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Proposals for revised language curricula  
for Mozambican primary schools

Discussion document

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SEC/ILU, Uppsala University  
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## **Preface**

The following considerations on curriculum development of language related issues (Portuguese and the use of mother tongues other than Portuguese) were discussed in a series of meetings with language specialists/educationalists/curriculum planners at INDE during the week of March 20-24, 1995. The basis for the discussions were questions and proposals generated in the language section of the teaching materials evaluation project (see Hyltenstam & Stroud, 1993, and recommendations therein, pp. 129-138). These discussions were, of course, also grounded in general educational theory for multilingual communities.

## **Introduction**

A language curriculum needs to be based in the actual linguistic reality in which the educational system works. In Mozambique, the official language, Portuguese, is spoken as a mother tongue by less than 2% of the population (Navoto & Martins, in press), although estimates vary. Estimates ascertain that approximately 25% of the population speak Portuguese as a second language (Danielsson, 1988). There is a significant variation between central urban areas and outlying regions. Most native speakers of Portuguese can be found in the urban centres. Further, the use of Portuguese as a lingua franca is more widespread in urban districts. Access to Portuguese is also distributed along lines of education, occupation, and gender (INDE-document, forthcoming). Indigenous Mozambican languages number approximately 20, all of which are Bantu languages. The largest of these languages are distributed geographically in such a way that Makua, which accounts for more than 3 million speakers, is the largest language of the Northern part of the country (spoken in Nampula, Cabo Delgado, Niassa, and Zambézia.), Sena and Shona comprise approximately 2 million speakers in the middle regions (Sofala, Manica, Zambézia, Tete, Inhambane), and Shangana and Ronga with approximately 1 million and 500.000 speakers respectively in the Gaza and Maputo provinces (NELIMO, 1989, Firmino, in press). All these languages have a developed and codified written form. Around these core languages (Kathupa, 1994), other languages cluster with significantly smaller numbers of speakers (50.000-300.000). Although, as was mentioned above, Portuguese is spoken in urban areas, it is nevertheless the case that a greater proportion of speakers use Bantu languages on a daily basis even here. Among other things Bantu languages are used as lingua francas, which implies that also these languages are learnt as second languages by portions of the (migrant) urban populations (Kathupa, 1994).

Around 70% of the population are speakers of more than one Bantu language, and approximately 25% are bilingual speakers of Portuguese and at least one Bantu language, thus giving rise to an impressive proportion of bilingual speakers (Kathupa, 1994).

Mozambican schoolchildren's linguistic reality, as described above, is not reflected in the way in which schooling is conducted in Mozambique. Up until now all teaching is carried out in Portuguese. Furthermore, Portuguese is generally taught with little systematic regard of the fact that it is a second language to the majority of the pupils, although accommodation is made for non-native speakers in first grade and by necessity at later grade levels. It has been shown in many countries that such a language education situation contributes to problems for children's mastery of those language proficiency levels that are

necessary for formal learning. This is also indicated for Mozambican children in results from the teaching materials evaluation project (Hyltenstam & Stroud, 1993).

### *Summary of results from the evaluation project*

The linguistic component of the evaluation project comprised investigations into Mozambican schoolchildren's oral and written language proficiency in Portuguese and reading skills. Studies were also made of the linguistic characteristics of textbook texts, and an assessment was made of the Portuguese language materials in terms of their qualities as second language and literacy support materials and their approach to learning and language. Clear differences were found in Portuguese proficiency between first and second language speaking pupils. The second language pupils at all grade levels were less verbose, needed more communicative support (in terms of prompting) to fulfill a verbal task, had greater difficulties in organizing their productions and exhibited substantially more non-native forms, i.e. errors, in their speech. They were less proficient in reading in that they performed more misreadings, used fewer successful reading strategies, monitored their reading less and had a more fragmentary understanding of what they had read. They were less proficient in writing in that they utilized strategies that were oriented towards more formalistic completion of the writing task rather than conveying information.

