

Keynote: Moderator Isabel Orega
Ensinar inglês no 1.º Ciclo do Ensino Básico: que competências profissionais para a docência?

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CIDTFF (Centro de Investigação “Didática e
Tecnologia na Formação de Formadores”)

LALE (Laboratório Aberto para a
Aprendizagem de Línguas Estrangeiras)

Trabalhar competências nos currícula de formação inicial de professores é um grande desafio nas sociedades contemporâneas pela importância que estes profissionais têm no desenvolvimento de sujeitos e comunidades. Neste sentido se tem vindo a exigir cada vez mais qualificações aos atores educativos, constituindo-se os mestrados em ensino como uma das vias de assegurar uma formação de qualidade àqueles que se profissionalizam para ensinar inglês no 1.º Ciclo do Ensino Básico.

Entendemos, em termos globais, a competência profissional para a docência como o conjunto de conhecimentos, capacidades, valores e atitudes que são exigidos para o exercício da atividade educativa ou de ensino, procura-se, nesta comunicação, refletir sobre o perfil destes profissionais, apresentando uma análise das competências que os programas de formação de futuros professores de inglês das instituições de Ensino Superior portuguesas definem para os seus currícula.

Como resultado do estudo, procura-se traçar um perfil profissional para os primeiros anos de escolaridade, compreendendo como

podem os currícula de formação desenvolver a capacidade de aprender ao longo da vida, transformando os espaços de ensino de inglês em espaços de motivação para a aprendizagem de língua, em geral, assim como de desenvolvimento da competência plurilingue e intercultural.

Notas Biográficas

Ana Isabel Andrade - aiandrade@ua.pt

Ana Isabel Andrade é Professora Associada com Agregação no Departamento de Educação e Psicologia da Universidade de Aveiro. Tem sido responsável por unidades curriculares nos cursos de formação inicial e pós-graduada de professores, sendo Diretora do *Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico*. Participou e coordenou diferentes projetos de investigação e de formação (*ILTE- Intercomprehension in Language Teaching Education* e *Línguas e Educação: construir e partilhar a formação*). Atualmente coordena o projeto *TEDS - Schools educating for sustainability: Proposals for and from in-service teacher education* (Erasmus+).

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Ana Raquel Simões é Professora Auxiliar no Departamento de Educação e Psicologia da UA. Tem sido responsável por unidades curriculares nos cursos de formação inicial e pós-graduada de professores, sendo Vice-Diretora do *Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico*. Tem participado em múltiplos projetos nacionais e internacionais, nas áreas da Educação Intercultural e Plurilinguismo, domínios onde tem publicado. É orientadora de dissertações de Mestrado e teses de Doutoramento nas áreas de investigação acima mencionadas.

Teacher research presentations
Session A: Moderator Carolyn Leslie

Presentation 1:

Task-based Language Teaching in the Portuguese Primary Education Teachers' perceptions and practices

Susana Nassa

Escola Superior de Educação e Comunicação de Faro, Universidade do Algarve

During my master's degree, I had the opportunity to observe lessons in three schools, where each teacher implemented different teaching approaches. The fact that such a small number of educators worked so differently, made me think about the following questions: what are the main teaching methods of English teachers in Portugal and what are their perceptions of TBLT (since only one of the teachers adopted it)? Thus, this study aims at presenting the main practices of teachers in primary schools in Portugal and their understandings of Task-based Language Teaching (TBLT). The methodology of this study is based on a simple quantitative analysis. A questionnaire was delivered to teachers through mailing lists of different schools and closed groups on Facebook, over a period of one month. Only thirty-five teachers participated in the study, but the respondents were from different parts of the country which contributed to having an overall representation of teachers' practices within Primary English language teaching in Portugal.

The results revealed that teachers of English in primary education tend to adhere to different teaching methods and approaches, such as the Communicative Method and the Audio-lingual Method. Although the teachers recognize the value of TBLT, the results demonstrate that there are constraints that discourage them from using it more frequently. One of the

conclusions of this study is similar to the ones in several international studies: teachers tend to be eclectic. In fact, eclecticism and dynamism are two keywords I retained after all my research and which I consider crucial when teaching young learners.

Given the limitations of this study, such as the short period of time of the questionnaire availability and the small number of respondents, the development of more studies in Portugal is suggested, in order to infer what teaching approaches might be more effective within EFL Primary Education.

