The need to expand Luso-Brazilian linguistic and cultural competency through instruction at the university level is described in this article. Some 20 specialists of Portuguese studies identify major problems facing the educational community. A second section presents a selective list of traditional and linguistically-oriented reference and teaching materials including: (1) basic texts, (2) graded reading materials, (3) edited texts, (4) conversation manuals, (5) foreign language basic texts, (6) dictionaries, and (7) current research and development programs. (RL)
THE STATUS OF PORTUGUESE LANGUAGE STUDY

and

PORTUGUESE TEACHING RESOURCES

by

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I. THE STATUS OF PORTUGUESE LANGUAGE STUDY*

In a period of general expansion and strengthening of instructional programs in foreign languages, there has been a growing concern among the members of the academic community about the state of Portuguese (Luso-Brazilian) studies in the United States. An amorphous but real sense of urgency has manifested itself in the casual conversation of teachers of Portuguese, suggesting a need for emergency action.

No statement of justification for the need to expand Luso-Brazilian linguistic and cultural competency in this country is required. The geographic and demographic immensity of Brazil is well known; within this century, this sub-continent will predictably surpass the United States in population and will equal the combined population of all of the other Latin American Republics; its potential and its problems are of a magnitude which staggers the imagination, but which are of great and increasing concern to the United States, both from a national security and humanitarian point of view; and, unnoticed except by a handful of specialists, Brazil has created a vast corpus of contemporary literature in which its social and economic problems and its aesthetic essence are available for study, but which are virtually inaccessible to those who have no competency in the Portuguese language.

The state of Luso-Brazilian studies in the United States is indeed precarious. Despite the continued high quality of instruction and slow (at times almost imperceptible) expansion of a few excellent graduate programs, it seems clear that effective steps should be taken to broaden the base of Portuguese language instruction in this country: to create, in short, strong undergraduate major and minor programs to serve as the most appropriate and efficient source of supply for graduate program candidates. It has

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become obvious that a drastic change in the developing pattern must take place to bear out Professor Parker's prediction that "...Portuguese will vie with Spanish in popularity at all levels." The statistics here are revealing; the table below presents the enrollment statistics for the period 1959-1963 for four less-commonly taught modern foreign languages:

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Hebrew</td>
<td>3,177</td>
<td>3,794</td>
<td>4,694</td>
<td>5,021</td>
<td>5,347</td>
</tr>
<tr>
<td>Japanese</td>
<td>1,222</td>
<td>1,840</td>
<td>2,171</td>
<td>2,368</td>
<td>3,101</td>
</tr>
<tr>
<td>Chinese</td>
<td>867</td>
<td>1,953</td>
<td>2,291</td>
<td>2,165</td>
<td>2,516</td>
</tr>
<tr>
<td>Portuguese</td>
<td>800</td>
<td>1,015</td>
<td>1,332</td>
<td>1,802</td>
<td>2,478</td>
</tr>
</tbody>
</table>

The 1963 Portuguese enrollment of 2,478 compares remarkably, and most unfavorably, with the 1963 total in Spanish of 246,673 (of a grand total college enrollment in all MFL of 801,781). Even more startling is the reported U.S. total of 585 Portuguese students reported in grades 7-12 in 1962 compared with the 1,470,957 students enrolled in Spanish (of a total MFL enrollment in secondary schools of 3,255,448).

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It is in the context presented above that a group of twenty specialists, in Chicago for the MLA convention, met in December of 1963 for a discussion of the most appropriate means to revitalize Luso-Brazilian studies. Prof. Fred P. Ellison of the University of Texas organized and served as the discussion leader at this meeting. Present at this conference were representatives from all seven of the NDEA Spanish-Portuguese centers; present or represented in previous correspondence, were spokesmen from twenty-five colleges and universities. Three current Portuguese materials research projects supported by the Office of Education were represented by the project directors: Professor Hulet (UCLA), Feldman (Univ. of Colorado) and Hoge (Univ. of Wisconsin-Milwaukee). A full discussion of all facets of the problem led to the following conclusions and recommendations:

