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Carneiro Lucas **1.ºCEB e no Pré-escolar**

Integrated Approach to Teaching English in
Primary and Preschool



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Abordagem Integrada ao Ensino do Inglês no 1ºCEB e no Pré-escolar

Integrated Approach to Teaching English in Primary and in Preschool

Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Doutor em Didática e Desenvolvimento Curricular, realizada sob a orientação científica da Doutora Maria de Fátima Mamede de Albuquerque, Professora Auxiliar do Departamento de Línguas e Culturas da Universidade de Aveiro e do Doutor José Esteves Rei, Professor Catedrático da Universidade de Trás-os-Montes e Alto Douro.

Apoio financeiro da FCT e do FSE no âmbito do III Quadro Comunitário de Apoio

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agradecimentos

I will try to express my gratitude to people who made this thesis possible and enriched my life. First, I would like to thank to my supervisor, Professor Maria de Fátima Albuquerque for her proficient guidance, support and encouraging attitude during the course of the research work. I would also like to thank to my co-supervisor Professor José Esteves Rei, for his supportive and encouraging words when I first presented him my intention of committing to a PhD. I am deeply grateful for your humanity and encouragement throughout the way.

I must also acknowledge other two informal 'supervisors', by hosting me in Nottingham's School of Education. Firstly, I must thank to Professor Richard Pemberton. I know you are no longer with us, but I often felt your presence casting a (dis)approving eye over my shoulder as I typed away. I will always remember your support in bureaucratic obstacles, valuable advice in our 'reflection point' sessions, as well as your constant questioning. I also owe gratitude to Professor Doreen Coyle, to whom I must express my gratitude for your kindness, availability, unique expertise within foreign and second language pedagogy. Also for your supporting and encouraging words to someone who 'lands' for the first time in a new country and a new culture and is facing the challenges of adaptation.

Above all, I must acknowledge my family. I especially need to thank to my husband Marco Lucas who, from the early beginning of my commitment to the PhD has provided support in several ways. For his technical support on the several travelling we've carried out together heading into the University of Aveiro, during my academic year and afterwards during our research experience at the University of Nottingham. Also for his quantitative, critical look into the structure of my writings. For his personal support, by encouraging me not giving up, especially after our son Dinis was born. For his encouraging words at every moment of my path, a heartfelt thanks! I would like to express my gratitude to my son Dinis for his enjoyable, friendly and chatty personality, who has provided his mom with joy in moments of tension. I hope this thesis can somehow contribute to his language education.

I am certainly indebted to both my parents and parents-in-law. This thesis would not have been possible without their support in taking care of Dinis. I owe my deepest gratitude to my parents, José Carneiro and Amélia Carneiro, for their encouragement, willingness in making considerable sacrifices, attempting to provide me with all the possible advantages in my life, during my degree and now to finish my thesis. I thank them for their kindness and love.

I also wish to thank to my parents-in-law, Cecília Gomes and António Lucas, by their cooperation and personal support.

I would also like to acknowledge some friends who helped me somehow throughout this work: to Ilda and Angelina for their friendship, partnership and cheerful chats in our joint weekly trips for the PhD academic year sessions; to Silvana Araújo, who hosted me and my husband in her house in Nottingham and for being our guide in the first few days of our stay in the UK. Finally, I would like to thank the financial support from "Fundação para a Ciência e Tecnologia" by the grant SFRH/BD/31708/ 2006, for making this thesis possible.

palavras-chave

Inglês como língua estrangeira, abordagem integrada, motivação, aprendizagem lúdica, contar histórias, emoção, cognição, consciência fonológica, leitura e escrita emergentes, desenvolvimento da leitura.

resumo

O presente trabalho de investigação apresenta um estudo que procurou observar comportamentos de literacia emergente numa língua estrangeira (Inglês) em contexto da educação pré-escolar. Procedeu-se à conceção e implementação de uma abordagem integrada ao ensino da língua inglesa, através numa abordagem metodológica inspirada no paradigma investigação-ação, percecionada como oportunidade de inovação pedagógica e de formação de professores. O estudo foi desenvolvido em simultâneo no 1ºCEB, tendo como principal objetivo comparar os comportamentos e atitudes dos alunos de outra faixa etária relativamente aos comportamentos de literacia em língua estrangeira.

Os dados foram recolhidos através da observação, gravação de aulas, posteriormente transcritas, diários do investigador, questionários, *portfolios* dos alunos e entrevistas semi-estruturadas a especialistas na área da pedagogia de línguas estrangeiras, analisados através da aplicação de técnicas de análise de conteúdo como procedimento de análise do *corpus*.

Os resultados demonstram a relevância de abordagens integradas de cariz lúdico na promoção de comportamentos de leitura e escrita emergente, estimulando assim motivação intrínseca nas crianças pela aprendizagem da língua e cultura-alvo. Por conseguinte, os comportamentos observados de literacia emergente em língua estrangeira permitem estabelecer uma analogia com as crianças bilingues, na medida em que ao aprenderem uma outra língua desenvolvem em sincronia a sua flexibilidade mental e estratégias de auto-regulação em diversas áreas de conhecimento.

Os resultados permitem ainda concluir que estratégias promotoras de motivação intrínseca como o lúdico e o *storytelling* são vitais na sensibilização à diversidade linguística e cultural, por oposição aos resultados evidenciados pela estratégia nacional para o ensino de línguas estrangeiras no 1.ºCEB.

As principais implicações deste estudo sugerem a possibilidade de generalização da língua estrangeira na educação pré-escolar, sendo esta etapa compreendida como um período privilegiado na prevenção de insucesso na leitura e escrita na aprendizagem de uma língua estrangeira. Deste modo, a educação pré-escolar pode ser considerada como um tempo fundador do futuro linguístico das crianças, numa perspetiva de educação linguística ao longo da vida.

keywords

English as a foreign language, integrated learning, motivation, playful learning, storytelling, emotion, cognition, emergent reading and writing, reading development.

abstract

The current research work presents a study which sought to observe emergent foreign language literacy behaviours in a foreign language (English) in a preschool setting. Therefore we proceeded to the design and implementation of an integrated approach to teaching English, through a methodology inspired in the action-research paradigm, here understood as an opportunity of pedagogic innovation and teacher training. The study was carried out simultaneously in primary schools, with the main purpose of comparing the attitudes of older learners regarding their foreign language literacy behaviours.

The data were collected through lesson observation and audio-recording, further transcribed, research diaries, questionnaires, *portfolios* and semi-structured interviews to specialists in foreign and second language pedagogy. The adopted procedure to analyze the corpus was the application of content analyses techniques.

Results demonstrate the significance of playful integrated approaches in the enhancement of emergent reading and writing behaviours, thus stimulating preschool children's intrinsic motivation in learning the target language and culture. Thus, the observed emergent reading and writing behaviours allow setting an analogy with bilingual children, considering that in the process of learning a foreign language, they develop at the same time their mental flexibility as well as self-regulatory behaviours in several areas of knowledge.

The results also allow stating that motivational strategies that enhance intrinsic motivation such as play and *storytelling* are critical in raising cultural and linguistic awareness, in contrast with the findings obtained at the primary school level of education through the English democratization programme.

Therefore the main implications of this study suggest the possibility of entitling preschool children to foreign language education, being this period understood as unique in preventing reading and writing failure when learning a foreign language. As such preschool education might be considered as a foundation stage in children's linguistic future, in a perspective of lifelong education.

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NOMENCLATURE

AEC – Atividades de Enriquecimento Curricular

APPI – Associação Portuguesa de Professores de Inglês

EFL – English as a Foreign Language

CE – Council of Europe

CEFR – Common European Framework of Reference

CLIL – Content and Language for Integrated Learning

CLIL - EAC – Content and Language for Integrated Learning – English Across the
Curriculum

CUP – Common Underlying Proficiency Hypothesis

DfES – Department for Education and Skills

DGIDC – Direção-Geral de Inovação e Desenvolvimento Curricular

EC – European Commission

EFL – English as a Foreign Language

EL – English Language

ELs – English Learners

ESL – English as a Second Language

FL – Foreign Language

G-TM – Grammar-Translation Method

IE – Interviewee

IR – Interviewer

INSET – In Service Teacher Training

ITLOs – Innovative Teaching and Learning Observatories

KS2 – Key Stage 2

LIS - YC – Leuven Involvement Scale for Young Children

L1 – First language

L2 – Second Language

Low-SES – Low-Socio Economic Status

ME – Ministry of Education

Mid-SES – Medium Socio Economic Status

PALS-PreK – Phonological Awareness Literacy Screening for Preschool

PELLs – Portuguese English Language Learners

PMFL – Primary Modern Foreign Languages

Sts – Students

SES – Socio Economic Status

SLA – Second Language Acquisition

SVR – Simple View of Reading

T – Teacher

TL – Target Language

TESOL – Teaching English to Speakers of Other Languages

TEYLS – Teaching English to Young Learners

TPR – Total Physical Response

UK – United Kingdom

YLS – Young Learners

ZPD – Zone of Proximal Development

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CHAPTER 1. INTRODUCTION

1.1. Origins of the study

When I first finished my graduation in 2003, I was eager to teach as an autonomous teacher and thus put in practice all I had learned. However, real life and labour market were not as nice as I expected. Therefore and despite my initial training to work with older learners and teenagers, I started teaching in Portugal as an early foreign language teacher in a private school of languages. As time progressed, I became fascinated by what seemed to occur in my very young learners' classroom. I regularly encountered a great degree of enthusiasm and highly involved learners in their tasks. As I was able to follow learners over a period of three years, thus following their progression in the foreign language, another impression was that learners, who were better at listening and speaking in their early years, were those who performed better in reading afterwards. Therefore and as a relatively inexperienced teacher at this age level, initially trained to teach teenagers and adults, this came to me as something remarkable and a phenomenon worth investigating. Nevertheless, as this was a private school of languages only a few children were entitled to attend the available courses for very young and young learners of English.

Back then I remember thinking on the principle of democratic equity 'wouldn't it be great if all Portuguese children, in state preschools and primary schools had access to these courses as well?' The observed events and the apparent ease with which children learned and how they got involved in the proposed tasks, always wanting to share their learning, strengthen my willingness to investigate further. Over time I came to be captivated by what I was observing, for it seemed to be raising important questions about the nature of language learning, or perhaps I should specify English language learning, not only in Portugal but also in other parts of the world where contact with a foreign language is minimal. This stimulated my interest in foreign language learning pedagogy and persuaded me to search books and articles related to early second language acquisition and motivation theory.

Afterwards, in the academic year 2005 it came as a pleasant event when the Ministry of Education announced the decision of implementing foreign language instruction (English) in primary state schools' curriculum, in a non-compulsory status. However the available literature was scarce and the existing was mainly related to the 'critical period hypothesis'.

Therefore I proceeded on my search for references that could help explaining the phenomenon. Nonetheless, it was not until I have carried out a traineeship in the UK (2008), where access to specific literature was available that I progressively started reading papers on language minority students, overall literacy development, ‘emergent ‘biliteracy’, its influence across primary grades in reading development. At an empirical level, through an interview to a modern and foreign language (MFL) teacher, teaching in the United Kingdom (Nottinghamshire) and through interviews carried out to experts within the field of ‘foreign and second language pedagogy, I was able to (re)immerse myself in the data and reinterpret it in the light of the findings through the application of content analyses’ procedures (Miles and Huberman, 1994; Julien, 2008). Data collection involved the design, implementation and analyses of an English as a foreign language (EFL) integrated approach at the preschool and primary school levels of education.

This seemed timely appropriate considering the Council of Europe recommendations (White Paper, 1995), ‘to learn at least two foreign languages besides the learners’ mother tongue’, the Portuguese Preschool Curriculum Orientations for Preschool Education (ME, 1997) and the overall European interest for entitling children with foreign languages at increasingly earlier stages of education. On the other hand and at the same time, six years after the official introduction of foreign languages in Portuguese primary schools, the present study made imperative a state-of-the art towards the primary phase of foreign language education, thus questioning its educational aims with the overall purpose of comparing data in both age groups.

1.2. Guiding Principles

This thesis is my attempt to investigate the Council of Europe’s recommendation regarding foreign language education in preschool, *specifically emergent foreign language literacy* whereas at the same time following a group of primary school children, in terms of attitudinal and overall literacy development being entitled to foreign language education through the national strategy for languages. I will attempt to tackle these concerns in a methodical and systematic manner and as such I would like to outline some of the fundamental considerations that have shaped my approach.

As ‘young learners’ and ‘motivation’ appear to have become a ‘buzzwords’ in the field of second language acquisition, in this thesis I wish to contribute to building a framework that considers the broader picture of foreign language learning attitudes, how a range of factors encompassing the individual learner, the provided EFL integrated approach and the socio-cultural context in which the learning is taking place interact to affect efforts to learn. Our overall guiding principle is that in order to enhance meaningful learning and foreign language literacy development, EFL teaching should be designed in a cross-curricular scope and with resort to playful learning.

1.3. Organisation of the thesis

This thesis is organized in chapters, two of which have been submitted as papers to international journals, aimed at disseminating the findings of our study. As such, each chapter, derived from the emergent categories from the previously collected data, contains its own literature review, procedures, methodology, findings and references.

Chapter 2 covers a state-of-the art from Portuguese EFL implementation at a primary level education context, in multigrade classrooms (children aged 6-9 years old), analyzing some structural issues and the need of EFL primary teachers’ training. It will be argued that the pedagogic foreign language context is important not only as background information; it plays a leading role in shaping learners’ attitudes not only to the learning of English but also towards the values associated with the language itself. Within this educational context, we will question the value of specific pedagogic procedures among de-motivated, low-socioeconomic background learners. Another question is related to the learners’ lack of background skills, and possible ways of how these can be fostered through integrated approaches resorting to storybooks and storytelling. Another consideration is that children’s EFL background skills and attitudes could have been fostered in their previous stages of education, such as the preschool phase of education. This hypothesis lead us to consider the following question: *what would be the effect of introducing such type of approach in children’s preschool years?*

Chapter 3 regards the introduction of an EFL approach implemented in the preschool phase of education (children aged 3-5 years old). Therefore, based in actual gathered data, collected in a real setting, it is presented a literature review on the use of

language play in learning a foreign language, by integrating the foreign language with preschool curriculum themes, thus designing an integrated approach. By establishing links with preschool curriculum themes we believe to be building on overall literacy development. In addition, a brief review on the effect the EFL approach had on learners' emotional, cognitive and self-regulatory skills will also be presented. In turn, the enhancement of these skills in children's early academic careers appears to be fundamental for the subsequent years of formal schooling.

Chapter 4 is still in regard to the implementation of an EFL approach at preschool level, and it presents evidence of children's emergent literacy in a foreign language. As this resonates recent findings from biliteracy research, literature review has been carried out on this topic. This chapter considers how theories of language acquisition (Cummins, 1991) and reading development (Hoover and Gough, 1990) might provide insights into the design of EFL integrated approaches for the preschool phase of education, thus laying the ground for successful reading performance across primary grades whereas at the same time preventing failure.

Chapter 5 offers a general overview of the findings of the main qualitative research instruments.

My hopes are that this thesis will contribute to both a greater understanding of English education in the Portuguese primary context, but especially to the development of foreign language integrated approaches at the preschool phase of education. In addition, designing EFL approaches for young (primary) and very young learners (preschool) should be supportive of young learners' emotional, metacognitive and emergent foreign language literacy behaviours.

English represents both a means of relating with the outside world and a symbol of it. With respect to foreign language emergent literacy theory, I believe this thesis offers a framework that moves away from reductionist linear relationships towards a more complete picture of the young foreign language learner as a person existing in a social, global context, a person whose enthusiasm to act in certain ways changes over time and in response to that social context. Therefore and bearing in mind that Portugal has been making attempts to follow the European Commission (EC) and the Council of Europe (CE) recommendations in terms of introducing languages at earlier stages of the curriculum, in

the next section we will address how European countries are dealing with the promotion of early teaching and learning.

1.4. Teaching and learning languages in Europe

In 1995, through the publication of the White Paper, it was advocated in its fourth general objective that school systems should aim to help all learners to become proficient in three European Community languages (the *1+2* formula: mother tongue plus two foreign languages). Added to this, it has also been recommended the introduction of the first foreign language in preschool education, so that it could be developed throughout the primary level schooling and the second foreign language to be introduced at the secondary level of education.

Afterwards, in 2001, this was strengthened with the publication of the Common European Framework for Languages (CEFR, 2001), thus advising intercultural awareness and plurilingual education. Being here understood as an intercultural language, English is a worldwide language (EWL), which is due to “globalisation, rapid expansion of information technologies” and ‘huge waves of immigration into the UK’, thus explaining why there has been an explosion in the demand for English worldwide (Pemberton, 2008). This view has also been supported by Carter & Nunan (2005: 2): “English no longer belongs to the United Kingdom, not to the United States. It is an undeniable diverse resource for global communication.”

Within this global linguistic environment, we should question, then, *how are European citizens learning languages across Europe?*

In this respect, in 2008 the Council of Europe published a report entitled *Key data on teaching languages at school in Europe*, where it was provided information in regard to teaching foreign languages in Europe. In relation to teaching foreign languages, it is possible to state that within compulsory education, foreign languages are being introduced at earlier stages of the curriculum. The fact that children are being entitled to learn foreign languages at earlier stages of the curriculum is related to political and economical reasons, within the underlying assumption that language competency will increase the opportunities

within the labour market. Within this view, at a national context, the privileged role of teaching and learning foreign languages has been emphasized in the European councils in Lisbon (2000). Afterwards the European council in Barcelona (2002) identified five crucial skills towards knowledge building, namely foreign language competency. Therefore and as already stated, representatives of the European Commission highlighted the need of taking action in order to develop basic skills, thus enhancing the teaching of at least two foreign languages besides mother tongue (*I+2* formula) at increasingly earlier stages of the curriculum, within the course of primary education. Within these plurilingual language policies, language competence has been defined as a ‘key-skill’, a concept adopted by the European parliament and by the Council of Europe (2006), thus strengthening the view of early foreign language teaching, within compulsory education.

Within the European perspective, learning languages earlier is understood as a contribution towards the building of a more comprehensive society, thus developing cognitive skills whereas at the same time reinforcing native language skills, such as reading and writing (EC, 2005: 3). Therefore recommendations on early teaching and learning have been reinforced. Besides Portugal, other European countries operate with different linguistic environments, also following the Council of Europe recommendations, also emphasizing active citizenship, key towards better social integration and higher levels of employment (CE, 2006: 13). Therefore it might be stated that in recent years Europe has been recommending and highlighting language learning at earlier stages of the curriculum namely in the first years of primary school education and also in preschool education. These linguistic policies are aimed at developing in citizens’ communicative skills, defined as ‘the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions, through oral and written language’ (CE, 2006: 4).

Within this perspective, we should also highlight the *Common European Framework of Reference for Languages* (CEFR) (CE, 2001), thus providing a basis for curriculum planning and foreign language approaches, tests and textbooks across Europe. Putting in the forefront as main goals the enhancement of a more united Europe, through the implementation of common practices towards foreign language teaching and learning, the CEFR presents a wide and practical description of what learners should learn through their foreign language education so they can become proficient in foreign languages. First and foremost, the CEFR defines ‘skill’ as a communicative skill, with an understanding of

‘what makes the individual able to act through resource to linguistic knowledge and instruments.’ Within this definition we should question then, *what skills should be young citizens equipped to in order to become ‘full’ citizens, within a European viewpoint?*

1.4.1. The CEFR common proficiency levels

The Council of Europe, through the publication of the CEFR (2001) has established a set of competencies to be developed within young citizens. Added to the fact of stating common language proficiency levels, the CEFR identifies a set of prior skills such as intercultural, existential (i.e. learner attitudes, openness towards foreign language culture; motivations, values, beliefs, cognitive styles, personality), ability to learn (learning how-to-learn skills), language and communication awareness; general phonetic and awareness skills; heuristic skills (CEFR, pp. 108-109). Afterwards, in terms of linguistic proficiency, the CEFR sets six general linguistic ranges: *A1*, *A2*, *B1*, *B2*, *C1* and *C2*. Thus *A1* and *A2* are the most basic users. Within *A1* and *A2* levels, learners should be able to:

“State simple expressions and needs of a concrete type. Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations (CEFR, 2001: 110)”.

Further at the *B1* level, it is considered that the learner “has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times” (idem).

Moreover, the most proficient language users are placed within the levels *B2*, *C1* and *C2*, respectively, meaning that the *C2* user has enough mastery of the language, also showing no signs of having to restrict what he/she needs to say.

Bearing all these CEFR competencies in mind, within the *citizenship agenda*, European countries have started implementing two foreign languages at increasingly earlier stages of their curriculums, most often throughout the primary level of schooling. However some countries are already able to provide some results regarding the introduction of foreign languages in preschool. This closely links with the view that in such a new world order, education for global citizenship through language education is essential in preparing our children and young people to live together in an increasingly diverse and complex society and to reflect on and interpret fast-changing information. One way of achieving these dimensions is through the use of foreign language education holistic approaches as a contribution to the young citizens' global education. We should question, however, *how can these 'bigger' goals reach learners across the foreign language curriculum?*

1.5. Education through the use of holistic approaches for global citizenship

Bearing the previous question in mind, we shall now consider narrower recommendations in terms of early foreign teaching and learning. In this respect, we should mention the report presented by Edelenbos, Johnstone and Kubanek (2006) in relation to some principles that should be respected to teach languages to young learners. This report resonates with the objectives of the *Action Plan* (2003), derived from decisions previously made in Lisbon and Barcelona, in regard to the knowledge and importance of foreign language teaching and learning. The provided document is grounded in data collected in European countries in preschool and primary school, thus suggesting evidence for good practice as well as some pedagogical implications.

The first implication concerns the profile of foreign language teachers, namely: the knowledge of the foreign language, the awareness of the principles underlying language acquisition, the ability to analyse and describe the language and appropriate pedagogical skills towards young learners. Further the report identifies some key recommendations bearing in mind successful language projects for teaching foreign languages to young children. Before immersing ourselves in these specific recommendations, we consider appropriate a brief look into how other countries (in Europe and outside the European space) operate in terms of bilingual and multilingual education policies.

1.6. European countries linguistic environments

European countries operate within various linguistic environments that influence foreign language programme choices. As such, it is usual for typical multilingual countries, with two or more official languages to introduce teaching several languages in the course of primary education. For example, in Ireland two first official languages are introduced (English and Irish) and then, on the pilot project basis, another modern or foreign language, French, German, Spanish or other.

For example, in terms of learning foreign languages in preschool, the Basque Country has been resorting to integrated foreign language learning approaches, thus working core curriculum subjects and the foreign language simultaneously (Ball, 2010). Thus through resort to Basque-Spanish bilingual programme, Basque instruction that develops Basque reading and writing skills is not just developing Basque skills, it is also developing at deeper conceptual and linguistic proficiency that is closely related to the development of literacy in the majority language (Spanish). Therefore, by learning content subject through the foreign language the programme is actually building on learners' previous knowledge and overall literacy (Cummins, 2009).

Hence in the context of the 21st century global society, *Knowledge* is understood as *emergent*, in the sense that “no one controls it, and no one can master it once and for all” (Resnick, 2001: 125). Added to this, the new evidence about how people learn has led to new conceptions of teaching and pedagogy. In line with this, Coyle (2008) has defined Pedagogy as:

“(…) having a deep understanding of the theories of how people learn and being able to apply those theories into practice, which enables learning to be as efficient and as effective as possible given the contextual variables including age and ability so the individual is concerned. (...) Pedagogies are also politically and culturally linked as well as socially linked. So it is a socio, political, cultural phenomenon as well” (lines 40-47).

With the new millennium and within the knowledge-driven society, with the new conceptions of knowledge and competence, pedagogical methods are sought that are more likely to engage students in more active interpretation of what they listen, read or explanation of what they observe. In turn, these advancements make the more traditional

curricular methods no longer appropriate when faced with the emergence of complex systems. The world, here understood as a complex system, where schools and educational systems are a part of it, are thus challenged to *reinvent* curriculum in a reply to the multicultural world the Earth is today. Therefore diversity, complexity, mobility, connectivity, choice and multiculturalism, along with the growth of democratic systems, require change in educational systems. As a consequence, education is no longer a tool uniquely targeted at the development of mechanic drills, but it rather should be faced in a lifelong learning perspective, where people interact with other learning cultures, thus controlling metacognitive skills, preparing themselves for an uncertain and complex world.

Previously, in the 1970s, learners' knowledge was known under the term *skills*, thus targeting key areas such as observing, reading a map, asking for information, applying a formula into a specific context. More recently, the developments of these areas are known as broad literacy skills or competency (Roldão, 2005; Cameron, 2010). In more recent years, the term 'literacy' has embraced several areas of learning, ranging from technological, economic, social, and global changes (Lankshear & Knobel, 2011). Thus we have the emergence of "critical literacy", a skill that should be developed as early as possible in young citizens

Therefore knowledge building or competency building should be planned accordingly to a holistic view of the goals and purposes to achieve. For example, in a lesson plan where learners are to learn about the British currency, objectives should embrace the sociocultural dimension, thus considering not only learners' ability to use the pound (£) but also to become aware of the possible contexts where they would use it, thus resorting to imagined intercultural contact (Rivers, 2011).

In line with Europe's languages policies, research studies carried out on the topic of early teaching and learning of foreign languages have been gathered in an overview presented by Nikolov & Djigunovic (2011). In their review the authors state:

"In recent years, there has been an unprecedented increase not only in the number of young learners (YLS) and their teachers, but also in the quantity of language policy documents, teachers' handbooks, teaching materials, and empirical studies devoted to the topic of early foreign language learning" (Nikolov & Djigunovic, 2011: 1).

As a consequence, early language learning and teaching has become one of the key areas in applied linguistics and language pedagogy characterized by multiple research methods (Nikolov, 2009). In turn these topics are, in some settings, closely related to bilingualism or plurilingualism, ranging from the language specific features to the cognitive and metacognitive elements involved in the language learning processes. The scope of the available studies presents language learning process as being associated to several dimensions, thus being an individual, sociocultural process with the main purpose of intercommunication. Although, *what does it mean preparing learners for ‘intercultural communication’?*

Having been defined as ‘the symbolic exchange process between persons of different cultures’, Ting-Toomey (1999, pp. 17-20) pointed five main characteristics of intercultural communication:

1. “Symbolic exchange, refers to the use of verbal and nonverbal symbols between a minimum of two individuals to accomplish shared meanings (1999:17);
2. Process, refers to the interdependent nature of the intercultural encounter. Once two cultural strangers make contact and attempt to communicate, they enter into a mutually interdependent relationship. (1999:17);
3. Different cultural communities, is defined as a broad concept. A cultural community refers to a group of interacting individuals within a bounded unit who uphold a set of shared traditions and way of life. [...] Broadly interpreted, a cultural community can refer to a national cultural group, an ethnic group, or a gender group. (1999:18);
4. Negotiate shared meanings, refers to the general goal of any intercultural communication encounter. [...] The word “negotiate” connotes the creative give-and-take nature of the fluid process of human communication. (1999:19);
5. An interactive situation, refers to the interaction scene of the dyadic encounter. An interactive scene includes both the concrete features (such as the furniture or seating arrangements in a room) and psychological features (such as perceived formal-informal dimensions) of a setting. Every communication episode occurs in an interactive situation” (1999:20).

Bearing these in mind, intercultural communication is understood as an interdependent action to negotiate traditions and a way of life. In addition, in order to accomplish intercultural communication, it is necessary to have increased cultural sensitivity and awareness, improved ways of communicating with others, and new

perspectives on various aspects of culture. However, *how can the intercultural dimension reach young language learners?*

1.6.1. Intercultural awareness, literacy and multimodality

The CEFR (2001: 103) has defined intercultural awareness as the ‘knowledge, awareness and understanding of the relation (similarities and differences) between the ‘world of origin’ and the ‘world of the target community.’ In addition, the CEFR advises its users to become aware of the “prior sociocultural experience and knowledge the learner is assumed to have; what new experience and knowledge of social life in his/her community as well as in the target community the learner will need to acquire in order to meet the requirements of L2 communication; what awareness of the relation between home and target cultures the learner will need so as to develop an appropriate intercultural competence” CEFR (2001: 103). Therefore CEFR users, namely language teachers might foster the intercultural dimension in foreign, second and multilingual environments and/or classrooms.

However and in cases where children have limited contact with the foreign language, one way of making learners aware of the intercultural dimension whereas at the same time fostering overall literacy development is through the use of narration and children’s literature (authentic storybooks). In line with the view promoted by *Action Plan* (2003), early foreign teaching and learning projects should bear in mind the following premises:

1. *Research* – throughout the period of implementation, research must be assured from the early beginning until the project assessment and its reconceptualisation;
2. *Parental involvement*, thus supporting foreign language learning, thus understanding the goals of early foreign language education;
3. *Progress*, there should be a sequencing progress among the several grades of compulsory teaching, in order to enhance and motivate future foreign language learning;
4. *Time* – the time devoted to learning, especially oracy, shall be increased. Daily contact with the language would be an ideal condition;

5. *Teacher training* – this area is identified as an area where further training is required for teaching young language learners, thus establishing a suitable teacher profile to the primary teaching level of education.

6. *Learning for all*, by doing research projects in order to develop foreign language learning strategies among low-socioeconomic (low-SES) children, and for those who reveal more difficulties in FL learning.

7. *Appropriate approaches* – teaching young learners is not just a mere adaptation of the older learners' curriculum. It is therefore crucial to create supportive learning environments, resorting to storytelling as entitling children with an appropriate framework for listening, talking and interacting;

8. *Linguistic diversity* – although English own the status of being the international language of communication, thus making its learning important, it is also necessary to foster plurilingualism, thus enhancing other widely spoken languages.

9. *Supervised research* – the carried research shall be effective and supervised in order to be evaluated, thus searching other possible paths, aiming at better teaching and learning.

10. *Potential dangers* – without appropriate resources and supportive pedagogies, foreign language teaching in early primary education and preschool might turn into a 'poisoned gift', since poor performances might lead to failure and cast de-motivation in future foreign language learning (Action-Plan, 2003: 19-27).

Thus it is important a brief overview of how language teaching methodologies have evolved across times.

1.6.2. Approaches to foreign, second language teaching and learning – brief overview

Language teaching approaches and methods and the way they have evolved across time help us in the understanding of the language teaching theory and practice. At present there is still no consensus regarding the usefulness and appropriateness of each method. Within this section, we will seek to analyze briefly the effectiveness and weaknesses of the most influential teaching approaches and underlying method, such as: *Grammar-translation method*, *Direct method*, *Audio-lingual method*, *Communicative Teaching Method*. This brief review has as its main purpose to gain a better understanding of each

one of the methods, as well as to suggest what the ideal teaching approach should be nowadays, in the face of a globalized and ever changing world.

Language teaching history is naturally associated to its methodology. Yet the debate on teaching methods evolved particularly in the last hundred years. The several labels for the teaching methods (*Grammar-translation method, Direct method, Audio lingual method, Communicative Teaching method*) are familiar to the educational communities, but any of these methods are not easy to apply in practice because they require more than a unique strategy or singular technique. As declared by Coyle 2008: 41-43) language teaching methodologies are a part of pedagogies which imply:

“(...) having a deep understanding of the theories of how people learn and being able to apply those theories into practice, which enables learning to be as efficient and as effective as possible given the contextual variables including age and ability so the individual is concerned (lines 40-44).”

These methods are rooted in social, economical, political and educational circumstances.

1.6.2.1. *The Grammar-Translation Method*

This method (G-TM) is one of the most traditional methods for foreign language teaching. Originally, it was used to teach languages such as Greek and Latin, involving little or no spoken communication or listening comprehension. Its main focus relied on learning the rules of grammar and their application in translation passages from one language into the other. In addition, the vocabulary in the target language was learned through direct translation from the native language, taught in the form of an isolated set of word lists. As a consequence, very little was done in the target language. Instead, readings in the target language were directly translated and then discussed in the native language.

In regard to grammar, it was taught with extensive explanations in the native language and later applied in the production of sentences through translation from one language to the other.

The G-TM had has main *principles*: a) translating a language into another as an important goal for learners; b) the fundamental skills to be improved are reading and

writing; c) its focus was on accuracy and not on fluency; d) if a learner's answer to a question was incorrect, the teacher selected a different learner to give the correct answer or the teacher replied him/herself.

According to these principles, in a G-TM classroom, foreign language lessons were taught in learners' mother tongue, with little active use of the target language; much vocabulary was taught in the form of sets of isolated words; long elaborate explanations of the intricacies of the grammar were provided; grammar provided the rule for putting words together, and instruction often focused on the form and inflection of words; reading of difficult classical texts began early; little attention was paid to the content of texts, which were treated as exercises of grammatical analysis. However, this method provided learners a wrong idea of what language is and of the relationship between languages. Language was seen as a collection of words which are isolated and independent. The worst effect of this method was on learners' motivation. Because the learner cannot succeed, he/she feels frustration, *boredom*, leading to indiscipline.

In this regard, Coyle (2008) has addressed the *GT-M* as follows:

“for example in Finland where they have this superb... results, but I also have been in classrooms where I would have died of *boredom* if I had to stay there for very long. // One of my fathers was Russian and so I used to go to the USSR regularly during the Cold War and in that stage Russians were unable to get out of the country and I've met some Russians whose English was just flawless, it was wonderful! And when I found how they had learnt it I just kind of thought 'Oh my Goodness!', 'how did they did?', and they did! / / English classrooms and their English is superb. So, just because it's not how I'd like to learn, it doesn't necessarily mean it's not effective” (562-573).

1.6.2.2. *The direct method*

The direct method was the method that followed G-TM, also representing a reaction against it, thus representing a crucial change. Within this method, the use of the target language was the means of instruction and communication in the language classroom. Therefore learners' mother tongue should be avoided as well as the use of translation. This method contained within the belief that foreign language learning was parallel to the native language acquisition. It represented the first attempt to make language

learning situation one of the language use. At the language classroom level, it lead to the development of new strategies for language learning such as pictures of objects (i.e. flashcards), objects from the real world ('realia'), emphasis on question and answer, spoken narratives, dictation and imitation.

Nonetheless, it should be questioned how reliable it is to how to avoid misunderstanding without translating and how well it might work beyond elementary stages of language learning. Moreover it requires teachers who are native speakers or native-like fluency in the foreign language they are teaching.

1.6.2.3. The audio-lingual method

The audio-lingual approach has its roots in the USA during World War II, when there was a pressing need to train key personnel quickly and effectively in foreign language skills. The results of the *Army Specialized Training Program* are generally regarded to have been very successful, with the caveat that the learners were in small groups and were highly motivated, which undoubtedly contributed to the success of the approach. The method was theoretically underpinned by structural linguistics, a movement in linguistics that focused on the phonemic, morphological and syntactic systems underlying the grammar of a given language, rather than according to traditional categories of Latin grammar.

Therefore it was held that learning a language involved mastering the building blocks of the language and learning the rules by which these basic elements are combined from the level of sound to the level of sentence. The audio-lingual approach was also based on the behaviourist theory of learning, which held that language, like other aspects of human activity, is a form of behaviour.

1.6.2.4. Communicative teaching method

Although it might be argued that some of the strategies used in the foreign classroom today maintain some principles of more traditional approaches, namely the audio-lingual method, by placing emphasis in mimicry to convey meaning, further developments have occurred within foreign language teaching methodology.

Therefore and under the influence of British applied linguists (such as John Firth, M.A.K. Halliday, who stressed the functional and communicative potential of language), sociolinguistics works (Dell Hymes, and William Labov) and some philosophy work (J. Austin and J. Searle), the communicative method was advocated in language teaching. The underlying principle was the need to focus on communicative proficiency rather than on mere mastering of structures.

The communicative teaching method is aimed at make communicative competence the goal of language teaching, and developing procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. Another principle is that when language is *meaningful* to the learner, it supports the learning process.

1.6.3. The ecological, integrated approach to Education

In the light of the above, the design and application of meaningful, integrated approaches through the use of narration and authentic storybooks are, in our view, aimed at providing learners with “ecologically valid contexts, relationships, agency, motivation and identity” (Van Lier, 2010). Further as the author highlights:

“In ecology, practice and theory are closely interrelated, and they are dynamic and emergent, never finished or absolute. Both are based on principles that are powerful and enduring, once teachers and learners make them their own” (Van Lier, 2010).

Thus the appropriation of educational ecology implies that in the current *learning society* teachers are placed at a critical *interface*. As a consequence, CEFR users, namely pre-service and in-service teachers are of the utmost importance, regarding that:

“The sustainability of an educational system in a lifelong perspective means to put teachers and educators in the forefront of the new educational paradigms” (Carneiro, 2001: 12 [our translation]).

Across Europe teachers are increasingly becoming aware of sustainable foreign language educational pedagogies that support both the language and content knowledge (for instance, through *Content for Language Integrated Learning* and the *4Cs curriculum*).

1.6.3.1 *The Four Cs (4Cs) Curriculum and CLIL*

Although it might be argued that some of the most recent language teaching methodologies still embed some of the principles from more classic approaches, one should recognise that one of the most recent trends across Europe is the dissemination and implementation of Content for Language and Integrated Learning (CLIL). This language teaching and learning methodology has several possible applications, depending on the country's overall context (Ball, 2010).

Therefore and in its broadest scope, CLIL is seen as a powerful pedagogic tool not only for the enhancement of bilingual and multilingual education, but also in fostering intercultural pedagogy. In turn, this leads us to the '4Cs Curriculum' proposed by Coyle (2005). In developing the rationale for introducing CLIL across the curriculum it may be helpful to consider the benefits to teachers and learners in relation to four specific dimensions.

These four dimensions (4 Cs) form a conceptual framework (Coyle, 2005; Coyle, Holmes & King 2009; Coyle, 2011), which connects **content, cognition, communication and culture**. Thus culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion. The dimensions are as follows:

- **Content**, integrating content from across the curriculum through high quality language interaction.
- **Cognition**, engaging learners through higher order thinking and knowledge processing.
- **Communication**, using language to learn and mediate ideas, thoughts and values.
- **Culture**, interpreting and understanding the significance of content and language and their contribution to identity and citizenship.

1.6.3.2 *The rationale for CLIL*

The terms Content for Language and Integrated Learning (CLIL) might be used to refer to various different constructed models of bilingual and/or multilingual education. The original educational model of bilingual education derives from the bilingual Canadian education form, which has been replicating in several other settings (Cummins, 2009). In this case, immersion bilingual education aims at providing children with a second language in the same way that learned their mother tongue: children hear it in their environment and use it as medium of communication (Shameem, 2007). Therefore immersion education is aimed at additive bilingualism, which means that children whose first language is the dominant language of the country adopt a minority language but do not lose their mother tongue. In other words, a child from a monolingual family can become bilingual in school.

Positive results from the studies on immersion education in Canada have encouraged many countries in Europe and in the other parts of the world to initiate immersion education. The research conducted on immersion education in for instance Australia, the Basque country, Belgium, Catalonia, Finland, Ireland, Japan, Scotland, Switzerland, and Wales has provided encouraging results (Merisuo-Storm, 2007; Coyle, 2008; Ball, 2010). This has been further strengthened by the research studies with bilingual children (Bialystok, 2010; Hermanto, Moreno & Bialystok, 2012), thus putting in evidence the cognitive bilingual children's advantage in task performance in relation to their monolingual peers. Indeed this is also a view shared by Ball (2010), in relation to multilingual education in the Basque Country. According to the author, multilingualism is actually helpful in mental flexibility and even helpful in native language literacy development. One reason for this might be the fact that the country is resorting to content-based instruction or Content for Language and Integrated learning (CLIL) since preschool.

1.6.3.3 *CLIL in Europe*

Over the past 15 years, various CLIL initiatives have been implemented in Europe, largely as a response to the European Union's policy of plurilingualism for citizens of its member states (Llinares & Morton, 2010). Depending on the country, the status and position of CLIL type of provision varies, but it is very often an integral part of the education system.

According to the Eurydice report (2008: 13), statistical data on the provision of learning foreign languages indicate that in secondary education, English, French, German, Spanish and Russian represent over 95% of all languages learnt in the majority of countries. Therefore, pupils essentially appear to opt for learning more widely used languages. English is the most commonly learnt language in virtually all countries. Furthermore in both primary and secondary education, the percentage of pupils who learn it is rising, especially in most countries of central and Eastern Europe and in the Latin countries of southern Europe. In these latter countries, this trend is especially marked in primary education in which compulsory teaching of a foreign language, or of English as a specific mandatory subject, thus occurring at increasingly earlier stages.

For example, in the United Kingdom (*The National Languages Strategy for England* (DfES, 2002)), there has been a government-supported programme for the progressive introduction of languages into primary schools. This has now moved beyond the pilot stage and has led to the introduction of compulsory foreign language learning for all pupils aged 7 to 11 in 2010.

One of the strategy's key objectives was introducing the Key Stage 2¹ (KS2) languages entitlement: that by 2010, all pupils in KS2 will be entitled to study a language and to reach a recognised level of competence on the Common European Framework of Reference for languages.

“Every child should have the opportunity, throughout KS2, to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning” (DfES, 2002).

For instance, in Malta and the United Kingdom (Wales), the aim of pilot projects is to create an awareness of languages among pupils at a very early age and increase their involvement in language learning.

In the great majority of European countries, certain schools offer a form of provision in which pupils are taught in at least two different languages. This ‘Content and Language Integrated Learning’ (CLIL) approach generally exists in primary and general

¹ In the British educational system, Key Stage 2 corresponds, in the Portuguese educational system, to the second grade of primary school (7 years old).

secondary education but it is not widespread. Indeed, Luxembourg and Malta are the only countries in which CLIL type of provision exists in all schools (Table 1.1). In these cases Content and language integrated learning (CLIL) covers a wide range of practices in which curricular content is taught through the medium of a language which is not the learners' first language (L1). It can range from short-term 'language showers' to experiences in which a substantial proportion of the school curriculum is taught through a second language (L2) (Mehisto, Marsh, & Frigols 2008; Lucietto, 2008; Lasagabaster & Sierra, 2009).

TABLE 1.1

European Countries using CLIL and languages of instruction in schools

Countries	Number of Languages of instruction
Finland, Luxembourg, Belgium (the French Community and German-speaking Community), Ireland, Malta	2 - Offer distinctive type of provision of this kind combining the use of two state languages.
France (CLIL-Émille)	2 - The educational system is a dual-focused educational context
Germany (CLILig)	2 - The educational system a dual-focused educational context (German and English)
Spain (AICLE) – start age: 7	3 - One national language, non-indigenous language plus a regional or minority language
Italy	3 - French, German, Spanish, which are regional or minority languages in certain regions
United Kingdom (Scotland) – start age: 7	1 or more - CLIL type provision is generally associated with one or more regional or minority languages.

As already stated, CLIL describes that school situation whereby a foreign language is the vehicle to teach certain subjects, belonging mainly to the areas of History, Geography and Social Studies and in a lesser degree, to Science and the Arts (Wolff, 2007).

Added to this, CLIL diverges from Canada's immersion programmes and USA's content-based instruction by sharing their focus on the integration of language (second or foreign) and content. In Canada, all subjects are taught in a second language (the other official language of the country) without the presence of explicit second language teaching.

In the USA, content-based or theme-based instruction is used as a means of promoting second language learning in students with limited English proficiency or language minority students, content-based instruction being the bridge into the mainstream. We will brief present the cases of Italy and the Basque country.

a) The cases of Italy and of the Basque country

The integration of content and foreign, second (L2) language in the classroom has been worldwide acclaimed. In her study in Trentino, an Autonomous province in Northern Italy, Lucietto (2008) has reported students' achievement in both the "content" and the language. The author further argued that this integration provides a motivational and cognitive basis for language learning. On the one hand, learning content (inherent in naturalistic language learning) represents a meaningful, contextualized activity which increases interest and encourages students. On the other hand, being able to speak and reason about academic content in a language different from their own, gives students the chance to expand their cognitive skills and use more sophisticated language. Besides Italy, reports of 'practice of excellence' come from the Basque country, as we will summarize below.

In Spain, the Autonomous Communities of Aragón, Castilla y León and Extremadura are still implementing the teaching of a second foreign language to pupils from the age of 10 as a pilot project, although in other Autonomous Communities (e.g. Basque Country) this is a widespread common practice (Ball, 2010). As already stated, some European countries such as Italy and Spain have moved forward in implementing bilingual, multilingual approaches, based on innovative teaching methodologies, enhancing the cultural dimension. These countries are resorting to bilingual and plurilingual education as the best way of preparing young language learners for their future. For example, in the case of the Basque Country, the Government's educational policy has been concerned with multilingualism projects through CLIL since preschool, with positive results, as documented by Ball (2010):

"Content and Language Integrated Learning and as such is self-explanatory, perhaps up to a point. It is being implemented in the Basque Country in both the state schools and in the 'Ikastolas', which are semi-private / /, the Ikastolas (this means 'Place of learning' in

Basque) begin the introduction of English at 4 years of age, and continue up through the scholastic step-ladder until 16, obviously increasing the contact time as they go. // The results are interesting. They suggest that *the introduction of a third language at such a young age does no harm, and on the contrary, actually improves the performance and results of the children's L1 and L2*" (Ball, 2010, lines 43-45 [our emphasis]).

The previous italicized sentence leads us to consider previous published literature related to the issue of second, foreign language interference in native language development. As multilingualism falls out of the main aim of this study, we do consider appropriate to present some background literature related to childhood bilingualism, with the underlying view that similar processes occur in terms of foreign language learning.

1.6.4. Bilingualism and bilingual development in young children

From a linguistic point of view, there is a wide consensus that infants develop two or even three separate but connected linguistic systems during the first years of life; thus being a key period for a child to learn a second language, since it is the best period for him/her to create or stabilize some structures of the 'input' (Genesee & Nicoladis, 2006). Moreover it has been demonstrated that bilingualism might constitute a cognitive advantage in relation to monolingualism (Figel, 2005; Martin-Rhee & Bialystok, 2008). One possible way of introducing bilingual education in school systems is through Content for Language and Integrated Learning (CLIL). This methodological framework has been defined by Coyle in a personal communication (2008) as follows:

"I see the integration of content and language as having the potential to provide a learning environment // where language using is absolutely crucial to the learning of new knowledge, so that using language, to deal with language, deal with content and deal with knowledge. So it's using environments where- because the medium for learning is another language- it's looking at what where all the added value is rather than simply looking at the mother tongue. So, to me it's reconceptualising the role of foreign languages in the 21st century. Also providing learners with an environment where they can use language and use it in a way that they normally would not use in language lessons and in order to access content and sort of push their learning into another stage. It is also around cognitive elements such as high order thinking skills, problem-solving, creative use of language,

which again they might not necessarily gain in their language lessons. And it's also about culture, because if you're learning new knowledge through the medium of a new language, then that is going to open up all kinds of cultural possibilities, that if you're doing it in the mother tongue, you wouldn't possibly have. So this is what I see as a rich learning environment" (lines 160-171).

One way of associating the cognitive, cultural, and communicative dimensions of the foreign language learning process (*the 4 Cs*) is through the use of authentic storybooks as they allow accessing cultural elements and enhances authentic foreign language use whereas building on core curriculum subjects such as Social Study (i.e. human body). Therefore the leading principle of CLIL is integrating second or foreign language teaching linking it with the teaching of other subjects (Coyle, 2008; Coyle & Hood, 2010; Coyle, 2011).

In addition, in recent decades the topic of bilingualism has produced a great amount of literature, thus discussing its advantages and disadvantages for children. Within these, it is worth mentioning the series of studies carried out by Bialystok and her colleagues (for example, Bialystok, 2005; Bialystok et al., 2004, 2006, 2007). These have produced a substantial body of evidence showing that not only is the intellectual growth of bilingual children not retarded but these children can actually out perform their monolingual peers in certain cognitive tasks. This advantage is related to the fact that bilingual children are required from an early age to deal with two languages by switching and inhibiting the competition between them. This functions like intensive cognitive training, as a result of which bilinguals are better at solving problems in which 'conflicting information, especially perceptual information, interferes with the correct solution and requires attention and effort to evaluate and ultimately ignore one of the options' (Bialystok 2005: 425; Hermanto, Moreno, Friesen & Bialystok, 2011; Moreno & Bialystok, 2012). Besides being able to resolve conflicting information better, bilinguals have also been found to have superior creative thinking and flexibility of thought, which is assumed to emerge from being able to see things from two perspectives as a function of being in possession of two linguistic systems. In line with this Jim Cummins (2000) also suggested that bilingual education can be very beneficial for children with regard to their general development, cognitive, metacognitive and other skills.

However, acquiring a second language or being immersed into a bilingual environment ‘doesn’t necessarily mean to annihilate the way how we acquire our Mother Tongue’ (Coyle, 2008). Therefore respect for children’s own language and support with their foreign, second language are essential, which in turn leads us to the ‘*how*’, how is content is being taught to children?

In turn this also leads us to reconsider an argument developed by Ball (2010):

“CLIL, whatever it really is, tends to work because it focuses on teachers, on their practice in ways that L1 teaching does not, and it focuses students on their learning in ways that L1 learning does not (although perhaps it should). // *you must look very carefully at the procedural content (the ‘how’)* (lines 49-59).

When resorting to CLIL-based approaches, teachers should be aware that they should provide children with rich language learning environments, where formal and scientific terms and concepts are carefully introduced and explored, starting with informal concepts and words and phrases that children are already familiar with. Thus in a rapidly changing world, at the preschool and primary levels of education, how are these educational goals being achieved by teachers; and *what the ideal profile of a 21st century teacher should be?*

1.7 The profile of the 21st century teacher

Teacher training appears to be of vital importance in a fast global changing world, in order to prepare them for a technology, *Knowledge*-driven society, as the standards for learning are now higher than they have ever been before, as citizens and workers need greater knowledge and skills to survive and succeed. In the same way, Education is increasingly important to the success of both individuals and nations, as growing evidence demonstrates that among all educational resources, teachers’ skills are especially crucial contributors to students’ learning (Hammond & LePage, 2005: 2; LePage et al., 2010). However, due to the global economic crisis, insufficient budgeting in teacher training opportunities from the Governments and even from the teachers own initiatives’ have lead societies to dismiss the awareness of what it is to be a fully-equipped teacher. Nevertheless we will here resort to the metaphor used by Bransford, Darling-Hammond & LePage

(2005: 1), thus comparing the unseen set of skills of music conductor with those owned by teachers:

“To a music lover watching a concert from the audience, it would be easy to believe that a conductor has one of the easiest jobs in the world. There he stands, waving his arms in time with the music, and the orchestra produces glorious sounds, to all appearances quite spontaneously. Hidden from the audience – especially from the musical novice – are the conductor’s abilities to read and interpret all of the parts at once, to play several instruments and understand the capacities of many more, to organize and coordinate the disparate parts, to motivate and communicate with all of the orchestra members.

In the same way (...) teaching looks simple from the perspective of students who see a person talking and listening, handing out papers, and giving assignments. *Invisible* in both of these performances are the many kinds of knowledge, unseen plans, and backstage moves (...).

The comparison established between a music conductor and a teacher seems reasonable in the sense that for an ‘outsider’ leading an orchestra and teaching appear to be ‘easy jobs’. Invisible are the underlying competencies of both professionals. Within the field of teachers’ professional development/training, CLIL also upholds a critical role, since it gathers European educational and cultural aims, a holistic view of learning as well as the foreign language classroom as being an environment where language interaction is key. As already stated, CLIL also operates as a source of teacher training.

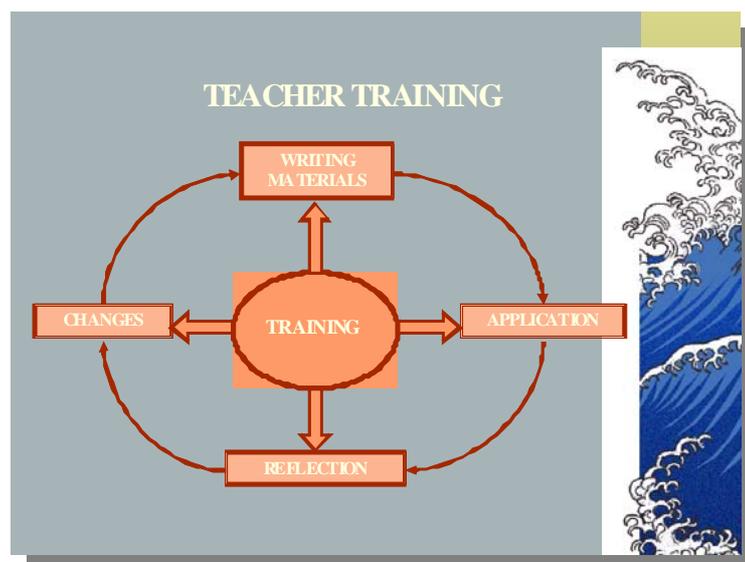


Figure 1.1 - Key principles for quality teacher training (Ball, 2010).

In his interview, Ball (2010), an expert on CLIL methodology and being the Basque country a setting of teacher training excellence, with funding provided by the Government, indicated four key principles for quality teacher training, illustrated in Figure 1.1. In addition he also indicated the following 4 principles for quality teacher training:

- a) Write materials for the teachers that illustrate the basic principles of CLIL methodology.
- b) Ask them [the teachers] to work with these materials and to reflect on them and to feed back to us (the writers and trainers) on the experience.
- c) We [teacher trainers] put in changes, in the light of the feedback.
- d) The process begins again, but with improvements, and so on and so forth.
- e) The only one missing from the diagram is that of eventually *including some of the teachers in the writing process. When materials belong to you, you tend to use them better.*[our emphasis] (lines 294-308).

In the current economic climate it appears of particular importance teacher training opportunities through virtual learning environments. As suggested by Coyle (2008), these opportunities might be enhanced through to information and communication technologies, for instance on-line distance courses, through innovative teaching and learning observatories (ITLOs).

1.7.1 Innovative Teaching and Learning Observatories (ITLOs) for teacher training

In terms of teacher training and the skills of the 21st century and of the teacher being understood as the reflective practitioner (Schön, 1984), Coyle (2008) highlighted the role of ‘virtual learning laboratories’ within the innovative teaching and learning observatories (videoconferencing), thus being unique practical sources of teacher training.

“what I call strategic classrooms, and a strategic classroom is one which doesn’t have walls, virtual walls as, because it’s sharing practice, creating communities of practice where professionals and learners are looking, analysing, improving what they did” (lines 243-248).

Therefore and within an ecological educational perspective, learners might be understood as *agents*, regarding that if learners wish to understand a story they have to move their minds, imagination and emotions. Thus and as argued by Van Lier (2010):

“A completely passive learner will not learn. A compliant (obedient, dutiful etc.) learner will learn, because he or she employs *agency*, if only at the behest of others. In this way learners who study a foreign language in school because it is required, will be able to have some success and to pass tests. However, in order to make significant progress, and to make enduring strides in terms of setting objectives, pursuing goals and moving towards lifelong learning, learners need to make choices and employ *agency* in more self-directed ways.”

This means learners should be *agents* in their quest for learning in the sense of appropriating knowledge which might be valid throughout their lives. In turn foreign language teachers also expect to make *enduring strides* within learners, which leads us to question how to design the primary foreign language curriculum? How to include the *4Cs curriculum* dimensions?

Since within the 4Cs framework intercultural communication is a key strand, in our case imagined intercultural contact was fostered by previously creating awareness of cultural norms through the use of children’s literature, storybooks. These allowed bringing in some cultural elements from the British culture such as ‘drinking tea’², ‘crumble’, ‘scrambled’, all used in the British way of living. Added to these, stories do exist before printing press and long before television, films, computer games and all the other multimodalities found to fill in leisure hours. Despite the material progress we have made, since ancient times and although the apparent sophistication of modern life, the essence of human nature remains the same: humans still enjoy storytelling and language play (Cook, 2000; Coyle, 2008). In this line of thought, when questioned about the reasons for appropriateness in our nowadays’ complex world and global society about more classical language learning pedagogies such as storybooks and songs in a thirty years’ period of time, the interviewee Coyle (2008) stated:

² Source: Cultural vocabulary taken from the storybook *The Gruffalo*, one of the instruments used to foster primary children’s EFL motivation.

“Because no matter how much we progress as a Nation, as a world, as a Race, there are still some fundamentals absolutely crucial to learning and always will be (lines 625-627).

Narratives have long been used in EFL classrooms to provide students with opportunities for creative writing through an informal learning environment. In addition, within Europe, the setting of goals such as the accomplishment of a citizenship united by the diversity, demands educational language education projects that comprise the several social and communicative interactions as well as the development of positive attitudinal skills. Moreover multilingual, plurilingual, bilingual and foreign language education has constituted the concern of teachers and researchers for decades. However only in more recent years there has been an actual interest in the teaching of the intercultural dimension and on the ways of accomplishing it in preschool and primary school settings (Kramsch, 1994; Beacco & Byram, 2003; Sifakis, 2009). These linguistic initiatives concerning the introduction of foreign languages at earlier stages of the curriculum commonly fall under the umbrella term ‘young learners’ (Pinter, 2006).

These various forms of language education and especially the intercultural communicative skill have gained a new strength after the publication of the *Common European Framework of Reference for Languages* (2001), highlighting the cultural and linguistic diversity across Europe, therefore strengthening its social identity, respecting different identities, in an attempt to build an European identity. Additionally, a better knowledge of living languages will contribute to a better understanding among European languages, having an important role in the prevention of negative attitudes such as prejudice and stereotyping (Merisuo-Storm, 2007).

In turn, intercultural communication implies the view that Languages are indissoluble from the Culture, that comprise within historical dimensions interpreted as identity belonging, creating communities. Thus, as declared by Van Lier (2010):

“Any [foreign language classroom utterance] is layered in multiple ways, backward - invoking history and background, forward - looking towards the future, outward - relating to the world, and inward - relating to identity and personal cognition and emotions”.

Therefore languages go through and beyond time as they can be considered to be the expression of Mankind as well as of its diversity, reflecting several ways of facing the

World, of thinking, feeling, dreaming and building it. Added to these, languages carry memories and build futures, as they have an emblematic meaning for each one of us, thus allowing ourselves to access the meaning of our existence as individuals, not only with ourselves but also with the ‘Others’ and the World (Dörnyei & Ushioda, 2009). Thus language learning should have the purpose of intercultural communication. We should reflect however on ‘*what does it mean to communicate*’?

In our own understanding, to communicate means to build spaces where sharing and confronting identities among the ‘self’ and the ‘other’, hence mixing with languages while imprints of socio-cultural belonging, living them ontologically, apart from our definition as selves.

Furthermore language learning represents opportunities of discovering other worlds within the others and within ourselves (Phipps, 2005; Levine & Phipps, 2011). Language learning is here interpreted as a synonym of power, therefore revealing, subverting and creating meanings, endowing individuals with autonomy in the building of their identity simultaneously with the construction of the social reality (Frost, 2008). The enhancement of democratic citizenship implies the awareness of the importance of the linguistic diversity.

Therefore bilingual, plurilingual and foreign language education should be interpreted as educational values, thus contributing for language education in an ecological perspective. These values imply an active tolerance when faced with diverse linguistic realities, interacting with alterity as well as citizenship (Beacco & Byram, 2003).

Nonetheless, there is still the need of thinking on the European dimensions and aims in a smaller scale; in a way they can reach young citizens, at preschool and primary school levels. Within the phenomenon of the ‘global society’, with the decrease in birth rate and the general rise in educational attainment of the population, young parents expect the ‘best’ for their children. Parents believe that to ensure their children’s competitive edge over other individuals in a competition-driven society, embracing the philosophy of ‘survival of the fittest’, children need to learn English at an early age because English is the international language of communication. Using simple language to describe the situation, high English fluency is seen as a powerful competitive advantage (Byram, 2008).

With this changing cultural landscape, the interest in introducing foreign language instruction has increasingly included younger learners. Within this context, English is seen

as a Worldwide Language. Thus the position of English as a world language means there is a more obvious relationship of language learning to the economic purpose of education. Education authorities readily see the importance of investing in the teaching of English for economic benefit, as do learners, and in the case of young learners, their parents.

In fact, before this European policy was launched, several schools in urban areas had taken the initiative of providing their students access to learn a foreign language (English) in first grade of primary school. In addition it has been long now since private schools of languages offer specialised curriculum for young language learners, through a communicative oriented foreign language curriculum. Thus, factors such as the blossoming of these private schools of English, the investment by education authorities in innovative teaching methods such as bilingual education, content and language integrated learning (CLIL) or content based instruction (Coyle, Hood & Marsh, 2010; Coyle, 2011), the introduction of English at earlier stages of education in state schools, are all indicators of the underlying belief that language learning leads to economic benefit.

These educational initiatives, understood as a sociocultural phenomenon, shaped by the external forces of globalisation and socio-political trends (Crystal, 2003; Graddol, 2006) affect and reflect people's identities (Lee & Anderson, 2009), social practices and ideologies. As already stated, these phenomena have been represented/echoed in the Council of Europe's publications regarding language learning at earlier stages of the curriculum (White Paper, 1995; Common European Framework for Languages, 2001; White Paper for Intercultural Dialogue, 2010). In a smaller scale we should question how are the European language policies reaching young language learners at national level, specifically *how can the linguistic and intercultural dimensions be developed in classroom settings?*

1.8 EFL teaching and learning in Portugal

1.8.1. The Portuguese National Curriculum – introducing foreign languages in primary schools

The compulsory Portuguese National Curriculum (ME, 2001), where primary school is included, has been defined as a set of fundamental skills as well as learning experiences for all, instead of the more traditional approaches stating topics and

methodologies for each year. The introduction of foreign languages at this level of education is understood as fostering “awareness to cultural and linguistic diversity” (ME, 2001: 45).

In addition, it is also stated that language awareness should be aimed at “developing a global and integrated communication competency through the use of several other languages – oral, visual, auditory, bodily – and individual competencies at the cognitive, socio-affective and psychomotor” (idem).

It is further recommended that at this ‘beginner’ phase, the following activities are implemented:

Listening and singing rhymes, songs, poems;

Participating in simple dialogues related to children’s daily lives;

Understanding the main events of a story through audio-listening or teacher-storytelling;

Participating in role-play games;

Understanding simple instruction (i.e. classroom instructions);

Understanding/answering to written messages (note, invitation, e-mail);

Understanding the main elements of a poster, an advert, a package.

Moreover, the development of fundamental skills is aimed at developing: a) the identification and imitation of sounds; b) the appreciation of different texts; c) memorization, enhanced through visual, listening and kinesics; d) performing short messages when in communication situations (ME, 2001: 46)

In the specific case of foreign languages, it is stated that the document is targeted at “the emergence of specific skills in the building of a *holistic* competency towards foreign languages.” It is further stated that the introduction of foreign languages at the primary level of education had as goal the increase of citizens’ mobility within Europe which in turn demanded an answer to the needs and expectations of a fast changing and plurilingual society.

Therefore and in terms of foreign languages’ fundamental competencies, the national curriculum for primary state schools identified the following goals:

- ‘Activate cultural, scientific and cultural knowledge in order to understand reality and approach situations and daily routine problems (using linguistic and paralinguistic

resources in verbal interaction, though the reception of oral and written texts, bearing in mind suitable performances to establish communication);

- Appropriate use of different knowledge areas such as cultural, scientific and technological knowledge to express him/herself (resource to images, gestures, body language, sounds);

- Organize, in an integrated scope, the competencies of the native language into the foreign language, aimed at the building of a plurilingual and pluricultural competency;

- Use foreign languages to communicate appropriately in daily life situations and for acquiring information;

- Adopt individual learning methodologies to the proposed objectives;

- Research, select and organize information (...);'

1.8.2. Integrating foreign languages into the primary Portuguese National Curriculum

Added to the specific foreign language goals, it is further suggested that foreign languages activities are planned by establishing links with the compulsory key curriculum subjects such as Social Study, Mathematics, Portuguese or Arts and Crafts. Within these, it is also stated the enhancement of positive attitudes, self-confidence, learning how to learn skills as fostering success (*idem*).

Thus foreign language teachers should build on learners' previous knowledge from Social Study or Mathematics, whereas at the same time allowing access to the language thorough several modalities - listening to and performing a Total Physical Response (TPR) song or performing drama activities. The goal of intercultural communication is then to encourage individuals to consider their differences and to share various cultural meanings.

As in the case of Portugal children have limited contact with the language, a significant distinction worth stressing in the context of our study is between 'second language' (SL) and 'foreign language' (FL).

Foreign language (FL) relates to a language that is not widely used in a particular community, which offers limited opportunities of exposure to it outside the classroom. In turn, second language (SL) points to the prevalent language in a specific environment (Oxford, 1996).

These distinctions are important and inform our understanding of Portuguese children in the process of learning English as a foreign language within the '*Programa de Generalização de Inglês no Ensino Básico*' (English democratization programme in primary schools) (ME, 2005).

1.8.3. The national strategy for languages - the English democratization programme

After providing a brief overview of the European framework for language learning, we will now consider the changes within the Portuguese educational system, according to the Council of Europe recommendations.

Therefore we will make a brief description of the English democratization programme at the primary level of education, highlighting the key features of official documentation, based in national reports on this matter. Although the possibility of introducing foreign languages in primary education has long been advocated (ME, 2001: 39), only in more recent years it has been incorporated in the *Lei de Bases do Sistema Educativo*³, thus being considered one of the objectives of elementary schooling. Until then learning foreign languages was only available for a scarce minority of learners, at high economic costs, in private schools of languages.

The *Lei de Bases do Sistema Educativo* (*Fundamental Law for Educational Systems*), approved by the Portuguese Parliament in 1986, adjusted in 2005, states in its 7th article, point d) the objective of "Entitling children with learning a first foreign language and starting learning a second language" (p. 5126). However, this activity was only compulsory in the 2nd cycle⁴ of Elementary school concerning the first foreign language. Within this framework and as a consequence of the constant changes of a globalised world and citizens' mobility across Europe, the Portuguese National Curriculum demanded for the widening of learning experiences, thus preparing its young citizens to the 'fast-changing world' at the primary level of education. Therefore action was taken towards the reorganization of the Portuguese National Primary Curriculum, where the first proposals of 'curricular enrichment' have been presented.

³ *Lei de Bases do Sistema Educativo* might be translated as 'Fundamental Law of Educational System' (translation from the author).

⁴ 2nd cycle is an educational stage Portuguese children attend to after having finished 1st cycle (four years in compulsory primary school). It is comprised of two years (10-11 years old).

Further in 2001, *Law no 6* established in article 2 that “primary state schools might, depending on the available resources, provide children with the learning of a foreign language, with great emphasis in oracy” (ME, 2001: 260). Therefore within this legal framework, several language projects for English language teaching have emerged, upholding a status of a ‘non-compulsory, curricular enrichment, playful and cultural activity’ (*Idem: ibidem*).

As already stated, in the same academic year, there has been published the ⁵*Currículo Nacional do Ensino Básico: competências essenciais (National Portuguese Curriculum: fundamental skills)*, thus highlighting the learning sequencing, integrated learning within foreign language learning, and at the same time, fostering cultural and linguistic awareness.

However, we might consider being of a conflicting nature the official documentation. If on the one hand, the foreign language is pushed onto a non-compulsory status, on the other hand, foreign language teaching should be integrated with other key curriculum subjects. This opposing nature in terms of recommendations has led to a scenario where some pupils enter into the 2nd cycle of elementary school with valuable foreign language experiences whereas others appear to have had no contact at all with foreign languages.

Added to these, the fact that attending foreign language instruction is a parental choice appears to support a general tendency to fail in recognizing the potential of foreign language learning, which in turn is reflected in learners’ attitudes as well.

