



National Report on Needs Analysis: Portugal

1. Statistical Information

1.1. In 2006 Portugal had 10 599 000 habitants, 5129 900 men and 5469 200 women.

The Instituto Nacional de Estatística (INE, Portugal's official bureau of statistics), estimated that, according to the 2001 census, the population was 10,355,824 of which 52% was female, 48% was male. By 2007, Portugal had 10,617,575 inhabitants of whom about 332,137 were legal immigrants. Portugal, traditionally a country of emigration, has now become a country of immigration. The most traditional immigrant groups come from the East India (Portuguese until 1961), Africa (Portuguese until 1975), and Far East Asia (Portuguese until 1999). Since the 1990s, along with a boom in construction, several new waves of Ukrainian, Brazilian, people from the former Portuguese colonies in Africa and other Africans have settled in the country. Those communities currently make up the largest groups of immigrants in Portugal. Romanians, Moldovans and Chinese also have chosen Portugal as destination. A number of EU citizens from the United Kingdom, Spain and other EU member states, are permanent residents of the country, with the British community being mostly composed of retired pensioners and the Spaniards composed of professionals (medical doctors, business managers, businesspersons, nurses, etc.). Portugal's Gypsy population, estimated at about 40,000, offers another element of ethnic diversity. Most gypsies live apart, and primarily in the south. They can often be found at rural markets selling clothing and handicrafts.

Source: INE

NUMBER OF LEGAL IMMIGRANTS (YEARS OF 2001 – 2007)	
2001	223.976
2003	250.231
2005	275.906
2007	332.137

Source: SEF / INE

1.2. Portuguese is the predominant language in the country, including the autonomous regions Madeira and the Azores. In 1999 another language, Mirandês, was recognised as an official

language spoken in the northeaster area of Portugal, Miranda do Douro (Law No. 7/99, of 29th January).

More than 200 million people speak Portuguese and Portuguese is the official language of eight countries - Portugal, Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe, and Timor.

1.3. According to the results of the School Census 2006/2007 (conducted by the GEPE – Office for Education Statistics and Planning / Ministry of Education, Portugal) 1670763 students were enrolled in Portuguese schools (from pre-school education to high school).

Number of enrolments and establishments in ensino básico, according to level and modality of education						
2006/2007 – Mainland						
			Público	Privado	Total	
Preschool Education (Educação pré-escolar)			127602	120224	247826	
Compulsory Education (Ensino básico)	1.º Ciclo	Ensino regular	419764	49389	469153	
		Ensino artístico especializado (regular)	160	89	249	
		Cursos EFA	429		429	
	Sub-Total			420353	49478	469831
	2.º Ciclo	Ensino regular	208304	29242	237546	
		Ensino artístico especializado (regular)	135	119	254	
		Cursos CEF	515	116	631	
		Cursos EFA	976	91	1067	
		Ensino recorrente	658	43	701	
		Sub-Total			210588	29611
	3.º Ciclo	Ensino regular	298792	40932	339724	
		Ensino artístico especializado (regular)	165	88	253	
		Cursos profissionais	294	293	587	
		Cursos CEF	20129	4289	24418	
		Cursos EFA	1847	235	2082	
		Ensino recorrente	8088	826	8914	

	Sub-Total	329315	46663	375978
Upper-secondary Education (Ensino Secundário)	Ensino regular	200199	24990	225189
	Ensino artístico especializado (regular)	1729	109	1838
	Cursos profissionais	13951	30515	44466
	Cursos CEF	3628	1270	4898
	Ensino recorrente	53068	7052	60120
	Ensino artístico especializado (recorrente)	418		418
	Sub-Total	272993	63936	336929
Total		1360851	309912	1670763

Source: GEPE

Portugal has a total of 12510 Teaching establishments, including public and private schools of all levels of education (pre-school education – Upper-secondary education)

Teaching establishments, according to the nature of the establishment, by level/modality of education. 2006/2007 (Mainland)			
	Total	Public	Private
Pre-school education	6524	4465	2059
Ensino básico			
1st cycle	6492	6000	492
2nd cycle	1082	844	238
3rd cycle	1460	1145	315
Upper-secondary education	852	504	348

Source: GEPE – Office for Education Statistics and Planning / ME

With respect to the Teaching staff, according to the GEPE census, a total of 161090 teachers work in Portuguese Schools.

1.4. Despite the increase of immigration into Portugal, only in the last 10 years the Portuguese public institutions (Ministry of Education) got aware of the increase of multiculturalism and multilingualism in Portuguese schools.

The few studies which focus on the linguistic diversity of the students were ordered by the Portuguese Education Ministry in the last 5 years. There are two reports:

- The report *Caracterização nacional da população escolar de português língua não materna* (“national characterization of the school population with Portuguese L2”) is based on data collected in 2004-2005.