The teaching materials that the children were confronted with were on average more complex than is reasonable for the respective age groups. In general all the texts assessed were highly "literate" on all the dimensions studied. Such texts place great demands on the readers' proficiency in the language, since they presuppose the ability to use language in a number of decontextualized functions. The materials can not be said to have been systematically constructed for use by non-native speakers. Teaching materials in Portuguese have not been consistently built up along principles that accord with what is known about second language acquisition and they do not address the fact that the readers are first language speakers of Bantu languages.

The view of language that is reflected in the materials is one where language is seen as consisting of grammatical structures and vocabulary. The learning theory in the materials emphasizes rote learning and drills of ready-made utterances in "dialogues", which leave little room for creative language use involving negotiation of content.

These results of the evaluation project combined with experiences of similar situations from other African countries as well as other parts of the world suggested that the Mozambican primary school system be modified in a number of ways. The report presented sets of recommendations on each of the following topics:

- 1) language planning and education
- 2) bilingual educational programmes including recommendations on the mother tongue component as well as the Portuguese as a second language component, and on the transition to Portuguese as a medium of instruction
- 3) the acquisition of literacy skills
- 4) the linguistic construction of textbooks
- 5) classroom techniques

The core of these recommendations (related to point 2) involve the construction of bilingual language programmes using mother tongues for at least the first three grades of schooling, simultaneously attending to Portuguese as a second language. The recommendations contained in point 1 specify the institutional and legal support that is



necessary for the development and implementation of new language curricula such as legislating on a new language policy for schools and the creation of institutions and other bodies necessary for the cultivation and educational development of African languages. The recommendations in points 3-5 all address methodological issues. In point 3 it is suggested that reading and writing need to be developed in contexts of interactive and meaningful tasks. Recommendations in point 4 address the adaptation of materials texts to the cultural and linguistic backgrounds of the pupils. Point 5, finally, concerns the development of interactive and culturally relevant teaching techniques.

The recommendations thus suggested in this context will be further expanded below in the discussion of curriculum development for language.

## **Proposal for language curriculum development**

### *The role of language policies for curriculum options*

Experiences of developing and deciding on language curricula from many countries, especially in Africa, show the importance of clearly formulated and well prepared policy decisions for a successful implementation of a language curriculum. Although mention of the use of vernacular languages in education is made in a recent amendment (No 6/92) to the SNE document, in terms that propose that the educational system should “valorize and develop vernacular languages, promote their progressive introduction in the education of the citizens“, there is still no general plan for such a step. This means that any proposal for revised language curriculum must necessarily consider a number of different options, the choice of which will depend upon future decisions. Although the lack of guidelines complicates the task of suggesting how curriculum development should be carried out, this state of affairs can also be turned into an advantage. The specification of curricula alternatives and their implications can namely also function as a basis for more well-founded language policy decisions. This will significantly reduce the practical problems of implementation, including unexpected drawbacks and contradictions so familiar from many other African countries (e.g. Akinnaso, 1991; Ndoma, 1984).

In our opinion there are three main alternatives for developing future language curricula for the majority of the pupils, i.e. for those children that are not native speakers of Portuguese. The first is what can be called a *Bilingual Programme*, the second is the *Second Language Portuguese with Mother Tongue Auxiliary Support Programme*, and the third is the *Second Language Portuguese Programme*. All of these alternatives underscore the necessity of constructing the curriculum to reflect the facts that Portuguese is a second language for the majority of the pupils and at the same time the official language of the country. The role of Portuguese in Mozambique demands that the pupils finish school with a very proficient command of this language. Therefore, an important role for any programme is to enhance pupils' proficiency in the Portuguese language. As we will see below, vast scientific evidence shows beyond doubt that training in mother tongues provide the children with advantages when learning a second language. In other words, including mother tongues in a language programme *does not* interfere negatively with the acquisition of a second language. Furthermore, all the alternatives have in common that the ideology of Portuguese as a Second Language pervade all subject areas and especially the development of reading and writing skills. Where they differ is in the emphasis in the role they assign African languages in the teaching process.