In 2005, with the national strategy for languages, known as ‘*Programa de Generalização de Inglês no Ensino Básico*’ (*English democratization programme*) (ME, 2005), introduced a foreign language in the course of primary education. Within the concept of “full-time school”, the teaching of English as a foreign language maintains its status of ‘curricular enrichment activity’, analogous to other areas as Music, Physical Education and Support to Study, thus allowing children new and wide learning experiences. Still in the academic year 2005, the *Despacho n°14753/2005* declared the possibility of state schools providing children with opportunities for learning English in 3rd and 4th grades of primary school, thus following European recommendations. In the Portuguese context this represented a significant change since traditionally the start age to

⁵ ‘*Currículo Nacional do Ensino Básico: competências essenciais*’ was translated by the author as ‘National Portuguese Curriculum: fundamental skills’.

be introduced to foreign languages was 10 years old (2nd cycle of compulsory education). As such, moving foreign language teaching and learning to earlier stages of the national curriculum lead the ME team to label this educational initiative as ‘precocious’. At this stage, the ME team assumed the responsibility for designing the ‘*Orientações Programáticas para o Ensino de Inglês*’ (‘*Programme Orientations for Teaching English*’) (APPI, 2005). This represented an effort to unify the diversity of approaches that had been proliferating across the country. On the other hand, English status still remained with a status of ‘curricular enrichment activity’, which made it increasingly difficult to integrate with other key curriculum areas and also developing broad and specific skills in terms of the foreign language.

Afterwards in 2006, the *Despacho n°12591/2006* introduced a remarkable change, thus forcing primary state schools to offer English, despite its non-compulsory status.

In 2008, a new change was introduced, which consisted in entitling 1st and 2nd grade primary children with access to the foreign language (English). In addition it made children’s parents responsible for the choice of their children attending English sessions. As a consequence, parents were required to sign a consent form at the beginning of each academic year.

Although there have been developed noteworthy efforts to foster foreign language education in primary education curriculum, these appear not having been enough since its status does not allow a common background training for all learners. As such, children progress into the 2nd cycle with different language skills, a process which would be much more beneficial if it were sequential.

Therefore we should here mention the national report carried out by the APPI team report, in charge of monitoring the *English democratization programme*.

1.8.4. Monitoring of the English democratization programme

Alongside with the democratization of English across Portuguese primary state schools, came the first potential problem, the culture of the Portuguese EFL teachers and realities of the state primary classroom context, which was not adequately considered by the ‘*English democratization programme*’ proposal. There appeared to be a considerable gap between current practices of most Portuguese EFL teachers and those proposals

recommended in the generalization framework (APPI, 2007). The report depicted a scenario that suggested urgent changes in terms of foreign language approaches and the need of teacher training opportunities. In this regard we should mention the study developed by Montenegro (2010), concerning the ‘needs of English teachers at the primary level of education’. In her study, through interviews to ‘in-service’ teachers, she was able to document primary English teachers’ lack of training as well as the need of appropriate teacher training opportunities regarding this level of education.

Further the emerging data from the APPI report lead the Ministry of Education team to suggest the need of becoming clear assessment concepts and criteria for assessment tools as well as enhancing reflective processes of their use, namely through teacher training.

Yet and at the same time, it is highlighted the need of learning and relationship building, legitimating and assuming the different roles and status of the different participants within the educational process. Additionally, the setting of routines and work rhythms as well as working conditions that allowed strengthening that cooperation (APPI, 2007: 26). Throughout the document analysis and in line with the participant researcher’s observation into the primary school settings, it was possible to identify the following structural issues described below.

1.8.4.1. Challenges posed by the EFL democratization programme

In the case of the Portuguese primary school educational system, the speed of nationwide implementation of the 2006 foreign language curriculum innovation without piloting, initially presented complex problems across the country, putting considerable tension on the system. The curriculum planners could not anticipate in advance several potential problems and factors that would influence how teachers experience proposed changes in order to formulate strategies for tackling them appropriately.

Another aspect of infrastructure that posed as potential problems was foreign language teaching methodology. In addition, and as it has been reported by Tobutt (2008) in the context of the United Kingdom, across the nation whereas some local authorities provided access to textbooks, as it has been the case of Northeast Portugal (Vila Real, Trás-os-Montes) in the academic year 2007/2008, other institutions relied and still rely on

teachers' knowledge to design, budget and implement materials, as it has occurred in the academic year 2010/2011. As a consequence, this has led to the existence of 'hit and mix approaches' (Tobutt, 2008), which is a 'shame' and is indeed rather inappropriate in terms of ensuring the basic conditions for young learners of English to take enjoyment in the language learning process. In turn, these conditions might endanger this phase of education in terms of not providing the basis for children's future academic success.

Therefore the lack of structured, carefully planned approaches to ensure a foreign language sustainable curriculum, ended up reflected in learners' negative attitudes and demotivation at primary school level (as discussed in Chapter 2). This is in line with the evaluation of the English democratization programme's report carried out by the Ministry of Education team in partnership with APPI (APPI, 2007), where several issues, such as those identified by Tobutt, were found. Further and regarding this diversity of approaches, Tobutt (2008) has suggested one major change in terms of policy and practice:

'And the other way is the 'how', 'how do we teach languages'? And I think that the years have changed maybe and you can certainly see that there is more of an idea that what we do is that we are using language for learning, and using language as a means of communication' (lines 333-336).

In fact, the interviewee is implying the lack of appropriate EFL teacher training, which links itself and makes us questioning: *what is EFL Portuguese primary teachers' background, own culture and official required skills to teach young primary learners?*

1.8.4.2 EFL teachers' identities and their background training

The 2005/2006 *English democratization programme*, with its focus on promoting communicative skills and encouraging active learner participation in the learning process, called for a major shift in the conceptions of Portuguese EFL teachers involved in TEYLs.

The curriculum change rhetoric implied that teachers became aware with classroom practices deriving mainly from the interpretation based culture, a different Western-borrowed educational culture, developed in a totally different cultural milieu. Teachers were also expected to make the professional adjustments to enable stated curriculum objectives to be achieved.

Therefore change was introduced with insufficient consideration of how teachers as key players in the curriculum implementation experience the process, and planners seemed to be unaware of the extent of cultural shift they were requiring teachers to make. Thus, the proposed change seemed ‘revolutionary’ rather than ‘evolutionary’ for the majority of Portuguese teachers whose previous training was tailored to teaching adults, not TEYLs, as reported by the interviewed teachers by Montenegro (2010).

Therefore, the shift from teaching adults to teaching young learners was considered a major shift for teachers who felt rather unprepared to undertake the responsibility of preparing, in a short period of time, to implement EFL *curriculum*. Teachers were expected to adjust their views on the role of a teacher and the learner. For example, most teachers who were previously using a teacher-centred traditional style to teaching English to adults (aged 12-15) were required to adopt a learner-centred approach, as practised in games, songs, and pair and group-work activities to teach English to young learners (aged 9-11). Unlike the EFL pre-service teachers’ awareness that different age levels imply different methodologies, documented in the study carried out by Martins (2008), Portuguese EFL teachers teaching in the Northeast area of the country had no access to local teacher training at a Higher Education level. In addition, they have transferred directly from EFL secondary teaching to primary EFL teaching.

The next unforeseeable problem was related to a shortage of teachers. During the initial years of the curriculum reform, the ME was compelled to resort to a makeshift staffing measure to recruit all available potential teaching staff to meet an urgent need for qualified teachers ready to teach in the expanding EFL primary programmes particularly grades 3 and 4, and afterwards in grades 1 and 2.

In the Portuguese educational system, English Language Teaching is a graduate profession with qualifications acquired mainly through a 4-year pre-service teacher education plus an internship year in a state school with supervision. However, following the introduction of TEYLs, many teachers, also due to absence of job, found themselves teaching in primary schools even though they had not been trained for this level.

At the level of EFL curriculum management, to support teachers’ efforts to implement the EFL curriculum, the ME set up partnerships with local authorities and private schools of languages. Afterwards In-Service Teacher Training (INSET) opportunities were provided by the ME in partnership with the British Council, aimed

primarily at teachers already involved in teaching young learners in state primary schools thus providing special expertise within teaching ‘young learners of English’.

Despite such EFL teacher development facilities, the initial implementation schedule was largely unrealistic in that teacher training was not enough, and implementation timelines were short. As acknowledged by Wedell (2003, p. 447):

“It is clear that where the curriculum changes do represent a significant cultural shift, the embedding of new practices in teachers’ existing professional culture will not be completed solely by the provision of a single brief in-service programme. Nor any changes be embedded without appropriate readjustment to the processes and content of initial language teacher training.”

We should question then, *how can ‘damaging’ effects be prevented in terms of English as a foreign language learning?*

1.8.4.3. EFL teachers as curriculum managers

Bearing the previous in mind and in order not to provide children with a ‘poisoned gift’, caution is needed in terms of *how* to plan the foreign language curriculum to avoid the danger of damaging the natural enthusiasm children bring to the language learning process.

In her study, McLachlan (2009) has questioned if the National British Languages strategy (British Department of Education and Skills (DfES), 2002) was creating the conditions to ensure the long-term success of primary languages. Also how effective was the national strategy likely to be in embedding modern languages into the curriculum? These questions make especially sense in terms of the British context since previous modern languages implementation processes have been considered to be ‘flawed’ (Burstall, 1975).

Taking advantage of the possible ‘flaws’ deriving from previous experiences of foreign/modern languages experiences in the primary curriculum in the British context, is seems timely appropriate to analyse Portuguese primary children’s attitudes towards the current national strategy for languages since its democratization in the academic year 2005/2006, with the underlying view supported by Cameron (2010) that:

“Children bring to language learning their curiosity and eagerness to make sense of the world. They will tackle the most demanding tasks with enthusiasm and willingness. Too often, these early gifts are turned to fear and failure” (Cameron, 2010: 246).

In our study, after the implementation of the action-research plan, there were improvements both from overall foreign language literacy development (in example, better scores in spelling exercises, much more positive attitudes. As phonological awareness has been considered the key background for reading and writing, we would also argue that another academic year was necessary to put children in the spelling development stage they should be (Gentry, 2010).

Further and within the view of preventing foreign language failure, Coyle (2008) has highlighted the value of *rich* foreign language learning environments:

“It’s about not being afraid to make mistakes and understanding that error is a vital part of the learning process and therefore you need to have this built into the process that makes sure that learners understand that errors are good, because it is through the affective dealing with errors that we can learn. So it’s an atmosphere where you want individuals to have the confidence to start of a sentence not knowing how they’re going to finish it so they have the confidence to launch into language that they might not know yet how to use but at least they’ll take those risks.

So, a risk-taking environment. It’s got to be one where scaffolding is very carefully planned for and is developed. And by scaffolded learning I mean take it back to Vigotsky and vigostskyan perspectives and *zones of proximal development* that always been above where the current learning of a person is. So that’s you’re continually pushing the individual learners up the scale, but it is dependent only on the learner, it’s not dependent on anybody else except he learner.

The key for me is one where there’s got to be authentic communication and interaction” (lines 87-93).

As it is reasonable to argue, a timely appropriate reflection of English as foreign language (EFL) implementation in primary state schools is needed, whereas at the same time and paraphrasing Coyle (2008), questioning *how can authentic communication and interaction be fostered?*

As will it be argued in Chapter 2, by resorting to the findings of an implemented action-plan at EFL primary level of education, we believe that multiliteracy and multimodality developments can be fostered by resorting to integrated approaches. However, overall literacy development cannot be appropriately developed if structural issues are to be found in practice.

1.8.4.4. Structural issues

One of the identified structural issues was the scheduling of activities, occurring before or after the regular period devoted to core curriculum subjects, which turns out to be unhelpful in terms of finding children willing to learn, as they naturally felt tired. Additionally, there is also a lack of flexibility in supply teachers' schedules, thus compromising their continuity due to short teaching schedules. Classes' constitution has also been identified as a problematic issue mainly in settings where there are mixed-aged classrooms, especially in rural, low-SES areas where learners from different ages and stages/years have been included together in the same classroom. Therefore the *Associação Portuguesa de Professores de Inglês (APPI)* (*Portuguese Association for the Teaching of English*) has recommended the separation of 3rd and 4th years' learners, thus implying mobilization of human and material resources.

In a more recent report, referring to the academic year 2007-2008, there were still listed the following issues:

- Insecurity in classroom decision making and materials' design;
- Lack of support from the Cooperating Authority;
- Non-existence of cooperation with the Head teacher and/or the Department of Languages;
- Lack of integration of English and other activities in the school and class project.

Moreover and although almost teachers mentioned to be aware of the '*Orientações Programáticas*', such knowledge has not become evident in foreign language teachers' classroom practice. It was observed that:

- Lessons were taught in learners' own language (Portuguese), with little resource to the English language, even in the use of classroom language;
- There was no resource to playful teaching and learning activities as well as no resource to creative activities;

- The methodologies were inappropriate to the learners' grade level as well as to their age level;
- There was an excessive concern in doing traditional tests to evaluate/classify quantitatively, tests which were too formal, based on grammar, which was considered inappropriate.

Nonetheless in the same report (2007-2008) it was mentioned that not only primary English teachers are responsible by these, but also the Cooperating authority by not providing the necessary support when deciding to which school teachers go to, revealing no concern at all with the teachers' training nor foreseeing EFL teaching training opportunities. Added to these, a questionnaire was delivered to primary EFL teachers, where they have identified as constraints to the full implementation of EFL the following:

- EFL extremely large classes, over than 20 learners per class;
- Multigrade classrooms: many EFL classrooms comprise learners from 3rd and 4th grades, considering that 4th year learners' have had English in the previous years, thus becoming difficult classroom management within a 45 minute time span. Added to this, the EFL teacher must work with two different textbooks at the same time;
- Multigrade EFL classrooms comprising 2nd and 3rd year learners;
- Multigrade EFL classrooms comprising 1st, 2nd, 3rd and 4th year learners;
- Several EFL classes with indiscipline issues;
- Lacking time for meetings with head teachers and for moving from one school to another.

Bearing the above in mind, the APPI team provided the following recommendations:

1. The FL (English) should be a part of the compulsory primary curriculum;
2. Primary head teachers should cooperate more with EFL teachers and in the proposed activities;
3. English teachers, whenever possible, should plan the topics accordingly to the primary curriculum themes.

Several implications occur from these recommendations. The first concerns the status of the foreign language in primary school curriculum, which in our view is not helpful in terms of making primary head teachers to cooperate more with EFL teachers. In turn this leads us to consider that if English were to be introduced as a compulsory part of

the primary official curriculum, thus becoming a core subject, better results and attitudes could be obtained.

Another suggestion links itself with the need of cross-curricular planning. In other words, if English as a foreign language is to remain with a non-compulsory status, then it is key that its approach is designed accordingly to primary curriculum themes.

In this regard, we should mention the study developed by Pereira (2010), by proposing a curricular integrated foreign language project at primary school level, thus providing enlightening findings about the introduction of English in primary education. Through her longitudinal study, by following learners over the fourth grade of primary school, the author provided strong evidence of the unique value of early foreign language learning, resorting to integrated pedagogic innovation, within a constructivist perspective.

Nevertheless, at the time of our study these theoretical findings seemed to be still far from practice. Thus it appeared that EFL teachers' awareness of designing appropriate methodologies for young learners could only be fostered through a change in teachers' educational culture, those encompassing teachers' identities (i.e. values, beliefs and attitudes), which in turn are reflected in classroom behaviour (McDougall, 2010).

In this respect, we should also mention the study developed by Montenegro (2010) referring to the needs of teacher training for teachers of English teaching learners at the primary level of education. In her final remarks the author further states that one of the desired areas to be trained identified by teachers was how to design materials for the first and second years of primary school (Montenegro, 2010: 88). Another strong desired area of further training was 'the British culture'.

An implication occurring from this study is that "while the '*Atividades de Enriquecimento Curricular*' (AEC) (*Activities of Curricular Enrichment*) have an important social role in providing a free citizenship training opportunity, we should be cautious in relation to: (a) the quality of the teaching; (b) not transforming it into a regular compulsory school subject; (c) articulation with head teacher as well as with other curriculum areas" (Montenegro, 2010: 91 [our translation]).

The present comparative study, developed at the preschool and primary levels of education, embraced philosophy of languages for all, considering that these were children from low-SES communities. At initial stages there appeared to be considerable negative

attitudinal factors, which were in turn reflected in children's (in)abilities to understand and produce the foreign language.

At international levels, there is a considerable body of programmes and research evidence enhancing children's early literacy skills, with the underlying view that the preschool phase of education is the best period to lay the background for more formal literacies. A hypothesis deriving from the study carried out at the primary school level of education was that if these children had been properly 'introduced', motivated to learn the foreign language through appropriate-age methodologies, better outcomes could have been verified. Therefore and with the overall purpose of comparing both groups, we present the study carried out in preschool phase of education, aiming at observing attitudinal, cognitive and pre-literate foreign language behaviours, with the same underlying philosophy of integrating the foreign language with other key preschool curriculum areas.

1.9 Teaching and learning languages in preschool education

Within early foreign language teaching and learning, research into very young learners has been becoming a growing field of investigation (i.e. Pinter, 2006; Nikolov, 2011). In recent decades, researchers in the field of second language acquisition have shown great interest in foreign, second language learning at earlier stages of the curriculum (Dörnyei, 2009; Nikolov & Djigunovic, 2011). In addition, bilingual and multilingual education has been considered a vital part of young children's literacy skills (Fitzgerald, Amendum & Guthrie, 2008). Within young learners' research, learners below the age of 6 are considered 'very young learners'.

Within this emergent, prominent research area, most of the research carried out in the preschool years is related to children's emergent literacy skills (Clay, 1967; 1991; Teale & Sulzby, 1986). 'Emergent literacy' is a concept which implies that young children have knowledge of print and are aware of print conventions without formal instruction (Pérez, 1997; Puranik & Lonigan, 2011).

Within the umbrella term 'Literacy', reading and writing are considered together since before children learn how to write children need to learn how to read (Shanahan, 2011). Recent reports indicate that many children from Hispanic backgrounds read below basic levels (Amendum et al., 2009). To work against this trend there is a need to engage

young preschool children in positive literacy experiences. In addition, as already stated in the 10th point from the *Action Plan* (2003), work must be carried out in order to prevent failure and de-motivation in later stages of foreign language learning.

As such, early effective instructional practices can build the foundation for solid educational achievements (Cloud et al., 2000). Therefore an important educational aim is to strengthen the literacy skills of young children from Portuguese-speaking backgrounds, namely reading and writing (*Action Plan*, 2003). As young children appear to develop emergent literacy behaviours as they have continuous encounters with print and social interactions around print with adult readers or writers, this initial exploration within native language (L1) print, for example from capturing written symbols from their environment (i.e. cereal boxes, traffic signs) is the background for future literacy development and the basis for educators to build on the transition for more formal literacies.

Moreover, the preschool phase of education has been considered of great importance in terms of children's successful literacy acquisition (e.g., Adams, 1990; Snow, Burns, & Griffin, 1998; Whitehurst & Lonigan, 1998). Further it is also our view that prior to formal literacy and multiliteracy development, developed across primary school, there is a set of skills laid during childhood that are essential in developing capable communicative citizens and creating awareness of the 'global village'. What is more, these skills are not only related to 'emergent literacy' behaviours, but also to emotional literacy, self-regulatory, 'learning how to learn', metacognitive skills, which are fundamental in a rapidly changing world. It is no wonder then that for long now parents wish to ensure their children's linguistic proficiency by entitling them to foreign language approaches in their early years' phase of education. Parental reasons are broad, ranging from parents' 'inability to understand and speak English', to 'providing their sons with the same opportunities as high socioeconomic children'. Other stated reasons include their children's willingness 'to learn how to speak like the British do'.

The educational aims of foreign languages at earlier stages of the curriculum are valuable, including linguistic and cultural reasons, economic, ecological, social, political and cultural integration across nation states combined with the rapid advancement of technology, which have brought transformations that are part of globalisation. These include for example, the dissemination of international approaches (in example, *Reggio Emilia, High Scope*) concerning the early years' phase of education, thus attempting to

equip children with the necessary self-regulatory, ‘learning how to learn’ and literacy skills.

It is noteworthy mentioning once more the proliferation of foreign, bilingual and multilingual education since preschool (Ball, 2010), dual language schools, immersion schools, childhood bilingualism and even trilingualism, all to which, we as a nation, should not remain indifferent. At international levels, besides entitling preschool children with rich linguistic environments, other overall skills’ development programmes enhancing children’s self-regulatory, metacognitive skills, resulting in children’s enriched native literacy development (Whitebread, 2009) are being implemented. Therefore preschool children are being provided with access to several forms of language education, under the premise of a sustainable education policy and as a period in which both emotional and emergent literacy skills are laid, which in turn affect children’s academic success (Puranik & Lonigan, 2011). Although *what have national policies fostered up to the moment in regard the teaching of foreign languages in preschool phase of education?*

1.9.1. The ‘Portuguese Preschool Orientations for Preschool Education’

Preschool education has been considered “the first step of elementary education in the long life learning process” (Lei-Quadro da Educação Pré-Escolar, 1997).

Accordingly to the general preschool curriculum principles, preschool education has as starting point children’s previous *Knowledge*, culture and individual background. Bearing in mind children’s education, targeted at their full integration into the knowledge society as a free, autonomous and solidarity human beings, it is also important to “develop expression and communication through multimodalities such as media, aesthetics and understanding of the world, by creating awareness of other languages and cultures.

In terms of the *Orientações Curriculares para a Educação Pré-escolar* (ME: 1997) (*Portuguese Preschool Curriculum Orientations for Preschool Education*) ‘Literacy’ is understood as a global skill for reading in the sense of interpreting and treating the information, which implies ‘reading’ reality, pictures and understanding what is the purpose of writing, even without knowing how to formally read’ (Clay, 1987; Teale & Sulzby, 1986).

Within the pre-reading years, 3 years old has been settled as the age where children ‘are able to distinguish writing from drawing, and afterwards they become aware that a number of the same letters does not make a word, making their first attempts to copy written texts’ (Ministry of Education, 1997). This is in line with the view promoted by Puranik & Lonigan (2011):

“Children as young as 3 years possess knowledge regarding universal and language-specific writing features. Preschoolers appear to progress along a continuum from scribbling to conventional spelling.”

This transition is dependent on the tasks and foreign language environment provided to children. Therefore and as it has been argued by Putman and Walker (2010):

“Programmes that incorporate the techniques, approaches and multiple forms of literacy often found in informal learning environments allow children to experience content learning in an engaging and transformative manner. With support, modelling and scaffolding, children have opportunities to engage in meaningful literacy activities”.

Within this perspective and as it will be argued in Chapter 3, language play is the most powerful trigger to engage children in meaningful foreign language interaction, since it is such a universal human engaging activity (Cook, 2000). In turn this links with emotional literacy and with emergent foreign language literacy development (Chapter 4).

Therefore and within this phase of education, although some measures regarding literacy development have been implemented (ME, Plano Nacional de Leitura, 2010; Metas de aprendizagem, 2010) the country is still lagging behind his European counterparts in terms of native and foreign language programmes’ literacy and especially foreign language literacy development. Although native language literacy development falls out of the scope of the present study, it is understood by us as the basic set of background skills to proceed and succeed in foreign language learning.

Despite the fact that the Portuguese national strategy for languages has fostered the introduction of EFL in the primary classroom, thus following European trends, it might be argued that the same does not apply to the preschool years. This is in contrast to the foreseen documented possibility in *Orientações Curriculares para a Educação Pré-*

escolar (ME: 1997) (*Preschool Orientations for Preschool Education*) of introducing a foreign language.

Within the area of *Knowledge of the World*, it has been foreseen “the possibility of creating awareness to one foreign language”. Therefore we started by considering preschool key curriculum areas of learning bearing in mind that the previous own language literacy development can be the facilitating and structuring element for new learning to occur. In addition, mother tongue acquisition has been considered to be “the most significant life event in our childhood”.

Another dimension highlighted dimension is playful learning. “Play when associated with language games provokes an interaction among thought, language and action” (Silva & Sá, 2004: 37; Wood & Hall, 2011), in that the proposed activities should be “oriented towards attitudes and language skills, such as fostering curiosity for words, the ability to articulate thought and oral language and a greater understanding of the meaning of the words that comprise the language. Therefore the learning process, the networks and the ways children find to achieve the learning goals assume greater importance. By enhancing content learning, implicitly the development of knowledge in action, skills, the learner might mobilize knowledge in an interdisciplinary form so that several areas of learning might cross and interact in the intellectual development of new learning. This view is in line with the holistic view of learning, where intellectual knowledge is seen as a whole, to which the different areas of learning contribute (Vygotsky, 1978; Moreira, 1997). Within this holistic view of learning, we will now draw the aims of the study.

1.10. Aims of the study

1.10.1 Primary Education

Having been developed in a continuum with the preschool phase of education, the study carried out at the primary level of education was aimed at establishing a comparison with the preschool group, from attitudinal and overall foreign language literacy development. With this aim in mind and despite the international growing interest in ‘young language learners’, we should mention that there are few studies investigating primary children’s attitudes and overall foreign language literacy development, since generally they fall under the umbrellas of the ‘critical period hypothesis’ and do not go further than ‘the-younger-the-better’.

In regard to the specific case of Portugal and considering the previously mentioned 4Cs rationale, within the Portuguese National curriculum for primary education, as the national strategy foreign language has been implemented in a non-compulsory basis, we should first consider that in cases where children have limited contact with the target language, as it is the case of Portugal, English as a foreign language (EFL) instruction and classroom interactional competence might be achieved by restoring to the use of language play and children’s literature, as they provide opportunities for children to engage in meaningful interactions, thus reassuring children of their own ability to learn.

Therefore by providing children with informal learning environments, we believe to be developing children’s competencies or broad literacy skills, since we are creating educational ecological contexts where children are learning foreign language content and at the same time establishing connections with key primary curriculum subjects and themes. Yet and at the same time, learners are being encouraged to communicate through the foreign language as narration and interactive storybooks own the potential of naturally engaging children.

Another strand is related to how the foreign culture reaches learners, or *how* the foreign language worlds are being accessed.

Thus it is considered that children’s attitudes and overall foreign language literacy development assume a greater importance in the context of a globalised world, where learning languages and language understanding are crucial requisites for citizens’ literacy skills and mobility. As such the understanding of other Peoples and Cultures through other

language rather the citizens' native language provides human beings with the ability to understand foreign-speaking others, thus enhancing a deeper understanding of the Other's Language and Culture.

Another strand of the study is much related with the EFL teachers' own identity and culture, namely 'how to teach' and 'how to learn' foreign languages at earlier stages of the curriculum, thus providing insights about the effects regarding the of application integrated foreign language approaches, thus resonating principles from Content for Language and Integrated Learning (CLIL), currently widely disseminated in European countries. There are two underlying principles in this study. First the study was designed and developed by the author within an integrated, whole language learning, holistic approach, as so to enhance meaningful learning.

Second, the implemented approach, because linked with primary key curriculum themes, another principle is that foreign/second language learning is not harmful to native language literacy development. On the contrary, the literature suggests that the stronger the native literacy skills are the most likely to be successful the learner is in the foreign language, thus implying cross-linguistic transfer (see Chapter 4).

Therefore the **aims** of the study carried out at the primary level of education are as follows:

- 1- Identify Portuguese primary children's attitudes and overall foreign language literacy development in relation to the implementation of the *Programa de Genralização de Inglês no Ensino Básico (English democratization programme)*;
- 2- Implement an action-research project based in children's literature, thus resorting to a overall strategy of 'language play';
- 3- Analyze primary children's attitudes during and after the intervention;
- 4- To trace overall foreign language literacy development after the 'reading' intervention.
- 5- To reflect on EFL primary teachers' culture.

Following the preliminary findings from the data collected at primary school level, and bearing in mind the previous researcher experience immersed in the target culture (UK), we designed an integrated, play-based EFL approach simultaneously implemented in a

preschool setting, aiming at comparing both groups from attitudinal and foreign language literacy development points of view.

1.10.2. Preschool Education

Bearing in mind preliminary findings of the data collected in one preschool two primary state schools, plus the researcher's previous two years' experience in a private school of language, thus having worked with children aged 3-9 years old, and a traineeship carried in the United Kingdom (2008), the first part of the thesis concerns the findings obtained at the primary level of education. In turn, the second part of the thesis reports on the design and application of an EFL pedagogic integrated approach in a preschool setting. By following a group of preschool children within the course of an academic year, children's unique foreign language attitudes and emergent foreign language skills were monitored, documented and analysed.

With an understanding of the preschool phase of education as background state for more formal literacies, we do believe to be building crucial background knowledge in preparing children for their successful foreign language literacy development, whereas at the same time preventing reading failure.

We should question however *'what features should be a part of a supportive pedagogic foreign language environment in this phase of education?'* As such preschool children are considered to be 'pre-readers' or 'emergent readers' as the official start age in Portugal for formal literacy instruction is 6 years old. We are therefore interested in this period in children's life in terms of foreign language literacy development, specifically *'what would be the effects exposing children to an integrated EFL approach?'*

Therefore the **aims** of the study developed in preschool are:

- 1- To describe children's attitudes towards an integrated EFL approach, researcher-designed;
- 2- To analyze the effects of the introduction of specific pedagogic procedures (an EFL integrated approach);

- 3- To perform a comparative analysis with the primary group from attitudinal and overall foreign language literacy developments points of view.
- 4- To reflect on EFL preschool teachers' training.

It should be stated that accordingly to the *Orientações Curriculares para a Educação Pré-escolar (Preschool Orientations for Preschool Education)*, within this phase of education the development of the child is understood as a whole, thus respecting each child's identity, culture and the culture of the institution (ME, 1997: 23). Indeed, this supports the view that the introduction of foreign languages in preschool is only possible through the design of integrated approaches.

On the whole, bearing in mind the growing international body of research into young and very young language learners, added to the fact the EFL democratization programme presents some issues to be tackled as soon as possible, in the first part of the thesis we will start by providing an overview of the implementation of the national strategy for foreign languages at primary school level, performing an analysis of EFL learners and teachers' own culture, and then by reporting on the effects of an action-plan (Chapter 2), targeted at developing overall foreign language skills.

Afterwards, and with the overall purpose of comparing both groups we will present de emergent findings from the study developed in preschool, also considering recent theories that inform foreign and bilingual literacy development, thus investigating the effects of an EFL integrated approach among a group of preschool children.

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**CHAPTER 2. THE EDUCATIONAL AIMS OF PRIMARY EFL
TEACHING: AN INVESTIGATION INTO (DE)MOTIVATION AND
INTERCULTURAL UNDERSTANDING**

Abstract

This study focussed on the characteristics of an intervention reading programme within EFL teaching through the use of children's literature in order to foster background foreign language literacy skills and motivation. The longitudinal study was carried out within the action-research paradigm, where the teacher, syllabus designer and researcher were the main author, and the research was prompted by EFL classroom needs. The implemented programme was analysed in relation to: (a) teacher's preferred interaction style; (b) degree of learner active response, measured through the 'Leuven involvement scale'; and (c) instructional material (indicated by the extent of use of storybooks and worksheets). The programme involved interaction, language games and creative activities. The reading programme used 3 storybooks for focussing on language and exploring major concepts explored in these books, linking it with primary key curriculum themes. Two groups of children ($n=32$) from a low-SES area were involved for the period of an academic year in Northeast Portugal.

Findings brought to light a qualitative change from motivational and attitudinal points of view after the implementation of the EFL reading programme. Discussion focuses on primary EFL attitudes while progressively building an implicit intercultural awareness within children's first and foreign language identities.

Keywords: Primary EFL, attitudes, involvement, motivation, identity, culture, EFL intervention reading programme, cross-curricular approach.

2.1. Introduction

There is a general consensus that background literacy skills built during children's early years hold a key role in literacy outcomes across primary grades (Teale & Sulzby, 1986; Shatil, Share, & Levin, 2000; Scarborough, 2002; Whitehurst & Lonigan, 2002; Fitzgerald et al., 2008) and even to higher education (Cunningham & Stanovich, 1997). Within those background skills, it has been emphasized the role of phonological awareness, letter knowledge, and linguistic knowledge in preschool as chief predictors of decoding accuracy, reading fluency, and reading comprehension at the beginning of formal school schooling (Bowey, 1995; Näslund & Schneider, 1996; Chaney, 1998; Catts, Fey, Zhang, & Tomblin, 2001; Ehri, Nunes, Willows, Yaghoub-Zadeh, & Shanahan, 2001; Siegel, 2003). In their study, De-Abreu & Cardoso-Martins (1998) found that Portuguese preschool children who knew the names of letters could easily learn the letter-sound relations in words. In a further study Share (2004) presented similar findings regarding Israeli preschoolers. Therefore if priory developed skills had been built, it would be more likely that these would help children becoming active in literacy and developing efficient reading habits.

It remains however unclear what the L1 literacy background for English as foreign language (EFL) learners from low-SES settings is, when they have not attended preschool, which in turn might influence first and foreign language literacy development. As a consequence their native language reading and literacy engagement is likely to be low. Resorting to the theoretical framework of the *Common Underlying Proficiency* (CUP) hypothesis developed by Jim Cummins (1990), we do assume in this chapter that the lack of L1 background skills might negatively influence learning in the foreign language, in similar ways to cross-language transfer in second language acquisition (SLA) (Gottardo & Mueller, 2009). Previous studies have established strong links among mother tongue, foreign language literacy development and poverty, thus taking into consideration that children from low-socioeconomic backgrounds are immersed into a major environmental factor that exerts a profound adverse effect on many aspects of development in ways that are not yet completely understood (Starfield, 1992; Korat, 2005;). As a result children from low-SES communities generally attain a lower level of literacy than their peers from middle or high-SES communities.

For instance, research in Israel has provided evidence that young children from lower SES communities lag behind their counterparts on emergent literacy measures such as recognition of environmental print, phonological awareness, letter naming, word writing, word recognition, and orientation to print (Shatil, Share & Levin, 2000; Aram & Levin, 2001; Aram & Levin, 2002). Researchers in other countries have reported similar findings regarding children who come from low-SES families during the last three decades (i.e., Wells, 1985; McCormick & Mason, 1986; Dickinson & Snow, 1987;; Bowey, 1995; Snow, Burns, & Griffin, 1998; Ziegler, 2000; Clements, Reynolds, & Hickey, 2004). The emergence of this link (poverty and low literacy skills) in various societies and across decades suggests multiple causes that appear difficult to counteract. For that reason the field of early education has struggled to demonstrate conclusively the efficacy of early interventions as a means to combat the damaging effects of poverty on young children. Still in regard the negative outcomes associated with early foreign, second language reading failure, research has suggested that children must learn to read in their early school years. As a consequence, the American National Research Council (1998) suggested “reducing the number of children who enter school with inadequate literacy-related knowledge and skills is an important primary step toward preventing reading difficulties” (p. 5).

Yet, minimal understanding exists concerning how classrooms and primary teachers can develop and support positive attitudes’ development, as well as foreign language literacy development (Dickinson, 2002). Further it has been argued that the quality of the foreign language in primary grades classroom reading instruction is the ‘single best weapon against reading failure’ (Snow, Burns & Griffin, 1998). This is an argument we consider to be equally valid to the case of primary FL (English) reading. However, and as attested by some studies at national level (i.e. Pereira, 2010; Montenegro, 2010), quality teaching at EFL primary instruction is something we should reflect upon. In other words, *how to plan the foreign language curriculum? What variables should the teacher bear in mind when planning a foreign language lesson?*

2.2. Motivation

Research within reading development has shown that both motivational (Chapman & Tunmer, 1995; Guthrie, Wigfield, Metsala, & Cox, 1999; Guthrie et al., 2006) and cognitive variables (e.g., Harris, 2007) predict foreign language reading comprehension and other achievement outcomes.

In addition, it has also been discussed how motivational and cognitive processes *interact*, and how each affects achievement outcomes (Pintrich, 2003; Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006). In particular, such research has focused on *how* motivation provides an activating, energizing role for cognitive processes, which in turn can impact achievement (Wigfield et al., 2006). For example, Wigfield et al. reviewed work showing that motivational variables such as self-efficacy and intrinsic motivation predict students' achievement in different areas such as reading ability, mathematics, language arts, sports, and occupational choice. However we are here concerned with learners that did not own intrinsic variables 'a priori', thus the dimensions of reading motivation need to be considered.

2.2.1. Dimensions of reading motivation

Motivation in specific domains such as reading has been considered to be multidimensional phenomena, with both internal and external motivational variables (Ryan & Deci, 2000). In this study, we focused on the motivational variables related to EFL reading instruction and argue they constitute a construct called *external motivation for reading*, which in turn will lead to internal motivation, through monitoring and fostering children's involvement in EFL sessions. We focus on external motivation first, rather than internal, because participants in the study were initially de-motivated and showed no perseverance or sustained effort in their activities. Therefore we suggest several reasons for the importance of EFL reading instruction for primary children's reading engagement and attitudinal change.

First, EFL reading lessons provide a social context in which teachers and learners meet and closely interact through the foreign language. Social interactions hypothetically play a key role in helping learners to develop a wide array of complex cognitive abilities

required for foreign language reading (Vygotsky, 1978; Rogoff, 1990). Therefore *teacher telling* an authentic story is a form of EFL explicit instruction in a social setting, the foreign language reading lesson.

Second, through reading the EFL teacher can coach and scaffold children's learning, locating children's current understanding, therefore adjusting the level of teacher support in response to children's development (Vygotsky, 1978). In addition, the higher efficacy of teachers has been associated to strategies such as coaching, thus providing more explanation and modelling during EFL reading instruction (i.e. kinesics) (Lyons, 1996). It is also possible that small group instruction, especially in multigrade classrooms, may be more effective than whole group instruction for EFL learners' reading engagement. An effective EFL reading teacher can differentiate her instruction to meet the needs of individual learners, matching instruction to the learners' levels better and responding to their reading more effectively (Vygostky, 1978). At the same time, there is support that teachers considered to be effective use a combination of reading instruction grouping practices - whole class, small group, and individualized instruction (Morrow et al., 1999; Pressley et al., 2001).

Third, developmental theory and previous research on reading prior to the formal school years reinforce the fundamental significance of word and letter-level understandings in first and second grades (Chall, 1996; Clay, 2001). However, beginning foreign language readers, especially from low SES, who, most likely have not attended preschool and thus lack those background skills, need reinforced and interactive regular EFL comprehension instruction (Walpole, Justice, & Invernizzi, 2004).

Fourth, the type of learners' responses teachers elicit during EFL reading lesson instruction might be related to learners' reading engagement. Learners' responses might be divided in two strands: 1) active, such as speaking or writing, and 2) passive, such as listening. In theory, active responses during EFL reading might allow for increased learner engagement and might increase learner motivation to participate (Taylor et al., 2003), potentially resulting in higher *involvement* levels (Laevers, 1994). On the other hand, passive learner response might suggest lack of motivation to participate, which in turn is associated with lower *involvement* levels. In two prior studies, EFL teachers who elicited active learner responses tended to have learners who were more fluent in reading (Taylor et al., 2002) or whose fluency improved over time (Taylor et al., 2003).

Fifth, teachers' selection of EFL instructional materials for reading lessons might also influence learners' reading involvement. A vast selection of EFL reading lesson instructional materials exists for teachers to use, ranging from commercially prepared worksheets or textbooks focused on isolated skills, to classroom text sets, to instructional software. Additionally, EFL teachers might choose to use more authentic texts, such as authentic storybooks (Duke, Purcell-Gates, Hall, & Tower, 2006/2007). Further research has suggested that using authentic reading materials can increase learners' comprehension abilities if learners engage with them in ways that go beyond learning a specific skill (Purcell-Gates, Duke, & Martineau, 2007). In addition, teacher's efficacy has also been associated to the use of a combination of authentic storybooks and occasionally self-prepared worksheets (Wharton-McDonald et al., 1998; Morrow et al., 1999).

Although EFL reading development has been considered to be key in children's future success in school, little research has provided insight into the relationship among EFL reading instructional characteristics and its effects in EFL Portuguese primary children. Previous studies have categorized reading teacher's behaviour as "tellers" or "coachers", depending of the amount devoted to each (Taylor et al., 2000). In the present study it was considered that a combination of both could be more effective, thus enhancing overall children's reading engagement, motivation and overall literacy development.

2.2.2. The EFL classroom: storybook reading and cartoon-like materials

Educational planners, policy makers and researchers have developed numerous programmes to induce teachers of young children, especially from low-SES, to enhance early literacy, mainly through storybook reading. In addition, researchers frequently link experience with shared reading to children's language development (Robbins & Ehri, 1994; McNeill & Fowler, 1999; Zevenbergen & Whitehurst, 2003). In line with these findings, and as attested by the *International Reading Association and the National Association for the Education of Young Children*:

"The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children" (1998: 198).

Within the same perspective, it has been argued by Neuman & Dickenson (2001) that:

“There are many contributions from storybook reading to young children’s literacy development: through storybook reading children acquire general knowledge, learn from the stories to think beyond the immediate, and learn about written languages’ rhythms and conventions”.

Within fostering overall foreign language literacy development through EFL reading instruction, enhancing children’s positive attitudes might also be achieved through cartoon-like materials containing contrastive analysis: for example, if children are learning about an English breakfast, which is different from a daily Portuguese one, intercultural awareness arises; children do question why and accept very naturally that peoples from different cultures have different eating habits (Arikan & Taraf, 2010). For example, a typical Portuguese breakfast includes milk and bread with cheese or butter, whereas a typical British breakfast is more likely to include bacon, sausages, scrambled eggs and beans (Figure 2.1).

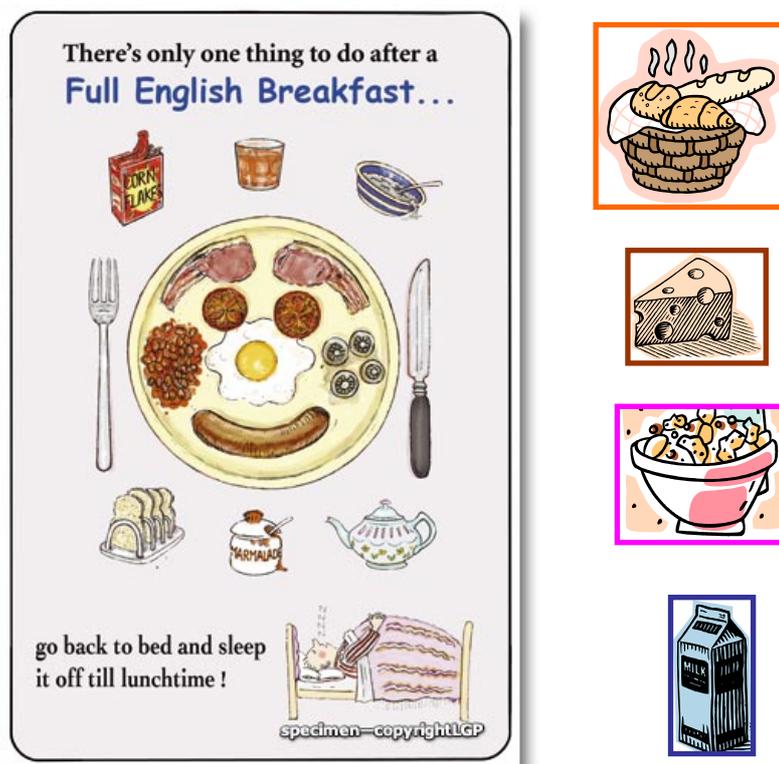


Figure 2.1 - Preventing stereotypes through primary cross-curriculum themes: Social Study – typical English breakfast and Portuguese breakfast.

These cultural differences (representatives of a *Culture*) are those which children more easily recall (*Cognition*) due to the strong cultural contrasts. Alternatively an authentic storybook might be another way of providing children access to foreign-speaking worlds (i.e. vocabulary and grammar), as the language embedded is the target language (*Communication*), thus putting in practice the *4Cs curriculum*. Therefore to teach children these cultural contrasts in their early primary school years is to create within them naturalness in accepting different cultures where different languages are spoken while preserving their own identities. Further and as storybooks allow working themes from preschool and primary key curriculum themes, they also allow the design of cross-curricular materials, which echoes principles from Content for Language and Integrated Learning (CLIL) methodology for young learners (Vee, 2008; Coyle & Hood, 2010).

In terms of motivating young EFL learners, added to the studies conducted by Gardner and his colleagues, the research carried out by Nikolov (1999) is of significance. In her research with young learners, the author presented a longitudinal study entitled *Why do you learn English? Because the teacher is short*. The findings point to the long term positive effects of specific pedagogic procedures. Participants were followed over an eight year length through a Government Project in Hungary, between the ages of 6 and 14, where the teacher, syllabus designer and researcher were the same for that period. Among the main conclusions, children aged 6-7 years old gave as main reasons to learn English classroom related reasons, teacher related reasons, family related, external and utilitarian reasons. In addition the younger learners linked English learning to their enjoyment in sharing their learning with their families (even trying to teach them), which actually is an emergent finding from the present study through lesson transcription, informal talks with parents, educators and observation in playground.

Further the study with Hungarian children learning English demonstrated that even with the increase of age, learners who have had an early start, around puberty, where learners tend to become more critical, English was still being listed as one of their favourite school subjects. In sharing their foreign language learning, taking their experiences from the foreign language classroom into the privacy of their homes, children were indeed establishing communication through the foreign language. Another reported effect was that when learners were asked why they thought they were learning English,

they replied ‘because I am teaching my mother/sister/brother or because my brother/sister/cousin also learns English’.

In addition, one of the key reasons pointed by learners was related to the classroom environment, specific pedagogic procedures. Most children signalled within the lessons the value of language play through expressions such as ‘because we just play’, ‘because it is so good [fun], ‘we only play and listen to stories’. In turn creative foreign language use, nursery rhymes, storybooks, general language games have been associated to successful foreign language learning (Crystal, 1998; Cook, 2000; Wood & Rogers, 2005; Wood, Broadhead & Howard, 2010).

2.2.3. Previous research in language attitudes and EFL motivation

As previously mentioned, there are close links among children’s EFL reading motivation and positive foreign language speaker attitudes (Nikolov, 1999). As such we have resorted to an interview with an expert on the field of motivation and second language learning. Therefore Dörnyei (2008) has provided the following definition of motivation:

“Motivation is related to acquisition and learning and individual learner differences. The main link among language learning and motivation is that language learning is a sustained learning process. Like playing an instrument or playing basketball, there’s got to be commitment. *You can lead a horse to water but you cannot make it drink.*” [emphasis added].

This motivation definition is in line with the previous research conducted by Gardner & Lambert (1972) and Gardner and his colleagues (Gardner, 1979; Gardner & Smythe, 1981), demonstrating that early foreign language learning holds an important role in fostering positive attitudes, enhancing positive attitudes towards language learning and the peoples related to that language. Moreover, these studies have focused on learners’ social attitudes, values, and the motivation of learners in relation to other learner factors and the learning outcome. Mainly derived from post-war studies on prejudice and social attitudes to ethnic, religious and language groups, these analyses have been applied to the attitudes

and motivations of English-speaking high school students learning French as a second language in anglophone settings in Canada.

Further prominent studies on attitudes to the language learning of children in primary schools include those carried by the research team of the *National Foundation for Educational Research* in the United Kingdom under the direction of Burstall (Burstall, 1975; Burstall, Jamieson, Cohen & Hargreaves, 1975). The main attitudes and motives investigated in both groups were similar regarding: a) attitudes towards the community and people who speak the target language, or ‘group specific attitudes’; b) attitudes towards learning the language concerned; c) attitudes towards languages and language learning in general.

2.2.4. Language policies as developing children’s intercultural understanding

Currently the scope of language education in Europe includes all children within European education systems from as early an age as possible. This aim has been defined on the political agenda as an important life-skill for future citizens in our globalised societies (White Paper, 1995; Common European Framework of Reference for Languages, 2001; Action Plan 2004-2006; White Paper for Intercultural Dialogue, 2010). Existing methodologies encourage not only learning about a wide range of socio-cultural communities, but also the development of intercultural skills and attitudes to support interaction and participation in globalised social environments. These developments require looking into the *how, how content informs language education?* (Byram & Carol, 1994; Kramsch, 2004).

However, little attention is generally given to what worlds are being accessed implicitly through the language children are learning. A phenomenon happening in many countries is that when learners reach their teenage years, they start to dislike their learning in foreign languages, increasing their resistance in learning it (Pemberton, 2008). At the same time, they start resisting the culture that comes along the language as well as its people. “Stereotypes are tenacious and do not disappear simply as a consequence of exposure to attractive images in the process of language learning” (Moreira, 2004; Talero, 2004). Thus starting to learn foreign languages in early primary school years, through age-appropriate EFL approaches, might present the potential of since an early age children

becoming aware that they are not alone in their small country and that across the world many other languages are spoken. Therefore, as Coyle argues:

‘But I do think that the sooner the children understand that words are only representations of the world and that they aren’t a fixed entertain, the better it is. And I think the children who have bilingual experiences understand that much sooner than monolingual children. And therefore I think there’s a kind of entitlement for monolingual children as well to have this understanding about what words are and how they operate in different languages and what communication means’ (Coyle, 2008).

Besides diminishing children’s egocentric view of the world, EFL learning raises awareness that learning languages is necessary, as well as raising intercultural awareness, thus preventing stereotypes. In the context of the UK (England), the educational policy launched in Spring 2007, was aimed at the introduction of the learning of primary modern and foreign languages (PMFL) to all children aged 7-11 years old by the year 2010 (DfES, 2002; Woodgate-Jones, 2009). This political action was understood as having the potential of preventing negative attitudes, as supported by a primary modern and foreign language teacher (Tobutt, 2008), teaching French in the UK, when questioned by a learner:

(Learner): “well, why do we have to learn another language if everybody in the world speaks English?”

2.2.5. English as an intercultural language

The above learner’s comment leads us to consider that, within foreign language learning, there is the issue of English as a hegemonic language, associated to the people’s cultural identity, which is in our own view of primary importance, as is the expediency of the target variety in communicative terms. Therefore English Language Teaching (ELT), in order to be an *agent* in the promotion of linguistic human rights, needs not only a lingua-franca vision of standard English but also a cultural studies platform which promote the development of non-native speaker identities (Canagarajah, 2003; Modiano, 2005; Rajagopalan, 2005). It should therefore be taught within an intercultural view. Further we

should here highlight the previously mentioned question of ‘what worlds are being accessed implicitly through the foreign language/syllabus/ materials provided to children?’

The existing available studies report that when primary school children were questioned about the purpose of learning a foreign language (English), they often mentioned utilitarian reasons, linked to the need of travelling and communicating with the speakers of the target language (Nikolov, 1999; Barbosa, 2004). In turn, this suggests that an intercultural awareness was built within learners, establishing a positive bond among their own identity (*the self*) and the foreign language identity. These findings resonate the *L2 self construct* proposed by Dörnyei (2005), which was positively embedded in children’s personalities. This awareness of the foreign language speaking other is key in terms of preventing stereotypes in relation to other languages and cultures (Byram, 1994; Byram 2005; Alred, Byram & Fleming, 2006).

2.2.6. Instrumental and integrative motivation

The previously mentioned supports the metaphor used by Dörnyei (2008) that ‘you can lead a horse to water, but you cannot make it drink’. In our own view, the author is implying intrinsic and integrative motivation. As already stated, these two dimensions, especially *integrative* motivation, a part of the construct of self-determination theory (Deci & Ryan, 2000), have been found to be a predictor of success in language learning and when coupled with *intrinsic* motivation, because a *momentum* is created that sits positively with a subject that grows organically and in a manner that constantly makes fresh links. Further and as declared by Dörnyei (2008), ‘motivation is related to everything that influences human behaviour’. In addition, the attitudes towards foreign language speakers have been found to be significant in predicting success in the learning or acquisition process, over and above individual traits such as aptitude, IQ, exposure to the language in a variety of linguistic contexts (i.e., Gardner & Lambert, 1972; Yashima, Zenuk-Nishide & Shimizu, 2004).

Studies also reveal there are extrinsic factors that influence motivation, such as parental attitudes (i.e. encouragement, involvement) and specific foreign language pedagogic procedures (Gardner, 1985; Nikolov, 1999). Additional findings show that children’s attitudes toward target languages are influenced by factors such as the role of the

language in the international arena, its socio-cultural significance, stereotypes about the target language speakers, the level of institutional support for the teaching of the language, and its instrumental and functional importance for the learner (Schumann, 1978; Ben-Rafael & Brosh, 1991; Pavlenko, 2003, 2005, 2006; Donitsa-Schmidt, Inbar, & Shohamy, 2004).

As previously stated, the conceptualization of motivation generally refers to two types of motivation: *integrative* and *instrumental*. *Integrative* motivation is described as a positive orientation toward the target language (TL) group and a desire to interact with members of that community, whereas *instrumental* motivation concerns the pragmatic gains of learning the target language, such as academic achievement. In the view proposed by Dörnyei (1990), *integrative* motivation is less relevant in a foreign language context because foreign language learners tend to have very little contact with the target language group and may therefore feel less need to integrate.

In turn Csizér & Dörnyei (2005), writing about the European context, redefined *integrativeness* as ‘ideal L2 self’ (linked with the learners’ hopes, aspirations, desires), and also highlighting the importance of *instrumental* motivation (Hood, 2006). As early foreign/second language learning contexts centre largely on speaking and listening (*instrumental* motivation), supportive oral contexts allow pupils to receive positive feedback about their oral participation. Thus, foreign/second language learning can contribute to aspects of the listening and speaking curriculum that concern those two linguistic skills, but it can, through such work, also promote social skills and collaborative learning (*integrative* motivation).

In support of enhancing young citizen’s *integrativeness*, the Council of Europe framework for languages argues that early foreign language learning offers a rich opportunity for the development of some aspects of citizenship and intercultural understanding (White Paper, 1995; Common European Framework, 2001; Byram, 2002; Byram & Feng, 2005).

Previously, within his research, Gardner had been able to establish a distinction among *instrumental* motives: ‘I am studying French because I think it will be useful someday in getting a job’, and *integrative* motives: ‘I am studying French because I think it will better help me to understand French people and their way of life.’ It should be highlighted that in such different linguistic environments both research studies share in

common the fact that they both recognize that there is a positive association between measured learning outcomes in relation to the foreign/target group and the language. In Gardner's perspective, an *integrative* motivation was needed for successful language learning, despite the fact that in some settings successful learning was linked to *instrumental* orientation. Moreover Gardner developed a model where the social context is assumed to determine learner's attitudes. Therefore if the sociolinguistic status of a group is lower than that of the foreign/target language group (in example, when the target language is dominant) *instrumental* motivation is likely to be strongly in evidence because acquisition of the target language is likely to be a prerequisite for economic advancement (Gardner, 1972; Sifakis, 2009). In turn Burstall et al. (1975) provided the scientific community with similar findings in what concerns attitudes, reaching the conclusion that successful early foreign language learning experiences lay the background for future successful academic success but also for more positive attitudes.

2.3. The case of Portugal

In today's global world it is important that children are entitled to efficient foreign language-teaching from a very early age, but through carefully planned approaches, with resort to storybooks and story-based lessons in their foreign language teaching methodologies. In Portugal at present, whilst the need for good communicative skills in English, both in the workplace and in leisure time, is widely endorsed, the country is lacking proper and sustainable foreign language educational policies and practices in primary education.

The current contribution of foreign language teaching in state primary schools to national education in Portugal began with the educational reform of establishing the starting age of compulsory education at six years old (Ministry of Education, 2012). Added to this, in December 2006 the *Direção Geral de Inovação e Desenvolvimento Curricular (General Board of Innovation and Curricular Management)*, published a new strategy for languages, outlining the Government's strategy for foreign languages, thus lowering the age to be introduced to English as a foreign language (EFL) to 6 years old in primary state schools in a non-compulsory basis (ME, 2006). One of its key ambitions is to provide all

primary school-aged children entitlement to study a foreign language (English) throughout primary school (6-9 years old).

Since the publication of this strategy, one of the emerging questions is *what* exactly should be taught in the foreign language primary curriculum. In the past and still at present this has been a problematic area, and divergence in schools and initial teacher training institutions has been found (Hunt et al., 2005). The educational aims of introducing EFL in primary state schools are multiple, and although some non-statutory guidance has been available (see, for example the joint publication provided by the Ministry of Education team and APPI, *Orientações Programáticas para o Ensino de Inglês no 1.º Ciclo (Curriculum Orientations for Teaching English in Primary Schools)* (ME, 2006), there has been no consensus on the exact content of primary EFL (PEFL) curriculum. As a consequence, a variety of approaches have been implemented in primary state schools nationwide: some focus on linguistic competence (language acquisition programmes and, to a lesser extent, sensitisation programmes) but others (for example, language awareness programmes) maintain that cultural enrichment and general language awareness programmes are more appropriate (Driscoll, 1999). As Jonhstone (1999) has demonstrated in relation to primary modern foreign languages in the UK, the content of what is taught will depend on the approach adopted: ‘awareness’, ‘encounter’, ‘subject teaching’, ‘embedding’ and ‘immersion’. This has been a view reinforced by Sharpe (2001), highlighting the lack of consensus over the aims and objectives of PMFL teaching, particularly over whether its main purpose should be the development of linguistic skills or intercultural understanding (IU).

The *Direção Geral de Inovação e Desenvolvimento Curricular (General Board of Innovation and Curricular Management)* was however clear in its vision of promoting both language competence and intercultural understanding:

‘English language learning as an instrument for international communication and its key role in building a plurilingual and pluricultural awareness, in line with the Common European Framework of Reference for Languages, (2001).’

In an attempt to encourage coherence, and support teachers in promoting a more structured and consistent approach towards the key aspects of FL learning, the *Orientações Programáticas para o Ensino de Inglês no 1.º Ciclo (Curriculum Orientations for*

Teaching English in Primary Schools) was produced and trialled during 2007-2008. It provided EFL teachers in Portuguese primary state schools to have a single framework to work from. In addition it presented a systematic approach to teaching EFL, comprising three progressive strands of oracy, foreign language literacy and intercultural understanding, with two crosscutting strands: knowledge about language and language learning strategies.

However, this framework is not statutory and despite the aims stated in official documentation, it is the teachers themselves who will be interpreting the EFL curriculum and therefore implement the approach considered most appropriate. As a consequence this linguistic educational reform has prompted the need to revise foreign language education curriculum, searching the best ELT methodologies to enhance young learners' positive attitudes and foreign language reading development. Because of the unique communicative opportunities offered by English and its dominance in global communication, technology, science and research, the central place of English in the primary school curriculum has become guaranteed (Henry & Apelgreen, 2008).

Although learning foreign languages such as English is available across a wide range of national contexts, little is known about the attitudes of primary children towards EFL or indeed about the effects of the introduction of a foreign language in the primary school curriculum within the English democratization programme. Furthermore traditional language teaching, specifically related to the learning outcomes verified in children who have been learning English as a foreign language in primary state classrooms, has been criticised for providing them with neither the necessary skills nor the courage to communicate with speakers of other languages.

It is therefore timely appropriate to explore the effects of the introduction of EFL in Portuguese primary curriculum and if the appropriate conditions are being provided to foster children's positive attitudes and overall foreign language literacy development.

Thus and in spite of the overall support for the use of children's literature and foreign language language play methodological teaching strategies, research is needed to reveal the effects of using EFL storybooks and cartoon-like materials in the EFL classroom. Traditional methods attribute the teacher a central role and the learners a passive role and present an explicit and de-contextualized language instruction which is not appropriate for the characteristics and needs of young learners (Nunan, 1999). This view is

supported by the research regarding young learners' English language classrooms in Portuguese state primary classrooms, where methods, strategies and materials have been considered to be rather inadequate (APPI/Portuguese Ministry of Education report 2006/2007; 2007/2008). These reports also echo that most EFL language teachers do not appeal to young learners' characteristics and thus cannot cater for the need to contextualize EFL language instruction. Drawing on the identified issues related to teaching English to young learners in primary state schools, it is believed that new insights should be incorporated into teaching YLs.

2.3.1. Research aims and research questions

Despite the overall support for contextualized instruction coming from L2 pedagogical circles, there are few empirical studies concerning its benefits over more traditional approaches at primary school levels (Strecht-Ribeiro, 2005). Therefore and considering the limited scope of previous research on the matter, it was deemed appropriate to investigate the effects of using authentic storybooks and cartoon-based materials in fostering overall foreign language literacy development and positive EFL motivation when compared to a prior implemented EFL traditional teaching methodology. The study was carried out within an academic year. To that purpose the following research questions were designed:

1. *What is children's initial motivation to learn a foreign language?*
2. *What are the observable effects of using authentic storybooks and cartoons from an attitudinal and EFL reading developments point of view?*
3. *What implications can be drawn?*

The research focused mainly on two of the key aspects identified in the document *Orientações Programáticas para o Ensino de Inglês no 1.º Ciclo (Curriculum Orientations for Teaching English in Primary Schools)* (DGIDC, 2006): 'English language competence' and 'plurilingual, pluricultural awareness', although aspects such as foreign language reading motivation were also considered.

2.3.2. Methodology

The methodology of the present study was designed within the action-research paradigm. Thus, it was carried out during an academic year, and it was cross-sectional, since it included a preschool and two primary state classrooms, attending English as a foreign language sessions. In this chapter we will focus on the data collected in primary schools. At the initial stage of the study, the present author and foreign language teacher implemented EFL lessons in the primary state classrooms prepared by the local authority. Afterwards, the present author, also participant researcher and the EFL primary learners were audio-recorded and observed prior and during EFL reading programme intervention for forty-five minutes two to three times a week each time at the beginning, middle and end of the school year. The methodology was developed within the action-research paradigm.

2.3.2.1. Sites and participants

The two schools in the present study were designated as high-poverty, low-performing schools according to state Department of primary state instruction and primary teacher reports. Both schools were located in a rural area, and they were ethnically homogeneous. The sample for this study included first, second, third and fourth grade primary school children ($n=32$) (6-9 years old), from a low-SES setting, attending EFL primary sessions in two Portuguese multigrade state schools, both located in Northeast Portugal. Research ethics was accomplished by following BERA guidelines for ethics in educational research.

Besides the present author and participant researcher, four semi-structured interviews were carried out in order to triangulate the preliminary findings (Richards, 2003; Dörnyei, 2005). Interviews took place at expertise's office within the field of foreign and second language pedagogy, based the University of Nottingham's School of Education and at University of Nottingham's School of English Studies, United Kingdom. Protocols for semi-structured interviews were designed prior to interviews and followed the research interview guidelines from Lanza (2004). In order to ensure research ethics consent forms were prepared and signed by interviewees (Appendix 2.5).

2.3.3. Procedures: overview

Bogdan and Biklen (1998) outlined five characteristics of qualitative research, all of which are relevant to the present study: (a) the study takes place in the natural setting in which events occur; (b) collected data are descriptive; (c) the research is concerned with process; (d) analysis of data is inductive; and (e) the research focuses on meaning. Because this inquiry concerned the classroom experience and process of foreign language literacy and attitudes' development, it was suitable to employ qualitative methods to investigate the nuances and complexities of foreign language learning from the voices of the participants.

2.3.3.1. *Research design and classroom observational procedures*

At *stage 1* of the study (October-December) the present author has maintained both the roles of foreign language teacher and researcher, but not as syllabus designer, thus changing one of the conditions of data gathering. Therefore the present author delivered EFL lessons in primary state schools and was not responsible for the EFL pedagogic approach design, thus being convenience sampling.

From the participant researcher's *Field Notes* and analyses to the EFL lesson plans provided by the local authority, it was possible to verify that children learned English mainly through grammatical structures as central organizing principles of the curriculum. By focusing mainly on structure and vocabulary in a rather isolated manner, the instruction disregarded a communicative classroom based on sharing meaning. Therefore children practiced the newly presented language forms and vocabulary items through mechanical exercises and question-answer drills. As lesson audio-recording allowed depicting, these appeared de-motivating strategies and leading to children's disruptive behaviours. There was an effort however to establish a positive classroom atmosphere in which children could participate. The overall problem was that there was a lack of background EFL skills added to the fact of being multigrade classrooms.

Afterwards *stage 2* occurred from January-June, where contextualized EFL language instruction through children's literature was used, where grammatical and lexical content was cross-curricular designed following key primary school curriculum themes. To achieve this purpose the preliminary findings of the first action-research plan were considered. Then another action-research plan was designed, with its main focus on a

reading programme, implemented by the researcher/EFL teacher, thus carrying action-research cycles (Adelman, 1985).

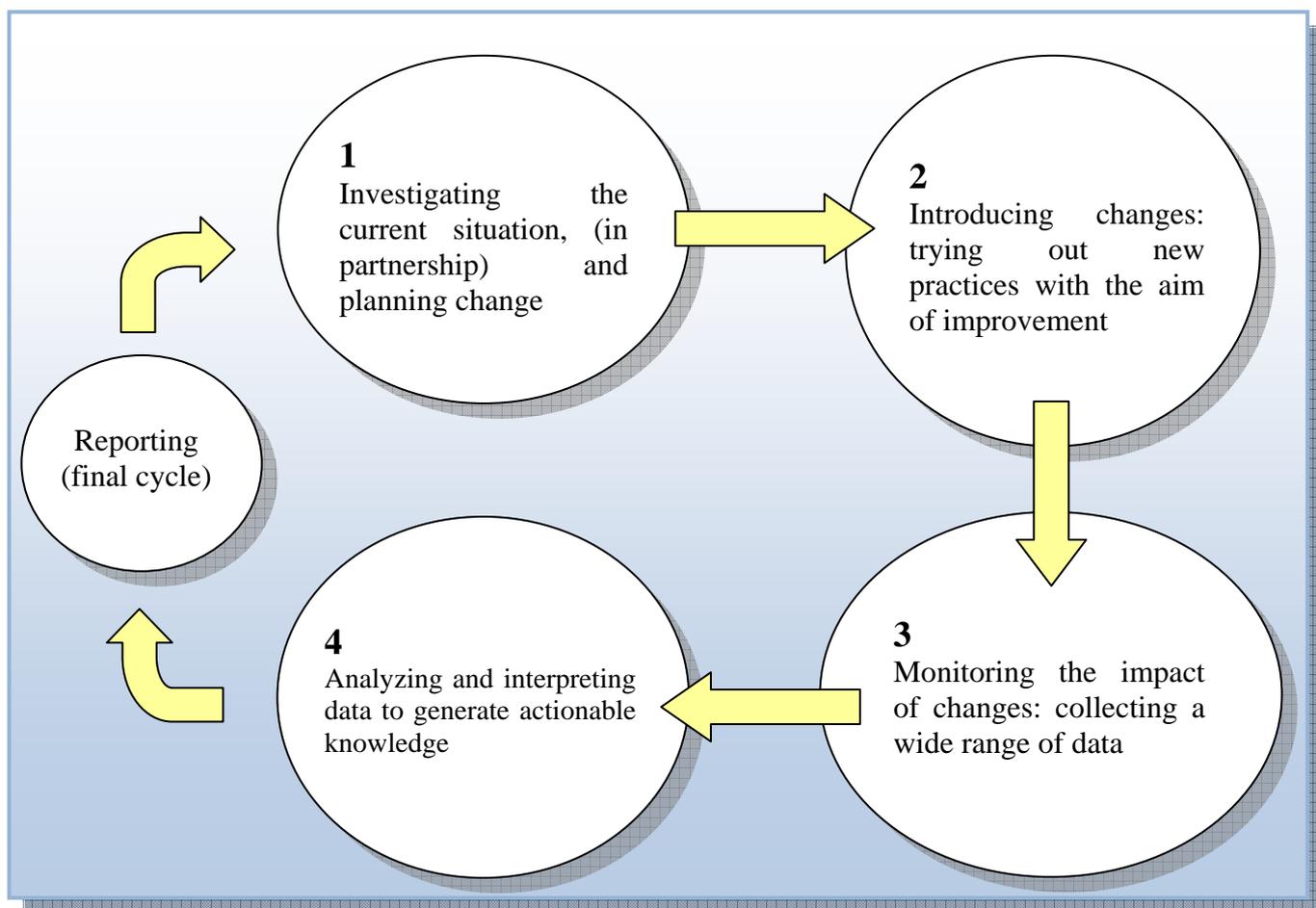


Figure 2.2 - A graphic depiction of the of the research design (based in action-research cycle).