- A more recent study (from December 2008) focuses only on high school students (in the 10th grade). The report *Estudantes à Entrada do Secundário* (“Students at the beginning of the High School”) was carried out by OTES/GEPE (Observatório de Trajectos de Estudantes do Ensino Secundário e Gabinete de Estatística e Planeamento da Educação), two agencies of the Portuguese Education Ministry. It is based on data collected in 2007-2008.

According to the report *National characterization of the school population with Portuguese L2*:

- 18% of the student’s population does not have Portuguese as L1.
- 67% of Portuguese schools have between 1 and 10 students with Portuguese L2.

With regard to the pupils with Portuguese L2:

- 80% were not born in Portugal
- 20% were born in Portugal, but their parents are not Portuguese.

If we consider the geographical distribution of the migrant population, there is a clear contrast between the South and the North.

There is a high concentration of immigrant pupils in Lisbon’s School District (Direcção-Regional de Educação de Lisboa), ca. 60%, especially students from the PALOP-countries (African states with Portuguese as official language): Cape Verde, Angola, Guiné-Bissau, São Tomé e Príncipe. Most of these students were already born in Portugal.

In the North of Portugal most of the students who were not born in Portugal are second generation returnees, coming from France, Switzerland, Germany, Venezuela, South Africa and Canada.

The immigrants with other nationalities (like Ukrainians, Chinese, Romanians, Brazilians) are allocated all over the country. Especially in Algarve we can observe an increasing rate of immigrant pupils.

10,8% of non-native students have Romani origin.

The OTES/GEPE report indicates that 80,7% of the high school students are Portuguese; 7,8% have African origins and 4% are ex-migrants (2,2% are Luso-European).

This study identifies 80 different languages spoken at home/in the family context. There is another study, carried out by ILTEC (“A diversidade linguística na Escola Portuguesa/ Linguistic Diversity in Portuguese Schools”), which analysed the language diversity in Lisbon’s school. They identified 58 different home languages.

The OTES/GEPE report specifies the rate of languages spoken at home. In this school level the most frequently foreign language spoken at home is German.

Languages spoken at home by high school students:	
Exclusively Portuguese	89,6%
Portuguese and a Germanic Language	4,0%
Portuguese and another Romance Language	3,6%
Portuguese and Creole	1,1%

Portuguese and a Slavic Language	0,3%
Exclusively Creole	0,3%
Exclusively a Slavic Language	0,2%
Exclusively German	0,1%
Exclusively another Romance Language	0,2%
Other Languages	0,6%

Source: OTES/GEPE

This is a good indicator of the ongoing remigration process. Many second-generation emigrants come to Portugal after many years spent in the school system of the host country, at ages between 14 and 18.

Following the report *National characterization of the school population with Portuguese L2*, 52,4% of the inquired pupils with Portuguese L2 came to Portugal between 2000 and 2004. This fact shows that this phenomenon is very recent and still in progress.

2. Survey of educational system

Number of enrolments and establishments, according to level and modality of education

Mainland Public and Private (School Census 2006/2007, Source: Eurydice)

Level/modality of education	Schools	Pupils enrolled
Ensino básico	7 671	1 071 607
Upper-secondary education	822	276 908
post-secondary education	78	1720

Teaching staff, according to level and modality of education

Portugal Public and Private (School Census 2006/2007, Source: Eurydice)

1st cycle teachers	33 944
2nd cycle teachers	34470
3rd cycle and upper-secondary education teachers	88734
Teachers of schools with foreign studies' plan	731

In Portugal, the main guidelines for organising the school year are the following:

- The school year is the period between 1st September and 31st August;
- The school year, fixed annually in a order from the Minister of Education, lasts for 180 effective days of school activities in schools of ensino básico;

- Each term lasts for approximately 3 months, followed by a break of a week from school activities;
- Breaks from school activities occur at Christmas, Carnival and Easter;
- School activities begin between the 12th and 16th September and end in the 2nd half of June, except for the 9th grade, which finishes later due to national exams.

2.1 Basic Education (Ensino Básico)

In Portugal, universal, compulsory, free basic education (ensino básico) has since 1986 lasted for nine years and involves three sequential cycles:

The 1st cycle covers four years of schooling and provides a general approach to learning with one teacher alone but with the possible assistance of other education specialists for special activities.

The 2nd cycle covers two years of schooling and provides teaching organised into multi-disciplinary areas, each one the responsibility of one or more teachers.

The 3rd cycle covers three years of schooling and is organised by subject or subject group, each one being the responsibility of one teacher.

