

## IMPORTED MODELS: A TRADITION OF ENGLISH-LANGUAGE TEACHING IN PORTUGAL

The Battle of Hastings, fought in 1066 between the Saxon king Harold and William of Normandy and which ended, as everybody knows, with the defeat of the English, represented much more than political and social change. It arrested deep linguistic implications.

The passage of the Saxons from their status as legitimate owners of the country into serfs made the conquerors' language, Norman-French, the language of the court, of the nobility and gentry, in a word, the language of power. The Roman clergy, as had always happened, went on communicating in Latin (which was also the language of teaching, of law, and of praying). Left to the unpolished use by the new serfs, Old English dropped its complicated German declensions and conjugations, gave some way to the languages brought over by Scandinavian invaders, assimilated forms of the language of the feudal lords (Norman-French) and became, under all these influences, what Chaucer would later use with rare mastery and is now called Middle English.

By the late Middle Ages England was becoming monolingual again as French was gradually disappearing as the second language of the kingdom as a result of the political changes that would lead, in 1399, to the usurpation of the Throne from Plantagenet hands, represented by Richard II, by the Tudors, represented by Henry IV of Lancaster. 'The order deposing Richard was read in English and Henry IV himself elected to use English both in claiming the crown and later in his acceptance speech'<sup>1</sup>.

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<sup>1</sup> HOWATT, A.P.R. — *A History of English Language Teaching*, Oxford, O.U.P., 1984.

The restoration of English as the nation's language, though gratifying to Saxon pride, and, if we give John of Trevira some credit, helpful with the learning of Latin<sup>2</sup>, made French a foreign language and brought difficulties to those English who 'shall pass the sea and travel in strange lands and in many other places'<sup>3</sup>. Those difficulties had their origin in the limited use of English, circumscribed to England, a fact that many an Englishman complained about. For instance John Florio (c. 1553-1625), a famous English grammarian of Italian descent, tells us that, after having asked an Italian what he thought of the English language, was answered that it was a useful language, but 'worthless beyond Dover'<sup>4</sup>. Sir Balthazar Gerbier wrote in 1648 that English 'serves but in the Brittainne iland'<sup>5</sup>. Osborne put the issue in even darker terms when he declares that English is a language that foreigners 'scorn to learne'<sup>6</sup>.

This list of references could be substantially enlarged to stress the little importance that English enjoyed throughout the seventeenth and eighteenth centuries<sup>7</sup>. Even in Portugal, which had always maintained close commercial and political links with England, at least after 1147 when Afonso Henriques ruled the country, English was unknown and the Portuguese could easily do without it. The negotiations that took place at Rio de Mouro, not far from Monção, in 1386<sup>8</sup>, and led to the marriage of D. João I to Filippa of Lancaster and to the celebration of the Treaty of Windsor were conducted in French, the language which the bride's father, John of Gaunt, and the Portuguese king and the other negotiators knew best. Later on, in the second half of the seventeenth century, the situation remained unchanged when a second royal marriage took place in 1662, this time between the Portuguese Infanta Catarina of Braganza, daughter of D. João IV, and Charles II. The Infanta was taught some English before leaving for the London court. Her

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<sup>2</sup> *Op. cit.*

<sup>3</sup> *Polychronicon* quoted by HOWATT, p. 3.

<sup>4</sup> FLORIO, John — *First Fruits*, Londres, 1578, folio 62.

<sup>5</sup> GERBIER, Sir Balthazar — *The Interpreter of the Academie concerning forrain languages*, Londres, 1648, p. 38.

<sup>6</sup> OSBORNE — *Advice to a Son*, Oxford, 1656, p. 7.

<sup>7</sup> MARTIN-GAMERO, Sofia — *La Enseñanza del Inglés en España (desde la Edad Media hasta el siglo XIX)*, Madrid, Editorial Gredos, 1961, p. 10.

<sup>8</sup> LOURO, Francisco de Carvalho — *As relações luso-britânicas 1373-1910*, pp. 11-12; in GODINHO, Isabel da Silveira — *Visitas Reais entre as Cortes Portuguesa e Britânica 1902-1910*, Lisboa, Palácio Nacional da Ajuda — British Historical Society, 1985.

English teacher was the well-known Dr. Russel, the principal of The Pontifical College of S. S. Peter and Paul at Lisbon<sup>9</sup>.