2.3.3.2. Instruments

a) The Leuven involvement scale

Children's EFL engagement was monitored through 1) the application of the Leuven involvement scale for young children (LIS-YC) (Laevens, 1994) and through 2) the adaptation of an attitude questionnaire originally developed by Marianne Nikolov (1999). For the purpose of the present study the scale was adapted and used to measure and compare children's involvement levels and attitudes regarding the EFL sessions. The *Leuven* protocol was implemented into the two primary classrooms, thus taking samples at different time intervals during 8 months, at the beginning and end of each trimester, in

order to obtain comparison within data, thus measuring children's attitudes prior to EFL reading programme implementation and how these attitudes would evolve across time. The first sampling stage occurred from the beginning of the academic year until the end of the first trimester. After proceeding to preliminary data analyses and given the considerable amount of children's 'de-motivation' behaviours, the EFL teacher, through action-research cycles, decided to change a condition in the data collection process, which was EFL 'syllabus change'.

b) Authentic storybooks and narration

The introduction of authentic storybooks as well of storytelling in EFL sessions, Total Physical Response (TPR) songs; hence adapting learning goals and assessment to children's abilities were a part of the designed action-plan. As a consequence, the EFL teacher resorted to three authentic interactive storybooks: *Dear Zoo*, *The Gruffalo* and *The Gruffalo's Child*. All the three storybooks were chosen by the EFL teacher, and were also judged by her as appropriate for class level. Storytelling was prepared beforehand by 1) thinking of every necessary step so children could guess/achieve meaning. This included telling the story at a small pace, considering the fact that children were low-achieving learners in L1 literacy; 2) preparing every gesture to convey meaning and vocalisation training, so children's attention could be fully captured. After this preliminary stage, the teacher would open up the storybook, make sure children were paying attention and would start telling the story. Initially and to demonstrate children were following the story, limited use of their own language was allowed. However and as the teacher had made a compulsory condition to use English only, afterwards children started interacting in English. In addition, storybooks provided opportunity for cross-curricular work, content review as well as the introduction of new contents (such as subject content from Social Study).

c) The attitude questionnaire

A special instrument developed in 1999 by Marianne Nikolov applied to Hungarian EFL learners was adapted and applied in January 2009 to Portuguese primary EFL learners in the process of exposure to foreign language learning (English) in order to assess

attitudes in general, the learning situation and motivation. This was a questionnaire, which consisted of six open questions in Portuguese and was administered at the beginning of the second term (January 2009) of the academic year. It was presented in the children's mother tongue in order that it was not looked upon as a test in any way. Further a brief introductory text was embedded within through a 'make-believe' story, where children were required to answer to *Paddington bear's* questions related to English so he could come to Portugal and learn Portuguese (see Appendices 2.1, 2.2 for questions in English and Portuguese). Children were not required to give their names and they were given enough time to write as much as they liked. The questionnaire included the same six open questions for the cross-sectional data: 1st, 2nd, 3rd and 4th years of primary school (children aged 6 to 9 years old) within a semester period. Questions were made to obtain in-depth answers regarding the reasons for learning foreign languages. The provided questionnaire was aimed at answering to the research questions: 1) what is children's initial *motivation* towards a foreign language; 1.1) why do children think they learn English as a foreign language?, and 2) what are the observable effects of using authentic storybooks and cartoons from an attitudinal and EFL foreign language literacy development point of view?

Data were analyzed through an analytic method of reducing data and making sense of them through the application of content data analysis' procedures (Miles & Huberman, 1994; Strauss & Corbin, 1998).

d) The plurilingual school play

Along the academic year the EFL teacher in cooperation with the primary school teacher prepared a multilingual school play, which included three languages - English, Portuguese and French, as some of the learners had immigrant parents working in France. It was carried out in an open space, where children's parents could attend to it, and this initially 'de-motivated' group was able of putting in use the foreign language they had been learning and other they had had even more limited contact with.

2.4. Results

The qualitative data analyses first identified EFL primary learners' motivation/attitudes in relation to the foreign language as well as towards the EFL syllabus. These were identified through EFL lesson audio-recording and by resorting to the application of the Leuven involvement scale for young children. As *stage 1* returned some negative attitudes, such as lack of involvement and even disruptive behaviours, a second stage of the study was initiated through the design and implementation of an action-plan, mainly focused in a foreign language reading intervention programme.

Afterwards the EFL reading programme was examined in relation to the following dimensions: a) EFL instructional material (indicated by the extent of use of storybooks and worksheets), b) degree of learner active response and c) teacher's preferred interaction style. The extract below shows examples of primary learners' foreign language interaction when exposed to an authentic interactive storybook, thus also comprising teacher's preferred interaction style and learner's active responses. As it can be observed, learner's active responses become increasingly higher as they acquire a better understanding of the story.

It should be mentioned however that the content vocabulary was not previously taught in order to ensure a more engaging effect, higher levels of learner active responses. Own language use (L1) and foreign language (FL) use is indicated in square brackets. This transcription convention is suppressed when the teacher is telling the story since she used the FL only.

2.4.1. EFL instructional material: storybook 'At the zoo' (27th January 2009)

- 1 T: Now, Mrs. [author] is going to tell you a story about the animals, okay?
- 2 About the Zoo, okay? So, I am going to start okay? So please listen, okay?
- 3 T: 'I wrote [T uses points to herself to explain 'I' and uses hand gestures to
- 4 convey writing symbol] a letter to the Zoo. They sent me a... [and lifts the flap
- 5 and shows the elephant] So, I wrote a letter /
- 6 L [L1]: Say it in Portuguese.
- 7 T: I wrote a letter [T picks up paper and pen and pretends writing as she speaks]

8 L [L1]: oh! You are writing.

9 T: Yes! I wrote a letter to the Zoo to ask for a pet, an animal, okay?

10 T: And they, the Zoo sent me an [T pauses a bit before uncovering the hidden
11 animal] elephant. He was too big [T uses gestures and puts her hands above her
12 head]. He was too big, too big. [T places hand over her head to convey the
13 meaning of big]

14 L [L1]: big!

15 Classroom [L1]: too big.

16 T: I sent him back [T uses right hand turning it to the right to convey the act of
17 sending something away].

18 L [L1]: you went away.

19 Teacher: no, he, he [pointing to the animal picture] went away.

20 L [L1]: he went away [points to herself again and conveys act of sending
21 away].

22 T: I sent him back, yes!

23 T: So the Zoo sent me a? [T uses a sort o question emphasis before revealing
24 the animal] giraffe!

25 Learners [L2]: Giraffe!

26 T: He was too tall. [T lifts up her feet and puts her hands above her head,
27 showing her hand above her height]. Too tall.

28 Classroom [L1]: Too big. Bigger.

29: I sent him back.

30 L [L1]: he went away.

31 T: So they sent me a? [lifts book flap and waits for learners' answers].

32 L [L1]: lion, lion.

33 T: Lion (rises her voice tone)! he was too fierce [T changes her voice tone to a
34 more aggressive one, extends her hand pretending the lions' claws and imitates
35 lion's sound when angry at the same time- grrr). Too fierce [T repeats same
36 procedure].

37 L [L1]: he was evil.

38 T: Yes. He was too fierce. I sent him back.

39 L [L1]: he went away again.

40 T: So the Zoo sent me a?...

41 Classroom [L1]: camel! Camel!

42 T: a camel!

43 Classroom [L2]: camel!

44 T: a camel!

45 Classroom [L2]: a camel!

46 T: he was too grumpy! [T crosses her arms and pretends a grumpy face]. Too

47 grumpy. Too grumpy.

48 Classroom [L1]: irritable.

49 T: Yes, too grumpy. I sent him back.

50 Classroom [L1]: he went away.

51 T: Yes. So they sent me a?

52 Classroom [L1]: snake!

53 T: snake!

54 Classroom [L1]: teacher, you know we have seen a snake here in our school

55 and we killed her. Yeah, she went from this life for a better one. She was

56 poisonous.

57 T: So they sent me a snake. She was too cherry. So I sent him back. They sent

58 me a?

59 Classroom [L1]: monkey! Monkey!

60 T: Monkey! But he was too naughty [T laughs, changes on voice-tone and

61 pretends to be making fun of something, stealing learners' notebooks to

62 convey the meaning of naughty].

63 Classroom [L1]: bad behaved.

64 L [L1]: he won't steal my stuff!

65 T: Yes, naughty. The monkey was very naughty. The monkey was too

66 naughty. I sent him back.

67 T: So they sent me a?

68 L [L1]: frog.

69 T: frog. But he was too jumpy [T pretends small jumps]. So I sent him back.

70 L [L1]: he's gone.

71 T: In English!

72 T/Classroom: I sent him back.

73 T: So at the Zoo they thought and thought and thought [T points with one
74 finger to her head making small circles] and sent me a?

75 Classroom [L2]: Dog!

76 T: Dog! He was perfect. I kept him [T joins her arms as she was preparing
77 herself to hug a baby to suggest withholding something in a caring way].

78 T: So, did you like the story? Did you like the story? [Teacher smiles to
79 convey the verb *like* and points to the storybook]

80 Classroom [L1]: Yes!

81 (...) 13:16 – story review

82 T: So, what animal would you like? Would you like the monkey, the elephant,
83 the giraffe, the lion, the camel or the snake? Which animal would you like

84 [points to learner]?

85 L [L2]: elephant.

As it can be observed, the EFL teacher's preferred interaction style starts by being 'teller' at the beginning of the EFL reading lesson and accordingly to learners' active responses, it is possible to observe a combination of styles, of both 'teller' and 'coacher', thus assisting children in their foreign language learning. Therefore it is also possible to verify that the degree of learner active response or interaction is closely interrelated with the choice and use of EFL instructional material, such as storybooks. As these were interactive, they provided learners with opportunities to use the foreign language more, thus building-in self-confidence to use the language.

In addition and as these were economically disadvantaged children with low L1 literacy achievement, it came as a surprise to find they were 'able to speak in English'. Further and as registered in the researcher's field notes, after the implementation of the EFL reading programme, it was possible to capture the following attitudinal change (10th March 2009).

2.4.2. Attitudinal change (depicted in researcher's field notes)

As it has been depicted in the researcher's field notes, 'At the end of the lesson in 3rd and 4th years of primary school, within the middle sampling stage, several learners (L) approached the teacher (T) and said:

1 L1: 'You know teacher, before I did not enjoy English, but now I do.'

2 L2: 'I like English too'.

3 T: 'Why?'

4 L1: 'I don't know, I just know I enjoy it now.'

5 L3: 'You know, sometimes I say I do not like English, and before I did not, but now I do enjoy it and whenever I say I do not, I'm just joking'.'

2.4.3. Questionnaire application: reasons for learning English

As stated in the instruments' section, within the study, a questionnaire previously developed by Nikolov (1999) was applied into the EFL classroom. The first question inquired children about the reason they are learning a FL - English. Children's answers can be grouped into 4 broad types: a) willingness to communicate; b) the classroom experience; c) external reasons and d) utilitarian/instrumental reasons.

2.4.3.1. *The youngest primary learners (6-7-year-olds)*

The participating children in the first two grades of primary school provided the following reasons: willingness to communicate related-reasons: 'talk in English'; 'to know more about the language'; 'It's good to learn the language'. External, utilitarian reasons were represented by statements such as: 'to travel to other countries'. All the answers provided by this group were positive statements. Children also listed English as a favourite school subject (9/10), although it is not a compulsory school subject in primary school curriculum.

2.4.3.2. *The older primary learners (8-9-year-olds)*

The answers of third and fourth grades to the same question included similar reasons, but the differences are also obvious. Reasons related to *classroom* experience included: ‘in English you learn new things’; ‘I think it is interesting’; ‘I like English’.

External/utilitarian reasons were more frequent and different from younger learners: ‘because my mother said that if I am going to travel it is very necessary’; ‘if I go anywhere in the country with English people understand me and I understand them’; ‘in order to when people ask me things in English I know how to reply’; ‘I am going to learn how to speak in English’; ‘if I go anywhere in the country [England] through English people understand what my intentions are’; ‘English is very important and you learn it’.

When providing these reasons children tend to look ahead into the future and they typically mention either very general points or specific situations where the knowledge of English will be useful. Moreover this is in line with recent trends from second language acquisition research related to willingness to learn the target language and children’s willingness to communicate with foreign-speaking others (Tannenbaum & Tahar, 2008; MacIntyre, Baker, Clément & Donovan, 2002, 2003; Dörnyei, 2003, 2005). It might be further argued that children are picturing themselves as proficient L2 speakers, thus providing a basis to argue both *instrumental* and *integrative* motivation.

A difference has emerged however in relation to the younger group, external, negative-like reasons such as: ‘it is compulsory’ (1); ‘I don’t understand a thing about English’(1) and ‘I don’t like English’ (3).

2.4.4. Comparing the two groups

The comparison of the two groups has revealed an age-attitude correlation, in that the younger children are the more positive their attitudes will be. In the younger primary school group, there is a complete absence of negative attitudes. In turn, both EFL primary groups provided mainly external/utilitarian reasons, but younger learners expressed more their willingness to communicate with foreign-speaking others. In addition there is a steep increase of utilitarian reasons, as travelling and the need of communicating with foreign-speaking others.

Further *parental attitude* also appears to be important [also linked to utilitarian reason]: ‘because my mother said that if I am going to travel it is very necessary’. It should also be added that parental pressure could be underlying the second group of children, as they would be progressing into the 5th grade, where English is a compulsory school subject, and as such, this stage was faced as a foundation for children’s foreign language academic training.

A general tendency can be isolated from children’s answers, linked to *utilitarian* reasons. In relation to the registered negative answers/attitudes, the reason for this phenomenon must be due to negative experiences in other school subjects, as reported by the primary school teacher. As children were accustomed to low achievements in their native language, their expectations for success in the target language as well as their self-esteem levels were very low. It should be mentioned that although the questionnaire was not administered a second time, audio-recordings of EFL sessions allowed to depict a progress in children’s attitudes, which was also reflected in the classroom’s group dynamics and less occurrence of disruptive behaviours. This attitudinal change culminated in a school play performance, where these apparently ‘de-motivated’ learners were able to present a school play in English, Portuguese and French.

2.4.5. Classroom-related motives

As mentioned in the ‘procedures’ section, a change implemented by the present author in the second stage of the study was the introduction of authentic, interactive storybooks in EFL sessions in two Portuguese primary state schools. These provided effective results, especially in multigrade classrooms with a background of disruptive behaviours. When learners were exposed to the storybooks, first they were surprised that the teacher took something new and special for them, which boosted their self-confidence and self-esteem. As a consequence, children acquired an interest for the language, and this was surprising given the fact that they had no sort of interest until then. In our own perspective, storybooks must be authentic sources of the language we are teaching as representatives of that culture. In terms of our EFL Portuguese classrooms’ reality, if teachers finds ways of creating interaction in the English classroom, if learners listen to the FL more, they will use it more instead of their own native language. In addition learners

should be lead to the full discovery of the meaning of the story so that the discovery and surprise dimensions do not disappear and stories do not lose their power.

2.4.6. Changes in learners' assessment

In the first implemented EFL syllabus, testing focused mainly on traditional rote learned material and learners' *involvement* was not generally fostered by supply teachers teaching English in primary schools. Further within the report cards provided to parents at the end of the 1st trimester, the outcomes of 3rd and 4th grade primary children located in Northeast Portugal were negative. At the end of the first trimester, in a sample of 16 pupils, 11 were far below positive score and only 5 had a positive score. Later in the academic year, within the action-research plan, the following changes in the assessment were introduced: a) the 'test' was based in the stories brought into the classroom (Appendix 2.6) and b) a behaviour map was present in every single lesson, in order to help learners to self-regulate their behaviours in EFL sessions (Appendix 2.7). Although in our own view, doing formative worksheets is only one of the several factors involved in foreign language assessment, it was possible to observe slight improvements in some EFL learners' performance whereas others became closer to a positive marking. Therefore the fact that some children have been able to improve their foreign language learning is an unexpected finding.

It might be further argued that traditional testing might be one of the causes of children's negative attitudes as they identified 'tests' as a threat. Our own interpretation of children's attitudes is that they might have previously worked in a pedagogical school context where, unlike in English sessions, mistakes were always perceived as signs of deficiencies rather than signs of development.

2.4.7. The emergence of instrumental-knowledge motives

The findings of the present study also resonate those of Clément et al. (1994) in that they relate to the instrumental-knowledge orientation and linguistic self-confidence. As it is possible to observe in children's answers, instrumental motives are more frequently mentioned. What is more, children are aware of the fact that English will be useful in their

future life. There is also a considerable number of children that referred communication and travelling as main reason to learn a foreign language.

2.4.8. The emergence of willingness to communicate with foreign-speaking others

Integrative motives did not emerge from children's answers (i.e. reference to native speakers), but children's attitudes reveal a strong desire to make themselves understandable to foreign-language speaking others. Although learners did not identify it specifically, it is implicit in children's answers the status of English as the means of international communication: 'because my mother said that if I am going to travel it is very necessary'; 'if I go anywhere in the country [England] with English people understand me and I understand them'.

2.4.9. English among other school subjects

The second and third questions aimed at finding out the place of English in primary school curriculum among other school subjects from the learners' perspective. There appears to be an overall enthusiasm, 'involvement' in 1st and 2nd grades of primary school. In a sample of 10, 9/10 children (aged 6-7) listed English as their favourite school subject whereas in 3rd and 4th grades (aged 8-9), in 13 returned questionnaires, only 5 children listed English as their favourite school subject. This is in line with our previous argument that children's enthusiasm to learn foreign languages and accept the 'other' changes/declines with age.

2.4.10. Mother tongue and other foreign languages

In *stage 1* of the research (first trimester), one unexpected finding was that children reflected a negative attitude towards their own ability to mother tongue learning in general and also to learning English. As depicted in the researcher's *field notes*, some children would say 'I'm like a donkey, I cannot learn, you can ask our primary teacher'. Although mother-tongue development is not within the range of this study, it has been found that L1 cognitive/academic language proficiency predicts success in foreign language learning

(Skehan, 1989). Therefore negative attitudes towards the mother tongue as a school subject might influence foreign language study in undesirable ways.

2.5. Discussion and conclusion

The main aim of this study was to investigate primary EFL from an attitudinal point of view, aiming at identifying EFL specific pedagogic procedures and age's effects. The findings do point to clear differences between younger primary school children's attitudes, especially when compared to 3rd and 4th grade children. In later primary grades, at the beginning of the study, it was registered the incidence of negative answers related to the foreign language. In addition fewer children listed English as a favourite school subject, whereas in 1st and 2nd grades all but one expressed this preference.

In *stage 1* of the study, when the Leuven protocol was applied, children's *involvement* levels were very low, and de-motivating behaviours emerged. This finding was further confirmed by the questionnaire results. Therefore and having proceeded to an analysis of the Portuguese Ministry of Education/APPI official report, the EFL teacher/researcher resorted to action-research cycles, introducing an action-plan, thus changing EFL pedagogic procedures and resorting to the introduction of children's literature in the classroom. Through the application of this condition and resorting to the Leuven *involvement* protocol, it was possible to observe a remarkable progression in children's involvement in EFL sessions, thus enhancing overall classroom motivation and foreign language development. Therefore we consider that through an external condition (i.e. storybooks) motivation was generated within learners and negative attitudes stopped emerging.

The introduction of such strategy allowed analysing the reading programme in relation to: (a) teacher's preferred interaction style; (b) degree of learner active response; and (c) instructional material (indicated by the extent of use of storybooks and worksheets). It was found that these strategies helped counteracting the effects of poverty and its consequences on children's literacy development (i.e. Ziegler, 2000; Korat, 2005), which might in turn hinder foreign language literacy development, as children transfer L1 'failure' beliefs to the foreign language.

On the other hand, within EFL classrooms teachers can foster imagined intercultural contact, through the utilization of mental imagery techniques, through a form of socio-cognitive role-play similar emotional and motivational responses as actual lived experience are elicited. This can then be used to target the reduction of prejudice and stereotypes toward out-group members (e.g. Turner & Crisp, 2010). As Crisp, Stathil, Turner, & Husnu (2009: 12) further assert:

“When people imagine an intergroup interaction, they are likely to actively engage in conscious processes that parallel the processes involved in actual intergroup contact”.

Through the application of intercultural communication activities within the EFL classroom context, a language-learning classroom is able to become ‘a protective environment where learners can make mistakes without lasting repercussions. Thus it can be seen not only as a preparation for experience but also as an experience itself’ (Göbel & Helmke, 2010, p. 1572).

Added to the use of storybooks, accessing foreign worlds was achieved by cartoon-based materials, thus designing cross-curricular work within Social Study related to the topic “Food and Drinks” [see Figure 2.1]. In providing learners access to a cartoon-based worksheet related to food it was opening a window of cultural possibilities, in which eating traditions are a part of it. Moreover the topic links itself with primary curriculum themes from Social Study (i.e. food wheel). In addition, other intercultural communication activities can be advocated as an accompaniment to more traditional methods of promoting behavioural and attitudinal change which is often focused upon uni-directional teacher instruction and guidance, or in other words - being told what to think by a teacher. This may be especially true when learners are engaged in intercultural learning activities designed to identify and challenge stereotypes, prejudices and foster the development of positive attitudes toward foreign language groups (Rivers, 2011).

Further and as mentioned in the materials’ section, throughout the academic year children were challenged to perform a plurilingual school play, which they performed at the end of the academic year. This clearly showed the role of the teacher as a ‘coacher’, thus enhancing EFL learner’s active response. Therefore we believe this was a strong opportunity to foster foreign languages’ literacy development among primary school

children. In resorting to a plurilingual school play which included languages with which their families had contact to, links among those cultures and children's own identities were created. Similar strategies have been used in Canadian classrooms, where the way in which 'identity texts' are created among students stimulate biliteracy/multiliteracy development (Cummins, 2006). In these Canadian bilingual texts, children used their varied mother tongues together with the dominating school language, English.

Similarly, Hélot & Young (2006) reported from a French school project, where parents were invited to present their culture and language in classes. They found several positive effects, among others that immigrant children started to make their voices heard in French, and also an increased interest in languages among all students, both French and students' different mother tongues. This has been further confirmed by a study carried out by Jared, Cormier, Levy & Wade-Wolley (2011). In their 4 year longitudinal study they have presented evidence of the biliteracy development effects since preschool in French immersion programmes. In this way, teachers could create a space for multilingualism and multiliteracy, where children's diverse backgrounds constitute potential for development of both language and knowledge.

Thus our own understanding of language awareness demands that both EFL teachers and children create awareness about different languages and about different ways to use language orally and in written forms. This requires, primarily, that EFL teachers themselves develop language awareness, that is, they begin to see a multitude of ways language is used, not least in the type of multilingual and multimedia society that the world is today. This might be achieved through storybooks, narration, thus including songs, music, pictures and films, mainly through digital media (Wedin, 2010).

As a consequence, EFL language teachers need to develop fundamental foreign language literacy among children while making themselves redundant, fostering learner's autonomy, endowing them with the necessary self-confidence in 'learning how to learn' (Holec, 1981; Council of Europe, 1995, 2007, 2010).

Although it has been possible to foster overall foreign language literacy and attitudinal development among primary school children, negative attitudes were much more difficult to counteract in the older primary group. Change in older primary school children's attitudes has required time-consuming EFL sessions analyses, resorting to an action-plan, budgeting in buying children's literature so to improve their attitudes and to

motivate foreign language literacy development. However in the younger primary group positive attitudes emerged more naturally as well as their spontaneous use of the language inside and outside the classroom.

As previous studies have demonstrated, children's positive attitudes, affective factors have great influence in mother tongue and foreign language literacy development (Arnold, 1999; Arnold & Brown, 1999; Merisuo-Storm, 2007). Bearing in mind the current findings it might be further argued that similarly to what happens with bilingual children and Canadian immersion schools, cases where children grow up with two languages, providing Portuguese primary children with opportunities to learn other languages other than their first is allowing them with opportunities of accessing foreign worlds and foreign cultures, but through carefully planned scaffolded approaches. By providing such opportunities we are working two-ways: 1) preventing negative attitudes in relation to the language and culture (i.e. stereotypes and prejudice) and also 2) laying the ground for children's academic linguistic achievement, whereas at the same time preventing foreign language reading difficulties.

Therefore, considering the cross-sectional findings of the study and in agreement with the recommendations of the Council of Europe (White Paper, 1995; CEFRL, 2001; White Paper for Intercultural Dialogue, 2011), we believe primary children attending EFL lessons in primary schools should be entitled to learn at least two more languages besides their mother tongue, through EFL appropriate-age, motivating approaches. Therefore we believe within primary school education settings, introducing EFL approaches can be achieved through cross-curricular work, resorting to CLIL methodologies for young learners through English Across the Curriculum (EAC).

Although the present study has allowed depicting EFL implementation in Portuguese state schools in its contemporary scenario, the relatively small sample limits generalizations that can be made to other contexts. Nonetheless it must be pointed out that the findings do echo results from other quantitative studies related to the foreign language literacy development and intercultural understanding of language minority students, as it is the case of immigrant, young English language learners in the United States (i.e. Shanahan & August, 2006).

Second, although the findings are mainly qualitative, this study also applied previously validated instruments/measures in the literature such as the 'Leuven

involvement scale' (Laevers, 1994) and the questionnaire developed by Nikolov (1999). These procedures, we believe, strengthen the value of the qualitative findings. In addition they help supporting the view that positive intercultural attitudes hold close links with children's emergent and overall foreign language literacy development, even for children who live in low-SES communities. Through the findings of the present study in a specific context, it is possible to suggest that:

- a) Children's literature, cartoons, strategies resorting to language play (i.e. drama, pretend-play, music) are powerful pedagogy tools to use whenever possible with young children, especially economically disadvantaged children. In what concerns storybooks, besides their motivational interactive nature and being authentic sources of the language, they allow cross-curricular work with primary key curriculum themes, thus enhancing meaningful learning.
- b) As well as children from mid- and high-SES, children from low-SES areas should also be entitled to democratic EFL literacy practices and endowed with 'learning how to learn' skills.

As a consequence, some key implications occur. The first is that younger primary school children present an attitudinal advantage when compared to their older primary counterparts.

Second, the study supports the findings from research linking the negative effects of poverty and literacy development, thus suggesting specific pedagogy tools to counteract those 'damaging effects' and thus enhance foreign language literacy development. If we were to compare both primary groups from uniquely a foreign language literacy development point of view, younger primary children foreign language literacy behaviours were much more 'naturally occurring', thus supporting previous research studies in that the stronger these skills are in children's preschool years, the better children's reading performance will be (Treiman, 2006).

Third and supporting a view proposed by Barret (2007), the findings also suggests that attitudes are more difficult to model as children grow older. Further and unlike the study with younger primary school children, foreign language literacy did not emerge spontaneously in the older primary group, and pedagogical conditions for its minimal

development needed to be provided. Therefore children with low foreign language literacy skills should be given more opportunities to interact with reading and writing materials.

A fourth implication also supported by Byram et al (2001) and Sifakis (2009), English should be taught on an *intercultural* perspective rather than as a privileged *international* one.

Another implication is the power of foreign language playful learning as foreign language literacy enhancer. Therefore resorting to strategies such as children's literature or 'make-believe' play proved to be helpful in fostering positive attitudes in relation to *intercultural* English.

Although this research presents positive results for implementing innovative EFL pedagogic approaches among primary school Portuguese English-language learners (ELs), as supported by the Ministry of Education official report (DGIDC/APPI, 2007), key issues such as teacher training opportunities need to be addressed.

Thus in order to develop these sort of EFL pedagogic approaches further to transform primary monolingual settings into viable foreign language primary literacy experiences, there are economic and educational implications in terms of resources for young learners and the training of primary EFL teachers as well as the provision of English teachers.

Following an implication of this study and as we were following a preschool group of children simultaneously, in the next chapters we report on the effects of the implementation of an integrated learning philosophy for learning in the preschool phase of education. As these early years have been considered fundamental stage to lay background skills for academic success such as self-regulatory and linguistic skills in a lifelong learning perspective, we will present the adopted methodologies and findings in Chapters 3 and 4.

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Appendix 2.1 (in Portuguese) English in primary state schools – 1st, 2nd, 3rd and 4th grades



O ursinho Paddington, que vive e viaja um pouco por toda a Inglaterra, gostava muito de saber o que pensas do Inglês porque ele é muito curioso. Ele está com vontade de visitar Portugal, mas para isso precisa da vossa opinião sincera.

Ajudam-me a ajudá-lo?!

1. Porque é que achas que estás a aprender Inglês?

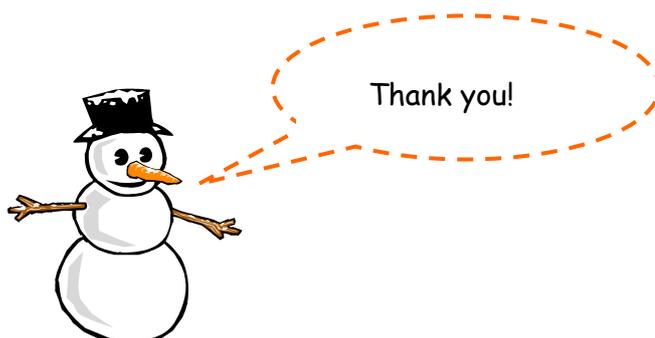
2. Quais são as tuas três disciplinas preferidas?

3. Quais são as disciplinas que não gostas?

4. O que é que gostas mais de fazer nas aulas de Inglês?

5. O que é que menos gostas nas aulas de Inglês?

6. Se fosses tu o/a Professor/a, o que é que fazias de diferente?



Appendix 2.2 (translated into English) English in primary state schools – 1st, 2nd, 3rd and 4th grades



Paddington bear, who lives and travels all over England, would like very much to know what you think about English because he is a very curious bear. He is willing to visit Portugal, but in order to do that he needs your sincere opinion.

Will you help me helping him?

1. Why do you think you learn English?

2. What are your first three favourite school subjects?

3. What are the school subjects (if any) that you don't like?

4. What do you enjoy the most in English classes?

5. What do you like the less in English classes?

6. If you were the teacher what would you do differently?



Thank you!

Appendix 2.3 Behaviour map (in Portuguese)

MAPA DE COMPORTAMENTO
Inglês

1.º CICLO DO ENSINO BÁSICO

Name:

Date:

Se o meu comportamento foi excelente vou merecer a cor verde e uma estrela!

Esta semana, nas três aulas de Inglês, se tive um comportamento óptimo, participando nas aulas colocando o braço no ar, esperando com calma pela minha vez, vou merecer a cor verde. Devo continuar a comportar-me assim. Estou de parabéns!

Nem sempre manifestei uma atitude correcta para com os meus colegas e para com a Professora. Por isso, vou obter a cor amarelo. Devo fazer um esforço para melhorar o meu comportamento.

Não soube cumprir as regras básicas de comportamento na sala de aula, vou merecer a cor vermelho e devo reflectir nas minhas atitudes.

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

A Professora de Inglês,

.....

(Carmen Lucas)

O Encarregado de Educação

.....

Appendix 2.4 Behaviour map (translated into English)

Behaviour Map
English

Primary school

Name:

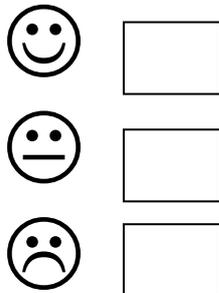
Date:

If my behaviour was excellent I am going to deserve a green colour and a star!

This week, in the three English classes, if I had a great behaviour, participating in lessons, putting my arm up in the air, waiting calmly for my turn, I am going to deserve a green colour. I should keep behaving like this. I deserve congratulations!

I have not always shown an appropriate attitude towards my colleagues and the teacher. Thus I am going to obtain a yellow colour. I should make an effort to improve my own behaviour.

I did not know how to accomplish the Basic behaviour rules in the classroom, so I am going to deserve a red colour and I should reflect on my attitudes.



The English Teacher,

.....

(Carmen Lucas)

The Parent

.....

Appendix 2.5 Interview consent form

Consent Form

I agree to participate in a study of Second/ Foreign Language Pedagogy to young speakers of other languages (Portuguese), conducted by [author] (a P.h.D. Candidate in Second/ Foreign language Pedagogy and Curriculum Development for learners in kindergarten and in Primary school (“Didáctica e Desenvolvimento Curricular”) from University of Aveiro, Aveiro, Portugal, and a visiting scholar here in the University of Nottingham, School of Education) with the understanding that:

- (1) The purpose of the study is to observe and develop an in-depth understanding of a scholars’ expertise view;
- (2) The interview will be audio-recorded by [author] in the scholar’s office for about an hour and a half. After this recording session, there will be data transcription and content analysis leading to emergent theory in the context of grounded theory;
- (3) A research diary will be kept along the research study and it will be researcher’s possession;
- (4) The recording will be listened and analyzed by [author], and a limited number of associates, and only for educational and scientific research purposes. At all times the scholar’s identity will be kept confidential;
- (5) Conversely, I also recognize the participant’s rights to be identified with any publication of his/her work or other inputs, if so he/she wishes;

a. **I do wish** to be identified with my own publications/work.

b. **I do not wish** to be identified with my own publications/work.

- (6) I shall have the right to listen to the recording and to erase any of them or part of them;
- (7) At the end of the project [author] is allowed to keep this recording and a copy of the diary for future educational and scientific research purposes.

(The above consent form was adapted from Lanza, 2004: 349). The collection of the data of the type in this study is accordingly to the Data Protection Act (1998), and exemptions for research purposes. The conditions stated above in this consent form fulfil the guidelines

provided by British Educational Research Association, Revised Ethical Guidelines for Educational Research (2004).

Signature of Scholar

Signature of Investigator

**CHAPTER 3. ENHANCING PRESCHOOL CHILDREN EARLY
EFL PERFORMANCE AND SELF-REGULATION THROUGH
EARLY YEARS' CURRICULUM: THE INFLUENCE OF
LANGUAGE PLAY**

Abstract

Research findings Recent standards enhancing self-regulated and life-long learning skills have fostered research in how to develop these in preschool children learning a foreign or second language. This study was aimed at investigating a) the relationship between preschool English as a Foreign Language (EFL) interaction exposure and b) the characteristics of an EFL pedagogic approach in developing preschoolers' foreign language self-regulatory behaviours. Fifteen native-Portuguese preschool children (3-5 years old) were investigated, audio-recorded during peer and group conversations. Cross-reference content analyses were conducted separately, regarding lesson's audio-recordings, researcher's field notes and content analysis' techniques to allow a constant comparison technique within the collected data. Children's involvement level and self-regulation in general foreign language learning tasks were measured through the Leuven involvement scale for young children (LIS-YC) and through the analytical model of self-regulation. The effects of the implemented EFL pedagogic approach demonstrate strong relationships between its characteristics such as play processes (make-believe play, narrative development, emergent reading and writing behaviours), which are correlated to high-order thinking skills such as imaging, categorizing and problem solving. *Practice or policy Implications* for early childhood education are discussed, considering that the design cross-curricular EFL play-based approaches enhances children's self-regulatory, metacognitive processes, thus providing children with opportunities of *learning how to learn*.

Keywords: Self-regulated learning; Metacognitive skills; Scaffolding; Make-believe language play; Preschool; English as a foreign language (EFL) approach.

3.1. Introduction

3.1.1. Self-regulation and foreign, second language literacy development

Self-regulation has been considered to be one of the most exciting developments in foreign, second language learning (Oxford, 2011). Models of learner self-regulation applied to foreign, L2 learning have been labelled as 'learner self-management' (Rubin, 2001), 'learner self-direction' (Dickinson & Snow, 1987), 'self-regulated or autonomous L2 learning' (Erhman, Leaver & Oxford, 2003), and 'mediated learning' (Scarcella & Oxford 1992, based on Vygotsky 1978). Self-regulated foreign, L2 learning strategies are important throughout the world. These models have been supported by the *Common European Framework of Reference for Languages* (Council of Europe, 2001) in its promotion of *learning how to learn* and the use of learning strategies (Little, 2005).

In line with this, a growing body of recent published research is related to the self-regulated learner's active involvement and the way strategies influence foreign language learning ability, proficiency, and the learner's identity as a self-initiating, reflective, responsible social *agent* (Gu, 2010). Added to these and as previously mentioned in Chapter 1, early bilingual and multilingual education is currently a crucial part of the curriculum for students worldwide (Ball, 2010). Moreover, the foundation for gaining early reading and print awareness related to second language learning have been considered to begin early in life. As such, early childhood settings can provide the seeds for developing foreign language skills as well as developing self-regulated behaviours (Jones, Estell & Alexander, 2008). This is in line with the international emergent interest in early EFL/ ESL research, following a global trend to introduce languages at earlier stages of the curriculum (Hasselgreen, 2005, 2008). In addition, across Europe, there are thriving policies regarding the enhancement of self-regulated, independent learning through programmes such as *Reggio Emilia* and *High Scope* in childhood education curriculum, thus enhancing children's self-regulatory skills as well as fostering autonomous literacy and numeracy development (Williams, 2003). At a national level, however, there appears to be a considerable gap regarding *how* to develop these in preschool education.

3.1.2. Foreign language play and literacy development

Within the preschool years, and at an international level, research has been developed towards the way through which play influences literacy developments. Indeed, it has been one of the most researched areas of early literacy learning and instruction in the 20th century (Roskos, 2009; Wood, 2011). In the view of the constructivist perspective (Vygotsky, 1978) spontaneous play is a self-regulated activity, usually initiated by the child. Moreover language play has been considered to be the natural way through which children learn the first and the second language (Piaget, 1962; Vygotsky, 1986; Crystal, 1989; Cook, 2000; Elvin, Maagero & Simonsen, 2007; Björk-Willen & Cromdal, 2008).

Regarding this research field, among the classic and most influential theories are the theories from Vygotsky and Piaget. Both provide strong theoretical frameworks in supporting play-literacy relationships, which we consider to be equally valid to support foreign/second language literacy development. As in the Vygotskian perspective language was considered crucial in developing internal control of action and thought, it was also understood as the primary means for developing understanding and self-regulation, perspective that has been shared by other researchers (i.e. Elias & Berk, 2002). Moreover, Vygotsky also recognized the increased value of the role of adults and peers in acquiring social literacy practices during play. Therefore the Vygotskian construct argues that literacy acquisition is a social, constructive process and that children develop literacy concepts and skills through everyday experiences with others, including bedtime storybook reading, overall parental literacy practices (Hart and Risley, 1995; Brooker, 2009; 2010) and pretend play.

In turn, the Piagetian view emphasizes the value of social pretend play for practicing and consolidating broad cognitive skills, such as symbolic representation and emergent literacy skills (i.e. print awareness). Therefore there have been established strong connections among children's play and its intricate connections with symbolic thought, self-regulation and the emergence of language. The matter of what is in a child's mind when she is engaged in her forms of play (i.e. listening to a story or a rhyme) remains a mystery for science. As attested by Moyles (2000, 2005) and Cook (2000):

“Children use language to create ‘make-believe’ worlds; they sing songs, follow stories on television or video, read or listen to stories told or read aloud to them by adults. All of these

activities generate their own self-contained worlds". In their pre-linguistic play, "children love to imitate and mime; they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement".

Further empirical support for Vygotsky's argument concerning the links among pretend play and the development of representational abilities has been documented in a study from Berk, Mann & Ogan (2006), where it was observed the incidence of 'private speech' in children aged 2-6 years old. This has previously been found by Copple (2003), in that children repeat the kind of instruction and guidance that others give them and begin to give themselves audible directions. Then, as time progresses, children's 'private speech' becomes internalized as thought (Vygotsky, 1967; 1978). This young children's tendency to talk to themselves while carrying a task is of great importance forms an important link between the notions of self-regulation and symbolic representation. 'Private speech' is a widely reported phenomenon, ranging among 20 to 60 per cent of preschool children's utterances (Whitebread, Coltman, Jameson & Lander, 2009).

Therefore this growing capacity for mental representation allows children to make plans before taking action, and their activities assume a more goal-oriented mode. As children use words to plan and reflect, they primarily use language in non immediate events and this type of language use is fundamental for subsequent successful academic achievement, namely in areas such as reading and writing, when they enter formal schooling (Dickinson and Smith 1994; Vitiello, Greenfield, Munis & J'Lene, 2011). In their study, Bus, van IJzendoorn, & Pellegrini (1995) found that children's level of pretend skill predicts their emergent writing pattern. In a relatively more recent study, Pellegrini, Dupuis, Smith & Peter (2007) found positive, significant relationships between three-year-old children's symbolic play and their use of metalinguistic verbs (i.e. verbs that deal with oral and written language ability such as *talk, write, speak, read*), which suggests transfer of abstract, socially defined language uses between play and literacy. Evidence also suggests that literacy-enriched play settings can result in short-term gains in young children's knowledge about the functions of writing, ability to *recognize play-related print*, and the use of comprehension strategies such as self-checking and self-correction. More recently, Wood (2011) and Puranik & Lonigan (2011) have demonstrated that play processes such as language, symbolic representation, and narratives are related to early

literacy skills. Thus play might be considered a holistic literacy event, as well as being a trigger of early self-regulatory skills.

This is important since self-regulated learning has been specifically defined as “being aware of task demands” (Schellings & Broekkamp, 2010). Therefore the sociocultural construct was thought to be an appropriate framework for the present study, considering its emphasis on *scaffolded* learning and the work within the *zone of proximal development* (Vygotsky, 1979), which is closely related to the enhancement of self-regulatory behaviours. The significance of children developing early self-regulatory, metacognitive abilities have been shown to be profound, but also relatively long-term, even in terms of academic achievement, independent of general intelligence, in subject learning such as early mathematics and reading, when these performances were measured a year later (Blair & Razza, 2007).

3.1.3. ‘Scaffolded’ learning, foreign language play and symbolic representation

The nature of the cognitive processes involved in EFL learning should not be neglected, and ‘scaffolded’ learning has been found decisive in terms of foreign language development. Inspired in the theoretical ideas developed by Vygotsky, it might be considered that there are cognitive mechanisms through which ‘play might contribute to effortful, intentional learning, problem-solving and creativity’ (Whitebread, Coltman, Jameson, & Lander, 2009). Further Vygotsky associated play to children’s ability of self-control, based in the premise that children create their own ‘zone of proximal development’, thus setting their own level of challenge. This also involves the notion that play is spontaneously initiated by the child, and this justifies why during play they are in control of their own learning. Within this line of thought and as supported by Whitebread, Coltman, Jameson, & Lander (2009) and further argued by Wood (2011):

“Play makes a contribution to the development of symbolic representation, seen that human thought, culture and communication are all founded in the unique human aptitude for using various forms of symbolic representation. Among these forms are drawing and other forms of visual arts, visual imagination and language in all its various forms” (pp.43-44).

Thus play is here understood as the first medium through which children explore the use of symbol systems, such as the foreign language writing system.

3.1.4. Representational capacities through dramatic or make-believe play

Children's dramatic or make-believe play is important because children learn how to use objects and actions in their symbolic function and become able to think symbolically. Moreover make-believe play has been considered unique in its support of self-regulation (Vygotsky, 1978). Children feel highly motivated to perform the suggested roles and to stick to the rules that make part of the play, thus progressing in their ability to self-regulate. Therefore play has been considered to hold a vital part in the development of learning, bearing in mind that through play it is possible to foster higher-order cognitive skills, 'flexibility of thought' which are uniquely human and supported by childhood and the playful activities children carry in this period (Bruner, 1972).

In the same line of thought, Bornstein (2006) has considered pretend play (i.e. role play and sociodramatic play) as being 'universal'. In the present study this uniqueness of pretend play in first language literacy development has also been found to hold significant relationships in fostering foreign language literacy development and cognition. As argued by Nutbrown (2006) and Wood (2011):

"Children's engagement in make-believe play strengthens children's memory, language, logical reasoning and imagination, since they become agents of their own learning" (lines - 84-85).

Within this viewpoint, the use nursery rhymes might be considered strong enhancers of first and foreign language development during children's childhood.

3.1.5. First, second and foreign language development

Although there may be individual-level variation in terms of children's L1 acquisition, certain milestones of language development occur with an impressive regularity in the majority of children, particularly in the first year of life. As Berko Gleason (2005) summarized: "around the same time that they take their first steps, many infants

produce their first words much the same way all over the world". This happens approximately when they are 12 months old, and the speech production and perception timeline up to this point, including the process of 'locking in' the sounds of the L1 appears to be fairly universal (MacWhinney, 2004).

It has also been suggested that the last few months of the first year of life is also the time for developing certain language-specific, social, cognitive skills related to the intention of reading and categorizing (Tomasello, 2003). As already stated, the interactional L1 acquisition process and early literacy development usually occur in children's home environments, which is related to family literacy practices such as storybook reading (Hammet, van Kleeck & Huberty 2003; Price, van Kleeck & Huberty, 2009).

In their first years of life children go through similar stages in terms of their native language development, widely known in the literature as 'milestones' (Halliday, 1975; Mercer, 1995; Cameron, 2010). Generally children learn vocabulary through their spoken interactions with adults, i.e. children's parents (Hart & Risley, 1995; Korat, 2009; Al-Momani, Ihmeideh, Naba'h & Abu, 2010), a fact which makes linguistic input key for foreign and second language acquisition (Krashen, 2004). In what concerns the process of foreign language development, the strategy of carefully listening to young children has been previously suggested by Crystal in the title words of his book *Listen to your child* (1998). Crystal argued that young children's parents are the best helpers in the first language acquisition process, regarding that it is through interaction with adults in their home environments; L1 input that children develop and acquire their first language. This view was further supported by Korat (2009) arguing that 'parental talk to young children is an important vehicle for supporting children's cognitive and linguistic development'.

As the process of first language development happens primarily within children's home environments, where affective imprints are naturally created among the child and her parents, this puts emphasis in the role of 'affective' environments, which leads us to consider the links among emotion, language play self-regulation and language learning, as in the study from Bown & White (2010). Additional research has established the decisive significance, for children as learners, of their emotional and cognitive self-regulation, which holds a fundamental role in first and foreign language learning (Vohs & Baumeister, 2010; Bown & White, 2010).

3.1.6. Emotional regulation, foreign language learning and 'stealth' learning

The ability to self-regulate enables children to adapt and to gain the most from their environments, making the developmental processes and experiences that enhance the development of self-regulatory skills. There have also been found positive associations between emotion, self-regulatory behaviours, foreign language, multilingual skills, and pro-social behaviours in preschool children (Astington & Jenkins, 1999; Cutting & Dunn, 2006; Pavlenko, 2005, 2006; Hurd, 2009).

Our theoretical outline views early foreign language learning not only as a social construction, but also as a similar process to second language acquisition. Therefore it is here understood as a consequence of general sensory and memory processes and as a parallel process to children's L1 acquisition (Cummins, 1991). Through these receptive processes, auditory representations of sound sequences are linked to co-occurring sensory stimuli and since spoken language is used to refer to objects and actions in the world, the implicit correlation between hearing words relating to objects and seeing (or feeling, smelling or otherwise perceiving) the referents can be expected to underlie the learning of foreign spoken language. This links with the concept of *stealth learning* in that it refers to all that learning that is occurring within children's minds, without immediate direct evidence of it (Laevers, 1994). Therefore we consider that *stealth learning* relates with the current study in that there is the premise that language acquisition, whether first, foreign or second language, are primarily receptive processes. Thus, the concept refers to all that implicit learning that is occurring within the learners' mind, being a receptive, silent process first (the input), and only afterwards, the evidence of that learning becomes evident (the outcome). As children's gradually conquer confidence within the foreign, second language, the productive processes start to emerge (i.e. using the foreign language to communicate). In agreement with this Laevers (1998) proposed the following quality criteria to assess the quality of preschool educational settings (Figure 3.1).

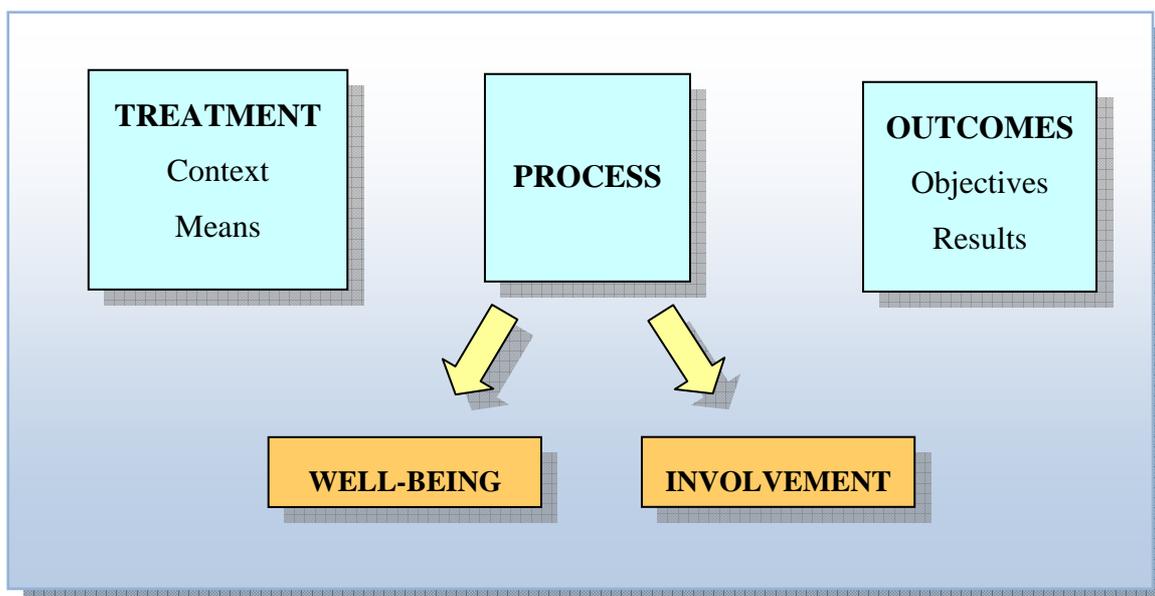


Figure 3.1 - Quality criteria to assess preschool educational settings.

Thus, *stealth* or implicit learning are concepts associated with strategic self-regulation, in that children set their own levels of challenge, their own zones of proximal development.

3.1.6.1. The importance of self-regulated, strategic learning

Gu (2010) has defined strategic, self-regulated L2 learning as follows:

“Strategic, self-regulated learning lies at the heart of second/foreign language acquisition. Over the decades, we have seen applied linguists suggesting the right amount of comprehensible input, opportunities for output, corrective feedback, task-based presentation, and contextual scaffolding in the classroom. But after all this, the only thing teachers can do is to wait and hope that learners will notice the patterns or automatically activate their implicit learning mechanisms. While this might happen, the central thesis behind language learning strategy research is that *learners, supported by teachers and curricula, can play a much more active role in managing and controlling the learning process*, thereby maximising the outcomes of learning. Instruction in strategic learning can result in better learners”.

The italicized words selected by the author aim at emphasizing the value of learners as individuals who are able to build their own knowledge. This is in line with what has been argued by Pemberton (2008) in that knowledge building should not be dependent on 'good' or 'bad' teachers, but rather rely on learners' own ability of self-control in language learning. As attested by the author,

"[...] a good language learner is somebody who is able to // basically take responsibility for that language learning, to control their own language learning."

This is in agreement with the Council of Europe's vision (Common European Framework for Languages, 2001), where this process is key for learners to develop autonomy, which maybe even more important than developing language proficiency,

"It is to develop the awareness, the knowledge of themselves [learners], and the knowledge of how they learn their ability to plan their learning and to evaluate their learning" (lines 109-113).

In doing so learners, independent of their age, they are 'learning how to learn' (Common European Framework for Languages, 2001). This view was consolidated by Coyle (2008), considering that enhancing children's self-regulatory behaviours is a part of 'rich learning environments', associated to planned *scaffolded* environments and the *zone of proximal development*, where:

"[...] you're continually pushing the individual learners up the scale, but *it is dependent only on the learner, it's not dependent on anybody else except the learner.*" [...] and what I see as a rich learning context is one where there is spontaneous interaction and a spontaneous use of language // because I think that is only when you talk in a foreign language that the thought processes that are going on link so that the new learning can take place" (lines 87-102).

Therefore there appear to be intricate connections among EFL/ESL and the development of self-regulated, strategic behaviours in the sense that at the heart of this relationship is the European construct of *learning how to learn*.

Research shows that children who are given more opportunities to plan and reflect on their own activities score higher in measures of language, literacy, social skills and overall development (Nelson, Stage, Epstein, & Pierce, 2005). For example, in the current study, when learners were asked about their previous EFL learning, this represented an opportunity to reflect upon their own previous knowledge, thus enhancing their cognitive, metacognitive processes related to the foreign language. Thus, when children make serious efforts to represent their understanding, this process helps them deepen, improve, and expand their understanding. There is evidence that skilled teachers can increase the frequency and depth of this kind of experience in children's daily lives, therefore performing 'mediated learning' or 'assisted performance' (Ohta, 2005). Therefore it is the process which involves children leaving the privacy of their homes and face the need to learn how to communicate with others (preschool teachers, peers, supply teachers for English, Music or Physical Education) in their immediate surroundings without parental support, that children progressively detach from their private/egocentric speech and have the understanding that it is not only their world but also the 'others'. In this study, the underlying assumption is that the development of self-regulatory, metacognitive skills enhanced through the designed EFL pedagogic approach based on language play are key in improving young children's early EFL performance, thus laying the ground for their future academic success as foreign/second autonomous language learners.

Previous research on second language acquisition with young learners has analysed several hypothesis influencing foreign and second language learning (Ellis, 2008). Fewer studies however have established a clear connection among foreign language play and foreign language self-regulatory behaviours, with 3-5-year-old Portuguese native-speaking children. Therefore the current study addressed the development of foreign language oral and cognitive skills through foreign language play, mainly through a 'taught' condition (Lander, 2007). Therefore and bearing in mind the growing body of research concerning the enhancement of independent, autonomous language learning in preschool children, thus putting in practice the European premise of *learning how to learn* and regarding the absence of opportunities in Portuguese childhood education curriculum learning languages other than their first, this chapter presents two aims.

First, it seeks to examine the significance of EFL language play for early FL learning and possibly to L2 acquisition research which might contribute to a better

understanding on the phenomenon about the development of children's FL self-regulatory, metacognitive processes. Second, it aims at reporting the findings supported by the data collected of a one-year research study, exploring the EFL pedagogical opportunities provided by the bilingual teacher.

3.2. Method

3.2.1. Participants

Fifteen preschool children between 3 and 5 years old of age, Portuguese native speakers participated in this study. Participants were recruited by the participant researcher from a state school, a pioneer school in offering parents the option of entitling their children with foreign language education. Therefore children participated in EFL sessions after compulsory preschool curriculum (as it was a parental choice to attend English lessons). As this was a qualitative study, English sessions were audio-recorded, further transcribed, content analyses' techniques applied. Afterwards children's parents were informally interviewed to cross-check the findings.

The EFL pedagogic approach was designed accordingly to the preschool curriculum themes, thus establishing cross-curricular work, aimed at integrated learning. Research ethics was accomplished by obtaining children's parents' informed consent (BERA guidelines, 2011). When resorting to data extracts, children's names are pseudonyms in order to guarantee anonymity and thus protect children's identity.

3.2.2. Procedure: overview

Children arrived at the EFL collection room on preschool campus for a 45 minute English session, once a week. After introductory or feedback activities, tasks from the pre-designed EFL cross-curricular approach based on language play were administered to children. Further children were provided with a self-regulation enhancer, the EFL portfolio, inspired in the *European language portfolio for young learners* (Council of Europe), where they could include all the completed tasks, either provided by the bilingual teacher or made by the children on their own initiative. All EFL sessions were audio-recorded, transcribed and content analysed, which allowed depicting moments of private speech and foreign language (FL) self-regulation. Children's involvement in EFL sessions

and their metacognitive skills development were monitored through the measures described below.

3.2.2.1. Measures

a) Preschool children involvement in EFL themes

The internationally used instrument, the 'Leuven involvement scale for young children' (LIS-YC), developed by Ferre-Laevers (1994) was adapted and used to measure children's involvement within EFL themes. Children listened to the teacher's task instructions and their involvement was monitored through the LIS-YC adapted protocol and audio-recorded to cross-check the findings (Appendix 3.1). This is a 5-point rating scale and the unique known instrument especially designed to be applied with preschool children in order to measure their involvement and well-being in their preschool daily activities. Thus and considering we were working within the paradigm of integrated learning, it was found to be suitable to the present study, in that our view is that children should always feel *well-being*, a positive attitude in relation to the experience of learning a new language.

b) The analytical model of foreign language self-regulation.

Another used instrument to analyse children's foreign self-regulatory processes was the 'analytical model of self-regulation' (Table 3.1) (Pino-Pasternak, 2006).

TABLE 3.1
Analytical model of self-regulation

1 Metacognitive knowledge (Flavell, 1987)	The individual's knowledge about personal, task and strategy variables affecting cognitive performance.
2 Metacognitive regulation (Brown, 1987).	Processes taking place during ongoing activities involving planning, monitoring, control and evaluation.
3 Emotional and motivational regulation (Zimmerman, 2000).	The learner's ongoing monitoring and control of emotions and motivational states during learning tasks.

Added to these, the participant researcher carefully listened to children's interests and took notice where children's current level of learning was. This was double-checked with Early Years' teacher in order to prepare cross-curricular EFL sessions. Furthermore, all the attempts and efforts made by children to communicate through the FL received positive feedback, which made a significant contribution to the process of children conquering confidence within the foreign language. The previously presented measures will serve as the conceptual ground in analysing the obtained results.

3.3. Results

As already stated, in order to describe the results, added to the application of content analyses' techniques, we have resorted to two measures: 1) the LIS-YC (Laevers, 1994) and 2) the analytical model of self-regulation (Pino-Pasternak, 2006), which were adapted and applied to interpret the data. The developed EFL pedagogic tasks and materials were designed regarding their pedagogical innovation, playful-based tasks or opportunities, based on the existing literature, to incite EFL self-regulatory behaviours. The already mentioned analytical model was used to code the behaviours within the recorded events. This model involved the three main aspects of self-regulation identified in

the literature (see Table 3.1). The overall results refer to the EFL tasks that enhanced self-regulatory behaviours which are depicted through data extracts supportive of the types of metacognitive regulation (Pino-Pasternak 2006).

3.3.1. The EFL tasks enhancing self-regulatory behaviours

Self-regulatory behaviours were identified from audio-recorded data and in Researcher's Field Notes during EFL tasks inside and outside the preschool classroom. Many of the identified events showing the richest evidence of EFL self-regulatory behaviour were playful, but also involved children in collaborative problem-solving, which required them to reflect and talk about their own thinking or activity.

In addition, throughout the content analyses' techniques applied to the data, there were identified two main types of play: (a) spontaneous play, initiated by the child, and (b) play with a 'taught' condition (Sylva, Bruner & Genova, 1976). The latter implied activities such as orally retelling a story; discovering their way out of a maze, where they would find vocabulary related to preschool standard curriculum themes such as Mathematical shapes (Figure 3.2).

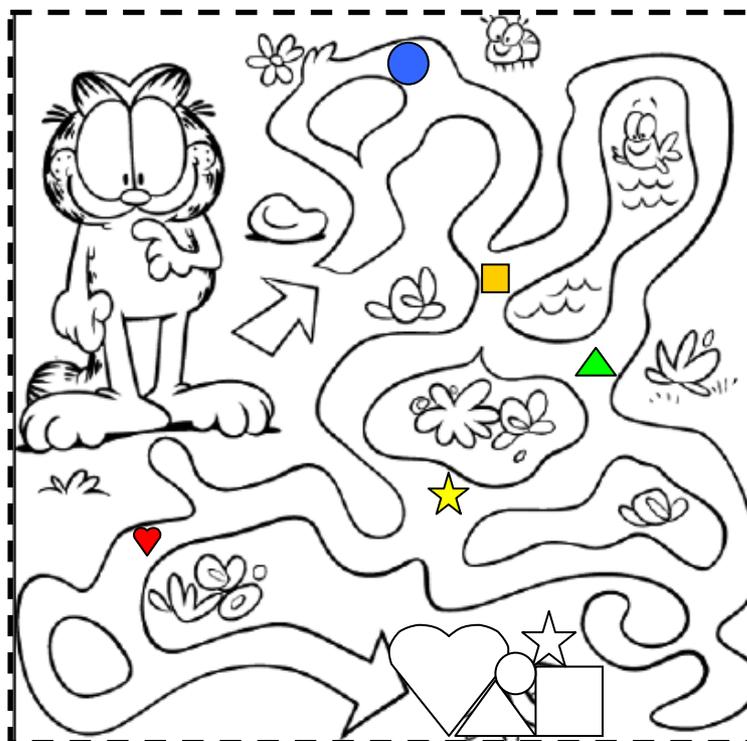


Figure 3.2- Approaching mathematical shapes through a maze.

Another EFL pedagogic task required that children completed foreign language prompts with target words related to Mathematics (Figure 3.3).

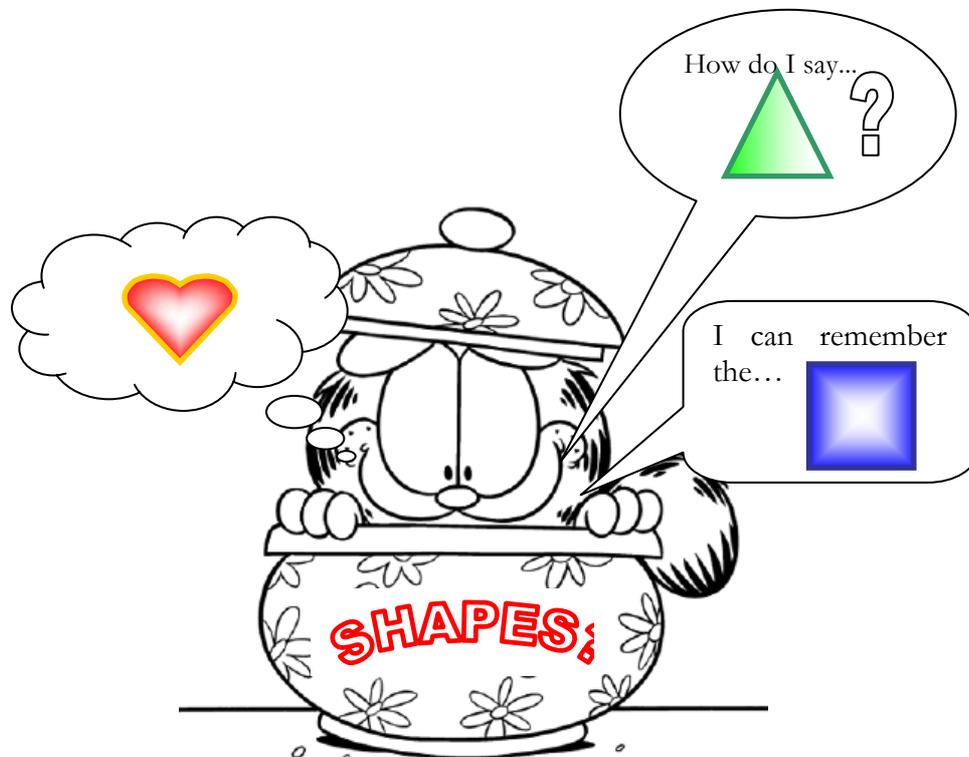


Figure 3.3- Enhancing EFL metacognitive knowledge through Mathematics.

The deeper analysis of these data was in agreement with the perspectives that foreign language play impacts upon EFL self-regulation and metacognitive processes. The following description of the carried interactive tasks includes the group of the participating children carrying out the problem-solving task of helping an apart family to reunite, which in the view proposed by Pino-Pasternak (2006), can be interpreted as an opportunity for *metacognitive regulation*.

3.3.1.1. Interactive Tasks

1. An interactive powerpoint was prepared beforehand and presented in the preschool classroom in the screen of a personal computer. The powerpoint script was based in a 'make-believe story', resorting to relatively familiar cartoons (The Simpsons). Children's help consisted in remembering the name of the elements of the story in the

foreign language and calling out their names, in order to get a happy ending, which was the family all together (Appendix 3.1).

While watching it, the bilingual teacher fostered children's interaction, so they could use the foreign language. As children should orally complete gaps in the story, this activity allowed oral and cognitive skills assessment. The powerpoint structure was: (1) family picture; (2) family picture + pets (3 times); (3) family members appearing individually (father, mother, sister, brother) and pets (dog, cat), and then the youngest family member (baby sister). Afterwards in the presentation there was a means of transport (car). All of these were also aimed at testing children's categorization abilities. Each element of the story appeared smoothly on the computer's screen, and for example, when the car appeared, children should be able to identify a 'red car', thus identifying its colour.

The bilingual teacher's voice was always affable and raising and raising/lowering the voice was constant to keep children engaged in the story and not to feel pressured with assessment.

2. Children were presented with a *maze* activity, where the condition to progress through the maze would be to pronounce the name of the mathematical shape, therefore using the foreign language. At the end of the maze, the shapes were all together, as children were required to colour it, but only after recognising and verbally producing the corresponding target word (see Figure 3.2). By doing so, when helping a cartoon to remember, children were not only resorting to pretend play but also using cognitive strategies to content recall, thus increasing children's involvement within the task and at the same time carrying out metacognitive regulation.

3. Children were presented with an activity which consisted in helping a cartoon to recall the names of some mathematical shapes, 'regarding that he could not recall them all' (*pretend play*). Prompts were embedded in the worksheet in thought bubbles such as 'I can remember the...?', which should be completed with the name of the mathematical shape. Another interactive prompt was 'How do I say...' and children should complete the sentence with the target word/shape (see Figure 3.3). Afterwards children would resort to peer-pretend play, using the prompts provided to 'interact' with the cartoon and their peers. This might help explaining the finding that the children would retrieve and recall information related to EFL curriculum themes in the long-term. Therefore, as children

gradually conquered confidence within the foreign language, their levels of oral interaction improved significantly, which leads us to the consideration that the development of self-regulatory processes and early EFL performance are closely interrelated.

Thus EFL pedagogic activities represented opportunities for children resort to 'pretend' play and also 'taught' play, both found to be helpful in the process of foreign language learning, self-regulatory and metacognitive processes.

3.3.1.2. *The EFL portfolio*

Another pedagogic tool which provided children with the opportunity to take ownership of their foreign language learning and at the same time allowed interaction among the teacher and children's parents, thus putting in practice the European principle of *learning how to learn*, was an adapted version of the language (EFL) portfolio, inspired in the Council of Europe recommendations for developing portfolios for young learners (Council of Europe, 2010). This represented an opportunity for children's self-study and in turn for self-regulation. Indeed, this is in agreement with the literature related to *portfolios* as being 'a collection of personal and intellectual experiences, thus leading to high-order thinking skills. Recent studies have reported that 'portfolio keeping in EFL writing is beneficial to the improvement of vocabulary and grammar knowledge, reading and writing skills' (Aydin, 2010). In addition, they have also been reported as having 'positive impacts on students' literacy and self-regulated learning skills when the tool is used regularly and integrated into classroom instruction' (Meyer, Abrami, Wade, Aslan, & Deault, 2010).