Pre-school education is, since 1997, the first step of ensino básico in a process of lifelong education.

Duration of weekly school time for the different different levels of Ensino Básico is the following (School Census 2006/2007, Source: Eurydice):

Teaching level (Ensino básico)	No. of Hours
1st cycle (1st, 2nd, 3rd and 4th years)	25 hours for any of the years
2nd. Cycle (5th. and 6th. years)	16 teaching periods of 90 minutes in both of the years
3rd. cycle (7th, 8th. and 9th. years)	17 + 17 + 17,5 teaching periods of 90 minutes respectively

The national curriculum establishes a set of learning and essential and structural competencies in a flexible search process for differentiated and appropriate responses to the needs and characteristics of each student, school or region. Each school, within the limits of the national curriculum, may organise and manage autonomously the whole teaching/learning process, adapting it to its own students by bringing in local and regional components and building its own curricular project.

2.2 Upper secondary education

Upper secondary education is a three-year cycle (10th, 11th and 12th grade) following the completion of ensino básico. Currently it is post-compulsory schooling. Since 1986 there are two alternative paths in upper secondary education: courses mainly geared to the pursuit of

further studies (general courses) and courses mainly geared to working life (technological courses). All these courses should provide general scientific teaching, as well as technical, technological and job-oriented training, and also include curricular components of Portuguese language and culture adequate to the nature of the various courses. Mobility from one path to another should be ensured.

Vocational schools, in which pupils are trained as intermediate grade professionals, provide an alternative to the regular education system, designed for young people whose immediate goal is to enter the job market.

2.3 Second language learning

Foreign language learning is guaranteed in the Portuguese curriculum; since 2002/03 two foreign languages are compulsory during the nine years of ensino básico. All study plans in upper secondary education include at least one foreign language at initiation or continuation level in the general component. In some courses another language is part of the curriculum in the specific component (Language II or III, depending on whether the pupil wants to proceed with the second already studied or whether he/she wants to start a new one).

In the ensino básico schools provide specific curricular activities for learning the Portuguese language as a second language for students whose mother tongue is not Portuguese, using time dedicated to Study skills. In the 2nd cycle the compulsory study of a curricular foreign language begins, currently this can be French, English or German, and this continues into the 3rd cycle so that students will learn a language in a structured and continuous way. In the **3rd cycle**, it is compulsory to learn a second foreign language, choosing from French, English, German or Spanish.

Ensino básico is provided in specialised State, private and cooperative schools. Upper secondary education is also provided in State, private and cooperative schools, as well as in vocational schools.

2.4 Special measures for the benefit of immigrant children/ pupils and those from ethnic minorities

In Portugal there is an equivalence attribution system that regulates the granting of equivalence of foreign qualifications with Portuguese qualifications for ensino básico and upper secondary education.

Immigrant children that have already started school in their own country and wish to ask for recognition of equivalent studies can present documentation that proves the schooling they have already had. Children that do not possess the necessary documentation for the process should go to the General - Directorate of Curriculum Innovation and Development (Direcção-Geral de Inovação e Desenvolvimento Curricular - DGIDC) to do a test that will determine where they will be placed based on what they already know.

National educational policies that insist on giving value to schooling based on respect for the values and differences of each pupil, has its foundation in national curriculum. Cultural pluralism is encouraged, favouring inclusion adapted to educational reality and community. Immigrant students also have a right to social and financial assistance from the State and are integrated directly into classes in mainstream education. All children enter school, regardless of their nationality or legal status.

Four measures to help integrate these students stand out: support in Portuguese as a Foreign Language, projects, mediators and tutors.

Decree-Law No. 6/01, 18th of January, foresees that schools supply "specific curriculum activities for learning Portuguese as a second language for pupils whose mother tongue is not Portuguese". More recently, the Implementing Order No. 7/06, of 6th February, establishes guiding principles and norms for the implementation, monitoring and assessment of the specific curricular activities and extracurricular activities in teaching institutions for Portuguese as a foreign language for students in the three cycles of ensino básico in the national educational system whose mother tongue is not Portuguese. After a diagnostic test of Portuguese in the school, students can benefit from activities in Portuguese as a foreign language for 90 minutes a week in the non-subject curricular area of Supervised Study (estudo acompanhado).

The projects can be included in the area of literacy or inter-culturality, or in other complementary areas defined by the school. At the pre-school level as well as the ensino básico level, the curriculum projects are focussed on the principle of inclusion. It consists of adjusting and adapting the teaching and learning to the different needs of each student and each school context (see section 6 of this report).

