

SCHOOL ACHIEVEMENT BY ETHNICALLY AND LINGUISTICALLY DIVERSE LEARNERS: A PROPOSAL FOR TEACHER DEVELOPMENT PROGRAMS IN PORTUGAL

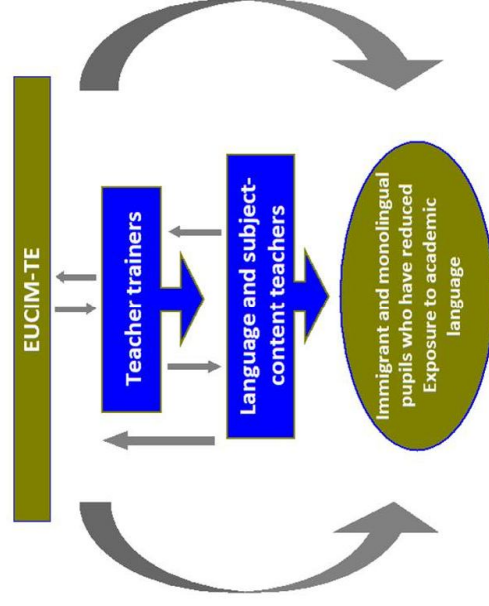
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EUCIM-TE

European Core Curriculum for
Mainstreamed
Second Language Teacher Education
www.eucim-te.eu



Target audience



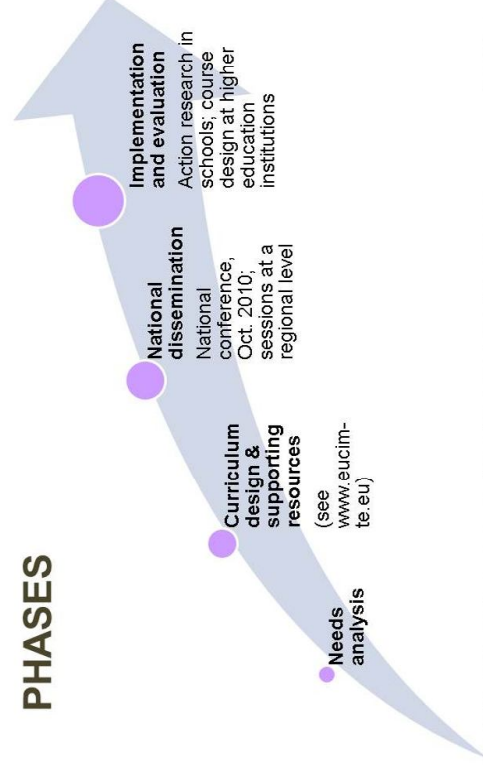
In Europe, immigrant and minority students are struggling in schools. Besides having to learn a new language, they have to learn *in it* as well.

The European project EUCIM-TE moves from the generalised “compartmentalised” concept of Second Language (SL) teaching to an “inclusive education”. SL teaching is seen as an integral part of a common curriculum process, i.e. mainstreamed SL education.

Mainstreamed SL education demands changes in the teacher education curricula, as all teachers need qualifications regarding their work with ethnolinguistic minority pupils. None of the European Member States has a general teacher education curriculum responding to these needs.

DEVELOPING THE EUCIM-TE CURRICULUM IN PORTUGAL

PHASES



THE NEEDS ANALYSIS

In 2008, out of 44332 students spoke Portuguese as a non-native language (ca. 2,3% of the school population).

‘Regular’ public schools have a low rate of immigrant population (between 1 and 10). There are about 120 different nationalities represented.

The higher the schooling years, the higher the retention rates, along with the nationality and GDP of the country of origin: pupils from African Portuguese speaking countries have the highest retention rates.

The main measure intended to compensate for the language needs of immigrant pupils is intensive teaching of Portuguese as Second Language (PL2) - tuition based on ‘linguistic immersion’ on a pull-out scheme.

There are also sociocultural mediators in schools, acting mainly with Roma students, as a link between their families, the majority population, the school and the authorities.

TEACHER EDUCATION

The need for developing teachers’ intercultural competences is generally acknowledged.

There is a strong need for training for ALL teachers: wide perception on a general lack of skills/ knowledge on PSL, associated with its general lack of importance in teacher education curricula.

The legal framework disfavors the implementation of this curriculum in pre-service teacher education programs but allows for the introduction of PSL in in-service contexts.

Teacher educators need to be trained.

MAIN CONTENT AREAS

Plurilinguism, language acquisition & the linguistic model (SFL)

Teaching and learning academic language in an inclusive way & critical literacy

Language policies in schools & the role of communities

A minha pátria é a língua portuguesa

My homeland is the Portuguese language

(Fernando Pessoa)