Biodata

Susana Isabel Brazuna Nassa has a degree in teaching English and German (Faculty of Letters, Lisbon) and an MA in Teaching English in Primary Education (University of Algarve). She has been teaching since 2004 and is currently teaching English in the school cluster *Albufeira Poente*.

Presentation 2:

A interação oral entre pares no ensino-aprendizagem de inglês no 1º CEB

Ana Brito

O presente estudo incide sobre a interação oral entre pares, em sala de aula de língua inglesa, no 1º Ciclo do Ensino Básico. Com o propósito de promover a prática e o desenvolvimento das competências de oralidade, a nossa intervenção baseia-se na realização de tarefas comunicativas entre pares, inseridas na planificação de uma unidade didática e aplicadas numa turma de 3º ano e numa turma de 4º ano do 1º Ciclo do Ensino Básico, no âmbito da Prática de Ensino Supervisionada do Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico. A escolha desta temática nasceu da necessidade de promover um maior e mais significativo número de momentos de prática da oralidade - que permitissem ultrapassar os constrangimentos causados pelo elevado número de crianças por turma - introduzindo a interação oral entre pares como estratégia fomentadora de oportunidades de utilização real de língua em tarefas comunicativas. Pretendemos, simultaneamente, aferir se este tipo de atividades promoveria a motivação para a aprendizagem da língua.

A recolha de dados fez-se por meio do registo de observações por parte da docente e através da colaboração das crianças no preenchimento de questionários. A análise qualitativa dos registos da docente em ambas as turmas leva-nos a crer que o tempo de utilização da língua foi maximizado (sendo o tempo que cada criança teve para praticar a oralidade superior àquele que teria se a interação oral ocorresse apenas com a docente) o que se crê contribuir para o desenvolvimento das competências de oralidade. A análise quantitativa e

qualitativa dos dados recolhidos através dos questionários leva-nos a acreditar que a estratégia a que recorreremos poderá ser motivadora para as crianças, posto que a maioria revela ter apreciado a atividade. As crianças demonstram valorizar a interação oral em geral – quer com a docente, quer entre pares. Estas interpretações dão-nos a entender que está aberto o caminho para incorporar atividades de interação oral entre pares, de forma recorrente, na planificação das unidades didáticas, tal como temos vindo a fazer na nossa prática, após esta intervenção.

Biodata

Ana Brito é licenciada em Línguas, Literaturas e Culturas, variante de Estudos Portugueses e Ingleses, pela Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa. Encontra-se a concluir estudos no Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico, pela Escola Superior de Educação e Comunicação da Universidade do Algarve. Foi, durante 9 anos, professora no Infantário A Colmeia, onde lecionou Inglês, enquanto oferta complementar, a crianças de 4/5 anos da Educação Pré-Escolar e a crianças do 1º Ciclo do Ensino Básico que frequentam o Centro de Atividades de Tempos Livres. Atualmente, leciona Inglês na Educação Pré-Escolar e no 1º Ciclo no Jardim-Escola João de Deus de Faro e no Jardim-Escola de São Bartolomeu de Messines.

Presentation 3:

Effects of task-based teaching on young learners' conversational strategies

Ana Oliveira

FCSH - Universidade Nova de Lisboa

My research focused on oral peer interaction. I am of the opinion that many teachers avoid these kinds of activities, either because they believe children do not have the necessary proficiency or due to a lack of understanding to the potential of such activities to foster language acquisition.

The aim of my research was to explore the conversational strategies employed by grade 4 learners to complete three pair-work tasks, and how these tasks affected the learners' communication. The strategies were categorized, and students were audio-recorded while completing them. Recordings were subsequently transcribed, coded and analysed quantitatively and qualitatively, to determine if and how the strategies used fostered successful communication. Other data collection tools included field notes (my interpretation of certain events) and the students' self-assessment of own progress where they registered their views regarding interactional skills, motivation and level of engagement.

Results showed that conversational strategies play an important role in peer interaction. Despite variation between tasks and pairs, use of L1 was the most frequent strategy, with students using it when their knowledge of English was insufficient. However, its use decreased over time.

Additionally, negotiation of meaning was infrequent, with weaker students mostly using strategies to request assistance, and

stronger students mostly providing assistance. This points to the relevance of pair composition regarding the students' level of proficiency. Error-correction was scarce. However, evidence of improvement regarding interactional skills suggests children benefit from these activities by paying attention to form, working with formulaic language and developing social and cognitive skills. These activities also contributed to the children's motivation and confidence as English speakers.