The function of the socio-cultural mediator consists of collaborating in the integration of immigrants and ethnic minorities in order to strengthen inter-cultural dialogue and social cohesion and their work depends on a protocol between the State or the local authorities and ethnic or immigrant groups, or via individual work contracts or freelance work. The socio-cultural mediators can fulfil their duties in a variety of public or private bodies, such as schools, health or social security institutions, in the Serviço de Estrangeiros e Fronteiras (SEF) – Foreign and Frontiers Affairs, in the General-Directorate of Social Reinsertion (Direcção-Geral de Reinserção Social – IRS), in the local authorities, etc.

Lastly, in line with the contractual autonomy of the school or school grouping, the school board can appoint tutors that are responsible for the individual monitoring of the educational process of a group of students.

It is worth underlining the concern that the Primary Education National Curriculum has in integrating Intercultural Education in teaching:

- In Portuguese (respecting the linguistic varieties of Portuguese and the languages spoken by linguistic minorities in the country);
- In Foreign Languages (creating spaces receptive to other languages and cultures);

- In History (making exchanges with pupils/young people from other communities, cultures, religions, ethnic groups and countries);
- In Geography (encouraging Citizenship Education).

Legislation: Implementing Law n.º 10/99

Legislation: Decree-Law n.º 227/05

Legislation: Decree-Law n.º 6/01

Legislation: Implementing Order n.º 7/06

Legislation: Law n.º 105/01

Institutions: High Commission for Immigration and Intercultural Dialogue

Institutions: National Centre for Immigrant Support

Institutions: Directorate of Curriculum Innovation and Development

Institutions: General-Directorate of Social Reinsertion

Institutions: Foreign and Frontiers Affairs

(Source: European Commission, **Eurybase - The Information Database on Education Systems in Europe. The Education System in Portugal 2006/07**)

3. Survey of pre- and in-service teacher training

3.1. Pre-service teacher training

3.1.1. The Bologna Process brought major changes to the initial training courses for teachers that were introduced by the Decree-Law n.º 43/2007, 22nd February of 2007, reinforcing the prerequisite of competence in Portuguese (oral and written) for all candidates to teacher training (Art. 10).

The introduction of the Bologna reform means a common basic model of a 1st cycle of higher studies (3 years / 180 ECTS: *licenciatura*) for teacher training in pre-school education and primary education (= 1st and 2nd cycle *Ensino Básico*) with minimum credits (each 30 ECTS) in Portuguese, Mathematics, Social and Natural Sciences (Natural Science, Geography, History) in order to get access to a 2nd cycle that confers professional qualification as teacher in 4 profiles: pre-school; 1st cycle; pre-school and 1st cycle; 1st and 2nd cycle. The areas of Musical and Visual Education / Technology have specific profiles of teacher training. The teacher training for Physical Education / Sport is overarching from primary to secondary education. The professional qualification for teachers of the secondary education (3rd cycle *Ensino Básico*, *Ensino Secundário*) is in general area-specific: it can be acquired through *licenciatura* degree courses that ensure scientific training in the respective area of teaching (defined by quantity of ECTS), complemented by appropriate teacher training in the 2nd cycle of higher studies (2 years

/ 120 ECTS: *Mestrado*). The Decree-Law defines 6 profiles, from Philosophy (only secondary), Mathematics, History / Geography, Biology / Geology, Physics / Chemistry up to Visual Arts. Of special interest here is that the new Bologna-inspired undergraduate / master degree framework requires a different study programme for qualifying language teachers. As far as modern languages are concerned, the framework means a combination of:

(1) a horizontal definition of Portuguese (mother tongue) and English (foreign language) in an exclusive major curriculum position (primary **or** secondary school teacher training; 100 ECTS required for candidates to the 2nd cycle / *Mestrado*);

(2) a vertical definition concerning French, Spanish and German (all school levels) in a minor curriculum position (60 ECTS required for candidates to the 2nd cycle / *Mestrado*).

This means that the combination Portuguese-English for a Language Teacher (formerly one of the most chosen) is excluded. The reform reveals the priority for English as first foreign language.

3.1.2. The Decree-Law does not contemplate Portuguese as a Foreign or as a Second Language. There is no definition of compulsory ECTS in this area for pre-service training for teachers of Portuguese (mother tongue, literature). A special profile is not foreseen by law. The Higher Education Institutions (HEI), public or private sector, can offer autonomously courses according to the Decree-Law nº 43/2007. These courses may include (optional) components dedicated to Portuguese as Foreign or Secondary Language. A few HEI advanced with specific post-graduate courses, without binding legal orientations. So far, there has been no external evaluation or accreditation process of the pre-service teacher training courses offered since the Bologna reform on national level.

