

**EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY**

**PORTUGUESE STUDY REPORT**

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## **Introduction**

The research in Portugal is an in-depth follow-up of the “Preliminary Study”. It offers the survey and analysis of the language teaching materials available on the Portuguese market for German, Spanish, Danish, Finnish, Greek, Italian and Dutch. The aim of this report is to identify and analyse the gaps that may exist in this domain.

The methodology used is explained in the "Methodology Approach" document; the matrix and descriptors used are those agreed upon at the Steering Group meeting held in Brussels on May 19th, 2000.

The findings of the Preliminary Study for French in Portugal are included in the final section of this report.

## **Project findings**

### **Part one: Survey of the materials currently available in Portugal**

1.1 – This task is the result of the analysis of the following sources: printed catalogues, on-line catalogues, databases, documental sources of institutions/organisations involved in the elaboration of language curricula, interviews with publishers, directors of language institutes and schools, presidents of associations of language teachers, persons in charge of departments of the Ministry of Education and of the Ministry of Labour involved in the organisation of curricula and resource centres, teachers, persons in charge of the cultural departments of embassies, directors of studies of universities (*see Appendix I*).

1.2 – A total of 85 materials was analysed, corresponding to the references in the catalogues, distributed according to the following:

German:	47
Dutch	2
Greek:	2
Italian:	17
Spanish:	16
Swedish:	1

The non-existence of data on teaching materials for Irish, Letzeburgisch and Danish means that there is no reference to them in the catalogues and databases used. As for Swedish, Greek and Dutch, the references found correspond solely to dictionaries and grammar books.

17 catalogues were analysed and entered, involving a total of 11 national publishers and 6 international publishers represented and distributed in Portugal (*see Appendix 2*). Regarding the latter, it should be pointed out that only one appears in a catalogue of a Portuguese publisher. The remaining have catalogues of a generic nature in their own language.

42 questionnaires were sent out, of which 27 responses were received - Publishers and Focus Group (*see Appendix 2*).

When we inputted the data we considered FE as the post-compulsory education that has a link to the state curricula for 16-18 years old, while is meant to refer to adults including those of the "evening courses" in Portuguese schools (excluding students from HE):

### 1.3 – Presentation of the results

After analysing the materials referenced in catalogues the following can be observed:

French and German are the languages for which there is a wider variety of material for language teaching.

Concerning Italian and Spanish the market starts showing some increase. One can remark a growing interest, mainly for Spanish, which can be explained by the present increasing admission to Spanish Universities.

As for Swedish, Greek and Dutch, this area is characterised by scarce material, the only items recorded are the reference works (namely dictionaries) which are neither aimed at any specific area (vocational or other), nor at any sector in particular (HE, FE, AE).

About Finnish and Danish the situation is even more critical, as for these two languages there is no material at all. The information referring to them is so scarce, that its analysis for each item is not relevant.

□ *Language: German*

Total number of items recorded: 51

HE: 6    FE: 12    AE: 8    All: 25

The overall gaps and the lacking material were identified as follows:

-Learning-Teaching Approach:

Structural, project-based, ODL, Web-based learning

-Learning Context:

One to one and Intensive/Accelerated

-Learning Objective:

Language for mobility, Needs analysis and assessment, Creativity enhancement, Mediation, Cultural Studies, Intercultural and language awareness.

-Language Skills Development

language Learning

-Teaching and Learning Tools

TV/Radio/Digital TV, Satellite TV, Learner magazines/Newspapers, Teachers resource pack/OHs/masters, Visual/flashcards/maps

-CALL

Online activities, authoring tools

-Reference -Resources

Student support

### **Comments**

- A predominance of materials for FE and a balanced coverage of the other target groups HE, AE, ALL.
- The existence of a high number of materials for the beginners level, when compared to the materials available for the other two levels.
- The predominance of language learning materials for generic purposes.
- A significant amount of audio-visual and multimedia learning materials.

