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Volume 28



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National Council of Less Commonly Taught Languages (NCOLCTL)

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- Planning for and establishing a national policy for building the national capacity for the study of the LCTLs
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- Developing language learning frameworks to guide teacher training, curriculum design, materials development, and seek ways to address problems of articulation among different levels of the American educational system
- Working, on behalf of the members, with government agencies, foundations, and the general foreign language community on policy issues and to seek funding to establish effective standards for the less commonly taught language field
- Fostering national and international linkages within and across the various language areas

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Editor's Introduction

Danko Šipka
Arizona State University

The spring 2020 issue features eight papers and one review article, representing various topics of interest to the entire NCOLCTL community and various languages in the field, and it comes in two volumes. In this volume, the first two papers discuss Portuguese, with far-reaching conclusions about program evaluation (*Portuguese Language Program Evaluation: Implementation, Results and Follow-up Strategies*) and reduced forms (*Perspectives on Reduced Forms Instruction in Portuguese*). The paper titled *Developing Indonesian Oral Proficiency Guidelines* addresses the question of standards, which is increasingly of interest to all LCTLs. The issues of teaching writing systems are discussed in the final paper, titled *The Arabic Writing System: Understanding the Challenges Facing Students and Teachers*.

Perspectives on Reduced Forms Instruction in Portuguese

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Abstract

Reduced forms or connected speech are an important aspect of spoken language. Examples of reduced forms in Brazilian Portuguese include reductions such as *né* for *não é* (translated into English as ‘it is not’) and *tá bem* for *está bem* (translated into English as ‘it is all right’). The present study aims to examine perspectives, opinions, attitudes, and practices on the role of reduced forms instruction in Portuguese language courses. Data were collected via an online questionnaire sent to ninety-five university-level Portuguese language instructors in the United States. Overall results show that instructors perceive reduced forms as a fundamental aspect of the language and an important component of listening comprehension and oral production. This study further identified three major needs: further research on reduced forms in Portuguese, professional development and training on reduced forms for Portuguese teachers, and greater development of teaching materials that deal with reduced forms and connected speech.

Keywords: reduced forms, connected speech, Portuguese, teacher perspectives, Portuguese as a foreign language, listening comprehension

Introduction

According to Brazilian linguist Mario Perini, “When people speak, word boundaries do not appear; words are run together, so that the sequence *shut up* sounds (and is sometimes written) *shuddup*, as if it were one word. This also happens in Portuguese” (2002, p. 49). What Perini is referring to are the reduced forms that occur in connected speech in Portuguese as well as in a variety of other languages. Brown and Kondo-Brown (2006) characterize connected speech as including features such as word stress, sentence stress and timing, reduction, elision, intrusion, assimilation, transition, liaison, and contraction. The terminology for connected speech features varies quite a bit and is also sometimes referred to as sandhi variation or reduced speech forms. For the purposes of this study these phenomena occurring in Portuguese will be collectively referred to as reduced forms. A few common examples of reduced forms in Brazilian Portuguese are *né* for *não é* (translated into English as ‘it is not’) and *tá bem* for *está bem* (translated into English as ‘it is all right’), though there are indeed many more. While these phenomena have been studied and documented in Portuguese by a number of linguists (Callou & Serra, 2016; Ciríaco, Vitral & Reis, 2004; Migliorini, 2007; Frota, 2014; Giangola, 2001; Gonçalves, 2008; Major, 1985; Perini, 2002; Soares, 2014; Sousa, 2007), there is a definite gap in the research on the role of reduced forms in the contexts of Portuguese as a foreign language (PFL). The present study aims to contribute to the literature by examining perspectives, opinions, attitudes, and practices on the role of reduced forms instruction in PFL courses. With this in mind, this paper is organized as follows. In the next section we provide a brief literature review on reduced forms. This section is followed by a presentation of specific information about the

participants as well as the data used in the study. In the following section, we present the survey results, which are followed by a discussion of the research questions that oriented this investigation. In the last section, we conclude the paper with some final considerations, including a discussion on its limitations and recommendations for future research.