3.2. In-service teacher training

3.2.1. The legal regime for on-going teacher training introduces the Training Centres of Associations of Schools for improving teacher training. These centres design and promote training plans and each course responds to teacher training needs. These Training Centres have teaching autonomy, following the guidelines of the Scientific-Pedagogical Council for in-service Teacher Training – *Conselho Científico-Pedagógico da Formação Contínua* (CCPFC). Every three years, these training institutions are accredited by the CCPFC, which also approves the courses proposed by the training centres as well as the teacher trainers who have applied to teach.

3.2.2. In the current legal scheme for on-going teacher training, trainers are:

- Higher Education Institutes equipped for teacher training, in the educational sciences and speciality sciences;
- The training centres of associations of schools;
- The training centres of non-profit making professional or scientific associations, who can have a relevant impact in providing in-service teacher training.

Education central and regional administration services may promote training courses in areas considered to be important for developing the educational system.

3.2.3. In absence of a compulsory component in pre-service curricula the area of Portuguese as a Foreign or as a Second Language / Intercultural Education is chosen as subject for courses proposed by non-profit associations, as APEDI (*Associação Portuguesa para a Educação Intercultural*) and APP (*Associação dos Professores de Português*).

4. Document review

4.1. The first official step done in Portugal towards a policy which takes into account the multilingual reality of the Portuguese schools is the Article 8 of the Law 6/2001 (Decreto-Lei nº 6/2001 de 18 de Janeiro), where it is officially recognized that there are students who do not have Portuguese as native language.

Artigo 8º do Decreto-Lei nº 6/2001 de 18 de Janeiro

Língua portuguesa como segunda língua

As escolas devem proporcionar actividades curriculares específicas para a aprendizagem da língua portuguesa como segunda língua aos alunos cuja língua materna não seja o português.

Portuguese as L2

The schools should offer curricular activities designed for students whose mother tongue is not Portuguese.

These activities aim to assist the learning of Portuguese as L2.

The report “Caracterização nacional da população escolar de português língua não materna”, published in 2006, inquired which activities were realized in the schools with non-native students.

There are 3 types of activities (see 2.4):

1. Projects in the area of literacy and intercultural dialogue.
2. Support lessons (defined by the Law 219/9, nr. 6/2001).
3. Support activities: with tutors or mediators.

The results show that most of the schools with immigrant pupils organize support lessons. These lessons are not only designed for immigrants/ex-migrants, but also for students with special needs. A small percentage of schools develop projects in this area (4%) or use the figure of the tutor (3%) or the mediator (2%).

4.2. The second (and until now last) step within this domain was the publishing of an Orientation Document (Documento Orientador - *Português Língua Não Materna no Currículo Nacional / L2 Portuguese in the National Curriculum*) in July 2005, which was later converted into the Order 7/2006 (Despacho Normativo nº 7/2006).

This document defines the procedures school administration and teachers should follow, e.g.

- the student with Portuguese L2 has to be pre-evaluated in order to be integrated in a proficiency group (following the CEFRL). There are three groups of linguistic proficiency:

- a) elementary (A1, A2);
- b) intermediate (B1);
- c) advanced (B2, C1).

The teachers have to apply diagnostic tests, which are provided by the Ministry of Education. After defining the L2 levels, Portuguese L2 is taught in the Subject “Estudo Acompanhado” (Accompanied Learning), 45 minutes per week. The student has only a qualitative assessment. At the same time, he is integrated in the subject Portuguese, together with the native Portuguese students, where the assessment is quantitative.

At the end of the compulsory school level (9th grade), the assessment of the migrant student in the subject Portuguese results from a Portuguese L2 exam and the quantitative classification of the common subject Portuguese, following a formula established in the Order nr. 1/2005, 5th January.

Every school, which has multilingual students, should form a multidisciplinary and multilingual team, who accompanies them.

This Orientation Document emphasizes the need of training the intercultural competence of the teachers, especially with in-service teacher training programmes. It invokes particularly the participation of the higher education institutions, in order to conceive such programmes and fill this gap (p.22 of the Orientation Document).

4.3. The most recently published document is called “Orientações Programáticas de Português Língua Não Materna (PLNM) Ensino Secundário” / *Programmatic Orientations for Portuguese as Non-native Language in the Secondary School*, which was entry into force in April 2008. This document, which is restricted to the Upper-Secondary Education gives methodological orientation on Materials, Topics and Assessment procedures.