This study helped me develop a stronger understanding of the processes involved in oral interaction, regarding not only the difficulties that students face, the strategies that can be used to overcome them, but also (and mostly) the manifold benefits that stem from regular spoken peer interaction activities. I believe such understanding might lead other teachers to avoid common misconceptions concerning young learners' ability to interact with peers in English and thus to view it as a fundamental part of their lessons.

Bio data:

Ana Débora de Oliveira is a teacher of English in primary education in Lisbon. She has been teaching since 2010 and finished her MA in Teaching English in the 1st CEB in June. She currently works at Grémio de Instrução Liberal de Campo de Ourique and is enrolled in the doctoral programme, Language Teaching: Multilingualism and Education for a Global Citizenship at Universidade Nova de Lisboa.

Teacher research presentations
Session B: Moderator Elisabete Silva

Presentation 1:
***Teachers' perceptions on culture teaching
in the EFL classroom***

Ana Batista

Escola Superior de Educação e
Comunicação - Universidade do Algarve

The present research project focuses on the investigation of the teachers' perceptions on culture teaching. The research materialize the inquisitiveness of the investigator regarding this issue. This study addresses the promotion of culture teaching in the primary schools in Portugal. On one hand, it is important to establish whether teachers consider teaching culture alongside with language, and on the other hand, to know if knowledge of cultural references and culture related issues, facts or aspects contributes to cultural awareness.

The study analyses the results of five semi-structured interviews, comparing the perceptions of five teachers of English in the Portuguese primary school system and focuses on the conceptualization of culture and how important culture is in the foreign/second language classroom. Interviews were examined using Bardin's proposals for content analyses, namely in terms of processing the information that is subliminal to the messages (Bardin, 2009).

Discussion of the findings tries to dissect the information given by comparing the textual data, verifying the existence of the consensus or disparity in the teacher's opinions. The participants in this study convey the idea that understanding the cultural context of the target language will facilitate the conditions for an effective language learning environment. The teachers consider culture a vital

component in language teaching and they also believe that learners that benefit from culture teaching will respond positively to the cultural differences they encounter later in their lifetime. These teachers made use of different methods, averted textbooks and invested in their own materials to include culture in their lesson plans.

This study contributes to exhibit the insight of five different English teachers in Portugal. Further investigation is needed to perceive teachers' insights into this subject.

Biodata

Ana Batista is an English teacher that loves to see new places, to tell stories about the world to her students. Loves to take pictures to remember, especially of her two children. Demanding with her work, persistent in her ways, keen to learn.

Presentation 2:

Using Visual Arts in the Young Learner Classroom: Exploring the Effect on Engagement.

Ekaterina Litvinova

Colegio Reggio Emilio / FCSH -
Universidade Nova de Lisboa

Engagement appears to be the key to successful knowledge acquisition. In the present 4th grade classroom experience, an attempt was made to discover the connection between visual arts and student engagement during English lessons in a Portuguese primary school classroom.

Two types of visual arts, paintings and drawings, were taken as a basis for PowerPoint presentations incorporated into the lessons. The effect on student engagement was compared to that from lessons based on photographs and illustrations in the coursebook. A multidimensional point of view on engagement was accepted, where the engagement is constituted by three components: emotional, cognitive and behavioural. The level of engagement in terms of the three dimensions was evaluated with the help of four tools, two direct - questionnaires and student interviews, and two indirect - observation grids and a teaching journal.

The experience revealed that paintings stimulated and helped maintain student engagement, especially emotional engagement, more than other visual arts. This led to better language learning results and an upsurge in creativity, which spurred students' curiosity for visual arts, thus creating a virtuous circle. Using visual arts seemed to have helped better memorization. The effect on improved class discipline was detected. When

combined with other arts, e.g. theatre, visual arts further increased the learners' capacity to focus on language learning and proved to help pave the way to maintaining engagement. The experience demonstrated how visual arts help create engaging classroom experiences both for the teacher and the students.

The experience showed me the importance of feedback from the students, since the evidence I collected from student interviews was invaluable. The leading role of visuals in the primary has been long proven. However, the experience results brought an insight into types of visual arts and materials that the students were engaged by. My hope is that my experience can inspire primary English teachers to use materials based on visual arts in the classroom and this can help engage students in English language learning.

Biodata

Ekaterina A. Litvinova is a primary teacher based in Lisbon. She used to teach English in Moscow State University, Russia. After moving to Portugal, she made her MA in Teaching English to Young Learners in NOVA University. Ekaterina is interested in exploring the effect of using visual arts on young learners' engagement and is currently employed by Colégio Reggio Emilio and Externato Santa Catarina.

