that I can speak fluently with my friend from Portugal,” “I have a colleague who speaks Portuguese,” “it’s the language of my football idol,” and “(I want) to understand what Cristiano Ronaldo is talking about during his press conferences.”

Some respondents considered learning any new language, including Portuguese, a fun activity. Their answers “learning a new language is fun,” “It looks fun!” and “It sounds fun!” formed the accordingly labelled category “Fun” ($f = 4$). Several students declared their fascination with the target language countries. An eloquent example is “I decided to learn Portuguese because I have had somewhat of a fascination for the way Portuguese is spoken, and I’ve always wanted to come around to study it in the hopes of someday travelling to Portugal or some other Portuguese-speaking countries.” This and similar responses were grouped into the category “Fascination with the target language countries” ($f = 4$).

Interestingly, some students decided to learn Portuguese because of its novelty (e.g., “[to] try something really new,” and “to learn something that I haven’t learned before, and this language is definitely new to me”). Meanwhile, several respondents cited the opposite reason—they stated that Portuguese is similar to the language(s) they already know. Accordingly, the categories “Novelty” ($f = 4$) and “Similar to a language one already knows” ($f = 4$) were formed. The latter category contained such statements as “because Portuguese bears resemblance to the Italian language; I grew up in Italy, so the familiarity makes learning it intriguing” and “because it has a close relation to the English and Malay languages.” In fact, many Malay words are borrowed from Portuguese, which made some students think—quite erroneously—that the two languages are similar. Several students explained that they wanted to travel to a Portuguese-speaking country (e.g., “I also want to travel to Brazil someday” and “I would like to travel to Portugal in the future”). These answers formed the category “Travel” ($f = 4$).

The perceived ease of learning Portuguese was a distinct, although less prominent, reason. The responses “it’s a bit easier to learn Portuguese compared to other languages” and “in my opinion, Portuguese is one of the easier languages to learn” were grouped into the category “Easy to learn” ($f = 3$). Some students decided to learn Portuguese because it is one of the most spoken European languages in the world. Accordingly, the category “Major language” ($f = 3$) contained answers such as “Portuguese is the world’s seventh most widely spoken language” and “it is one of the most spoken languages all over the world.” The beauty of Portuguese language was a decisive factor for two respondents; their answers “the language itself is very attractive and beautiful” and “I find the language pleasant to hear” formed the category “Beautiful language” ($f = 2$). The next section discusses the findings of this study and offers some pedagogical implications.

5. Discussion and pedagogical implications

Notwithstanding a scarcity of research on language learners’ mental images of Portuguese-speaking countries, some comparisons can be made between the current study and earlier studies (e.g., Nikitina 2016; Nikitina et al. 2014). The ubiquitous images of Portugal are “Cristiano Ronaldo,” “football,” and “egg tart.” Combined with similar images, they form the most salient categories of mental images of the country. Moreover, Malaysian students make frequent references to the shared historical past of their country and Portugal. However, they tend to omit references to great Portuguese artists and poets. In the current study and the earlier studies, the language learners held predominantly positive attitudes toward Portugal.

In addition to these similarities, there are also some notable differences between the findings. In the earlier study by Nikitina (2016), the references to Portuguese people were limited to Cristiano Ronaldo, their perceived character traits (e.g., “humble people” and “friendly people”), and their physical appearance (e.g., “people with blond hair”). However, the respondents in the current study mentioned several prominent people in history (e.g., Vasco da Gama, Alfonso de Albuquerque, and Ferdinand Magellan). They provided a more diversified array of images pertaining to culture, language, food, and sports. Remarkably, the category “Cultural impact” was formed in the present study; it included images that indicated the students’ awareness of the cultural and linguistic ties between the two countries. This difference in the students’ images could be due to the changes in the curriculum and instruction delivery.

Among the Portuguese-speaking countries, Brazil was the only country that garnered a large number and a greater variety of images ($f=79$). The findings reported by Nikitina et al. (2014) and by the current study indicate that Brazil is strongly associated in the minds of Malaysian students with football and sport events. “Football,” “World Cup,” “Rio (Olympics) 2016,” and names of football players (e.g., “Ronaldinho”) are the most frequent mental images provided by the language learners. Other often-recalled images refer to Brazil’s former capital city Rio de Janeiro and the landmark statue of Christ the Redeemer, to the country’s world-famous carnival, its great nature (e.g., “Amazon rainforest,” “beaches,” “waterfalls,” and “national parks”) and vastness (“big country”). Further, the respondents in both studies shared culture-related images that pertained to Brazilian dances (e.g., “bossa nova” and “samba dance”); they made references to modern-day realities and problems (“favelas,” “poverty,” and “crime”). Notably, there was a greater number of images related to the arts, people, and food in Nikitina et al.’s (2014) study; perhaps this was because the participants in that earlier study were learning the Brazilian variety of Portuguese. They may have gained more information and developed more diversified mental images of the target language country as a non-linguistic outcome of the language program.

