



EUCIM-TE = European Core Curriculum for Mainstreamed Second Language Teacher Education



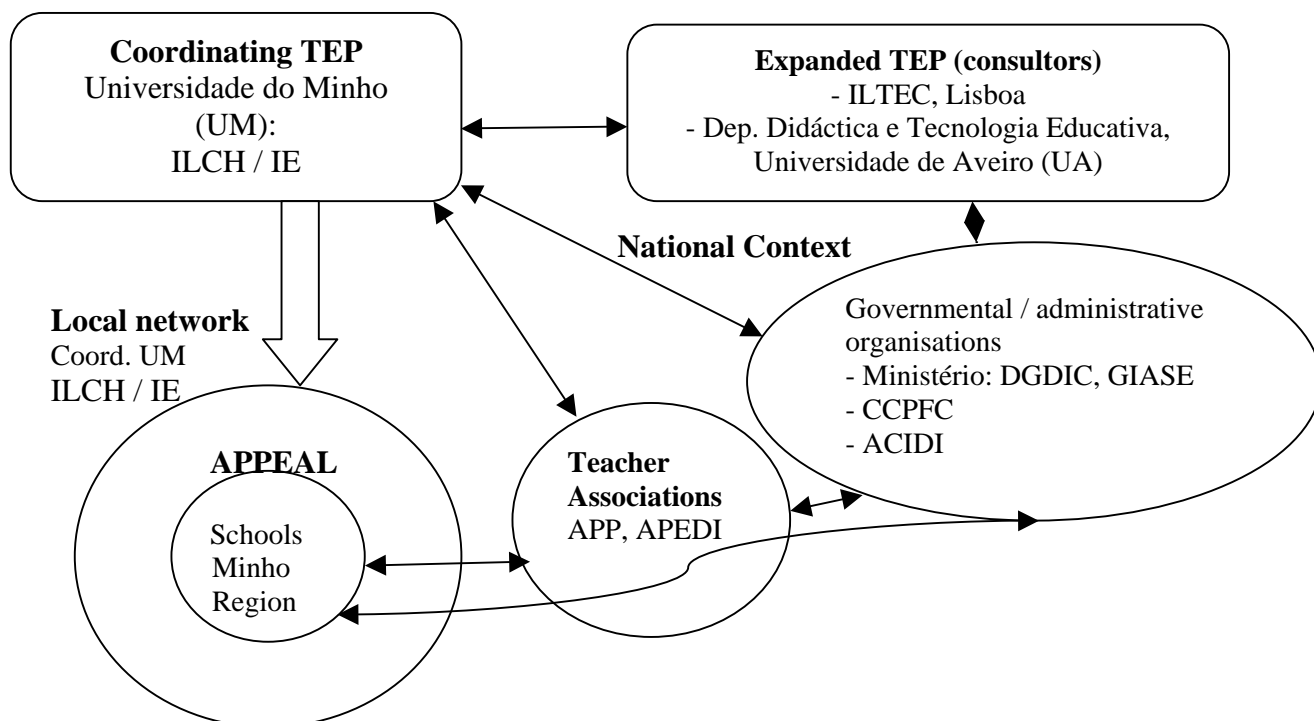
Lifelong Learning Programme: European Core Curriculum for Mainstreamed Second Language Teacher Education (EUCIM-TE)

Teacher Education Partnership Report

PORTUGAL

The Portugal TEP involves, as suggested in the Guidelines for the creation of TEPs, a Higher Education Institution (HEI), a governmental organization and the instance responsible for further teacher training. Furthermore, it includes another HEI, a private Research Center, teacher associations and a local network between HEI and schools. Until now contacts to immigrants' associations have been inconclusive.

General overview:



1. University / Higher Education Institutions (HEI)

Universidade do Minho (UM)

Teacher Training: The formerly existing nine Undergraduate Degree Programmes (in the area of languages: Portuguese, Portuguese-French, Portuguese-English, Portuguese-German, English-German) have been replaced recently, according to the new legislation about Teacher Training within the Bologna Framework, by Graduate Degree Programmes, enlarging the formerly existing combinations (except the extinguished combination Portuguese-English) to Portuguese-Spanish and English-Spanish. In this area, both Institutes, IE and ILCH, are cooperating. Until now a Degree Programme on Portuguese as Second or Foreign Language is inexistent, even though Portuguese is taught as a foreign language in Master Courses.