Literature Overview

In terms of natural stress and rhythm, languages are typically grouped into three basic categories: mora timing, syllable timing, and stress timing. Japanese is the classic example of a mora-timed language where each mora is approximately the same length (Brown & Kondo-Brown, 2006). In syllable-timed languages such as Spanish, syllables are of approximately equal length (Major, 1985). English falls under the category of stressed-timed languages with timed tendencies and as such the stress falls on certain words with unstressed intervals in between (Brown & Kondo-Brown, 2006). Rather than distinctly separate, such classifications are more of a continuum and by no means absolute. So, there are indeed languages that do not neatly fit into one category or the other but may tend or move in certain directions depending on the context in which they are used. Portuguese is one such language in that it exhibits some characteristics of syllable timing (Giangola, 2001), especially concerning pronunciation of isolated words; however, when examined in terms of connected speech, Portuguese tends toward stress timing (Major, 1985). Ito (2006) points out that reduced forms are not random or haphazard, rather they are systemic and rule governed. Given these points, natural questions arise such as, how do these phenomena affect learners? And how do we as language instructors deal with them?

Reduced forms and connected speech in English L2 contexts

In looking at the broader field of English L2 acquisition research, reduced forms and connected speech are considered an under-studied area (Brown & Kondo Brown, 2006). Potential challenges of reduced forms and connected speech for language learners have been pointed out by Ernestus and Warner (as cited in Kul, 2014), who consider that learners cannot simply look them up in a dictionary and native speakers may have difficulty explaining them if they are unfamiliar with reduction rules. In studying ESL learners, Ito (2006) found that reduced forms affect the input-intake process, thus making comprehension more difficult. Similarly, research by Matsuzawa (2006) revealed that reduced forms in English interfered with L2 learners' comprehension. Taking it a step further, he also found that explicit instruction significantly improved their aural comprehension. A number of other empirical studies also support explicit reduced forms instruction for improving English L2 learner comprehension and production (Brown & Hilferty, 1986; Carreira, 2008; Underwood & Wallace, 2012).

Reduced forms and connected speech in LCTLs

Regarding Less Commonly Taught Languages (LCTLs), there is a limited yet growing number of studies on the role of reduced forms and connected speech in L2 comprehension and acquisition in languages such as Russian (Peeters-Podgaevskaja & Verhagen, 2015), Japanese (Hirata, 2006), and Chinese (Jin, 2019). In examining the acquisition of reflexives in L2 learners of Russian and Polish Peeters-Podgaevskaja and Verhagen (2015) found that perceptual saliency (position and

sonority) facilitated L2 learners' perception and production of reflexive verbs in Polish over Russian, while noting that vocalic reductions interfered with Russian L2 learners' comprehension and production of some reflexive forms. Hirata (2006) examined difficulties Japanese L2 learners have in perceiving vowel length and consonant length in connected speech vs. in isolated words. While she found that lengths in isolated words were overall more comprehensible, learners who were trained in the connected speech context were able to generalize their ability to isolated words, while those who were trained in isolated words were not as successful in distinguishing target sounds in connected speech. A more recent study by Jin (2019) on tone sandhi in Chinese L2 learners found that explicit instruction was a factor in learner performance; greater pedagogical emphasis resulted in better outcomes. These studies highlight some of the difficulties reduced forms and connected speech pose for language learners and also underline the important role pedagogical interventions play in mitigating some of these challenges.

Teaching practices and perspectives

Borg (1998) underscores how instructors' beliefs often inform their pedagogical decisions. Given the crucial role instruction may play in helping learners deal with reduced forms and connected speech, it is essential that we understand language instructors' perspectives on reduced forms and how they deal with them. Turning to the literature on teaching practices, Rogerson (2006) surveyed ESL instructors on their perspectives, opinions, and practices with regards to reduced forms instruction. She found a high level of familiarity with reduced forms among instructors, yet a relatively low level of formal training on reduced forms. She also found that while

instructors viewed reduced forms as essential to learner comprehension, they indicated spending very little class time on reduced forms instruction. The study's findings also identified that lack of time and scarcity of materials that deal with reduced forms in a systematic manner were the biggest challenges faced by instructors.