Within the portfolio, children could include all the materials used in the English lessons. Moreover children were allowed to take them home as long as they would bring them in the following lesson; in order both the teacher and the learners could establish feedback among foreign language lessons, thus enhancing EFL content recall. The opportunity to take their moments of EFL learning into the privacy of their homes allowed many joyful moments within their families, as children would apply classroom instructions and greetings such as *sit down, please, hello, good morning, good afternoon, goodbye*, whenever they found appropriate. These attitudes may also be interpreted as sociodramatic play. As such, added to the fact that the EFL portfolio represented an opportunity for self-reflection, it also prompted foreign language spontaneous language use, whatever the

setting was the preschool classroom, the playground or children's homes. This is possible to observe in Table 3.2 containing extracts of different sources of data.

TABLE 3.2
English as a Foreign Language (EFL) Portfolio as a Pedagogic Tool for Self-regulation and Spontaneous Language Use

Data excerpts from Researcher's diary

Direct influence of the EFL portfolio

Parent: 'we have noticed at home that John is much engaged in learning English. He goes through his English portfolio and starts doing his 'self-study'. And, you know, he wants to remember everything he learns in English. Then, he goes through his portfolio and starts teaching me.'

Influence in other subject learning and native language development

Early Years' Practitioner: 'John has improved a lot in all academic subjects since he started attending English. He's much faster in doing tasks, in thinking. And his pronunciation in his native language has improved too.'

Data excerpt from audio-recorded lesson

EFL portfolio as a foreign language facilitator among school, home and within learner

John [going through the pages of his English portfolio] [L1]: "You know, teacher, I have been studying at home all we have learned in English and now I know. Do you want to see? [pointing to worksheets with pictures containing target vocabulary]: [L2] 'salad, soup, rice, pasta, ice-cream, (...)'.

3.3.1.3. *The application of the Leuven involvement scale for young children (LIS-YC)*

The current experiment represented a first opportunity for children to get in touch with a foreign language (FL) other than their first (L1). As such, to closely monitor children's reactions and involvement within EFL lessons was thought to be crucial. The adaptation and application of the LIS – YC (Laevers, 1976; 1994) was used in order to interpret the data and cross-reference the participant researcher's perspective. This

instrument allowed analysing how involved children were in their work and their 'emotional well-being' in EFL preschool classroom activities. This scale allows professionals working with young children to help each child reaching their full potential in terms of EFL learning. Therefore a sample was taken from a pedagogic unit in order to capture how children's *well-being*, *involvement* levels progressed throughout an EFL preschool curriculum theme: *My World – my family*, thus measuring children's reactions (Figure 3.4).

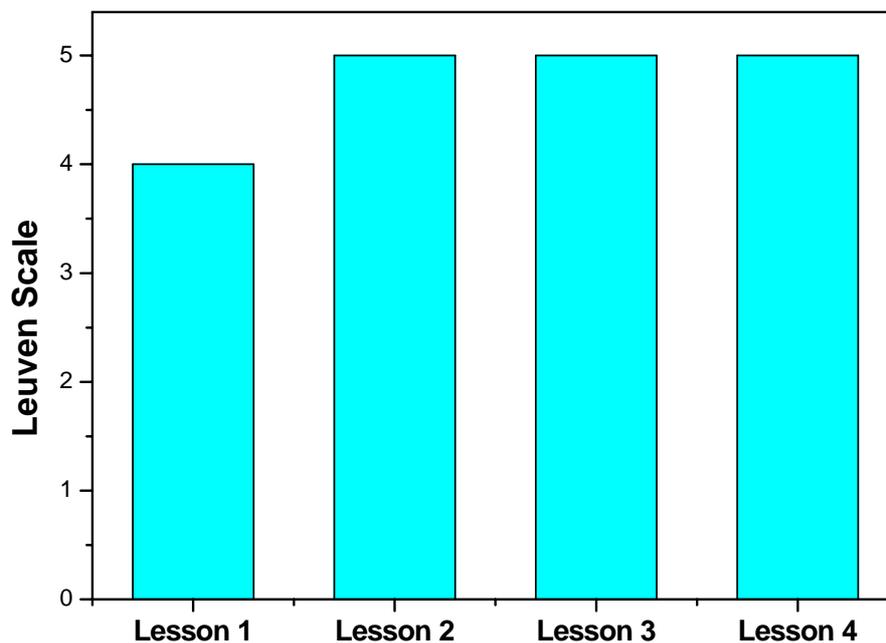


Figure 3.4 – Preschool children involvement in EFL Themes - My world: my family.

As it can be observed in Figure 3.4, children's *involvement* and *well-being* levels across the EFL theme were progressively higher. Therefore children evidenced an increasing *involvement*, starting with a 4.0 level and then increasing *involvement* up to 5.0, which means *total concentration, implication, involvement in the proposed activities*.

3.4. Discussion

Although much previous research has analysed preschool children's self-regulatory behaviours, few studies have addressed the role of a foreign language integrated approach

as a symbol system (different from children's native language) in developing preschoolers' self-regulated behaviours.

The goal of this investigation within this emergent area of research was to explore potential links between children's early experiences with a pre-designed EFL approach, oral performance and pedagogic tools enhancers of self-regulation. In addition, the study also aimed at researching children's the levels of emotional well-being, whereas developing EFL oral, linguistic and cognitive skills.

Thus and in agreement with the data it seems reasonable to argue that young children who had the experience of learning a foreign language, thus modulating their behaviour through tasks, nursery rhymes, might develop stronger self-regulatory skills than their primary peers in terms of having previously develop EFL '*learning how to learn*' skills (see Chapter 2). Indeed, the results suggest an interesting interplay among the foreign language, self-regulatory and cognitive skills. As such, children evidenced ability to EFL content recall, thus putting in evidence long-term memory skills (see data excerpts 1, 2 and 3).

In addition, and as it can be observed in Figure 3.4, it is our view that children's high levels of involvement might be interpreted as synonym of emotional well-being. It is our view that this finding contributes to the argument of the *unique* attitudinal features of young children being exposed to languages since preschool, as *involvement* or engagement might diminish considerably with the increase of age (Barrett, 2009). This attitude was also registered in the Researcher's field notes, once children would happily leave their playground setting and enter into the English lesson joyfully. Therefore children's *involvement* and *well-being* can be considered to be interrelated with *the emotional and motivational regulation* proposed in the analytical model of self-regulation (Pino-Pasternak, 2006). One plausible justification for this engagement within the language is the playful character of the EFL integrated approach, for instance, through dramatic or make-believe play. EFL playful learning was further found in teacher's and learner's *vocalisations* as well in listening/singing songs in the foreign language. This occurred when children pronounced foreign language target vocabulary with a high or pitch of voice and when attempted to sing songs in English. Therefore providing children with repeated experiences of modulating their EFL oral performance with the aid of music and songs, with a certain rhythm and rhyme pattern (i.e., '*hello, how are you? Mother, father, sister,*

brother? // Hello, how are you? Are you happy? Are you sad? Hello, how are you?) might be considered to be good exercises for young children's emergent foreign language self-regulatory skills.

Moreover, the increased use of task-relevant private speech joint with private singing (initially in the form of word chunks) appear to be other potential correlates of such early EFL exposure and might therefore be the meditational mechanism through which the foreign language listening/singing activities influence children's emerging self-regulation.

Previous studies have found evidence that play impacts upon self-regulation and metacognitive processes, and as a consequence its effects emerge most clearly in tasks and aspects of development which involve problem-solving and creativity, rather than simpler recall and non-strategic learning (Whitebread & Jameson 2005; Lander, 2007; Winsler, Ducenne & Koury, 2011).

In line with this, the findings also suggest that EFL language play added to a planned *scaffolded* learning environment, appears to be major contribution the learners' self-regulatory, emergent foreign language skills development (i.e. emergent reading and writing behaviours), impacting in the landscape of consciousness and emotion (Ruffman, Slade, Rowlandson, Rumsen & Garnham, 2003). The EFL pedagogic strategy consisted for example in one word or two-word phrases, whose linguistic meaning emerged from its connection with reality such as children's names, their home environments (i.e. their family) and the world around them (i.e. means of transport and colours).

The playful character of the EFL approach also helped children in acquiring some foreign language basic structures, different to their native language. For example, the adjective-noun pattern in the two-word phrases followed the English syntactical pattern. This situation represented a contrast with children's native language in that the Portuguese syntactical order is (1-noun) *carro vermelho* (2-adjective), whereas in English the order is (2-adjective) *red car* (1-noun), and the adjective precedes the noun. These were useful in helping children answering questions such as '*what's this?*', where children would reply '*it's a red car*'. This language feature, in which the foreign language words are mapped onto an unknown grammatical structure, differently from children's L1 is, in our own view, preparing children with the necessary background for second, foreign language academic achievement. This sensitization to the specific features of the 'new' language

was thought to be beneficial because success in the assessment phases required generalization of learned associations into new visual contexts, therefore identifying the correct visual target, involving more than a mere 'translation process'.

As play has been considered to be a part of human nature, it can be here considered a powerful pedagogy tool, enhancing amusing and pleasant learning experiences which promote oral communication and interaction and in turn involve children into using language in meaningful situations (Schrader, 1990; Neuman & Roskos 1991; Lauritzen, 1992; Levy, Wolfgang & Koorland, 1992; Saracho & Spodek 1998; Cook, 2000). Furthermore certain classroom actions such as pretend play ('to be the teacher) and the use of a mascot provided opportunities for foreign language use, thus putting in evidence playful learning. This is another echo of the research studies related to the effects of play, reaching the conclusion that 'play impacts upon self-regulation as well as in the metacognitive processes' (Lander, 2007; Whitebread, Coltman, Jameson & Lander, 2009). The development of children's self-regulatory abilities is essential because they have been considered to be profound, long-term and also background tools for children's academic school readiness (Veenman & Spaans 2005; Vitiello, Greenfield, Munis & Jorge, 2011).

Therefore EFL language play might also be responsible for 'incidental learning', all that learning that occurs without effort and 'intentional' learning', which occurs when children remember something. This intentionality requires effort and involves using a range of 'metacognitive' activities, such as planning, selecting cognitive strategies and evaluating our own learning' (Flavell, 1979). In support of the previously mentioned, we present three data excerpts to illustrate the types of foreign language metacognitive regulation presented by Pino-Pasternak (2006) and further developed by Whitebread and colleagues (2009), supported with relevant literature along with interpretations and further elaborations from the author.

3.4.1. Descriptive Analyses

3.4.1.1. *Metacognitive knowledge [Data_excerpt_1]*

1 Teacher [L1]: What had I asked you to draw in the comic strip?

2 Children [L1]: to draw.

- 3 Teacher [L1]: Right, but what had to be there? //
- 4 Anne [L2]: *father, mother, sister e [and] brother.*
- 5 Teacher [L1]: Things we had learned such as?
- 6 Children [L2]: *Shapes.*
- 7 T [L2]: *Shapes. What are shapes?*
- 8 Vicky [L1]: *figuras geométricas.*
- 9 Teacher [L2]: *very good.* // [L1] Very well, Vicky. Vicky has been paying attention in
- 10 lessons. Congratulations!
- 11 Mary [L2]: *E [and]...[L2] transportation.*
- 12 Teacher [L2]: *transportation.*
- 13 John [L2]: *E [and] family.*
- 14 Teacher [L2]: *family.*
- 15 Teacher [L1]: what [L2] *transportation* [L1] have we learned? Do you still recall?
- 16 Children [L2]: *car.*

In the above excerpt, learners were aware of their foreign language knowledge and also of the tasks and strategies helpful in the foreign language learning process, thus recalling contents from the topics approached through the EFL integrated approach and providing that information to the teacher. First, learners were willing to show that they were able to recall what they had learned in English, thus highlighting their cognitive performance.

Second, they were enthusiastic to show the teacher that they were able to foreign language content recall after several weeks without English (limited) input on a specific curriculum theme. Therefore children were putting in evidence both cognitive and metacognitive knowledge in the sense that not only they are able to show good cognitive performance but also they are able to reflect on their own foreign language learning strategies and are conscious of them. Thus we consider learners are carrying *intentional learning* (Flavell, 1979). This consciousness has been identified in the literature as a synonym of awareness, thus being the precursor of second language acquisition (Schmidt, 1990). In our perspective and considering the data, children are indeed demonstrating a parallel process in their path towards foreign language learning.

3.4.1.2. *Metacognitive regulation [Data_excerpt_2]*

1 “Teacher [L1]: now we are going to do a game that is called [L2] ‘role-play’. I choose
2 one of you, one of you pretends to be the teacher and teaches me the members of the
3 family. Mary is going to start. I do not know the members of the family, you are going to
4 teach me.

5 [Learner turns the worksheet to the L2 teacher, starts pointing left to right to the
6 corresponding character in it and starts describing the picture]:

7 Mary [L1]: It’s the [L2] *father, brother, / /*

8 L2 teacher [L1]: I have to repeat, say it again.

9 Mary [L2]: *brother, mother, sister, ...*

10 [As audio-recordings miss the potential of video-recordings, in order to reassure the
11 learner actually knew the L2 content, the L2 teacher made an attempt to puzzle the
12 learner].

13 Teacher [L1]: So the [L2] sister [L1] is the [L2] mother, [L1] is it?!

14 Mary [L1]: No, it’s the [L2] sister! [Nã, é a mana].

15 Teacher: And the [L2] father [L1] is the [L2] brother?!

16 Mary: No, it’s the father! [Nã, é o pai].

17 Teacher [L1]: And how do we say [L2] brother?

18 Mary [L2]: brother!

This excerpt allows us to discern that the learner, through a ‘taught’ condition, was able to plan, monitor, control and evaluate her own foreign language learning. She had to plan how she would perform the role of the teacher. In order to do that she had to monitor her own foreign language learning and be very confident of it. Then, when the teacher attempted to puzzle her, she took control of her learning and of the task of teaching the foreign language teacher. While carrying out all these tasks, the learner was carrying out an implicit evaluation of the EFL learning. Therefore we consider this to be a clarifying example of foreign language metacognitive regulation.

3.4.1.3. *Emotional and motivational regulation [Data_excerpt_3]*

1 Teacher [L1]: And how do you say [L1] *star*, Miss Anne?~

2 John [L1]: I know!

3 Teacher [L1]: Then you can say it.

4 John [L2]: Star!

5 Teacher [L2]: Star! Very good!

6 John [L1]: I said [L2] *star*!

7 Anne: [L1] I knew it! The [L2] *star* [L1] doesn't get out of my little head!!~

The above excerpt might be considered to involve both *emotional* and *motivational* regulation in that the two children are interacting with the foreign language teacher. The first example is when a learner to whom the teacher had not requested to participate owns enough intrinsic motivation to monitor and express her FL knowledge. The second example comes through the use of the terms '*little head*' by Anne, when referring to the word '*star*'. By resorting to the use of an emotional tone of voice and tender terms to refer to an EFL word, she is actually establishing control of emotions during learning tasks.

This finding resonates the conclusions from the studies related to affect and language learning. In their study, Burkitt, Barret & Davis (2007) have explored the matter of children's expressing emotions through their drawings and the colours they use. Thus, if we focus on the colours used in EFL tasks, children showed a tendency to use bright colours, therefore expressing positive emotions in relation to the foreign language. In addition, Pavlenko (2005, 2006) and Bown & White (2010) have established clear connections among affect, emotion and language learning. Thus *emotional well-being*, *motivational regulation* and *involvement*, are terms that appear to be closely related in this study. As such, these lead us to a deeper analysis of the concept *emotional literacy*. This, we believe, is related to the key role of enhancing positive emotions, through for example, the teacher and the learner's *vocalisations*, which has been a recurrent finding throughout the data analyses. As such, the data made us consider that 'affect', emotion have an increased value in the foreign language learning process. Paraphrasing Ogarkova, Borgeaud, & Scherer (2009), there is a fundamental human need to express affect. Thus the fact that the children have drawn themselves holding hands with a 'friend' that speaks

the language they are learning, is a gesture that might be considered a way of expressing affect in relation to other peoples and cultures. Moreover the use of emotional terms (i.e. 'my little head') serve as the conceptual glue that ground the acquisition of emotion categories throughout infancy and childhood (Barrett, 2007).

In a time in children's lives where they leave their familiar setting and enter into preschool, emotions, affect and all the experiences provided to them gain a whole new importance and meaning. As such preschool might be considered the first institution of socialization after the family, which helps us understanding the essential value of *affect*.

In line with the findings from several studies (i.e. Arnold & Brown, 1999; Damásio, 1994, 2006; Mercier & Sperber, 2011; Bown & White, in press) the affective and cognitive aspects of language learning are inextricably attached. Therefore *affect*, *motivation* and *cognition* all contribute to the intellectual development in which the social and cultural contexts are integral to the foreign, second language learning process. Moreover, as argued by Ogarkova, Borgeaud, & Scherer (2009) there are complex constitutive links between language, affect and culture. As such, the foreign language being learned might also be considered as a way of communicating meanings and also of expressing human emotions. Thus the foreign language is here understood as a means of making sense of emotions, of *learning how to mean* (Halliday, 1975; Bown & White, 2010). This is also in line with the concept proposed by Haddon, Goodman, Park & Crik (2005) of 'emotional literacy', focussing on the nature of foreign language interaction that occurs in classrooms, which is key in establishing the dynamics among schools, teachers and preschool children. Thus we consider that the building of positive affective bonding with the foreign language is vital to children's enjoyment and interest within the language in a lifelong perspective (Common European Framework of Reference for Languages, 2001).

Still in respect to the dynamics between teachers, preschool children and parents, we also consider it is possible to argue that the young learner's portfolio held a key role in developing not only self-regulatory, metacognitive skills, but also in fostering learners' *emotional literacy* through a portfolio-based philosophy. This might be related to the enhancement of independent, autonomous, self-regulated learning (Little, 2005), in that the use of portfolios with young children puts together the view that *Knowledge* is something socially built and a tool which allows learners to be authentic creators of their own *Knowledge*. Therefore the use of this pedagogic tool has made possible to capture EFL

learning efforts, learning moments. As such, it represented an opportunity to enhance self-regulatory, metacognitive behaviours, and it allowed children's to express themselves 'freely', for example, in their first attempts in writing. Moreover and as already stated, the EFL portfolio allowed an interaction among the bilingual teacher and children's parents.

In addition, children felt the EFL portfolio as something 'unique', where they could see their FL learning progressing, thus providing them a sense of pleasantness, achievement. *Pleasantness* has been one of the listed dimensions by Scherer (1984), and has also been observed during English sessions and especially when learners shared their learning with their peers and families. This dimension also links directly with Portuguese preschool key curriculum themes in terms of 'highlighting the pleasure of learning', therefore providing conditions for children's language learning success (Portuguese Ministry of Education, 1997). Further Scherer listed other dimensions in which appraisal of motivation can be made, including 'novelty/familiarity', 'goal relevance', 'coping potential' and 'self and social image'. In our study, the 'novelty' might be considered the new language young learners were being exposed to. At the same time, the 'familiarity' reached learners through the preschool key curriculum themes chosen for the EFL integrated pedagogic approach such as Mathematics or Social Study.

As for 'goal relevance', it relates to learners' ability to express the purpose of learning a foreign language, which in turn triggered their own motivation. Thus learners became aware that learning English was important because they would learn *how to speak like the British do*, thus making their first attempts to communicate in a foreign language. Regarding the fifth dimension, 'coping potential, self and social image', the experience with a new language provided learners with more self-confidence and social image, when for example, one of the learners was even able to improve his mother tongue learning after being exposed to the foreign language. Thus if we bear in mind these dimensions proposed by Scherer, the EFL pedagogic activities implemented in the preschool classroom were targeted at providing mainly lively FL oral interaction and play, thus providing 'pleasantness' and a wish to share their learning.

Within the emergent findings of our study, we consider that the specific case of 'John' is of an illustrative character, regarding at the beginning of the study he was a very shy 4 year-old boy with pronunciation difficulties in his native language. As it can be observed in Table 3.1, it was somehow surprising when: a) he started competing with his

peers wanting to show he was equally able of a good performance (effect on self and social image); b) his parents told the English teacher he took his language portfolio home to study what he had learnt; thus, if there was something he could not recall he would ask his parents and become very annoyed by their inability to help him (goal relevance/pleasantness); c) his Early Years' Teacher reported that he had made remarkable progresses in his native language development after he started attending English lessons, thus demonstrating a positive effect in mother tongue learning.

This specific case and others we have used across this chapter might be considered to be linked with the theories that advocate *emotional literacy*. In this respect, Schuman (1999) proposed an 'affective theory' which attributed to the early years of life a greater social and emotional permeability to language influences than is available in adolescence or adulthood. It is also worth considering that the EFL pedagogic approach proposed to learners might well have worked as a representative of the language being taught as well as of that culture. In addition, the teacher herself was perceived by learners as representative of 'English' and of 'the English time'. Every time the teacher appeared learners would comment 'look! English has already arrived!', or 'It's English time'. If the teacher had to go to the preschool at any other day of the week they would think it was 'English time' again and expressed sadness when they were told that 'it was not English day'. This can also be linked with the power of second, foreign language learning to motivate 'integratively' and 'instrumentally'. (Gardner, 1985; Schmidt & Savage, 1992; Clément, Dörnyei, & Noels, 1994).

This chapter has reviewed some of this evidence and related theory as well as presenting the authors' own research study, focusing in EFL language play in supporting the development of metacognitive, self-regulatory skills, including representational abilities. These are particularly significant in intentional learning. Therefore carefully listening to children in order to understand how their self-regulatory processes evolve can significantly help preschool language teachers to interact more productively in EFL contexts. The current findings are also supported by the considerable body of evidence within the psychological literature supporting the role of playful learning, particularly pretend or symbolic play, which might involve children in particular kinds of learning.

Further, as we have previously argued, this research is of particular significance for EFL language play within preschool educational settings, as it appears to have its most

significant impact in relation to effortful, intentional learning. Thus EFL playful learning can be supported by appropriate pedagogic activities, through, for example, EFL play task-based learning. This view is supported by the research studies that emphasize the value of enhancing positive, affective imprints in early childhood, thus sustaining a lifelong language learning strategy. Thus there appears to be a “complex ‘interplay’ between emotion, the regulation of emotions and engagement with foreign language learning” (Pavlenko, 2005, 2006; Bown & White, 2010).

Therefore it can be argued that it is possible to enhance self-regulatory behaviours in preschool children through EFL oral performance, resorting to EFL playful learning. The positive effects observed along the academic year lead us to consider that an EFL pedagogic approach holds the potential of being a positive experience for monolingual preschool children, even when bilingual education does not exist in the school educational system as it is the case of Hungary (Nikolov, 1999) and as it is the case of Portugal.

In agreement with European premises, this study represented an opportunity for children developing EFL *learning how to learn* skills, thus self-regulating their learning strategies, whereas preparing them with EFL background skills to achieve academic success across primary grades. Although the small size of the sample can limit the generalization of the findings, we believe these results have strong implications for childhood education settings as well as for policy makers in terms of introducing foreign language education opportunities in childhood education settings. In addition, in our view, children attending state preschools could benefit from such early EFL integrated approaches in that it could diminish children's self-regulatory difficulties in primary school and at the same time improve children's emergent reading and writing skills in a foreign language, thus enhancing democracy in childhood education (Qi, Kaiser, & Milan, 2006; Moss, 2008), as we will discuss in Chapter 4.

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Appendix 3.1 – Protocol based in the Leuven Involvement Scale (Ferre-Laevers)

An Observation tool in preschool classrooms: 3 – 5 years old

Setting: preschool

Content: My World: My Family

Links:

a) Lesson plan

b) Lesson transcription

LEVEL 1

There is no activity. The child is absent minded. Any exterior activity is a stereotyped repetition of basic movements.

LEVEL 2

Actions with many interruptions. The child acts, but in an intermittent way, not concentrating in one single activity.

LEVEL 3

There is already actual activity, but without intensity. The child is doing something (for example, listening to a story, shaping clay, doing experiments in the sand, interacting with other children, writing...) but concentration is missing, motivation and pleasure within the activity. The child is functioning at a routine level.

LEVEL 4

At this level there already are moments of intense mind activity.

LEVEL 5

There is a total involvement, expressed by the total concentration and implication. Any disturbance, any interruption are lived as frustrating ruptures.

Date of measuring involvement:

Time of starting class: 16:45 - 17:30 pm

Time guide: 45 minutes

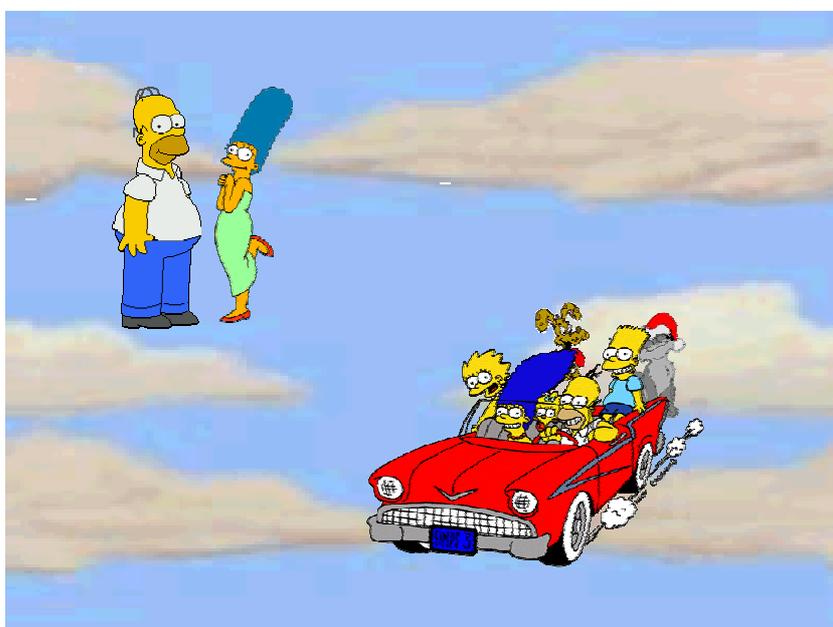
Researcher/ Observer:

Other relevant observations:

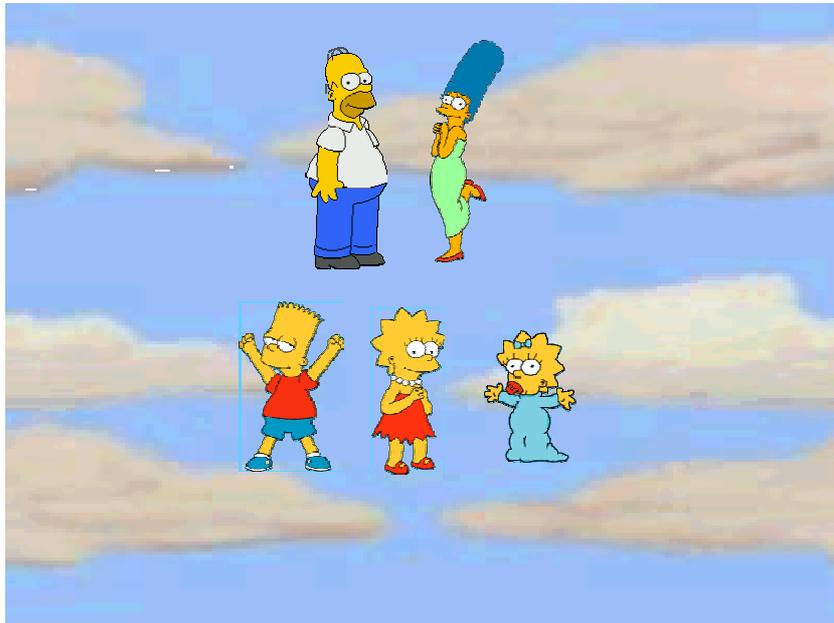
Appendix 3.2– Interactive *powerpoint* related to Preschool Curriculum themes: 'Family'; 'Pets', 'Transport' and 'Colours'



[Slide 1: mother, father, baby sister + dog, cat]



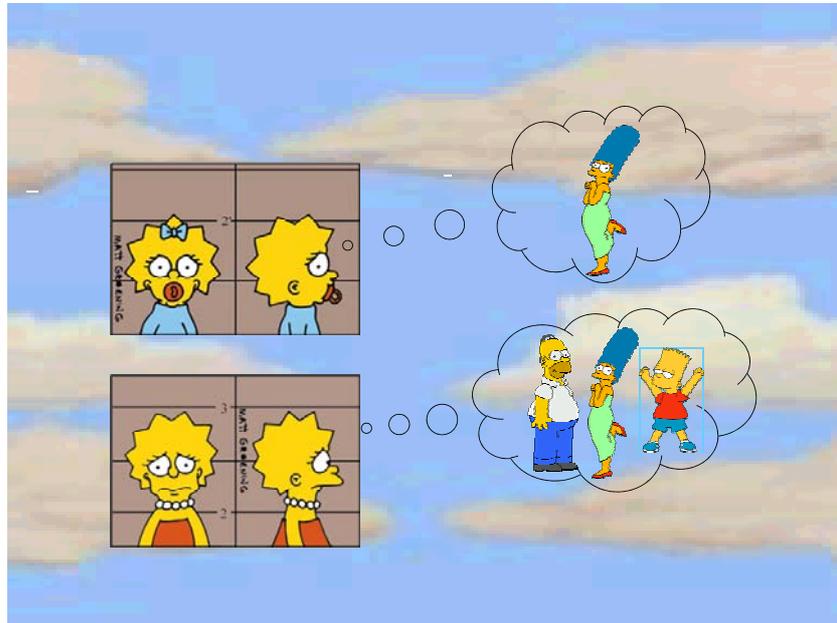
[Slide 2: mother, father, sister, brother, baby sister + dog, cat + car + red]



[Slide 3: mother, father, brother, sister, baby sister]



[Slide 4 – Super-hero is going to save the Family]



[Slide 5: baby sister is thinking in the? [mother]; Sister is sad, thinking in the ? [father], ? [mother] and ? [brother]. But super-hero is going to save them all as long as you [learners] call out their names in English]

**CHAPTER 4. DEVELOPING LITERACY FOR PRESCHOOL
EFL LEARNERS**

Abstract

The relationship between an integrated approach to English as a foreign language (EFL) and the emergence of reading and writing skills was investigated with a monolingual sample of 15 Portuguese native-speaking preschool children (3-5 years old). Participants were exposed to a particular pedagogic approach in the regular classroom environment, using language play. This research focussed on the effects observed in terms of receptive vocabulary, oral production and emergent word-level reading and writing skills. Within the action-research paradigm, a qualitative case study was adopted to provide an in-depth understanding of the phenomenon. The collected data were further subjected to the process of content analyses' techniques. The findings report the emergence of foreign language reading and writing skills such as awareness of intentionality of print, the match between spoken and written words, and the conventions of print. Discussion focuses on emergent foreign language literacy, on foreign language literacy development over time with implications for early foreign language literacy research and understanding to inform curriculum planning and management of curriculum innovation at preschool level.

Keywords: Emergent foreign language literacy skills; Emergent foreign language pre-reading skills; Early English language learners; Preschool; EFL integrated approach; Language play.

4.1. Introduction

As already stated in previous chapters, the phenomenon of research into young learners and foreign, second language (L2) acquisition is a growing trend. Publications from the Council of Europe (White Paper, 1995; Common European Framework of Reference for Languages, 2001; Action Plan 2004-2006) have been emphasizing the enhancement of foreign language education programmes and the introduction of a first foreign language in preschool education. English language learning has grown throughout Europe and an early start in foreign language education has become a worldwide trend - reflected in the increasing amount of children enrolled into various forms of foreign language education, especially during children's preschool years (Wong, 2006). In addition, with the decrease in birth rate and the general rise in educational attainment of the population, young parents expect the best for their children. They believe that for their children to have a competitive edge over other individuals according to current societal norms, children need to learn English at an early age - an undeniable essential for global communication (Chuang, 2001; Carter & Nunan, 2005). As such, attaining a high level of English fluency is seen as a powerful advantage. Within this changing cultural landscape where English is seen as a Worldwide Language, the interest in introducing modern and foreign language education at earlier stages of the core curriculum has increasingly included younger learners.

As mentioned in Chapters 1 and 2, in the Portuguese context since 2005, the Government has promoted opportunities for primary school children to attend several '*atividades de enriquecimento curricular*' (AEC) (activities of curricular enrichment), other than compulsory school subjects, where English, Music and Physical Education were included (Portuguese Ministry of Education, 2005).

However, this policy does not extend to young children attending preschool, and indeed flows against the growing interest in the prominence of emergent literacy and biliteracy, (Bucklewater & Lo, 2002; Francis, 2002; Yesil-Dagli, 2010; Cabell, Justice, Konold, & McGinty, 2011). As such, a more detailed analysis of preschool children's foreign language emergent reading and writing behaviours as well as the EFL pedagogic approach used to foster those skills, might contribute to a better understanding of the value of entitling Portuguese preschool children with foreign language education. After having

discussed in Chapter 3 the power of a foreign language in developing children's ability to self-regulate, in this chapter we further discuss the value of early foreign language interventions not only in fostering emergent reading and writing skills but also their potential in terms of preventing some subsequent academic reading difficulties.

4.2. Conceptual framework

4.2.1. Theoretical paradigms of emergent literacy in L1 and L2

The term emergent literacy implies that children's reading, writing and oral language develop in an interdependent way during the preschool years. These emergent literacy skills, which precede formal reading and writing instruction, are the foundations to skilled fluent reading (Whitehurst & Lonigan, 1998). In its broadest definition, literacy includes literacy skills such as being able to read and write using different sorts of texts for different purposes. According to Cameron (2010), *literacy* can be considered part of everyday life for young children and adults. Developing this argument further, bilingual or multilingual education might well be considered a part of young citizens' literacy skills. This is due to the fact that in countries where children learn a second or a third language from early infancy, a significant contribution to an individual's development of literacy skills is made through the experience of constructing two or three language systems (Bialystok, 2002; Ball, 2010).

In a narrower definition of *literacy*, it refers to the idea that reading and subsequently writing are interrelated processes, linked with meaning construction (Stanovich, 1984). Learning to read is a crucial, interactive process that starts in the informal setting of young infants' home (Al-Momani, Ihmeideh, & Abu, 2010). Prior to native language (L1) literacy development in formal school settings, the foundations of those skills are laid during early infancy, through informal learning environments (Putman & Walker, 2010). These skills acquired informally were originally termed and still are 'emergent literacy' skills (Clay, 1967; Storch & Whitehurst, 2002; Levy, Wolfgang & Koorland, 2006) and refer to young children's ability to recognize that individuals have a purpose when reading and writing. Before children enter into formal schooling most are already aware of the reading and writing conventions - they might have observed adults reading books, seen letters printed in books, cereal boxes or perhaps seen older siblings

reading and writing (Clay, 1967, 1991; Ferreiro & Teberosky, 1986; Ferreiro, 1992; Teale & Sulzby, 1989). Thus, from early infancy children are involved in using reading and writing: for example, learning to write their name, drawing or when looking at storybooks or other forms of print with adults (Cameron, 2010). The reading process requires the development of certain cognitive skills, such as symbolic representation. According to Bialystok (1997),

“A symbolic representation is one in which an entity is arbitrarily designated to stand for another. A symbolic representation is the mental encoding of such a relationship. As such symbolic representation and phonological awareness are interdependent components of reading.”

Therefore, in order to read, children must understand these correspondences and accept the invariance of a formal symbolic system that connects letters to sounds. Reading is the first opportunity for children to interact with this type of symbolic representation.

According to Adams (1990), there is a stage when children learn about the forms of written language of English (i.e. letters) and the later stage, where they are able to read, during which they treat written forms as representational objects, not as symbols. Hence, the written form of a language is a symbolic system in which letters represent sounds to indicate the phonological structure of a word. In the case of alphabetic writing systems, the letters stand for the sound in the word. This ‘phonological’ correspondence is a specific symbolic property because it only applies to alphabetic systems. Regarding this ‘phonological correspondence’ among the second or foreign language sounds and print, Gough & Tunmer (1986) proposed the ‘*Simple View of Reading*’ model (SVR), which states that reading comprehension is related to decoding through oral language comprehension skills. This model assumes that second language oral skills and word reading are used as predictors of successful second language reading comprehension (Figure 4.1).

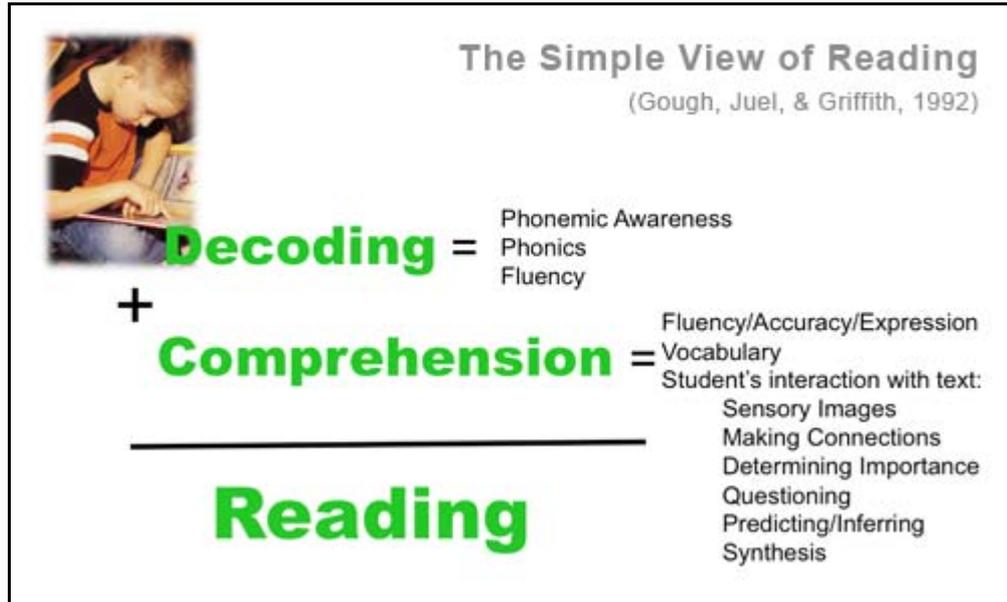
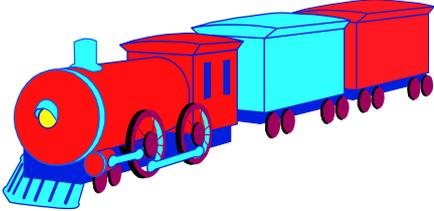


Figure 4.1 - The Simple View of Reading model (Gough, Juel and Griffith, 1992)

Therefore and as illustrated in the figure above, the *Simple View of Reading* model includes five associated core components of the reading process: phonemic awareness, phonics, fluency, vocabulary and comprehension. Thus, decoding, defined as the ability to figure out words and comprehension (the ability to interact with the meaning of the text) are necessary skills for being able to read. Hence this model assumes that the better listening and oral skills are, the better the reading performance will be, a hypothesis we consider appropriate both for native and foreign language development. At the preschool level of education and bearing in mind this viewpoint, the enhancement of strong early phonological skills (i.e phonemic and phonological awareness) and the stages of spelling development are intertwined and can thus be considered as the best predictors of EFL learners' academic success (Gentry, 2010; Eurydice, 2011). Thus and by proposing ourselves to analyse the influence of motivational, affective variables in foreign language literacy development, we intend to provide a basis for their interdependency in the design of foreign language approaches at preschool and primary school levels of education. The findings of this study echoed this relationship, considering that the children who had more oral interventions in the foreign language classroom were those who evidenced a greater capacity to successfully perform conventional foreign language pre-reading tasks, i.e. selecting from two written words the one corresponding to the picture (Figure 4.2).

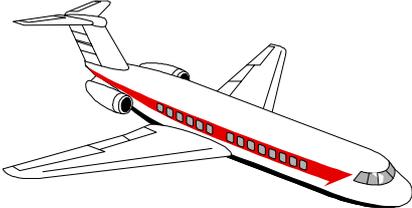
1. **Listen** to your teacher and **circle** the appropriate word according to the pictures.
2. **Let's mime the transport and guess.**
3. **Match** the words to the transportation.



- BUS.
- TRAIN



- PLANE.
- BUS.



- PLANE.
- TRAIN.



- PLANE.
- CAR.

Figure 4.2 - Conventional pre-reading task.

Although the present study is concerned with a foreign language, we adopted the SVR model to help us interpreting the data. As the SVR is associated with oral comprehension skills, it was considered suitable considering that young children make meanings through social and environmental contexts, and through explicit conversations about their experiences that assist them in creating deeper understandings and richer conceptual knowledge (Fleer & Raban, 2010). In addition, this research shows an understanding by very young learners that meaning was found in the print, even when they

did not know what the print actually said. This early awareness of print is associated with children's first years of life as well as their language development. Therefore, according to Bialystok (2002), enabling children to understand connections between sound and print is indeed establishing the grounds of a symbolic representation in a second language L2. This view is shared by us in terms of the process of emergent foreign language reading development. Moreover this process assumes a greater importance if we consider that unlike most alphabetic languages, the English language has a 'deep' orthography, where the mapping between phonemes and symbols is neither consistent nor one to one (Oller & Eilers, 2002). This has been considered to be one of the major causes of academic failure across grades. As a consequence, learning to decode and to spell in English may potentially pose difficulties for learners (Oller, Pearson, & Cobo-Lewis, 2007).

However and in line with the findings from the literature (e.g. Shanahan & August, 2006; Tabbors, 2008), we consider that an early awareness of the English language might prevent reading and writing difficulties (Ziegler & Goswami, 2005). In addition, research demonstrates strong evidence that bilingual and multilingual children have both linguistic and cognitive advantages over their monolingual peers (Bialystok, Luk, & Kwan, 2005).

4.2.1.1. Early language development and early literacy skills

In their early years children are 'wired' to distinguish all the sounds of any human language, practically from birth. Within a short time, their perceptual abilities become tuned to their native language [L1] even though their productive repertoire remains limited to non-speech sounds and babbling for much of the first year of life (Shanahan & August, 2006; Cameron, 2010). In particular, children's 'private' speech is related to the development of language (Werker & Lalonde, 1988). 'Private speech' has also been associated with situations where children repeat the kind of instruction and guidance that others give them and begin to give themselves audible directions. Further as time progresses, children's 'private speech' becomes internalized as thought (Vygotsky, 1967; 1978; Berk, Man, & Ogan, 2006).

As has already been discussed, within first language development, early literacy skills, including letter recognition, decoding skills and knowledge about print, have been shown to be related to successful reading. Studies across a range of monolingual, bilingual

and language minority learners have suggested that young children acquire the foundation for skilled reading prior to conventional reading behaviours. This sets the stage for later success or failure in learning to read (Adams, 1990; Dickinson, McCabe, Chiarrelli, & Wolf, 2003; Snow, Burns, & Griffins, 2003; Shanahan & August, 2006). Among the foundations for skilled reading, research demonstrates that letter recognition is the single best predictor of later reading success for L1 English speakers (Adams, 1990; Scarborough, 1998; Treiman, Levin, & Kressler, 2007). In the case of this study there is the underlying assumption that children's awareness of print is also a powerful indicator of emergent reading and writing skills in a foreign language, thus laying the background for foreign language reading development.

Both first and foreign language reading developments appear to be interactive processes that start in the informal setting of young infants' home. For instance, when parents use storybooks to read to their children in a foreign language it triggers the process of acquiring receptive vocabulary for English language learning (Al-Momani, Ihmeideh, & Naba'h, 2010). The relationships between awareness and skills developed in the home environment and preschool with regard to developing children's ability to read is well-documented in the literature (see for example, Araújo, 2002; Collins, 2009). As such, it is likely that children progressively acquire the foundations for conventional reading in a foreign language in these settings. As considered in Chapter 3, where children are seen as *agents* of their own learning, thus creating their own *zones of proximal development*, we here resort to the L2 sociocultural theory framework as a theoretical background for foreign language emergent reading development, where learners construct their own *Knowledge* as a result of interacting with their environment and of mediating their understanding through meaningful cultural and social contexts (Vygotsky 1978; Lantolf, 2000).

4.2.1.2. Sociocultural approach to early L2 development

This sociocultural approach is a holistic perspective that considers how learners acquire second language proficiency through interacting in the second language, which in turn triggers children's emergent biliteracy. In line with this perspective, we consider children learn a foreign language through a collaborative process where they appropriate

the language of the interaction as their own, for their own purposes, building grammatical, expressive, and cultural competence through this process (Ohta, 2000). Expert-led scaffolds (usually by the teacher) are a part of these collaborative processes, which help children figure out sound-symbol correspondence.

This is strengthened by recent research which provides evidence that starting learning languages in preschool has long-term positive effects across primary school, in areas such as reading and writing (Neufeld, Amendum, Fitzgerald, & Guthrie, 2006; Fitzgerald, Amendum & Guthrie, 2008; Amendum et al, 2009). These studies suggest that very young foreign and second language learners build literacy ‘events’ beyond the teacher’s instructions, thus creating their own literacy practices. As such, children in their early years, are not mere recipients of *Knowledge*, but rather actual *agents* in building literacy *Knowledge*. Thus a sociocultural model of emergent ‘foreign language literacy’, which focuses on how very young learners develop emergent foreign language reading and writing skills in certain cultural and social contexts, is relevant to this study because: a) emergent foreign language literacy is rooted in very young learners’ intentions to achieve meaning through social events, where reading and writing are an integral part and b) emergent readers and writers participate in similar forms of foreign language literacy processes as those used by older learners and adults.

4.2.1.3. Role of L1 and L2 factors as predicting reading: The Common Underlying Proficiency hypothesis

Bearing in mind literature related to emergent L1 literacy, in the present study it is assumed the position that there are similar processes involved in foreign language literacy development. This view has been supported by Cummins’s metaphor of the *dual iceberg* (1991) for bilingualism (Figure 4.3).

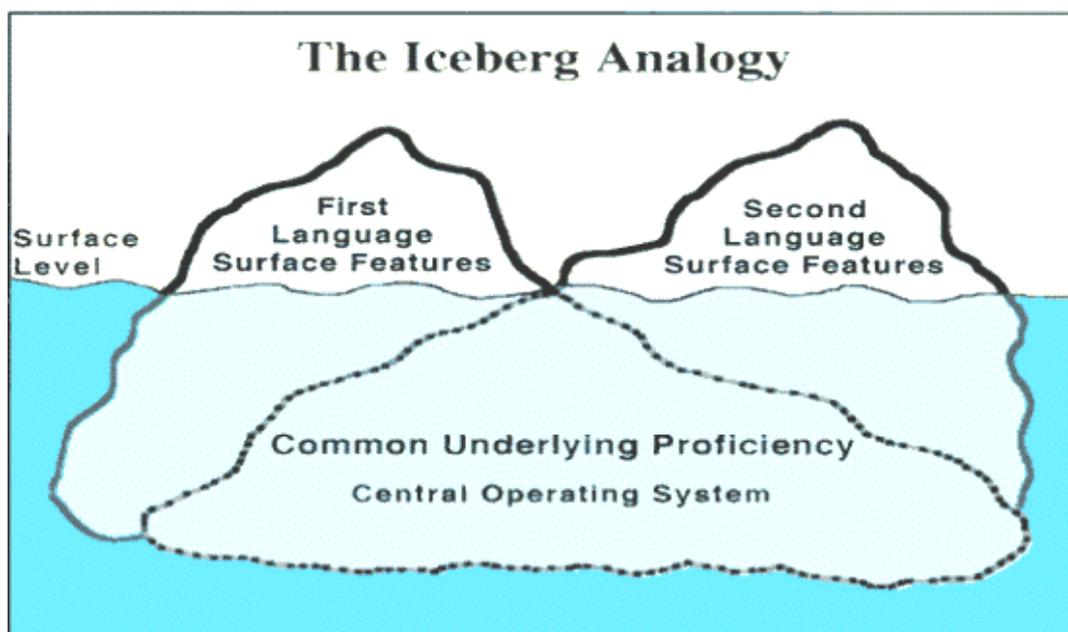


Figure 4.3 - The Common Underlying Proficiency hypothesis (Cummins, 1991)

This hypothesis for bilingual reading development, the ‘*Common Underlying Proficiency*’, suggests that first (L1) and second (L2) language literacy development are understood as parallel processes involving universal linguistic processes, based on cross-linguistic transfer. Thus, it implies that at the deep, structural levels, languages share many properties, being different only at surface levels. Furthermore, underlying processing skills related to syntax, phonology and morphology, and word reading might transfer from the child’s first to the child’s second language. This relationship *across languages* allows skills from one language to facilitate acquisition of skills in another language (Cummins, 1984). Moreover Cummins’ hypothesis has been strengthened by further studies with bilingual children learning languages with different writing systems, such as English and Chinese or Cantonese (Geva, 2000; Bucklewater & Lo, 2002; Bialystok & Luk, 2008). In the present study there is the premise that Cummins’ hypothesis relates to the current research. For example, when learning foreign language vocabulary, children used previously acquired L1 literacy knowledge. In turn, this leads us to consider cross-language transfer. According to Gottardo (2002), “grammatical knowledge is related across languages if the grammatical structures are formed in similar ways and unrelated if the structures of L1 and L2 are unique”. This constitutes some advantages in the case of the

Portuguese language, for example in affirmative sentences, Portuguese presents a similar structure to English in that the word order is subject-verb-object [L1]: Eu gosto de gatos; [L2]: I like cats).

4.2.1.4. Cross-language transfer

One of the key issues which has been under discussion in the field of L2 acquisition concerns the phenomenon of language interference and language transfer when learning an L2 as an additional language. The majority of the literature has shown positive transfer of phonological skills across languages for emergent bilinguals (Geva & Siegel, 2000; Gholamain & Geva, 1999; Wade-Wooley & Geva, 2000). In the case of alphabetic languages (i.e. Spanish and French), research has shown that there are correlations, for example, between phonological awareness in English and Spanish (Durgunoglu, Nagy & Hancin-Bhatt, 1993; Durgunoglu, 2002; Lindsey, Manis, & Bailey, 2003). Similarly, it has also been reported that there are significant influences between phonological awareness in one of these languages and word recognition in the other. As we will discuss in the ‘results’ section, in this study it was found that the phonological awareness skills previously developed in the L1 transferred to the emergent reading ability in the foreign language. Additional support for cross-linguistic transfer theory has been provided by research conducted with languages with different writing systems, as Chinese and English (Huang Hanley, 1995; Buckwalter & Lo, 2002). The strongest test of phonological awareness transfer in languages with different writing systems (Cantonese-English) has been presented by Gottardo, Yan, Siegel, & Wade-Woolley (2001). In their study, they concluded that “phonological processing skills in a child’s L1 can influence reading performance in an alphabetic orthography, regardless the orthography used to represent in the child’s L1”.

4.2.1.5. Predictors of word reading in English speakers and English language learners: phonological awareness

Phonological processing skills or phonological awareness can be defined as ‘the ability to identify and produce the sounds that compose spoken words’ (Al Oitaba, 2009). Research studies have arrived at a consensus that one of the most robust predictors of word

reading skills among monolingual English speakers and language minority students, are phonological processing skills, also known as phonological awareness (PA) (Shanahan & August, 2006; Gottardo, 2008). The importance of phonological awareness to reading acquisition in L1 and L2 is well documented in the scientific literature (Blachman, 2000; Bryant, Maclean, Bradley, & Crossland, 1990). For example, phonological awareness and alphabet knowledge at the time of entry in formal schooling have been reported as the best two predictors of reading skills. Children who demonstrate stronger phonological awareness and letter recognition skills in preschool also evidence those stronger reading abilities (Lonigan, 2004; Ritchey & Speece, 2006), in first (Lonigan et al, 2000; Morris, Bloodgood, & Perney, 2003), second, third (Catts, Fey, Tomblin & Zhang, 2002) and fourth grades (Storch & Whitehurst, 2002; Dixon, 2010). These findings substantiate a strong argument that foreign language exposure in preschool contributes to the development of emergent foreign language skills across primary school.

As previously stated, the degree of similarity among first and foreign phonology will affect language-specific phonological representation (Eckman, 2004). Added to phonological skills, and as attested by the *SVR* model, oral vocabulary has been considered to hold a significant influence in learning native and foreign language (English) reading skills, particularly reading comprehension (Adams, 1990; Shanahan & August, 2006; Gathercole, Hitch, Service, & Martin, 1997; Gathercole, 2006; Gottardo, 2008).

As a consequence, several implications occur from the literature related to phonological awareness and its intricate connections with print. Therefore a description of the emergent foreign reading and writing behaviours is needed to explain the process of emergent foreign language literacy among young preschool EFL learners. We will resort to the definition of the concept ‘biliteracy’ provided by Dworin (1998: 3), to help explaining the concept of emergent foreign language literacy development:

“It is a term used to refer to a child’s literate competencies in two languages, to whatever degree, developed either simultaneously or successively”.

4.2.1.6. *Emergent and successive biliteracy development*

Therefore emergent biliteracy is here defined as the reading and writing concepts and behaviours of young children prior to formal instruction that precede and develop into conventional biliteracy and foreign language literacy.

As has previously been discussed, Ziegler & Goswami's study (2005) suggests that the preschool years are foundational stages for future successful foreign language reading development. Nonetheless, few studies investigate cases of emergent foreign language literacy with similar alphabetic systems, as for instance, Portuguese and English. Moreover, there appears to be little published research into the emergence of reading and writing skills in a foreign language among preschool children (3-5 years old) in a context where the majority of children and population are monolingual, as for example is the case of Portugal.

Having identified a gap in the research, this study investigates emergent foreign language literacy processes by following a group of 15 monolingual, Portuguese preschool children. The study seeks to provide insights regarding the debate within the field of early foreign language education as to whether the introduction of an EFL integrated approach fosters overall foreign language literacy development.

4.2.2. Assumptions

Building on the review of research, this study makes three assumptions:

1. Our first assumption is that emergent foreign language literacy is a parallel process to L1 emergent literacy.
2. Young children are able to learn a foreign language while they are still in the process of acquiring their first (August, & Hakuta, 1997; August, Carlo, Dressler, & Snow, 2005). Several educators and developmental psychologists have identified a set of fundamental capacities that underlie reading and other discipline learning, which also make possible the development of children's self-regulatory processes, problem-solving, planning and high order thinking skills (Copple, 2003).

3. Foreign language learning is not ‘harmful’ to first language development, instead representing an advantage for monolingual children (Taylor & Lafayette, 2010; Ball, 2010).

4.3. The present study

As has been discussed, the field of young children learning languages other than their first, has been becoming a fertile ground of research (Nikolov, 1999; Halliwell, 2004; Strecht-Ribeiro, 2005; Pinter, 2006; Lightbown & Spada, 2006; Nikolov et al, 2007; Hasselgreen, 2008; Cameron, 2010). Yet little attention has focused specifically on emergent English reading and writing development of monolingual, preschool children. This is believed to be the first research study conducted with Portuguese-native speakers (3-5 years old), in the process of learning a foreign language, through the implementation of an EFL integrated approach into a preschool setting. Therefore the key purpose was to find answers to the question: *what influence does an EFL integrated approach have in nurturing emergent English reading and writing skills?*

4.3.1. Method: overview and research methodology

Within the action-research paradigm, bearing in mind the emergent post-defined categories from the data, this part of the study was conceptualised as an exploratory case study. In the words of Yin (2003), “a case study is an empirical enquiry that investigates contemporary phenomenon within its real-life context”, which demonstrates ‘holistic and meaningful characteristics’ of that context. Stake (1995) has labelled Yin’s exploratory case study as ‘instrumental’. Therefore an ‘instrumental’ case study is one that adds to our general understanding of a particular phenomenon in a particular context but which may lead to a direction for further research in a wider context. It might be that the case study into emergent foreign language reading skills development provides deepening awareness of their influence and potential impact on Preschool curriculum planning, organisation and management of curriculum innovation, by integrating EFL pedagogic approaches.

Bassey (1999) considered ‘case study’ as a “prime strategy for developing educational theory which illuminates educational policy and enhances educational

practice”. Yet at the same time we are cautious in terms of generalizability of such study, bearing in mind issues such as the small number of the participating children and the lack of quantitative data. However, we believe the obtained rich qualitative results in terms of foreign language emergent behaviours recompense the absence of quantitative data. Hence, this study not only investigates *the effect of an EFL integrated approach in fostering emergent foreign language skills*, but based on a particular EFL pedagogic approach also investigates, *what implications do the results of the data analysis suggest?*

4.3.1.1. *Participants and setting*

The participants for this specific part of the study were recruited from one semi-private school in a moderate-sized city in northeast Portugal. Children’s parents provided informed consent to the institution’s manager and afterwards to the participant-researcher (BERA guidelines, 2011), thus satisfying research ethics. The researcher was also a participant, being the bilingual teacher, hence convenience sampling was appropriate. This preschool setting served children from a wide range of socioeconomic status (SES) considered as mid SES (25-49% children’s parents receive state funding). Portugal has an insufficient state network of Early Childhood Education centres and therefore as an alternative, children attend semi-private schools, funded by the Portuguese government. At the time of the primary data collection, learning languages other than the country’s dominant language in preschool was only available in private schools of languages, at high economic costs. The setting for this research study was a pioneer school due to its provision of foreign language learning in preschool education curriculum, on a non-compulsory basis. Parents could decide whether or not their children attended English classes. Thus the class size for the English lessons was smaller than a regular preschool classroom.

Results are reported based on 15 native Portuguese-speaking preschool English learners aged from 3 to 5 years old. The age range is due to parental choice for inclusion in the EFL programme. The participant-researcher (also the EL teacher) had to manage the children’s diverse skills and enhance each individual’s development, through a planned scaffolded environment.

The preschool regular teacher-reports were used to confirm that none of the children had a history of neurological, motor or uncorrected visual deficits, or had developmental delays that might have hindered typical literacy development or made it difficult to participate in the intervention. Therefore the 15 preschool children took part in a longitudinal study, being exposed for the first time to an EFL integrated approach during one academic year.

4.3.1.2. Insider researcher and participant observation

Within the nature of qualitative case studies, the researcher in our study was conceptualised as an ‘insider researcher’. As Burke & Kirton (2006) have argued,

“The significance of the insider researcher should not be underestimated. Methodologies that support knowledge production from an insider perspective and are at the localized level are of great value in developing more nuanced and complex understandings of educational experiences, identities, processes, practices and relations”.

The role of the participant researcher is a controversial one, but we would argue that any research design reflects the epistemological stance of the designers. Participant observation involves “the researcher becoming part of the group being researched and reflecting on their experiences and the meaning systems they learn in the process” (Denzin & Lincoln, 2005). In this study the participant-researcher was responsible for the EFL integrated approach design and implementation. This ‘dual role’ enabled rich understanding of the context.

4.3.1.3. Materials and procedures

In order to ensure there were little bias as possible in the data collection and interpretation processes, the participant researcher triangulated the findings through the collection of the following materials: a) EFL instructional material, further proceeding to its analysis through document analysis procedures; b) teacher’s assessment protocols; c) lesson audio-recordings; d) lesson transcriptions followed by the application of content analyses’ techniques; e) register of field notes in a Research Diary, inside and outside the

preschool classroom. In order to cross-check the findings, and as well as in Chapter 3, we have also applied the LIS-IC scale. These allowed cross-check the findings through a constant comparison technique.

a) The pedagogic approach developed in the study

The already mentioned preliminary findings have been found to be derived from the application of a particular EFL pedagogic approach. Therefore we consider key to explain in detail how the approach was prepared and afterwards implemented in the Preschool setting.

The corpus of the current study i.e. the EFL pedagogic approach was prepared by the bilingual teacher/participant researcher before implementation into the preschool setting. The design was based on cross-curricular links with preschool main areas of learning (Ministry of Education, 1997), within a philosophy of integrated learning. In addition, playful learning was taken as the context for the planned activities. After the corpus preparation, it was implemented into the preschool setting by the participant-researcher over 33 English lessons (i.e. one academic year). English lessons occurred once a week only for a period of 45 minutes every Friday at 16.45 pm.

Considering that at present there are currently no official approaches towards the introduction of foreign languages in Portuguese Preschool Education, a cross-curricular, integrated approach was considered to be the trigger to enhance relationships among the first and the foreign language, as it fostered children's interest to talk using a language other than their first.

Classroom contexts that provide opportunities for children to take ownership of their writing, such as in Arts and Crafts' activities, encourage very young foreign language learners to engage with emergent forms of writing (Johnson, 2007). According to Lesaux & Siegel (2003) when classroom interactions support meaningful engagements with print, peers and teacher scaffolding can support children in establishing sound-symbol correspondence. Hence the EFL integrated approach involved classroom practices which were socially and instructionally situated so as to view emergent foreign language literacy development in context.

It is the researchers' understanding and a view promoted by Toohey (1998) that the analysis of certain classroom practices as well as the nature of the EFL pedagogic approach might nurture foreign language literacy development. This study was aimed at tracing the interrelationships between oral language, reading and writing development, by monitoring the effects of an EFL integrated approach. As the children became engaged in listening, speaking, writing, we were interested in approaches which enhanced their 'emergent' abilities to understand.

Two models were tested in the study. The first was the '*Simple View of Reading*' model (SVR), proposed by Gough and Tunmer (1986) to enable the researchers to verify the effects of an EFL pedagogic approach in terms of emergent reading and writing skills, by seeking to understand the interrelationships among foreign language oral and written language.

The second model was the '*Common Underlying Proficiency* hypothesis', proposed by Cummins (1991), which assumes language universals as a possible explanation for how languages are learned. Therefore the present study has implications for how an EFL approach might be used most effectively to promote foreign language reading skills in emergent readers. The approach was designed collaboratively between the preschool regular teacher, the participant-researcher and the learners, thus being 'learner-centred' (Nunan, 1998). A 'learner-centred' approach allows learners to be actively involved in the decision-making process regarding the content of the EFL curriculum. Thus, effective teaching and learning occurs because the EFL curriculum is tailored to the needs and interests of the learners.

It could also be argued that this pedagogic approach resonates with two principles of 'content for language and integrated learning' (CLIL). First, it integrates content learning with language learning (Merisuo-Strom, 2002). It encourages young children to learn the content of different subjects through the medium of a foreign language and simultaneously develop their language skills.

CLIL also represents the practical side of the European Union's learning goals. These are achieved first through the *2+1* formula, where citizens should learn two other languages besides their mother tongue. Second, because a language is used as the medium of assimilating new *Knowledge* in real communicative situations, language learning becomes more meaningful and more efficient (Curtain & Martinez, 1990, Coyle, Hood &

Marsh, 2010). Drawing on the literature and on in-depth discussion with the regular preschool teachers an EFL integrated approach was designed and developed as follows:

a. Interdisciplinary work with a focus on meaning-making, using the *Preschool Orientations for Preschool Education* (ME, 2007) as a starting point for introducing and learning a foreign language. According to Table 4.2, if children were learning content from Social Study in their Mother Tongue (L1), foreign language lessons would be designed to reflect and reinforce the content.

Activities were designed to challenge children either to experience drilling in certain words and phrases, even using peer competition as stimuli or to interact and communicate in a playful context (role-play activities). Children kept a record of their English lessons in their portfolio.

b. Creating a supportive atmosphere through an informal learning environment. This was achieved by using a teacher-friendly style and encouraging positive talk. In so doing, the researcher wished to build strong links between English and pleasure which can have a lasting effect on how the child relates to the foreign language.

c. Listening carefully to children's interests, preferences and activities.

d. Eliciting talk through drawing e.g. using semantic cues such as familiar topics and/or cartoons to encourage talk; asking children to draw a favourite aspect of a topic learnt in the foreign language in order to establish links with their own language and to explore foreign language representations (i.e. can you tell me what have you drawn?)

e. Creative use of a teddy bear. Appealing to children's imagination. Teddy (a puppet teddy bear), who was also learning English but did not understand a single word of Portuguese, provided opportunities for children to talk to Teddy as an imaginary friend who could teach them English and to whom they could teach some Portuguese (L1). The teddy bear proved to be crucial as an EFL pedagogic tool because it provided continuity between lessons, and also helped the children to feel powerful and knowledgeable as they coached him, corrected his mistakes and helped him 'remember'. Using Teddy also proved to be a successful way in which teachers can introduce and reinforce EFL key language items, in line with Preschool curriculum themes (Table 4.2.).

TABLE 4.2

An integrated EFL pedagogic approach towards Preschool Curriculum Themes

Preschool key curriculum themes	Topics approached through the EFL pedagogic approach
The world around me/social study:	. Family . School . Transportation . Places
Sciences	. Body . Face
Mathematics	. Shapes . More Shapes
Arts and Crafts	. Drawing . Colours
Festivities	. Christmas . Carnival . Easter

b) Phases of the study

The study was designed and organised into three different phases. The main part of the study focussed on the learners and their experience of an EFL pedagogic approach.

- Initial phase of the study

The first phase of the study was carried out from October-December. The focus was on a specifically EFL integrated approach, designed after an analysis of *Preschool Orientations for Preschool Education* (Portuguese Ministry of Education, 1997) and cooperation with the Preschool teacher, targeting Preschool learning priorities such as Social Study or Mathematics. Thus, for example, if children were learning the topic ‘shapes’ in Mathematics, the EFL integrated approach would be prepared accordingly.

During the initial stages, children were presented with words in meaningful contexts, and were encouraged to ‘play’ with those words. EFL instructional material

included A1 size posters and mini-flashcards, which were shown to children, thus providing informal opportunities to interact with the teacher and peers. This ‘warm-up’ phase aimed at developing children’s interest in a foreign language through visual prompts such as maps from Europe, British cartoons, and objects of the world around them, ‘realia’, nursery rhymes and a specific greeting song were also used as a resource. This initial stage was aimed at determining children’s oral language skills. For example, children were required to draw their family members and then to perform the role of the teacher and introduce their families through the EFL to their peers. Therefore words in meaningful contexts were presented to children and they were encouraged to represent them through drawing. Further opportunities were given to children to interact through games, nursery rhymes, content songs, posters, flashcards and everyday objects around them. This stage also aimed at building and developing their positive interest in and within the language.

- Phase II: application the EFL pedagogic approach

The second phase (January-June) consisted of 20 lessons, grouped into pedagogic units of 4 lessons. Each unit focused on a specific theme: the world around me/social study (family, school, transportation, places, body (face); Mathematics (shapes); Arts and Crafts (colours, drawing) as well as lessons designed for special occasions such as Christmas, Carnival and Easter. The integrated EFL pedagogic themes were based on the Portuguese Preschool key curriculum themes (Portuguese Ministry of Education, 1997) for learning, as has been illustrated in Table 4.2.

- Phase III: children’s emergent foreign language literacy assessment protocols

In order to monitor the influence and effectiveness of the EFL integrated approach, phase III consisted of initial, intermediate and final assessments protocols to measure children’s EFL skills’ development. Assessments were frequent occurrences within and between interdisciplinary pedagogic units and lessons. They were administered January-June and the topic assessed was changed accordingly (Table 4.3).