(a) the Luso-Brazilian area has clearly failed to participate in or profit from the linguistic break-through of the past decade;

(b) scientifically prepared elementary teaching materials, audio-visual aids, graded oral proficiency tests and similar materials, in such plentiful supply for other languages, are virtually non-existent for Portuguese;

(c) such materials as have been developed have been almost invariably restricted to local use with a limited number of students, resulting in a regrettable waste of talent and duplication of effort;

(d) basic linguistic research data in the structure of the contemporary language are urgently needed; and

(e) emphasis must be placed on the development or expansion of an undergraduate student base in order to support and nourish the excellent but limited graduate program.

Further discussion established first priority for profession-wide concentration on the production of a first-level college textbook for Portuguese, to be constructed according to the most modern linguistic principles by a team of specialists, with orientation and guidance supplied by a larger advisory committee. A meeting of this advisory committee was to be scheduled at the earliest feasible moment to formulate a specific plan of action for the PLDG.
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Subsidized by a small grant from the Latin American Joint Committee of the ACLS-SSRC, a two-day PLDG conference was held at the University of Texas on May 2-3, 1964. With the assumption that additional members were to be added at a later date, the seventeen language and area specialists in attendance were established as the PLDG Advisory Committee. A two-phase project was outlined and approved. Phase I was to include:

(a) identification and solution of linguistic problems preliminary to the creation of a "Modern Portuguese" textbook;

(b) investigation of audio-visual teaching techniques and methodology for Brazilian Portuguese;

(c) selection of a team of writers for Phase II; and

(d) coordination with Luso-Brazilian specialists in the U.S. and abroad.

Phase II would consist of the textbook project, bringing together a writing team for a summer and one semester (or possibly an entire academic year) to construct a basic course in accordance with the guidelines established by the Advisory Committee. An executive committee was appointed to proceed immediately with the initiation of Phase I. In July, 1964 the executive committee (Fred Ellison, Univ. of Texas; Oscar Fernández, N.Y.U.; Alberto Machado da Rosa, Univ. of Wisconsin; Henry Hoge, Univ. of Wisconsin-Milwaukee) met with the Latin American Joint Committee of the ACLS-SSRC and presented a Phase I project proposal for the PLDG. On July 28 this proposal was approved, and a grant was made by the ACLS-SSRC for a one-year period, beginning on Sept. 1, 1964. The effective period of this project was subsequently extended for one year, to June, 1966. This project, now being carried out under the direction of Prof. Ellison, consists principally of the following elements:

1. The reproduction and distribution for trial and experimental use of the Oral Brazilian Portuguese text and tapes produced at the Univ. of Wisconsin-Milwaukee in 1963-64 by Henry W. Hoge and Peter Lunardini.
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2. A number of studies in Portuguese Linguistics, to be conducted at the Univ. of Texas in supplementation of Prof. Hoge's current syntactical analysis project (subsidized by the Language Development Branch of the Office of Education and to be performed during the 1964-65 academic year).

Phase I of the PLDG project was reviewed in a Portuguese Language Conference at the MLA convention in New York in December, 1964. In view of the desirability of receiving a full report from all trial program sites, and in order to have on hand the data resulting from the syntactical research projects at Texas and the Univ. of Wisconsin-Milwaukee, the initiation of Phase II of the project has now been set for September, 1966. In the interim, in response to the requests received and opinions voiced at the MLA conference, the UWM Oral Brazilian Portuguese text and tapes, as well as other materials produced at the Univ. of Texas, will be made available for use if desired and requested by any institution.

As of the present date (November, 1965), Phase I of the PLDG project can be described as a most successful operation. The Oral Brazilian Portuguese text and tapes were reproduced and distributed as planned, and were used in fourteen leading institutions as a part of the text-evaluation project; the text has also been adopted for use in some twenty additional colleges and universities and in fifteen intensive oral Peace Corps training programs for Brazil. A report of the evaluation project is now being prepared at the University of Texas.