As noted above, to date there have been no studies that deal with reduced forms in the field of PFL. The purpose of the present study is to contribute to the body of knowledge on reduced forms and Portuguese language instruction by analyzing perspectives, opinions, attitudes, and practices on the role of reduced forms instruction in PFL courses. To this end, our research questions are as follows:

1. How familiar are Portuguese language instructors with the role of reduced forms and connected speech in Portuguese?
2. What are Portuguese language teachers' perspectives on the role of reduced forms and connected speech on instruction in speaking and listening comprehension?
3. What challenges do Portuguese language instructors face in regard to reduced forms instruction?

Methods

The method of data collection used for this study was a survey questionnaire (See Appendix I) adapted from Rogerson (2006). As stated above, she analyzed the perspectives of ESL instructors on the teaching of reduced forms. An online version of the questionnaire was created and stored on a web-based survey provider, from where it was sent as a link in an email message to potential participants. Prior to sending the questionnaire to participants, the survey questions were

checked for face and content validity by two PFL academics. Once instructors accepted to participate in the study, they would click on the link to be redirected to the survey provider's website, where their responses would be collected anonymously for further analysis. It should be noted that the total number of responses varies per item as participants were allowed to skip questions.

Participants

The survey questionnaire used in this research was sent electronically to ninety-five PFL instructors from higher education institutions in the United States. Thirty of these instructors completed the questionnaire, representing a response rate of approximately 32%. Looking at their demographic information, these participants had between seven months and forty-two years of experience teaching PFL. Out of the group of respondents, twenty (67%) were native speakers of Portuguese, eight (27%) were native speakers of English and two (7%), of Spanish. Whereas Spanish was mentioned as a second or additional language by twenty-five instructors (83%), English was mentioned by nineteen (63%) of them. Other languages in this category also included Catalan, Chinese, Dutch, French, German, Italian, Romanian, and Swedish. All instructors, except for one, have had experience teaching reduced forms in their PFL classrooms. We now turn to the analysis of the participants' responses.

Results

This section is dedicated to the presentation of the online survey results. First, we talk about some of the questions that aimed at identifying if and how much the instructors knew about reduced forms, followed by a discussion of their views on the role these linguistic elements have on their teaching. Toward the end of the section we highlight some of the challenges these instructors find when dealing with reduced forms in their classrooms.

One of the first surprising ideas about the role of reduced forms instruction in PFL was the fact that they have not been sufficiently covered, if at all, in courses on teaching PFL listening, teacher trainings, and PFL instructional materials. For example, nine out of twenty-nine respondents (30%) reported having taken courses on the teaching of PFL listening comprehension. Another question asked if the teaching of reduced forms was covered in these courses, but only three respondents answered both this question and the previous one affirmatively. In other words, 67% (six out of nine) respondents said that reduced forms were not covered in their PFL listening comprehension courses. The next item asked if reduced forms were covered in teacher trainings and twenty-one out twenty-six people (81%) answered this question negatively. A similar result was found when we asked if participants learned about reduced forms from textbooks. Nineteen of them or 65% (N = 29) answered this question negatively. These results point to the fact that whatever knowledge these instructors have about reduced forms and their role within the PFL curriculum it has not come from the academic community, as the trainings and materials produced

by its members have not sufficiently addressed these linguistic phenomena.

Other survey results help understand the source and nature of the knowledge PFL instructors have on reduced forms. One of the questions we asked was “How well do you understand the role of reduced forms in spoken Portuguese?” Out of thirty respondents, twenty-four of them (80%) said they understood it very well, four of them (13%) said they were somewhat familiar, one person (3%) was not very familiar, and one (3%) was not familiar at all. In contrast, when asked to relate reduced forms to rate of speech and register or context, 62% of respondents (eighteen out of twenty-nine) said that reduced forms occur in all types of spoken Portuguese while 34% (ten out of twenty-nine) said that these linguistic phenomena occur most often in casual, informal spoken varieties of this language. Only one instructor related reduced forms to a greater amount of speed in spoken Portuguese.

