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## TEACHER EDUCATION CURRICULUM FOR TEACHING IMMIGRANT STUDENTS IN PORTUGUESE SCHOOLS

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**Summary.** Educational systems of most European countries seem to be unable to respond adequately to the growing migration-induced multilingualism. None of the European member states has developed an integrated approach to address linguistic diversity in teacher education programmes that will respond to the demands of inclusion, equity, and social justice for all learners. This paper presents a European proposal for a second language teacher education curriculum and the process of its adaptation for the Portuguese context. This curriculum intends to prepare content teachers to work with immigrant pupils in mainstream classrooms with a focus on academic language. After the contextualization of the issue of social and linguistic needs of these immigrant students, the authors present a brief overview of the European project curriculum for Inclusive Academic Language Teaching, followed by a discussion of the Portuguese proposal and its implementation caveats. The authors propose a module on Portuguese as a Non-Native Language (PNNL), which covers the issues of second language acquisition in the schooling project, didactical issues of teaching and learning (inclusive) academic language, inclusive academic language and school organization issues. A national proposal for Portugal also embraces the concept of the teacher as a critical reflective practitioner and of school as a learning community. The authors conclude that this European proposal responds to pressing necessities in Portugal for the education of these students and constitutes a viable response to their language needs, in spite of the many constraints in its application.

**Keywords:** multilingualism, Teacher Education Curriculum, Academic Language, Portugal.

### Introduction

Successful implementation of a social cohesion and social justice vision for a modern Europe to a large extent depends on its ability, characterized by high mobility, to cater for the needs of its vulnerable groups who may be in danger of becoming socially and economically marginalised. In order to improve the academic achievement of these pupils, teacher education programs must be more focused on language related issues, looking at the teacher's role and qualifications to tackle the increasingly demanding

linguistic and cultural diversity in mainstream classrooms (Villegas & Lucas, 2002; Lucas & Grinberg, 2008; Kniffka & Siebert-Ott, 2008; Gogolin et al., 2011).

At the macro level, educational inequality has been shown by research to carry negative consequences for both economic development, full participation in the community and wider society, and social cohesion. International studies have demonstrated a positive correlation between a country's average educational attainment and its economic productivity (Klugman, 2011), but have also shown that measurable educational inequalities carry social and monetary costs in terms of worsened health conditions, increased drug abuse and other criminal acts, all of which require remedial action (Wößmann & Hanushek, 2010). As a result, immigrants and ethnolinguistic minorities often have a higher rate of illiteracy, a higher level of poverty and a poorer quality of life (UNESCO 2007). Recent policy initiatives at the European level have sought to address these issues, stating that measures to improve the quality and efficacy of educational provision for students with migrant backgrounds should be taken seriously in the equity agenda both of the EU and OECD (Roth & Duarte, 2010, p. 8).

Additionally, research has repeatedly suggested that the language related issues to be addressed should focus on aspects of academic language proficiency as these help foster academic achievement (Cummins, 1979; Schleppegrell, 2004; Gibbons, 2009; Gogolin et al., 2011). For these reasons, a first phase of a European Comenius project was conducted between 2008 and 2010. It focused on teachers' competences to promote students' academic language in mainstreamed second language classrooms. It specifically focused on enhancing language skills of second language learners with an immigrant background within national educational systems, particularly on the situation of immigrant students.

Even though not as ethnically and linguistically diverse as other European countries (see Germany, France, or England, for instance), Portugal, used in this article as an example, is becoming a case of emerging multilingualism as many others in Europe (Caruana, Coposescu & Scaglione, 2012). Even though nowadays the situation is not as diverse as it was ten years ago - as a result of the severe economic crisis many immigrants returned to their homeland – diversity of nationalities and of languages is still high<sup>41</sup>. In addition, as unemployment among teachers is very high, teacher education is not in a priority in the educational agenda, let alone teacher education that will adequately respond to an only emerging multilingualism. The issue at hand is a social (and educational) justice one – education should be provided at its highest quality to ALL students, regardless of their nationality, socioeconomic status, ability, ethnicity, or language (Zeichner, 2009).

Recent studies on Portuguese as a Second Language (Portuguese as a Non Native Language, as it is officially known) highlight the growing diversity of the sociolinguistic landscape in Portugal, but they also signal the need for more interventive studies and innovation at the levels of policy, pedagogy and teacher education (see a review of studies conducted between 2006 and 2011 in Vieira, Moreira & Peralta, 2014).

This text will address the issue of teacher education for a culturally and linguistically diverse school population marked by a different nationality and home language use.

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<sup>41</sup> Foreign students account for 5% of the total of students in basic education in Portugal, including more than 180 nationalities, mostly in lower secondary education (CNE, 2011).