Several of the research monographs in Portuguese Linguistics have been completed; or are scheduled for completion during the current academic year (1965-66), including:

a. compilation of an oral corpus of Brazilian Portuguese (tapes and transcription);

b. the phonology of the carioca dialect;

c. visuals to accompany Brazilian Portuguese dialogues;

d. linguistic analysis of problems in the teaching of writing in Brazilian Portuguese;
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e. comparative phonology of Brazilian Portuguese and American Spanish; and

f. contrastive analysis of Spanish and Portuguese.

The PLDG now sees some reason to believe that this project, if it continues to receive the support of the profession as it moves into its final phase, can and will effect a radical change in the pattern of development of Luso-Brazilian studies. The group invites all linguists with pertinent research interests and competence in this field to collaborate in the project, and to support it by registering their interest with the PLDG director.
II. PORTUGUESE TEACHING RESOURCES*

A selective list of the most useful reference and teaching materials for Portuguese language study follows. This listing includes both traditional materials and the few items available which reflect the current advances of linguistic theory.

Commercially prepared materials known to be out of print have not been included. Materials not listed in the 1962 MLA Selective List of Materials, or which are listed with more current bibliographical data, are indicated as asterisk (*).

Under the category Special materials are listed which are not known to be commercially available but which may be available for reference or for special teaching programs by special arrangement with the agency or institutions involved.

A. Traditional

a. Basic Texts

   Non-standard grammatical analysis. Inductive type exercises ("Observed Grammar") plus translation exercises. No oral or reading selections. No oral exercise material.

   A reference grammar of Peninsular Portuguese. No apparatus for classroom teaching needs.

   A revision, somewhat condensed, of the original edition of 1925, with greater emphasis on Brazilian usage. Standard grammar-translation format.

* The material in this section is a revised form of the data prepared for inclusion in the Report of the Conference on Critical Languages in the Liberal Arts Colleges, published by the Association of American Colleges (Washington, D.C., 1965), pp. 41-50.
Portuguese Teaching Resources

   Conversation phrase list and situation vocabulary lists supplied. Lists of verbs by category. Extensive English-Portuguese vocabulary. O.P.?


   Standard leitura plus grammatical analysis and exercises. Phonetic transcription of reading selections and lesson vocabularies. Detailed appendices containing thorough study of orthography (with lists of exceptions); lists of verbs by types (reflexive, prepositional, etc.).

   Detailed pronunciation analysis in Introduction (by Robert Hall, Jr.) Phonetic transcription for all lesson vocabularies and main vocabulary. Standard leitura plus grammatical analysis and drill exercises.

   A minimum essential or outline of the Portuguese language. Brief Q-A and translation exercises.

   Format similar to An Introductory Portuguese Grammar by the same author. A minimum essential grammar.
Portuguese Teaching Resources

b. Reading Materials-Graded

   Simplified selections chiefly from modern Brazilian authors. Brief exercises, vocabulary.

   Selections chiefly from Portuguese writers of modern period (one Brazilian author included). Notes, Q-A exercises for first five selections.

   Informational dialogues on South America and Brazil. Standard Q-A exercises for each dialogue.

   Graded cultural reader, covering geography, history, economy, music and art. Brief Q-A exercises on each section.

c. Reading Materials-Edited Texts

   Text of this classic edited with vocabulary and brief Q-A, fill-in exercises. Text of additional interest as early example of Brazilian variations of standard Portuguese. O.P.?

   An anthology of selections by modern Brazilian authors. Short biography of each author. Vocabulary notes. To be re-issued by Appleton-Century-Crofts in 1966.

   A careful edition of the U.S. travel impressions of Érico Veríssimo. Vocabulary and notes. No drill or conversation exercises.
Portuguese Teaching Resources

d. Conversation Manuals

   One of the series. Practical conversation plus structure analysis based on French patterns. Useful for self-study approach to general travel and conversational needs. In French.

   Topical conversational phrase-list format, with brief section on pronunciation and appendix with grammar analysis. No ordered syntactical progression, nor integration of syntax with conversational selections.

   Topical conversational phrase lists. No systematical syntactical progression. Footnotes and vocabulary.