Presentation 3:

Chants, Raps and Songs: How they enhance language memorisation

Paula Mira Fernandes

FCSH - Universidade Nova de Lisboa

This action research study aimed to show how chants, raps and songs can enhance language memorisation in a primary English classroom. As I am interested in active learning approaches, I wanted to find out what, specifically in this case, contributed to language memorisation. I collected data through questionnaires, worksheets, observation grids, a learning journal and students' interviews. These tools helped me understand what is behind chants, raps and songs when teaching a foreign language.

I learned that my students loved rhythm, rhyme, repetition, gesture, imitation, body language, intonation and that all these combined were a boost to language memorisation. I observed that there was language appropriation and that children were able to recall chants, raps and songs taught in the class through repetition, gestures and rhythm. I also observed that chants, raps and songs contributed to 'maximising language pronunciation, intonation, ear training...' (Brewster, Ellis & Gerard, 2002, p.164). Rhythm and repetition were the key to enhance memory ability. In my research I confirmed that chants, raps and songs may be used as 'warmers, as closers, to introduce new language, to practise language, to revise language' (Brewster, Ellis & Gerard, 2002, p.168). Should teachers use these more often they may contribute to the ability to train their students' memory.

This experience made me realise that repetition in big group and smaller ones is of extreme importance. As Hillyard

mentioned, "Repetition is the Key" (2013). Children love repeating and repetition and the exposure to the target language gives them confidence to participate and role-play. Moreover, student-centred classrooms are much more challenging and interesting. Students get involved in the process, whether they are good at languages or not.

Biodata

Paula Mira Fernandes is a teacher, and she has been teaching English, French and Portuguese, literacy and modern studies to adults and teenagers for the last 20 years. She has finished her master's degree in Teaching English in the 1st Cycle and is, at present, teaching in state schools.

Presentation 4:

The role of songs in the Portuguese EFL primary classroom

Ana Rita Ferreira

Escola Superior de Educação e
Comunicação - Universidade do Algarve

This report aims to understand if Portuguese teachers of English in Primary Education are familiar with the pedagogical value of songs and if they make use of them in their classrooms in order to reap most of their benefits. This research replicated a previously conducted study in Turkey (Sevik, 2011), the purpose being to verify if the Turkish and Portuguese realities were as different, as I imagined them to be.

While analyzing the results obtained in both studies, conclusions were drawn in light of, first attempting to understand what the Portuguese reality was, and second, comparing the results of this study with the previous one. A questionnaire was sent to teachers of English in Portuguese primary education in public and private schools (through mailing lists and closed groups of social networks) and 85 completed questionnaires were received from teachers of English with experience in primary education. Findings showed on the one hand, that for both Turkish and Portuguese teachers of English, songs are pedagogically valuable in the YL contexts, and that they should be an essential part of the EFL curriculum. On the other hand, unlike in the Turkish study, the majority of the Portuguese respondents did not have any difficulties finding appropriate songs to use in their classes, and they felt capable of measuring their students' success when using songs in the classroom. It is thought that this is because Portuguese teachers of English have had training due to a recent government regulation and there is an

extensive variety of materials available through course books and websites that teachers can freely access.

When informed that research had to be conducted in order to conclude the masters' degree, I was immediately inclined to do something related to songs, as these have always been part of my lessons, regardless of the age group. This research helped assure that songs should always, and will, continue to be a part of my lessons, as they have been proved to be a holistic tool. With this research I intend to encourage more and more teachers to always use songs allowing their pupils to reap all the benefits.

Biodata

Ana Rita Ferreira was born in Faro, and graduated in Linguas e Literaturas Modernas at the Faculdade de Letras from the University of Lisbon. In 2009, she began working as a teacher/trainer for Instituto do Emprego and in 2011 she started working with Young Learners, realizing that that was the age group she wanted to continue working with. In 2018, she concluded the Masters Degree in teaching English to Young Learners with Universidade do Algarve.

Workshops

Workshop 1:

Peer interaction in the primary English classroom.

Carolyn Leslie

FCSH - Universidade Nova de Lisboa

Research into the role of interaction in language learning has progressed over the last 20 years and there is now a considerable body of work which supports claims that interaction benefits language learning (Mackey, 2012). In the primary context, peer interaction provides an occasion for learners to ‘grapple with the target language at a more challenging level’ (Philp, Mackey and Oliver, 2008, p 12), and in an EFL context, peer interaction in the classroom may be one of the few opportunities learners have to practise the language meaningfully. It also affords learners with the opportunity to interact with others at a similar level of cognitive and social development, thereby benefiting them socially, academically and culturally (Oliver and Philp, 2014).