TABLE 4.3

Individual Early English as a Foreign Language Programme Assessment

Name:		
Level: Preschool (3-5 years old)	Unit: <i>Shapes</i>	Lesson: 1
Date:		
Objectives	Keep practising	Achieved
Ask other people name (' <i>What's your name?</i> ')		
Answer his/her own name (' <i>My name is...</i> ')		
Use greetings forms (<i>Hello, how are you?; Good morning; good afternoon; good evening</i>)		
Understand vocabulary related to Mathematical Shapes (<i>square, triangle, circle, star, heart</i>)		
Identify Mathematical Shapes (<i>This is a...</i>)		
Teach his/her peers		
Distinguish Mathematical Shapes from other contents		
Recognise Mathematical Shapes in different contexts		
Apply the acquired knowledge in different settings (e.g. outside the classroom)		
Listen and execute as instructed by the teacher		

The assessment protocols, held a similar structure for each learning unit, and consisted of three parts:

1. Word production: the children were presented with posters and/or pictures using previously learnt content and were encouraged to recall and pronounce as many words present as possible;

2. Responding to challenging tasks. Using code-switching techniques, the teacher would challenge learners within L1-FL, FL-L1 code-switching in order to assess the effectiveness of their foreign language learning.

3. Contextualised word production. The teacher initiated a simple phrase, by pointing to a certain character in the poster/picture and the learner had to complete the phrase by using the correct target word.

It is worth mentioning that an international norm, commonly applied to measure English native preschool learner profiles of emergent literacy is the *Peabody Picture Vocabulary Test*. The researchers did not use this test since the EFL pedagogic approach had built in its own measures of children's EFL development and profiles of emergent foreign language literacy (e.g. 'point to the father', selecting it from an array of pictures). In addition to these measures, an audio-recording of each lesson was used in order to cross-check the emergent findings.

Children's emergent foreign language literacy skills were assessed as follows: (a) receptive grammar [who is this? This is the father], (b) receptive vocabulary [listening to songs and teacher's instructions], (c) expressive grammar [I like...], and (d) expressive vocabulary [sit down, please!].

In relation to children's foreign language code-related literacy skills, the researcher analysed: print concepts, alphabet knowledge, name writing, and rhyme awareness.

Assessment: receptive grammar

Children's receptive grammar, or the ability to understand the structure of simple and complex sentences, was measured by an assessment protocol designed by the teacher (Table 4.4).

TABLE 4.4
Assessment Protocol

LEARNING UNIT ASSESSMENT: FAMILY	
Name.....	
Age.....	
Date.....	
PART – A	
<i>The teacher asks learners to look at a Family, points to each member and elicits learners to tell if each of them knows the family members in English by answering the question who is this?</i>	
Children’s answers:	
1.....	
2.....	
3.....	
4.....	
5.....	
PART – B	
<i>The teacher prompts both a group and an individual listen and point exercise by uttering the following phrase (she uses simple instructions) and the group and then each learner must locate it within the Family picture.</i>	
1. Point to the mother, please.	
a. Found	<input type="checkbox"/>
b. Found with help	<input type="checkbox"/>
c. Not found	<input type="checkbox"/>
2. Point to the father, please.	
a. Found	<input type="checkbox"/>
b. Found with help	<input type="checkbox"/>
c. Not found	<input type="checkbox"/>
3. Point to the sister, please.	
a. Found	<input type="checkbox"/>
b. Found with help	<input type="checkbox"/>
c. Not found	<input type="checkbox"/>

After a demonstration and two practice items, children pointed to the picture (from four choices on a poster) that most closely related to the verbal stimulus (i.e. ‘point to the father.’). Children’s receptive vocabulary was monitored by ‘Picture Vocabulary Naming Tasks’. During administration of this observation, children viewed several illustrations related to a certain topic and were asked to point to the picture that represented the verbal stimulus. This assessment was conducted by children connecting English words with

pictures and pictures to words through a role-play activity, where learners were the teacher and had to teach the teacher and their peers. The purpose was to make children developing the learned concepts by performing the role of the teacher, which simultaneously captured their attention levels. It involved both language comprehension and language production, as its focus was first to listen (receptive skills) and afterwards, to practice the language (productive, oral skills).

Assessment: expressive grammar

Children's expressive grammar or the ability to use morphology and pronouns, was also monitored. Children viewed pictures embedded on a poster while listening to a verbal cloze stimulus, such as, 'this is my family' [pointing to picture on left]. 'This is [picture on right] my...' [presenting the child's family members]. The stimulus provided children with a verbal model and required children to provide a word to finish the sentence (i.e., 'father'). In another example, in a song follow-up, 'Look at me', which included the verbal structure 'I've got two eyes, followed by a karaoke version, 'I've got two...?', children were required to orally fill-in gaps, thus putting in evidence their cognitive and language skills.

Assessment: expressive vocabulary

In addition, children's expressive vocabulary, or the ability to name objects, actions, and people, was also monitored. Children were presented with pictures and asked 'what or who is this?' depending on the topic. Sometimes the teacher would challenge and assess the learner in charge of the role-play by trying to create puzzlement and to encourage foreign language learning. In completing the picture naming task followed by the individual eliciting task, children had to recognize the content embedded within. The teacher pointed to the picture of the 'mother' saying 'this is the father' and children would reply 'yes' or 'no', as in a true/false exercise. Then the teacher would ask 'who is this?' and children would reply appropriately, thus enabling children to correct the false ones. Children were only assessed positively [100%] if their answers were semantically correct and answered without hesitation. In the case children's answers were not correct, the

teacher registered them in the assessment sheet and the learners were encouraged with further opportunities, i.e. through the use of vocalisations to make other attempts in order to enhance foreign language learning.

Both expressive vocabulary and grammar were taught through singing, movement and role-playing. The main purpose of these steps was to make children practice certain language functions and vocabulary through ‘controlled role-play’ combined with action and movement. The content of songs allowed children to express thoughts and feelings. For example, ‘hello, how are you: mother, father, sister, brother? [...] ‘Are you happy?; are you sad? [...]’. Also through song-related movements as well as role-play focus on language practice fostered communication of meanings.

Fostering expressive vocabulary through controlled role-play involved 2 sub-processes:

1. *The comprehension of key phrases and responses*, monitored using single words to some questions. For example, in a picture naming task about ‘family’, ‘who is this?’, ‘is this the mother?’, ‘who can you see in this picture?’, tests for appropriate correspondence when deliberately puzzled by the teacher between L1-L2, L2-L1 and L2-L2. Other examples include children’s use of single words to describe the full picture and get involved in ‘total physical response’ (TPR) songs (Asher, 2000).

Children’s responses to stimulus included listening to songs, being encouraged to sing a karaoke version (without the teacher’s help), to demonstrate their cognitive and oral skills; eliciting answers based on posters to assess learning and verify if children could recognize the same content in a different context i.e. children were asked to represent the persons in the poster (and previously in the worksheet) through a drawing. The agreed ‘rule’ was that children could only draw the characters if they had appropriately identified them beforehand. This representation fostered the children’s abilities for ‘symbolic thought’ resulting in their oral language development.

2. *The interactive maze challenge*: learners had to find their way out of a maze and help ‘lost’ family members to reunite. In this task children had to identify lost family members so they could proceed along a path. This exercise allowed both a cognitive and oral assessment.

During the 4 grouped content lessons, characters were changed in order to keep challenging learners, except for the last lesson in the pedagogic unit where the characters

were maintained with the purpose of following a ‘story’ line and prompting lively oral interaction.

The learning environment was language-rich to stimulate young learners to acquire receptive and productive oral skills through child-appropriate designed activities performed in a stimulating and child-friendly environment through the EFL integrated approach.

Phase IV: assessing children's first and foreign language code-related skills

Name writing

Children’s ability to write their first name was measured by writing their name on English worksheets. Whilst Invernizzi, Justice, Landrum & Booker (2004) created an instrument known as the *PALS-PreK Name Writing task*, in this study an alternative measure was used when children were learning Social Studies content through English (i.e. face parts). Learners were provided with a blank sheet of paper and asked to draw a self-portrait and write their name (Figure 4.4).

At the beginning of the experiment all children were able to write their signature. According to previous studies (Invernizzi, Justice, Landrum, & Booker, 2004; Treiman, Levin, & Kressler, 2007) high scores on own name writing reflect increasingly sophisticated name-writing and spelling abilities. In all the provided worksheets, children were requested to write their own names.



Figure 4.4 - Emergent foreign language literacy through Arts and Crafts.

Rhyme awareness

Children's ability to identify rhyming words is commonly measured by the *Rhyming Individual Growth and Development Indicator* (Early Childhood Research Institute on Measuring Growth and Development, 1998). In our study, rather than testing these skills *a priori*, a content analysis strategy was applied to verify children's rhyming awareness and development across the length of the experiment (i.e. data excerpt number 4: 'It looks like that song is about what we have just been talking about').

Children's ability to identify rhyming words was verified by the researcher through listening to the English lessons' audio recordings and children's comments.

Awareness of print concepts

Throughout the experiment, children awareness of print concepts in the foreign language (FL), as a natural path of language learning, was encouraged through play (Figure 4.5).

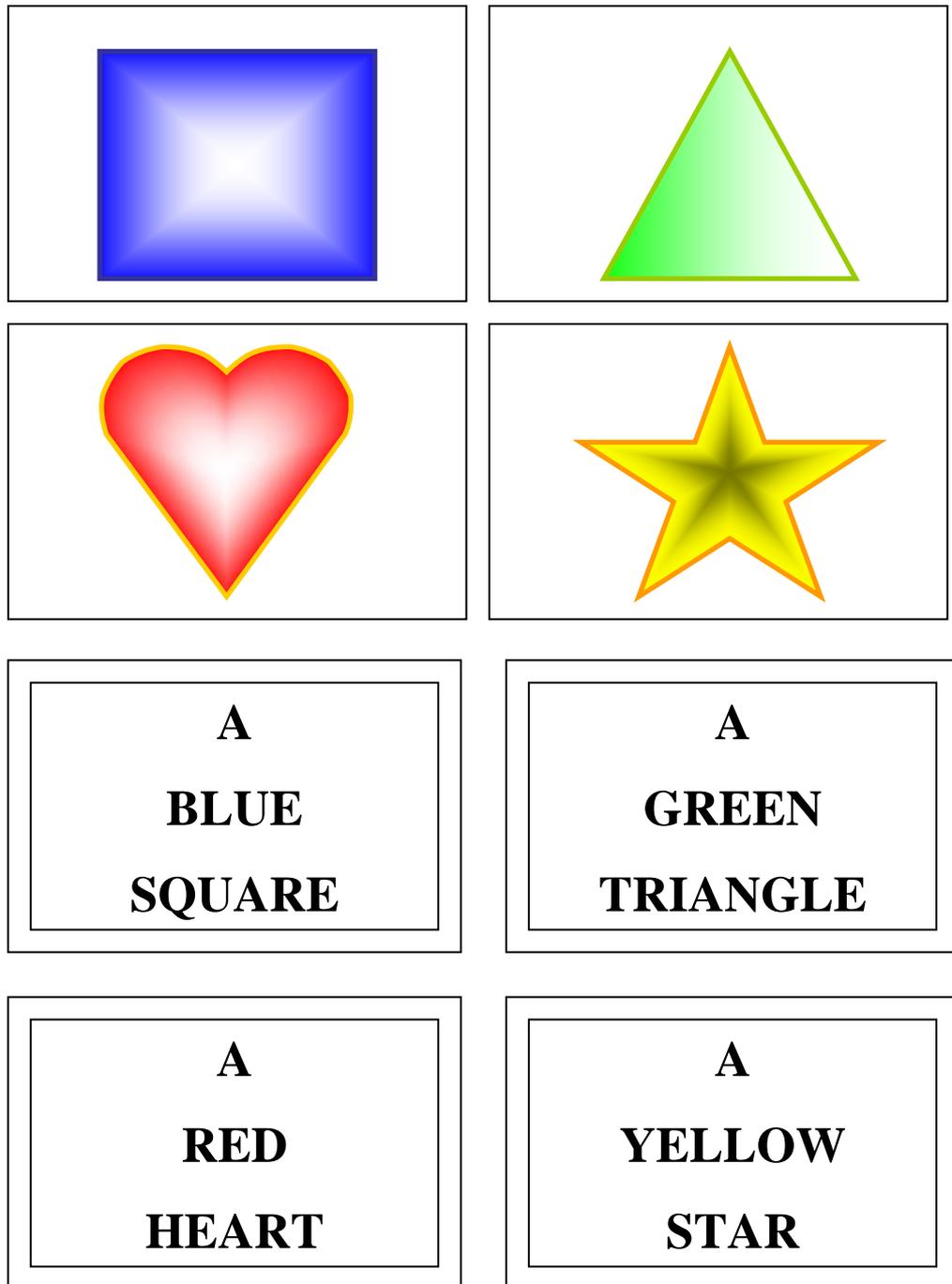


Figure 4.5 - Fostering Preschoolers' Awareness of Print Concepts.

Instructions presented in the worksheets were always written in the foreign language and shown while being read to children. When children did not understand, the teacher would first break the foreign language down and where necessary resort to learners' own language. Learners' willingness to read and write was recorded as children were provided with classical forms of print concepts, through mini-flashcards containing

content words in capital letters. When children responded positively further opportunities to read and write in English were provided to sustain their enthusiasm and skills in a foreign language through conventional pre-reading tasks (see Figures 4.3, 4.5). This early foreign language interest was later verified through learners' drawings accompanied by requests to write the content they were talking about (see Figure 4.6).

Throughout the academic year children were exposed to semi-natural situations where they were required to use language such as 'going to school', 'travelling and means of transport'; going to places on vacation (beach, park, restaurant, water park), 'greetings', 'being the teacher'. Through role taking such as learner/teacher, driver/passenger, meeting foreign friends and language use, learners had the opportunity to interact through social exchanges governed by sociolinguistic conventions. For example, learners were asked to perform a drawing activity where they would picture themselves meeting a British friend during their vacation – 'what would be the first thing they would say to him/her?'; 'where would they take him/her?'; 'what would you teach him/her?'; 'what English learning would you like to share with him/her?'

Thus, we might consider that these activities contributed to children's increased understanding and recall as well as to providing evidence of their positive emotions through their drawings. These tasks presented opportunities for children to express themselves, thus communicating through the foreign language.



Figure 4.6 - The Simple View of Reading model in the present study.

c) Field Notes

Within participant research, researcher field notes are considered a classical instrument in qualitative research (Flick, 2005). The observation of social relations can provide the researcher with data captured by watching and experiencing everyday life in the field (Grbich, 2007), i.e. the overall preschool setting, where children would freely interact with their peers and educators. Since the main source of data relies on Portuguese native-speaking children learning a foreign language, the participant researcher was able to observe aspects of children's social relations and record their expressed reactions and attitudes. For pragmatic reasons such as the participant-researcher's access to the preschool once a week, and her role as EL teacher, field notes consisted of one of Spradley's four types (1980) i.e. key words, phrases and citation. In order to observe children's interactions in the preschool setting, the participant-researcher went into the classroom setting before the English lesson started and remained to take notes immediately after the lesson.

Added to the researcher's field notes, other data such as audio recordings and visual materials (i.e. children's portfolios, the foreign language sessions' instructional material) were collected to verify the findings.

d) Research diary

Unlike the field notes which were used to record observational data and mainly to register key words and short sentences, the Research Diary was used as 'a recording and reflection of the ongoing research, so it is possible to increase the comparison of procedures and theoretical backgrounds'. The Research Diary recorded the processes, experiences and issues with the experiment application. It was also written as '*memorandos* (both handwritten and digital), while applying content analysis techniques to the data, in order to develop a grounded theory', thus capturing the participant-researcher's thought processes (Strauss, 1987). Further Strauss recommends that 'memos' to be done throughout the research, which will in turn contribute to theory generation. Therefore the participant-researcher's diary contained reflections, *memorandos*, progresses and drawbacks connected with the research.

e) Recordings

In order to record with precision the interactions within the EFL classroom, the English lessons were audio-recorded through a digital voice recorder and literally transcribed, tagging individual speakers and their ages. Talk in Portuguese was transcribed in Portuguese and afterwards translated into English by the participant-researcher. Audio-recording started in December, after the initial visual, pre-test phase initiated in October. This allowed the participant-researcher to record ‘social phenomena’, i.e. the EFL interaction as objectively as possible. Moreover, the use of more than one instrument such as voice recorders “makes the collected data independent from the researcher and from the participants” (Flick, 2005). Ethical procedures were followed according to BERA Guidelines.

f) Learners’ portfolios of evidence

As already discussed in Chapter 3, learners’ portfolio was another data source further analysed through visual data analysis techniques. These consisted of folders where the children would save and organize the materials, such as worksheets completed during English lessons. The portfolios served two purposes: a) to capture children’s oral and cognitive progresses in the foreign language, in the moments where the teacher elicited learner responses to identify pictures and b) to register any initial reading or writing attempts. In their study, Jones and East (2010) have reported positive, quantitative results in their experiment using journal writing with first grade primary children. They found that the strategy encouraged children to write as well as increasing self-confidence and control over the language. In some classrooms, a writing portfolio is, “like an artist’s portfolio, a place to display samples of a learner’s best work” (Leder, 1991). In other classrooms, especially those emphasizing writing development, “portfolios contain all of a learner’s work, including false starts, drafts, peer suggestions, and self-evaluations” (Hileman & Case, 1991). In our study, the learners’ portfolios had to be adapted according to the age and development of young learners. The participant-researcher kept the learners’ portfolios, even though children were allowed to take them home throughout the period of the study.

4.3.2. Generalisability, reliability and validity

As previously stated, one of the major issues related to case study research is the matter of generalisability, usually provided by quantitative studies, achieved by statistical sampling procedures. This apparent advantage is associated to a higher degree of sample representativeness. However as Flyvberg (2004) argues, resorting to Karl Popper's proposition, "the observation of a single black swan would be sufficient to falsify the generalization that 'all swans are white'". Therefore, 'case studies' are known by providing an 'in-depth approach' to the phenomenon under study. As the size sample is limited, it allows an in-depth analysis of the participants' behaviour, something unachievable with a large sample. Thus it is considered that the lack of statistical sampling in the present study was overcome by the codification techniques (Miles & Huberman, 1994) applied through the content analysis procedures of audio-recorded and visual data, from which emerged an understanding of emergent foreign language reading and writing behaviours from Portuguese-speaking children.

Another issue deriving from case studies is observation by a participant-researcher. As "it can be difficult for qualitative researchers to establish that their findings are reliable because without statistical analysis to confirm the significance of observed patterns or trends, researchers cannot ensure their findings are real and not merely the effects of chance" (Adler & Adler, 1994), it was considered that the use of more than one instrument for data collection, i.e. foreign language instructional material, lesson audio-recordings, transcription followed by content analysis techniques, pre and post assessments, as well as learners' portfolios of evidence, the application of the LIS-IC scale - all helped the researchers in ensuring a greater degree of reliability to the study. It is worth stressing that by applying content analysis techniques, the participant-researcher was subjecting her own pedagogic behaviour to codification, and the findings are all grounded in the collected and analyzed data.

In essence, the used instruments for data collection and analysis aimed at identifying *foreign language literacy-related events*: the general purpose of exploring print, with the same participants in the same physical setting.

4.3.3. Data analyses

The unprocessed data went through a systematic process of initial and refined coding; each piece of raw data was assigned a code, and then analysed through a system of thematic and categorical analysis. Coding and categorising data began with ‘open coding’, aiming at discovering, naming and categorising the phenomena. This approach has been well documented by Strauss & Corbin (1990) and Miles & Huberman (1994), which suggest a ‘provisional start list of codes’ drawn from research questions, hypotheses and/or key issues that the researcher brings to the study. The data, submitted to first and second level of coding resulted in 36 codes, subsequently grouped into categories and classified in main themes (Table 4.1).

TABLE 4.1
Content analyses’ emergent categories

Themes/categories	Pattern coding
1. Teacher profile	Modern and Second Language teacher: English language teacher (Portugal)
2. Evaluation of intervention	LRNRACHIEV = Learner achievement LRNRENGT = Learner engagement LRNRACTPA = learner active participation
2.1. Positive effects on preschool learners	ORSKIDEV = oral skills development PHONOLTRAIN = Phonological Training COGSKIDEV = Cognitive skills development LNGGAWAR = English/ French language awareness LNGGUSE = Language use TLRNRINTER = Teacher-learner interaction ASSESSACTI = Assessment activities ORACOMM = Oral communication RLPLAYACT = Role-play activities CONTREC = Content recalling
2.2. Positive aspects of the study	TFRLYSTL = Teacher-friendly style TMISTKPOSATT = Teacher mistake positive

	<p>attitude</p> <p>BUILLRNRDSFCONF = Building in learner self-confidence</p> <p>LRNREMPOW = Learner empowerment through language learning</p> <p>LGGLEARN = Language learning</p> <p>SHARFLLGGLEARN = Sharing second language learning</p> <p>EMERFLI-LIT = Emergent foreign language literacy</p>
2.3. Issues	<p>TIMCOPR = Time-consuming process</p> <p>SIL/HES = Silence, hesitation at times</p> <p>DISTRA = Distractions</p>
2.4. Integration into syllabus	<p>ENGLRNS = Engaging learners</p> <p>CROSS-CURR = Cross-curricular approach</p> <p>MEANLEARNNG = Meaningful learning</p> <p>PLALEARENV = Playful learning environment</p> <p>VOCAL = Vocalisations</p> <p>GMBS DPR = Game-based process</p> <p>USELGGAWAR = Useful for language awareness</p> <p>LEARFORGNLGG S = Learning foreign languages</p> <p>EASLEARFRGNLGG S = Easiness in learning foreign languages</p> <p>FAMFRGNLGG SDS = Familiarisation with foreign language sounds</p>
3. Suggestions	<p>EAL = English as an Additional Language</p> <p>BILGED = Bilingual education</p> <p>TTRAIN = Teacher Training</p>

The strategy of applying content analysis' procedures has been defined by Julien (2008) as "the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes". Therefore content analyses provided insights as well as in-depth understanding of the implementation and monitoring of the study.

The EFL pedagogic approach itself, researcher field notes, learners' portfolios of evidence and teacher's assessment protocols were considered as documents and were therefore included in the content analysis procedures. These instruments documented foreign language interaction with the educational community setting and informal talks with children's parents, which contributed to the understanding of how the foreign language skills were evolving across the time span of the study. For example, if a child spontaneously requested to write in English, she was assigned an advanced stage of spelling development (Gentry, 2010).

The interpretations of the preliminary data findings led to the development of codes and categories, putting in evidence the development of children's emergent reading and writing foreign language skills. These skills are related to learners' cognitive, oral skills' development, foreign language use and emergent foreign language literacy.

4.4. Results and discussion

The purpose of this part of the research was to obtain a deep understanding of *the influence an EFL integrated approach would have in developing emergent English reading and writing skills in preschool children*. The findings indicate the emergence of foreign language reading and writing skills, which might have significance for subsequent reading achievement and in turn, have the potential to inform Portuguese Preschool Education practices.

4.4.1. Foreign language literacy and phoneme awareness

As already pointed out, many investigators have emphasized that the awareness of phonemes coincides with the start of alphabetic literacy (e.g., Ehri, 1979; Morais, Cary, Alegria, & Bertelson, 1979; Read, Zhang, Nie, & Ding, 1986), and there is little doubt that the two skills are causally related (Ehri et al., 2001). The catalyst that enables phoneme awareness to emerge might range from letter-sound decoding skill and the alphabetic principle or simply the knowledge of letters. Indeed, there are reciprocal interactions between the development of letter knowledge and phoneme awareness, such that each skill develops independently but promotes growth in the other, and that both skills are

precursors of reading ability (Byrne, 1998; Caravolas et al., 2001; Hulme, Caravolas, Málková, & Brigstocke, 2005). This is supported by the gathered data from learner's portfolios of evidence (Figure 4.6) and lessons' transcripts. Therefore this section focuses on the effects the integrated foreign language pedagogic approach had on learners (Table 4.1). As previously reported in Table 4.1, the current findings, grounded in actual collected data, are analysed according to the theoretical models mentioned in the 'Introduction' section, the *SVR model* and the *CUP hypothesis*.

For the purpose of analysing children's emergent foreign language literacy development we first resorted to the *Simple View of Reading* proposed by Hoover and Gough (1990), where reading comprehension is conceived as the product of word decoding and listening comprehension. It is assumed that listening comprehension or the linguistic processes involved in the comprehension of oral language strongly influence the process of reading comprehension. In several studies, evidence for this theoretical framework has been provided for first and second language learners. In the present study, an attempt was made to find empirical evidence for this view regarding foreign language emergent reading and writing.

Other sources of data, such as lesson's transcripts and field notes were used as a cross-check to verify if a child's performance in other emergent foreign language literacy tasks related to the literacy development stage suggested by the first scribbles included in children's drawings.

4.4.1.1. *Phonological awareness and receptive skills as precursors of foreign language literacy and of the SVR [Data excerpt_1]*

Learner [L1]: Como é que eu escrevo 'hello' [L2] em Inglês para poder cumprimentar o meu amigo Inglês? [L2] How do I write 'hello' in English so I can greet my English friend?

In the matter of fact and as suggested by previous studies, there appear to be reciprocal interactions between the development of letter knowledge and phoneme awareness. This is also supported by the observed data in Figure 4.6., previously

mentioned in Chapter 3, through a pretend ‘taught’ play condition (Lander; 2007), where the learner has put in evidence her knowledge related to the intention of print. As such, in strip number 1, the learner is holding hands with the ‘British’ friend. In strip number 2, it is possible to observe that the learner has written the greeting form ‘hello’ in a speech bubble. Then she has drawn content previously learned within the EFL integrated approach, content from Preschool curriculum themes – Mathematics, thus drawing shapes such as a heart and a circle. In strip number 3 the learner has drawn a Pet, a cat, another theme from Preschool curriculum – Social Study. In strip number 5 the learner has drawn a small square with a circle inside of it. Finally in strip number 6 the learner has drawn a big square. It is worth reiterating that children were instructed to pretend they would meet a British friend and would share some of the things they had learned in English with him. It is also possible to argue that in the same way the oral greeting form ‘hello’ developed into its written form, through the use of a symbolic system – the foreign language writing system, and in line with the SVR model, it is equally possible to expect that sooner than expected these preschoolers might well manifest interest in how to write other corresponding labels in their drawings.

4.4.1.2. Phonological awareness associated with the enhancement of metacognitive skills
[Data excerpt_2]

Previously, in Chapter 3, we have reported and discussed the metacognitive, self-regulatory abilities evidenced by the participating preschool children. The evidence of these skills is here reiterated, supported by further data extracts, when the teacher elicited content recall, and when content recall happened spontaneously.

1. Teacher [L1]: o que é que nós aprendemos na última aula? [What have we learnt in our previous lesson?]
2. Learner (4 years old) [L2]: Family↑.
3. Teacher [L1]: E tu lembraste-te disso em casa, foi? [Did you recall that at home, was it?~]
4. Learner [L1]: Sim, lembrei e disse à minha mãe. [Yes, I did and I told my mother↑].

The above excerpt verifies that children were able of performing a metacognitive task, such as recalling content from the previous week. In addition, children are indeed using cognitive strategies when putting their foreign language learning in practice at home and sharing it with their families. It is worth stressing that children would attend English lessons, which consisted of 45 minutes every Friday evening at 16.45 pm. At this timing of the week and of the day children naturally felt very tired. Therefore it can be further argued that the learner's receptive skills as well as the awareness of print concepts had been developing for the time of the experiment. Data excerpt 2 demonstrates children's ability to retrieve foreign language information for short and long periods of time. The ability to recall content for long periods of time is supported by the research studies developed in the 1970s that advocate the 'depth of processing hypothesis' (Craik & Lockart, 1972). The 'levels of processing effect' describes memory recall of stimuli as a function of the depth of mental processing. 'Shallow or surface processing' on the other hand provides only a fragile memory trace, susceptible to rapid decay.

4.4.1.3. Metacognitive skills observed through learners' ability to recall foreign language themes (Social Study) after long periods of time (two-three months' period) [Data excerpt_3]

1. Teacher [L1]: Vocês lembram-se dos nomes das partes que temos na nossa face [L2]? [Do you still recall our face parts?]
2. Learners [L2]: eyes, nose, mouth, ears, face↑!

The above excerpt suggests that added to the occurrence of higher thinking processes (metacognitive processes), phonological processing is occurring within children's verbal working memory. According to Wagner & Torgesen (1987), this process consists of three separate but related components: a) phonological awareness; b) phonological access in lexical memory, which deals with the efficiency with which the phonological forms are retrieved and c) phonological processing in verbal working memory, which measures how effectively verbal information is maintained in memory for a short period of time. This is also in line with previous conducted tests of the SVR model (Proctor, Carlo, August, & Snow, 2005), where it was found that English word-level

reading skills are related to English reading comprehension in Spanish-English speakers. What is more, this argument links with the previous chapter in that the ability of children's reflect on their own foreign language learning enhances their metacognitive skills. In addition, these phonological processing skills have been found to be the most robust predictors of word reading skills among monolingual English speakers. In this study there is some evidence to suggest that these phonological processing skills might also be considered to be predictors applicable to monolingual Portuguese speakers, in the process of learning English as a foreign language.

4.4.1.4. Phonological awareness and SVR [Data excerpt_4]

Learner: [L1]: parece-me que essa música é sobre o que estivemos a falar. [L2] [It looks like that music is about what we have been talking about.]

This excerpt reinforces what has already been stated, since the learner was able to identify previously learned vocabulary through a listening activity, a song. As well as observed in data excerpt 3, this finding substantiates an earlier finding that children were retrieving sounds in their phonological store, thus revealing strong receptive skills and phonological awareness. Although there has not been explicit phonological awareness instruction in this study, children acquired sound awareness implicitly. Through recognition, in song lyrics, of previously learned vocabulary, metacognitive processes as well as high attention levels are involved. Thus excerpt 4 provides evidence of the learner's 'ability to identify and produce the sounds that compose spoken words', which is closely linked to high levels phonological awareness (Al Oitaba, 2008). This finding also resonates with the 'Simple View of Reading' (SVR) model (Gough & Tunmer, 1986), where decoding skills and listening comprehension are considered as the best predictors for successful reading performance.

4.4.2. Precursors of foreign language fluency in the preschool classroom (learners' oral skills' development/ code switching) [Data excerpt_5]

Teacher: [L2] Look at me, please!

Learner: [L1] Olha para mim!

In the above extract, the learner evidences oral skills' development as well as performing appropriate code-switching, naturally establishing the parallels among the foreign and the native language. We would like to emphasize once more that similar findings have been published regarding the process of early second language acquisition. For instance, excerpt 5 demonstrates learner ease in code-switching, almost 'automatically' translating the foreign language content into the first. In doing so the learner is also using expressive vocabulary. The use of expressive grammar by filling in gaps in a song lyrics (i.e. I've got one? (.nose)) was also observed. This reveals processes occurring within the learner's mind, suggesting the initial parallels to bilingualism (Hernandez, 2009), with a minimal input exposure [once a week for a period of 45 minutes]. As in the studies carried by Costa, Caramazza, & Sebastian-Galles (2000) and Costa & Santesteban (2004), the findings of our study also suggest that language switching occurred in an object naming task, which involves lexical selection of words in the target language. Moreover and in our own view, this automaticity might be considered the originator of language fluency.

4.4.2.1. Precursors of foreign language fluency in the preschool setting

In addition to the data obtained from lesson transcription, rich data were obtained from Researcher Field Notes, helping to triangulate some of the data collected and to understand the overall picture of the study at a deeper level. It was noted for example that all children, event the youngest learner, used the foreign language in the privacy of their homes and in the preschool setting, outside the classroom. Data such as these were collected through informal conversations with parents, regular preschool teacher and Early Years' practitioners.

4.4.2.2. Learner's foreign language expressive vocabulary use

One of the results registered in the field notes, reported by a parent, was that the implemented EFL integrated approach enhanced siblings' competition in terms of foreign language learning, with an advantage for the younger (3 1/2 years old). [Data excerpt_6]

1. Sister [L1] [3 1/2 years old): Eu sei como dizer os membros da [L2] *family* melhor que tu! [I know how to say the family members in English better than you do!]
2. Brother [L1] [7 years old): Não sabes nada! [No, you don't].
3. Sister [L1]: Sei sim: [L2] mother, father, sister, brother, baby sister, baby brother. [Yes, I do: mother, father, sister, brother, baby sister, baby brother].

The use of expressive vocabulary thus communicating through the language reveals a strong desire to establish communication through a healthy 'driven-competition' mode. It is worth highlighting the younger learner's willingness to demonstrate the outcomes of her learning, which is unforeseen; especially if we consider the minimal input exposure preschool children were entitled to. This leads us to emphasize that the precursors of language fluency are being laid and in line with the *SVR* model most likely these will have a significant effect in children's future academic achievement across the primary grades. Thus and in line with the *SVR* model and recent findings, introducing foreign language education in preschool settings might have the potential of making a significant contribution to foreign language literacy development, specifically in what concerns reading development.

4.4.2.3. *Early foreign language exposure contributes to the educational community setting, raising a greater interest for foreign language learning [Data excerpt_6]*

1. Early Years' Practitioner [L2]: Hello teacher!↑~
2. English Teacher [L2]: hello, hello!~
3. Early Years' Practitioner [L1]: Está a ver *teacher*? Eu também sei Inglês e não vou às aulas~ [Do you see teacher? Also I know English and I do not attend English lessons~]
4. English Teacher [L1]: Está a ir muito bem – continue a praticar! [You are doing very well – keep practising!]
5. Early Years' Practitioner [L1]: I always practice with them during the week because I have great English teachers. They [the children] always want to teach me what they have learnt in their English lesson.
6. English Teacher [L1]: Fico contente por saber que eles estão a gostar das aulas de Inglês e a ensinar a língua às professoras deles. [L2] [Glad to hear they are enjoying their lessons and teaching the language to their preschool teachers.]

The above suggests that learners shared their foreign language learning with their preschool teachers and early years' practitioners. Therefore it is possible to point out that an expressive use of the foreign language was occurring as well as a positive influence in the educational community setting.

In this study the most significant finding was foreign language emergent reading and writing behaviours in Portuguese preschool children, which were demonstrated through several examples. Unlike the primary school group (Chapter 2), attending EFL sessions three times a week, with initially de-motivated attitudes and low literacy skills, the preschool group was able to provide evidence that foreign language exposure in preschool is not harmful to native language development; on the contrary, it might even contribute to help strengthening native language literacy development, by challenging children with more demanding cognitive tasks, as dealing with a new symbolic system, a new language.

In addition and still in relation to children's preschool years, the existing literature supports the view that children's oral skills, English letter naming as well as sound/phonological awareness can be good predictors of emergent forms of reading and writing. As previously reported in Chapter 1, regarding the 'origins of this study', the author's belief that the better preschool speakers were, the better readers and writers they would become, has been supported by the collected data and with evidence from the scientific literature. In this regard, and within the perspective of the SVR model, Roberts (2005) has reported that English letter naming fluency, initial sound fluency, and vocabulary skills in preschool are the best predictors of English reading fluency in first grade and across primary school. Therefore there appears to be a consensus that learning languages in preschool has the potential to have a noteworthy contribution for preschoolers' reading and writing development in the first grade of primary school and subsequent years of formal schooling. The post-defined categories that emerged from the data lead us to analyse the data in more detail, from a linguistic point of view considering it was possible to find evidence that the processes involved in foreign language learning are indeed analogous to those used by bilingual children.

4.4.3. Emergent foreign language literacy and the *Common Underlying Proficiency* hypothesis

In line with the studies carried out with bilingual children, we resorted to the *Common Underlying Proficiency hypothesis (CUP)* (Cummins, 1991) to help us interpreting that data. Therefore the findings here reported concur with Cummins' 'underlying proficiency hypothesis' (1991), where it is assumed that there are universal features that languages share at the deep, underlying structural level. It is only in surface structures that languages appear to be different. The two categories derived from this hypothesis were also used to interpret the obtained data and therefore closely relate and explain our own findings. *Foundation level awareness*, represents what the learner knows broadly about literacy, which applies to either language i.e. the convention of writing from left to write.

In turn *surface level awareness* is the foundation for literacy, independent of the written form used to code it. This level is also linked to the participant's knowledge about

the specific nature of each writing system. In order to obtain and create meaning through the written representation, different sets of surface level concepts related to the nature of the alphabets are required. A summary of the findings from this study therefore suggests that they fall into two key strands: *foundation level emergent literacy awareness* and *surface level emergent literacy awareness*. Each will be discussed in more detail.

4.4.3.1. Foundation level emergent literacy awareness

The findings of this study suggest that children's emergent literacy awareness in Portuguese and English is fused into a unified understanding of the basic concepts of literacy, which form the background for their literacy development in both languages. These concepts include the intentionality of print, the match between spoken and written words, and the conventions of print.

- *Intentionality of print*

Children's understanding of the basic concepts of literacy, in both Portuguese and English begins with an awareness of the intentionality of print (Harste, Woodward, & Burke, 1984). Children expected that their print had a purpose. The children knew that print carried the specific message, not the pictures, although the pictures are a part of their symbolic representation. For example, in Figure 4.6, when making a drawing of their own vacation, where they could meet friends from other countries, learners asked the teacher, 'How do we write *hello*?'. When *hello* was written on the board, learners copied the word in a cartoon speech bubble greeting a British friend. This might be interpreted as children's attempt to establish connections among the oral representation of a language and its written correspondence. This behaviour remained consistent in other tasks, thus providing evidence of children's understanding while the pictures support the message, it is the print that carries meaning.

- Match between spoken and written words

Children also connected spoken and written words. The researcher asked children to say and point to various words related to the topic 'Places' where they could go on vacation, thus expressing their preferences. Children were asked, 'Point to the water park, please', then, 'Can you point to the words that say, 'water park'? Children correctly identified these words and the others contained in the worksheet. Then researcher asked, 'How did you know specifically where it says, water park? They replied, 'Because I know it's here. Here is water park, here is the restaurant, here is the beach, here is the park', pointing to the speech bubbles and not to the pictures that represented those same places (Appendix 4.1).

As it can be seen in Figure 4.5, children were also able to arrange word cards to match pictures in English, thus using visual discrimination skills, memory of the foreign language words, and knowledge of letter-sounds. They demonstrated this knowledge of the relationship between oral and written text through their accurate and consistent matching of the spoken words with the written words in English.

- Conventions of print

Children's knowledge about the foundation concepts of literacy includes the awareness of the conventions used in print. According to Harste, Woodward & Burke (1984) this awareness emerges at around 4.5 years old. There was evidence of children in this study carefully observing the formation of written words. The first is the way children wrote their names at the beginning of the study, and how this 'writing' has progressed over the academic year which suggests that increasing ability to write their names is an indicator of literacy development. These findings are reflected in a range of studies (Villaume & Wilson, 1989; Hildreth, 1936) and more recently the work of Treiman (2006):

"The first printed word that most children pay attention to and learn about is their own first name. This is because a child's own name represents their identities."

The second example is demonstrated in children's first attempts to write English words in their worksheets, kept in their portfolios. Most children revealed sophisticated name-writing abilities (Invernizzi, Justice, Landrum & Booker, 2004), apart from the youngest learner (3 1/2 years old), who was not at such an advanced literacy stage.

However, when attempting the first conventional writing in the foreign language, the child's emergent writing ability was similar to her peers, although not so sophisticated.

4.4.3.2. Surface level emergent literacy awareness in two languages

Children's *surface level emergent literacy awareness* is divided in two categories, each containing information specific to the surface representation of meaning in each writing system. These categories are divided in *Literacy in Portuguese* and *Literacy in English*, describing children's literacy awareness in relation to each writing system.

- *Literacy in Portuguese*

Children's awareness of the nature of the Portuguese as the dominant native language is influenced by the print in their home and school environment. Children are surrounded by Portuguese characters, apart from some linguistic borrowings such as for example, t-shirt, hamburger, pizza, just to name a few. The fact that children are learning a foreign language with a similar alphabetic system to their native language has been considered a beneficial one, as well as the phenomenon of interference that occurs at initial levels, a process of transferring skills from one language in acquiring literacy in the other (Cummins, 1991; Gottardo, Collins, & Gebotys, 2008; Gottardo, 2009).

The knowledge of children's level of literacy in Portuguese was provided by the preschool regular teacher to the bilingual teacher. Furthermore children provided some examples of their awareness regarding the nature of the Portuguese orthography, i.e., 'the Portuguese word *gato* [cat] has more words than the English word, it is as if we needed to say the Portuguese word divided in two – *ga-to*'. Then, when the teacher elicited code-switching, at times children would come up with the word 'cato', a strategy for transferring their prior L1 knowledge into the foreign language. In doing so children have deleted the first consonant of the Portuguese word [g], maintained the two following letters, a vowel

and a consonant [a, t], and then included the final vowel [o]. This example suggests that children are aware of the letters that comprise written words in their L1, and also that they are making attempts to transfer that knowledge into the foreign language. Another example was depicted when children were learning the words “father” or “mother”. They assumed that the *th* in these words would be written as *d* in “fader” and “moder”. This happened during the initial stages but as time progressed, children differentiated sounds of the foreign language, such as the pronunciation of the *th* sound. Similarly, children were aware that the Portuguese words ‘mãe’ [mother] and ‘pai’ [father] are monosyllables whereas in English each one has two syllables.

- Literacy in English

Children’s knowledge of literacy in English is related to the orthography used in representing the language. They know that English is written using an alphabet, like Portuguese. When the researcher presented children with words in mini-flashcards, they were able to identify ‘*words written in English, the words that we had been talking about*’. Once more it is worth reiterating children’s visual discrimination, memory and phonological skills, in line with the SVR model. Although children know the names of the letters and how to write some of them and they appear to have moved from the *logographic* phase (i.e if we replace PEPSI for XEPSI, in the logographic phase, children read the symbol that corresponds to the brand and ignores the letter change), they are still developing their knowledge of sound-symbol correspondence, meaning they are becoming aware of the sounds represented by each of the letter symbols. Children also knew the difference between a letter and a word, and that just like in their own names, letters combine to form words. When presented with worksheets written in English, the researcher asked them to point to the pictures that represented the word, and children identified the odd one out correctly. Later, in the study, worksheets contained pictures and words, where they were able to identify specific words. For example, when the researcher asked ‘how do you know that word is park?’ One learner replied, ‘I am sure it’s English, because it’s you who makes the worksheets, and they are always in English.’ Researcher said: ‘Yes, that’s true. But how can you be sure it is written in English?’ Children replied, ‘don’t you know, it starts with the same letter in Portuguese [*p* - *parque*], it’s similar, but it has fewer letters, you know?’ This puts in evidence children’s attempts of cross-linguistic transfer in

languages with similar alphabetic systems, considering they are attempting to transfer previously acquired literacy principles knowledge from their L1 into the foreign language. This also shows that children are still developing knowledge about the foreign language reading and writing.

In excerpt 6, a 3 1/2 year old learner is in competition with her older brother, who has been learning English for longer. In addition, she shared her learning experience at home. Thus children are using the language, making efforts to communicate and put in evidence their newly foreign language acquired skills. The evidenced enthusiasm for foreign language oral skills, which in turn suggests the beginning of oral proficiency, is again in line with the SVR model (Gough and Tunmer, 1986), where these data can be interpreted as predictors of successful reading.

As previously stated, one basic assumption of the model is that the most proficient second language speakers are, the better they will perform in reading and writing. This foreign language oral practice was also evident in school environment [data excerpt 7], which demonstrates children extending their foreign language oral skills with their preschool teachers, attempting to teach them. Similarly to what has been discussed in Chapter 3, these attitudes suggest ‘dramatic play’ through role inversion, since children are teaching those that usually teach them. This phenomenon links with the argument of learner’s ownership and empowerment through the language. The authors point that it should also be considered that if children were teaching other peers and adults it was because they wanted to practice the new language. As such children were creating their own ‘L2 communities’.

Moreover and as reported by a parent (research field notes), another relevant feature of the EFL integrated approach was the potential of using an individual portfolio. Whereas in Chapter 3, portfolios served the purpose of enhancing children’s metacognitive regulation, thus enabling them to have some ownership of their foreign language learning - a part of their own identity, this tool became especially useful in that it lead learners to be actively involved in creating foreign language literacy knowledge for themselves (Callahan, 1995). Thus, the use of portfolios as Gilbert (1993) notes, is assumed to promote young children’s involvement in foreign learning and is therefore suitable to classrooms that are “student focused” rather than “teacher focused”.

Although the portfolios had to be adapted to the learners' limited writing abilities, they captured the development of emergent foreign language literacy behaviours. Most often the bilingual teacher wrote foreign language instructions and prompts on worksheets, but throughout the study it was also possible to capture learners' first attempts to write in a foreign language. Therefore although the younger learners had limited writing skills, the portfolio was kept as a record and evidence of their emergent writing progresses in foreign language learning whilst providing a link with home – a factor which contributed to the overall positive effects of the study.

In essence, the results suggest that the integrated and balanced approach to learning English in a planned scaffolded environment enabled young preschool children to access a wide range of rich learning experiences, which in turn impacted on their overall literacy skills development.

4.4.4. Limitations of the study

The limitations of the study need to be acknowledged. First, the small sample limits generalizations that can be made to other contexts. It is therefore with caution that we make 'great claims' for this work. However, it must be pointed out that the findings from this research resonate with other quantitative studies in different contexts related to literacy development of young English language learners, (i.e. Shanahan & August, 2006; Björk-Willén & Cromdal, 2008; Araújo, 2006; Gottardo, 2009). The findings do set out a possible path for future research across a range of national contexts.

Second, this was a qualitative action-research case study which provides rich insights into the phenomenon under study. Hence, a further quantitative study applied to our sample would allow statistically measuring children's emergent foreign language skills, thus highlighting the reliability level of our qualitative findings.

4.4.5. Conclusions and implications

Through the findings of this case study in one specific context, it is possible to suggest at a general level that a) integrated play-based EFL approaches might have a significant potential for linguistic and cognitive developments; and b) there is an increased

value of using informal learning contexts to foster emergent foreign language literacy development among preschool Portuguese English language learners (ELLs).

Four key implications emerge from the data analyses. The first is that the current study supports and links itself with findings from recent biliteracy research on alphabetic (i.e. Spanish) and non-alphabetic languages (i.e. Cantonese), with several significant implications for theory and practice. This study suggests that young children – even in limited L2 environments - can develop foreign language/biliteracy skills and can learn much about print before formal instruction begins.

Second, it also suggests that although Portuguese and English are alphabetic languages, children show no tendency to confuse literacy development in either language. On this specific matter, research with bilingual children has firmly established the potential and positive transfer of reading principles across languages, which is facilitated when languages are written in the same alphabetic system. Therefore these early foreign language experiences can lead children to transferring the strategies and knowledge previously developed in one of the languages (Cummins, 1991; Bialystok, Luk, & Kwan, 2005; Hernandez, 2009). As such, children in the pre-reading stages should be given opportunities to interact with reading and writing materials in alphabetic languages, through the use of classical and emergent enhancers of emergent foreign language literacy, for instance, words printed in mini-flashcards or embedded in worksheets.

As a consequence, our study suggests that bilingual education programmes such as developmental bilingual education, at least for Portuguese and English, where learners' L1 is preserved while they are acquiring an L2, should not be criticised on the basis of confusion or negative interference within child's first language. Within the same perspective, our findings also resonate with current thinking in second or multilingual language acquisition, in that “from the age four to six strengthens and improves native language literacy skills, as well as mental flexibility” (Lasagabaster, 2003; Ball, 2010; Taylor & Lafayette, 2010).

Bearing the previous in mind, the current findings support the claim that young preschool children should be entitled to foreign, second language pedagogic integrated approaches as used in this study, which promote emergent readers and writers in the process of becoming literate in two reading and writing systems. Therefore within Early Childhood Education settings, introducing innovative foreign, second language approaches

could be achieved through cross-curricular work, focusing both on the subject content and language learning, through ‘content for language and integrated learning’ (CLIL) (Coyle, 2008; Coyle, Hood & Marsh, 2010; Ball, 2010) or English Across the Curriculum (EAC) approaches to bilingual learning. Through approaches such as these, children hear and use a foreign language in a meaningful context.

Thus, developing bilingual education can therefore be considered as an enrichment programme, adding to children’s linguistic abilities by continuing the development in both languages. When applied to young learners, it may mean ‘sequences for the English classes that complement the Social Sciences materials, with resort to interdisciplinary work (Merisuo-Storm, 2007). Within this integrated language learning philosophy, teaching is aimed at ‘additive’ bilingualism, a situation where children whose native language is the dominant language of the country, adopt foreign, second language but do not lose their first. In the case of preschool children, it might be necessary to build on L1 prior knowledge, reinforce it and then developing it in another language.

A third implication is the value of informal learning environments, which can boost children’s interest in developing foreign language skills, leading to emergent foreign language literacy. Children tend to enjoy foreign language learning because they are relatively unaware of the pressures of assessment, and also because what they are learning take place in a ludic setting (Björk-Willén & Cromdal, 2008). The current evidence suggests that when informal learning environments provide an EFL integrated approach which contains within expressions and phrases from the concrete world as well as familiar routines and structures of instruction, young children are supported in predicting what will happen next. Such environments also provide children with a sense of self-confidence in EFL.

As it has been previously considered, prior to formal reading, young children gain functional knowledge of the parts, products, and uses of the writing system and the ways in which reading and oral language activities complement each other (Snow, Burns & Griffins, 2003). In order to promote content understanding and the language learning process easier, language experiences need to be of an ‘illustrative and concrete character’ (Merisuo-Storm, 2007). These goals might be achieved through games, songs, stories and nursery rhymes, as it was the case of the present study.

A fourth implication is that teacher knowledge of the learner's prior literacy background helps in managing EFL instruction and curriculum development. Teacher's knowledge about learner's emergent literacy enables the teacher to plan according to the learner's strengths. This finding leads us to suggest that further teacher training opportunities both for educators and language teachers should be provided. In the current economic climate, those supported by technologies where geographically distant teachers and learners can interact and collaborate in online and virtual environments (videoconferencing) would appear to have great potential (Coyle, 2008).

Finally, the current findings are theoretically relevant for developing reading models for reading comprehension in young bilingual children and English-language learners. A development bilingual education programme has the potential to make a significant contribution to children's emergent foreign language literacy development. Although this research presents positive results for implementing an innovative EFL integrated approach among preschool Portuguese English language learners (ELs), to realise the learning potential outlined previously, key issues need to be addressed.

A final note: in order to develop this approach further to transform monolingual preschool contexts into viable foreign/biliteracy experiences, there are economic and educational implications in terms of resources and the training of preschool teachers as well as the provision of English teachers.

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CHAPTER 5. CONCLUSIONS AND SUGGESTIONS OF FUTURE WORK

5.1. Conclusions

The main conclusions of this thesis are divided in two main sections: the first part of the thesis, developed in a primary school setting, concerning the contemporary scenario of EFL implementation in Portuguese state primary schools since its democratization in 2005. After identifying possible issues, an action-plan was designed and implemented regarding foreign language literacy development through the use of foreign language play, resorting to the use of storybooks.

In the second part of the thesis there were investigated the effects of an English as a Foreign Language (EFL) integrated approach among a sample of Portuguese native speaking preschool children, aged 3-5 years old. This stage was aimed at obtaining an in-depth understanding of the effects of an early exposure to a foreign language (English) as well as to analyse the specific features of the EFL integrated pedagogic approach.

Further and bearing in mind the overall findings of the cross-sectional study, a comparison was made among the primary and the preschool group from attitudinal, emergent, and foreign language literacy developments points of view.

Chapter 2

The main aim of the first part of the thesis was to investigate primary EFL from an attitudinal point of view, aiming at identifying EFL attitudes, specific pedagogic procedures and age's effects. The findings do point to clear differences between younger primary school children's attitudes, especially when compared to third and fourth grade children. In later primary grades (8-9 years old), at the beginning of the study, it was registered the incidence of de-motivation through negative answers related to English as a foreign language and increased difficulties in self-regulatory behaviours. In addition fewer children listed English as a favourite school subject, whereas in first and second grades all but one expressed this preference.

The introduction of a foreign language literacy development programme, based in children's literature, returned as results the possibility of helping counteracting the effects of poverty and its consequences on children's own language literacy development, which might in turn hinder foreign language literacy development, as children transfer L1

'failure' beliefs to the foreign language. The principles of integrated learning applied in the EFL primary pedagogic approach were identical as in the preschool group. In example, playful learning in the foreign language worked as an EFL literacy enhancer. Nevertheless and although children were older and had previously attended EFL sessions, their foreign language skills, motivation levels and beliefs of achieving success in the foreign language learning were very low. However, there are ways through which EFL teachers can counteract such negative attitudes towards foreign language learning, such as fostering imagined intercultural contact, since through the utilization of mental imagery techniques, through a form of socio-cognitive role-play similar emotional and motivational responses as actual lived experience are elicited. This can then be used to target the reduction of prejudice and stereotypes toward out-group members. By resorting to cartoon-based materials and designing cross-curricular work with primary key curriculum themes (i.e. Social Study), EFL teachers can create meaningful learning opportunities and counteract negative attitudes.

In addition, we are in conditions to state that from a general point of view, preschool children performed better in terms of foreign language emergent literacy behaviours than the primary school group. It might be further argued that the preschool group performed better not only from English as a foreign language development point of view, but also in from attitudinal, affective and emotional literacy developments.

EFL language play (i.e. drama) has also proved to be helpful in that an initially demotivated primary group of children, were engaged in intercultural learning activities designed to identify and challenge stereotypes, prejudices and foster the development of positive attitudes toward foreign language groups through multimodal activities (i.e. the plurilingual school play). As some of the children's parents were immigrated in France, they would use French, Portuguese and English. Therefore we believe this was a strong opportunity to foster foreign languages' literacy development among primary school children. This links with bilingual experiences carried out in Canadian settings classrooms, where the way in which 'identity texts' are created among students stimulate biliteracy/multiliteracy development, where children used their varied mother tongues together with the dominating school language, English. Through such activities EFL teachers can create a space for multilingualism and multiliteracy, where children's diverse backgrounds constitute potential for development of both language and knowledge.

Although it has been possible to foster overall foreign language literacy and attitudinal development among primary school children, negative attitudes were much more difficult to counteract than in the younger primary group. Change in older primary school children's attitudes has required time-consuming EFL sessions analyses, resorting to an action-research cycles, budgeting in buying children's literature so to improve their attitudes and to motivate foreign language literacy development. Conversely, in the younger primary group positive attitudes emerged more naturally as well as their spontaneous use of the language inside and outside the classroom.

Chapter 3

Within the first stage of the research, the content analyses' procedures applied to the data returned three important 'saturate' categories leading to emergent themes, namely 'emergent foreign language literacy', English foreign language play' and 'self-regulation through the EFL pedagogic approach'. Based in other identified relevant categories, another chapter was elaborated bearing in mind investigating a) the relationship between preschool English as a Foreign Language (EFL) interaction exposure and b) the characteristics of the EFL pedagogic approach in developing preschoolers' foreign language self-regulatory behaviours. Therefore the effects of the implemented EFL pedagogic approach have demonstrated strong relationships between its characteristics such as play processes (make-believe play, narrative development, emergent reading and writing behaviours), which are correlated to high-order thinking skills such as imaging, categorizing and problem solving. Additionally data provided evidence of emotional and motivational regulation in that the children often interacted with the foreign language teacher. Thus emotional well-being, motivational regulation and involvement, are terms that appeared to be closely related, thus providing a basis to argue foreign language 'emotional literacy'. Therefore data made us consider that 'affect', emotion have an increased value in the foreign language learning process.

Therefore affect, motivation and cognition all contribute to the intellectual development in which the social and cultural contexts are integral to the EFL learning process. As there are complex constitutive links between language, affect and culture, the foreign language being learned might also be considered as a way of communicating

meanings and also of expressing human emotions. Thus the foreign language is here understood as a means of making sense of emotions, of 'learning how to mean'. Thus we consider that the building of positive affective bonding with the foreign language appears to be vital to children's enjoyment and interest within the language in a life-long perspective.

Still in respect to the dynamics between teachers, preschool children and parents, we also consider it is possible to argue that the learner's portfolio held a key role in developing not only self-regulatory, metacognitive skills, but also in fostering learners' emotional literacy through a portfolio-based philosophy. At the same time it was possible to enhance independent, autonomous, self-regulated learning, in that the use of portfolios with young children puts together the view that knowledge is something socially built and a tool which allows learners to be authentic creators, *agents* of their own knowledge. Therefore the use of this pedagogic tool has made possible to capture EFL learning efforts, learning moments. Moreover the EFL portfolio allowed an interaction among the bilingual teacher and children's parents.

Moreover, children felt the EFL portfolio as something 'unique', where they could see their FL learning progressing, thus providing them a sense of pleasantness, achievement., in line with preschool key curriculum themes in terms of 'highlighting the pleasure of learning', therefore providing conditions for children's language learning success. Both individual and the overall preschool group progresses support recent developments in affective theories regarding foreign language learning, which are more easily developed during childhood.

Chapter 3 study has reviewed some of the evidence and related theory as well as presenting the authors' own research study, focusing on children's involvement in EFL language play in supporting the development of metacognitive, self-regulatory skills, including representational abilities.

Thus EFL learning can be supported by appropriate pedagogic activities, through, for example, EFL play task-based learning. This view is supported by the research studies that emphasize the value of enhancing positive, affective imprints in early childhood, thus sustaining a life-long language learning strategy. Thus there appears to be a 'complex interplay' between emotion, the regulation of emotions and engagement with EFL learning. Therefore it can be argued that it is possible to enhance self-regulatory

behaviours in preschool children through EFL oral performance, resorting to EFL playful learning. The positive effects observed along the academic year lead us to consider that an EFL integrated approach holds the potential of being a positive experience for monolingual preschool children, even when bilingual education does not exist in the school educational system as it is the case of Portugal.

Chapter 4

The post-defined categories derived from the content analyses' procedures returned two other important saturate categories, namely: 1) the relationship between a cross-curricular pedagogic approach to English as a foreign language (EFL) and 2) the emergence of early reading and writing foreign language skills was investigated with a monolingual sample of Portuguese native-speaking preschool children (3-5 years old). Through the findings of this case study in one specific context, it was possible to suggest at a general level that:

1. The design and application of EFL integrated playful approaches has demonstrated a significant potential for linguistic and cognitive development, in that it contributed to preschool children's emergent foreign language literacy behaviours;
2. There is an increased value of using informal learning contexts to foster foreign language literacy development among preschool Portuguese English language learners (PELLs).

In addition, these findings support and resonate the findings from recent foreign language literacy and biliteracy research on alphabetic (i.e. Spanish) and non-alphabetic languages (i.e. Cantonese), with several significant implications for theory and practice in terms of childhood foreign language curriculum development.

Further this study has confirmed that young children, even in limited second language environments, can develop foreign language skills, thus learning much about print, reading and writing conventions before formal instruction begins. Thus we believe this study provides evidence regarding cross-language transfer for foreign and second languages, in that a very similar process regarding emergent native language literacy occurs in terms of foreign language emergent literacy development. Still within this theory,

findings also support the view that priority developed skills in the learners' own language influence foreign language literacy development.

Second, results also provided support that although Portuguese and English are alphabetic languages, and although children are of a young age, children show no tendency to confuse literacy development in either language, which is in line with research with bilingual children regarding the potential and positive transfer of reading principles across languages, which is facilitated when languages are written in the same alphabetic system. These experiences can lead children to transferring the strategies and knowledge previously developed in one of the languages. In addition, the current findings resonate with existing thinking in second or multilingual language acquisition i.e. from the age four to six strengthens and improves native language literacy skills, as well as mental flexibility. Thus the findings suggest that bilingual education programmes such as developmental bilingual education through CLIL – EAC methodologies for young learners, at least for Portuguese and English, where learners' L1 is preserved while they are learning the foreign language should not be criticised on the basis of confusion or negative interference within child's L1. Therefore children in the pre-formal stages of foreign language literacy development should be given opportunities to interact with reading and writing materials, i.e. words printed in mini-flashcards or embedded in worksheets.

Prior to real reading, young children gain functional knowledge of the parts, products, and uses of the writing system and the ways in which reading and oral language activities complement each other. In order to promote content understanding and the language learning process easier, language experiences need to be of an illustrative and concrete character. These goals might be achieved through games, songs, stories and nursery rhymes, as it was the case of the present study.

A fourth implication is that teacher knowledge of the learner's prior literacy background helps in managing FL instruction and curriculum development. Teacher's knowledge about learner's emergent literacy enables the teacher to plan according to the learner's strengths. This consideration leads us to suggest that further teacher training opportunities both for educators and foreign language teachers should be provided. In the current economic climate, those supported by technologies where geographically distant teachers and learners can interact and collaborate in online and virtual environments would appear to have great potential.

Finally, the current findings are theoretically relevant for developing emergent reading materials for reading awareness in English-language learners. A development bilingual education programme has the potential to make a significant contribution to children's emergent FL development. It is suited to the needs of preschool children because it allows learning an additional language (i.e. English) while preserving their own native language.

Final remarks: The findings of the present studies carried out in preschool and in primary schools towards an EFL pedagogic approach support the results of previous studies regarding emergent literacy and biliteracy processes, which can be considered parallel to foreign language literacy development. Nevertheless these will not occur if negative affective factors influence EFL literacy development. Therefore appropriate foreign language pedagogic procedures must be ensured in that learners learn a foreign language in a sustained foreign language learning process, as advocated by the Council of Europe. Moreover and in order to enhance learners' 'autonomy', opportunities for self-regulation must be ensured (i.e. learners' portfolios), so children can 'see' their foreign language progresses and share their learning with their peers and families.

In fostering children's foreign language autonomy, we are providing them with resources to be less dependent on a teacher, preventing negative attitudes in relation to the language and culture and laying the ground for children's academic linguistic achievement, whereas at the same time preventing reading difficulties. Therefore, considering the cross-sectional findings of the study and in agreement with the recommendations of the Council of Europe, we believe primary children attending EFL lessons in primary schools should be entitled to learn at least two more languages besides their mother tongue, through EFL appropriate-age, integrated, motivating approaches.

The current findings help supporting the view that positive intercultural attitudes hold close links with children's emergent and overall foreign language literacy development, even for children who live in low-SES communities.

Therefore and according to the findings of both studies we believe within primary school education settings, introducing EFL approaches can be achieved through cross-curricular work, resorting to CLIL methodologies for young learners through English Across the Curriculum (EAC). Therefore our own understanding of language awareness

demands that both EFL teachers and children create awareness about different languages and about different ways to use language orally and in written forms. This requires, primarily, that EFL teachers themselves develop language awareness, that is, they begin to see a multitude of ways language is used, not least in the type of multilingual and multimedia society that the world is today. This might be achieved through storybooks, narration, thus including songs, music, pictures and films, mainly through digital media. As a consequence, EFL language teachers need to develop fundamental foreign language literacy among children while making themselves redundant, fostering learner's autonomy, endowing them with the necessary self-confidence in 'learning how to learn'. It should be stated however that in order to make foreign language learning meaningful, integrating the foreign language within other areas of the Portuguese National Primary Curriculum is key.

In agreement with the European framework, this study represented an opportunity for children developing EFL 'learning how to learn' skills, thus self-regulating their learning strategies, whereas preparing them with EFL background skills to achieve academic success. Although the small size of the sample can limit the generalization of the findings, we believe these results have strong implications for childhood education settings as well as for policy makers in terms of introducing foreign/second language opportunities in childhood education settings. Further children attending state preschools could benefit of such early EFL approaches in that it could diminish children's self-regulatory difficulties and thus improve children's behaviour and foreign language social skills, thus enhancing democracy in childhood education.

5.2. Suggestions for future work

The study presented in this thesis has provided support for the belief that it is worthwhile to introduce innovative EFL pedagogic approach among preschool Portuguese English language learners (ELs). It has been equally possible to document preschool and primary school children emergent and emotional literacy behaviours, which might well be associated to foreign language learning achievement. However and despite the primary groups' older age, this did not reflect such an advantage as it would be expected, from attitudinal, affective or linguistic points of view. On the contrary, pedagogic efforts such as the design and implementation of an action-plan, based on integrated learning philosophy,

needed to be developed in order to ‘involve’, motivate the group. Therefore we do recognise that future work could be carried out tackling the ideal condition of following a preschool group’s progress into primary school in order to verify the differences in relation to other children who have not attended EFL sessions in preschool.

Therefore and according to the available published literature, we believe that a further longitudinal study could be developed in order to inform EFL curriculum planning and innovation. Thus, by following two groups of preschool children into and across primary school, where the first group would be the control group, not being exposed to the EFL integrated approach, and the second group being exposed to the language since preschool. Afterwards through the application of international quantitative measures, possibly with resort to eye-tracking studies, we believe it would be possible to provide both qualitative and quantitative insights regarding the potential advantage of introducing foreign languages in preschool as a fundamental stage to lay background foreign language skills in a sustainable foreign education development perspective and also in the case of the language being English, of being taught as an intercultural one.

As previously mentioned in Chapter 4, in order to develop these sorts of integrated approaches further, thus enhancing motivating foreign language literacy experiences at earlier stages of the curriculum, there educational implications in terms of resources quality teacher training opportunities in order to equip young citizens with the skills of a global and changing world.

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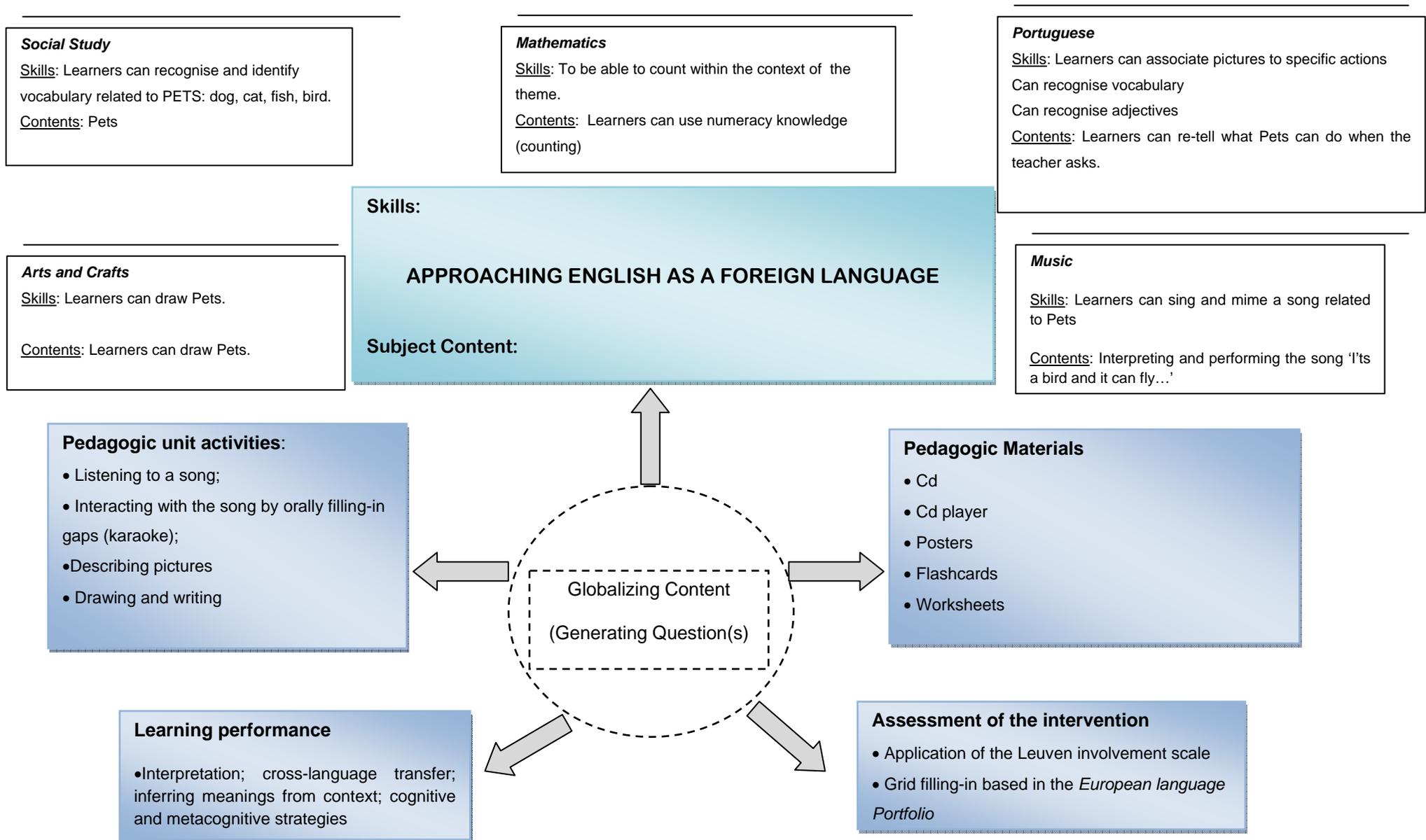
**Carmen Manuela Pereira
Carneiro Lucas**

**Abordagem Integrada ao Ensino do Inglês no
1.ºCEB e no Pré-escolar**

**Integrated Approach to Teaching English in
Primary and Preschool**

ANEXOS

**APPENDIX 1. INTEGRATED APPROACH TO TEACH
ENGLISH IN PRESCHOOL**



This diagram intends to provide an overview of how English can be approached in a cross-curricular scope.