In looking closer at what instructors knew about reduced forms and how they knew it, we also asked them to select all the aspects of reduced forms with which they were familiar. Figure 1 below shows their selections.

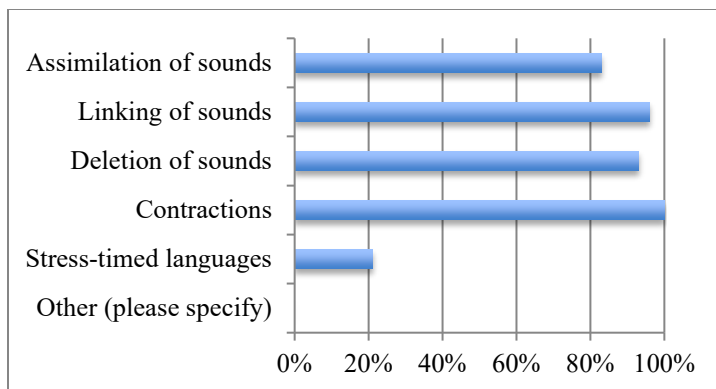


Figure 1. Aspects of reduced forms with which PFL instructors are familiar (N = 29).

Based on the percentages shown in the figure above, it is possible to assume that most of the instructors (over 80%) have a great deal of familiarity with all the aspects of reduced forms listed in the question: assimilation of sounds, linking of sounds, deletion of sounds, and contractions. The sole exception was in relation to stress-timed languages, which was the only aspect that was known by a very small number of instructors (six out of twenty-nine). Even though this small figure does show that PFL instructors may be unaware of how stress can be a factor in reduced forms occurrence, we also have to consider the fact that this could be due to a difficulty in understanding the terminology, since these terms were not defined in the survey. It was also interesting but unsurprising that all the respondents selected contractions as the aspect of reduced forms they were all familiar with. This is understandable especially because contractions, particularly those among pronouns, prepositions, and articles, tend to be the main element of reduced forms that is most often covered in grammar books as well as in PFL textbooks.

These instructors also recognize the importance of reduced forms in the teaching of PFL listening comprehension. While nineteen out of twenty-nine respondents considered reduced forms to be a very important element to be taught in PFL courses, nine identified them as somewhat important. In addition, similar figures were found in regards to how helpful reduced forms instruction might be for students' listening comprehension. The survey results show that 65% of the instructors ($N = 29$) mentioned that this was very important while 28% of them said it was somewhat important. Even though all respondents but one reported having taught reduced forms in their classes, the majority of the instructors have addressed them most often as a system of pragmatic (i.e. appropriate social contexts) rules and constraints, as shown in Figure 2 below.

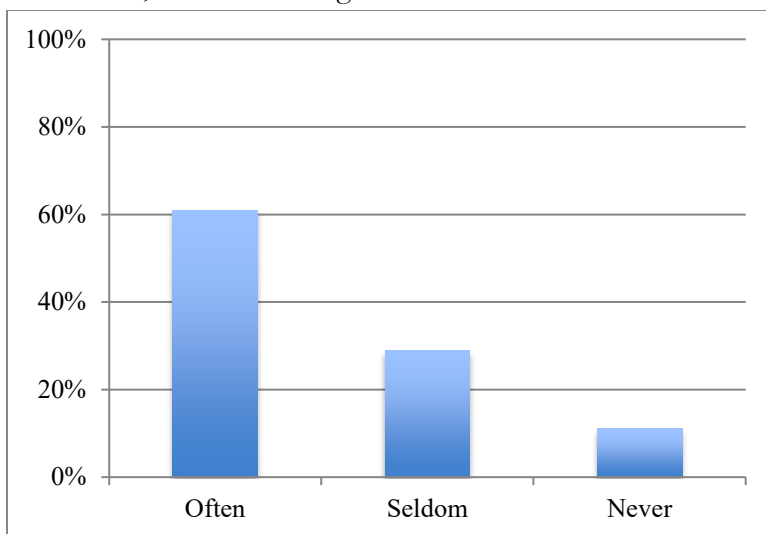


Figure 2. Percentage of instructors who have taught reduced forms as a system of pragmatic rules and constraints. ($N = 28$)