All this implies that none of these alternatives are appropriate options for the minority of pupils whose mother tongue is Portuguese. The political decision to be taken, then, is whether this group of native speakers of Portuguese should be included in the main option chosen, or whether a specific programme, *Portuguese as a Mother Tongue Programme*, should be developed for this group.

## **The Bilingual Programme**

### *Suggested form*

*The pupil's mother tongue is used as the sole medium of instruction during the first two years of schooling and is gradually phased out over the third and fourth years. In third grade the academic content is still mainly taught in the mother tongue, while in fourth grade, the major part of the content is taught in Portuguese. From fifth grade on, Portuguese is used as the sole medium of instruction.*

*Portuguese as a Second Language is gradually introduced as a subject from 1st grade with a focus on oral acquisition of the language. Literacy skills in Portuguese are introduced after first grade and not before the child has attained basic reading and writing skills in the mother tongue.*

*Both Portuguese and the children's mother tongue are taught as subjects throughout school.*

### *Motivation for bilingual programmes*

The basic motivation for bilingual programmes is for children in multilingual communities to be allowed to experience teaching on content matters in a language that they have already developed concepts for. Children's acquisition of literacy skills is also best accomplished when they have a sufficiently well developed language system to which they can relate the decoding and encoding of written language. Massive research also shows that the acquisition of a second language is facilitated when the child has attained a more sophisticated level of linguistic understanding of his/her first language.

Bilingual programmes are also motivated from the point of view of the teacher. Generally, teachers master content negotiations and classroom management better in a language in which they are proficient native speakers. Furthermore, the teachers themselves would have an easier task if they were allowed to use their own language in acquiring the subject matter which they themselves will teach. In the case of Mozambique, where there are few native speakers of Portuguese in the teaching cader, it is especially important that not all teaching be conducted in Portuguese.

From the perspective of the community, including parents, a school where the language of the community is used is more accessible. This gives the parents possibilities for active involvement with the child's schooling. In addition, it allows diffusion of available skills and knowledge to a larger segment of the population in languages which the community uses on a daily basis.

### *Motivation for the suggested form of bilingual programme*

The bilingual programme suggested here is one in a range of possible designs of such programmes. One common typology of bilingual programmes is that which distinguishes between what is called maintenance programmes and transitional programmes respectively. *Maintenance programmes* are used in situations where the mother tongue of the pupils is a weaker language, has lower status and is used in fewer functions than the competing language, which is often the official or majority language. The programme aims at developing a balanced bilingualism involving advanced proficiency levels in both languages. In these models the children's mother tongue is used as a medium of instruction throughout schooling in parallel with the second language in roughly equal proportions. The ideology behind such programmes is to develop ethnic and cultural identities and raise the status of the weaker or minority language and extend its range of formal functions.

*Transitional programmes* are motivated by the type of pedagogical and learning theoretical considerations mentioned above, namely to give children that are not native speakers of the official or dominant school language reasonable chances to cope with the school's presentation of subject matter at the same time as they are acquiring the dominant instructional language. In transitional programmes, the initial years of schooling are conducted primarily or exclusively in the child's mother tongue, later to be replaced by the second language. This latter language is taught as a subject and only occasionally used in early content instruction. Transitional programmes can be either early or late transitional programmes depending on when the second language takes over as the major language of instruction.

The programme suggested above for the Mozambican school is of the transitional type. This type of programme is at a reasonable level of ambition, for the time being, considering factors such as community acceptance, human resources needed and economic expenditure.

The motivation for teaching the mother tongue as a subject even when it has ceased to function as a medium of instruction is that this enhances the value and prestige accorded to this language. By teaching the language, it also develops into a more effective instrument for formal functions.

### *Practical consequences for curriculum development*

This programme, if adopted, requires a global curriculum defining the proportions, sequencing and distribution of each language for the period of bilingual teaching. Decisions have to be made, for example, on which subjects would first be taught in Portuguese. In this context, less cognitively demanding subjects that do not require extensive language use, such as physical education, would be natural candidates.

Curricula for each subject need to be developed taking into account in which language they are being taught. The curriculum for the mother tongue should include training in reading and writing. The curriculum for Portuguese as a Second Language should be systematically presented taking into account the goal that the language would ultimately function as the sole medium of instruction.