- Instituto de Educação (IE), Departamento Metodologias da Educação (DME)



Universidade do Minho
Instituto de Educação e Psicologia

Institute of Education (former Institute of Education and Psychology, IEP).

The *Institute of Education and Psychology* (IEP) was founded in 1975, and runs research and teaching activities, as well as other specialized services to the community, in the areas of Education and Psychology. In the area of Education there exist four departments: Pedagogy, Curriculum and Educational Technology, Educational Methodologies, and Sociology of Education / Educational Administration.

President: Paulo Dias

The *Department for Educational Methodologies* (DME) is particularly involved in Teacher Training and in Post-Degree Programmes on Supervision of Teaching Practices as well as in the Research Area of Teacher Development and Pedagogy for Autonomy in Language Learning. Interface with the Commission for Coordinating Teaching Practice at the UM.

Director: Laurinda Sousa Ferreira Leite

- Instituto de Letras e Ciências Humanas (ILCH),

Departamento de Estudos Germanísticos (DEG)



Universidade do Minho

The *Institute of Arts and Human Sciences* (ILCH) was founded in 1975 as permanent organic unit of the UM, homologous to the Faculties of Letters, whose objective is to guarantee research, teaching and other specialized services in the domain of the Arts and Humanities.

President: Maria Eduarda B. Azeredo Keating

Department of German Studies: since 1991; bilingual Post-Degree Programme in German-Portuguese Studies (*Estudos Luso-Alemães*); special interest in Bilingualism. Research project “Portuguese-German Bilingualism in European Context”, financed by the National Foundation for Science and Technology (FCT).

Director: Mário Manuel Lima Matos



Instituto de Linguística Teórica e Computacional (ILTEC)

Sub-project: Bilingual Classes (“Turmas Bilingues”).

The Institute for Theoretical and Computational Linguistics (ILTEC) is a non-profit private R&D association located in Lisbon, Portugal. The main goal of the Institute is to promote research in the areas of Theoretical and Computational Linguistics; the development of scientific research activities in the domain of theoretical and computational linguistics, according to project proposals, submitted by ILTEC’s researchers or in co-operation with companies or national / international institutions; the training of researchers; and the dissemination of the results to the scientific community and to a broader universe.

ILTEC was created in 1988 with the purpose of promoting the scientific investigation of formal linguistics, related to the area of computational processing of speech.

Presently the Institute is focusing its research on the areas of L2 Portuguese and contributes to the creation of tools that promote the exposure and teaching of Portuguese. A recently finished project focuses on the Linguistic Diversity in Portuguese Schools. At this moment Prof. Maria Helena Mira Mateus coordinates the project *Bilingual Classes*, whose goal is to implement bilingual education in Portuguese public schools on an experimental basis.

URL: <http://www.iltec.pt/>

- Departamento de Didáctica e Tecnologia Educativa (DDTE), Universidade de Aveiro

This Department has been involved in language education and teacher development projects ever since the 1980s. Main projects have been *Galatea*, *Galanet* (<http://www.galanet.eu>) and *Galapro* (<http://www.galapro.eu/?language=POR+ENG+FRA+ESP>), all aimed at fostering multilingualism and multiculturalism (mainly among roman languages). The team coordinator is currently responsible for the project *Languages and Education: to build and share professional development* financed by the National Foundation for Science and Technology (FCT). This

project involves over 80 teachers, from primary to higher education, working on language development (both mother tongue and foreign languages).

Its main objectives are: 1) to develop a collaborative culture among research, teacher development and professional action; 2) to foster participants' personal and professional development; 3) to act upon Language Education practices, aiming at its improvement; and 4) to study and to evaluate the project's results in the previous objectives.

Within the projects' main assumptions and lines of action, we find that special attention is provided to the development of intercultural competence, in an ethical framework of respect for cultural and linguistic diversity, taking multilingualism as both a value and a practice to be fostered from an early age and across school subjects (for example, arguing for greater language diversity in the national curriculum).