As seen in Figure 2, approximately 61% of the surveyed instructors reported that they have frequently taught reduced forms using a pragmatics approach. Whereas nearly 30% of them rarely taught reduced forms, calling attention to the pragmatic rules and constraints that regulate their use, 10% of the instructors have never emphasized this approach. This association between reduced forms and pragmatics is to be expected, given that this is a recurring aspect of reduced forms discussed in PFL textbooks and Portuguese grammar books. In other words, it is the kind of content that is more easily and readily available to PFL instructors. On the other hand, when it comes to approaching reduced forms as a system of linguistic rules and constraints, the results show a different picture, as can be seen in Figure 3.

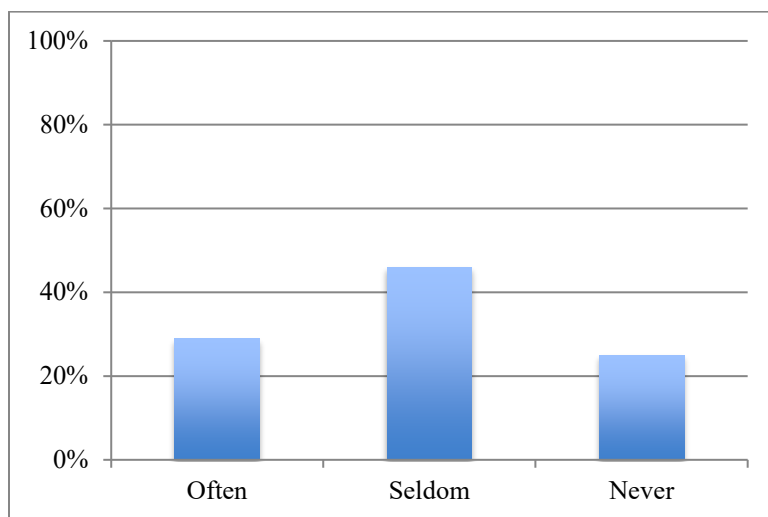


Figure 3. Percentage of instructors who have taught reduced forms as a system of linguistic rules and constraints. (N = 28)

Looking at the figure above, it is possible to notice that the level of confidence in addressing linguistic issues influencing the occurrence of reduced forms in speech decreases. Less than 30% of the instructors reported having taught reduced forms frequently in association with a system of linguistic rules and constraints. Most of them (nearly 50%), however, have used this approach rarely and 25% of them have never emphasized this aspect of reduced forms in their classes. Another survey question addressed the main challenges that PFL professionals face when teaching reduced forms. Figure 4 shows the selections made by the participants.