For subject matter curricula, i.e. for Science, Mathematics etc., in grade levels where the subjects are taught in Portuguese, it is important that a consideration is made of the fact that pupils' proficiency in Portuguese may be initially quite limited. In these curricula, systematic attention must be given to subject specific language styles and to the inclusion of how subject specific reading and writing skills are developed.

### *Practical consequences for teacher training, materials development, and assessment*

Special training programmes need to be developed where teachers are instructed in the methodology for bilingual teaching, and, most importantly, in techniques for teaching African languages as first languages as well as instructional techniques in teaching Portuguese as a Second Language.

With respect to Portuguese as a Second Language, teachers would need extensive training in what is involved in learning a second language, the structure of Portuguese, comparisons between Portuguese and Bantu languages on grammar, pronunciation, vocabulary, patterns of discourse etc.<sup>1</sup>

Teaching materials need to be developed in mother tongues and Portuguese as a Second Language. Subject materials (mathematics, natural sciences etc.) need also to be developed taking into account in which language the subjects are going to be taught at each grade level.

Assessment instruments need to be developed for mother tongues and for Portuguese as a Second Language. The form of these instruments will be dependent on the goals formulated in the actual curricula for each subject.

### *Implementation*

A time schedule should be set up for the implementation of the programme. It would seem reasonable that the programme would be introduced successively, so that it would be tried out and implemented in certain schools and districts before it is put to general use. Such a successive introduction of the programme requires decisions on *which languages* should be used in the first bilingual programmes and which languages should be introduced later. Criteria for the choice of languages need to be set up. These should include such things as numbers of speakers, whether the language has a developed written form, whether written materials exist in the language etc.

With respect to preparation for a new curriculum, it is important to focus on teacher training at a very early stage in the implementation of the programme. If teachers were trained early, they could contribute in the information work that needs to be carried out among parents and in the communities where the programmes are to be implemented. If community acceptance is not achieved, the programme would have difficulties in reaching good results.

An obstacle in the implementation of bilingual programmes might be the fact that teachers do not speak the language of the catchment area. Therefore, a system for teacher placement or recruitment needs to be organized in such a way that individual teachers come to teach in geographical areas where their own mother tongue is spoken. In some cases, it might be necessary to give teachers training or instruction in the African language used in the school. This need not, however, be a big problem, since in the bilingual programmes the teacher resources can be organized in such a way that those teachers who do not speak the language of the areas can be assigned to the teaching of the Portuguese part of the curriculum.

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<sup>1</sup> To give an idea of the time that would be required for training teachers in Portuguese as a second language, it can be mentioned that, in Sweden, those teachers who are trained as Swedish as a Second Language teachers for immigrants spend approximately 30% of their three year training on this subject, i.e. they study Swedeish as a Second language for one year. We mention this only as an example of the *relative weight* that we think should be accorded second language acquisition theory and teaching methodology.

## **The Second Language Portuguese with Mother Tongue Auxiliary Support Programme**

### *Suggested form*

*Portuguese is the main medium of instruction, but the pupils' mother tongue(s) are used in explaining concepts and activities whenever needed. The use of the mother tongue(s) for such explanations will be more extensive during the earliest grade levels.*

*Portuguese is taught as a second language, and a second language perspective is taken on the teaching of other school subjects.*

### *Motivation for the Second Language Portuguese with Mother Tongue Auxiliary Support Programme*

The motivation for this type of programme is to facilitate second language speaking children's ability to successfully participate in school activities that are mainly conducted in a language that they do not fully understand.

From the point of view of the teachers, this type of programme permits more engagement with the pupils and allows richer and more creative explanations of concepts and activities when teaching in the L2 is perceived as an obstacle to comprehension. Teachers can more easily negotiate content with their pupils, check their comprehension, avoid misunderstandings, and solve or repair problems in a language that both teachers and pupils master fully.

Although to a lesser degree than in the bilingual programme, this programme also permits a greater community participation.