1.1. Role of the persons involved

Coordinating TEP:

- **Prof. Orlando Grossegese:** Associate professor and Coord. reform of the Undergraduate Courses in Languages and Literatures (2002-04) and anew according to the Bologna system: steering group member of the *Bologna task force* at the UM (2005-06); from 2004 to 2008, Dir. of the German Department (DEG) and Vice-President of the Institute of Arts and Humanities (ILCH); creation of the *UM-Passport of Intercultural Communicative Competence*; org. *Regional European Conference for Southern Europe* within the European LLL network for decentralised and centralised dissemination of TNP3 results and outcomes (*TNP3 – D*) (FU Berlin, 2006-07); currently coord. the UM-ILCH participation in the LANQUA (Univ. Southampton) and MOLAN (FU Berlin) network projects; initiator and actual coordinator of APPEAL.
- **Prof. Cristina Maria Moreira Flores:** Assistant professor in German Linguistics at the German Department of the University of Minho. M.A. (2004) in Contrastive Linguistics [German-Portuguese] at the University of Minho. Ph.D 2008 with diss. on “*The syntactic competence of Portuguese-German Returnees. A study on Language Attrition.*” Coordinator of the research project “Portuguese-German Bilingualism in European Context”, financed by the FCT.
- **Prof. Maria Alfredo Moreira:** Assistant professor in ELT Methodology and Pedagogical Supervision. M.A. (1996) in Pedagogical Supervision at the University of Aveiro and Ph.D. (2004) in Education, ELT Methodology at the University of Minho. Studies in Pedagogy at the University, Action Research and Supervision in Teacher Development and Pedagogy for Autonomy in Language Learning. Deputy Director of the Methodology Department (2006); President of the Commission for Coordinating Teaching Practice at the UM; Scientific consultant and teacher trainer for Lingua-Socrates and Socrates-Comenius In-Service Education Course *Learner Autonomy and the Role of the Teacher* (Coord. Centro de Formación Continuada del Profesorado de Santiago de Compostela).

Expanded TEP:

- **Prof. Maria Micaela Ramón Moreira:** coordinator of the interface between DEP (Depart. of Portuguese Studies) at ILCH and schools in the area of Portuguese Language and Literature (Teacher Training), cooperating with the APPEAL network. Special interest in Portuguese as Second and as Foreign Language.
- **Prof. Doutora Maria Helena Mira Mateus:** coordinator of the sub-project “Bilingual Classes” at ILTEC, Lisbon.
- **Prof. Ana Isabel Andrade:** Universidade de Aveiro, Departamento de Didáctica e Tecnologia Educativa (DDTE).
- **Prof. Rosa Bizarro:** director of a Master programme that includes teaching Portuguese as a foreign language; author and editor of several publications on intercultural competence, language diversity, and multilingualism (University of Porto)

2. Governmental and administrative organizations

Ministério da Educação, ME

Within the Ministry of Education, the DGIDC, the GIASE and the CCPFC are organisms of interest for entering in TEP:



- Direcção Geral de Inovação e Desenvolvimento Curricular (DGIDC):

In the area of Portuguese as Second / Foreign Language (= PLNM: Português Língua Não-Materna), the DGIDC supplies the legal framework, curricular orientation, evaluation and accreditation of competences. All documents are available on the website as PDF:

<http://sitio.dgicd.min-edu.pt/linguaportuguesa/Paginas/Portugues-LinguaNaoMaterna.aspx>

- Gabinete de Informação e Avaliação do Sistema Educativo (GIASE):

Unidade de *Eurydice*: supply with statistic data about school population, in this case special interest in data about students with PLNM, in order to have data input for the needs analysis.

- **Conselho Científico e Pedagógico de Formação Contínua (CCPFC), Braga:**
The National Accreditation Board for the In-service Education of Teachers was set up with the main aim of certifying both educational organizations (teaching training centres, higher education institutions, teacher associations, and so on) and

teacher education projects and programs. It has also the aim of monitoring the evaluation process of the system for the in-service training of teachers, as well as validating programs and courses for specialized teacher education. In order to progress in the teaching career, all Portuguese teachers (except for higher education) have to get credits for their in-service training; those credits have to be issued by this National Accreditation Board.

Coordinator: Álvaro Manuel da Silva Santos

URL: <http://www.ccpfc.uminho.pt/>



Alto Comissariado para a Imigração e Diálogo Intercultural,

Gabinete de Educação e Formação

Isabel Ferreira Martins: coordenadora da equipa de Educação e Formação.