5. TEPs Analysis: Panorama of the current situation in Portugal

5.1. On the basis of our TEP meeting on 1st July 2009, the contributions of the participants and discussion, we may sketch out the following structured panorama of the actual situation:

- 1) Research and experimental implementation at certain schools over a long time (e.g. ILTEC): creating alternative environment of learning processes (holistic approach) in contexts of schools in socially not-privileged/problematic areas where acquisition of ‘academic skills’ is an overarching difficulty (mainly primary school sector).
- 2) Reality of schools without dialogue with research partners, defining their methodology mainly guided by orientations and recommendations given by the Ministry of Education (DGIDC). There is a wide range of realities, depending on rural / urban environment, socially problematic outskirts of the bigger cities (Porto and Lisbon), differing also according to the different sectors (primary and secondary education):

- a) International private school: guided by a multilingual curriculum concept, a socially privileged and relatively small school population are willingly exposed to content integrated learning in a language different from their mother-tongue. Good learning environment aided by the diverse origin of a part of pupils.
- b) 'Regular' public school with a low rate of immigrant population with diverse origin. Non-native speakers are pupils treated on a case-to-case basis as different from the majority. Portuguese as Second-Language acquisition is not integrated in the overall learning environment (extra-lesson, tutoring on a more or less personal basis); action centered on the evaluating / credits of achieved competences within the orientations given by DGIDC: main interest is the integration in the majority of 'regular' native-speakers.
- c) National schools in areas where you have to deal with immigrant or marginalized population (above all, the case of Roma and Sinta communities) in a more expressive way (10 to 20% can still be considered a high level, within Portuguese standards). In opposite to the willing exposure to a multilingual learning environment within a socially privileged context (described in case a), these schools have to cope with unprivileged or even conflictive social realities where the acquisition of Portuguese cannot be dissociated from a more holistic approach by force (an approach that is desired – and not seen as a problem – in the case described in category number one). As far as language is concerned, the wider problem is the acquisition of language pragmatics (independent from native or second language) necessary to establish a 'normal' setting of learning environment and social relationship. The methodology is guided by a 'trial and error'-approach within the range that the Ministry is willing to give in these cases, different from the case described as 'regular' public school reality.

Observation:

Seen from a sociolinguistic angle, the 'segregation' of immigrant or marginalized population is in the first place a problem of social prestige, marked by the levels of proficiency of Portuguese: (even slight) variants are easily detected within Portuguese society whose discourse of national identity is strongly rooted on a purist concept of Portuguese Language in difference to the Brazilian norm and the Luso-African variants (under the influence of Creole languages). There is not any national framework on how to deal at school with a linguistic reality that implies either a 'range' of tolerance or rigidity (academic / colloquial pragmatics). This problem is influencing the practices that concern Portuguese as Second Language, because there is a 'grey zone' between native and non-native speaker.

5.2. Questionnaires

The needs analysis questionnaire (the Portuguese version is attached to this document) was sent to the TEPs partners in July. We expect to collect the data until 15th September. So far we

have the feedback from 6 teachers. The responses confirm the panorama sketched in 5.1. The teachers reveal that they acquired competences in Teaching Portuguese L2 through individual initiatives: they searched literature on this topic on their own and attended teacher training modules, which were organized by their schools. However, the lack of information is pointed out as the biggest problem. All of the informants recognize the need for more official support (from the Ministry of Education) and confirm the advantages of introducing L2 teaching modules in pre- and in-service teacher training. Special relevance is given to the following topics: Acquisition theories; Theories on Bilingualism; Cooperation between teachers; Dissemination of ongoing projects; Intercultural Education.

6. Good practices

Several projects and/or initiatives may be identified; however, for reasons of space in this document, we outline only 8 of them:

1. Project Bilingual class - portuguese-cape verde creole (2008-2012) (Coordination: Maria Helena Mira Mateus, Dulce Pereira & Luísa Solla, ILTEC - portuguese TEP) (www.iltec.pt), 1st to 4th grade of Basic education; 2 classes; school: EB1 n.º 1 do Vale da Amoreira

General objectives:

- To develop a good level of bilingualism and biliteracy (oral and written skills) in children, in both languages;
- To contribute for school success in children from Cape Verde and, therefore, to cooperate in their integration in the portuguese community, improving their linguistic, cognitive, social, and cultural development (also for children whose mother tongue is Portuguese);
- To stress that fact that the cape verde creole is as important as any other language. There are no languages more worthy than others; learning cape verde creole, along with the Portuguese language, is a way of making it prestigious for those students who have it as their mother tongue.

2. Project Galanet, Training platform for intercomprehension in romance languages (<http://www.galanet.eu/q1/>); Portuguese involvement: University of Aveiro. This platform, established within a Socrates Lingua project (2001-2004) allows the speakers of several romance to practice intercomprehension, a way of communicating that is a form of plurilingual communication whereas each one tries to understand the languages of others and expresses oneself in the language(s) one is familiar with, thus developing different levels of linguistic knowledge. The device, based on the temporal dissociation of competences and on principles of hybrid training, is destined to students (higher education, language centres), secondary students and adults that possess, at least, competence in one of the romance languages of reference, as either mother tongue or foreign language (french, spanish, romenian, catalan, italian). From 2008, this partnership has started a new projet (2008-2010, LLP KA2), named

GALAPRO that aims at the training of trainers for intercomprehension. This project is coordinated by University of Aveiro and has a new platform: www.galapro.eu/proto/home.