   Fifty very brief topical dialogues (4-5 lines each) without exercises. Almost exclusively in present tense. Useful as supplement to early phase of an introductory course.


   Phrase-list introduction technique. Extensive word lists arranged by topics and grammatical categories. Out of print?
Portuguese Teaching Resources

B. Recent Materials

a. Basic Texts


   An intensive oral text, consisting of four introductory plus fifteen main Units. Dialogs plus structural analysis and extensive fully patterned oral exercises. Used in trial form in 27 oral teaching programs in 1964 with partial subsidy from ACLS-SSRC.

   Introduction pronunciation section. Sixteen lessons plus ten cultural selections and contos. Standard format reading selection plus grammatical analyses, exercises. Semi-patterned oral exercises provided for each lição. Book II, to complete the structural coverage of Portuguese, reported as forthcoming.

b. Reading Materials


   Short narrative selections on life situations ("A casa", "A família", etc.) plus brief oral exercises. No systematic syntactical progression.

c. Special

   Readings and general Q-A exercises. Quizzes and vocabulary.

   Simplified stories plus vocabulary and Q-A exercises.

   General situational reading and dialog selections ("Preparativos de viagem", "Nas ruas do Rio", etc.) Partial vocabulary and list of expressions given separately for each unit.

   Series of sketches and dialogues for each of eleven general situations. Illustrated.

5. *U.S. Military Academy (Foreign Language Department). A series of interrelated manuals, as follows:

      General military topics (20: "As fôrças armadas brasileiras", "A infantaria", etc. with vocabulary.


Portuguese Teaching Resources

A continuation of Brasília (no. 3., above)
Unpaginated. 12 Chapters. Long semi-narrative
dialogs with brief exercises.

5. Cruzeiro do Sul (Leituras Brasileiras). West
Unpaginated. General cultural and historical
readings. Brief cognate and expression
analyses.

6. Exercícios suplementares. 3ª Classe, 4ª Classe.
West Point, 1964. Standard work-book format;
to accompany O Cruzeiro Brasília, and O
pórtico das ilusões. Cued to these books.

7. Seleções literárias. West Point, 1962. Twenty
poetic selections.

8. A Handbook of Portuguese Grammar. West Point,
1964. 120 pp. Standard grammatical analysis.
No dialogs, reading or drill exercises.

d. Foreign Language Basic Texts

1. *Almeida, Napoleão Mendes de. Gramática metódica da
língua portuguesa. 18ª Ed. São Paulo, Edição
A thorough coverage of Brazilian Portuguese
usage. Valuable notes on current colloquial
constructions.

2. *Cruz, Marques da. Português prático: Gramática. 28ª
Largely a syntactical analysis of Portuguese,
following classical pattern and terminology.

Pref. de Serafim da Silva Neto. Rio de Janeiro,
Classical "normative" type grammar (sentence
analysis, figures of speech, etc.)

4. *Tôrres, Almeida. Moderna gramática expositiva. 16ª
277 pp.
Classical syntactical analysis. Short
literary selections in appendix.
Portuguese Teaching Resources


e. Dictionaries

   Introduction contains full text of orthographic accord of 1943. The best all-Portuguese single volume dictionary for Brazilian Portuguese.

   The best single-volume bi-lingual dictionary.

   The most complete English-Portuguese dictionary. Brazilian entries increased in latest edition.

   An excellent general-purpose Portuguese-English dictionary. The introductory statement on Brazilian orthography is particularly useful.

f. Current Research and Developmental Programs

   Includes computer analysis of sample constructions.

Portuguese Teaching Resources


4. **Portuguese Language Development Group (PLDG).** Chairman, Fred Ellison (Univ. of Texas--SSRC-ACLS).
   
a) Experimental use of trial oral intensive materials (1964). (SSRC-ACLS grant).
   
   
c) Preliminary research in teaching of writing, phonology of Brazilian Portuguese, etc. for Modern Portuguese textbook project. 1965. (SSRC-ACLS grant).
   
d) Modern Portuguese text project. A team project, scheduled for academic year 1966, at the University of Texas. Research in (c) designed to support this project.