Curiously it was Portuguese which took the lead as a foreign language in the relations between the two countries. In the train of the Portuguese princess was a French captain, whose name was Monsieur de La Molliere, who had served the armies of the Portuguese king for an eight-year period and who decided to dedicate to Charles II a *Portuguez Grammar*, an enterprise which he justifies in the following terms:

*'... this is not the first time that the Sword hath been employed to Write, although that mine may perhaps have been the first that hath put it self upon Writing a Grammar. And it is true, that it should never have undertaken it, if I had seen that some better Pen had employed it self about it: But having in vain expected for a long time, My Patience was at last worn out, seeing how much it imported this Nation to know the Portugal Language. The strict Alliance which is now between England and Portugal ought to oblige the English and Portuguez not to confound their Language, but to make them common and indifferent between themselves. The Portuguez seems to me now necessary to two sorts of Persons in England: To people of Traffique and Commerce, (since they have it free within the Places subject to the Crown of Portugal, which hath granted this great Advantage to Your Majesties, in consideration of Your Marriage with the most Illustrious Infanta:) And to Persons of the Court, and in general for all those who will pass for Persons of Honour, that by it they may give a Testimony of the Respect which they have for this Excellent Princeß, whom Your Majesty with so much Wisdome, and so happily hath chosen for a Wife. [...] She then well deserveth that they should have the complaisance for Her Majesty, to learn to speak Her Language, rather then that of the Spaniards, Her Enemies, as I see many do, although that it be neither so fine, nor so useful, nor so easie to learn. (pp. 7-8)<sup>10</sup>.*

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<sup>9</sup> This college lasted until quite recently and was known among Lisbon people as Colégio dos Inglesinhos. On Dr. Russel *English College Lisbon* reads: 'He came to the College in the humble capacity of the president's personal servant. Later, he was admitted to study with the other students and soon surpassed them all by his genius and his spiritual fervour. He was destined to play an important part in the diplomatic history of his time. Russel became Portugal's envoy in England', *English College*, Lisbon, s.d. Lisboa, Bertrand Irmãos, Lda., p. 9.

<sup>10</sup> MOLLIERE, Monsieur De La — *A Portuguez Grammar: or, Rules shewing the True and Perfect way to Learnn the said Language. Newly Collected in English and French, for the Use of either of each Nation that desire to Learn the same*, London, Printed by Da. Maxwel for Samuel Broun, 1662.

In the same year, the celebrated English grammarian James Howell published *A New English Grammar, prescribing certain Rules as the language will bear, for Forreners to learne English*. The book includes 'a perambulation of Spain and Portugal, which may serve for a direction how to travel through both countries' as well as the promise of information about the 'Portuguese dialect', which is not to be found anywhere in the grammar.

After this brief excursion it seems legitimate to conclude that interest in the English language in Portugal was smaller than that of Portuguese in England. But things were going to change. As early as the beginning of the eighteenth century, in 1701, *A Complete Account of the Portuguese Language* was published in London. Its author is semi-anonymously represented by the initials A. J., and so far nobody has found to whom they exactly correspond. The volume contains a Portuguese-English and an English-Portuguese dictionaries as well as a *Grammatica Anglo-Lusitanica*, which is a grammar of Portuguese as a foreign language for the English. The main motivation of this work was still the Portuguese language, but the inclusion of an English-Portuguese dictionary may be a sign that the interest in learning English was already developing in Portugal.

As far as I know this is the first example of real dictionaries involving the two languages. Therefore A. J.'s work must be considered of great relevance for the history of English studies in Portugal.

Meanwhile English thought and letters were gaining ground both at home and abroad. Bacon, Marlow, Shakespeare, Ben Jonson, Milton are but a few examples. However, knowledge of the English language outside the island was practically non-existent. For that reason Ancillon regretted in 1693 that 'c'est dommage que les auteurs de ce pays-la n'ecrivent qu'en leur langue, puisque, par ce moyen, les étrangers, faute de les entendre n'en peuvent profiter'<sup>11</sup>. By that time, due very probably to the interest that foreigners were beginning to show in English things, namely in the English contributions to theology and philosophy, the first grammars of English for foreigners are published. One of them, *English Grammar*, is written by Ben Jonson in 1640, and another, entitled *Grammatica Linguae Anglicanae*, in 1653, by John Wallis<sup>12</sup>. So we are in the presence of the earliest demonstrations of what represents nowadays one of the most important British industries: the teaching of English as a foreign language.