The novel findings presented here indicate that the students had some awareness of a wider Lusophone world. However, not all of the Portuguese-speaking countries were equally well represented, and clearly, there was a misbalance in the language learners’ mental imagery of these countries. Only one student mentioned Malaysia,

where the Portuguese Eurasian community speak *Papiá Kristang* (a Creole Portuguese). None of the students mentioned Japan, which has a sizeable Portuguese-speaking community. Some countries and images were erroneous. For example, Italy and Mexico cannot be classified as Portuguese-speaking countries. Further, the Ruacana Falls are in Namibia, and not in Angola where one respondent placed it.

Concerning the students’ motivations and reasons for learning Portuguese, some interesting insights can be gained from comparing the findings of the current and the earlier studies that were conducted among learners of Portuguese in American universities (Bateman & Oliveira 2014; Kelm 2002, 2018; Sommer-Farias et al. 2020). The most notable difference between the Malaysian and American students was that the former tended to perceive learning Portuguese as a means to expand their general knowledge. Moreover, they often cited “interest”—of a rather general kind—as a reason for learning Portuguese. Compared with the findings reported by Kelm (2002, 2018), Bateman and Oliveira (2014), and Sommer-Farias and colleagues (2020), the Malaysian respondents rarely gave particular and purpose-oriented reasons. However, whereas Kelm observed that American students were not motivated by the fact that Portuguese is one of the world’s most spoken languages, some Malaysian respondents mentioned this consideration as a motivator. Other notable differences in the L2 motivation of the American and Malaysian language learners were that the latter often replied that they simply liked to learn foreign languages, considered learning Portuguese as a fun activity, and valued the novelty of learning this “unique and rare language.” In addition, unlike their American peers in studies by Kelm (2002, 2018) and Sommer-Farias et al. (2020), the Malaysian students did not aim to learn Portuguese for academic purposes.

There are several similarities in the motivational drivers of the Malaysian and American students. One such similarity is that the respondents in both countries believed that learning Portuguese would be beneficial for their current studies and for their future careers (Bateman & Oliveira 2014; Kelm 2002). They shared the aspiration to learn more about the culture of Portuguese-speaking countries (Sommer-Farias et al. 2020). Some language learners cited a similarity of Portuguese with the language(s) they already know as a motivating factor. Several respondents were inspired to learn this language by the speakers of Portuguese (Bateman & Oliveira 2014); however, the American students were, for the most part, motivated by their parents, relatives and spouses, whereas their Malaysian peers were also inspired by Cristiano Ronaldo. These students stated that they wanted to learn Portuguese in order to understand their football idol’s interviews and press conferences. Inevitably, the need to fulfill the university requirement for foreign languages was a motivating factor for some American and Malaysian students. The affective component was present as well. Similarly to Bateman and Oliveira’s (2014) findings, some Malaysian students decided to learn Portuguese because they were fascinated with Portuguese-speaking countries and cultures and

considered Portuguese a beautiful language. Several students said that learning Portuguese would be fun.

Some pedagogical implications can be drawn from this study. As evidenced by the number and the array of the mental images of the countries where Portuguese is spoken, a cultural component of the language program needs to encompass the wider Lusophone world beyond Portugal and Brazil. The Malaysian students had a more vivid array of images and a deeper knowledge of Portugal than they had of other Portuguese-speaking countries, even those located in the Asian continent. The images of Macao shared by the students were highly stereotypical; their mental representations of East Timor were scarce, and they did not refer to Japan, home to the largest number of Portuguese language speakers in Asia. These findings indicate the need to reorient the cultural aspect of the curriculum and to devise suitable teaching materials and learning activities specifically for the Malaysian learners of Portuguese.