It will discuss the rationale and implementation of a European project that took as its focus the development of a core curriculum for mainstreamed second language teacher education. It will justify the need for this curriculum drawing on the current situation of teacher preparation to teach immigrant students in a participating country – Portugal. It will address the following questions:

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1. How can a European curriculum for teacher education address the academic achievement gap among students with a migrant background?
2. Is a curriculum for second language teacher education in mainstream classrooms necessary for the Portuguese context?
3. What are the facilitating conditions and constraints for the successful implementation of a Portuguese adaptation of the European proposal?

The text is organized in 4 sections. The first introduces the problem: the achievement gap of immigrant students in the OECD countries and in Europe. The following sections address the 3 guiding questions for the present text: section 2 describes the European core curriculum for teacher education as an attempt to respond to this achievement gap, focusing on the role played by academic language; section 3 presents the situation of immigrant students in Portugal, along with an argument on the need and appropriateness of this curriculum in this national context; section 4 will discuss some conditions for its implementation. At the end some considerations are put forward regarding a discussion of wider social facilitating conditions and limits.

## **On the Achievement Gap and the Role of Teaching**

In all European countries, the level of school achievement of immigrant<sup>42</sup> pupils is strikingly lower than that of native students (Stanat & Christensen, 2006; PISA Konsortium Deutschland, 2007; Dronkers, 2010; OECD, 2011a, b). In general, these students leave school more frequently without any qualifications, obtain lower certificates, experience class retention more often, and have fewer chances to enter the job market or choose their desired profession (Becker & Wolfgang 2007; Auernheimer, 2006).

Many factors have been proven to influence school performance of such groups, such as poverty, irregular status, low parental education, discrimination experiences, societal conflicts or school selection mechanisms, status and power of languages and of ethnicities, or school curriculum (Becker & Wolfgang, 2007; Klugman, 2009; Nieto, 2005; Schleicher, Zimmer, Evans & Clements, 2009). Students with an immigrant background tend to be socio-economically disadvantaged, but this fact does not fully explain the achievement gap. "After taking into consideration the effect of socio-economic background on reading performance, differences between students with and without an immigrant background are reduced but a performance gap still persists" (OECD, 2011a, p. 92).

The PISA Consortium comments that proficiency in the language of the host society at a grade-appropriate level is considered a decisive factor for school achievement amongst

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<sup>42</sup> In this text we adopt the definition provided by OECD (2011b, p. 1): "Immigrant students are those with an immigrant background, and they can be either first-generation (those who are foreign-born and whose parents are also foreign-born) or second-generation (those who were born in the country of assessment but whose parents are foreign-born)."

migrant children as reading proficiency in the majority's language also cumulatively influences achievement in other core subjects (Baumert & Schümer, 2002). This had previously been confirmed by several earlier studies (Alba, Handl & Müller, 1994; Gogolin, 2000). As Siebert-Ott (2006) points out, a decisive factor for educational achievement is the acquisition of the standard language (close to writing) or the technical language increasingly used within the classroom. In fact, as Cummins (2000) had already noted, failure to acquire a school-specific register in the second language, which he termed cognitive academic language proficiency (CALP), can be identified as the main reason for the relatively low school achievement of migrant students. Furthermore, recent studies have proved that appropriate learning environments leading to high proficiency in the academic register can compensate for lower socioeconomic status as well (Duarte, 2011; Programmträger FÖRMIG/Gogolin, 2010).

On the other hand, schools and teachers play an important role in the inclusion and promotion of academic success of these students. As the demands on schools are becoming more complex, teachers are expected to have much broader competences and roles. Quality of teaching is recognized as one of the most important school variables influencing student achievement (OECD, 2005). Societies now expect schools to be sensitive to cultural, linguistic, class and gender issues, to promote tolerance and social cohesion, or to respond effectively to the disadvantaged students (*idem*, p. 2). Engaged teachers often seek to expand teaching opportunities and set high expectations and a more demanding curriculum with deeper focus and richer content to meet the demands of highly capable students, while providing positive academic advantages to all students in the class (*idem*, *ibidem*). However, in a class with higher proportions of immigrants, ethnically and/or racially diverse, or with students from lower socio-economic backgrounds, teachers tend to adjust expectations and curriculum challenge downwards, often in subtle ways and with the best intentions (Delpit, 1988; OECD, 2005). Thus, in order to best deal with the achievement gap between natives and immigrant students, there is a need to introduce the issues of multilingualism, second language acquisition, and academic language in teacher education.