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<sup>11</sup> Quoted by MARTIN-GAMERO — *Ob. cit.*, p. 10.

<sup>12</sup> Cf. HOWATT — *Ob. cit.*, pp. 92-100.

One can consider the interest in the English language shown in Portugal as part of the European current of intellectual and academic curiosity or as the logical consequence of an increased need for communication between nations, imposed, among other things, by developing international trade. The other fact that cannot be ignored is the oldest European alliance between Portugal and England, as Howatt reminds in his *History of English Language Teaching* (p. 66).

The earliest English grammar published expressly for the use of Portuguese learners appeared in London in 1731. Its author was a Portuguese Jew named Jacob de Castro, who entitled his book *Grammatica Lusitano-Anglica, ou Portugueza, e Ingleza, A qual serve para instruir aos Portuguezes no Idioma Inglez*<sup>13</sup>. Castro did not give any specific reason to justify his initiative excepting that his grammar 'he de summa importancia para o Homem de Negocio, e que servirá de entretenimento, e recreio ao curioso Estudante'<sup>14</sup> (p. ii). It is far from being an original work. Plagiarism was current practice at the time, and Castro's grammar is certainly an adaptation of some English grammar previously published for the use of Italian or French learners. All he did was translate into Portuguese what was in Italian or French in the foreign grammars on which he based his work.

The practical parts of eighteenth century grammars, as well as all the illustrative examples presented in the theoretical sections, always had a bilingual form, a feature that corresponded to the grammar-translation method in use everywhere at that time. In the same bilingual form, i.e. with the corresponding translation Castro's grammar included models of commercial letters, insurance policies, letters of attorney etc. The bilingual character of these documents made it possible for them to be used both by the Portuguese who needed to write in English and by the English who needed to write in Portuguese. That is the reason those grammars were sometimes called dual grammars.

Thirty years later an army man, Carlos Bernardo da Silva Teles de Menezes published in Lisbon a *Grammatica Ingleza ordenada em*

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<sup>13</sup> Portuguese-English Grammar, or Portuguese and English, which serves to instruct the Portuguese, in the English Language. CASTRO, Jacob — *Grammatica Lusitano-Anglica, ou Portugueza, e Ingleza, a qual serve para instruir aos Portuguezes no Idioma Inglez*, Lisboa, na Offic. de Manoel Coelho Amado, 1777.

<sup>14</sup> 'It is of the highest importance to the business men, and will serve as entertainment and recreation to the curious student'.

*Portuguez*<sup>15</sup>, and it is worthwhile reading what Teles de Menezes tells his readers about the English language:

‘The English language, which, till the end of last century, was not only unknown to foreigners but also despised by its own natives, is so polished today, and so rich because of the benefits of the great authors who have written in it since the beginning of the present century that it deserves to be understood by everyone, so that they may use the excellent originals that have been printed in it. This was clearly understood by His Royal Majesty when in Title 8 of the Statutes of the Colegio Real dos Nobres<sup>16</sup> he thought it right to set up a professorship and recommend the study of the said language’.

Another argument used by Menezes as justification of his enterprise is the friendly relations between the Portuguese and the English nations, commercial relations, as well as the several Portuguese grammars available in England.

‘Nearly everybody learns it [Portuguese], especially those (and they make up the majority) who devote themselves to business. I know very well that it is the interest in commerce, and not instruction in the lessons of our writers, that motivates their learning Portuguese: but it is precisely because of that the nobler the reason for learning it, the more motives there are to praise those who study it’. (p. vii)

Not very different from Menezes’s is another *Grammatica da Lingua Ingleza, ou a Arte de Fallar com Propriedade, e Correccão o Idioma Inglez*<sup>17</sup>, the author of which was Agostinho Neri da Silva. The first edition was published in Lisbon in 1779<sup>18</sup>. In the dedication of his work to

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<sup>15</sup> MENEZES, Carlos Bernardo da Silva Teles de — *Grammatica Ingleza ordenada em portuguez*, na qual se explicaõ clara, e brevemente as regras fundamentaes, e as mais proprias para falar puramente aquela lingua, composta, e dedicada à Magestade fidelissima de Elrey Dom Jozé o I. nosso Senhor por..., Fidalgo da Caza de Sua Magestade, Etc., Lisboa, Na Officina Patriarcal de Francisco Luiz Ameno, 1762.