The Portuguese language courses in the two Malaysian universities where the data were collected aim to introduce the students not only to the language but also to the cultures of Portuguese-speaking countries. A particular emphasis in the course is given to developing the language learners’ real-life communication skills as well as enhancing their cultural literacy. Therefore, the language teachers considered their students’ mental images when planning classroom activities. For example, in the class devoted to Brazil, students were asked to list mental images which, in their opinion, would be the most representative of that country. The students would list “football,” “carnival,” and “samba” as the most vivid and popular images. After sharing their images, the students were divided into groups for further debates where they were required to support their opinion using some concrete examples. The instructor would share with them short informative articles concerning popular images of Brazil so that the students could expand their cultural knowledge beyond the ‘surface’ stereotypes. In another activity, a popular mental image “Cristiano Ronaldo” was used to introduce Portugal’s Madeira and the Azores. The students learned an interesting fact that the Madeira Airport is named after Cristiano Ronaldo. Following this, the Madeiran and Azorean folk dances and traditional attire were shown and compared with those in mainland Portugal. In another class, videos of Portuguese traditional dances and costumes in Malacca provided a steppingstone for a discussion of Portuguese cultural heritage in Malaysia.

As Kelm (2018:297) noted, “in learning Portuguese everything is personal”. Regarding developing the students’ linguistic knowledge, a viable pedagogical approach is to personalize the teaching and learning of Portuguese. In this approach, the language learners can set their own learning trajectory and pace. The current and previous studies have revealed that the students have their own specific reasons for wanting to know how to speak Portuguese. Accordingly, the teachers may want to consider these personal objectives when devising learning tasks and activities. The personalization of foreign language learning in institutional settings is a relatively new, untested practice (Kuutila 2016). However, the experience of the

authors of this article as language educators suggests that it is a workable approach even when teaching novice language learners. For example, new vocabulary and grammar could be presented in the beginning of the class and practiced with all students. Then, each student can engage in a more personalized learning. For this, the teacher needs to prepare an array of tasks at various levels of difficulty. The students will be able to choose their own exercises and pace of learning but must complete the specified minimum number of tasks and exercises. To develop a personalized vocabulary, “Learn and teach others” sessions can be conducted in which students talk on a topic of their interest and introduce the pertinent vocabulary to their classmates.

6. Conclusions

This study has yielded some worthwhile insights into Malaysian students’ mental imagery of Portuguese-speaking countries and their motivations to learn Portuguese. It is the first such study to present findings pertaining to the mental images of a wider Portuguese-speaking world. Nevertheless, this study has some limitations. For example, in terms of data collection, the first open-ended question in the questionnaire sought the students’ images of Portugal but the second question did not specify any of the Lusophone countries. This may be a reason for the comparatively small number of images of Portuguese-speaking countries. Future studies could mention each country where Portuguese is an official language and then ask the students to share their images of these countries. Researchers who choose this approach might need to conduct face-to-face data collection, so that the respondents share the images that already exist in their minds without consulting the internet and thus compromising the data quality.

In terms of the data analysis, the current study has adopted an inductive or data-driven approach; hence, no formal theories influenced the way the findings were structured and presented. This approach was appropriate to answer the research questions raised in this exploratory study. Future theory-building research endeavors would be a welcome addition to the available academic literature. In conclusion, exploring language learners’ mental images of target language countries and considering whether and how these images are linked to their L2 motivations could give language educators valuable insights into the students’ cultural awareness and their learning needs. Findings from such studies would aid in developing course contents that are suitable for that particular educational setting. It is hoped that the research initiated by this study would be extended to other geographical and educational contexts and that the findings of such studies would contribute to the scholarship on the Lusophone world and enhance the ways the Portuguese language is taught.

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Appendix
Questionnaire on learning Portuguese

This questionnaire explores students’ opinion about Portugal and Portuguese-speaking countries and their experiences of learning the Portuguese language. There are no “correct” or “wrong” answers. Your sincere personal opinion is the correct answer. Your answers will remain confidential. Answering this questionnaire means that you agree to take part in this survey. Thank you!

1. What images or mental pictures come to your mind when you hear the words “Portugal” and “Portuguese”? Write as many single words or short phrases as you wish to in the space below. You can answer in either English or Malay. IMMEDIATELY AFTER you finish writing your images, give a mark in the range from –2 (for a very negative image) to +2 (for a very positive image) to each image you have written. [For example, one respondent gave these marks to images of Japan: Sakura +2; Mangga 0; Sumo –1]

2. Apart from Portugal, in what countries is the Portuguese language spoken? Write the names of these countries and provide a few images that you have of each country. IMMEDIATELY AFTER you finish writing, give a mark in the range from –2 (for a very negative image) to +2 (for a very positive image) to each image you have written.

Some information about yourself

Your gender: _____ Male _____ Female

Your age: _____ years old

What university are you currently studying at?

What is your university major?

Why did you decide to learn Portuguese?