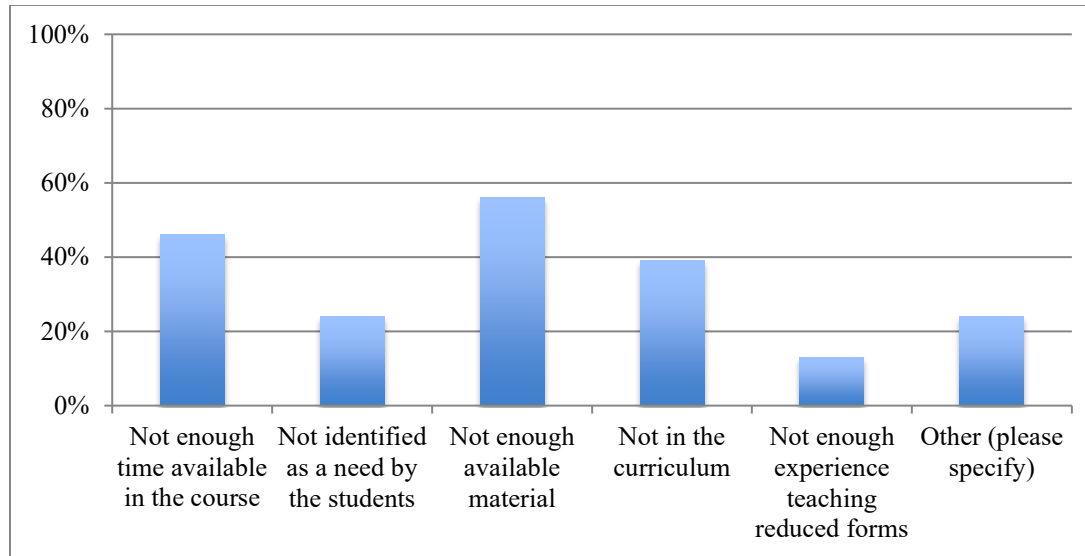


Figure 4. Challenges PFL instructors face when teaching reduced forms ($N = 28$).

Figure 4 highlights the main challenges PFL instructors face when teaching reduced forms. As we can see, the lack of teaching materials was pointed out by 65% of the respondents as one of the main challenges they face. More than half of the surveyed instructors (around 60%) consider time constraints a factor in covering reduced forms, while 30% of them are challenged by the fact that reduced forms are not in their curriculum. For 25% of the PFL instructors surveyed, one of the challenges is that reduced forms has not been identified as a need by the students and 14% indicated that teaching reduced forms is difficult because they do not have enough experience teaching them. Other challenges included dealing with lower level learners and finding interesting, interactive, and communicative activities that deal with reduced forms. Despite the difficulties encountered by those who already teach reduced forms or those who haven't taught them yet, 66% of these instructors (N = 29) would like to see an increase in the role that reduced forms play in their PFL classrooms in the future and the remaining 34% would like that role to stay the same.

The objective of this section was to present detailed information about the responses we gathered from the participants who completed our survey on reduced forms. In the following section, we offer answers to our research questions in light of the results presented throughout this part of the paper. In addition, we discuss some of the issues and implications these results might have on the present and future role of reduced forms instruction within the area of PFL.

Discussion

A close look at the results presented in the previous section led us to a number of ideas and insights about the current state, challenges, and future needs concerning the teaching of reduced forms in the field of PFL. Throughout this section, we discuss these issues as we address each of the research questions that guided the present study.

1. How familiar are PFL instructors with the role of reduced forms and connected speech in Portuguese?

Of the Portuguese instructors surveyed, 80% indicated a high degree of familiarity with reduced forms and felt that they understood the role of reduced forms in Portuguese very well; yet very few (19%) have had formal training in reduced forms. Interestingly, the respondents were extremely familiar with most aspects of reduced forms, except for the concept of stress timing. This may be why more instructors reported taking a pragmatic approach to reduced forms instruction more frequently than a linguistic one, teaching reduced forms contextually using common examples (79%). Nearly two thirds of those surveyed viewed reduced forms as occurring in all types of spoken Portuguese and such views were reflected in their teaching practices, as 75% indicated explicitly teaching reduced forms in their classes. Correspondingly, 71% signaled that PFL students seem to demonstrate a high degree of interest in learning about reduced forms; one respondent commented that, "...they are always interested in learning how people really talk." In contrast, PFL instructors dedicate very little instructional time to covering reduced forms, with the majority indicating they spend 10% or less of a given class period on the subject. While these results underscore the

importance of reduced forms in the PFL classroom, they also point to the need for greater coverage of these phenomena in PFL teacher training and an increased role in PFL classroom instruction, particularly given the high degree of student interest.

2. What are PFL teachers' perspectives on the role of reduced forms and connected speech on teaching speaking and listening comprehension?

Sixty-five percent of respondents considered reduced forms to be an important factor in PFL listening comprehension, although as previously described, little class time is devoted to covering them.