### *Practical consequences for curriculum development*

In the development of curricula at a general level for this type of programme, it must be decided how mother tongues are best infused into the presentation of the subject content. Decisions also need to be made on up until which grade level, if not throughout primary school, auxiliary presentation of content in mother tongues can be used.

A specific curriculum for Portuguese as a Second Language should be developed that takes into consideration that the language is used as the primary medium of instruction.

### *Practical consequences for teacher training, materials development and assessment*

The main emphasis in this type of programme would be in training teachers in the use of mother tongues as support languages and the development of extensive manuals, glossaries and other types of commentaries on Portuguese teaching materials that would be helpful to the teacher.

Teacher training programmes with respect to Portuguese as a Second Language would be similar to those suggested for the Bilingual Programme above.

As was the case for the Bilingual Programme, the language styles and reading and writing demands for specific subjects need to be taken into consideration in teaching materials development.

Assessment techniques that take the pupils' second language situation into account need to be developed.

### *Implementation*

The major part of this programme would be implemented through inservice teacher training. However, before a systematic teacher training can be accomplished on a broad front, teacher support systems (manuals, glossaries etc.) need to be developed. These should be developed in cooperation with teachers in their daily teaching duties as rapidly as possible.

What was mentioned earlier about the problem with teachers not speaking the language of the pupils might be an even more serious problem in this type of programme, where teachers are expected to take advantage of the pupils' mother tongue, so to speak, on the spot.

## **The Portuguese as a Second Language programme**

### *Suggested form*

*Portuguese is the sole medium of instruction. It is taught as a second language and a second language perspective is taken on the teaching of all other school subjects.*

### *Motivation for the Portuguese as a Second Language Programme*

The motivation for this type of programme is to provide some support to the Non-Portuguese speaking child's ability to cope with a education in a language that they do not fully understand. This alternative is feasible only in a situation where there are strong ideological/attitudinal opposition or serious practical/administrative problems of implementing a more comprehensive multilingual programme.

There is no grounded theoretical motivation for this type of programme. Instead, the programme should be seen as a temporary emergency solution in an existing educational infrastructure.

### *Practical consequences for curriculum development*

Again, a specific curriculum for Portuguese as a Second Language must be developed, this time taking into consideration that all explanations etc have to be carried out in Portuguese.

Likewise, for subject matter curricula, i.e. for Science, Mathematics etc., it is important that a consideration is made of the fact that, initially, the proficiency in Portuguese may be limited among pupils. In these curricula, systematic attention must be given to the subject specific language styles and to the inclusion of how subject specific reading and writing skills are developed.

*Practical consequences for teacher training, materials development and assessment*

Teacher training programmes for Portuguese as a Second Language would be largely equivalent to what has been suggested this component in the above types of programmes. Experiences from for example Canadian immersion programmes, where children are taught in a second language, show that one essential prerequisite for any success is that teachers understand the first language of their pupils. This permits them to construct meaningful language sequences. (Canadian immersion programmes are, however, very specific types of programme developed for the specific conditions of Canadian society, and linguistic expertise agree that programmes teaching children in second languages in immigrant or developing nations contexts differ on a number of dimensions from the Canadian case. This means that the Canadian model can never be implemented wholesale in another context, although specific components may be relevant.)

*Implementation*

As before, the major part of this programme would be implemented through inservice teacher training, built upon previously produced teacher support systems.

Also, the problem with teachers not knowledgeable in their pupils' languages is an obstacle for implementation.

**The Portuguese as a Mother Tongue Programme**

*Suggested form*

*Portuguese is the sole medium of instruction. It is taught as a first language and a first language perspective is taken on the teaching of all other school subjects.*

*To accommodate the fact that the children are living in a multilingual community, teaching is given in one (or more) African language(s) as a subject.*

*Motivation*

The motivation for this type of programme is that one portion of Mozambican children indeed have Portuguese as their mother tongue. For these children it would be inappropriate to be taught in a language that they do not use as a mother tongue (i.e. if they were placed in a bilingual programme). It would be equally inappropriate for them to be taught their

mother tongue Portuguese *as if* it were a second language (if they were placed in Portuguese as a Second Language type of programme). The general principle would be, like for all other children, that they received their schooling in their mother tongue.