Unit 1: Pets



Learning Aims – Teacher’s notes
Preschool

October - weeks 1 – 4

<p>Topics</p> <ul style="list-style-type: none"> • The World Around Me – Unit 1: Presentation/ PETS • Cross-curricular content: Social Study (domestic animals); Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> • Learner independence • Learning vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required shape</p> <p>Speaking: Teacher’s Individual Assessment Sheet (Link)</p> <p>Listening: listens and identifies pets</p> <p>Writing: Circles the right picture</p> <p>Test - Teacher’s Individual Assessment Sheet. Unit 1: Pets – worksheet number 1.</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> • can listen and understand simple classroom language. • can listen and follow instructions (e.g. “Point to the _____ !”) • can listen and identify Pets (cat, bird, dog, fish) • can distinguish pets from other content • can listen and colour according to the teacher’s instructions (e.g. colour the cat in orange) <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> • can identify and know how to name the pets (e.g. cat, bird, dog, fish Worksheet number 1) • can differentiate Pets, shapes and face parts (Worksheet number 1, exercise 2). • can colour the pets with the selected colour by the teacher • can role-play and teach the teacher and peers; • can sing a song in English • can perform physical movements accordingly to the song. <p>Reading</p> <ul style="list-style-type: none"> • can understand simple vocabulary • can listen to, and act out a dialogue by teaching his/her peers • can understand short actions of pets (i.e. ‘it’s a bird and it can fly’) • can listen to, read and understand short informative instructions (i.e. colour a red fish) • can match printed words with the corresponding picture <p>Writing</p> <ul style="list-style-type: none"> • can match and circle the listened words to the corresponding picture (Link_reading assessment) 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Poster – Pets Textbook Worksheets Song (Cd resource_Zoom 1, track 3, Richmond publishing) – “It’s a bird and it can fly...” Link_song transcript</p>
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Unit 1: Pets

Table 1

1st Learning Unit – sequencing activities

<p>Preschool curriculum theme: <i>The World Around Me; My World; Social Study</i></p>	<ul style="list-style-type: none"> - What animals do you know? - What can animals do? - Have you got Pets?
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Schedule	Activities	Resources
16.00 – 16.45	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic by presenting children a poster; - Introducing a TPR song with content such as ‘It’s a bird and it can fly’; ‘It’s a dog and it can run (...), where learners mime the song and sing along. - Next they are invited to fill-in gaps in a karaoke version of the song. - Afterwards a quick chat takes place about the animals children know, what they can do and if they got any Pets. - Doing a worksheet related to Pets: 1) Listen and point to the correct Pet; 2) choose from jumbled pictures (where images of shapes and face parts were embedded) only the Pets; colour accordingly to teacher’s instructions. 	<p>Poster (Pets)</p> <p>Animals’ TPR song</p> <p>Cd</p> <p>Cd player</p> <p>Worksheet 1</p> <p>Pencils</p> <p>Colour pencils</p>
16.00 – 16.45	<p>2nd Lesson</p> <ul style="list-style-type: none"> - Listening to the TPR song. - Counting from up to ten (Numbers 1-10) -Associating numbers to animals 	<p>Cd</p> <p>Cd Player</p>

Unit 1: Pets

	<ul style="list-style-type: none"> - Listening and identifying the correct number of pets. - Drawing pets - Colouring by asking colours in English to their teacher/peers. - Reviewing lesson by asking/answering questions. - Saving their work into their portfolios. 	<i>portfolio</i>
16.00-16.45	<p>3rd Lesson</p> <ul style="list-style-type: none"> -Recalling previous lesson through TPR song -Listening actions from song (with written words – sound-grapheme correspondence). Ex. Choosing from jumbled pictures the corresponding Pet and action: <ul style="list-style-type: none"> . ‘A dog can run’; . ‘A fish can swim’; . ‘A bird can fly’ - Watching a poster where a bird has escaped his cage in the Pet shop... -Making learners aware that a new unit is to be introduced. 	<p>Cd Cd player</p> <p>Worksheet 3</p> <p>poster</p>

Unit 1: Pets

Title: *The Pets Song*

'It's a bird and it can fly' ...

It can fly

It can fly

It's a bird and it can fly,

fly, fly, fly

It's a dog and it can run

It can run

It can run

It's a dog and it can run

Run, run, run

It's a fish and it can swim

It can swim

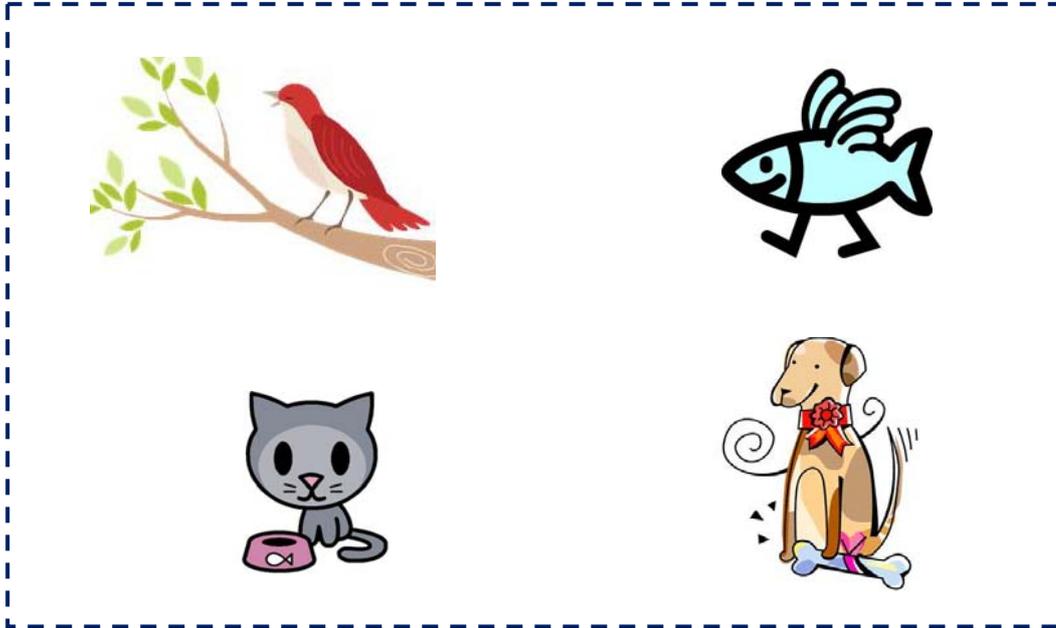
It can swim

It's a fish and it can swim

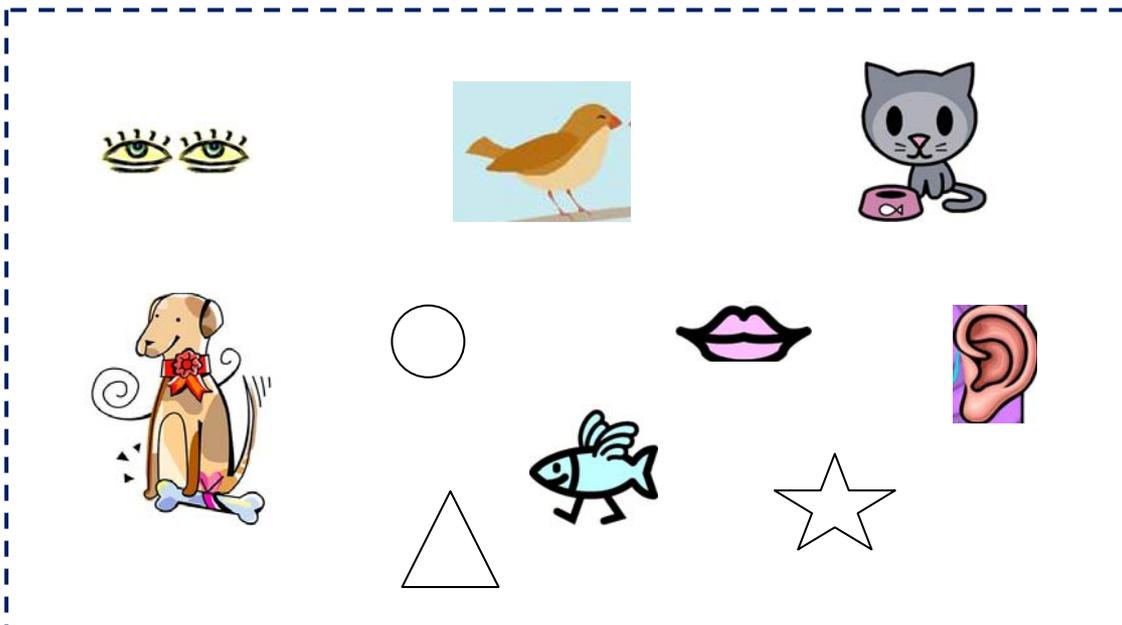
Swim, swim, swim!

Unit 1: Pets (worksheet 1)

1. Today, we will learn the names of some **Pets**: **cat**, **bird**, **dog** and **fish**.
2. Can you **point** to the right picture? Listen to your teacher.
3. **Circle** the right picture.
4. **Role-play**: you're the teacher and I'm the student. Teach me some pets.



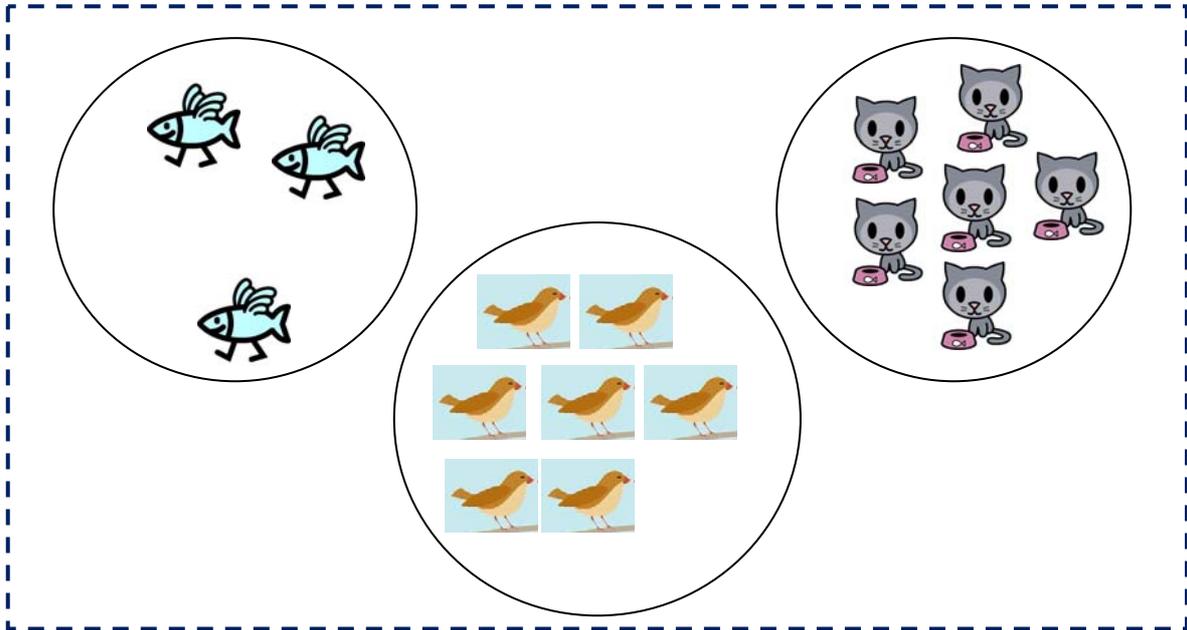
5. **What a mess! What is it?**
6. **Circle** only the **pets**.
7. Color the **cat in orange**, the **bird in blue**, the **dog in brown** and the **fish in grey**.



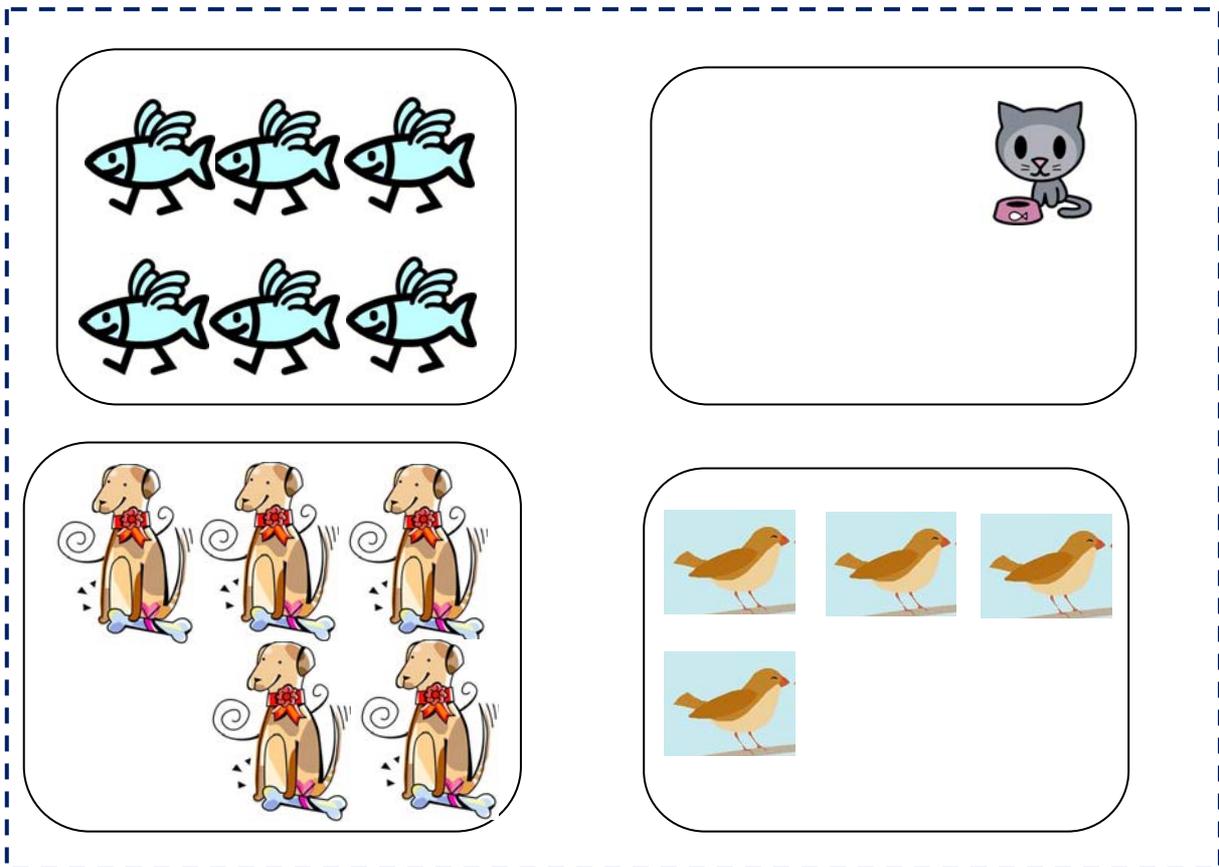
Name: _____

Unit 1: Pets (worksheet 2)

1. Today, we will listen to the Pets song and sing along.
2. Can you count how many Pets?
3. **Role-play:** you're the teacher and I'm the student. Teach me some Pets.



4. Listen, count, draw and colour.



Unit 1: Pets (worksheet 3)

1. Listen and circle the correct actions:

1.1. 'A dog can run'; 'A fish can swim'; 'A bird can fly'.

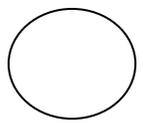
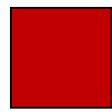
A   can 

A   can 

A   can  

2. Can you point to the fish? He is inside a shape. Can you tell its name?

3. Can you point to the birds? Their head resembles a...?

Unit 2: Face Parts

Social Study

Skills: Learners can recognise and identify vocabulary related to FACE PARTS: eyes, nose, mouth, ears.

Contents: Pets

Mathematics

Skills: To be able to count within the context of the theme.

Contents: Learners can use numeracy knowledge (counting)

Portuguese

Skills: Learners can associate pictures to specific meanings
Can recognise vocabulary
Can recognise adjectives
Contents: Learners can re-tell how many eyes, ears, nose, mouth they have got when the teacher asks.

Arts and Crafts

Skills: Learners can draw and colour Face parts.

Contents: Learners can draw face parts.

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

Subject Content:

Music

Skills: Learners can sing and mime a song related to face parts

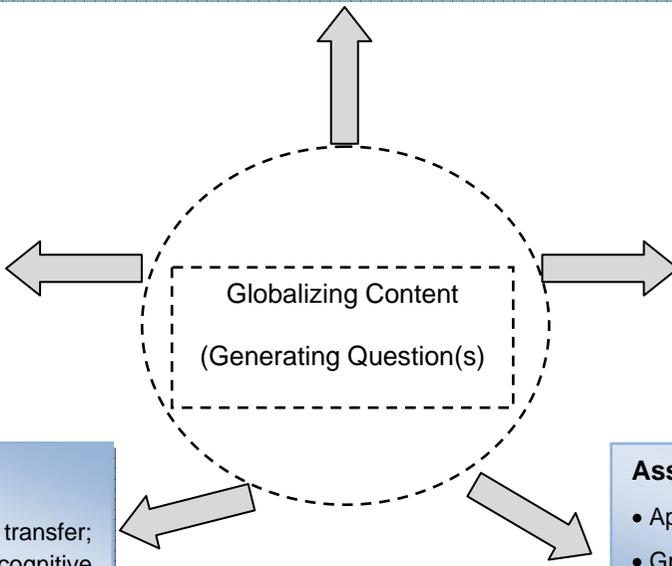
Contents: Interpreting and performing the song 'I've got two eyes...'

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Pedagogic Materials

- Cd
- Cd player
- Posters
- Flashcards
- Worksheets



Learning performance

- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*

Unit 2: Face parts



Learning Aims – Teacher’s notes
Preschool

November - weeks 1 – 4		
<p>Topics</p> <ul style="list-style-type: none"> The World Around Me – Unit 2: MY BODY/ FACE PARTS Cross-curricular content: Social Study (my body/ face parts); Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> Learner independence Learning vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required face part</p> <p>Speaking: Teacher’s Individual Assessment</p> <p>Listening: listens and identifies Face Parts</p> <p>Writing: Draws the required Face Parts</p> <p>Test - Teacher’s Assessment Sheet. Unit 2: Face parts – worksheet number 1.</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> can listen and understand simple classroom language. can listen and follow instructions (e.g. I’ve got two eyes!) can listen and identify Face Parts (eyes, nose, mouth, ears) can distinguish face parts from other content (Worksheet number 1_exercise 1) can listen and colour according to the teacher’s instructions (e.g. colour the eyes in green) <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> can identify and know how to name the face parts (e.g. eyes, nose, mouth, ears Worksheet number 2) can differentiate Pets, shapes and face parts (Worksheet number 1, exercise 2). can colour the face parts with the selected colour by the teacher can role-play and teach the teacher and peers; can sing a song in English related to Face Parts and to Grammar_ ‘I’ve got’ can perform physical movements accordingly to the song. can say what is represented in a drawing (i.e. face parts Worksheet number 2, exercise 2) can apply knowledge about Face Parts to new task (Worksheet number 3_Art and Craft) <p>Reading</p> <ul style="list-style-type: none"> can understand simple vocabulary can listen to, and act out a dialogue by teaching his/her peers can understand short actions of pets (i.e. ‘I’ve got one nose) can listen to, read and understand short informative instructions (i.e. colour a red mouth) <p>Writing</p> <ul style="list-style-type: none"> can match and circle the listened words to the corresponding picture (can identify and draw the required face parts can represent a certain number of Face parts in a ‘pretend’ monster (Worksheet number 2, exercise 2) 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Song ‘Look at me’ (Cd resource_Zoom 1, track 1 Richmond publishing) – Look at me” Poster – Face parts Textbook Worksheets Link_song transcript</p> <p>Project Work:</p> <p>.Art and Craft:</p> <ul style="list-style-type: none"> identify, colour, cut and glue a Clown’s Face Parts display learners’ crafts in the classroom

Unit 2: Face parts

Table 2

2nd Learning Unit – sequencing activities

<p>Preschool curriculum theme: <i>My World (Me); Social Study</i></p>	<ul style="list-style-type: none"> - What are your face parts? - What are they for? - How many eyes, ears, nose have you got?
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Schedule	Activities	Resources
<p>16.00 – 16.45</p>	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic by presenting children a poster; - Introducing a TPR song with content such as ‘I’ve got two eyes; ‘I’ve got one mouth (...), where learners mime the song and sing along. - Next they are invited to fill-in gaps in a karaoke version of the song. - Afterwards a quick chat takes place about the children’s face parts, what are they for and how many eyes/mouth/ nose/ ears have they got? -Listening to the teacher’s instructions and pointing to correct face parts in a jumbled picture. - Colouring face parts as instructed. -Using English to ask colours. -Doing a drawing related to Face parts: 1) draw and identify face parts; 2) colour certain face parts accordingly to teacher’s instructions. - Drawing a monster with three heads, four eyes,... 	<p>Poster</p> <p><i>My face</i> TPR song</p> <p>Cd</p> <p>Cd player</p> <p>Worksheet 1</p> <p>Pencils</p> <p>Colour pencils</p>

16.00 – 16.45	2nd Lesson <ul style="list-style-type: none">- Listening and singing along the TPR song.-Teacher/learners dialogue about face parts (e.g ‘point to your nose’; ‘point to your ears’,...-Learners instruct teacher to point to her face parts.- Drawing pets- Colouring by asking colours in English to their teacher/peers.- Reviewing lesson by asking/answering questions.- Saving their work into their portfolios.	Cd Cd Player Worksheet <i>portfolio</i>
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Unit 2: My Face

Title: *Look at me*

I've got two eyes

I've got one nose

Two eyes and one nose, look at me

Two eyes and one nose, look at me

Look at me, look at me!

I've got two ears

I've got one mouth

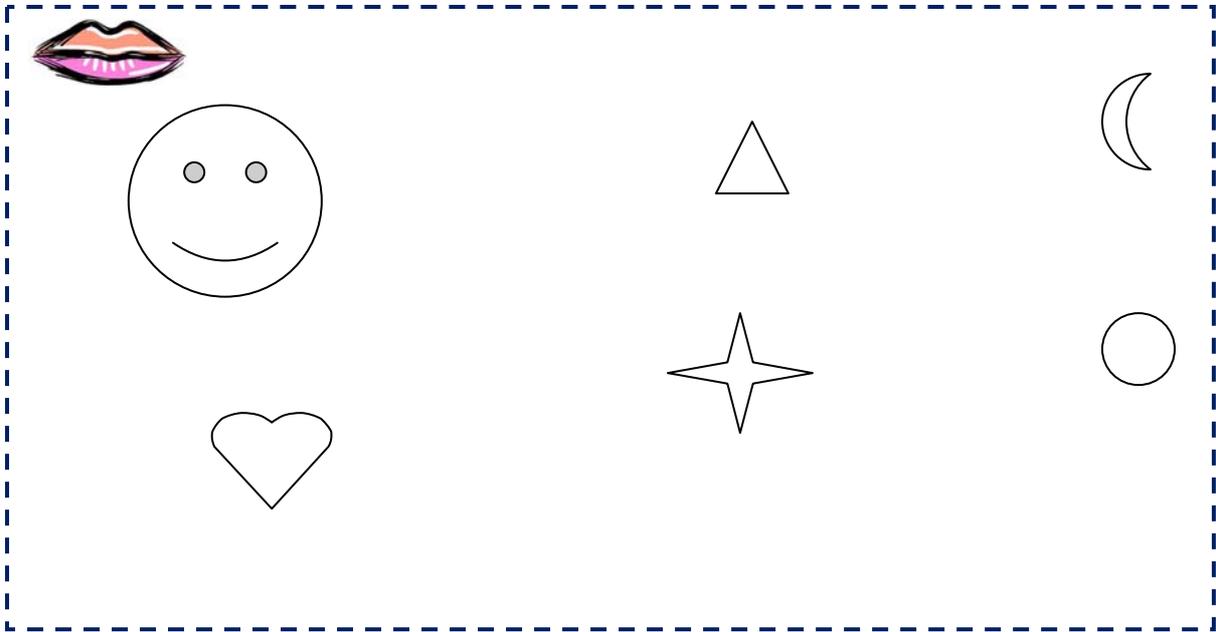
Two ears and one mouth, look at me

Two ears and one mouth, look at me

Look at me, look at me!

Unit 2: Face parts (worksheet 1)

1. Let's listen the 'face parts' song'. Sing along with the help of your teacher.
2. Can you remember the **face parts? Can you listen and point?**
3. In exercise 5, colour the monsters' eyes green; the mouth red; the nose and the ears pink.

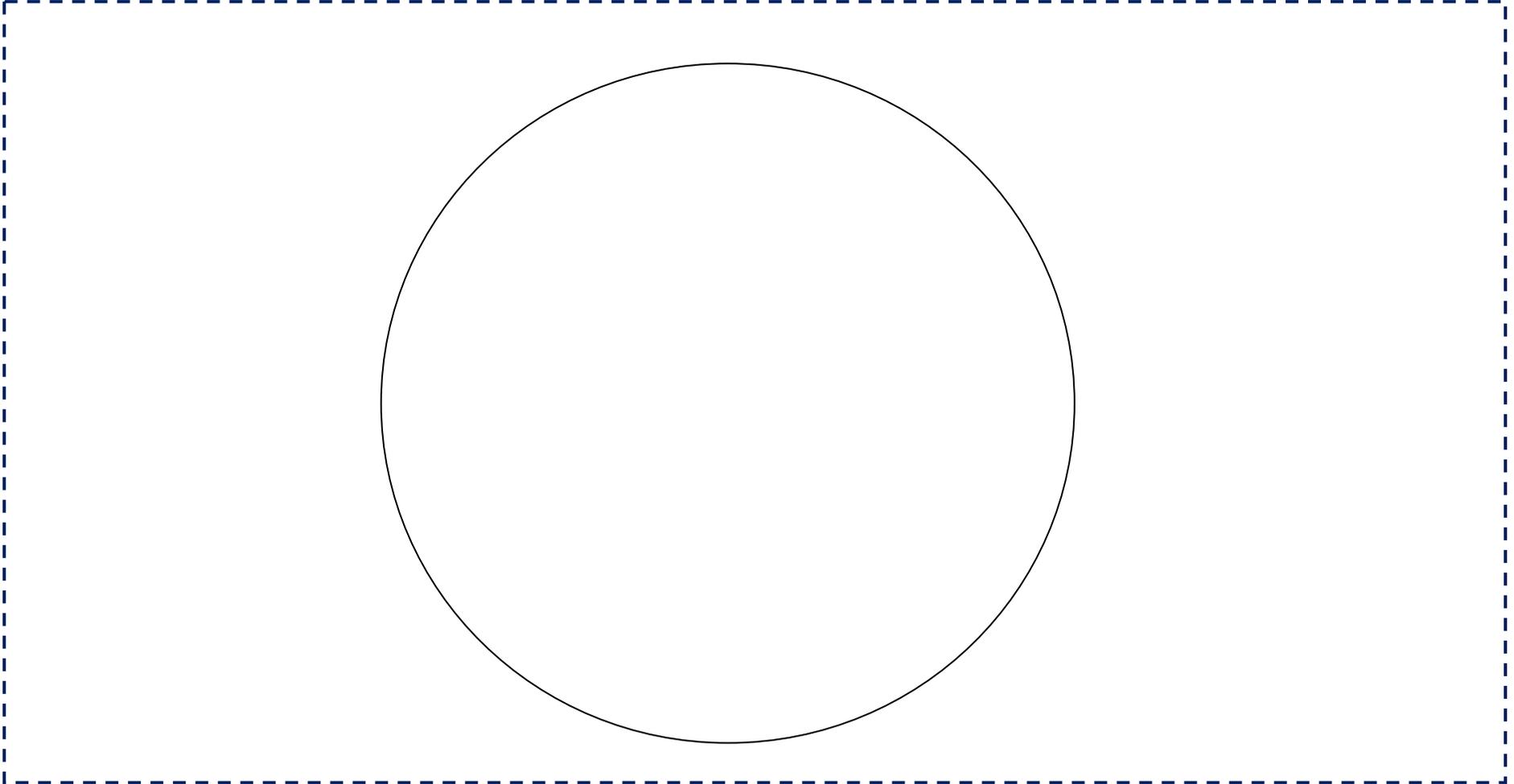


4. Draw a monster with: **three heads; four eyes; one nose; one mouth** and **six ears**.
5. Colour it.



Unit 2: Face parts (worksheet 2)

1. Sing the 'face parts' song along with the help of your teacher.
2. Can you remember the **face parts**? **Can you draw them in this face?**
3. Draw some hair; colour the eyes green; the mouth red; the nose and the ears pink.



Unit 3: Family

Social Study

Skills: Learners can recognise and identify vocabulary related to FAMILY: mother, father, sister, brother, baby sister, baby brother.
Contents: Family

Mathematics

Skills: To be able to go recognise family members within the context of the theme.
Contents: Learners can use knowledge about family.

Portuguese

Skills: Learners can associate pictures to specific actions
Can recognise vocabulary
Can recognise adjectives
Contents: Learners can re-sing the family song when the teacher asks.

Arts and Crafts

Skills: Learners can draw their family members.
Contents: Learners can draw their families.

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

Subject Content:

Music

Skills: Learners can sing and mime a song related to the family
Contents: Interpreting and performing the song 'hello, how are you?..'

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Learning performance

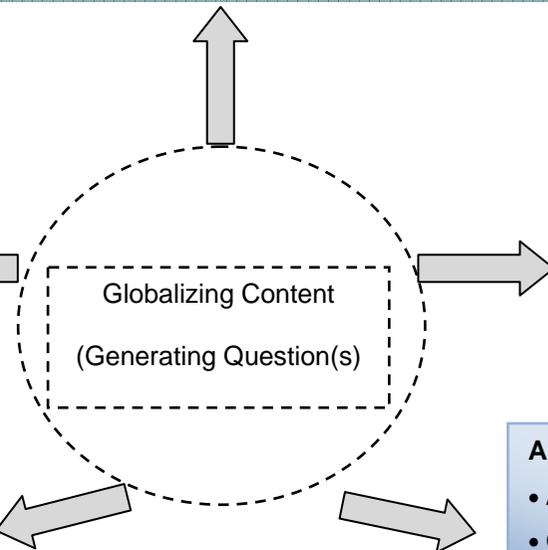
- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Pedagogic Materials

- Cd
- Cd player
- Posters
- Flashcards
- Worksheets

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*



Unit 3: Family



Learning Aims – Teacher’s notes
Preschool

December - weeks 1 – 5		
<p>Topics</p> <ul style="list-style-type: none"> The World Around Me – Unit 3: MY FAMILY Cross-curricular content: Social Study (My Family); Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> Learner independence Learning vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required face part</p> <p>Speaking: Teacher’s Individual Assessment Sheet (Link)</p> <p>Listening: listens and identifies Family members</p> <p>Writing: Draws the required Family members</p> <p>Test - Teacher’s Individual Assessment Sheet. Unit 3: Family</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> can listen and understand simple classroom language. can listen and follow instructions (e.g. draw your mother”) can listen and identify Family members (mother, father, sister, brother, baby sister, baby brother_Worksheet 1) can distinguish face parts from other content (Worksheet number 1_exercise 1) can listen and follow an interactive song related to the Family can follow an interactive bilingual story ‘The Family Adventure’ (Worksheet/Task 4) <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> can identify and know how to name the family members can use vocalisations to name the family members; can sing a song in English related to Family and to Grammar_hello, how are you?’ can perform physical movements accordingly to the song. can say what is represented in a drawing (i.e. face parts_Worksheet number 2, exercise 2) can apply knowledge about Face Parts to new task (Worksheet number 3_Art and Craft) can orally fill-in gaps in the L2 (English) by using content words can help the teacher recalling content (pretend play). <p>Reading</p> <ul style="list-style-type: none"> can understand simple vocabulary can listen to, and act out a dialogue by teaching his/her peers can understand short Greetings (i.e. ‘hello, how are you, mother, father, sister, brother?’) can listen to, read and understand short informative instructions can ‘read’ a picture, by identifying the family members. <p>Writing</p> <ul style="list-style-type: none"> can identify the missing face parts and draw them in the family characters (Worksheet number 2, exercise 4) 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Song “Hello, how are you?” (Cd resource_Zoom 1, track 4 Richmond publishing)</p> <p>The Family song – ‘hello, how are you?’</p> <p>Poster – Family Textbook Worksheets Link_song transcript (attached) Personal computer</p> <p>.Interactive story ‘Family Adventure’ (Lesson 4_Task 1) .Interactive <i>powerpoint</i> as visual support for the story (Lesson 4_Task 2)</p>

Unit 3: Family

Table 3

3rd Learning Unit – sequencing activities

<p>Preschool curriculum theme: <i>The World Around Me; My World; Social Study</i></p>	<ul style="list-style-type: none"> - Who are your family members? - Have you got brothers(s)/sister(s); baby brothers/baby sisters?
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Schedule	Activities	Resources
16.00 – 16.45	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic through a TPR song with content such as ‘hello, how are you: mother father, sister, brother?, where learners mime the song and sing along. - Next they are invited to fill-in gaps in a karaoke version of the song. - Afterwards a quick chat takes place about their families if they have got any brothers or sisters. - Doing a worksheet related to Family: 1) Draw their family members and themselves. - Role-play: pretend they are singing to their families - Colour accordingly to teacher’s instructions. 	<p>Family TPR song Cd Cd player</p> <p>Worksheet 3.1 Pencils Colour pencils</p>
16.00 – 16.45	<p>2nd Lesson</p> <ul style="list-style-type: none"> - Listening to the TPR song. - T/Lrns dialogue in order to identify family members in English. -Listening and identifying the correct family member by pointing to the corresponding picture. - <i>Role-play</i>: learners are challenged to teach their teacher the family members. 	<p>Cd Cd Player</p> <p>Worksheet3.2</p>

	<ul style="list-style-type: none"> - Identifying in an unclear picture the members of the family. -Drawing and reviewing face parts -Reviewing lesson by asking/answering questions. -Reviewing the TPR family song. - Saving their work into their portfolios. 	<i>portfolio</i>
16.00-16.45	<p>3rd Lesson</p> <ul style="list-style-type: none"> -Recalling previous lesson through TPR song - Listening to the family's adventure -Filling-in gaps with previous learned vocabulary -Helping the teacher recalling the missing content. - Watching a powerpoint while the teacher tells the story. - T/Lrns dialogue reviewing the lesson. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Task 4 Storytelling Powerpoint PC</p>
16.00-16.45	<p>4th Lesson</p> <ul style="list-style-type: none"> -Listening and performing the family song. -Doing a worksheet where learners have to match similar family members. -Identifying family members in a new context (new poster) - T/Lrns dialogue reviewing the lesson. - T/Lrns dialogue reviewing all the family lessons. - Saving their work into their portfolios. 	<p>Cd Cd player Worksheet 3.3</p> <p>poster</p> <p>Learners' portfolios</p>

Unit 3: Family

Title: *Hello, how are you?*

'Hello, how are you?

Mother, father, sister, brother,

Hello, how are you?

Hello, how are you?

Are you happy?

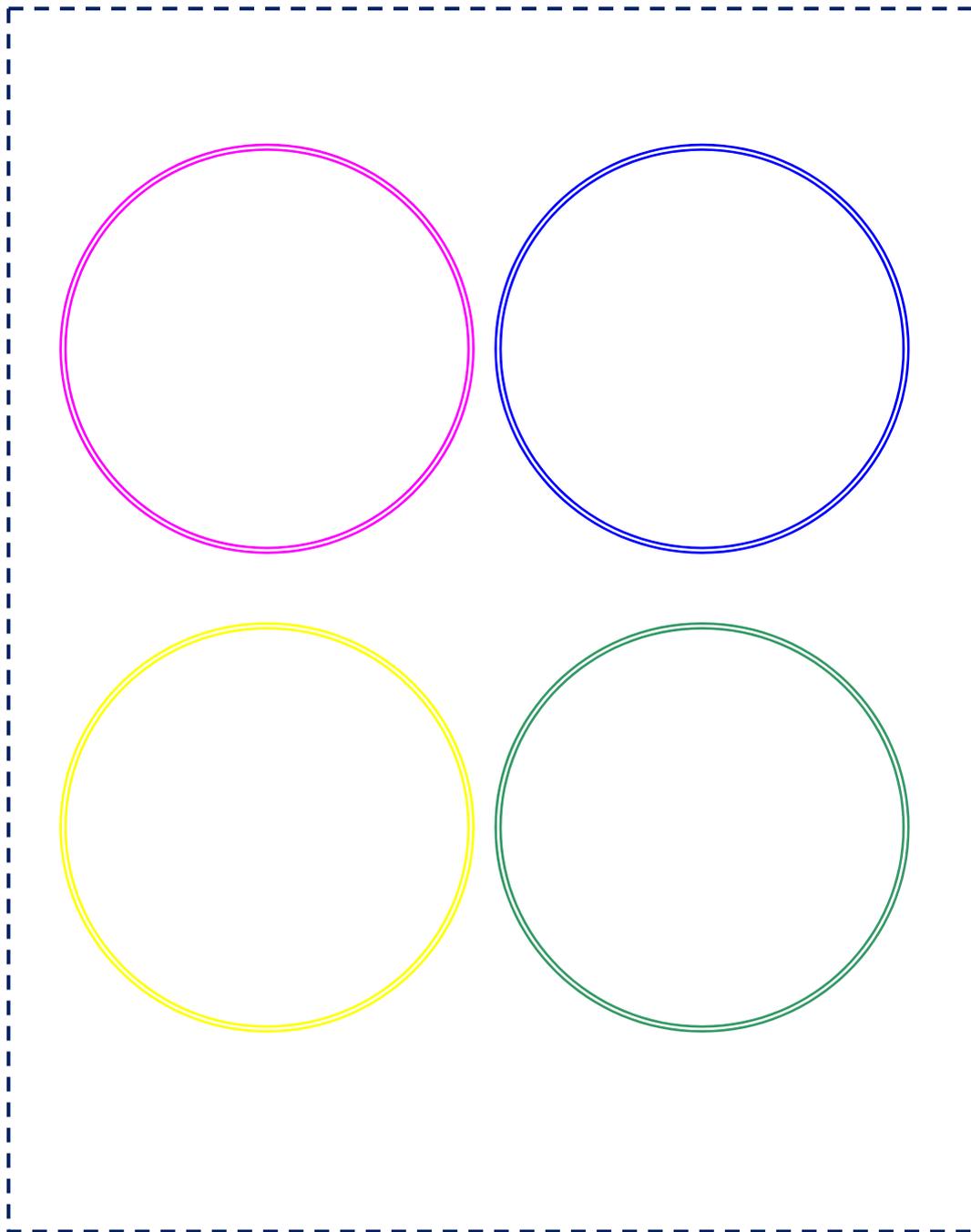
Are you sad?

Hello, how are you?'

Unit 3: Family (worksheet 1)

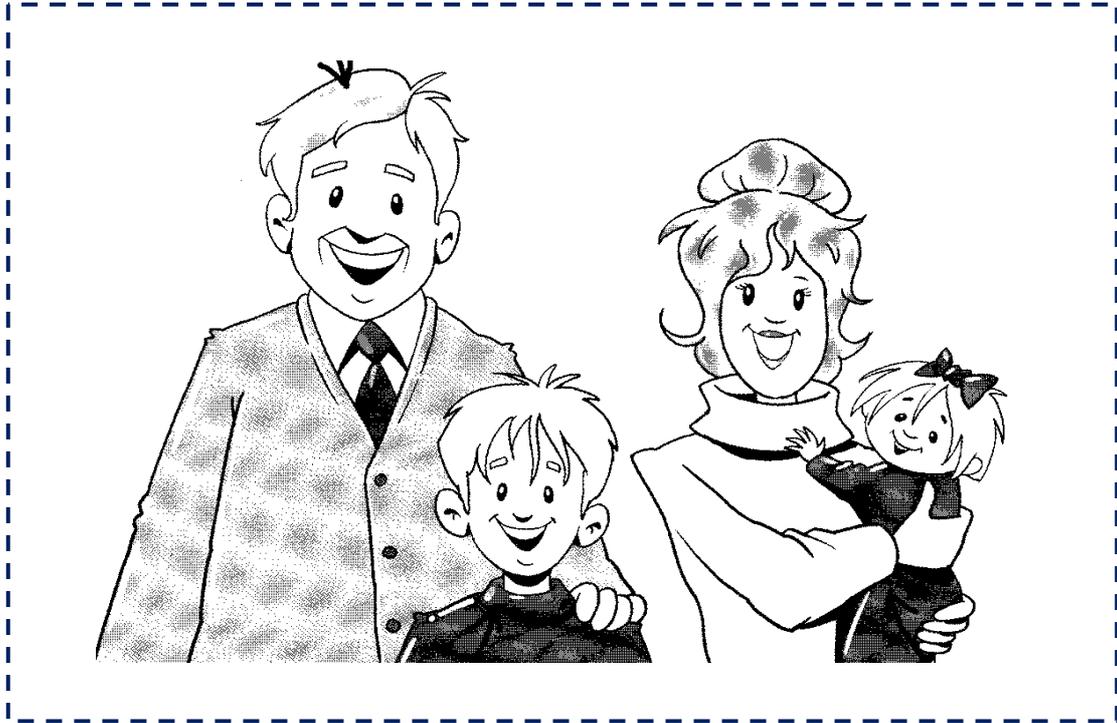
1. Listen to the *family* song.
2. Sing the song.
3. Draw your **mother, father, sister and brother**. Colour.
4. *Role-play*: pretend you are singing to your family.

My Family

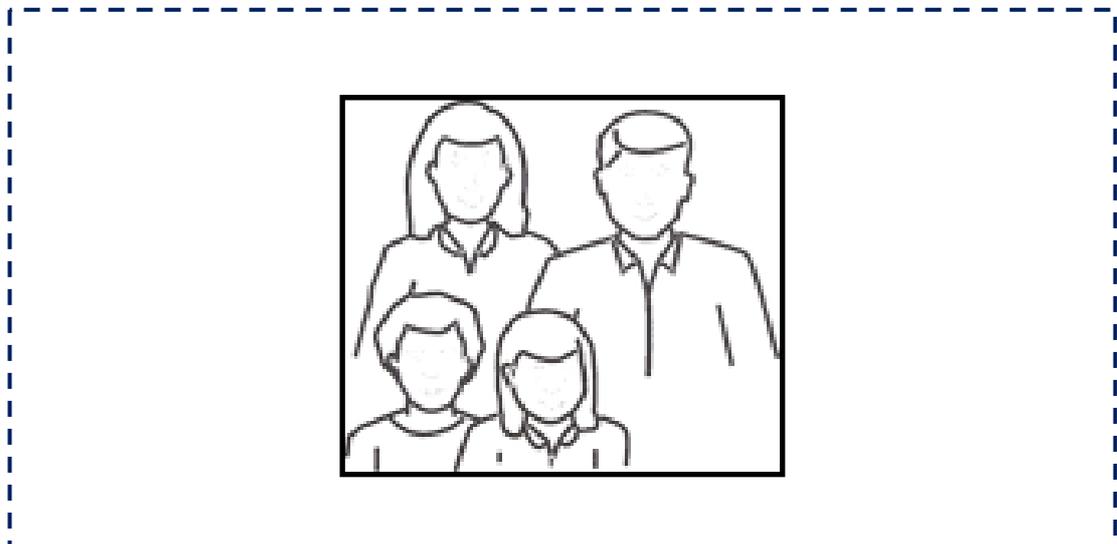


Unit 3: Family (worksheet 2)

1. You have learned the names of your closest **family** members. Can you say their names in English in a loud voice?
2. **Listen** to your teacher and **point** to the right picture.
3. **Role-play**: now you're the teacher and I'm the student. Can you teach me the family members?



4. Who can you see in this picture?
5. Draw the missing parts on the faces and colour the **Family Picture**.
6. Listen to the **Family** song and sing along.



Unit 3: Family (Worksheet 3, Task 1)

1. **Listen** to this Family' adventure.
2. Help the teacher remembering the **family** members.

A família Simpson era uma família constituída por um pai ... (**father**); por uma mãe ... (**mother**); por duas irmãs ... (**two sisters**) e um irmão ... (**one brother**). Como animais de estimação, tinham um cão ... (**dog**) e um gato ... (**cat**).

Um certo dia, a família Simpson decidiu ir dar uma volta num carro ... (**car**), que era todo vermelho (**red**) com os seus animais de estimação. Foram todos neste passeio: a **mother**, o **father**, as **sisters**, o **brother**, o **cat** e o **dog**.

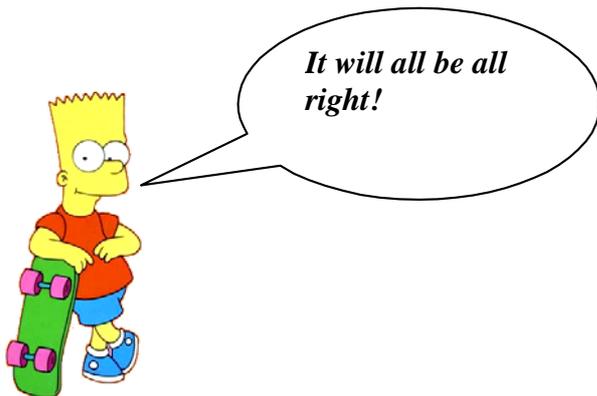
Até que... todos desapareceram: a **mother**, o **father**, as **sisters** e o **brother**. Quem será que os raptou?

Foi então que apareceu um super-herói. **Missão**: salvar a **Simpson family**! Será que ele vai conseguir? Para tal, ele tem que os procurar, chamando por eles: **mother**, **father**, **sisters**, **brother**!

As **sisters** estavam muito tristes, pois não sabiam do seu **father** nem da sua **mother**.

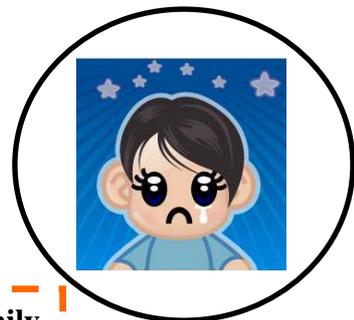
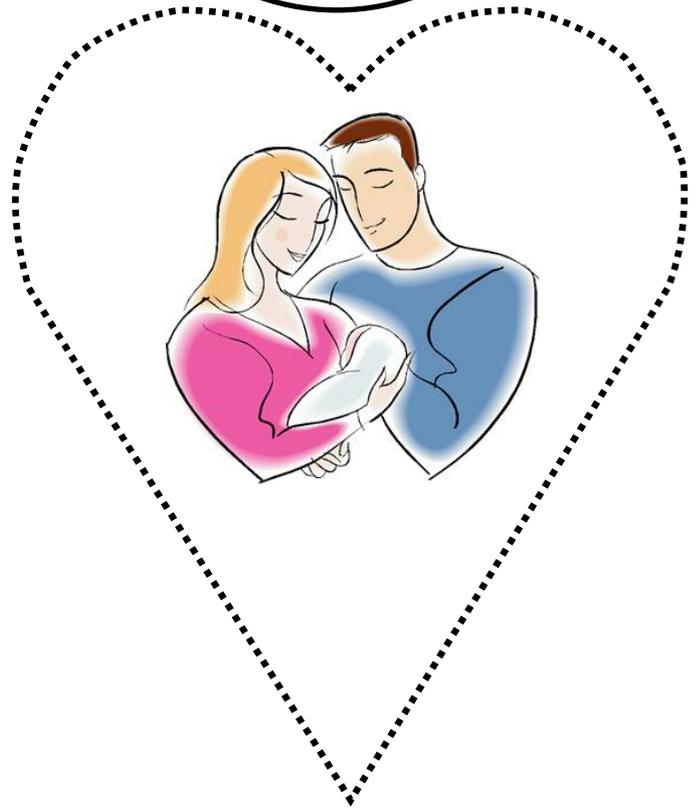
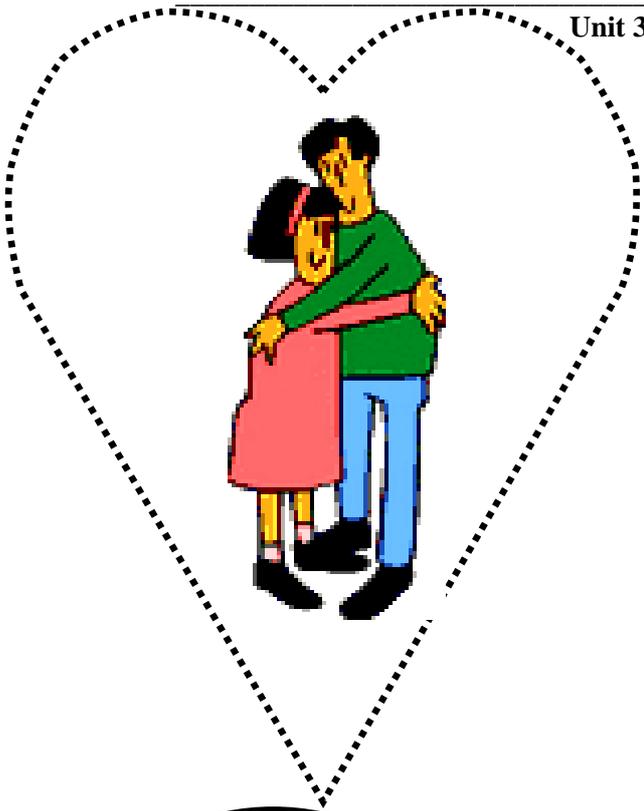
A **sister** mais nova só pensava na **mother**; a **sister** mais crescida já estava cheia de saudades de toda a família.

Será que o nosso super-herói vai conseguir encontrar os pais das **sisters**?



Não percam o desfecho desta história emocionante!

Unit 3: Family (worksheet 4)



1. ***Identify*** and ***match*** the similar family members.

Unit 4: Shapes

Social Study

Skills: Learners can recognise and identify vocabulary related to SHAPES: heart, circle, triangle, star, square.
Contents: Shapes

Mathematics

Skills: To be able to to recognise shapes within the context of the theme.
To be able to transfer knowledge into the real world.
Contents: Learners can use knowledge about shapes.

Portuguese

Skills: Learners can associate pictures to specific actions
Can recognise vocabulary
Can recognise adjectives
Contents: Learners can re-sing the shapes song when the teacher asks.

Arts and Crafts

Skills: Learners can listen and draw shapes.

Contents: Learners can perform *tic-tac- toe* games using shapes.

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

Subject Content:

Music

Skills: Learners can sing and mime a song related to the family

Contents: Interpreting and performing the song 'one, two, red and blue'

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Pedagogic Materials

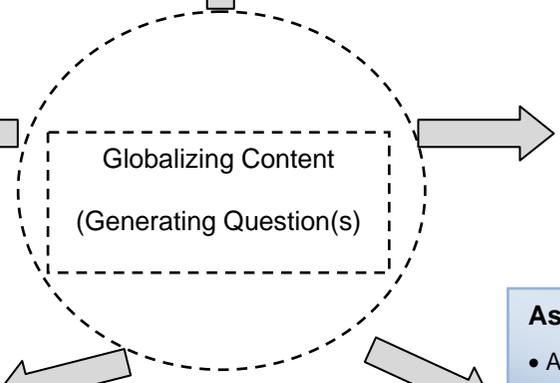
- Cd
- Cd player
- Posters
- Flashcards
- Worksheets

Learning performance

- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*



Unit 4: Shapes



Learning Aims – Teacher’s notes
Preschool

February - weeks 1 – 4

<p>Topics</p> <ul style="list-style-type: none"> The World Around Me – Unit 4: SHAPES Cross-curricular content: Mathematics (Shapes); Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> Learner independence Learning vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required mathematical shapes</p> <p>Speaking: Teacher’s Individual Assessment Sheet (Link)</p> <p>Reading: matches pictures to the corresponding words.</p> <p>Writing: Traces the required Mathematical shapes .circles the appropriate word.</p> <p>Test - Teacher’s Individual Assessment Sheet. Unit 4: Mathematics -Shapes</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> can listen and understand simple classroom language. can listen and follow instructions (e.g. point to the circle, please”) can listen and identify Mathematical shapes (circle, square, triangle, star, heart_ Worksheet 1) can distinguish shapes from other content (Worksheet number 1_exercise 1) can colour the shapes as requested by the teacher <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> can identify and know how to mathematical shapes can answer the question ‘<i>what shape is it?</i>’; can say what is represented in a Robot figure (i.e. shapes_ Worksheet number 1, exercise 1) can say what shapes can be found throughout a Maze (Worksheet number 2, ex. 2). can apply knowledge about Shapes to new task (Worksheet number 1_exercise number 2) can orally fill-in gaps in the L2 (English) by using content words can help the teacher recalling content (pretend play). <p>Reading</p> <ul style="list-style-type: none"> can understand simple vocabulary can listen to, and act out a dialogue by teaching his/her peers can ‘read’ a picture, by identifying the mathematical shapes. Can match pictures to the corresponding printed words. Can recognize the learned shapes in real-world situations, such as the classroom and/or the child’s own body (i.e. the table is a square; the head is a circle) <p>Writing</p> <ul style="list-style-type: none"> can trace and identify the Mathematical shapes (Worksheet number 1, exercise 2) can circle the corresponding written words to the pictures. 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Song ‘<i>one, two, red and blue...</i>’</p> <p>.The ROBOT made of Shapes</p> <p>. The Maze of Shapes</p> <p>.Mini-flashcards</p> <p>Worksheets -conventional pre-reading tasks</p> <p>.Celebrating Special occasions: Carnival</p>
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Unit 4: Shapes

Table 4

4th Learning Unit – sequencing activities

<p>Preschool curriculum theme: <i>The World Around Me; Mathematics</i></p>	<ul style="list-style-type: none"> - What shapes can you see in this room? - What shapes can you see on the board? -What shape is the lamp/table/ball?
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Schedule	Activities	Resources
<p>16.00 – 16.45</p>	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic through the ‘shapes’ song with content such as ‘one, two, red and blue, it’s a square’ ..., where learners grab the colours, point to the material and song and sing along. - Next they are invited to fill-in gaps in a karaoke version of the song. - Afterwards a quick chat takes place about the shapes they can observe in the classroom. - Presenting learners a worksheet with a robot (resembling the human body) made of shapes. -Exploring the shapes that make the robot (e.g. what shape is his head?; what shape are his arms/hands,...) -T/learners dialogue: ‘what shape is it? It’s a circle...’ -Identifying the learned shapes in a new exercise, where learners first identify the shape and then trace it. - Colouring accordingly to teacher’s instructions -Saving the worksheet into their portfolios. 	<p>Shapes’ song Cd Cd player</p> <p>Worksheet 4.1</p> <p>Pencils Colour pencils</p>
<p>16.00 – 16.45</p>	<p>2nd Lesson</p>	

	<ul style="list-style-type: none"> -T/learners dialogue in order to recall previous lesson. content. - Learners identify shapes in English. -Listening and identifying the correct shape by pointing to the corresponding picture. - Identifying and colouring accordingly to the teacher’s instructions. -<i>Pretend-play</i>: learners ‘help’ a friend learning the shapes. -Learners are challenged to go through a maze, where when they find shapes, they have to say it in a loud voice so their ‘friend’ can learn it. -Faster learners to get to the end of the maze first get the reward of colouring the shapes according to the teacher’s instructions. -Reviewing lesson by asking/answering questions. -Listening to the shapes song. - Saving their work into their portfolios. 	<p>Worksheet4.2</p> <p>Cd Cd player</p> <p><i>portfolio</i></p>
<p>16.00-16.45</p>	<p>3rd Lesson</p> <ul style="list-style-type: none"> -Listening to and performing the shapes’ song. -T/Lrns dialogue to recall previous lesson (e.g. ‘what shape is it? It’s a ...’). - Identifying and tracing shapes. -Being able to identify the ‘<i>odd one out</i>’. -Helping the ‘a friend’ recalling how to say shapes in English. - Gap-filling exercise (e.g. ‘<i>how do I say</i> + triangle picture’; ‘<i>I can remember the</i> + square picture’), and learners should complete the gap with the word that corresponds to the picture. - T/Lrns dialogue reviewing the lesson. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 4.3</p> <p>portfolio</p>

Unit 4: Shapes

<p>16.00-16.45</p>	<p>4th Lesson</p> <ul style="list-style-type: none"> -T/Lrns dialogue in order to recall previous lesson content. - T/Lrns dialogue aiming at identifying shapes (e.g. ‘what shape is it? It’s a square’; ‘What colour is it? It’s blue./ It’s a blue square’. -Recognising colours. - Cutting shapes’ cards and written words. -Matching the shapes’ pictures to the printed word cards. -Gluing them into a blank sheet of paper. -Reading. - Saving their work into their portfolios. 	<p>Worksheet 4.4</p> <p>White sheet o paper Scissors</p> <p>Learners’ portfolios</p>
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Unit 4: Shapes

Title: *Red and blue*

One, two, red and blue,

It's a chair.

One, two, red ad blue,

It's a square.

Red and blue.

One, two, red and blue,

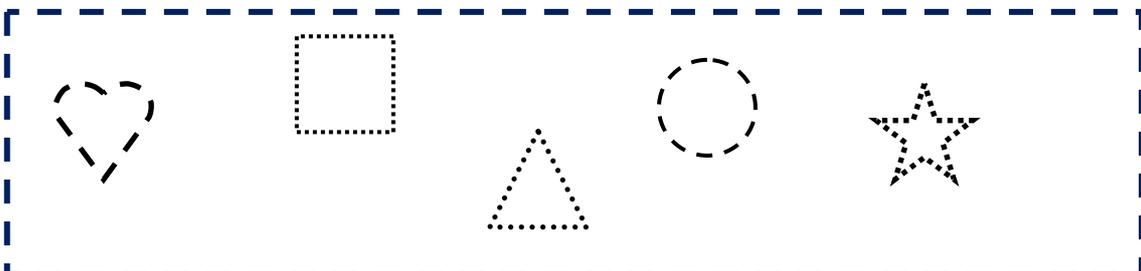
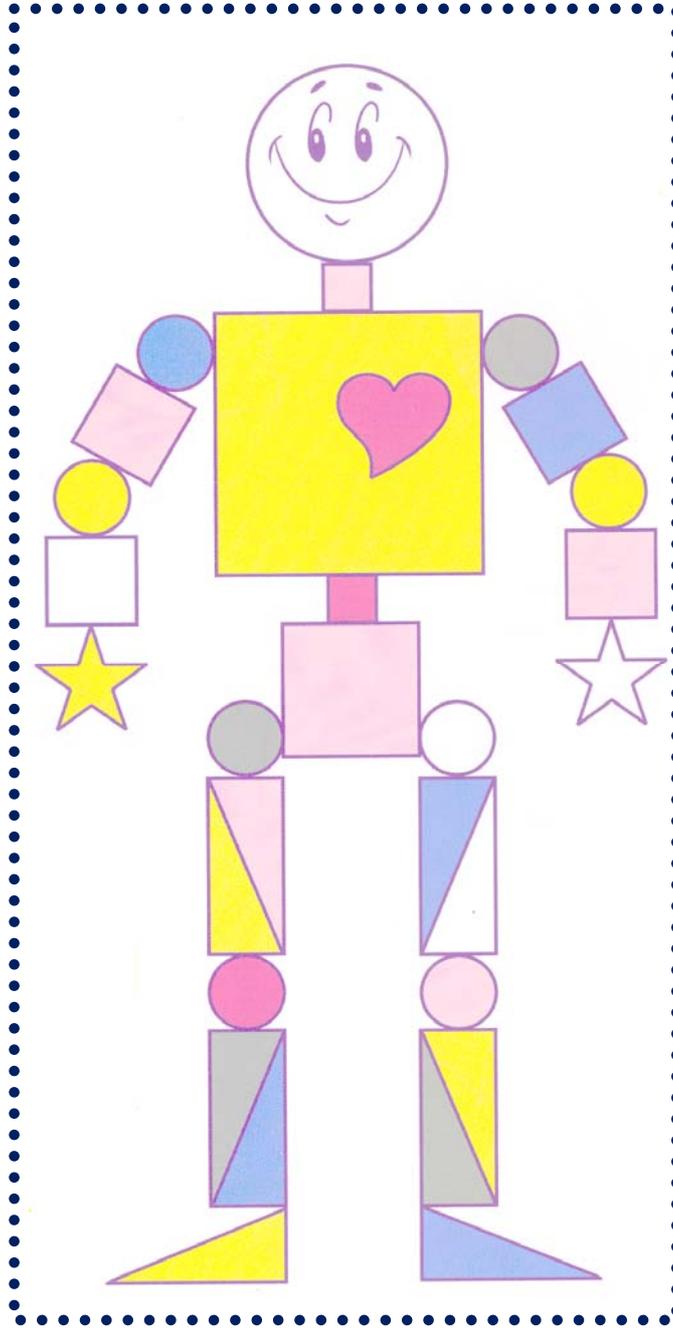
It's a book,

One, two, red and blue,

Please look!