□ *Language: Spanish*

Total number of items recorded: 16

HE:0 FE: 0 AE: 1 ALL: 15

The overall gaps and the lacking material were identified as follows:

-Learning-Teaching Approach:

Communicative, Self-study

-Learning Context:

Independent learning, Intensive, accelerated

-Learning Objective:

Language for General and Specific Purposes, grammar, vocabulary exercises,  
Pronunciation practice, Language Games, Intercultural and Language Awareness

-Language Skills Development:

Listening, Speaking, Reading, Writing

-Teaching and Learning Tools:

Textbook, Student-Teacher books

-CALL:

Local learning software, Online activities

-Reference Resources:

Dictionaries, Grammars

### **Comments**

- The generalisation of the target group of the materials (ALL:) and a low number of materials for AE .
- The existence of a high number for beginners in relation to the other levels.

- Fairly similar values of available language learning materials for general purposes and for specific purposes.

A significant number of language teaching/learning materials of a conventional nature, although the use of multimedia learning systems is already evident.

□ *Language: Italian*

Total number of items recorded: 14

HE: 0 FE: 0 AE: 1 All: 13

The overall gaps and the lacking material were identified as follows:

-Learning Teaching Approach:

Communicative, Structural, Self-study

-Learning Context:

Class, Independent Learning, Intensive, Accelerated, Exchange. Ed. Visit/tandem

-Learning Objective:

Language for general and specific purposes, grammar, vocabulary exercises, pronunciation practice.

-Language Skills Development:

Listening, Speaking, Reading, Writing

-Teaching and Learning Tools:

Textbook, Student-Teacher books, Workbooks, Audio

-Reference Resources:

Dictionaries, grammars.

## Comments

- Most materials are aimed at an undifferentiated target group (ALL).
- A reasonable number of materials for beginners, 50% of that value for the intermediate level and none for the advanced level.
- A certain mismatch of the values for language for general purposes and for specific purposes, the latter being much lower.
- A significant number of materials related to more conventional teaching.
- Some expression regarding audio-visual materials.
- No multimedia-based materials.

□ *Language: Swedish*

Total number of items recorded: 1

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## Comments

The only available recorded items refer to Material of Reference (dictionary).

*Language: Danish and Finnish* Total number of items recorded: 0

HE: 0 FE: 0 AE: 0 All: 0

## Comments

As referred above there is not any kind of material for these both languages, neither in the vocational area nor in any other sector (dictionaries and grammars).

**Part two: Survey of future planned provision and of needs identified by publishers**

The following pages were removed as the information provided by publishers is highly confidential and only available for the European Commission.





### **Part three: Needs Analysis**

The needs analysis was carried out based on documental sources of institutions/organisations involved in the elaboration of language curricula, interviews with directors of language institutes and schools, presidents of associations of language teachers, persons in charge of departments of the Ministry of Education and of the Ministry of Labour involved in the organisation of curricula and resource centres, teachers, persons in charge of the cultural departments of embassies, directors of studies of universities (*see Appendix 2*).

The analysis shows that there is a positive response to some gaps in the market regarding the needs identified by the interviewees, as in the case of materials for Language for Specific Purposes for German.

Concerning Spanish, the data analysis shows that in terms of needs there is a positive response from publishers to some of the gaps in the market (target groups, levels, types of materials). However, the concerns of the publishers, though not very significant, are still centred upon materials for beginners, for language for general purposes and without multimedia features.

As far as needs are concerned, the replies to the questionnaires show little significance. Some of these languages appear only in free courses of the universities of Oporto, Coimbra and Lisbon (Finnish, Swedish and Danish) and the materials used are received directly from the respective countries. Again, the materials identified as needed are dictionaries and contrastive grammars.

In this group, only Dutch stands out in terms of needs, corresponding to the gaps in the Portuguese market .

#### **□ *Other data***

The course of Dutch language and culture for children of Dutch citizens residing in Portugal (ME) uses materials imported directly from The Netherlands.

In terms of national policy, it should be mentioned that, in formal adult education (recurrent and extracurricular education) and in vocational training (young people and adults), the languages taught are English, French, German and Spanish for the first target group, and English, French and German for the second, which partly explains the results presented above.

Sixteen Training Centres all over the country provided only courses for English and French for specific purposes during last year.

□ *General conclusions*

These results confirm that the strategies of the publishing market are strongly influenced by the needs of the school system, where the curriculum languages are mainly English, French and German; it is obvious that publishers face difficulties in operating in response to unprofitable, yet not negligible, markets (as is the case of Spanish).