When queried about other approaches that were not included in the survey, one participant mentioned the need for understanding the systematicity of reduced forms and their linguistic constraints. Another instructor suggested a frequency-based approach asserting, "It should be included in textbooks by level of frequency. For example, *tá* and *pra* should be taught earlier on, since most Portuguese speakers use these forms most of the time." A different respondent proposed a multilayered proficiency level and awareness raising approach stating, "I think at the beginning stages of instruction, reduced forms should be taught to help students understand native speakers better. These would be limited to the most used forms. However, at the more advanced levels of instruction, it is important to help students realize that reduced forms are found in all languages, they usually occur in informal speech (although not always), and that that the phonological system of the language will determine how those reduced forms occur." Here again, we see the importance of clearly understanding the

systematicity and conditions that produce reduced forms in spoken language.

In their responses, 15% of those surveyed also alluded to the role of reduced forms in learners' listening comprehension. One instructor posited, "I would like teachers of Portuguese to understand how important recognizing these forms is to new language learners. Though we endeavor to teach formal, proscriptive language, it is important [to] recognize just how frequently used reduced forms are in spoken language. Without an understanding of reduced forms, students won't be able to understand native speakers."

3. What challenges do PFL instructors face in regards to reduced forms instruction?

The majority of instructors signaled that the lack of available materials was a challenge, similarly time and curricular constraints were also commonly cited. Notably, 14% of respondents indicated that they did not have enough experience with them. This is certainly an area that greater coverage in teacher preparation and training courses could address. A variety of additional challenges were mentioned, from getting students to understand usage to the confusion learners express over differences between the written and spoken language. One instructor brought up the difficulty reduced forms pose with lower level learners writing, "I want to show how these forms are linguistically constrained, but this is easier in more advanced classes. In lower level courses, I tend to just teach them without explaining assimilation, etc." Despite such challenges, instructors were quite positive concerning the role of reduced forms instruction with nearly two thirds affirming that they would like to see the role of

reduced forms in PFL increasing in the future. Looking further at what they would like to see in the future of reduced forms instruction, 30% of the respondents mentioned greater coverage in PFL textbooks, while 15% echoed the need for more materials on reduced forms, although several mentioned using existing video, audio recordings, and online media to fill in the gaps.

Conclusion

The purpose of this study was to gain insight on the perspectives, opinions, attitudes, and practices on the role of reduced forms instruction in Portuguese language courses. In order to do that, we collected data using a survey questionnaire, which was sent electronically to ninety-five university-level Portuguese language instructors in the United States. Thirty-two percent of them returned their completed questionnaires.

In looking at the instructors' views, reduced forms represent a fundamental aspect of the spoken language that needs to be addressed in Portuguese language courses, particularly when it comes to learners understanding aural input. Further, the survey results indicate that reduced forms instruction is seen as essential to enhancing students' listening comprehension and oral fluency skills. Additionally, this study identified three major needs. The first is the need for more research on reduced forms in Portuguese, particularly when it comes to PFL learners and pedagogy. The second need is for greater coverage of reduced forms in PFL teacher education courses and trainings. The third is the need for broader and more systematic inclusion of reduced forms in Portuguese language textbooks and instructional materials.

It is also important to acknowledge some of the limitations of this study. One of them is its relatively small number of respondents. Although we did capture opinions from a variety of higher education institutions from across the United States, we cannot guarantee the representativeness of our sample of PFL instructors. Another potential limitation is that the questionnaire instrument itself may have been restrictive in its answer choices and unclear in that it did not explicitly define some of the terms used. A third limitation is that the study presents a narrow band of Portuguese language instructors (those at higher education institutions in the US); instructors who teach in different educational settings or in PL2 contexts may have differing needs and viewpoints regarding reduced forms instruction.

Despite its limitations, our study is unique in that it is the first to specifically address reduced forms in the area of Portuguese language instruction, and it contributes to this field's understanding of this area. Given the importance of reduced forms to the mastering of listening comprehension and oral production by Portuguese language learners, it is our hope that other researchers will answer this call by making contributions that will enhance the existing body of knowledge in this area, allowing instructors to teach reduced forms to their students with more confidence. More broadly, this study contributes to a growing body of research on instructor perspectives, practices, and beliefs in LCTLs.