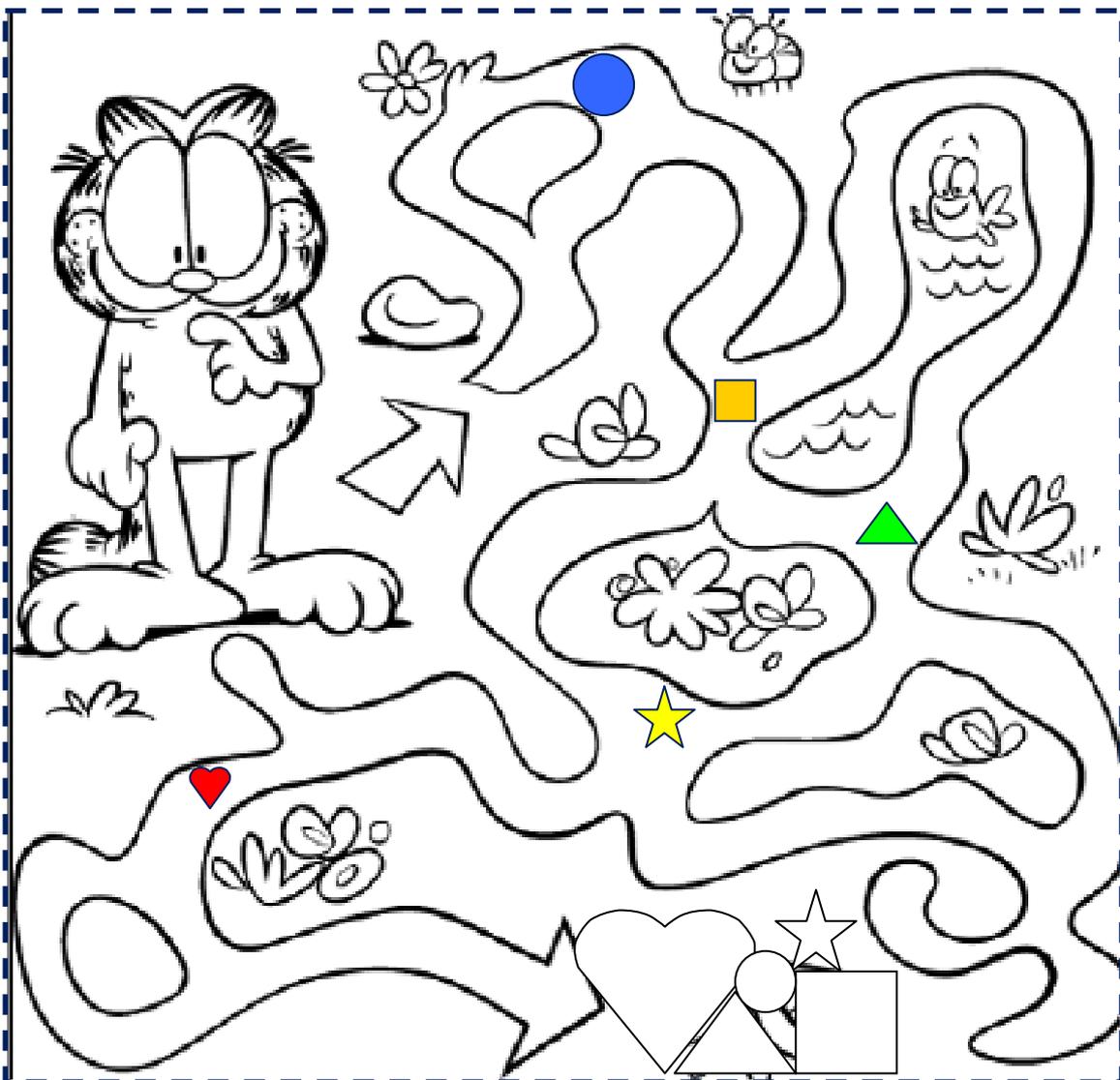
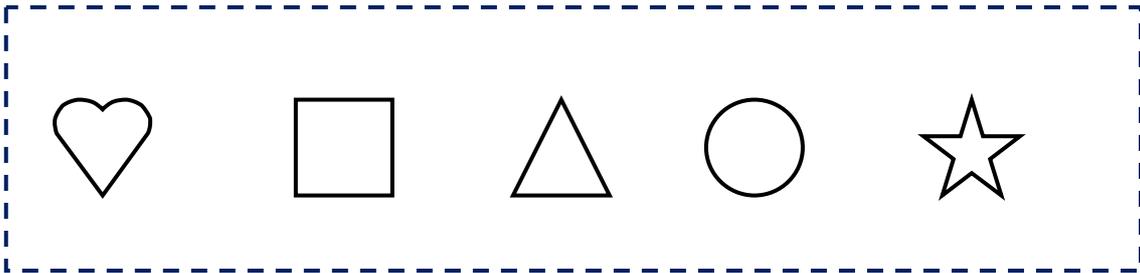
Unit 4: Shapes (worksheet 1)

1. Let's listen to the 'shapes' song
2. Let's learn the **shapes**. Listen to your teacher, **repeat** after her and **point** to the right picture.
3. Let's practice: "*What shape is it? It's a...*".
4. **Identify, trace and colour.**



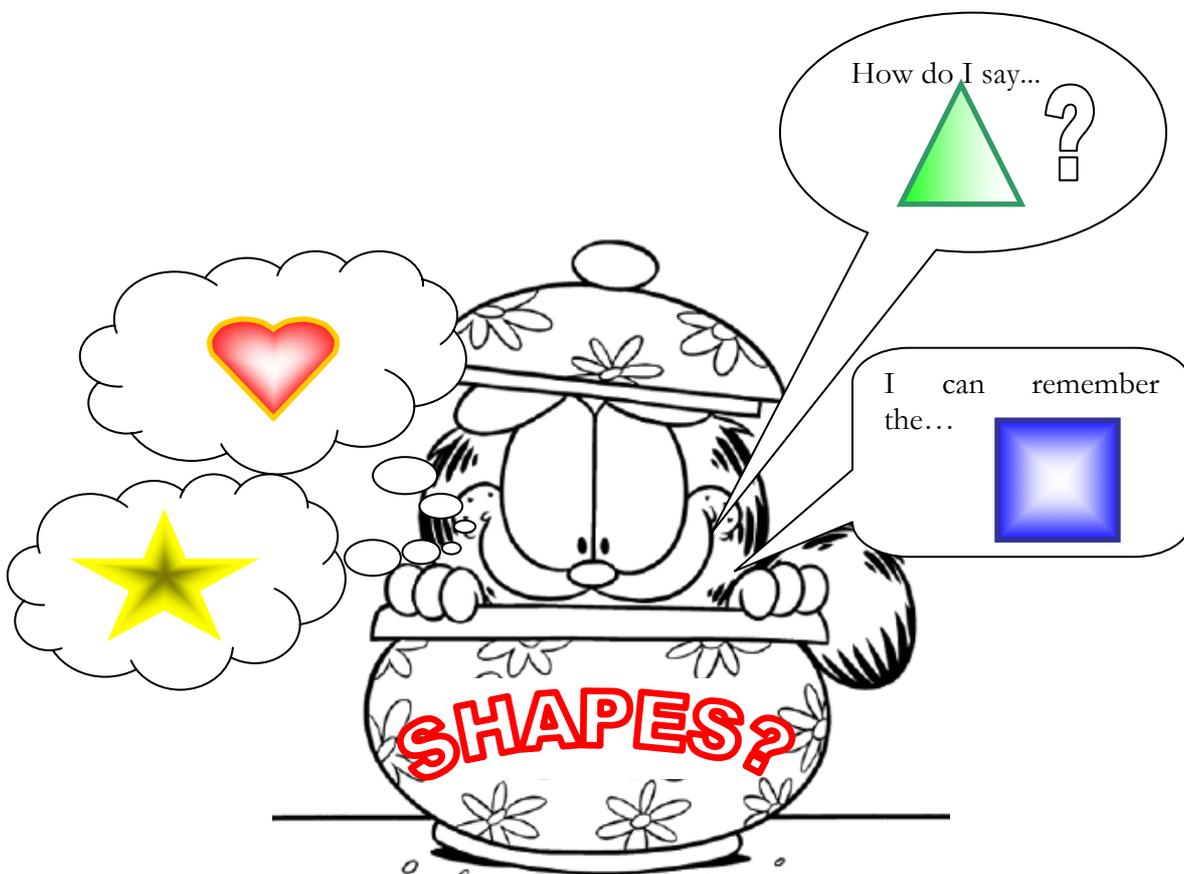
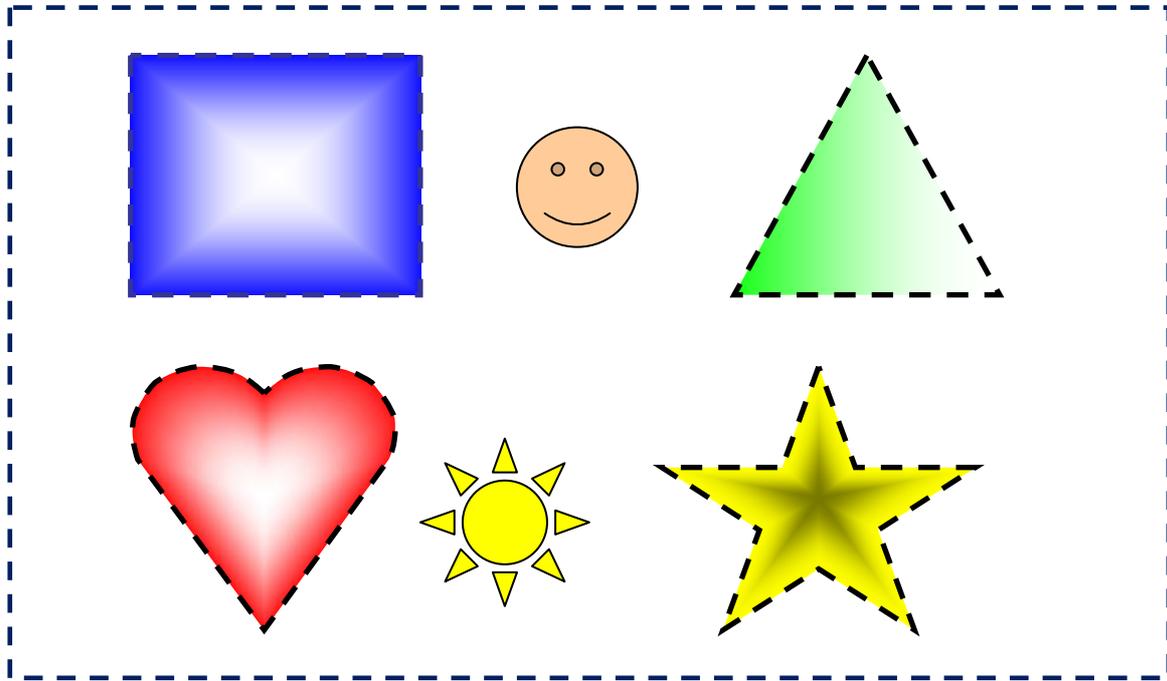
Unit 4: Shapes (worksheet 2)

1. Let's remember the **shapes**. Listen to your teacher and **answer** to the question: "What shape is it?"
2. **Identify and colour**: a red heart; a blue square; a green triangle; an orange circle and a yellow star.
3. Garfield is trying to learn the **shapes**. Let's help him to **find** them out.
4. You have to **say what shape is it** when you find it.
5. **Listen** to your teacher and **colour** the **shapes** at the end of the maze.



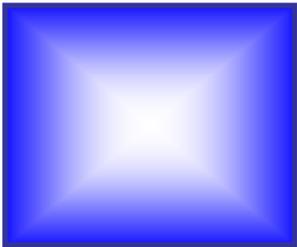
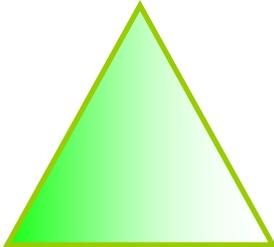
Unit 4: Shapes: (worksheet 3)

1. Can you identify these *Shapes*? Trace them. Identify the odd ones.
2. Help Garfield by answering the question: "What shape is it?"
3. Colour: a red heart, a blue square, a green triangle and a yellow star.

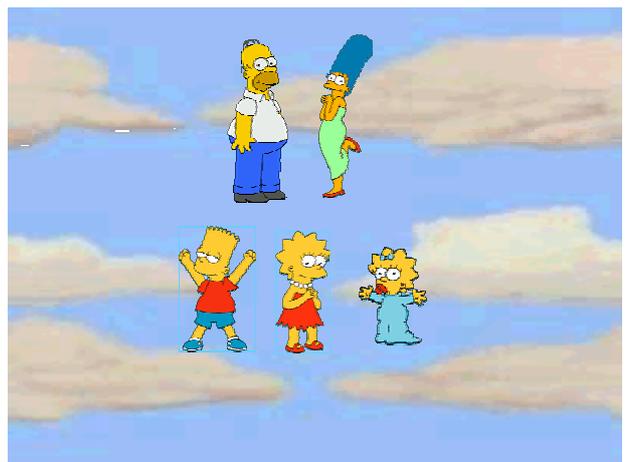


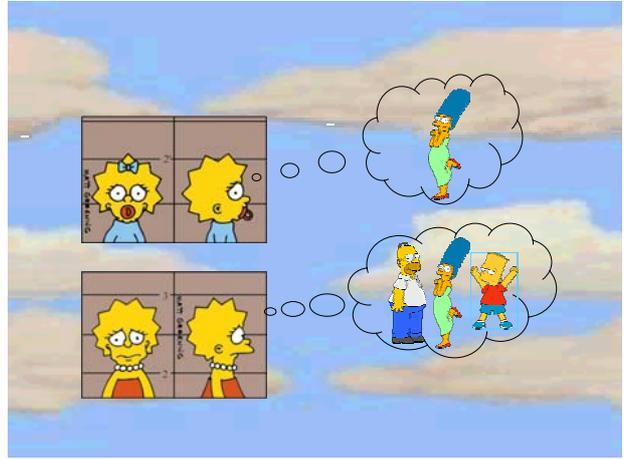
Unit 4: Shapes (worksheet 4)

1. Can you identify these *Shapes*?
2. Can you say '*what colour is it?*'
3. Cut and match the pictures to the printed words.

	
	
<p>A BLUE SQUARE</p>	<p>A GREEN TRIANGLE</p>
<p>A RED HEART</p>	<p>A YELLOW STAR</p>

The Simpsons





Unit 5: Transport

Social Study

Skills: Learners can recognise and identify vocabulary related to TRANSPORT: car, bus, plane, train.

Contents: Transport

Mathematics

Skills: To be able to to recognise transports.
To be able to transfer knowledge into the real world.

Contents: Learners can use knowledge about transport.

Portuguese

Skills: Learners can associate pictures to specific actions

Can recognise vocabulary

Can recognise adjectives

Contents: Learners can re-sing a traditional song when the teacher asks.

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

Subject Content:

Arts and Crafts

Skills: Learners can listen and draw transports.

Contents: Learners can find hidden transports.

Music

Skills: Learners can sing and mime a song related to the transport

Contents: Interpreting and performing the song 'the wheels on the bus'

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Learning performance

- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Pedagogic Materials

- Cd
- Cd player
- Posters
- Flashcards
- Worksheets

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*

Globalizing Content
(Generating Question(s))



**Learning Aims – Teacher’s notes
Preschool**

March - weeks 1 – 4

<p>Topics</p> <ul style="list-style-type: none"> • The World Around Me – Unit 5: TRANSPORT • Cross-curricular content: Social Study; Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> • Learner independence • Learning vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required transportation</p> <p>Speaking: Teacher’s Assessment Sheet</p> <p>Listening: listens and identifies means of transport</p> <p>Writing: Draws favourite transport and colours.</p> <p>Test - Teacher’s Assessment Sheet. Unit 5: Transportation</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> • can listen and understand simple classroom language. • can listen and recall content from mathematics (shapes) • can listen and follow instructions (e.g. point to the car, please”) • can listen to and identify Transport (car, bus, plane, train_ Worksheet 1) • can distinguish Mathematical shapes from transportation (Worksheet number 1_exercise 2) • can mime a transportation <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> • can identify and know how to name the means of transport. • can name mathematical shapes • can answer the question ‘<i>what is this?</i>’; • can say what is represented through pictures (i.e. transportation_ Worksheet number 1, exercise 2, 3) • can recall and produce the names of the means of transport. • can apply knowledge about Transport to new task (Worksheet number 1_exercise number 4) • can perform a “<i>memory game</i>”. <p>Reading</p> <ul style="list-style-type: none"> • can understand simple vocabulary • can listen to, and act out a dialogue by teaching his/her peers • can ‘read’ a picture, by finding the hidden transportation. • can recognize the learned transport in real-world situations, such as in the street (i.e. that’s a car; that’s a bus, etc.) • can identify capital letters and associate them to the names of the transport. • can understand that thoughts have a symbolic representation through writing <p>Writing</p> <ul style="list-style-type: none"> • can identify that written words corresponding to pictures • can match the parts of a transport • can select the appropriate word in a picture-naming task by circling the correct option (Worksheet no 2). 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Worksheets</p> <ul style="list-style-type: none"> - mini-flashcards - classical enhancers of emergent foreign language literacy -cd -cd player -traditional song ‘<i>the wheels on the bus</i>’
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Unit 5: Transport

Table 5

5th Learning Unit sequencing activities

<p>Preschool curriculum theme: <i>The World Around Me; Social Study</i></p>	<ul style="list-style-type: none"> - How do you come to school (by car, bus, on foot...?) - What's your favourite transport?
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Schedule	Activities	Resources
16.00 – 16.45	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic through the ‘transport’ traditional song with content such as ‘the wheels on the bus go round’ ..., where learners listen, repeat and sing along. - Teacher/learners dialogue about the transport in the worksheet. - Recalling shapes - Inviting learners to find hidden transport/shapes. - Afterwards learners help a baby going through a maze to find the transport to go to this mummy/daddy. -T/learners dialogue: ‘what’s this? It’s a...’ -Drawing their favourite transport - Colouring accordingly to teacher’s instructions -Saving the worksheet into their portfolios. 	<p>Traditional song ‘the wheels on the bus’ Cd Cd player</p> <p>Worksheet 5.1</p> <p>Pencils Colour pencils</p>
16.00 – 16.45	<p>2nd Lesson</p> <ul style="list-style-type: none"> -T/learners dialogue in order to recall content from previous lesson. -Learner mime a transport so their peers can guess 	<p>Worksheet 5.2</p>

	<p>which one is it.</p> <ul style="list-style-type: none"> - Learners identify the correct written label by circling it. -Repeating procedure for the other transport. -Matching the half of transport in order to get a full transport. -Revealing the result of the matching. -Reviewing lesson by asking/answering questions. -Listening to the shapes song. - Saving their work into their portfolios. 	<p><i>portfolio</i></p>
16.00-16.45	<p>3rd Lesson</p> <ul style="list-style-type: none"> -Listening to and performing the ‘transport’ song. -T/Lrns dialogue to recall previous lesson by provising the prompts in speech bubbles 1) <i>‘I can remember the + transport picture, but the others...ahmmm...can you help me?’</i>; 2) <i>I can remember the + transport picture.</i> - Repeating procedure for identifying other transport. -Drawing and colouring favourite transport. - T/Lrns dialogue reviewing the lesson. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 4.3</p> <p>portfolio</p>
16.00-16.45	<p>4th Lesson</p> <ul style="list-style-type: none"> -Listening and performing ‘<i>the wheels on the bus</i>’ song. -Doing a worksheet where learners have to do a memory game. -Identifying transport. - Recognising/recalling shapes. - T/Lrns dialogue reviewing the lesson. - T/Lrns dialogue reviewing all the family lessons. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 5.4</p> <p>Learners’ portfolios</p>

Unit 5: Transport

Title: *The wheels on the bus*

The wheels on the bus go

round and round

round and round

round and round

the wheels on the bus go

round and round

all through the town

The people on the bus go

up and down

up and down

up and down

the people on the bus go

up and down

all through the town

The driver on the bus says

move on back

move on back

move on back

the driver on the bus says

move on back

all through the town

The babies on the bus go

whaa whaa whaa

whaa whaa whaa

whaa whaa whaa

the babies on the bus go

whaa whaa whaa

all through the town

The mommies on the bus go

shhh shhh shhh

shhh shhh shhh

shhh shhh shhh

the mommies on the bus go

shhh shhh shhh

all through the town

The horn on the bus goes

beep beep beep

beep beep beep

beep beep beep

the horn on the bus goes

beep beep beep

all through the town

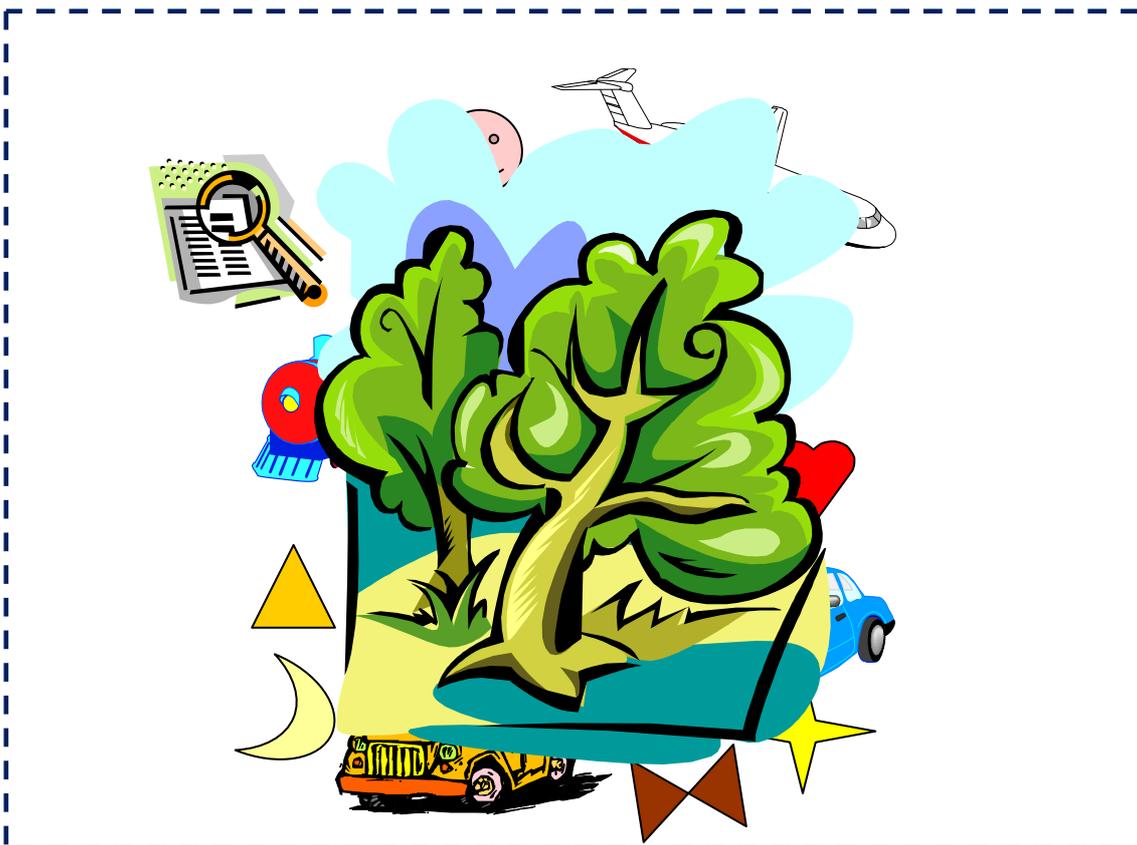
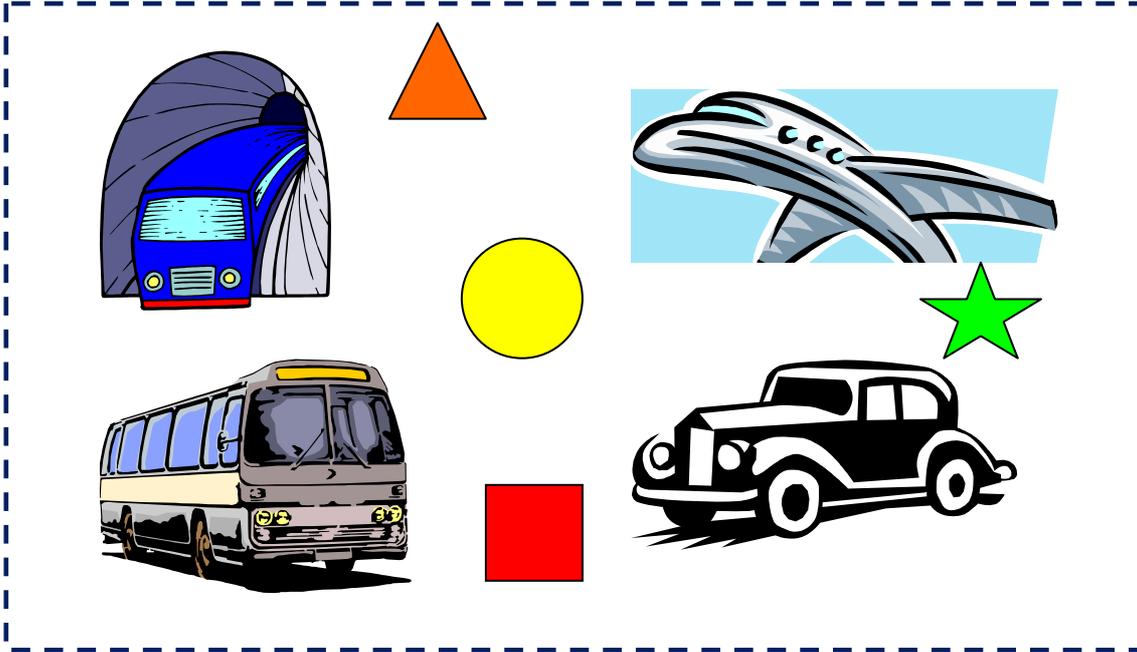
all through the town

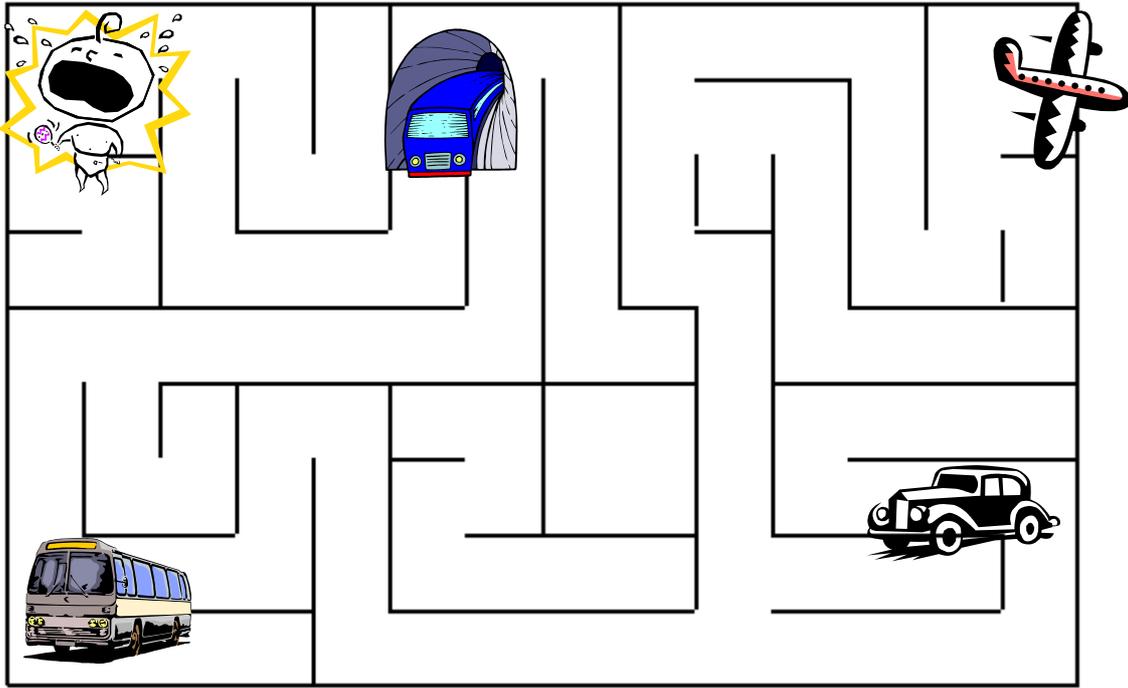
all through the town

all through the town

Unit 5: Transport (Worksheet 1)

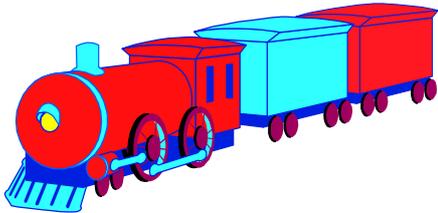
1. Let's learn a new song: '*the wheels on the bus*'.
2. Let's learn some **transport: bus, car, plane and train.**
3. Look at the pictures, **point** and **say their names.**
4. Can you remember the **shapes?**
5. **Find** the hidden transportation and shapes.
6. Help the baby getting out of the maze with the help of certain transport.
7. **Draw** and **colour** your favourite transportation.





Unit 5: Transport (worksheet 2)

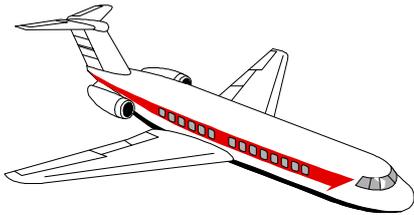
1. **Mime and guess** what transport is it
2. **Listen** to your teacher and **circle** the appropriate word according to the pictures.
3. **Match** the transportation.



- BUS.
- TRAIN



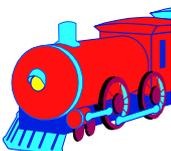
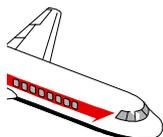
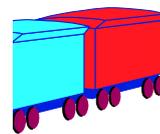
- PLANE.
- BUS.



- PLANE.
- TRAIN.

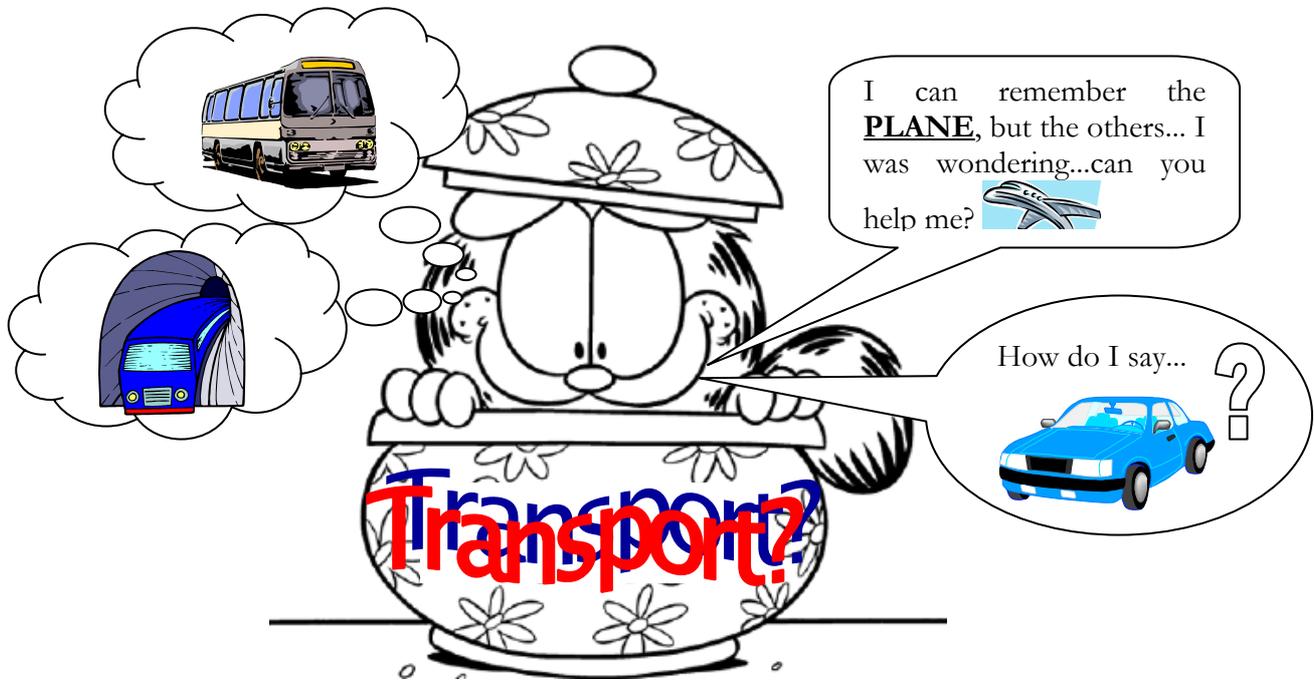


- PLANE.
- CAR.



Unit 5: Transport (worksheet 3)

1. Let's remember the **transport: BUS, CAR, TRAIN and PLANE**. Let's help Garfield, by saying their names.
2. **Draw and colour your favourite transport.**



Unit 5: Transport (worksheet 4)

1. Let's sing the song '*the wheels on the bus*'.
2. Let's do a *memory game* related to the **Transport (BUS, CAR, TRAIN and PLANE)** and **Mathematical Shapes (CIRCLE, SQUARE, TRIANGLE, STAR and HEART)**. Let's help Garfield throughout the maze so he can enter into the bus to go to school. He can only progress after you identify the content, thus naming the pictures.



Unit 6: Carnival

Table 6

6th Learning Unit – sequencing activities

<p>Preschool curriculum theme: <i>The World Around Me; Social Study - Carnival</i></p>	<p>- How do you celebrate Carnival?</p>
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Schedule	Activities	Resources
<p>16.00 – 16.45</p>	<p>1st Lesson</p> <ul style="list-style-type: none"> - Teacher/learners dialogue about Carnival’s tradition. - providing learners with the opportunity to choose a favourite learned song to celebrate Carnival. - Learning new vocabulary related to Carnival. -T/learners dialogue: ‘how many?’ - Counting. - Helping a snowman finding his way out of a maze -Making a Carnival mask. -Saving the worksheet into their portfolios. 	<p>Worksheet 8.1</p> <p>Pencils</p> <p>Colour pencils</p> <p>portfolio</p>

Unit 6: Carnival

Title: *If you're happy*

If you're happy and you know it
Clap your hands.(CLAP,CLAP)
If you're happy and you know it
Clap your hands.(CLAP,CLAP)
If you're happy and you know it and you really want to
Show it,
If you're happy and you know it
Clap your hands.(CLAP,CLAP)

If you're happy and you know it
Stomp your feet.(STOMP,STOMP)
If you're happy and you know it
Stomp your feet.(STOMP,STOMP)
If you're happy and you know it and you really want to
Show it,
If you're happy and you know it
Stomp your feet.(STOMP,STOMP)

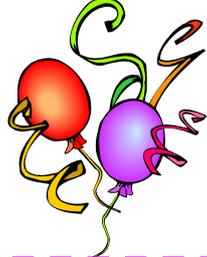
If you're happy and you know it
Shout "Hurray!"(SHOUT HURRAY! HURRAY!)
If you're happy and you know it
Shout "Hurray!"(SHOUT HURRAY! HURRAY!)
If you're happy and you know it and you really want to
Show it,
If you're happy and you know it
Shout "Hurray!"(SHOUT HURRAY! HURRAY!)

If you're happy and you know it
Do all three.(CLAP,STOMP,HURRAY)
If you're happy and you know it
Do all three.(CLAP,STOMP,HURRAY)

If you're happy and you know it
And you really want to show it,
If you're happy and you know it
Do all three! (CLAP, STOMP, HURRAY)

Unit 6: Carnival (worksheet 1)

1. Let's learn some vocabulary about the Carnival: **carnival**, **mask**, **clown**, **serpentine**, and **balloons**.
2. **How many** can you count?
3. **Help the snowman find his mask.**

			
1.....	2.....	3.....	4.....



A large maze is centered on the page. At the top left entrance of the maze is a snowman wearing a black top hat with a blue band and a blue scarf. At the bottom right exit of the maze are two masquerade masks: one blue and one red with yellow accents. The maze is surrounded by several colorful serpentine streamers in orange, green, yellow, and blue.

Unit 7: Easter

Social Study

Skills: Learners can recognise and identify vocabulary related to EASTER: duck, chick, bunny, bus, plane, train.
Learners can perform an Easter egg hunt.
Contents: Easter.

Mathematics

Skills: To be able to to recognise vocabulary related to Easter.
To be able to use numeracy knowledge.
Contents: Learners can use knowledge about Easter.

Portuguese

Skills: Learners can associate pictures to specific actions
Can recognise vocabulary
Can recognise adjectives
Contents: Learners can re-sing a traditional song when the teacher asks.
Learners can tell a story about the Easter bunny

Arts and Crafts

Skills: Learners can listen and draw vocabulary related to Easter.
Contents: Learners can find hidden Easter eggs.

Skills:

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Subject Content:

Music

Skills: Learners can sing and mime a song related to Easter
Contents: Interpreting and performing the traditional song 'hop along little Easter bunny'

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Learning performance

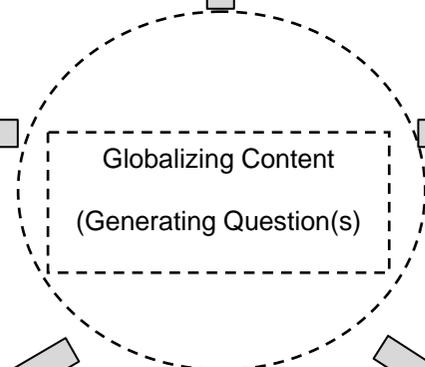
- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Pedagogic Materials

- Cd
- Cd player
- Posters
- Flashcards
- Worksheets

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*



Unit 7: Easter



Learning Aims – Teacher’s notes
Preschool

April - weeks 1 – 4

<p>Topics</p> <ul style="list-style-type: none"> • The World Around Me – Unit 6: EASTER • Cross-curricular content: Social Study; Celebrations; Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> • Learner independence • Learning vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required Easter vocabulary</p> <p>Speaking: Teacher’s Individual Assessment Sheet (Link)</p> <p>Listening: listens and identifies Easter vocabulary</p> <p>Writing: Traces an Easter basket. Draws and colours Easter eggs.</p> <p>Test - Teacher’s Individual Assessment Sheet. Unit 6: Easter</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> • can listen and understand simple classroom language. • can listen and follow instructions (e.g. point to the duck, please") • can listen and identify vocabulary related to Easter/farm animals (chick, duck, rabbit, eggs; chocolate_ Worksheet 1) • can listen a traditional Easter story • <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> • can identify and know how to name the family members • can answer the question ‘how many...are there?’; • can apply knowledge about Easter to new tasks (Worksheet number 2_exercise number 2, 3, 4) • can ask colours • can tell a story about the Easter bunny. <p>Reading</p> <ul style="list-style-type: none"> • can understand simple vocabulary • can listen to, and act out a dialogue by teaching his/her peers • can ‘read’ a picture, by finding the hidden Easter eggs. • Can recognize previously learned mathematical content, such as in counting objects • Can understand that thoughts have a symbolic representation through writing <p>Writing</p> <ul style="list-style-type: none"> • can write the appropriate number of required objects. • can select the appropriate word in a picture-naming task by circling the correct option • can write numbers 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Traditional Song “Hop along with the Easter bunny”</p> <p>Worksheets</p> <p>Special activity: ‘pretend’ Easter Egg Hunt</p>
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Unit 7: Easter

Table 7
7th Learning Unit – sequencing activities

<p>Preschool curriculum theme: <i>The World Around Me; Social Study - Celebrations</i></p>	<ul style="list-style-type: none"> - What do you do in Easter? - Do you know what the British do? - What’s your favourite activity in Easter?
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Schedule	Activities	Resources
16.00 – 16.45	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic through the ‘hop along with the Easter bunny’ traditional song, where learners listen, repeat, mime and sing along. - Teacher/learners dialogue about Easter traditions in their own country. - Teacher/learners dialogue about Easter traditions English-speaking countries. - Matching exercise to make distinction among a duck and a chick. - Inviting learners to count Easter bunnies/rabbits. - Counting chicks. - Writing numbers. -T/learners dialogue: ‘what’s this? It’s a...’ - Colouring accordingly to teacher’s instructions -Saving the worksheet into their portfolios. 	<p>Traditional song ‘hop along with the Easter bunny’</p> <p>Cd Cd player</p> <p>Worksheet 6.1</p> <p>Pencils Colour pencils portfolio</p>
16.00 – 16.45	<p>2nd Lesson</p> <ul style="list-style-type: none"> -T/learners dialogue in order to recall content from previous lesson. -Easter traditions: pretend Easter egg hunt. 	<p>Worksheet 6.2</p>

	<ul style="list-style-type: none"> - Finding hidden Easter eggs. - Learners recall and identify shapes, colours. -Drawing the found Easter eggs into a Easter basket -Colouring the bunny and the Easter eggs. -Reviewing lesson by asking/answering questions. -Listening to and miming the ‘hop along’ song. - Saving their work into their portfolios. 	portfolio
16.00-16.45	<p>3rd Lesson</p> <ul style="list-style-type: none"> -Singing and miming the ‘hop along’ song. -T/Lrns dialogue ‘what can you see?’/ What’s this?’ - Listening to the teacher’s instructions and pointing to the right picture. - T/Lrns dialogue: ‘how many...can you count?’ - Lrns tell an Easter story to the teacher. - Tracing an Easter basket. - Drawing the required number of Easter eggs. -Colouring Easter eggs by asking colours to their teacher. - T/Lrns dialogue reviewing the lesson. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 6.3</p> <p>portfolio</p>

Unit 7: Easter

Title: *Hop along little Easter bunny*

Hop along little Easter Bunny,
Hop along little Easter Bunny,
Hop along little Easter Bunny,
Hop along your way.

Hide all the eggs and Easter candy,
Hide all the eggs and Easter candy,
Hide all the eggs and Easter candy,
Hop along your way.

Unit 7: Easter (worksheet 1)

1. Listen and sing 'hop along little Easter bunny'.
2. Do you know the difference between a duck and a chick?

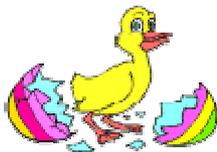
1. CIRCLE the duck.



2. CIRCLE the duck.

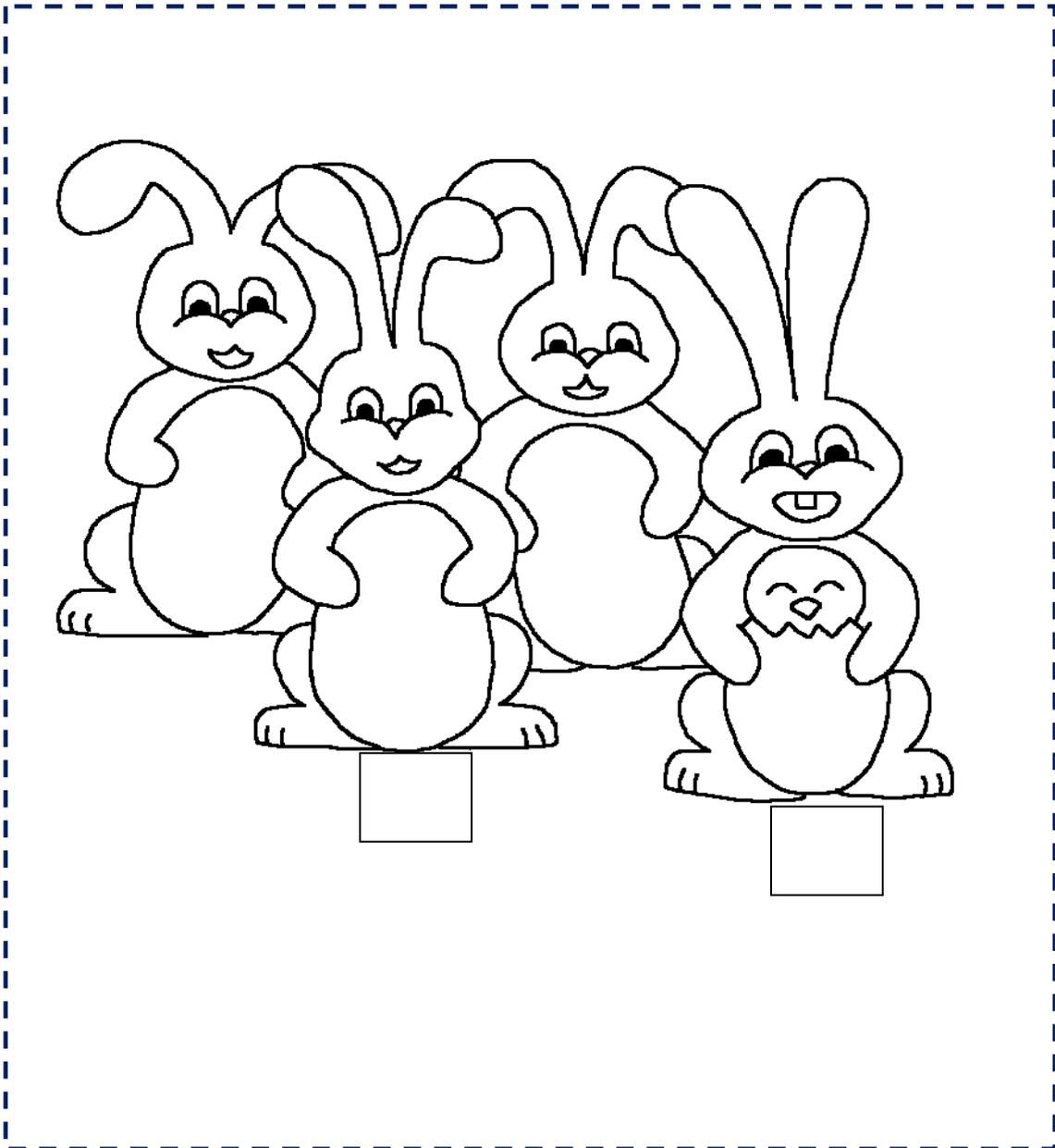


3. CIRCLE the chick.



Unit 7: Easter (worksheet 1)

3. Colour the picture. You have to ask the colours to your teacher.
4. How many rabbits are there?
5. How many chicks are there?

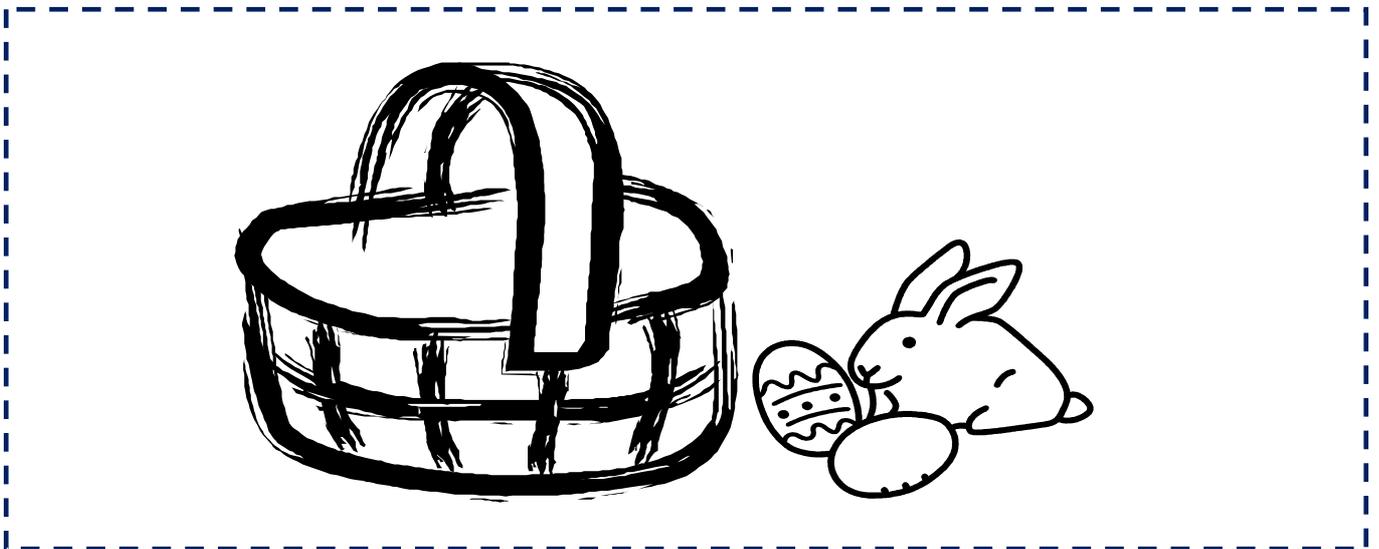


Unit 7: Easter (worksheet 2)

1. Can you remember the vocabulary related to the Easter?
2. Would you like to go on an Easter egg hunt? In the picture, there are six Easter eggs. Can you find and cross them out?



3. What can you see in this picture?
4. Draw and decorate the number of Easter eggs you have found inside the basket.
5. Colour the bunny and the eggs.

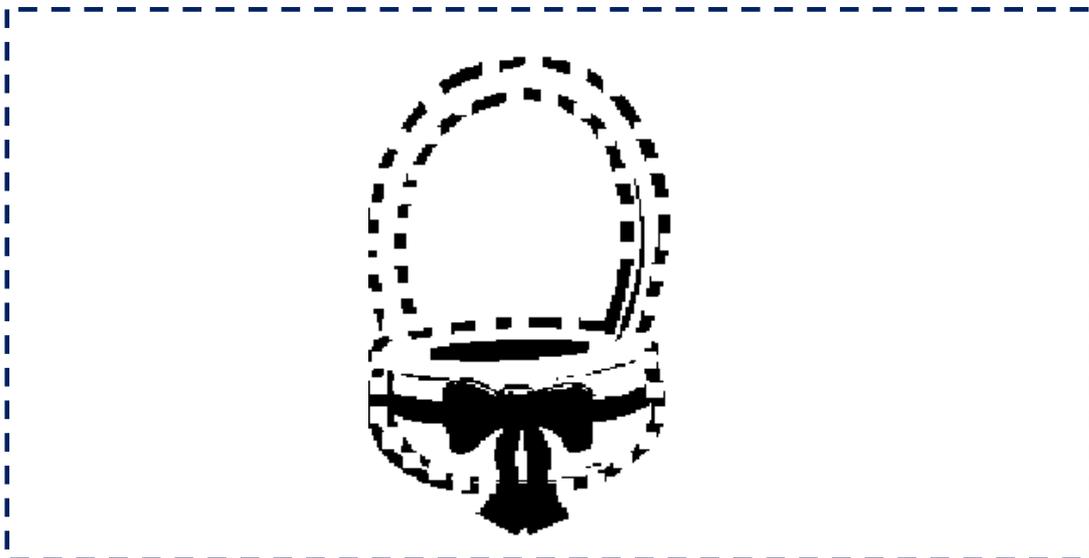


Unit 7: Easter (worksheet 3)

5. Can you describe the pictures? What can you see? Listen to your teacher and answer to the question: "What's this?"
6. Listen and point to the right picture.
7. How many Easter eggs, bunnies, baskets, and chocolates can you count?
8. Can you tell me a story about this Easter bunny?



1. Look at the following Easter basket.
2. Trace the basket.
3. Draw seven Easter eggs inside the basket and colour them.
4. Colour the basket asking the colours to your teacher.



Unit 8 More Shapes

Social Study

Skills: Learners can recognise and identify vocabulary related to SHAPES: rectangle, oval diamond (recalling star, heart, square).

Contents: Shapes

Mathematics

Skills: To be able to to recognise shapes within the context of the theme.

To be able to transfer knowledge into the real world.

Contents: Learners can use knowledge about shapes.

Portuguese

Skills: Learners can associate pictures to specific actions

Can recognise vocabulary

Can recognise adjectives

Contents: Learners can re-sing the shapes song when the teacher asks.

Arts and Crafts

Skills: Learners can match identical shapes.

Contents: Learners can listen and point to the appropriate shape.

Music

Skills: Learners can sing and mime a song related to the shapes

Contents: Interpreting and performing the song 'one, two, red and blue'

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

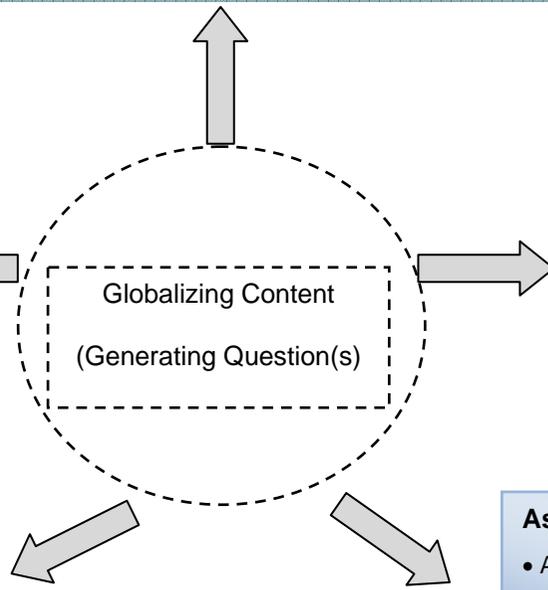
Subject Content:

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Pedagogic Materials

- Cd
- Cd player
- Posters
- Flashcards
- Worksheets



Learning performance

- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language*

Portfolio

Unit 8: More Shapes



Learning Aims – Teacher’s notes
Preschool

May - weeks 2 – 4

<p>Topics</p> <ul style="list-style-type: none"> • The World Around Me – Unit 8: Mathematics/ More Shapes – rectangle, oval, diamond • Cross-curricular content: Mathematics; Arts and Crafts <p>Learner training</p> <ul style="list-style-type: none"> • Learner independence • Reviewing vocabulary and structures <p>Assessment:</p> <p>Listening: listens and points the required shape</p> <p>Speaking: Teacher’s Individual Assessment Sheet (Link)</p> <p>Listening: listens and identifies shapes</p> <p>Writing: Traces and colours the learned shapes; matches</p> <p>Test - Teacher’s Individual Assessment Sheet. Unit 8: More Shapes – worksheet number 3.</p>	<p>Language Skills Learners...</p> <p>Listening</p> <ul style="list-style-type: none"> • can listen and understand simple classroom language. • can listen and follow instructions (e.g. “Point to the.. diamond!”) • can listen and identify Mathematical Shapes • can identify previously learned shapes • can listen and colour according to the teacher’s instructions (e.g. colour a yellow diamond) <p>Spoken Production & Interaction</p> <ul style="list-style-type: none"> • can identify and know how to name the shapes (e.g. square, triangle, circle, heart, diamond, rectangle, oval) • can differentiate between shapes from face). • can ask and answer- <i>What shape is it? It’s a diamond/oval/rectangle.</i> • can teach shapes to his/her classroom peers. • can answer and explain where shapes are in the real world (e.g. “the classroom table is a...rectangle”) • can help a cartoon in trouble recalling learned shapes • can colour the shapes with the selected colour by the teacher • can sing a song in English <p>Reading</p> <ul style="list-style-type: none"> • can understand simple short stories • can listen to, and act out a dialogue by teaching his/her peers • can understand short descriptions of robots made of shapes (worksheet number 1) • can listen to, read and understand short informative instructions (e.g. colour a blue square_workshhet no 2) • can match printed words with the corresponding picture <p>Writing</p> <ul style="list-style-type: none"> • can match speech bubbles to corresponding 	<p>Realia/Materials required</p> <p>Pencils Colour pencils Learners’ portfolios</p> <p>Mini-flashcards – Shapes Worksheets Song (Cd resource_Zoom 1, track 3, Richmond publishing)</p> <p>Project:</p> <ul style="list-style-type: none"> • - Make a tic-tac-toe game
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Unit 8: More Shapes

Table 8
8th Learning Unit – sequencing activities

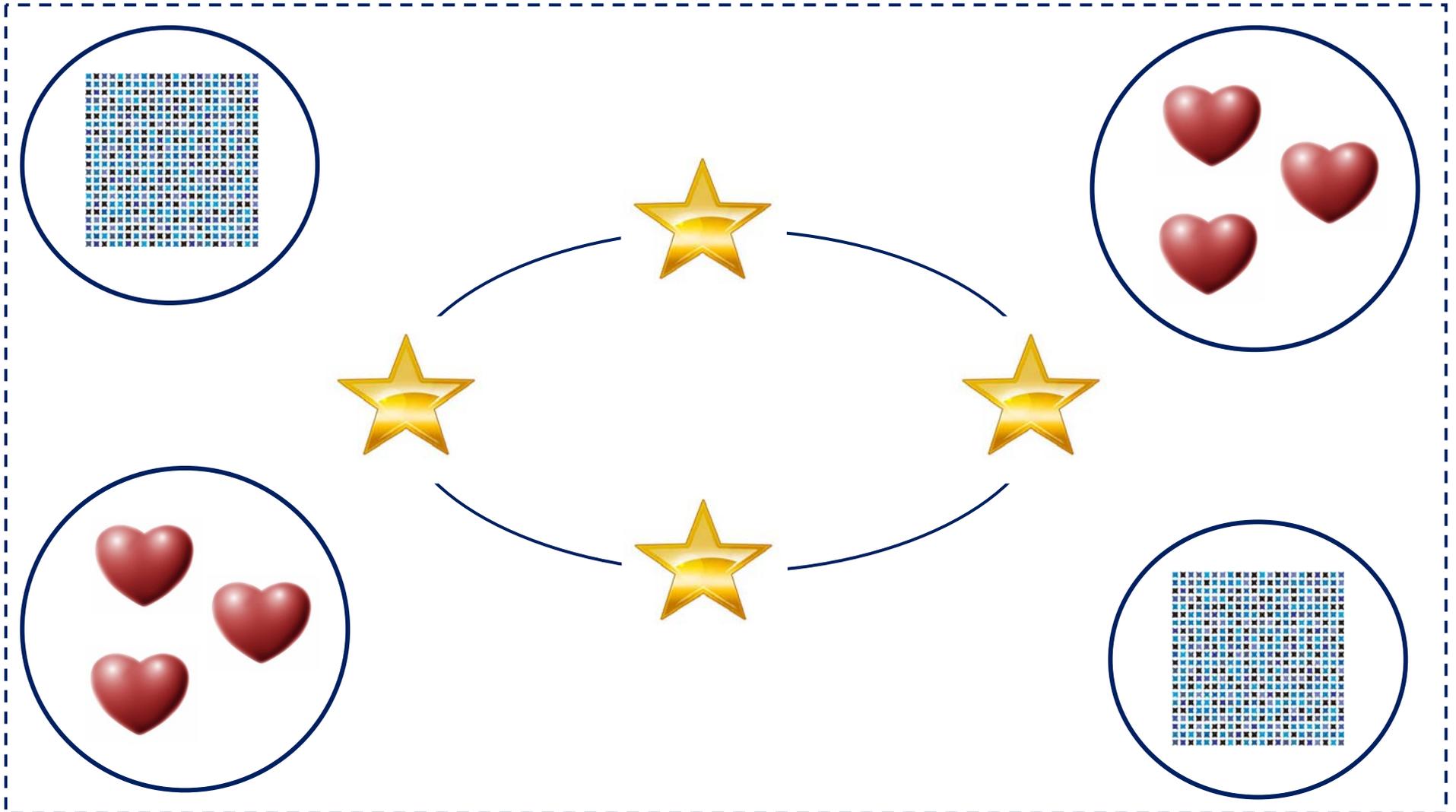
<p>Preschool curriculum theme: <i>The World Around Me; Mathematics</i></p>	<ul style="list-style-type: none"> - What shapes can you see in the classroom? - What shapes have you learned? - What’s your favourite shape?
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Schedule	Activities	Resources
<p>16.00 – 16.45</p>	<p>1st Lesson</p> <ul style="list-style-type: none"> - Recalling topic through previous learned song where learners listen, repeat and sing along. - Teacher/learners dialogue about the new shapes in the classroom - Teacher/learners dialogue about the new shapes in the worksheet. - Inviting learners to identify new shapes. -T/learners dialogue: ‘what shape is it?’/ It’s a diamond; oval, rectangle...’ - T/learners dialogue: ‘what shapes do you see?’/ I see a star, rectangle, oval,...’ - Listening to the teacher’s instructions and pointing to correct shape picture. - Matching similar pictures. - Counting shapes: T/Lrns dialogue: ‘how many hearts can you count? One, two, ...’ - Identifying mismatching shapes. - T/learners dialogue: ‘what have we learned today?’; ‘how do you say...?’. -Saving the worksheet into their portfolios. 	<p>Song ‘one, two, red and blue’ Cd Cd player</p> <p>Worksheet 7.1</p> <p>Pencils Colour pencils</p> <p>Portfolio</p>

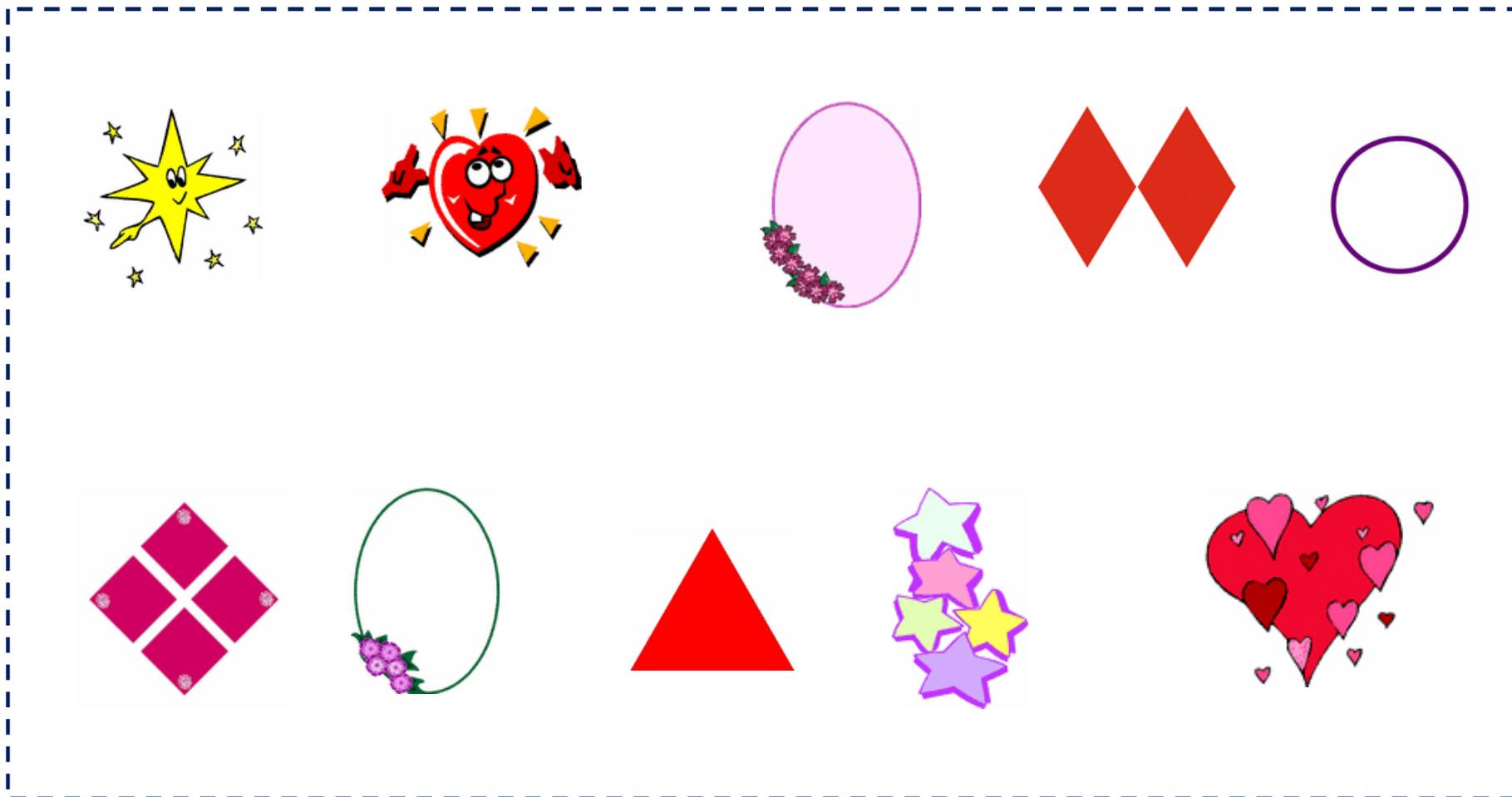
<p>16.00 – 16.45</p>	<p>2nd Lesson</p> <ul style="list-style-type: none"> -T/learners dialogue in order to recall content from previous lesson. - Listening to the ‘shapes’ song. - Tic-tac toe game - Doing three shapes in a row with shapes’ pictures and with children’s drawings. - Drawing shapes. -Revealing the result of the game. -Reviewing lesson by asking/answering questions. -Singing the ‘shapes’ song. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 7.2</p> <p>portfolio</p>
<p>16.00-16.45</p>	<p>3rd Lesson</p> <ul style="list-style-type: none"> -T/Lrns dialogue to recall previous lesson by providing the prompts in familiar cartoon speech bubbles (E.g. I am blue. This is going to be an interesting lesson). - Identifying shapes in cartoons’ clothes (e.g. <i>look at Peter Pan’s hat. What shape is it?’</i>) -Repeating procedure for identifying shapes in other cartoons’ clothing. -Drawing the found shapes according to ‘<i>Captain hook’s instructions or he will kill Peter Pan’</i> - Lrns say all the shapes in a loud voice. - T/Lrns dialogue reviewing the lesson. - Saving their work into their portfolios. 	<p>Worksheet 7.3</p> <p><i>Cartoon-like story</i></p> <p>portfolio</p>

Unit 8: More Shapes (worksheet 1)

1. Can you remember the shapes? Let's learn some more shapes: *rectangle*, *oval* and *diamond*. **What shape is it?**
2. **What shapes do you see?** Listen to your teacher and point to the right picture.

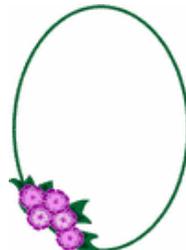
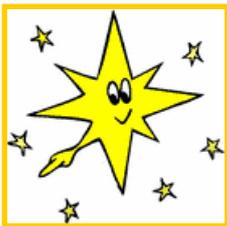
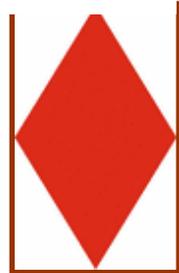


4. Match each picture to its pair.
5. How many shapes do you **count**?
6. Can you remember **the names of the shapes that don't match**?

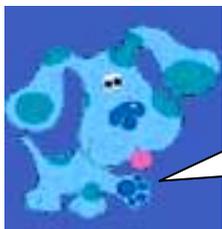


Unit 8: More Shapes (worksheet 2)

1. Can you remember the shapes? We have to do three in a row with the pictures and with your drawings.



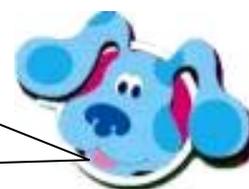
1. Can you remember the shapes?
2. In the previous lesson, the teacher promised that she would bring Blue, Peter Pan and Fairy Bell to help us with the shapes. So, let's help them?



HELLO! I AM BLUE. This is going to be an interesting lesson!



Can you guess what shape is behind Peter Pan? Here is a clue: it is round...



Look carefully at Peter Pan's hat. What shape is it?



Wendy's wings have a special shape. Can you tell me which one is it?



Unit 8: Shapes (worksheet 3)

3. Captain Hook demands that you draw the shapes you have found or he will kill Peter Pan.
4. Say all the shapes we have learned in a loud voice.



See? It was easy,
wasn't it? Thank
you for your help.

Unit 9: Places

Social Study

Skills: Learners can recognise and identify vocabulary related to PLACES: beach, park, restaurant and water park.
Learners can perform an Easter egg hunt.
Contents: Easter.

Mathematics

Skills: To be able to recognise places.
Contents: Learners can use geographical knowledge about Places.

Portuguese

Skills: Learners can associate pictures to specific actions
Can recognise vocabulary
Can recognise action verbs: *walk, play, eat, run, jump, rest.*
Contents: Learners can re-sing a traditional song when the teacher asks.

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

Subject Content:

Arts and Crafts

Skills: Learners can listen and draw vocabulary related to Places.
Contents: Learners can identify places in their city.

Music

Skills: Learners can sing and mime a song related to Easter
Contents: Interpreting and performing the song 'Let's have a picnic'

Pedagogic unit activities:

- Listening to a song;
- Interacting with the song by orally filling-in gaps (karaoke);
- Describing pictures
- Drawing and writing

Pedagogic Materials

- Cd
- Cd player
- Posters
- Flashcards
- Worksheets

Globalizing Content
(Generating Question(s))

Learning performance

- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*

Unit 9: Places

Table 9

9th Learning Unit – sequencing activities

PLACES

<p>Preschool curriculum theme: <i>The World Around Me; Social Study</i></p>	<ul style="list-style-type: none"> - Where do you go on vacation (park, water part, beach, swimming pool, restaurant)? - What’s your favourite place?
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Schedule	Activities	Resources
<p>16.00 – 16.45</p>	<p>1st Lesson</p> <ul style="list-style-type: none"> - Introducing the topic through the ‘transport’ traditional song with content such as ‘the wheels on the bus go round’ ..., where learners listen, repeat and sing along. - Teacher/learners dialogue about the transport in the worksheet. - Recalling shapes - Inviting learners to find hidden transport/shapes. - Afterwards learners help a baby going through a maze to find the transport to go to this mummy/daddy. -T/learners dialogue: ‘what’s this? It’s a...’ -Drawing their favourite transport - Colouring accordingly to teacher’s instructions -Saving the worksheet into their portfolios. 	<p>Song ‘<i>Let’s have a picnic</i>’</p> <p>Cd Cd player</p> <p>Worksheet 9.1</p> <p>Pencils Colour pencils</p>
<p>16.00 – 16.45</p>	<p>2nd Lesson</p> <ul style="list-style-type: none"> -T/learners dialogue in order to recall content from previous lesson. 	

	<ul style="list-style-type: none"> -Learner mime a transport so their peers can guess which one is it. - Learners identify the correct written label by circling it. -Repeating procedure for the other transport. -Matching the half of transport in order to get a full transport. -Revealing the result of the matching. -Reviewing lesson by asking/answering questions. -Listening to the shapes song. - Saving their work into their portfolios. 	<p>Worksheet 5.2</p> <p><i>portfolio</i></p>
16.00-16.45	<p>3rd Lesson</p> <ul style="list-style-type: none"> -Listening to and performing the ‘transport’ song. -T/Lrns dialogue to recall previous lesson by providing the prompts in speech bubbles 1) <i>‘I can remember the + transport picture, but the others...ahmmm...can you help me?’</i>; 2) <i>I can remember the + transport picture.</i> - Repeating procedure for identifying other transport. -Drawing and colouring favourite transport. - T/Lrns dialogue reviewing the lesson. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 4.3</p> <p><i>portfolio</i></p>
16.00-16.45	<p>4th Lesson</p> <ul style="list-style-type: none"> -Listening and performing ‘<i>the wheels on the bus</i>’ song. -Doing a worksheet where learners have to do a memory game. -Identifying transport. - Recognising/recalling shapes. - T/Lrns dialogue reviewing the lesson. - T/Lrns dialogue reviewing all the family lessons. - Saving their work into their portfolios. 	<p>Cd Cd player</p> <p>Worksheet 5.4</p> <p>Learners’ <i>portfolios</i></p>

Unit 9: Places

Title: *The picnic song*

I like lemonade.

I like lemonade.

Let's have a picnic,

In the sun!

I like apples, too.

I like apples, too.

Let's have a picnic,

In the sun!

It's fun, It's fun!

A picnic in the sun.

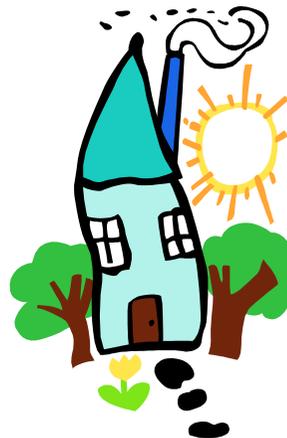
Unit 9: Places (worksheet 1)

1. Let's learn some places where you can go on your holidays: beach, park, restaurant and water park.
2. Listen and repeat after your teacher.
3. Listen to your teacher and match to the right picture
4. Practice your spelling saying: *On holidays, I go to the...*
5. Draw your favourite place.