#### *Practical consequences for curriculum development*

As this type of programme must be considered a parallel to the programme designed for the majority of the children, it necessitates the development of special curricula. These curricula should be developed in close conjunction with the development of curricula for non-native speakers of Portuguese in order to ensure as far as possible equivalent content and sequencing of subjects. A practical advantage with this proposal is to allow the first and second language speakers of Portuguese to follow the same curricula after the first three years of primary schooling.

#### *Practical consequences for teacher training, materials development and assessment*

The training of teachers for this type of programme would specifically focus on the teaching of Portuguese as a mother tongue. The training must take into account that acquiring and using a mother tongue is spoken by a small number of speakers a minority language in a multilingual environment - which is the case for Portuguese in Mozambique - is a situation very different from the teaching of mother tongues where these languages are spoken by a majority of the population, which, for example, is the case for Portuguese in Portugal.

Likewise, special materials need to be developed which address the situation of minority mother tongue speakers. Special assessment instruments also need to be developed for this type of programme.

Teacher training needs to be developed for the teaching of African languages as second languages to speakers of Portuguese. Material for the teaching of African languages to speakers of Portuguese will also be needed.

#### *Implementation*

These programmes should be implemented in catchment areas where there is a concentration of Portuguese speaking families. However, Portuguese speaking children from other areas would also be accepted as pupils in the programmes. Integration of children from different language backgrounds would be facilitated, if the different language programmes serving the different populations were incorporated in the same schools.

One problem of implementation is who should be allowed to participate in the Portuguese as a Mother Tongue Programme. In addition to parental choice, some formal entrance requirement instrument would need to be developed to determine which children have the requisite language background and proficiency to successfully participate in this type of programme.



## **Comparison and evaluation of programme proposals for the Non-Portuguese speaking majority of Mozambique's school population**

In our presentation above of alternative programme proposals we have rank ordered them in terms of the most to the least favourable option to the situation at hand. The Bilingual Programme, which we will now briefly compare to the other alternatives, is the programme option that we ourselves consider to be the best alternative. The other two proposals, the Second Language Portuguese with Mother Tongue Auxiliary Support Programme and the Portuguese as a Second Language Programme, to our minds are temporary solutions or emergency solutions respectively. Our reasons for this judgement are as follows.

On all the factors that circumscribe what a successful educational programme in a multilingual community need fulfill, the Bilingual Programme is by far the best. This programme is motivated from the point of view of theoretical research in a range of disciplines that concern different aspects of children's development, such as linguistic, cognitive/intellectual, emotional and social development. From a political/ethical perspective it is the only programme that gives extensive recognition to language rights of all speakers in a community and is in accordance with a general pluralist policy. In this context these programmes also contribute to the cultural-linguistic heritage and national identity. It fits into a development ideology that views the diffusion of technological know-how through networks of local languages as essential. This programme also gives the most favourable support to the official language Portuguese in that it positions the acquisition of Portuguese firmly against the understanding of the fact that children are learning Portuguese on the basis of their knowledge of their mother tongues. This implies that the programme comprises a conscious and systematic methodology for Portuguese as a Second Language aiming at attaining higher levels of Portuguese proficiency than can ever be the case if mother tongues and the second language nature of the target language are not taken into consideration.

With respect to practical implementation, bilingual programmes demand the same amount of input with respect to Portuguese as a Second Language as any of the alternative proposals given above. However, there are also differences in how the role of Portuguese in the curriculum is treated. Obviously, if mother tongues *can not* be used in the initial stages of teaching Portuguese as a Second Language, then this places greater demands for materials and methodology development in Portuguese as a Second Language. Secondly, a programme that does not use mother tongues to transmit subject content must instead expend much effort on designing materials in Portuguese that non-proficient speakers of Portuguese can have access to. In other words, to those who would say that bilingual programmes require much more input in terms of manpower, costs and time, we would say that this is true only if we ignore the great amount of development that needs to be done to adapt Portuguese materials to non-proficient Portuguese pupils.