## **A European Curriculum for Inclusive Academic Language Teaching**

It has been over ten years since the first PISA results addressed the issues of the underachievement of migrant pupils and the importance of language proficiency in this respect. Since then a great deal of investment in programmes for language support has been made, although with different intensity across Europe. Most of them include additional teaching of second language after regular school hours that have been often called a "compartmentalised" approach to additional language instruction (Leung, 2003). Despite this investment, no significant results for first and second generation migrants can be noted, as these practices are segregating students into different types of school, tracks or streams what harms the learning of vulnerable groups in a way that institutionalises inequality and erodes human rights (Field, Kuczera & Pont, 2007, p. 15). The compartmentalised focus on general language abilities thus needs to be narrowed down, as language promotion programmes and concepts focused on these abilities have not generated the expected results (Programmträger FÖRMIG/Gogolin, 2010).

Therefore, there is a need to shift from compartmentalised language programmes, mostly directed to general language proficiency skills, towards a mainstreamed approach with a specific focus on academic language that must be included in pre- and in-service teacher education measures (Leung, 2003; Mohan, Leung & Davison, 2001).

The considerations led to the development of the Comenius project “European Core Curriculum for Mainstreamed Second Language Teacher Education” (EUCIM-TE) that took place between 2008 and 2010 and had partners in eight member states<sup>43</sup>. It moves from “compartmentalised” language learning for second or additional language learners/ language minority students to an “inclusive education” approach in which second language education is seen as an integral part of a generalised and common curriculum process, i.e. mainstreamed second language education (Roth & Duarte, 2010, p. 8, European Core Curriculum). The argument is that language minority students need to develop high levels of proficiency in the language of instruction, so that they may engage with the subject knowledge of the curriculum in a way that learning a language and learning a subject do not become separated (Cummins, 2000; Schleppegrell, 2004; Gibbons, 2009).

It proposes a European Core Curriculum with its national adaptations and a manual, focusing on Inclusive Academic Language Teaching (IALT) integrated in all school years across subjects. The sources of the approach are an appropriate model both of language and pedagogy for the task and a situational needs analysis of various and diverse linguistic conditions of modern Europe (Roth & Duarte, 2010, p. 8, European Core Curriculum). The methodology for the needs analyses conducted in all participating countries, involved meetings with key-stakeholders, document analysis, and questionnaires in order to determine the estimate value of second language teaching, to identify main problems in education and teacher training and to prioritise the requirements for the Curriculum (Duarte & Brandenburger, 2009). The results of the needs analysis, also applied to the Portuguese situation, stressed the lack of qualifications of most teachers to deal with immigrant pupils, particularly in the case of content-subject teachers; they also pointed out the scarce learning opportunities offered during pre- and in-service teacher education (see Manual in Roth & Duarte, 2010). Most inquired teachers state the need for more training in this area, even those with ten or more years’ experience in teaching a second language. In general, teachers need to understand how language and curriculum content work together, and how to identify the learning needs of their students, including second language students. To do this, in accord with the needs analysis, “teachers need to be sensitive to (a) the constitutive role played by language in subject content, and (b) students’ socially situated identities, interests, status, as well as the prevailing local/institutional language attitudes, values, and power relations” (Roth & Duarte, 2010, p. 21, European Core Curriculum). They need to be aware that, while many of these issues can impact all students, they may have particular significance for second language students (*idem, ibidem*).

Regarding its content, after an introductory part on the foundations, assumptions, and relevance of the proposal for each national context based on the needs analysis, a section on competences, aims, and content follows. This section, that is the main one, is divided into 3 parts, each corresponding to a specific module: 1. Language and

<sup>43</sup> This project has been funded with support from the European Commission. The Consortium included Bulgaria, England, Germany (coord.), Holland, Luxembourg, Portugal, Slovenia and Sweden. For more information on the project, including the proposed curriculum and supporting materials see project website: [www.eucim-te.eu](http://www.eucim-te.eu).

language acquisition in the context of schooling; 2. Methodology in inclusive academic language learning and teaching; and 3. School organisation to support IALT. Each module specifies its assumptions and aims, as well as the competences and some indicative content to be covered while introducing national variations on the proposed content (see European Core Curriculum in Roth & Duarte, 2010).

Therefore, as a result of the needs analysis undertaken by the European consortium in all participating countries, a curriculum for mainstreamed second language teacher education, focused on the issues of inclusive academic language education, directed at all teachers in all schools subjects, was developed in order to constitute a viable response to the lack of appropriate national responses to a linguistically diverse school population. Notwithstanding, as it is driven by a concept of inclusion through the academic varieties of the language used in schooling, it is also our assumption that this curriculum will serve *all* students, regardless of what marks their difference (whether it is race, ethnicity, gender, social class, etc.).