Since March 2004 the team from the Secretariat *Entreculturas* is part of the ACIDI (Alto Comissariado para a Imigração e Diálogo Intercultural / High Commission for Immigration and Intercultural Dialogue). It integrates the DAAD – the Department of Associations and Intercultural Dialogue. As response to the increasing diversity in Portuguese schools, the Ministry of Education established *Entreculturas* in 1991 with the purpose of creating pedagogical resources that should promote greater equality of opportunities in access and success for all students. The activities of this team focus on:

- The promotion of partnerships for training of actors, mediators and other practitioners of social intervention;
- Establishment of networks;
- Production, publishing and dissemination of tools and educational materials;
- Production of information materials and dissemination to the general public;
- Participation in European projects and international networks.

3. **Teacher Associations**



Associação de Professores de Português

The Association of Teachers of the Portuguese Language (APP) was formed in 1977 with the objective of promoting the teaching of the Portuguese language and supporting its teachers. Since 1993, the APP, with its head office in Lisbon, has been doing in-service training courses all over Portugal, participating in several research projects on its action area and regularly editing several publications. One important action area is *Portuguese as Non-native Language*. APP promotes activities and partnerships focused on the teaching of Portuguese L2 in Portuguese Schools. A National Meeting is organized every two years.

President: Paulo Feytor Pinto



Associação de Professores para a Educação Intercultural (APEDI).

The Association of Teachers for Intercultural Education (APP) was formed in 1993 with the objective of promoting Intercultural Education in Portuguese Schools, through interchange of information about ideas, programmes and good practices (on national and international level) on national meetings and in-service training courses (autonomous training centre in Lisbon), participating in research projects on its action area and regularly editing publication (bulletin) and *moodle*. Membership is also open to non-teachers. Interface with APP.

See webpage: <http://www.apedi.net/>

Presidente: **Maria de Lourdes Meira Alves da Silva Neto**

4. Local network between HEI and schools

For the creation of TEP with schools, it was activated a segment of the local network APPEAL, whose general focus is the promotion of Multilingualism. This focus includes also special attention to Portuguese as Second or Foreign Language.

After a description of the aims of APPEAL, there follows a list of the schools which have shown interest to participate in the TEP. A first meeting of the Coordinating TEP with all schools that may come involved in the project will be held on 1st of June 2008 (to be confirmed).

4.1. Local network

APPEAL

Acção / Plano de Promoção do Ensino e da Aprendizagem das Línguas

Action-Plan for Promotion of Language Teaching and Learning

In the absence of a National Framework for Multilingualism that puts into practice the existing European policy in this field, and given the present crisis of Teacher Training on a National level, the University of Minho (mainly ILCH and IE) has developed its own interface-strategies and action-plan (APPEAL) to tackle the main issues of foreign language acquisition.

To this end it will:

- **Activate** inter-institutional flow of communication concerning Language Learning at school and at university on different levels (coordinators of study programs, teaching staff and learners) as a major vehicle for promoting Language Learning in cooperation;
- **Promote** continuous multi-Language Learning in the Primary and Secondary School Systems through to Higher Education Institutions (HEI), by making foreign (+ first and second) language learning acquisition more coherent and efficient – remove obstacles to a smooth progression and learning path;
- **Promote** the evaluation of competences by the Common European Framework of Reference for Languages (CEFR), thus allowing a transition from one education system to another;
- **Enhance** this inter-institutional strategy involving a regional network by embedding it in a comparative European context of similar strategies and measures (in the present within the MOLAN project: Network for the exchange of information about good practices that serve to motivate language learners);
- **Activate** existing UM partnerships (in the context of Research and Education, above all in the area of Humanities and Teacher Training; in the context of extensive cultural activities) on local, regional, national and European levels, connecting disparate projects in this field to a continuous network of communication exchange and mutual support;
- **Launch** new projects of Language Learning promotion, using the network structure for fostering individual and collective language awareness processes in the life-long-learning perspective, above all within the CLIL-philosophy (Content and Language integrated Learning).