<sup>16</sup> The Royal College of Nobles.

<sup>17</sup> *Grammar of the English Language, or The Art of Speaking, and Writing with Appropriacy, and Correction the English Idiom.*

<sup>18</sup> SILVA, Agostinho Neri da — *Nova Grammatica da Lingua Ingleza, ou a arte de fallar, e escrever com propriedade, e correccão o idioma inglez...* Lisboa, na Regia Officina Typographica, 1779.

D. Pedro III, the author explains the opportunity to promote the English language in Portugal because that 'nation has always maintained with Portugal, because of the importance of commerce, the closest communication' (p. iv). Thus there is a pragmatic goal to be attained as happened with earlier grammars. Neri da Silva, however, justifies the publication of his book with the bad quality of a previous grammar, published in London, without mentioning its author. He does it in the following way:

'Impelled by the imperfection of a grammar, published in London for the learning of the English language, and which happened to come into my hands, I found several defects in it, both in Portuguese and in English' (p. vii).

To support the quality of his work, Neri da Silva says that he had based it on the 'best authors who have dealt with the English language', 'keeping his eyes permanently on such illustrious writers as Doctor Dyche, Public Professor at Wapping; Doctor Fenning, author of the Royal English Dictionary; Mr. Johnson, Doctor Priestley; Doctor Lowth, great men, and the most learned of their nation' (p. viii).

By means of this brief sample it has been made clear that, at least on the part of Portuguese grammarians, the merit of English linguists begins to be recognized and their authority is invoked as a guarantee for the grammar any Portuguese writer might decide to publish. The small importance of English, referred to at the beginning of this paper and recognized by its native speakers, began to give way to growing recognition, both at home and abroad, of the important role it would play in the future. This is confirmed in the introduction to another *Grammatica Portugueza, e Ingleza*, published in Lisbon in 1793 by André Jacob, a 'qualified teacher of the English language'<sup>19</sup>. However, the English authorities mentioned are no longer English grammarians but writers and philosophers. According to Jacob, English

'is the language of ideas, and its energetic nature made a great philosopher of this century recommend its study by all nations who wanted to have a high noble mind. English is the language of

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<sup>19</sup> JACOB, André — *Grammatica Portugueza, e Ingleza*. Por hum methodo novo, e facil com regras fundamentaes para a pronunciação, e para o proprio uso, e applicação das partes da Oração, que facilita muito o progresso dos principiantes, e guia os que já tiverem luzes desta Lingua... Lisboa, na Typographia Nunesiana,

philosophy, because it is the one of those who restored it, the one of the Bacons, of the Newtons, of the Lockes, in sum it is the language of the Popes, of the Miltons' (pp. 4-5).

The change is radical: from useless beyond Dover, English is now recommended to all nations whose ambition is to be learned. But this is not all. In his dedication of the book to the Earl of Pombeiro, Jacob writes:

'By using it [the grammar] Your Excellency will learn this language which will enable you to study others that might be useful to the high offices upon which Your Excellency, because of your birth, will be called. And certainly, after your mother tongue, no other language should be studied before and more carefully' (p. 4).

It must be recognized that Jacob's words, written two hundred years ago, have not lost any of their relevance and might be subscribed by anyone who is aware of the relative importance of modern languages.

For the sake of brevity I will avoid any more references or quotations. However, I would like to stress that the eighteenth century is particularly important for the history of English-language learning and teaching in Portugal, because it was in this century that everything began and developed to such a point that, by the end of the eighteen hundreds, it had already gained considerable dimensions.

As for the methodology proposed for the teaching of foreign languages it is very difficult to assign it to any particular theoretical movement. The reason for that being the inspiration of the prevalent models in the Latin grammars and in the methods generally used to teach Latin. Grammatical rules and vocabulary lists had to be memorized for later recitation by learners or application to the grammatical (morphologic and syntactic) analysis of texts. The English grammars for Portuguese learners mentioned above are eloquent illustrations of this traditional approach. The declension of English nouns and pronouns in six cases (nominative, vocative, genitive, dative, ablative and accusative) side by side with their Portuguese correspondences is but one example among hundreds that could be given here. The methods to teach dead languages were being applied to the teaching of a living language.

In this respect Portuguese grammar-book authors — and it should be emphasized at this point that grammars functioned then as textbooks — and teachers were parts of the dominant current and did not show any originality.