Initially, one might believe that it would mean greater demands on teachers to learn to teach in African languages than teaching in Portuguese. In actual fact, having to teach materials in a language that children do not understand requires teachers to be trained in the use of a very blunt instrument for the transmission of complex matters which even with great efforts will inevitably meet with little success. In contradistinction to the other programmes, the Bilingual Programme has potential to capitalize on teaching strategies and forms of knowledge that the child has already encountered in the African language home environment.

Obviously again, much work will have to be carried out in preparing materials etc for the Bantu language component of the bilingual programmes. However, we must note that

this type of work will sooner or later be inevitable in an endeavour to improve educational outcomes and if Mozambique wishes to maintain its linguistic and cultural specificity.

The Bilingual Programme further has the advantage of being a much more flexible educational instrument than its alternatives. The number of options for introducing different languages in accordance with regional characteristics and available teaching manpower, gives a better fit to variable needs.

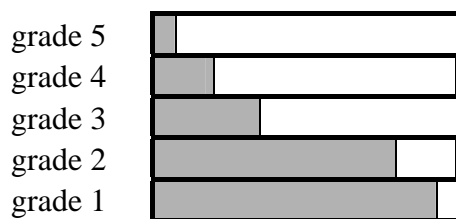
### Practical requirements for curriculum development

The development of curricula for the Bilingual Programme involves the coordination of various components, handled by different groups of expertise. First of all, a general curriculum for the programme itself needs to be developed, which specifies the distribution of the two languages with respect to subjects and grade levels. One point of departure could be the distribution suggested in figure 1.

**Figure 1:** Distribution of languages in the Bilingual Programme

Filled = African language/mother tongue

Empty = Portuguese



In addition, special curricula need to be developed for Portuguese as a Second Language, mother tongue and the various school subjects.

From an organizational point of view, the work would require the creating of a Language Curriculum Unit which has the overriding responsibility for developing the general curriculum and the curricula for the two language components, Portuguese as a second language and the mother tongues. This unit is also responsible for coordinating these efforts with curriculum developments in the other school subjects. The development of each specific language curricula would be the responsibility of a team of people that are experts in the principles of materials development, teaching methodology, teacher training, and assessment. Subsequent to having designed the general outlines for the curricula for each language subject, this team would be responsible for selecting, training and supervising those who will be concretely involved in writing teaching materials, developing classroom methods and teacher training programmes and constructing assessment instruments.

Furthermore, resource groups will be utilized. The purpose of the resource groups is to function as banks which successively can provide the teams with scientific backup and information that can be used in the curriculum development process such as for example language materials, suggested methodologies, diagnostic instruments, materials for teacher training manuals etc.

An important aspect of the calibration and trialing of the curriculum components is the existence of reference groups in schools and teacher training colleges. During the process of writing materials and developing classroom methodology and teacher training programmes, it is desirable that practical experiences and evaluative feedback from teachers and teacher trainers be used to modify and adjust the formal content of the components.

Besides this structure, which would be centered at INDE with satellites in experiment schools and teacher training collages, there would also be backups in the form of foreign experts and institutions.

It is important to note that the entire work on curriculum development as suggested above would play an important role in the development of competence in the Mozambican educational/applied linguistics context.

### *Time schedule*

The new curriculum must be developed and implemented over a period of time. The present proposal will deal only with the phase concerned with working out the new curriculum, trialing it in experimental schools, initiating teacher training and, on the basis of feedback and experiences, of revising and refining the curriculum. How implementation on a larger (national) scale should be accomplished is a task for the curriculum planners to work out on the basis of their experiences with the experimental programme and in cooperation with the ministries and authorities involved.

In this first experimental phase, a decision has to be made as to which African languages would be used initially as medium of teaching and which schools in which regions could appropriately be chosen as experimental. Language specialists, teachers and teacher educators can then be selected, approached and asked to participate in the teams. Community views and sympathies for education in mother tongue along with education in Portuguese should be elicited as an important part in the decision process. Engaging with the communities, among other things giving information on the course of curriculum development etc, would be a continual part of the development of the programme.