4.2. Schools

- **Escola Secundária Alberto Sampaio (ESAS), Braga**

This Secondary School is one of the top 5 public education schools in Portugal (according to the results of external evaluation carried out by the Ministry of Education). It is an old school, that at its beginnings was a technical school (back in 1884), being this vocation still very present in today's educational projects, namely in the educational offer concerning professional and lifelong programs. This school assumes as strong educational values the promotion of equal learning opportunities for all students, defending inclusive education and education for all, in respect for students' needs and motivations, but within a national and European ethical framework. It has about 250 teaching staff and over 4900 students, ranging from lower secondary education and adult education (lifelong learning programs), studying in both day and night courses, as well as in validation and certification of competences. It provides a very diverse educational offer, ranging from general academic studies (science and technologies, humanities, economy, social sciences, arts) to professional and vocational training in several courses and programs (digital design, management and computer science, construction work training, laboratory analysis, accountant and secretariat, sports, carpentry and metallurgy...), including the validation of competences in adults within the program Education and Training 2010. This school validates competences in Portuguese language, requested by immigrants and foreigners, including training courses in Portuguese language, an area in which this school has become both a local and national reference.

Director: Maria Manuela Gomes

URL: http://www.esas.pt/component/option,com_frontpage/Itemid,1/

- **Escola Francisco Sanches EB 2/3, Braga**

This Lower Secondary School has over 160 teaching staff and over 1700 students, ranging from 5th grade to 9th grade, in both regular and professional courses. It provides training in the Portuguese language to immigrant students, using the Common European Framework for Languages in the certification of their communicative competence. Presently, it has 24 students whose mother tongue is not the Portuguese language, and 7 students from minor ethnic groups. It also welcomes 38 students from other Portuguese speaking countries (Brasil) and former Portuguese colonies (Angola, S. Tomé e Príncipe, Guiné-Bissau) that, even though they speak the national language, may also have other languages as their mother tongue (like Crioulo). This school is typified by the Ministry of Education as an Educational Territory with Priority Intervention (schools and clusters of schools that present special problems with insecurity, disruptive behavior, academic failure and school dropout), usually situated in difficult social areas (poverty, unemployment, social violence, criminality...).

Director: Jorge Amado

URL: <http://www.eb23-dr-francisco-sanches.rcts.pt/>

- **Escola Secundária de Maximinos, Braga**

This Secondary School has about 138 teaching staff and over 1000 students, ranging from lower secondary education and adult education (lifelong learning programs), studying in both day and night courses, as well as in validation and certification of competences. It provides both a very diverse educational offer, ranging from general (science and technologies, humanities, economy, social sciences) to professional and vocational training in several courses and programs (hygiene and security at work, management and computer science, food quality control, design, event organization...), including the validation of competences in adults within the program *Education and Training 2010*. This school is one of the few schools where Portuguese is taught as a non-native language (PNML), a subject that has to be chosen by immigrant students. Currently it welcomes 9 immigrant students from Ukraine, Romania, Switzerland, and Germany, who, besides taking the subject of PNML, also have a tutorial hour per week to support their studies.

Director: António Pereira

URL: <http://www.esmax.pt/>



Colégio Luso-Internacional de Braga (CLIB)

This private school was created to offer to all of the students an academically rigorous program with a cross-cultural character in an open and modern atmosphere that incorporates new technologies and focuses attention on the student. As such, the school strives to expand each child's personal and social capacities, widen the intellectual and physical horizons of the student and nurture each young person's creativity.

The school prepares students from a multicultural and multilingual background for the future and for this reason **English is the principal language used in the majority of the classes**. At the same time, our students, mostly Portuguese, acquire proficiency in the Portuguese Language and familiarity with the history, culture and geography of Portugal. Experience has

demonstrated that our students achieve a level of proficiency in the Portuguese language equivalent to those students who attend a monolingual school. Investigations into multilingual education suggest that the earlier a child is exposed to other languages, the easier those languages are acquired. Similarly, the native language is also enriched by the experience.

The school is integrated in the network project of schools started at Colégio Luso Internacional do Porto, followed by Colégio Luso-Internacional do Centro (Marinha Grande) and through our relationship with them in international networks of schools such as ECIS (European Council of International Schools) CLIB's curricular programme is conceived to allow equivalency on all levels with the Portuguese educational system and other international Schools and facilitates access to university, whether Portuguese or foreign.