3. Project Languages and Education (FCT, PTDC/CED/68813/2006) (2007-2010) (<http://www.ua.pt/cidttf/leip/PageText.aspx?id=8832>), (Coordination. Ana Isabel Andrade, University of Aveiro). This project is focused on the development of Professional Development Communities (PDC) that involve teachers from basic education and upper-secondary education, and teacher trainers and researchers of language education. Its object of study is shared knowledge construction in language education that aims at changing education, training and research practices. Several aspects are developed: i) conceptions of the participants in the PDC, regarding Language Education; ii) their motivations; iii) their personal and professional paths; iv) the nature of their intervention in the organization and management of the community; v) the nature of their involvement in research, training and practice processes; vi) the impact of the PDC in the (re)construction of knowledge in Language Education.

4. Project Chainstories (Sócrates Project Ref. 229633-CP-1-2006-1-ES-LINGUA-L1PP) (<http://www.chainstories.eu/>). It aims at the development of motivation to learn languages (first and foreign) in basic education with students aged between 8 and 11, through the collective production of chainstories by students in 5 European schools of Romance languages. It involves 7 partner institutions: o Centro Navarro de Autoaprendizaje de Idiomas - CNAI (General Coordination); University of Aveiro (coord. Luísa Álvares Pereira); The Regional Center in Viseu of the Portuguese Catholic University; EuroEd Foundation (Romania); Kindersite Project Ltd (UK); o Consorzio per la Formazione Professionale e per l'Educazione Permanente (Milão), and the Centre Régional de Documentation Pédagogique d' Aquitaine - CRDP.

5. Several projects by the Institute of Arts and Human Sciences at the University of Minho (<http://www.ilch.uminho.pt/Default.aspx?tabid=1&pageid=29&lang=en-US>):

5.1 Project Portuguese-German bilingualism in the European context (FCT, POCI/LIN/59780//2004) (<http://www2.ilch.uminho.pt/deg/>) (Project coordinator: Cristina Flores) (2005-2008). Project on luso-german speakers who have acquired these 2 languages in their childhood. The main purpose was constructing a large corpus of interviews made to these speakers, focussing on their bilingual biography and their attitudes towards coming back to Portugal and bilingualism. In a second phase, this project was aimed at former emigrants that have returned to Portugal after having lived and worked for several decades in Germany. Their life stories can be read and heard in the People's Museum: www.museu-da-pessoa.net.

5.2 MOLAN - Network for the exchange of information about good practices that serve to motivate language learners, 2007-2010 (<http://www.molan-network.eu/>) (MOLAN co-

ordinator: Wolfgang Mackiewicz; Team from University of Minho: Marie-Manuelle Silva & Orlando Grossegeesse). The MOLAN network project, funded by the European Commission under the Lifelong Learning Programme (LLP), is carried out by 43 higher education institutions and schools from 22 European countries, and four European and national organisations. The project's principal aim is to bring about a positive attitude among young Europeans towards the learning of foreign languages, and towards other peoples and cultures. MOLAN is driven by the conviction that young people in Europe have to acquire multilingual competence for the benefit of society and of themselves. MOLAN strives to encourage: i) the learning of a second or further foreign language(s); ii) the learning of less widely used and taught languages; iii) cooperation between schools and universities.

5.3 Courses on Portuguese as a Foreign Language (PLE): a Summer Course of three levels, Elementary, Intermediate and Advanced, with a total of 80 hours for each level, which runs throughout July (3 to 28); an Annual Course of two terms (October-January and February-May), with 16 hours of teaching a week. As well as the teaching activities, each course also has a programme of field trips to various places in the region. Apart from these courses, ILCH offers Intensive Courses of PLE for exchange students and/or foreign researchers working in UM.

5.2 Open courses on English, German, Catalan, Russian, Japanese, Italian, Chinese, Galician, Arabic, Portuguese Sign Language, Spanish, French.

5.3 Several activities for motivating students of lower and upper secondary education for language learning: Karaoke, Summer camp, celebrating the European day of languages...