Having answered our first guiding question – How can a European curriculum for teacher education address the academic achievement gap among students with a migrant background? – we will move to the analysis of the situation of these students in Portugal.

## The Implementation Process of the IALT Curriculum in Portugal

### Immigrants in Portuguese schools

Even though in the past Portugal was mainly an emigration country, nowadays it is emergently multilingual, as a result of growing immigration<sup>44</sup>. As the foreign population increases, so does the school population. Foreign students account for 5% of the total of students in basic education and include more than 180 nationalities, more than 50% being nationals from Brasil, Cape Verde, and Angola (CNE 2011, p. 62). Few studies provide a thorough characterization of PNNL students in Portugal. The ones available are mostly ordered by the Portuguese Education Ministry (Dionízio et al. 2005; ME, DGIDC 2009), based on research projects (Mateus, Fischer & Pereira, 2005) or the object of Eurydice reports (Baïdak & Parveva, 2008)<sup>45</sup>.

According to these studies, students of PNNL are mainly in lower secondary school and between 11 and 13 years old. Around 80% were not born in Portugal. Their parents are mainly of Cape Verde origin and the language most spoken at home is Creole,

44 Even though emigration has been reemerging fast in the last 3 years – from 23.000 people leaving the country in 2010 to 44.000 in 2011 (OECD, 2013a), Portugal has an increasing foreign population that grew more than 70% in comparison with 2001 (OECD, 2013b). According to the most recent Census carried out in the country (Census 2011, in Statistics Portugal, 2012), the foreign-born population represents 3.7% of the total residents in the country. Fifty years ago, the foreign population was estimated at merely 20.500. Since the 1990s there has been a steep increase in the number of people entering the country, with a peak in 2002 when entries in the country accounted for 0.6% of the total population. Men and women are equally distributed, being the majority young people in their twenties and thirties. The mostly represented nationalities are Brazilian, Ukrainian and Romanian, followed by Cape Verde, Angolan and Moldavian citizens. All together, they represent 71% of the foreign population with regular residence in Portugal. This data is available at the Portuguese Immigration Observatory (<http://www.oii.acidi.gov.pt/>), at the Portuguese Immigration and Borders Service (<http://www.sef.pt/portal/v10/PT/aspx/page.aspx#0>) and at Statistics Portugal ([http://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine\\_main](http://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_main)).

45 In 2010, 1.256.462 students were enrolled in compulsory basic education (up to the 9<sup>th</sup> year of schooling) in Portugal; in secondary education (10<sup>th</sup> to 12<sup>th</sup> years), there were 483.982 students. Of those, 42.332 were reported as speaking Portuguese as a non-native language or second language, which accounts for about 18% of the student's population. However, in 2008, Baïdak & Parveva (2008) reported 2.3% of PL2 students while recognizing this figure was largely underestimated. According to the national reports, 52.4% of the pupils came to Portugal between 2000 and 2004 which shows that this phenomenon is very recent. However, some data collected by the Ministry of Education on the number and profile of these students are collected through a sociolinguistic questionnaire that is filled in by their teachers on students' home country and language(s) spoken at home. Parents or students are not inquired directly.

namely the creoles of Upper Guinea and the group of creoles spoken in the Gulf of Guinea. There are about 80 different languages spoken at home/in the family context. When it comes to the Lisbon area, 58 different home languages were identified (Mateus, Fischer & Pereira, 2005).

These students are not equally distributed throughout the country. There is a clear contrast between the South and the North. Most of them are in the area of Lisbon (ca. 60%) and come from African countries with Portuguese as an official language like Angola, Cape Verde and Guinea-Bissau. In the North, most students who were not born in Portugal are second generation returnees, coming from France, Switzerland, Germany, Venezuela, South Africa and Canada (Flores, Grossegesse, & Moreira, 2009, p. 4). The immigrants with other backgrounds (such as Ukrainians, Chinese, Romanians, Brazilians) are allocated all over the country. We have observed an increasing rate of immigrant pupils, especially in the south.

Among the most vulnerable, with higher levels of retention in compulsory education we find the Roma population (Casa-Nova, 2005; 2008), followed by those whose country of origin is a former Portuguese colony in Africa (Dionízio et al., 2005). Students coming from European countries and North America have higher success among non-native (ME, DGIDC, 2009).

On the other hand, the fact that the first wave of immigrants was constituted of Portuguese nationals from Portuguese colonies in Africa had as a consequence that their lack of academic success was explained mainly in socio-economic and cultural terms not in linguistic terms (Pereira, 1993, 2001; Casa-Nova, 2005). Only later, with the arrival of immigrants from Eastern countries did the issue of language gain visibility in the public sphere.