The same could be said about their English counterparts who followed the same paths. As a matter of fact the theorizing character of teaching was reinforced, scholarly theoreticism grew at the cost of the exclusion of what could be seen as practical content in eighteenth-century grammars: the so-called **familiar phrases** and **familiar dialogues** as well as the models of documents already mentioned when I dealt with A. J.'s grammar. In addition, due to the influence of German methodologists, namely Johann Seidenstücker (1765-1817), Sadler and Meidinger (1756-1822), Franz Ahn (1796-1865), Heinrich Gottfried Ollendorf (1803-1865), Karl Plötz (1819-1881), the component of pedagogical translation enlarged its dominions within the conventional method and dominated to such an extent that those responsible for foreign language teaching ignored almost totally any concerns with communication as the most important and ultimate goal of languages.

Phrase books date from that period, a sort of books organized around the introduction of rules of grammar, each of them followed by examples and loose sentences intended solely for translation into and from the foreign language and which have represented subject matter for the most sarcastic jokes ever told in the world and history of foreign language teaching. After reading the following 'text', clearly inspired in German models, everyone will agree that such jokes had full justification:

'1. Vendeu-se uma casa com jardim e mata. — 2. Ella teve um deliquio, mas melhorou depressa. — 3. O cozinheiro deu um grito, e a gordura entornou-se no lume. — 4. Passou (um) mês e (outro) mês, mas tudo foi baldado, não se obtiveram notícias. — 5. O capataz dos limpa-chaminés há-de (shall) trepar lá acima e varrer a fuligem. — 6. Houve grande alegria porque o pae recuperou o filho que tinha perdido', etc., etc.<sup>20</sup>.

More often than not German methods arrived in Portugal via France. French translations were the basis for Portuguese translations and adaptations as French was better known in Portugal than German.

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<sup>20</sup> Translation: 1. 'A house with a garden and bush was sold. — 2. She went off in a faint but recovered quickly. — 3. The cook cried, and the fat was spilled over the fire. — 4. One month and another went by, but everything was in vain, there was no news. — 5. The head of the chimney-sweepers shall climb up and sweep the soot. — 6. There was great joy because the father recovered the son he had lost.' VIANNA, A. R. Gonçalves; BERKELEY-COTTER — *Manual de Phraseologia Inglesa* para uso da III, IV e V Classes do Curso dos Lyceus, Paris/Lisboa, Guillard, Aillaud & C<sup>a</sup>, 1899, p. 15.

Sometimes French publications were directly adopted in Portuguese schools. An example of translation from a French version was Ollendorff's *Novo Methodo para aprender a ler, escrever e fallar a Lingua Ingleza em seis meses*, the second edition of which was published in Lisbon in 1878<sup>21</sup>.

What follows is a passage taken from the 'Prefacio da edição francesa'<sup>22</sup>:

'A diferença fundamental que distingue este methodo de todos os que se tem adoptado até hoje, está em que este ensina a fallar por meio da analyse gradual das regras grammaticaes, em quanto que os outros não ensinam senão uma esteril nomenclatura, e procedem por trechos destacados, [...]. O nosso methodo é ao mesmo tempo theorico e pratico, e basta estudar as seis primeiras lições sob a direcção d'um bom professor, para prosseguir depois mesmo sem o auxilio de mestre.

Os paes e as mães de familias podem, sem mesmo conhecer a lingua, ensinar os primeiros elementos d'ella a seus filhos'<sup>23</sup> (pp. iii-iv).

To the modern reader who might take this book in his hand encouraged by these introductory notes, everything turns out to be a great disappointment as all the material is no less than the continuation of the most backward methods in use at the time.

As can be easily concluded, English was being taught in Portugal — as well as in other European countries — by methods designed by grammarians who were not native speakers of the language. Native speakers had not come upon the stage yet; their language had gone well ahead of them. Very few

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<sup>21</sup> OLLENDORFF, H.-G. — *Novo Methodo para aprender a Ler, escrever e fallar a Lingua Ingleza em seis mezes*. Obra inteiramente nova para uso de todos os estabelecimentos de instrução, publicos e particulares, d'um e outro sexo por... Doutor em Philosophia, professor de linguas, etc. etc. Segunda edição revista, corrigida e augmentada por J. L. Hartt Milner, Professor de linguas, Lisboa, Livraria de Antonio Maria Pereira - Editor, 1878.