As experiences from the initial experimental phases come in, these would be fed into the on-going curriculum development and more African languages and more regions could then be incorporated.

In our opinion, the first stages in developing a new curriculum for Portuguese should focus on developing teacher training modules and teacher support materials. These modules and materials will initially be offered to those teachers that will participate in the experimental program, and will be given as a series of seminars in Maputo and through in-service observations and comments from curriculum specialists in teacher training in the classrooms themselves. The purpose of this phase will be to prepare teachers for what Portuguese as second language entails, and to develop in them a sense of criticism towards current materials. The teachers will also be encouraged to explore problematic aspects of Portuguese, and to generate solutions together with the curriculum specialists.

In parallel with this, teacher training to prepare these teachers for teaching African languages as mother tongues will be initiated with teachers from the same schools.

Another stage of developing the Portuguese curriculum involves writing new materials for teaching the language. After a preparatory phase, and after the teacher training phase has been proceeding for some weeks, specific plans for a new book for each year should be presented for the groups concerned with writing and developing materials and methods. The task will then be for the practicing teachers who have undergone teacher training in

Portuguese as an L2 to write chapters in these materials following the detailed specifications of the curriculum specialists and discussing and modifying these chapters and suggestions in seminars on the basis of experiences and trials. A central component of these materials will be the provision of graded readers that will teach the children relevant literacy skills in Portuguese as L2.

An important stage is the evaluation and assessment of the materials as they are being trialed. This component must be built into the application of the materials in the experimental schools as a central, concurrent component of the materials and methods development.

For each of these stages in the Portuguese curriculum, we envisage a parallel but coordinated set of stages for the African languages program.

The language groups will meet in seminars on a regular basis with science and mathematics personnel to discuss glossaries, terminologies and explanatory frameworks for these subjects, and to suggest how texts should be constructed (in terms of difficulty measures) and methods to enhance literacy.

### *Existing projects at INDE*

The research and development projects in linguistics currently located at INDE promise to provide many different types of input to the development of a new curriculum. The SIDA financed projects are (1) a project to construct a spoken corpus of Portuguese of Maputo, (2) a project studying how school age children acquire Portuguese as a second language and (3) a project studying how children are socialized in early years in and through many different languages.

Within Portuguese linguistics, the Corpus project has now reached a stage where directed computer access to a large corpus of spoken Portuguese varieties is possible on demand. This implies that the Curriculum group will be able to request language data for purposes of, for example, including language examples into teaching materials (i.e. actual, communicatively genuine contexts for target linguistic items, or items chosen on the basis of frequency or implicational relationships, or materials chosen as to domain, topic etc.), using the corpus as a guide as to what should be included, in what order etc., using the corpus to provide materials for teacher education (for example, an error bank), using the corpus to teach teachers how to diagnose and deal with errors etc. The corpus can also be accessed for typical narrative structures, ways of managing communications etc.

The Portuguese as a Second language project could be used as a resource to provide information on typical difficulties for speakers of different African languages in structural and lexical areas of Portuguese. This project also includes a wealth of data on the types of problems and proficiencies children have in different non-urban areas of Mozambique, and how proficiencies in language distribute with respect to gender. This project is currently also developing materials for teachers, designed to cover the notion of second language and how it should be instructed.

The project on multilingual socialization (located at INDE but working with materials from the town of Vilanculos) could provide valuable resources for the development of strategies familiar to children from their multilingual socialization in early years. This project may also provide information on how basic knowledge is transmitted between adults and children in the context of communication in an African language.

An experimental bilingual project conducted under the auspices of UNESCO promise to be a valuable resource in the design and implementation of the transitional bilingual curriculum. Due to limited personnel in the project, at the present moment, only non-

systematic evaluation of the experiment is available. However, the experiences of putting the bilingual experiment in place, and the problems and solutions involved in developing materials and training teachers are already available, although only partially documented. In our opinion, it would valuable to refine the assessment measurements for this project and document the experiences of this experiment in more detail.

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