Even though the Portuguese school curriculum encourages cultural pluralism and favours inclusion adapted to educational reality and community, non-native pupils are treated on a case-to-case basis as different from the majority (Dionízio et al., 2005). PL2 acquisition is not integrated in the overall learning environment. There are compensatory remedial measures of additive nature, not in mainstream curriculum (cf. Leung, 2009), as they are implemented as problems arise, not national preventive measures intended to fully integrate students with a migrant background<sup>46</sup>. The most common is intensive teaching of PL2 (Dionízio et al., 2005), a measure of 'linguistic immersion' in which pupils are exposed directly to the target language and receive intensive tuition, individually or in small groups, in pull-out lessons, during normal school hours<sup>47</sup>. Schools can also modify the content and teaching methods of the mainstream curriculum, organizing support in a way that will cater for the learning needs of immigrant pupils. The development of projects in literacy and interculturality may occur and these students may be assessed in a different way as the remaining students. There are also specially trained socio-cultural mediators and tutors who are appointed in order to develop links between home, school and the community more generally, strengthening inter-cultural dialogue and social cohesion. About half of the students receive at least one of these measures.

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46 Decree-Law 219/97; Decree-Law 74/2004; Decree-Law 319/ 91; Decree-Law 6/2001.

47 There is a residual offer of some forms of bilingual tuition, partly in the language of instruction and partly in the native language of pupils in a given project; that is the case of some private schools that adopt a Content and Language Integrated Learning (CLIL) approach. Recently the Fundação Calouste Gulbenkian supported a research project of bilingual classes of Portuguese-Cape Verdean Creole education in the Lisbon area (coordinated by ILTEC: <http://www.iltec.pt> – v. Pereira, Martins & Antunes, 2012).

As multilingualism is a recent social phenomenon, educational structures in schools are not yet well prepared. Little is known on the situation of these pupils, as we have evidenced, as few official documents and studies are produced, along with scarce research in language education practices and on PNNL teacher education (see Vieira, Moreira & Peralta, 2014). The situation of immigrant students, their achievement gap, and the multilingual reality that characterizes Portuguese schools nowadays are similar to those in urban areas in Europe (Extra & Gorter, 2008). Educational responses are also similar: remedial, deficit-oriented and additive, not systematic, preventive and organized (Mohan, Leung, & Davison, 2001; Vieira, Moreira & Peralta, 2014).

We will discuss the current situation in teacher education programs in the next section, after which we will address the second guiding question.

### **Responses from Teacher Education to Immigrant Students**

As we have stated above, there are hardly any updated and robust data on the situation of immigrant students in Portugal. Thus, it is no surprise that teacher preparation programs are not yet responding systematically to this multilingual reality.

The Bologna Process brought major changes to initial teacher preparation programmes. These changes were introduced in 2007 and reinforce the prerequisite of competence in the Portuguese language (oral and written) for all teacher candidates. The law establishes 17 different teacher profiles with a given number of credit points (between 90 ECTS<sup>48</sup> and 120 ECTS), distributed among specified areas. There are 2 models: an integrated model for teacher training in pre-school and primary education and an area-specific model for secondary education teachers. Both models include a 1<sup>st</sup> cycle of studies followed by a 2<sup>nd</sup> cycle in order to get professional qualification as teacher (Master in Teaching). Regarding the preparation of language teachers, the profiles do not contemplate Portuguese as a Foreign or as a Second Language and reveal the priority for English as the first foreign language, while including other foreign languages such as French or German. There are no national orientations regarding the need for teacher preparation courses to include training for teaching second language students.

The national needs analysis undertaken within the EUCIM-TE project confirms the cross-European results mentioned in section 2 (Flores, Grossegesse, & Moreira, 2009): from the document and the literature analyses undertaken with the aim of mapping the situation of immigrant pupils in Portugal, educational measures for integrating these pupils, the provision of teacher education, and research/ professional development projects on foreign/ second language and intercultural education, there is a perceived lack of training in the domain of PFL/ PL2PNNL and a general lack of the importance of the role academic language has in promoting school success, which contrasts with a perceived strong need for pre- and in-service training for all teachers. However, lack of information is pointed out as the biggest problem, as well as more official support from the Ministry of Education. The inquired teachers (n=42), selected among prospective and experienced teachers, also provided options for the inclusion of the issues of IALT in teacher education.

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48 European Credit Transfer System.