The results also confirm:

- The need for the publication of materials for the Portuguese public, as in the case of German and Italian, among others. However, not only those materials are not always suitable for the social and cultural Portuguese reality, but also the recurrence to mediation processes in translation becomes a hazardous task (many of the materials have glossaries in various languages, but not in Portuguese).
- The lack, in market terms, of materials that involve more innovative teaching methods, although the need has been identified by the various target groups.
- The mismatch between the “needs” identified by the publishers and by the other target groups.
- The lack of materials involving “Language for Mobility” (most materials and needs identified do not reveal that), which can be interpreted as a problem to the free circulation of people and goods.
- On one hand it is noted the absence of any reference to the Common Reference Framework by publishers, on the other languages' teachers associations acknowledge its existence.

*Some national references*

In the Portuguese Educational System foreign language teaching is not compulsory neither in pre-school education nor in the 1st cycle of Basic Education, though advisable, and it may be provided in both (3-5 years and 6-10 years old) depending on the option each institution has to offer.

The teaching of two foreign languages is compulsory in the 2nd and 3rd cycles of Basic Education (10-12 years and 13-15 years old respectively). Again, at the Secondary Education the learning of two foreign languages is compulsory and in vocational courses one or two foreign languages are also compulsory.

Besides the national curricula offer, foreign languages teaching is also supplied by language institutes (such as The British Council, Institut Franco-Portugais, Göthe Institut, Instituto Cervantes, Instituto Italiano de Cultura) -- that provide the corresponding certificates, and by approximately 90 language schools (private schools), some of which have agreements with the previously referred institutes, preparing or performing the above mentioned examinations.

## Appendix 1

### **Publisher's catalogues and other materials sources surveyed and inputted on to the resource matrix:**

- 001 - Texto Editora catalogue
- 002 - Porto Editora catalogue ( 1999 )
- 002 - Porto Editora catalogue ( 2000-2001 )
- 002 - Porto Editora catalogue on-line
- 003 – The learning company ( Porto Editora Catalogue )
- 004 – Editorial Verbo
- 005 - Editorial Presença catalogue
- 006 - Lusogef Editora catalogue
- 007 – Apostolado da Imprensa
- 008 – Distri Cultural
- 009 – La Spiga Languages SRL ( distributed by “ Replicação )
- 010 – Fritz Knapp Verlag
- 011 – Assimil
- 012 - Hueber catalogue
- 013 – Replicação
- 014 – Editorial Estampa
- 016 – Berlitz
- 017 – CIDEB ( distributed by “ Replicação” )

### **Other Sources:**

- Livraria Buchholz ( catalogue on-line )
- PORBASE – Base Nacional de Dados Bibliográficos
- EDUC do I.I.E – Base de Dados de Recursos Multimédia do Centro de Documentação e Informação.

## Appendix 2

### Focus group / Expert consultation

- **Publishers contacted:**

- Lidel Editora
- Hueber
- Porto Editora
- Centralivros
- Editora Replicação
- Texto Editora
- Instituto Cervantes
- Plátano Editora
- Didáctica Editora
- Replicação
- Distri Cultural

- **Other sources**

#### Associations of Language Teachers

- Associação de Professores de Alemão
- Associação de Professores de Português
- APHELLE – Associação para a História do Ensino das Línguas e Literaturas Estrangeiras.
- Associação de Professores de Línguas Vivas

#### Ministry Departments

- DEB/NEP – Núcleo de Ensino do Português no Estrangeiro
- DEB/ Núcleo de Organização Curricular e Formação
- DEB/ Núcleo de Educação Recorrente e Extra-Escolar
- National Institute for Vocational Training ( Ministry of Employment )

#### Private Language Schools / Institutes

- CIAL – Centro de Línguas
- FLEP - Formação, Língua e Estudos Portuguesas, Lda.
- CEL – Centro Europeu de Línguas
- Millenium Language School
  
- Instituto Cervantes
- Goethe Institut
- Instituto Italiano
- Instituto Camões

### **Universities;**

- Departamento de Estudos Germanísticos / Cursos livres (Univ. Porto)
- Departamento de Estudos Germanísticos / Cursos livres (Univ. Lisboa e Coimbra)

### **Vocational / Training Schools**

- CECOA – Centro de Formação Profissional para o Comércio e Afins
- Escola de Comercio de Lisboa

### **Publisher's Associations;**

- APEL – Associação Portuguesa de Editores Livreiros

### **Embassies**

- Luxembourg Embassy
- Finnish Embassy
- Danish Embassy
- Irish Embassy
- Swedish Embassy
- Greek Embassy

### **Teachers**

5 teachers of Higher Education

4 teachers of Adult Education and Vocational Training

5 teachers from Language Institutes 3 language teachers from secondary schools

## Portuguese Preliminary Study

### 1. Survey of published materials for French

In Portugal French is the second foreign language learnt/taught in mainstream education and likewise beyond this stage.