The school is subdivided into three departments:

- 1) For students aged 3 and 4 years (Pre-prep and Prep), the *Infant Department* is the foundation of his or her education. The curricular orientation, developed from a system of Portuguese pre-school education in conjunction with the British education system, offers a model for this department with the quality and flexibility necessary for developing the potential of a child that in most cases is in a school environment for the first time.
- 2) The *Lower School* promotes and develops the potential of each student by creating a scholastic experience that allows the student to begin to understand more about the world around them.
- 3) The Upper School (Form 5 – Form 8) is organized in a way that provides students with the maximum opportunity to develop good study and work habits; especially those directly connected to the investigative methodology. Spanish as a third language is compulsory from Form 5. The basic objective for a student completing Form 8 and preparing to enter Upper School is to develop the ability to carry out autonomous investigation, to demonstrate motivation and academic proficiency.
- 4) Form 9 and 10 follows the curricular programs of the IGCSE (International General Certificate of Secondary Education). At the end of the 10th year, and in some cases the end of the 9th year, the students complete examinations developed by Cambridge University through their exam department CIE (Cambridge International Examinations). In Form 11 and Form 12, students prepare for AICE exams (Advanced International Certificate of Education) also from Cambridge University.
- 5) Extra curricular activities: the academic programme is based on the education of the pupil as a complete being and, although the emphasis is put in search of academic excellence, the pursuit of cultural and physical activities, is not disregarded. The School organizes programmes for the pupils that wish to participate in the extra curricular activities after the normal academic timetable – the *CLIBclubs*.

Director: Carlos Pina Vaz

URL: <http://www.clib.pt/>

5. Organisations working with immigrant and ethnic minority groups

Until now contacts to immigrants' associations have been inconclusive. We have made attempts to obtain feed-back from FRATIA – Associação Imigrantes Romenos e Moldavos (Romanian and Moldavian Immigrants), Associação Mais Brasil (Brazilian), and the network Associações de Imigrantes em Portugal.

Annex: motivational letter in Portuguese

Braga, 2009

Exm.º Senhor/ Exm.ª Senhora,

Como coordenadora/membro da equipa portuguesa do projecto EUCIM-TE, financiado pela União Europeia, gostaria de lhe dar algumas informações sobre a sua natureza e importância.

No seu essencial, o projecto está centrado na preocupação com os resultados educacionais de alunos de origem migrante e de comunidades étnicas minoritárias na Europa, uma questão de crescente interesse a nível político e de investigação académica em todos os países da União Europeia. Os investigadores interessados nesta temática têm identificado um número considerável de razões para o facto de os filhos de imigrantes e de etnias desfavorecidas, em média, atingirem resultados de aprendizagem inferiores; razões que abrangem não só os domínios sociológico e político, mas também os factores iminentemente estruturais. Estudos mais recentes atestam sobretudo o papel central do factor linguístico, demonstrando que o principal problema não é a proficiência linguística em geral, mas sim uma dimensão particular da língua – a qual denominamos de “linguagem académica”.

No arranque do século XXI, estudos como o PISA ou o PIRLS levantaram uma segunda questão relacionada com esta problemática: a discussão em torno do papel do professor e a eficiência da sua formação. Resumidamente, os resultados do sistema educativo relativos às crianças de comunidades minoritárias tendem a ser demasiado baixos.

O projecto EUCIM-TE tem como objectivo fazer face a esta problemática desenvolvendo um currículo europeu para a formação de professores, que inclua domínios de qualificação inovadores para professores que trabalham com alunos de contextos étnicos diversificados. Por um lado, visa centrar-se na situação linguística característica de alunos provenientes de contexto imigrante ou de comunidades étnicas minoritárias, focando questões relacionadas com o bilinguismo, a obtenção de proficiência linguística académica e a aquisição de uma língua segunda. Por outro lado, pretende-se debater a questão estrutural dos diversos sistemas educativos, sobretudo a urgência de se integrar as necessidades educativas dos alunos migrantes e de comunidades étnicas minoritárias na formação dos professores, inicial e contínua. Neste âmbito serão necessárias novas estruturas de cooperação em forma de redes de diálogo, uma vez que apenas um esforço comum e concertado permitirá dar um passo em direcção à plena integração de alunos de origens étnicas diferentes. Assim, propomos a criação de parcerias de formação de professores (TEPs - Teacher Education Partnerships).

Neste sentido, a nossa equipa de trabalho gostaria de lhe dar mais informações sobre o nosso projecto e convidá-lo a participar no EUCIM-TE como membro da nossa rede de intercâmbio TEP. Em anexo enviamos-lhe um folheto informativo, ficando a aguardar a sua resposta. Esperamos poder contar com o seu contributo neste empreendimento de tentar melhorar a situação educativa de alunos de contextos étnicos minoritários.