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Appendix I

The purpose of this survey is to investigate the opinions, perceptions, and attitudes of Portuguese as a foreign language instructors on the teaching of reduced forms. Reduced forms or “connected speech” are an important aspect of spoken language. Examples of reduced forms in Portuguese are “né” for “não é” and “tá bem.” for “está bem”

How long have you taught Portuguese as a foreign language (PFL)? _____

First language _____

Other Languages _____

Type of program _____

1. Have you taken courses on teaching PFL listening comprehension?

____ YES ____ NO

If so, were teaching reduced forms covered in these courses?

____ YES ____ NO

Were reduced forms covered in any of your teacher trainings?

____ YES ____ NO

Did you learn about reduced forms from PFL textbooks?

_____YES _____NO

2. How well do you understand the role of reduced forms in spoken Portuguese?

_____ Very Well _____ Somewhat familiar _____ Not very familiar _____ Not at all

3. Which description best reflects your view of the use of reduced forms? (Please check one.)

_____ Reduced forms occur most often in fast spoken Portuguese.

_____ Reduced forms occur most often in casual, informal spoken Portuguese.

_____ Reduced forms occur in all types of spoken Portuguese.

4. Please check all the following aspects of reduced forms with which you are familiar:

_____ Assimilation of sounds

_____ Linking of sounds

_____ Deletions of sounds

_____ Contractions

_____ Stress-timed languages

_____ Other

5. Do you consider reduced forms to be an important element to teach in PFL listening comprehension?

_____ Very important _____ Somewhat important _____ Not very important _____ Not important at all

6. How helpful do you feel reduced forms instruction might be for your students' listening comprehension?

_____ Very important _____ Somewhat important _____ Not very important _____ Not important at all

7. Have you taught reduced forms in your classes? (Please check all that apply.)

_____ I have explicitly taught reduced forms in my class.

_____ I have addressed reduced forms in my class when they have come up in context.

_____ I have addressed reduced forms with respect to student's pronunciation.

_____ I have addressed reduced forms with respect to student's listening comprehension.

_____ I have never taught reduced forms in my classes.

_____ Other

8. If you have never taught reduced forms, please skip to question 14.

In any given class session (for example one 50-minute class period), how much time do you typically devote to reduced forms instruction?

_____ 100% _____ 80% _____ 60% _____ 40%

_____ 20% _____ 10% _____ 0%

9. With respect to reduced forms instruction, what percentage of your students seem to be:

Very interested _____%

Somewhat interested _____%

Not very interested _____%

Not interested at all _____%

Other?

10. I teach reduced forms as a system of *linguistic* rules and constraints.

_____ Often _____ Seldom
 _____ Never

11. I teach reduced forms as a system of *pragmatic (appropriate social contexts)* rules and constraints.

_____ Often _____ Seldom
 _____ Never

12. I teach reduced forms within context, using common examples.

_____ Often _____ Seldom
 _____ Never

13. What are the challenges you face when teaching reduced forms: (Please check all that apply.)

- _____ Not enough time available in the course
- _____ Not identified as a need by the students.
- _____ Not enough available material.
- _____ Not in the curriculum.
- _____ Not enough experience teaching reduced forms.
- _____ Other

14. Even if you have not yet taught reduced forms, what challenges do you think you might face: (Please check all that might apply.)

- _____ Not enough time available in the course
- _____ Not identified as a need by the students.

- _____ Not enough available material.
 _____ Not in the curriculum.
 _____ Not enough experience teaching reduced forms.
 _____ Other
-
-

15. Would you like to see the role of reduced forms in your PFL classroom in the future

- _____ Increasing _____ Staying the same
 _____ Decreasing

16. What would you like to see in the future with regard to reduced forms instruction?

17. Are there any insights or perspectives about reduced forms not covered by this survey that you think are important or valuable?