In this workshop we’ll be discussing the benefits of peer interaction in the primary classroom and looking at examples from primary Portuguese classrooms which illustrate how learning can develop from this interaction. We’ll also consider the characteristics of a good interaction activity for learners in the first cycle, and there will be time for participants to design peer interaction tasks to use in their own classrooms.

References

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- Philp J., Mackey A., & Oliver R. (2008). Child’s play? Second language acquisition and the younger learner in context. In: J. Philp, A. Mackey and R. Oliver (Eds.), *Second language acquisition and the younger learner. Child’s play?* (pp. 3-26). Amsterdam: John Benjamins.

Biodata

Carolyn has many years’ experience of teaching English to young learners, teenagers and adults. She currently teaches at FCSH, Universidade Nova de Lisboa and is involved in both online and face to face teacher development courses, including the master’s degree in teaching English in primary education. Areas of interest include peer oral interaction and the role of affect in language learning.

Workshop 2

Task-based Language Teaching for young learners

Catarina Castro

Instituto Politécnico de Leiria

Task-Based Language Teaching is a proposal of second language teaching informed by the latest research findings on second language acquisition. As such, it plays a major role in current language pedagogy.

This workshop explores ways of teaching English as a Foreign Language to young learners using a task-based approach. Participants will be introduced to the concept of task and the key principles of task-based language teaching and learning. Through the workshop, they will be able to analyze tasks designed for the development of different skills. After completing the workshop, participants will be able to explain the main components and tenets of a task-based approach to teaching language and integrate tasks into their own teaching.

Biodata

Catarina Castro holds a PhD in Language Teaching, from FCSH, Nova University of Lisbon. She has worked as a lecturer of Portuguese for Instituto Camões in Díli, Berlin and Barcelona. Currently, she is a postdoctoral researcher at CETAPS and works as an invited assistant professor at Polytechnic Institute of Leiria.

Workshop 3:

Action research for primary English teachers

Flávia Vieira & Maria Alfredo Moreira

Universidade do Minho

This workshop will focus on answering the following questions: What is action research? Why should teachers carry out action research? How can action research be developed? As a form of self-reflective inquiry on action, undertaken either individually or in collaboration, action research has been a powerful way to improve practice in many contexts, including schools and teaching. Its characteristics make it a democratic endeavour that involves children and teachers in collaborative decision-making and in the reflective analysis of and intervention in the teaching and learning processes that take place in classrooms (and beyond).

Participants in this workshop will be invited to reflect on the principles, characteristics and method of action research by analysing examples of action research undertaken in primary English classrooms in initial teacher education at the University of Minho. Then, they will be involved in the process of drafting and sharing an action research plan to implement in their own classrooms, according to their professional interests.

Biodata

Flávia Vieira is a full professor at the University of Minho, Portugal with a PhD in Educational Sciences with a specialization on Foreign Language Education. She teaches English Language Methodology for Children and supervises the teaching practicum for English in primary schools. Her research interests focus on pedagogy at the university, pedagogy for autonomy, instructional supervision, action research, and foreign language education.

Maria Alfredo Moreira is an assistant professor at the University of Minho, Portugal with a PhD in Educational Sciences with a specialization on Foreign Language Education. She teaches English Language Methodology for Children and supervises the teaching practicum for English in primary schools. Her research interests focus on pedagogy at the university, social justice teacher education, instructional supervision, action research, and foreign/ second language education.

Panel: Moderator: José Jorge

***Flexibilidade curricular no 1.º CEB:
diálogos com o ensino de inglês***

Ana Sofia Pinho, Raquel Duarte & Odete
Teixeira

Universidade de Lisboa, Instituto de
Educação e Agrupamento de Escolas de
Arouca

Neste painel, começamos por abordar alguns dos princípios que poderão estar na base de processos de gestão curricular baseados na articulação curricular no 1.º Ciclo do Ensino Básico, procurando, num segundo momento, dar conta de um exemplo de práticas baseado no projeto "Rancho Infantil", desenvolvido no Agrupamento de Escolas de Arouca. Concluiremos com alguns apontamentos reflexivos sobre oportunidades e desafios colocados por práticas de flexibilização e articulação curricular.