Regarding the preparation of pre-service teachers, one would need to insert modules on IALT within a given course (e.g., Fundamental Pedagogical Approaches, Curriculum Development, Didactics), offer a workshop on IALT to all pre-service teacher students, which could be credited and certified, or include it in the clinical practice component with the support of both the university supervisor and cooperating teacher<sup>49</sup>.

Regarding in-service teacher education, there is a variety of training institutions involved – Higher Education Institutions (HEI), associations/ clusters of schools, and professional or scientific associations that have a relevant input to teacher education. The accreditation of training institutions, trainers and programs is made by a national accreditation board. Education central and regional administration services may promote training courses in areas considered to be strategic for developing the educational system. The legal framework for in-service teacher education allows flexibility for introducing new areas of training and different formats. Training will mostly take place in the teacher's spare time or in non-teaching hours and professional development credits are provided. The credits are required in order to progress in the teaching career and they can be obtained as part of in-service and/or post-graduation courses.

Additionally, the HEI, from the public or private sector, offer specialization courses at a post-graduate level. A few HEI have already proposed specific post-graduate courses in this area, without binding legal orientations, contrary to what happens in pre-service teacher education. Currently, there are offers on PNNL from at least six HEI (besides Portuguese Language Courses for Foreigners that many of them provide).

From the above, a curriculum for second language teacher education in Portuguese mainstream classrooms is necessary (guiding question 2).

## **Implementing the IALT Curriculum in Portugal: Challenges ahead**

The curriculum proposal for the education of second language teachers in the Portuguese context draws its content and structure from the European Core Curriculum (Roth & Duarte, 2010, European Core Curriculum) but contextualises it in this particular national context. There is a growing body of Portuguese research on bilingual language acquisition, bilingual education, plurilingual and pluricultural education, pedagogy for autonomy, and PNNL (see Alarcão et al., 2009; Andrade & Araújo e Sá, 2008; Bizarro, Moreira & Flores, 2013; Flores, 2010; Jiménez Raya, Lamb & Vieira, 2007; Mateus, Fischer & Pereira, 2005; Moreira, 2009; Moreira & Vieira, 2008; Pinho et al., 2010; Vieira, 2009; among others) that was included in the national adaptation for Portugal, making it situationally more appropriate. Thus, the national adaptation (see Appendix) is somewhat different from what was proposed for other national contexts. The methodology for its development in all participating countries included, besides the needs analysis already mentioned, document and literature review at both European and national level, and consultation from national/ regional Teacher Education Partnerships (TEPs<sup>50</sup>) involving teacher pre- and in-

49 Teacher education programs include supervised clinical practice in schools. This practice is supervised by a cooperating teacher and by a university teacher and requires a given number of observation and teaching hours depending on the programs.

50 "Teacher Education Partnerships comprise teachers' networks within schools (subject and language teachers) and networks within a local district and/or a wider professional community which can include policy makers, administrators and community members." (Roth & Duarte, 2010, p. 17, European Core Curriculum)

service education institutions, schools and public authorities. These partnerships were created with the aim of influencing change in existing education programs, state examination standards and facilitate the mainstreaming of the project's proposals (see <http://www.eucim-te.eu/>). The Portuguese TEP included experts from the field of linguistics, language education, and teacher education. Besides bi-annual meetings with the Portuguese team, they also provided feedback to the national curriculum proposal.

Even though there may be room for the inclusion of modules or courses on PNNL or IALT in teacher preparation programs, depending on the vision that HEI that run teacher education programs may partake, there are big challenges ahead. The first is reaching out for a large number of institutions, getting them to acknowledge and respond to the needs of immigrant students. Another big challenge may be motivating and training the faculty staff and/ or the supervisors that would be responsible for including IALT in their work. In the case of the offer of optional courses, persuading student teachers to take additional courses would be rather complex, given the high number of curricular units/ working hours allocated to teacher preparation programs.

Notwithstanding, the situation of experienced teachers may open up interesting venues for work in IALT. Even though not all teachers are interested in getting a Master's or a PhD degree in PNNL or Intercultural Education, all need to enroll in professional development courses and programs in order to progress in their career. Therefore, as long as these are accredited, they are most likely to be welcomed by all subject area teachers. However, school teachers can hardly travel and participate in professional development activities due to increasing working hours and compulsory activities in schools, which are associated with increasing accountability measures and bureaucracy that strictly control their work and reduce time for collaborative reflection and participation in professional development (see Flores, 2013).

In both contexts, pre- and in-service teacher education, a major problem is the lack of specialized teacher educators. As research on PL2 and on academic language is still scarce in the Portuguese context (Vieira, Moreira & Peralta, 2014), there is a need to develop sustainable innovative practices, in collaboration with schools and the community (immigrant associations, for example), and build situationally appropriate knowledge on the facilitating conditions for increasing the academic success of PNNL students.