<sup>22</sup> 'Preface to the French edition'.

<sup>23</sup> 'The fundamental method that distinguishes the present method from all those that have been adopted so far lies in the circumstance that this method teaches how to speak by means of the gradual analysis of the rules of grammar whereas the other methods do not teach but a sterile nomenclature, and proceed through decontextualized sentences, [...]. Our method is simultaneously theoretical and practical, and it is enough to study its first six lessons under the supervision of a good teacher to be able to proceed afterwards without the help of a master.

Family fathers and mothers can, even without knowing the language, teach their children its first elements.'

English methodologists appeared on the language teaching scene prior to this century. An exception is James Hamilton (1769-1829), a Scot, who proposed interlinear translation as a solution for foreign-language learning. His method, which after all was not absolutely original as he had been influenced by the German Toussaint-Langenscheidt approach, is known as the Hamiltonian system. Its popularity was modest but it was followed in Portugal by a teacher of the Liceu Nacional de Braga, named Joze Valerio Capella, who adapted an earlier Brazilian version of the Hamiltonian method<sup>24</sup>. Another name, the American Lindsey Murray (1745-1826), who moved to England when he was nearly forty years old, became famous as the 'father of English grammar'<sup>25</sup> as he was the author the first really pedagogical grammar book. He was the first to distribute grammatical items by levels of learning, a fact which is immediately visible in the very title of the book: *English Grammar, adapted to the different classes of learners*<sup>26</sup>. He, too, had a follower in Portugal, Miguel Sheil, a 'professor na Lingua Ingleza'<sup>27</sup>, who published a *Grammatica Ingleza de L. Murray* in 1820<sup>28</sup>.

As far as I have been able to find out, these two English grammarians were the first to leave lasting marks among those who, in Portugal, were devoted to the teaching of the English language. From then onwards facts are better known, and it would be idle to repeat what is fairly well known. But if a conclusion can be drawn based on what I have said so far, it is that Portuguese grammarians either translated existing foreign grammars or adapted — one could almost say copied literally — grammar books published somewhere else in Europe without acknowledging their sources. Among the latter there were not many English publications, even though

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<sup>24</sup> CAPELLA, Joze Valerio — *Novo Curso Pratico, Analytico, Theorico e Synthetico da Lingua Ingleza* vertido do Francez e applicado ao Portuguez por Antonio Francisco Dutra e Mello e João Maximiano e Mafra, Rio de Janeiro, 1853. Reimpresso e consideravelmente augmentado, corrigido e alterado por... , Professor das linguas franceza e ingleza no Lyceu Nacional de Braga, Braga, Na Typographia Lusitana.

<sup>25</sup> HOWATT — *Ob. cit.*, p. 122.

<sup>26</sup> MURRAY, Lindsey — *English Grammar, adapted to the different classes of learners*, 1795, York, Wilson, Spence and Mawman (Scolar Press 106, 1968).

<sup>27</sup> A teacher in the English language.

<sup>28</sup> SHEIL, Miguel — *Grammatica Ingleza de L. Murray*, Approvada pelos melhores escriptores desta lingua, adoptada para uso da Real Academia de Marinha, e Commercio da Cidade do Porto. Offerecida ao Ill.<sup>mo</sup> Senhor Doutor Joaquim Navarro d'Andrade, Cavalleiro Professo na Ordem de Christo, Primeiro Lente Director, e Decano da Faculdade de Medicina nas Universidade de Coimbra, Deputado da Real Junta da Directoria Geral dos Estudos, e Escolas do Reino, e Director Literario da mesma Real Academia. Por..., Professor na Lingua Ingleza, Porto, Na Typ. de Viuva Alvarez Ribeiro & Filho, 1820.

some of the Portuguese authors published their works in England, where some of them lived as refugees, being Jewish.

When the direct method gained roots at the turn of the nineteenth century, English authors began dominating the international scene of foreign-language teaching. Portugal, more than could be imagined at first sight, followed the proposals that appeared abroad quite closely. That is what one can now see in such publications as those by Luiz Cardim, Artur Ivens Ferraz<sup>29</sup> e P<sup>e</sup> Júlio Albino Ferreira. Cardim was the theorist who first announced the new method in Portugal and used it in his own teaching. The two others were textbook writers who revealed a solid knowledge of new movements that were taking place mainly in Germany, France and Britain. Ferreira was internationally recognized and his books were praised by foreign grammars, among them Otto Jespersen.

