

European Core Curriculum for Mainstreamed Second Language Teacher Education

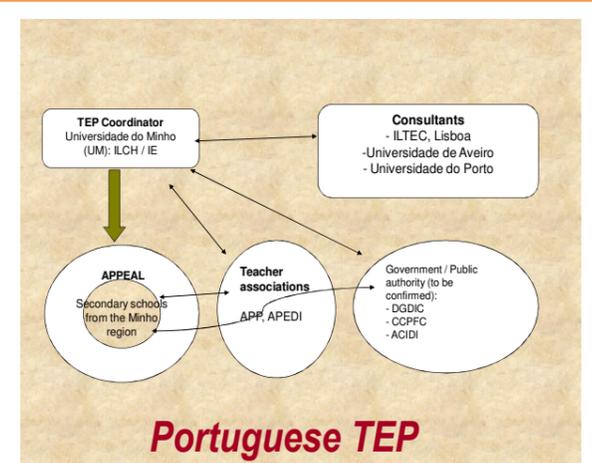
National Adaptation PORTUGAL

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NEEDS ANALYSIS

- In 2008 42 332 students spoke Portuguese as a non-native language.
- 'Regular' public schools still have a low rate of immigrant population, with diverse origin (between 1 and 10 students). Nonetheless there are schools situated in areas where you have to deal with immigrant or marginalized population.
- Non-native speakers are pupils treated on a case-to-case basis as different from the majority. Portuguese as Second Language (PL2) acquisition is not integrated in the overall learning environment.
- The main measure intended to compensate for the language needs of immigrant pupils is intensive teaching of Portuguese as a Second Language - tuition based on 'linguistic immersion' in which pupils are exposed directly to the target language and receive intensive tuition, individually or in small groups during normal school hours.
- The action is mainly centered on evaluating achieved competences within the ministerial orientations. The main interest is the integration in the majority of 'regular' native-speakers.
- The inclusion of the Inclusive Academic Language Teaching (IALT) curriculum of the EUCIM-TE project in Portuguese teacher training programmes seems to be a rather complex and difficult task. However, the need for developing teachers' intercultural competences is legally recognized. There is also a perceived strong need for training for ALL teachers due to a wide perception on a general lack of training/ knowledge on PL2/ IALT, associated with a general lack of importance of IALT in teacher education curricula.

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PRESERVICE TEACHER TRAINING

- The legal conditions for pre-service teacher training disfavours the implementation of an IALT curriculum in pre-service teacher training courses.
- Teacher profiles and training areas are defined by law that does not contemplate Portuguese as a Foreign or as a Second Language.
- Teacher training courses were reduced as a result of the introduction of the Bologna Process (in 2007) which leaves almost no room for the introduction of 'new' domains.

INSERVICE TEACHER TRAINING

- The accreditation of training institutions, trainers and programs is made by a national accreditation board, the *Scientific and Pedagogical Council for In-Service Teacher Training*.
- Training institutions are Higher Education Institutions with teacher training courses, the training centres of associations of schools, and the training centres of professional or scientific associations.
- An in-service training course can have different formats: training courses; training modules; seminars; practical training courses/ workshops; projects or study circles; attendance of single subjects in higher education institutions.
- Training will mostly take place in the teacher's spare time or in non-teaching hours. The credits are attributed according to the number of training hours (that may vary a lot), with an effect on career promotion.
- The legal framework allows the introduction of new areas of training (including PL2 or IALT). As long as they are accredited, they are most likely to be welcomed by all subject area teachers.