From the above, the successful implementation of the European IALT curriculum in this particular national context has to respond to these constraints (guiding question 3), namely, the further development of research, the training of trainers, and the dissemination of successful pedagogical practices. Only through a sustained work of advocacy for these students will it be possible to develop national or regional policies and proposals in a snowballing approach that, in the medium/long run, will ensure the mainstreaming and sustainability of the project's proposals.

## Synthesis and Conclusion

In the present article we started by highlighting the role language plays in the promotion of academic success of students with a migration background. In order to bridge the achievement gap between these students and native speakers, in Europe and in other OECD countries, more attention should be devoted to the education of teachers

and to the development of students' academic language. To address this goal we presented the case of a European project that took as its main focus the development of a curriculum for the education of teachers in inclusive academic language teaching that would prepare them to work with second language students in the mainstream classroom. We ended by presenting the proposal for such a curriculum for Portugal, while discussing some conditions and constraints for its implementation.

Being the European IALT curriculum's main goal to reduce the academic achievement gap among non-native students in diverse European settings, its assumptions may be understood as progressive and directed towards equity, social cohesion and social justice (cf. Zeichner & Flessner, 2009). The ultimate target groups are children across Europe growing up with one or several languages in addition to the mainstream language of the school. But all children with a limited access to academic register can profit from this approach.

Its implementation in one of the European settings, Portugal, however, seems a rather challenging task. There is some research and experimental implementation of PL2 and in related areas, creating alternative environments for language instruction, namely in contexts of schools in socially underprivileged, highly diverse, and problematic areas where acquisition of 'academic skills' is an overarching difficulty (Flores, Grossegesse, & Moreira, 2009, p. 12).

Regarding the inclusion of an IALT curriculum in teacher preparation programs in Portugal, recent agendas, following the implementation in Europe of the Bologna Process, have already taken their toll. The strict distribution of the credit points and the rigid and closed structure of the courses, along with the reduction of the preparation period, do not create much room for innovation. High unemployment among teachers has had its share as well. In addition, teacher educators lack the necessary training. Concerning in-service and post-graduate teacher education, the task seems a lot easier, as there is plenty of room for addressing the evolving and constantly changing needs of teachers. Portugal is just one example of what is happening in Europe in varying degrees, serving as a starting point for a wider discussion on the facilitating conditions and foreseeable constraints on an extended work on the education of teachers for mainstreamed second language education.

Even though the Portuguese team has not had an opportunity yet to fully implement the proposal, several dissemination and development activities were undertaken<sup>51</sup>. Therefore, the authors are hopeful that they will be able to contribute to some measure of change in teacher education for mainstreamed second language teaching in Portugal with the aim of promoting the academic success of linguistically diverse students (with a foreseeable impact in all students).

As the African saying goes, it takes a whole village to educate a child; it takes a whole school, and the wider society, to make education inclusive. The education of immigrant students cannot be dissociated from social policies for the integration of immigrants overall. On the other hand, a holistic and strategic approach to the education of teachers as regards intercultural education and academic language has to be accompanied by school-wide policy and strategy for multilingualism and

<sup>51</sup> Besides dissemination at an international level, several teacher professional development seminars, modules in initial foreign language teacher education, and short-term in-service courses at northern schools and at the University of Minho have taken place in 2010, 2011 and 2014. There was also a National Conference held in Porto University in October 2010 and a book published (Bizarro, Moreira & Flores, 2013). Work is now being developed in order to develop new proposals for in-service teacher education and to adjust teacher pre-service education courses under the responsibility of the authors with other university staff.

acknowledgement of cultural diversity in the wider society (Programmträger FÖRMIG / Gogolin, 2010). The school's vision must thus be shared by the wider community, involving parents, municipalities, governmental organizations, and the civil society; if it is not, it will be very difficult to sustain change and transformation in schools in the long-run, in spite of the efforts of schools, teachers, and teacher educators.

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## Appendix 1

### I – Second language acquisition in the schooling context

A module on Portuguese as a Non-Native Language (PNNL) is proposed, with the following components:

- Demographic changes in Portugal in the last years;
- Bilingualism, bilingual education, bilingual and plurilingual acquisition;
- Linguistic and cultural diversity as an opportunity: plurilingualism and pluriculturalism;
- Bi/plurilingual development in schooling contexts;
- Language acquisition processes and its bio-cognitive and social conditioning;
- Second language acquisition/ learning processes;
- SFL (Systemic Functional Linguistics): Register and Genre (Halliday & Hasan 1976);
- Portuguese as Mother Tongue, as Non-Native Language and as Second Language;
- The specificities of the Portuguese language;

- Basic interpersonal communication and academic language;
- Language (diagnostic) assessment methods and instruments: different diagnostic assessment instruments (DGIDC/ILTEC, C-test, the Bumerang, Ministry of Education directives European language portfolio, linguistic biography, etc.).