6. APPEAL (start 2009): Network for the development of language projects (including teacher training), established among the University of Minho (Institute of Arts and Human Sciences and Institute of Education and Psychology) and Basic/ Upper Secondary Schools in the Minho Region. Its general aim is to foster cooperation between the university and local schools, in the development of projects in the area of both Portuguese and foreign languages (including Portuguese as a foreign/ second language) that will also embrace the initial and in-service training of teachers.

7. Project EuroPAL (A European Pedagogy for Autonomous Learning – Educating Modern Language Teachers Through ICT, 2004-2007) (Coordinator: Manuel Jiménez Raya, University of Granada; Member at the University of Minho: Flávia Vieira, Institute of Education and Psychology). EuroPAL was a project on autonomous learning, focused on the design of multimedia training materials for modern language teachers and student-teachers. The materials produced integrate video sequences, text, audio, and reflection and observation tasks to foster a pedagogy for learner autonomy. The objective was to enhance teacher development and raise awareness of the processes involved in teaching and learning. Innovative features included the use of a systems and competency-based approach, as well as the incorporation of video clips with lessons filmed in different countries, showing examples of problems faced by teachers and approaches to learner autonomy. Project outputs included documents, such as an

autonomy profile of the modern language teacher, a book (Issues in a Pedagogy for Learner Autonomy in Modern Language Education), as well as the design of a course that implements project results. However, the main product was multilingual, interactive CD-ROM (Learner Autonomy in a School Context).

8. Project Action research as a reflective initial teacher training strategy (1995-2009), (coord. Maria Alfredo Moreira, Institute of Education and Psychology). This project has been taking place in the final year of student teachers' second language teaching degrees (English/German), *practicum* year in lower and upper secondary schools. It aims at promoting student teachers' critical reflectivity by helping them to: (1) problematise the contexts of teaching and teacher development, (2) inquire into pedagogical theories and practices, (3) promote learning-centred pedagogy, and (4) value self-direction and collaboration in professional development. Results have been pointing out the reinforcement of student teachers' willingness to work for the promotion of pedagogy for autonomy, defending a view of the *teacher as a critical intellectual* that takes responsibility for his/her decisions. The pupil takes a role as a *critical consumer of pedagogical knowledge*, taking responsibility and reflecting on his/her learning and participating in classroom decisions. The vast majority of the pupils acknowledge the value of their teachers' projects for *enhancing learning within a learner-centred approach*, stating that the activities and materials developed increased their motivation, interest, effort, and responsibility for their learning. They also fostered their ability to identify and solve learning problems, their disposition and ability for collaborative learning and for reflecting on the language learning processes, even though many recognize that their language learning outcomes were not always improved as a result of action research. Student teachers have identified several constraints, the most persistent one being *lack of time*. They also point out difficulties in the organisation and systematization of action research, mainly in fulfilling the requirements of continuous written reflection.

Besides these projects, there are several initiatives, undertaken by the following organizations:

1. Association of Portuguese Teachers (<http://www.app.pt/>) works on the development of training-research-development projects focused on the teaching of Portuguese as both mother tongue and second language; portuguese TEP;

2. High Commission for Immigration and Intercultural Dialogue (<http://www.acidi.gov.pt/>), in collaboration with the National Centre for Immigrant Support (Centro Nacional de Apoio ao Imigrante - CNAI) and with the Local Centre for Immigrant Support (o Centro Local do Apoio ao Imigrante - CLAI) publishes information brochures in the most popular languages, such as English, Portuguese and Russian. It makes it possible for all non-Portuguese speaking immigrants to have free Portuguese classes. There are also Portuguese courses for immigrants organised by the Training and Employment Centres (Centros de Formação e de Emprego) (Source: Eurydice Report, Portugal 2006/07); portuguese TEP;

3. Teacher Association for Intercultural Dialogue (APEDI) (<http://www.apedi.net/>). This non-profit organization aims at developing actions and programmes (including documentation and materials) that will educate people in values as living together, tolerance, solidarity, and dialogue among different cultures and peoples; portuguese TEP.

3. Several teacher training institutions, like Oporto University (portuguese TEP) and Lisbon University. In spite of the fact that in Portugal there is no centralised directive on the inclusion of intercultural education in initial teacher training, institutions of teacher education offer several courses on different aspects of the integration of immigrant children at school. By means of seminars, special modules or Master's level courses, teachers who work – or wish to work – with this category of pupils may acquire greater familiarity with languages or cultures of origin and learn how to manage mixed group classes, communicate better with parents, or teach pupils of differing ability, etc. The 2001 legislation on the professional qualifications and background of teachers in preprimary, primary and secondary education specifies the skills related to intercultural education that teachers should acquire in the course of lifelong training if necessary. (Source: Eurydice (2004). Integrating immigrant children into schools in Europe. Brussels: European Comission, available at <http://www.eurydice.org>)

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