More recently, when audiolingualism had conquered space, Portuguese textbook writers followed suit and introduced the new approach into Portugal. The period of the 'livro único'<sup>30</sup> was dominated by Armando de Morais — for the second educational cycle (7th, 8th, and 9th school year) — and Leitão de Figueiredo — for the third cycle (6th and 7th years). After the livro único period, but still very much under the audiolingual influence, my own books (in collaboration with Margarida Vilela and Serafim Fontes) competed with others for teacher preference. Again the inspiring model resided abroad, though some of the language exercises in the 'pupils' workbooks' showed some attention to the specific implications of English language learning for Portuguese children.

With the condemnation of audiolingualism and of the cognitive code, the influence of functionalism/notionalism and subsequent communicativism was soon felt, mainly at official syllabus level. In fact the experts of the Ministry of Education revealed that they had been very attentive to the centres of command of teaching English as a foreign language, in the late sixties and seventies indisputably headquartered in some reputed linguistic departments of British universities. The Portuguese educational authorities, however, reduced everything to new 'communicative' syllabuses, and did nothing to train English-language teachers for their application in

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<sup>29</sup> FERRAZ, Arthur Ivens — *English Reading Book*, aprovado oficialmente para a 2ª e 3ª classe dos liceus. Por... , Capitão de artilharia, Lente da Escola do Exército, Professor do 3º grupo do Colégio Militar, Porto, Livraria Chardron de Lélo & Irmão, editores, 1915

<sup>30</sup> In that period publishers and textbook writers submitted the books to the Ministry of Education for approval. Books were then examined by a body of experts, and one of them was chosen. This was the only one that might be used for a five-year period.

classrooms. Some textbook writers were too quick to design books within the new philosophy, sometimes without the necessary understanding of the essence of communicativism. The adoption of foreign communicative manuals was more frequent than not, but teachers used them as grammar-translation materials. Fashion had again dictated its rule and Portuguese learners were the victims to the too quick resignation to what came from abroad.

Being attentive to innovative approaches is a virtue and can never be seen as a defect. All foreign language teachers should feel it to be their continual duty to accompany the new ideas that periodicals and specialized literature publish almost daily and filter new proposals through the sieve of their experience and the local conditions of teaching. Portugal is no longer a third-world country as far as language teaching is concerned. There are more and more people doing research in this interesting area, and the results have been published both in periodicals and in the proceedings of conferences promoted by the Portuguese associations of teachers of English as a foreign language.

Undoubtedly we all owe a lot to international and British masters such as Viçtor, Berlitz, Harold Palmer, Michael West, Charles Fries, Robert Lado, Peter Strevens, W. R. Lee, Henry Widdowson, Stephen Krashen, Michael Swan, among many others. But their doctrines do not always apply to the specific circumstances of English language teaching to Portuguese learners. There are lots of idiosyncratic implications that only teachers used to teaching English in Portugal are able to cope with appropriately. Therefore it would be unwise to follow foreign recommendations slavishly instead of adapting them to local circumstances. In particular aspects of mother tongue interference can be clearly understood by those who know the learners' language well and are used to counteract negative transfer phenomena. In some cases solutions that have worked perfectly in other latitudes may be of little value in Portuguese classrooms and in consequence must be rejected.

However, to either adopt or reject anything consciously one must know it very well. For that reason one must do research, and that has not been done in Portugal as it should be done, very probably due to the lack of the ideal conditions for research. But Portuguese teachers must fight for such conditions. To begin with teachers in higher education are supposed, more than any other teacher group, to do research, and one must agree that there has not been much work done by Portuguese university teachers in terms of foreign-language teaching investigation. But investigation in this field should not be left to teachers in higher education: secondary school teachers, those

who work in the field are much more aware of the real problems than anyone else and should join or even push university teachers to develop joint projects as a way of putting an end to the reciprocal criticism that has characterized relations between university and secondary school teachers. This is the only way to avoid being towed by the proposals that come from abroad and on which Portuguese teachers have become increasingly dependent. There is no xenophobia in my proposals. There is instead the consciousness there are many people among Portuguese teachers who have the knowledge, the experience, and the expertise to contribute new ideas to the international debate around foreign language teaching methods.

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