## **II – Didactical issues: teaching and learning (inclusive) academic language**

A module on PNNL in the classroom context is proposed, within which PNNL acquisition is viewed as a process that occurs in tandem with learning academic content across the curriculum. The following components should be addressed:

- Scaffolding strategies in supporting academic language learning;
- Cooperative work at the service of the transition from implicit to explicit language use;
- Communication in the classroom as a basis for the transposition from the communicative domain to the domain of academic and technical language use;
- Learner-centred learning and learner autonomy;
- Learning to learn and metacognition.

A module on "Literacy education" is also proposed. Methodologies for supporting bilingual learners in the acquisition of academic language competence should be addressed, such as:

- Definitions for literacy;
- Critical literacy and multiliteracies;
- Plurilingual literacies and plural approaches to language teaching;
- Literacy studies with immigrants;
- Text types;
- Reading in L1 and in L2;
- Writing to learn across the curriculum;
- Oral comprehension and oral expression in L2.

## **III – Inclusive academic language and school organization**

Implementing a European curriculum on second language teacher education demands strategic action from school leaders that will entail:

- Design of a strategic plan for linguistic development as a central educational measure for the school;
- Parent involvement;
- Plan for the in-service training of teachers in PNNL and IALT;
- Knowledge of methods for sociolinguistic assessment and language (diagnostic) assessment in different age groups;
- Cooperation between language and content teacher;
- Analysis of language assessment results and intervention.

A national proposal for Portugal will also embrace the concept of the teacher as a critical reflective practitioner and of school as a learning community. The following components should be addressed:

- Language policy for the school (aims, resources, actors, measures) and PNNL;
- The relationship between migration and languages at school;

- The school and the multilingual community;
- Language education for the school and for the community;
- Networking (national/ international) with other schools/ institutions/ language specialists;
- Democratic education, curriculum integration, cognitive and social justice.

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**MOKYTOJŲ RENGIMO TURINYS IMIGRANTŲ MOKSLEIVIŲ MOKYMUI  
PORTUGALIJOS MOKYKLOSE**

**Santrauka.** Daugumos Europos šalių švietimo sistema dar nėra pajėgi atitinkamai reaguoti į augančios migracijos nulemtą daugiakalbystę. Nė vienoje Europos Sąjungos šalyje kol kas nėra sukurto intēgruotos mokytojų rengimo sistemos, kuri spręstų lingvistinės įvairovės keliamus iššūkius mokytojų rengimo programose ir būtų pajėgi reaguoti į įtraukimo, lygybės ir socialinio teisingumo principų užtikrinimo visiems besimokantiesiems keliamus reikalavimus. Šiame straipsnyje pateikiamas europinis pasiūlymas antrosios kalbos mokytojų mokymo turiniui rengti ir aprašomas šio pasiūlymo adaptavimo, atsižvelgiant į Portugalijos kontekstą, procesas. Mokymo turinys siekia parengti dalyko mokytojus darbui su imigrantais moksleiviais pagrindinėse klasėse, koncentruojant dėmesį į akademinę kalbą. Pirma, autorai pateikia platesnį šiu imigrantų moksleivių socialinių ir lingvistinių poreikių problemos kontekstą, po to trumpai pristato europiniame projekte parengtą mokymo turinį intēgruotam akademinės kalbos mokymui bei aptaria Portugalijos pasiūlymus ir projekto įgyvendinimo sunkumus. Autorės pateikia portugalų kaip negimtosios (PNNL) kalbos mokymo modulio projektą, kuris apima antrosios kalbos įsisavinimo mokymo įstaigoje klasius, didaktines akademinės kalbos (intēgruoto) mokymo ir mokymosi problemas, akademinės kalbos mokymo mokykloje organizacinius klausimus. Nacionalinio portugalų kalbos mokymo projekto koncencijoje mokytojo veikla apibrėžiama kaip kritiško reflektivaus praktiko veikla, o mokykla suprantama kaip mokymosi bendruomenė. Autorės daro išvadą, kad šis europinis pasiūlymas parengtas tinkamu laiku ir svarbus sprendžiant imigrantų moksleiviams keliamus kalbinius reikalavimus, nors jų įgyvendant ir tekėti nemažai iššūkių.

**Pagrindinės sąvokos:** daugiakalbystė, mokytojų rengimo sistema, akademinė kalba, Portugalija.