#### *LANGUAGE. FRENCH*

Total number of items recorded: 47

HE: 4    FE: 4    AE: 25    All: 14

The overall gaps and lacking materials were identified as follows:

#### -Learning-Teaching Approach:

Project-based, ODL, Web-based learning

#### -Learning Context:

Exchange/educational visit/tandem

#### -Learning Objective:

Language for mobility, Needs analysis and assessment, Cultural Studies

#### -Language Skills Development

Language Learning

#### -Teaching and Learning Tools:

Independent exercises/workbooks; TV/Radio/Digital TV, Satellite TV, Learner magazines/Newspapers, Teacher resource pack/Ohs/masters, Visual/flashcards/maps

#### -CALL:

Local learning software, Online activities, Authoring tools

#### -Reference Resources:

Student support.

## Comments

Most materials for the HE and FE sectors are mainly for the intermediate level. For the AE and All sectors the major demand is at the beginner's level, being immediately followed by the intermediate level and decreasing at the advanced level.

The materials available for the vocational area (Language for Specific Purposes) only show 4 recorded items, being 1 for the beginner's level, 2 for the intermediate and 1 not specified; for the advanced level the record is zero.

Although there are several references in the Teaching and Learning Tools, there is still a lack of materials using ICT, Radio and TV, either in an autonomous or semi-autonomous way, ODL and Virtual learning environment.

## 2. Survey of future planned provision and of needs identified by publishers

The analyses of the questionnaires completed by the Portuguese publishers and the result of the interviews with directors of language schools, both private Portuguese schools and foreign Institutes, show that:

The majority of Portuguese publishers do not define needs because:

- they are not active in this particular field, i.e. the majority of them are involved in publishing of school materials for general education;
- they do not see the need to publish such materials: the choice of French at school level has decreased ;
- it is not financially rewarding;
- the French publishers represented in Portugal cover that market area.

The limited number of those who see the need for materials mention their interest in producing materials using ICT, Radio and TV, either in an autonomous or semi-autonomous way, ODL and Virtual learning environment.

As far as the learning objectives i.e. learning for general purposes. are concerned, the needs identified do not echo the shortage of materials in language for specific purposes or language for mobility.

In the "educational sector" the priorities defined target the existing market but, for example, do not cover Higher Education.

The Portuguese language schools, even though they recognize the need to invest in the learning contexts as defined in the matrix, as well as the need to increase the offer of "intensive" and "modular courses", have concluded that the materials they are

presently using (almost all of them published in France) are in line with the learners' expectations.

They have also highlighted the relevance of the use of video materials in the teaching/learning of languages while stating that its use is reduced due to their high cost.

### Provision of language learning materials in the future (next 3 years)

The Portuguese publishers seem to believe that the production of multimedia materials are a priority given the fact that they are not sufficiently available in the market.

### National government or European Commission support

The publishers have suggested the following initiatives

- Creation of an institutional market e.g. Libraries, Resource Centres
- Definition of a language policy regarding foreign languages in the curriculum, i.e. three foreign languages in any degree

### Further comments

In analysing the materials produced and published for French, particularly the materials by French publishers, it is relevant to underline the fact that the dimension of interculturality and language awareness is inexistent. This is even more important because they constitute the majority of materials available. For example, among the materials analysed only one of the courses had a multilingual glossary which included Portuguese.

Secondly, the multimedia materials available do not include any DVD materials even though they might be an alternative to video or CD-ROM. In fact, language providers seem to ignore the existence of such technological devices for language learning.

Finally, the information gathered throughout this exercise confirms the a priori idea we had concerning the non-interest of the Portuguese publishers to produce materials for French. This is reiterated by the fact that language schools do not have a significant number of clients which might change the market forces.