Unit 9: Places (worksheet 2)

1. Identify the following places and answer to your teacher's questions. Start your answers by saying: ***I GO TO THE...***
2. Tell me what is your favourite place?
3. Let's **learn some actions** in English by doing a mime game with your teacher: **WALK** (caminhar), **REST** (descansar); **PLAY** (brincar/ jogar); **RUN** (correr), **EAT** and **JUMP**. Now let's practice!
4. Now, **listen** and **point** to the right action – be very careful!



**APPENDIX 2. INTEGRATED APPROACH TO TEACH
ENGLISH IN PRESCHOOL'S TRANSCRIPTION**

Preschool curriculum theme:

Christmas



TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

Time	Full lesson transcription	Observations
16:30	<p>T: So, hello! St: Hello! T: O que estou a dizer? St: Olá!! T: Agora digam vocês em Inglês para mim. St: Hello! T: Good! T: E o que é que eu tenho aqui na mão? St all together: pencils! T: Então, vou dar um pencil à... T: E agora, quem é que se lembra como é que se diz Natal? St: (em silêncio). T: Ah! Já ninguém se lembra! Natal diz-se “Christmas.” St all together: Christmas! T: E Feliz Natal? St: (em quase silêncio – alguns disseram) T: Merry Christmas! St: Merry Christmas! T: E quem sabe como se diz Pai Natal? T: Santa Claus! St: Santa Claus! T: E já algum de vocês quando neva muito fez um boneco de neve? St: Não... T: Mas já viram na televisão, não já? St: Já./ Sim. T: Sabem como é que se diz boneco de neve? É um bocadinho comprido...: “snowman”. St all together: “Snowman!” T: Very good! (A professora introduz a ficha de trabalho, que contém vocabulário-alvo, mostrando-a aos alunos enquanto explica, de modo a que a possam visualizar) T: Eu tenho aqui nesta ficha que tem um “snowman”. Ele precisa de encontrar o seu “hat” (vocábulo novo). Como vocês já devem ter visto na TV e noutros sítios, os bonecos de neve costumam ter um chapéu. O “snowman” precisa de encontrar o seu “hat”. Para isso, ele tem que ir por este labirinto e encontrá-lo. Tem que fazer o caminho, estão a perceber? St: Ah! T: Então, antes de fazermos o exercício, nós já aprendemos a dizer: “Feliz Natal!” – como é que se diz? Merry... St: Merry Christmas! T: Very Good! E como se diz “Pai Natal”? St: (quase em silêncio) T: a professora ajuda os alunos para que não se sintam frustrados, iniciando com Santa..., que os alunos terminam e completam com: St: “Santa Claus!” T: E agora, existe uma família muito especial no Natal.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

Time	Full lesson transcription	Observations
16:30	<p>St: Como é que se diz Inglês em Inglês?</p> <p>T: English.</p> <p>St: É na mesma!</p> <p>T: Diz-se English.</p> <p>St: É igual!</p> <p>T: Não. Repara: Inglês/ English. Não é na mesma, pois não?</p> <p>St: Não.</p> <p>T: Agora, também há outra coisa que vocês costumam ter em vossa casa, que é uma “árvore de Natal”, verdade?</p> <p>St: Eu tenho.</p> <p>T: Quem é que tem uma árvore de Natal em casa?</p> <p>St all together: Eu!! T: Boa!</p> <p>T: E agora, mais difícil: sabem como é que se diz “árvore de Natal” em Inglês? “Christmas’ tree”.</p> <p>St all together: “Christmas’ tree”.</p> <p>T: Good!</p> <p>T: E agora, onde é que o “Pai Natal” costuma colocar os presentes?</p> <p>St1: Na árvore de Natal!</p> <p>St2: Num saco.</p> <p>T: Num “bag”, ou há meninos que costumam colocar uma meia grande por cima da lareira para colocarem lá os presentes. Sabem como é que se diz “meia de Natal?”</p> <p>St all together: Não.</p> <p>T: “Christmas’ sock”.</p> <p>St all together: “Christmas’ sock”.</p> <p>T: Good! Como é que é?</p> <p>St all together: “Christmas’ sock”.</p> <p>T: Very good! E presentes, quem sabe?</p> <p>Sts: silêncio total.</p> <p>T: É muito fácil: “presents”.</p> <p>St: “presents”.</p> <p>T: Very good! Então, agora, estão com vontade de fazer esta ficha?</p> <p>St: Sim.</p> <p>T: Como é que eu digo boneco de neve? “Snowman”.</p> <p>Sts: “Snowman”.</p> <p>T: De que é que o “snowman” precisa para se proteger, para não derreter com o Sol do Inverno? Do seu...</p> <p>St1: Chapéu.</p> <p>St2: Azul.</p> <p>St 3: um chapéu preto.</p> <p>T: Chapéu em Inglês diz-se... “hat”</p> <p>Sts: “Hat!”</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

Time	Full lesson transcription	Observations
	<p>T (comentando uma pronúncia mais aperfeiçoada): Very good! Diz lá outra vez! Juliana: “hat”! T : Very good! T: Agora, a professora vai distribuir a ficha; a <i>teacher</i> vai dar a ficha aos meninos. Então, eu vou começar pela Bea que agora está muito sossegada; a seguir vou dar à Lara, ..[interrupção – um dos alunos, impaciente, insistia em começar a ficha, ao que respondi: Não, quando eu contar até <i>three</i>, vocês começam a ficha, ‘ta bem?] Sts: um, dois, três. T: Não, não! ... T: Para se fazer u labirinto, nunca se faz logo a lápis, primeiro faz-se com o dedo...interrupção; ouve: para se fazer um labirinto, nunca se faz logo com o <i>pencil</i>, porque nós podemos enganar; primeiro fazemos com o dedo. No labirinto, não se pode passar pelas paredes – é como se tivesse paredes muito altas, está bem? St: Já sei... T: Então, vá – quando eu disser <i>three</i>, todos começam; então: <i>one, two, three</i>. É para começar. Quem tiver ..., quem precisar de ajuda, diga, está bem? St: Eu preciso... T: Já precisas de ajuda? Ainda nem tentaste fazer! St2: Eu já consigo fazer! St2, dirigindo-se à Margarida, que realiza o exercício com um lápis: Margarida, é com o dedo! T: Ah! <i>Very good!</i> Oh, Maggie, que bom. Que bom, muito bem! St1: Posso fazer uma setinha? T: Podes...podes fazer uma setinha. Isso, Pedro, força, força! Uau, <i>very good!</i> St2: Posso fazer uma seta? T: <i>Yes.</i> St3: Posso fazer uma seta? T: <i>Yes.</i> St1: Olha, eu estou a fazer (referindo-se à seta). St2: Eu também fiz. T: é para começar pelo boneco. Olha, Juliana, tens que começar pelo boneco, pelo “snowman”, ‘ta? Ele pode vir por aqui? Se ele vier por aqui, onde é que ele vai ter? Não tem saída, pois não? Ele encontra aqui o “hat”? <i>No</i>. Então, ele tem que ir por este caminho...por aqui... St 3: Eu já acertei, sem ninguém me ajudar; eu já, eu já... T: <i>Very good!</i> Agora, “<i>sit down, please!</i>” St: Olha, fiz aqui uma setinha p’ra baixo e aqui. T: <i>Good!</i> E agora? Estão a ver aqui este quadradinho em branco? Sts: <i>Sim.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcription	Observations
	<p>T: A professora pede assim: <i>listen</i>; têm que ouvir com muita atenção. <i>Listen</i>, eu peço assim: “<i>draw a Christmas’ tree</i>”. Que será que eu estou a pedir? Sts: (silêncio total). T: Eu já disse o que era uma Christmas’ tree, não já? Eu vou dizer mais devagarinho: “Christmas tree”. St1: é a árvore de Natal! T: <i>Very good</i>, Juliana! E o que é que eu estou a pedir? Têm aí um espaço em branco...interrupção...para... St: desenhar. T: O quê? Sts: Para desenhar. T: Mas o quê? Sts all together: a árvore de Natal! T: Good! Very good! St: Aonde? T(apontando): Aqui! “Draw a Christmas’ tree!” Aqui, quem precisar de ajuda, eu ajudo. Sts: eu queria fazer um pai Natal... T: a “Christmas’ tree”. Depois, se quiserem, ao lado, podem desenhar um “Santa Claus.” Olha, a Maggie está a desenhar. Tu sabes como desenhar uma árvore de Natal, uma “Christmas’ tree”? St: eu já fiz – gostas? T: Very good! Mas agora eu tenho uma pergunta: então, a nossa Christmas’ tree, vai ficar assim sem cores...interrupção...(aluno): temos de pintar de verde. Então, “colour and decorate”. O que é que eu estou a pedir? Sts: vamos..., para pintarmos com...com lápis de cera! Verde! T: Ah! Mas como é que se diz verde em inglês? St: Hummm... T: é da cor da fita que tens na tua cabeça...Ninguém se lembra como se diz verde em inglês? Ah! Vocês estão tão esquecidos. St: Ainda não aprendemos... T: Aprendemos, sim! Então, vou lembrar: <i>green</i>. St: Green! T: Mas lembras-te como é que se pedem as cores em inglês? St (Bea): <i>Green, please!</i> T: então, como a Bea foi a primeira a lembrar-se, vai ser a primeira a pintar. St: <i>Green, please!</i> T: Eu tenho ali mais <i>colors</i>; vou buscar mais <i>colors</i>. Quem precisa de <i>green</i>? Sts: Eu! T: Digam “Me”. Sts: “Me”. Não fica com coisinhas assim? T: Pois, mas depois pomos os arranjos e as decorações por fora da árvore de Natal, da “Christmas’ tree”.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

Hora	Full lesson transcription	Observations
	<p>Sts: Ai, que bom hoje foi o nosso dia mais belo... eu fui mais tarde para a escola! T: Lara, sit down! St: Green! T: Eu vou buscar mais <i>colors for you!</i> St: Risos...Eu quero verde clarinho T: Light green! T: Como se diz castanho em inglês, Miss Lara? <i>Brown.</i> St: Preciso do amarelo! T: Não entendi nada daquilo que tu disseste. Como se diz amarelo em inglês? St: Hello! T: Não é <u>hello!</u> <u>Yellow!</u> St: Yellow please! T: Good! Sts: Este verde pinta bem./ Estou cheia de fome./ Este verde pinta bem./ Olha bem; pinta querida filha./ Eu já pinte, mamã. St1: <i>Yellow, please.</i> St2: Quer dizer <i>olá</i>, ...por favor! St1: E não: <i>yellow!</i>E não! T: Eu vou explicar: <i>yellow</i> quer dizer <i>amarelo</i>; <i>hello</i> quer dizer <i>olá</i> St1: Ela estava a dizer <i>hello</i>, mas há bocadinho... St2:E não!! T: Mas ela há bocadinho enganou-se; mas eu já expliquei como era, não foi, Juliana? Não faz mal nós enganarmo-nos. Precisas do <i>yellow</i>? Então, vamos lá pedir à teacher! St: <i>Yellow, please</i>, para pintar a estrelinha! T: a <i>star</i>. St: <i>star</i> T: o que é uma <i>star</i>? Sts: uma <i>estrela</i> (interrupção) St: Quero vermelho! T: Como se diz <i>estrela</i>? St: <i>Star!!</i> T: Enquanto tu não tentares dizer as cores em Inglês, eu não te vou dar cor nenhuma! St: <i>Red!</i> T: Vês como tu sabes: então: <i>red, please!</i> St 2: Preciso do vermelho... T: Espera aí que aconteceu uma coisa grave...ainda por cima tu sabias...como se dizia vermelho! Lara: Não, porque eu depois pensei um bocadinho... T: Ah! Então estavas um bocadinho esquecida, era? Mas olha, oh, Lara, mas eu não estou chateada contigo; é isso mesmo - eu quero que vocês tentem começar a pensar no que já aprendemos, está bem?</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcript	Observations
	<p>Sts all together: Eu preciso do vermelho! T: Olha, as três a falar ao mesmo tempo, não! St: Oh, professora, preciso do verme... T: <i>Teacher, red, ...red,</i> St: <i>Red, please!</i> T: <i>Okay!</i> St: Eu preciso do castanho! T: <i>Brown!</i> St: <i>Grown!</i> T: <i>Brown!</i> St: <i>Brown, please!</i> T: Ah, vocês estão a trabalhar muito bem! Oh, Pedro, queres uma ajuda aí na pintura? St: Sim. T: Tens é que ser mais rápido, porque tu estás a pintar muito bem; olha, a Maggie também! St (Lara): Já me enganei T: Enganaste-te? Eu vou-te buscar uma <i>eraser</i>, está bem! (os alunos conheciam previamente a palavra <i>ear</i>, como significando orelha, pelo que poderá ter existido alguma analogia na sua consciência fonémica) St: Uma <i>ear</i>? T: Uma <i>eraser</i>, uma borracha! T: Olha, vovós entregaram o <i>Christmas postcard</i>, ou o postal de Natal que fizemos na última aula ao <i>father</i> e à <i>mother</i>? St1: Eu entreguei. St2: Eu entreguei! T: E o que é que eles disseram? Sts: Obrigado! T: Foi? Ai, que bom! St(Beatriz): Mas eu entreguei à minha mana! T: Entregaste à <i>sister</i>? Uau!... St: Eu também...ao meu irmãozinho! T: Oh, Bea, <i>sit down!</i> St: <i>Sit down, please!</i> T: Onde queres que eu apague com a <i>eraser</i>? É aqui no risquinho? St: Não! Aqui. St (Juliana): <i>Teacher</i>, já fiz um Pai Natal muito giro, posso fazer a <i>pista</i> (nomeou assim o <i>labirinto</i> que se encontrava na ficha). St1: preciso do castanho! T: Maggie, Maggie, <i>sit down, please!</i> T (respondendo ao St1): Brown, please! St: Brown, please! St: preciso do amarelo! T: Como se diz amarelo em Inglês, Sr. Pedro? St (Pedro): nhaaa...hummmm...(intervenção da teacher: <i>yel...</i>)/ Vamos, força! St: <i>yellow</i>...(intervenção da teacher: <i>yellow, please</i>)/ St: <i>yellow, please!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcription	Observations
	<p>T: Very Good! St: Professora, preciso de castanho! T: primeiro, a Bea vai fazer o favor de se sentar direita: <i>sit down!</i> Assim, sentada direitinha – assim não trabalhas muito melhor? Vês? Está muito giro o teu trabalho! Estou encantada com a vossa <i>Christmas' tree!</i> Olha, vamos só fazer umas <i>balls</i> na <i>Christmas' tree</i>. Vamos, Maggie, continua! St: Olhaaaa... T: Diiiiz... (a aluna só me queria mostrar o trabalho) St: Olha, Professoraaa... T: <i>Yes?</i> T: Como se diz professora em Inglês? St: <i>teacher!</i> T: Ah! Uau! É o <i>Santa Claus?</i> Uau!! Maggie, queres ajuda? St (Maggie): quero amarelo! St (Juliana, procurando ajudar a colega): <i>Yellow!</i> T: Vês, a Juliana já não se esquece! St (Maggie): <i>Yellow, please!</i> Está aqui (apontando para a caixa dos lápis de cor)! T: Não está. Eu vou ver se tenho um com a ponta afiadinha! Uau...<i>very good!</i> T: Então, como é que digo árvore de Natal em Inglês? Sts: Silêncio quebrado por um...<i>coff, coff, coff!</i> T: Ah! Ai, meu Deus, então, já nos esquecemos todos; já ninguém se lembra como se diz árvore de Natal? St: Já! T: <i>Christmas... Christmas...</i> Sts: <i>tree.</i> T: E como se diz presentes? <i>Presents</i> Sts: <i>Presents.</i> T: <i>Presents.</i> St (Maggie): Preciso do vermelho! T: Como se diz vermelho? St (Juliana, ajudando a colega): <i>Red!</i> T: <i>Red, please</i> – é isso mesmo! Olha, a Juliana está a fazer um esforço para pedir as <i>colors</i> em Inglês. St (Maggie): Está aqui! T: Não está, Maggie! St: Preciso de castanho! T: Pedro, como se diz árvore de Natal em Inglês? St (Pedro): Hummm....(intervenção da teacher: <i>Christmas...</i>)/ St: <i>Christas...</i>(intervenção da teacher: <i>Christmas</i>)/ St (Juliana, cheia de vigor nas palavras, auxiliando o colega): <i>Christmas' tree!</i> T: Isso mesmo, Juliana...ora diz lá outra vez, Juliana, para ele ouvir. St (Juliana, agora com um ritmo mais lento): <i>Christmas' tree!</i> Pedro (muito apressado nas palavras): <i>Chrissismas' tree!</i> T: Agora consegues dizer mais devagarinho um bocadinho? Pedro (em tom de voz muito baixo): <i>Chrissismas' tree!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcripion	Observations
	<p>T: Eu disse devagarinho, tu disseste baixinho! T: <i>Christmas...</i>/Pedro: <i>Chrissismas...</i>/ T: <i>tree</i>/ Pedro: <i>Chrissismas' tree</i>. T: Bea, como digo árvore de Natal? St: Preciso de castanho. St (Juliana): <i>Christmas' tree</i>. T (aguardando a resposta da Beatriz, que parecia querer esquivar-se): Bea... St (Beatriz): <i>Christmas' tee</i>. T (corrigindo): <i>Christmas' tree</i>. St (Beatriz): <i>Christmas' tree</i>. T: Sabes o que estavas a dizer? Natal, por favor! Olha, Bea, Bea, Bea...<i>hello</i>, Bea...<i>Christmas...</i> St (Beatriz): quero castanho! T: Eu não vou dar <i>colors</i> a ninguém sem me dizerem como se diz árvore de Natal – Bea. St: <i>Christmas' tree</i>. T: Isso! E presentes, que é uma coisa que vocês gostam muito, muito, muito de receber? Presents. Sts: <i>presents!</i> T: <i>Good!</i> St (Beatriz): ...eu tenho uma prenda que já comprei há muitos anos. T: ...está a fazer um <i>Santa Claus</i>. O que é um <i>Santa Claus</i>? Sts (sem hesitações): É o Pai Natal! T: Então, agora, vamos fazer uma coisa diferente: pousem os <i>pencils</i>, pousem, pousem, e agora, vão ouvir com muita atenção a professora – eu vou dizer a palavra em Inglês e vocês vão tentar adivinhar. É o jogo da adivinha, boa?! Quem quer fazer? Sts: Eu!! T: Bea, agora, vamos parar (de desenhar)! Então, vá! O <i>Santa Claus</i> quem é ou o que é? Sts: É o Pai Natal! T: Good! A <i>Christmas' tree</i> é... Sts: A árvore de Natal!/ St (Maggie): é a mãe natala/ T: Não, Maggie, é a árvore de Natal! T: <i>Presents</i> são... Sts: prendas! T: <i>Good!</i> Ou presentes. T: E o que será um <i>snowman</i>? St: O ... boneco de neve! T: <i>Very good</i>, Juliana! Então, foi só a Juliana que esteve na aula até agora? Sts: Não! T: Então?! Mais ninguém me sabia dizer o que era um <i>snowman</i>! O que é que o <i>snowman</i> tinha perdido? Sts: O chapéu! T: e quem se lembra como se diz chapéu? <i>Hat!</i> Sts: <i>Hat!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcription	Observations
	<p>T: Good! Então, podemos continuar a trabalhar, está bem, meus meninos? Podes continuar a fazer o teu caminho...por aqui. <i>Very good!</i> Sts: Já encontrei! T: Nós temos mais coisas para fazer do lado de trás da ficha! Sts: Mostra.../T (apontando). St: Olha o Pai Natal! St: <i>Santa Claus!</i> T: <i>Very good!</i> Muito bem! Outros Sts, repetindo: <i>Santa Claus!</i> T: O que é que o <i>Santa Claus</i> nos traz? Sts: Prendas/ presentes; vou ver na lista. T: Eu posso contar-vos uma <u>história</u> sobre o <i>Santa Claus</i>? Posso? Posso? Sts: Sim! T: Posso pegar na tua ficha? St : Porquê? T: Eu ía contar uma história agora. Então, vamos olhar para aqui. Eu vou contar uma história, depois quero ver quem é que consegue contar-me uma história a mim sobre o <i>Christmas</i>:</p> <p><i>“Era uma vez uma Santa Claus. O Santa Claus costumava receber muitas cartas dos meninos, de todo o mundo: de Portugal, Inglaterra, dos Estados Unidos, d a França, de Espanha (interrupção da Maggie: de Vila Real.../ interrupção da Lara: eu já fui à França, apanhar autocarros). E que é que os meninos costumavam pedir na carta que enviavam ao Pai Natal? (interrupção: eu pedi o superman/ presentes/ uma princesa). Pois, muito bem! Eles costumavam pedir presentes, mas como se diz presentes em Inglês? Presents (os alunos repetem). E o Pai Natal estava a ler os presents ele estava indeciso: oh! Onde é que ponho os presents? Vou pô-os debaixo da Christmas’tree ...ou dentro da Christmas’ sock? O que é que vocês acham? Vamos ajudar o Santa Claus? Onde é que vocês colocavam os presents se fossem o Santa Claus? Debaixo da Christmas’tree ...ou dentro da Christmas’ sock? (alunos apontam uns para meia de Natal, outros para a árvore de Natal; St(Juliana): eu gostava mais da Christmas’ tree/ T: E tu, onde gostvas, Bea? R: Na árvore de Natal. T: Debaixo da Christmas’ tree?Então, temos todos que pedir, dizendo: Santa Claus...presents...vocês vão dizer comigo devagarinho. Santa Claus, presents – e agora vamos aprender uma coisa nova: under (que quer dizer debaixo) the Chrirtmas’ tree.(Os alunos foram repetindo à medida que a professora ía introduzindo o vocabulário). E sabem o que foi o melhor? É que o Santa Claus conseguiu dar a todos os meninos que lhe enviaram cartas todos os presentes que eles pediram.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcript	Observations
	<p>T: Vocês também ficavam contentes? O que pediste ao <i>Santa Claus</i>, Bea?</p> <p>Bea: a Princesa Alexa e a Cátia Beijinhos.</p> <p>T: Sabes como se diz princesa? <i>Princess!</i></p> <p>Bea: <i>Princess.</i></p> <p>T: E tu, Lara?</p> <p>Lara: pedi o carrinho dos Nenucos.</p> <p>T: Ah! So, <i>Nenuco's trolley! Nenuco's trolley! Trolley</i>, que é o carrinho. E tu, Juliana?</p> <p>Juliana: Uma máquina de fazer chupas!</p> <p>T: Oh! <i>Machine...a Lollipop Machine!</i> Sabes dizer?</p> <p>Juliana: <i>a Lollipop Machine!</i></p> <p>T: <i>Good!</i> E tu, <i>Peter?</i></p> <p>Pedro: ...e o <i>superman.</i></p> <p>T: O <i>superman</i>, o super-homem! E tu, Maggie?</p> <p>Maggie: Uma princesa e um caracol.</p> <p>T: Ah: <i>a princess and a snail!</i> Um <i>snail</i> que é um caracol, sabes dizer? Ora, diz lá: <i>snail!</i></p> <p>Maggie: <i>snail!</i></p> <p>T: Isso! <i>Very good!</i> Olha, tu já estás aqui, mas ainda não terminaste o teu <i>Santa Claus!</i> Vamos lá terminar, está muito giro!</p> <p>Lara: o que é que eu vou fazer agora?</p> <p>St: vou pintar o Pai Natal!</p> <p>T: <i>Okay</i>, vou-vos dar mais um minutinho para terminarem isso, está bem?!</p> <p>Sts (curiosos reparando que a professora se aproximava do leitor de Cd' para colocar uma música): O que vais pôr?</p> <p>T: Surprise!</p> <p>Maggie: Uma música?</p> <p>T – coloca o Cd, em que se encontra uma música intitulada “I guess it’s Christmas’ time” dos N’Sync, e os alunos ouvem atentamente.</p> <p>Lara: parece-me que essa música é do que falámos.</p> <p>T: Olha, Lara, vou fazer uma pausa – porquê? Tu ouviste alguma coisa que falámos aqui na aula?</p> <p>Lara (em silêncio).</p> <p>Juliana: ele disse <i>Santa Claus.</i></p> <p>T: Não, ele não disse <i>Santa Claus</i>, mas disse uma coisa que eu ensinei no início da aula...</p> <p>Juliana (antecipando-se): <i>hello!</i></p> <p>T: Não foi, não, <i>no</i>, ele disse “I guess it’s Christmas’ time”, e tu lembraste-te do <i>Christmas</i>, não foi, Lara? Podes dizer a verdade! Isso é bom – tu associaste o que a Professora te tinha dito ao que ouviste ali no Cd, não foi? É uma música assim muito calminha, vamos ver se vocês gostam. Mas só vamos ouvir tudo quando vocês terminarem o desenho, ‘tá bem?</p> <p>Lara (impaciente): queria ouvir a música!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

	Full lesson transcription	Observations
	<p>St: Preciso de castanho! T: Escuro? St: Sim! T: Ó Peter, pintaste tudo de <i>green</i>? Pedro: Sim... T: Ahhhhh! St: Também tenho o amarelo! T: Já toda a gente terminou? Então, eu disse que quando toda a gente terminasse, íamos ouvir uma...<i>song</i>. Sobre quê? Sobre o <i>Christ...mas</i>. Olha, Lara, nós vamos ter de combinar uma coisa: primeiro, vamos ouvir aquilo que a <i>teacher</i> diz, e depois fazemos. Ó Bea, eu disse que agora ía toda a gente parar; se vocês não fazem o que eu peço, eu tiro-vos as coisas! Bea: e depois continuámos? T: Exactamente. Ninguém fica com cores agora! (alguma confusão, pois os alunos queriam continuar a ficha, principalmente a Lara, que tem um feíto muito difícil).</p> <p>Audição da Canção! (não houve comentários).</p> <p>Continuação da realização da ficha, que continha mais duas actividades.</p> <p>T (irritada): Agora vamos continuar: olha, olha, quem é que mandou fazer o exercício que está em baixo? É para fazer o que está em cima! Se vocês repararem com atenção, nós aqui temos <i>Santa Claus</i>. Aqui: <i>one, two, three, four, five, six, Santa Claus</i>; e aqui temos alguns <i>angels</i> – anjinhos.</p> <p>St (referindo-se às imagens do Pai Natal e dos Anjos): os bonequitos...é só copiar por cima. St: ó <i>teacher</i>, vou pintar! T: <i>Okay</i>. St (repetindo o que a Professora disse): <i>Okay</i>! T: São anjinhos, <i>angels</i>; agora, aqui, neste exercício; <i>look at me, please</i>! St (Juliana): Olha para mim. T (apontando para a imagem): Who's this? Sts: É o <i>Santa Claus</i>! T: Good! Who's this? Snow...; Snow... Sts: Snow...py. T: <i>Snoopy it's a dog!</i> O <i>Snoopy</i> é um cão! <i>And, what's this? Holy Family!</i> Tira o <i>pencil</i> do <i>nose</i>! T(apontando para a meia de Natal): What's this? Christmas... Sts: <i>...tree!</i> T: <i>Christmas' sock.</i> Sts: <i>sock.</i> Isso, <i>very good!</i> T: <i>Now you can color!</i> (Agora, podem colorir). St: Preciso de Amarelo. T: (em silêncio).</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Christmas: lesson **1**.

Hora	Transcrição integral da aula	Observações
17:15	<p>St: <i>Yellow, yellow, please!</i> (...).</p> <p>St: Pronto, o <i>Santa Claus</i> já está pintado.</p> <p>Sts: preciso de amarelo, verde, ...</p> <p>T: Sabem uma coisa? Já só faltam cinco minutos para a nossa aula terminar. Falta muito para acabar a <i>Christmas' sock</i>, o <i>Santa Claus</i>, e a <i>Holy Family</i>? Falta-vos muito para terminar? Vamos colorir o <i>Santa Claus</i> da cor que tens no teu casaco – que cor é esta?</p> <p>St: Do Benfica.</p> <p>T: E como se diz essa cor em <i>Português</i>?</p> <p>Sts: Vermelho.</p> <p>T: E como se diz em <i>Inglês</i>?</p> <p>Sts: <i>Red.</i></p> <p>T: (...) <i>It's very cute</i>, muito giro!</p> <p>St: <i>Pink, pink, please!</i> <i>Pink</i> é cor de pele.</p> <p>T: Vocês há um bocadinho quando me viram colocar ali (no leitor de Cds) o CD, estavam a cantar uma música.</p> <p>Sts: "<i>Hello, hello, hello, hello, What's your name? What's your name I'm Danny. Hello, Danny, come in, come in I'm Danny Hello, Danny, come in...</i>"</p> <p>T: Vocês repararam que à beira da porta está um menino a espreitar o <i>Santa Claus</i>? Têm que se despachar! St: <i>come in, come in...</i></p> <p>T: <i>Okay.</i> Então, como vocês hoje se portaram muito bem, vou deixar ouvir aquela música de que vocês gostam tanto, mas têm de cantar!</p> <p>Sts: acompanham a música, mas com menos à-vontade do que quando a cantaram de modo espontâneo – talvez por se compararem com a voz que ouvem?</p> <p>T: está a faltar nas vossas fichas uma coisa muito importante...</p> <p>Sts: O <i>name</i>!!</p> <p>T: Então, vamos lá colocar o <i>name</i> com o <i>pencil</i>. (...) Eu preciso das <i>colors</i>, tenho que me ir embora. Pedro, como se diz <i>adeus</i> em inglês?</p> <p>Sts: <i>Goodbye!</i></p> <p>T: Só quero ouvir o Pedro!</p> <p>Pedro: <i>Goodbye.</i></p> <p>T: E olá?</p> <p>Sts: <i>Hello!</i></p> <p>T: E <i>árvore de Natal</i>?</p> <p>St: Hummm.../ T: <i>Christmas' .../ St: Christmas' tree.</i></p> <p>T: E presentes?</p> <p>St: Hummm.../ T: <i>Pre.../ St: Presents.</i></p> <p>Sts: <i>Goodbye!</i></p> <p>T: <i>Goodbye!</i></p>	<p>NOTA: esta música foi ensinada na aula de apresentação aos alunos, numa aula que decorreu no início de Outubro de 2005; esta aula refere-se a ao dia 22 de Dezembro de 2005.</p> <p>Revisão e final da aula.</p>

Preschool curriculum theme:

Family

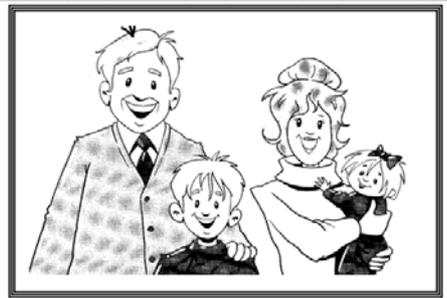


TRANSCRIPTION – Learning English in preschool (Audio recording)
PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

Time		Observations
<p>16:30</p> <p>Gr. 1: 35 segundos de gravação inicial</p> <p>Gr.2: 0:22:42 gravados</p>	<p>Prof.^a: Então, ó Lara, importas-te de me dizer como se diz família em Inglês?</p> <p>Aluna: <i>Family!</i></p> <p>Prof.^a: E tu lembraste-te disso em casa, foi?</p> <p>Aluna: (acena com a cabeça em sinal afirmativo)</p> <p>Prof.^a: Porquê?</p> <p>Aluna: //e disse à minha mãe.</p> <p>Prof.^a: E o que é que a mamã disse?</p> <p>Aluna: (acena afirmativamente com a cabeça)</p> <p>Prof.^a: E soubeste explicar-lhe o que era?</p> <p>Aluna: A minha mãe já sabia!</p> <p>Prof.^a: Ah! A tua mamã já sabia, vês?! // E ensinaste-lhe outras coisas? // Agora a Juliana podia dizer os outros quatro elementos da família, e muito bem, que eram: <i>mother</i>,...</p> <p>Alunos (com maior convicção da Lara e da Juliana): <i>Mother, father, sister, brother</i> //</p> <p>Prof.^a: <i>Okay, so quem é que me sabe dizer quem é o father?</i></p> <p>Alunos: Pai!!</p> <p>Prof.^a: E a <i>mother</i>?</p> <p>Alunos: Mãe!</p> <p>Prof.^a: E <i>brother</i>?</p> <p>Alunos: Mano!</p> <p>Prof.^a: Mano, irmão.</p> <p>Prof.^a: E <i>sister</i>?</p> <p>Alunos: Mana!</p> <p>Prof.^a: Então agora, vamos fazer um jogo: eu faço a pergunta “<i>who’s this</i>”, que significa “quem é este?”, e vocês respondem – um de cada vez!</p> <p>Prof.^a: <i>who’s this</i>?</p> <p>Alunos: Father; P...</p> <p>Prof.^a: Em Inglês!</p> <p>Alunos: Father!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
	<div data-bbox="496 405 943 703" style="text-align: center;">  </div> <div data-bbox="496 707 943 801" style="text-align: center; border: 1px solid black; padding: 5px;"> <p>Imagem da Ficha 2: Family</p> </div> <p>Prof.^a: <i>who's this?</i> Alunos: <i>Mother!</i></p> <p>Prof.^a: <i>No! Look! Olhem para a imagem!</i> Alunos: <i>Look!</i> Prof.^a: <i>Look</i> significa “olhem”!</p> <p>Prof.^a: <i>who's this?</i>; “quem é este?” Alunos: <i>Brother!</i></p> <p>Prof.^a: <i>Brother – good!</i></p> <p>Prof.^a: <i>who's this?</i> Alunos: <i>Mother!</i></p> <p>Prof.^a: <i>who's this?</i> Alunos: <i>Sister!</i></p> <p>Prof.^a: <i>Sister – very good! Agora vou perguntar um a um: Juliana (5 anos), who's this?</i></p> <p>Juliana: <i>Father!</i></p> <p>Prof.^a: <i>who's this?</i></p> <p>Juliana: <i>brother!</i></p> <p>Prof.^a: <i>who's this?</i></p> <p>Juliana: <i>mother</i></p> <p>Prof.^a: <i>who's this?</i></p> <p>Juliana: <i>sister!</i></p> <p>Prof.^a: <i>Good!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
16:45	<p>Prof.^a: Pedro (4 anos), <i>who's this?</i> Pedro: silêncio Prof.^a: Não sabes? Não ouviste o que a Juliana disse? Carlos: eu sei! Prof.^a: Diz “Caló” (diminutivo de Carlos) Carlos: (alguma hesitação)/ intervenção da Prof.^a <i>fa..</i>/ aluno responde: <i>father!</i> Prof.^a: <i>Very good</i>, “Caló”! Estás a ver, Carlitos/ Afonso? Até o Caló sabia como se diz pai em Inglês! Significa que ele estava com atenção e tu não!</p> <p>Prof.^a: <i>Who's this?</i> Caló: irmão. Prof.^a: mas em Inglês? <i>Brother.</i></p> <p>Caló: <i>Brother</i> Prof.^a: <i>Okay, who's this?</i></p> <p>Caló: <i>Mother</i> Prof.^a: <i>Who's this?</i></p> <p>Caló: <i>Siter</i></p> <p>Prof.^a: <i>Sister</i></p> <p>Caló: <i>Sister</i></p> <p>Prof.^a: Ele sabe, estão a ver?!</p> <p>Prof.^a: <i>Okay, sit down!</i> Bea (diminutivo de Beatriz), <i>who's this?</i></p> <p>Bea: <i>Father!</i></p> <p>Prof.^a: <i>Who's this?</i> Tu sabes...</p> <p>Bea: <i>brother!</i> (Ela sabe...deixem-na pensar) Prof.^a: <i>Who's this?</i></p> <p>Bea: <i>Mother.</i></p> <p>Prof.^a: <i>Who's this?</i></p> <p>Bea: <i>Sister.</i></p> <p>Prof.^a: <i>Very good!</i> Afonso (4 anos), <i>father!</i> Tu disseste “<i>pather</i>”, não foi? Não, ele não disse correctamente, em vez de <i>father</i> disse <i>pather</i>. É parecido...não! Não sabes como se diz irmão? <i>Brother!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
	<p>Afonso: <i>Brother.</i></p> <p>Prof.^a: Isso mesmo, Afonso! <i>Who's this?</i></p> <p>Afonso: <i>Mother.</i></p> <p>Prof.^a: <i>Very good. Who's this?</i></p> <p>Afonso: <i>Sister.</i></p> <p>Prof.^a: <i>Sister - very good.</i></p> <p>Lara: <i>Sister.</i></p> <p>Prof.^a: <i>Maggie, who's this?</i></p> <p>Maggie: <i>Mother.</i></p> <p>Prof.^a: <i>No, no; this is the mother; this is the father.</i></p> <p>(os colegas tentam ajudar)</p> <p>Prof.^a: É para a Maggie dizer sozinha, os outros já falaram, os que não falaram vão falar a seguir. <i>Who's this? Sis..</i></p> <p>Maggie: <i>Sister.</i></p> <p><i>Who's this?</i></p> <p><i>Father</i></p> <p><i>Who's this?</i></p> <p><i>Father</i></p> <p><i>Who's this?</i></p> <p><i>Mother</i></p> <p>Prof.^a Ah!..</p> <p>A seguir vamos fazer um concurso.</p> <p><i>Who's this?</i></p> <p>Prof.^a: Joana Inês (3anos e meio), <i>who's this? Fa..</i></p> <p>Joana Inês: <i>Father. Diz tu sozinha!</i></p> <p>Joana Inês: <i>Father</i></p> <p>//</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
0:06:44	<p>Ah! Eu disse para os que chegaram mais tarde! Como se diz família em Inglês, sabes Afonso? Afonso: <i>Father</i>.</p> <p>Prof.ª: Não. Sim, o pai faz parte da família, mas como se diz mesmo a palavra família em Inglês? <i>Family!</i> Alunos: <i>Family</i>.</p> <p><i>So, agora o 1.º exercício é: eu vou dar uma ficha a cada um, e aqui ninguém vai escrever nem pintar nada. No 1.º exercício vocês vão ouvir o que eu vou dizer e vão apontar para o sítio certo. Toda a gente entendeu o que eu estava a dizer? É para apontar com o dedo, está bem? Depois, vamos fazer um jogo muito interessante, vocês vão ver que vão gostar! //Vamos olhar todos para a 1.ª imagem. Toda a gente tem? <i>Listen:</i> ouçam com muita atenção!</i></p> <p>Prof.ª: <i>Point to the father please!</i> //</p> <p>Juliana (aponta e diz): <i>father!</i></p> <p>Prof.ª: Espera aí Bea, tu estás perdida, então tu não percebeste o que eu disse? Estão virados para a brincadeira, hoje, é?</p> <p>Bea: Eu não ouvi.</p> <p>Prof.ª: Isto exige atenção Bea! <i>Okay, now, point to the mother, please!</i></p> <p>Aluna: <i>Mother?</i></p> <p>Prof.ª: <i>yes, mother! Mother: where is the mother?</i></p> <p>Bea: está a olhar para o meu! Ela estava a apontar para o irmão!</p> <p>Prof.ª: Ó Maggie, tu não disseste os nomes da família? Então, sabes. Onde é que está a <i>mother</i>, Caló?</p> <p>Prof.ª: <i>Very good! Okay, now point to the brother, please!</i></p> <p>Alunos: Ah! Já está! (visivelmente satisfeitos por acertarem na imagem correspondente ao vocabulário-alvo).</p> <p>Prof.ª: (depois de os alunos terem acertado) <i>Brother</i>, irmão. <i>Okay, now point to the sister!</i></p> <p>Alunos: Já está!</p> <p>Prof.ª: Vamos fazer uma revisão outra vez: eu vou apontar e vocês vão repetir comigo; vão olhar para o meu e repetir comigo.:</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
	<p>A Prof.^a aponta, repete o vocabulário-alvo, que os alunos repetem de seguida:</p> <ul style="list-style-type: none"> - <i>Father</i> - <i>Mother</i> - <i>Brother</i> - <i>Sister</i> - <i>Family</i>. <p>Alunas: Ali está uma <i>family</i>! Aqui está uma bebé. Prof.^a: É a <i>baby sister</i>. hr Agora vou fazer de forma diferente:</p> <ul style="list-style-type: none"> - <i>Mother</i> - <i>Sister</i> - <i>Brother</i> - <i>Father</i> - <i>Family</i>. <p>Prof.^a: Agora vamos fazer outro exercício, que é o ouvir e apontar, <i>listen and point</i>.</p> <p><i>Point to the sister!</i> <i>Now point to the father</i> <i>Point to the brother, please!</i></p> <p>Juliana: Tu não podes olhar, Maggie! Maggie Não podes olhar para o dos outros</p> <p>Prof.^a: Sabes porquê, Maggie? Porque ao olhar para o dos outros não estás a aprender, estás a copiar e assim não aprendes, está bem? Eu já expliquei o que era cada uma das coisas, tens que estar com atenção para te lembrar. <i>Point to the mother!</i></p> <p>Lara: <i>mother, mother, mother, mother - aqui!</i></p> <p>Prof.^a: agora vamos fazer o jogo do mais rápido: em vez de dizer <i>point</i>, vou só dizer <i>mother, father, sister</i> ou <i>brother</i>, para ver quem é o mais rápido a apontar, hum? E vou ver quem é que não se engana!! Vou contar até três: <i>one, two three – sister!</i> (Alguns acertam, outros erram)</p> <p>Prof.^a: Asneira! Asneira! A Maggie acertou; o Pedro não; tu também não acertaste: essa é que é a <i>sister</i>, ó menina Bea? Isso é uma <i>sister</i>? A <i>sister</i> é e irmã!</p> <p>Prof.^a: <i>Okay, mother!</i></p> <p>Alunos realizam a tarefa!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
	<p>Prof.^a comenta: Asneira! Asneira! Ela não sabe. O Pedro sabe, o Afonso também, e a Juliana também. E a Bea também. Eu estou a ver Caló, está bem? Não tenhas medo, eu não bato nos meninos.</p> <p>Prof.^a: <i>Sister!</i></p> <p>Prof.^a: Asneira! Ela acertou, o Pedro também, a Bea também e o Caló também. Houve alguns que acharam que eu não ía repetir e enganaram-se.</p> <p>Afonso: E eu?</p> <p>Prof.^a: Tu acertaste agora, não acertaste logo, andaste perdido! FATHER! (alunos realizam tarefa)</p> <p>Prof.^a: Ah! <i>Very good!</i> Toda a gente acertou agora. BROTHER! (alunos realizam tarefa)</p> <p>Lara: Eu já tinha à mão.</p> <p>Prof.^a: Calhou, calhou, podia não ser isso. MOTHER. (alunos realizam tarefa)</p> <p>Prof.^a: SISTER!</p> <p>Prof.^a: Asneira, Joana Inês! Está muito melhor agora! Então, agora eu vou dizer como estava a dizer da outra vez porque eu acho que vocês já conseguem e vou repetir o exercício, está bem? <i>Point to the father, please!</i> (alunos realizam tarefa)</p> <p>Prof.^a: <i>Good, very good! //</i> Now, <i>Point to the mother, please!// Mother!</i></p> <p>Joana Inês, <i>mother</i> é a mãe! Ela falta muito depois não sabe o que se dá nas aulas. Pois...está sempre a faltar, depois não se aprende!</p> <p>Prof.^a: <i>Point to the brother, please!</i></p> <p>Alunos: Já esta, já está!</p> <p>Prof.^a: Agora vamos fazer um jogo que se chama «<i>role-play</i>». Eu escolho um de vocês, <i>um de vocês faz de professor e ensina-me a mim os membros da família.</i> Vai começar a Juliana. Eu não sei os membros da família, vais tu ensinar-me.</p> <p>(a aluna vira a ficha para a Prof.^a e começa) AUDIO 2- 13:32 – INTERVALO.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
	<p>AL: É o brother, mother, sister</p> <p>Prof.^a: Então, a sister é mãe? AL: Não, é a mana.</p> <p>Prof.^a: Então, o brother é o pai?</p> <p>AL: Não, é o mano. E como é que se diz irmão? AL: Brother.</p> <p>Prof.^a: Ah! <i>Very good!</i> Agora, vai ensinar-me o Afonso. Vamos lá Afonso...devagarinho, vá, tu consegues!</p> <p>AL: (hesitação) <i>Brother...</i></p> <p>Prof.^a: Eu não sei...tu agora és o meu professor. Eu não sei nada da família!</p> <p>AL: <i>Father, mother, sister, brother.</i></p> <p>Prof.^a: Bea, vamos lá – tens que virar para mim; tens que apontar e mostrar, se não apontares e virares para mim, eu não sei do que estás a falar!</p> <p>AL: sister // Prof.^a: Espera – mostra devagarinho.</p> <p>AL: sister, mother, father, brother.</p> <p>Prof.^a: Ah! Que bem! Então, deixa ver se eu percebi: father é o pai; mother é a mãe; brother é o irmão; e sister é o irmão.?!</p> <p>AL: Não, é a mana.</p> <p>Prof.^a: Está bem. Caló, pode ser?</p> <p>AL: <i>Father, mother, brother e sister.</i></p> <p>Prof.^a: Lara?</p> <p>AL: Father, mother// Prof.^a: hum, hum (não) onde é que está a mother?; <i>father, mother, sister, brother.</i></p> <p>Prof.^a: Então, deixa ver se eu percebi: father é o pai, mother é o irmão//</p> <p>AL: Não! Brother é a mãe.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
	<p>Prof.ª: Ah! Mother é a mãe; brother é o irmão e sister é a irmã.</p> <p>AL: Mother é a mãe e brother é o irmão.</p> <p>Prof.ª: Numa aula os meninos têm que estar sentados. Joana Inês, vamos lá! É a tua vez de me ensinares. Vamos ouvir a Joana Inês que ela fala muito baixinho.</p> <p>AL: Brother, // Prof.ª: Father; // AL: brother, sister, mother.</p> <p>P: <i>Okay</i>. Maggie, é a tua vez. Esse senhor que está aí como é que se diz em Inglês?</p> <p>AL: Father... // P: mãe diz-se? / AL: Mother; // P: irmão diz-se? / AL: Brother; ... / P: e irmã diz-se? / AL: sister.</p> <p>P: Very good. Vês? Muito bem Maggie; baralhaste-te um bocadinho, mas conseguiste. Muito bem. Então, vamos rever aqui entre nós: pai diz-se? / ALS: Father; / Mãe diz-se? / ALS: Mother; / irmão diz-se? / ALS: brother; / irmã diz-se? / ALS: sister. E família?</p> <p>ALS: family!</p> <p>P: <i>Sit down, please!</i></p> <div data-bbox="397 1214 995 1570" style="border: 1px solid black; padding: 10px;"> <p>4. Who can you see in this picture? 5. Draw the missing parts on the faces and colour the Family Picture. 6. Listen to the Family song and sing along.</p>  </div> <p>Agora, como vocês já ouviram dizer-me os nomes da família, e já praticámos, eu também já perguntei quem é que viam aqui nesta imagem, nesta aqui não vou perguntar outra vez. Isto é assim: temos aqui uma family – temos a mother, o father, a sister e o brother. O que é que vocês vão ter que fazer?</p> <p>ALS: os olhos e a boca e o nariz.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 2.

		Observations
<p>End: 17:20</p>	<p>P: vão ter que desenhar as face parts – vocês lembram-se das face parts que temos na nossa face? (a P apontava para o seu rosto enquanto os ALS diziam o vocabulário respectivo.</p> <p>ALS: <i>Eyes, nose, mouth, ears e face.</i></p> <p>P: Very good!!! Por isso, agora a teacher vai dar-vos pencils. // Vamos começar por desenhar os eyes, a todos: ao father, à mother, à sister e ao brother. //</p> <p>ALS: Eu já fiz tudo.</p> <p>P: Eu não mandei desenhar a boca ainda, pois não? Agora a X vai ter que apagar porque eu ainda não pedi. Okay, agora desenhar o nose, / /; quem é que mandou fazer tudo? Os noses ficaram todos bem, agora vamos desenhar a mouth: à mother, ao father à sister e ao brother. //</p> <p>ALS cantam “Hello, how are you?” song</p> <p>P/ ALS cantam “Hello, how are you?” song – karaoke.</p> <p>P/ incentiva ALS a cantar a canção sem auxílio do Cd.</p> <p>ALS: <i>Hello, how are you: mother, father, sister, brother?</i> <i>Hello, how are you?</i> <i>Hello, how are you: mother, father, sister, brother?</i> <i>Hello, how are you?</i></p> <p><i>Hello, how are you?</i> <i>Are you happy, are you sad?</i> <i>Hello, how are you?</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 3.

Time	Lesson transcription	Observations
16:30	<p>Prof.^a: Bom, então eu vou contar-vos uma história com a <i>family</i>, está bem?</p> <p>“Era uma vez...um <i>father</i>, que era um <i>father</i> muito ocupado, que tinha muito cuidado com os meninos: levava-os sempre à escola, entregava-os à educadora. Mas o <i>father</i> nesse dia tinha que fazer uma coisa muito importante, mas...também não tinha dito à <i>mother</i> que tinha que fazer uma coisa importante. Então, a <i>mother</i> lá foi toda contente para o trabalho, foi para casa descansar/ /</p> <p>Aluna: a <i>mother</i> ou o <i>father</i>?</p> <p>Prof.^a: a <i>mother</i>! Depois do dia de trabalho foi para casa descansar. E então, depois o <i>father</i> chega a casa e pergunta: - Então, tu resolveste aquele assunto? E diz a <i>mother</i>: - Que assunto?/ - Então, de ir buscar os <i>brothers</i>, o <i>brother</i> e a <i>sister</i>, <i>foste buscá-los</i>? E o <i>father</i>: Esqueci-me! E a <i>mother</i>: - Então e agora? Eles estão lá sozinhos!! E diz a <i>mother</i>: - não te preocupes, eu já pedi à educadora para os trazer cá a casa!”</p> <p>Prof.^a: pergunta: quem é que o <i>father</i> se esqueceu de ir buscar?</p> <p>Alunos: hesitação.</p> <p>Prof.^a: Pois...se fosse esta <i>family</i>, ele tinha-se esquecido de ir buscar o <i>brother</i> e a <i>sister</i>.</p> <p>Lara: e também a bebé.</p> <p>Prof.^a: e a <i>baby sister</i>, porque é muito mais pequenina. <i>Very good</i>! Então, eu estava a dizer-vos e, muito bem, que uma menina na última aula, depois da aula, ficou a cantar aquela música do <i>hello how are you</i>? Será que vocês agora, assim sem vergonha e mas também sem ser muito alto, eram capazes de cantar a canção para eu ouvir? Eu posso ajudar um bocadinho – conto até <i>three</i>: <i>one, two, three – hello, ...</i></p> <p>P/ALS: <i>Hello, how are you: mother, father, sister, brother?</i> <i>Hello, how are you?</i> <i>Hello, how are you: mother, father, sister, brother?</i> <i>Hello, how are you?</i> X2</p> <p><i>Hello, how are you?</i> <i>Are you happy, are you sad?</i> <i>Hello, how are you?</i></p> <p>P: Agora só vocês sozinhos! ALS: <i>Hello, how are you: mother, father, sister, brother?</i> <i>Hello, how are you?</i> <i>Hello, how are you: mother, father, sister, brother?</i> <i>Hello, how are you?</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 3.

		Observations
	<p>Prof.^a: Sabem...no início da aula o Caló estava a dizer-me que o que gosta mais no Inglês são as músicas. E vocês? Alunos: Eu gosto de desenhar e das cores./ Eu gosto de tudo./ Eu gostei de tudo, tudo!</p> <p>Prof.^a: o Caló estava a dizer-me que o que gosta mais no Inglês são as músicas e ele sabe os membros da <i>family</i> todos!!</p> <p>Prof.^a: Então, vamos lá perceber Afonso: quem é o <i>father</i>?</p> <p>Afonso: é o pai.</p> <p>Prof.^a: E a <i>mother</i>?</p> <p>Alunos: é a mãe.</p> <p>Prof.^a: É para o Afonso! E a <i>sister</i>?</p> <p>Afonso: É a irmã.</p> <p>Prof.^a: E o <i>brother</i>?</p> <p>Afonso: O irmão.</p> <p>Prof.^a: E a <i>baby sister</i>?</p> <p>Afonso: hummm...</p> <p>Prof.^a: É a irmã bebé. E quem é a <i>family</i>?</p> <p>Lara: É a família.</p> <p>Prof.^a: Obrigada Lara, mas era para o Afonso. <i>Okay</i>, então Lara já que queres falar, diz-me lá, diz-me tu quem são os elementos da família!</p> <p>Lara: <i>mother, father, a sister, o brother e a baby sister.</i></p> <p>Prof.^a: <i>Okay, very good.</i> Tu tens uma pronúncia tão boa, é uma pena que às vezes te portes mal, Lara. Tu tens tanto jeito para o Inglês!</p> <p>Juliana: <i>a mother, o father, a sister, a baby sister e o brother.</i></p> <p>Prof.^a: Agora não podem fazer barulho porque a Joana Inês fala muito baixinho. É a vez da Joana Inês dizer as partes da <i>family</i>. Sabes Joana Inês ou não?</p> <p>Joana Inês: Não.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 3.

		Observations
	<p>Prof.^a (encoraja e ajuda a aluna que é tímida): Sabes sim!! Quem é este senhor aqui? Fa.. Joana Inês: Father.</p> <p>Prof.^a: Diz tu sozinha! Joana Inês: Father.</p> <p>Prof.^a: E esta senhora aqui? Joana Inês: Mother.</p> <p>Joana Inês (a Prof.^a apontava para as imagens enquanto a aluna pronunciava o vocabulário): sister, brother, baby sister.</p> <p>Prof.^a: Ah! Estás a ver como tu sabes? Estás a ver que bem?! <i>Good</i>. Agora vamos ouvir o Caló. Caló: mother, sister, brother, baby sister.</p> <p>Prof.^a: Ah! O Caló sabe dizer tão bem baby sister! Vocês acharam piada à palavra baby sister, não foi? Agora, a Bea! Beatriz: father, mother, sister, brother, baby sister, family.</p> <p>Prof.^a: Maggie? Margarida/ Maggie: father, mother, sister, brother e baby sister.</p> <p>Prof.^a: Very good. Então, vamos lá a ver: esta senhora aqui é a mother? Alunos: Não! É baby sister!</p> <p>Prof.^a: E este? // Fim de gravação.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 4.

Time	Lesson transcription	Observations
16:30	<p>P: // para perceber se ficou na vossa memória! Por isso, a Prof.^a vai perguntar-vos se se lembram dos membros da família. Primeiro: como se diz família em Inglês.</p> <p>ALS: FAMILY!!</p> <p>P: Boa! Muito Bem! Como é que eu digo pai? Als: FATHER!</p> <p>P: Como é que eu digo mãe? Als: MOTHER!</p> <p>P: Irmão? Als: BROTHER</p> <p>P: Irmã? Als: SISTER</p> <p>P: Irmão bebé? Als: BABY BROTHER!</p> <p>P: Irmã bebé? Als: BABY SISTER!</p> <p>P: Hoje a teacher trouxe uma história da family para vocês...sobre uma family muito especial. Por isso, a teacher vai por aqui a história para vos contar.//</p> <p>Al: Os ingleses...Alunos associam a família simpson à língua inglesa. (Prof.^a auxilia os alunos a colocarem-se em frente do computador de modo a que todos possam visualizar as imagens e acompanhar a história).</p> <p>P: Como a Lara estava a dizer, e muito bem, esta é uma família inglesa. // Esta é a família Simpson. Ela é constituída pel? Als: Father, mother, brother, sister e baby sister.</p> <p>Eles estavam acompanhados pelos seus animais de estimação: o cat e o dog. //</p> <p>P: Who's this? Als: Father.</p> <p>P: Who's this? Als: Mother.</p> <p>P: Who's this?</p>	

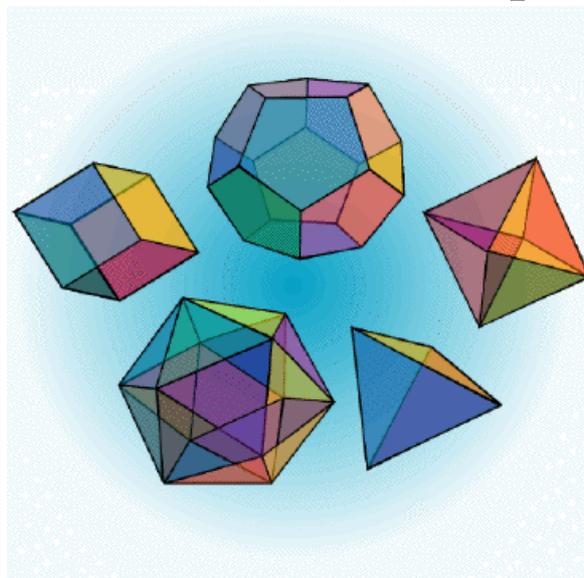
TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Family: lesson 4.

Time	Lesson transcription	Observations
<p>16:40</p> <p>Fim de gravação (tempo total de gravação: 08:32min.)</p>	<p>Als: (imperceptível).</p> <p>P: Esta family costumava andar muito feliz. Um dia o father, a mother, o dog e o cat e o brother, e a sister e a baby sister decidiram ir dar uma grande volta num red car.</p> <p>Als: Red car.</p> <p>P: que é um carro vermelho. Só que aconteceu uma coisa: o father, a mother, a sister, a baby sister...desapareceram todos. Para onde será que foram todos? Não sabemos...O que será que aconteceu à family?</p> <p>Al: Estão escondidos!</p> <p>P: Eu não sei... Eis que aparece então o nosso super hero, o nosso super-herói...que não sabemos quem é!! O Pedro tinha o spiderman, este é o nosso super-hero, que não sabemos quem é, mas ele vai tentar salvar a nossa family!</p> <p>Entretanto, a baby sister estava muito triste. Porquê? Ela não parava de pensar na?...</p> <p>Als: Mother.</p> <p>P: Na, em inglês?</p> <p>Als: na mother!</p> <p>P: Good! E a outra sister, mais crescida, estava muito triste porque não parava de pensar na family toda: no father, na mother, no brother e na baby sister! / /Será que o nosso super-herói vai conseguir salvar a nossa family?</p> <p>Als: Sim, vai ter que procurar...</p> <p>P: Pois...ele vai precisar da nossa ajuda, sabem qual é? A nossa ajuda é chamar por eles muito alto, mas sem ser a gritar. Vamos lá chamar por eles a ver se eles aparecem, pelos elementos da family.</p> <p>Afonso: FATHER!</p> <p>Joaninha, ele já chamou pelo father, e tu?</p> <p>Joaninha: MOTHER!</p> <p>P: Ah! Que bem! //</p>	

Preschool curriculum theme:

Mathematics - shapes



TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics: shapes, lesson 1.

Time	Lesson transcription	Observations
16:30	<p>P: O que é que nós aprendemos?</p> <p>Sts: uma história dos...</p> <p>P: Uma história de quem?</p> <p>Juliana: dos...,da family.</p> <p>P: Da family. Very good!</p> <p>Juliana: na última parte, o salvador...a family desapareceu e aparecia o salvador ía tentar, tu disseste que nos ías contar.</p> <p>P: ...havia um salvador...mas quem é que fazia parte dessa family?</p> <p>Sts: a mother, o father, a sister, a baby sister e o brother e o baby brother.</p> <p>P: eu disse-vos que o nosso super-herói ía tentar salvar a family...e para isso até estivemos a chamar pelos elementos da family, não foi? A ver se eles apareciam</p> <p>Juliana: mas ninguém apareceu...</p> <p>P: Ah! Tu não sabes...apareceram!// a mother, o father, a sister e o brother.</p> <p>Juliana: e quem é que encontrou primeiro?</p> <p>P: a baby sister.</p> <p>Juliana: Onde é que ela estava?</p> <p>P: Ela?! Estava ali mesmo ao lado de casa – era pequenina, não podia ir andar muito...</p> <p>Juliana: e depois?!</p> <p>P: e depois...olha, o brother tinha ficado na escola de castigo a passar os trabalhos de casa, porque era sempre muito atrasado; depois, os outros meninos foram para casa e ele ficou lá. A sister tinha ido a uma livraria e deixou-se lá ficar fechada também – não deu conta de que tinham passado as horas e ficou lá assim num canto. E a mother estava no cabeleireiro.</p> <p>Al: E o father?</p> <p>P: o father andava à procura deles todos também, a tentar juntá-los a todos também, porque eles tinham-se perdido uns dos outros. E o super hero é que os conseguiu juntar a todos em casa.//</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 1.

Time	Lesson transcription	Observations
<p>16:40</p> <p>Fim de gravação (tempo total de gravação: 08:32min.)</p>	<p>Al: e o baby brother?</p> <p>P: o baby brother andava lá pelo meio do jardim perdido também, a “pastelar”...//.</p> <p>A professora decidiu que nós, a partir de hoje, vamos ter quatro aulinhas sobre as shapes.</p> <p>Al: o que quer dizer isso, as shapes?</p> <p>P: shapes é aquilo que vocês têm ali naquele papel (referindo-se a imagens de formas geométricas afixadas na parede da sala de aula).</p> <p>Al: o quê, a matemática?</p> <p>P: não. Aquilo que está li naquele papel, que é amarelo, laranja e cor-de-rosa.</p> <p>Al: são as figuras geométricas?</p> <p>P: Pois...mas não são só aquelas, vamos aprender outras que vocês não conhecem Tenho aqui um bonequito, um bonequito, como vocês chamam, que é um robot. Ele vai ensinar-nos as shapes, e eu vou ensinar a vocês. Estão a ver este robot? Ele é constituído, é formado...nós temos a cabeça, os braços, as mãos, as pernas, os pés. Este é um robot especial, é formado por shapes, geralmente os robots são feitos de metal. Este é um robot especial, é formado pelas shapes que nós vamos aprender. Então, o que é que eu tenho aqui? Circle!</p> <p>Sts repetem: CIRCLE.</p> <p>P (insiste): isto é um circle. Vamos repetir comigo.</p> <p>P/Sts: CIRCLE.</p> <p>P: Good. Aqui tenho um SQUARE.</p> <p>Sts: SQUARE.</p> <p>P: aqui tenho outro CIRCLE.</p> <p>Sts: CIRCLE.</p> <p>P: SQUARE.</p> <p>Sts: SQUARE.</p> <p>P: e esta agora é muito gira: STAR!</p> <p>Sts: STAR!</p>	<p>Introdução de novo tema vocabular: formas.</p> <p>P tenta que os alunos infiram o significado da nova palavra inglesa.</p> <p>A imagem foi apresentada a cores, servindo de suporte para a introdução do novo tópico vocabular.</p> <p>Ajuda inicial da Prof. depois de terem percebido o procedimento, repetem de forma autónoma.</p> <p>A entoação/ motivação dada pela voz da prof.^a influencia o modo/ o entusiasmo com que os alunos pronunciam as palavras. Motivação extrínseca/ intrínseca: uma relação dinâmica?</p>

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 1.

	Lesson transcription	Observations
16:35	<p>P: já tínhamos aprendido esta palavra?</p> <p>Sts: não!</p> <p>P: Humm...nem quando foi no Christmas? Não tínhamos aprendido STAR? O que é uma STAR?</p> <p>Sts: A estrela!</p> <p>P: SQUARE. Sts: SQUARE.</p> <p>P: TRIANGLE.</p> <p>Sts (com alguma dificuldade em pronunciar a palavra): 'STRIANGLE'.</p> <p>P: TRIANGLE.</p> <p>Sts: 'STRIANGLE'.</p> <p>P: ó Lara, vamos tentar outra vez, é que é um bocadinho difícil, ouve: TRIANGLE! (de seguida, cada aluno pratica individualmente a palavra, com um pouco mais de correcção).</p> <p>P: o que é um TRIANGLE?</p> <p>Sts: são os pés (referindo-se aos pés do robot).</p> <p>P: e que forma têm os pés do robot?</p> <p>Al: triângulos.</p> <p>P: e o que é um CIRCLE? É a forma que tem a cabeça dele e a nossa cabeça, que é redonda. / /A nossa não é bem uma forma geométrica, é parecida com um círculo, tem uma forma arredondada. E depois o corpo dele, como é aqui? É um SQUARE.</p> <p>Al: o que é que ele tem no meio, é o coração?!</p> <p>P: essa é gira de conhecer: HEART! É gira e difícil: HEART!</p> <p>Sts: HEART!</p> <p>P: agora que vocês já tiveram o primeiro contacto com as palavras novas, vão repetir comigo.</p> <p>P/Sts: CIRCLE, SQUARE (2x), CIRCLE, STAR, TRIANGLE.</p> <p>P: agora a P vai fazer um game, que é o game da adivinha.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 1.

	Lesson transcription	Observations
16:38	<p>P: o game da adivinha consiste no seguinte: a P desenha uma shape que é assim que se dizem formas geométricas, diz-se shapes! Tal como família se dizia family em Inglês, formas geométricas diz-se shapes. Então, como é que é o jogo. A P desenha uma shape e os meninos tentam adivinhar. Então, vou fazer a pergunta: WHAT SHAPE IS IT? E vou desenhá-la. E quem acertar, faz a próxima.</p> <p>Sts: CIRCLE.</p> <p>Okay. Ela foi a primeira a acertar, agora é ela a adivinhar. Não fiquem tristes, a seguir são vocês.</p> <p>Juliana: Não consigo dizer!</p> <p>P: WHAT SHAPE IS IT?</p> <p>Lara: What shape...P: ...is it?</p> <p>P: What shape is it? É a pergunta - tu tens que fazer a pergunta e eles têm que responder. Não sabes desenhá-la? Mas qual é a palavra?</p> <p>Juliana: Não sei...é muito difícil.</p> <p>P: Diz em Português. Qual é? O coração?</p> <p>Juliana: Não.</p> <p>P: É o quadrado?</p> <p>Juliana: Sim.</p> <p>P: Square! Já ajudei...agora vocês já sabem.</p> <p>Juliana: Não. É o coração!</p> <p>P: Heart! Agora tens que perguntar para eles: what shape is it? Vamos, és tu a Prof.^a deles, tens que perguntar: what shape is it?</p> <p>P/Lara: what shape is it?</p> <p>P: Como é que se diz aquela forma que a Juliana desenhou?</p> <p>Lara: Heart.</p> <p>P: Não podes ser tu a responder!</p> <p>Sts: 'Art'.</p> <p>P: Não. HEART! É como se fosse um aspirador, mas ao contrário.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 1.

	Lesson transcription	Observations
16:38	<p>Sts: Heart!!</p> <p>P: Isso mesmo - tem que vir da garganta! //.</p> <p>Olha ela está a desenhar uma shape – vamos tentar adivinhar qual é, Pedro e Joana? Em Inglês, claro! O jogo é esse! É um jogo difícil este, não é Joantina?</p> <p>Al:</p> <p>P: Ah! Mas tem que ser em Inglês! Não vale Português. Vamos lá perguntar, Lara: what shape is it?</p> <p>Lara: what shape is it?</p> <p>P: very good! / / Vamos tentar adivinhar aquela então. Então como se diz estrela em Inglês?</p> <p>Sts: Shape.</p> <p>P: Então como se diz estrela em Inglês? É tão gira, os meninos lembram-se sempre: Star!</p> <p>Sts: Star.</p> <p>P: Pois...agora toda a gente sabia!!! Star! STAR!</p> <p>Sts: Star, star!</p> <p>P: Agora sou eu, que ninguém adivinhou!! / / What shape is it? Squ...?</p> <p>Sts: Squ...!!</p> <p>P (risos): Desculpem, não me levem a mal, são tão queridos: square.</p> <p>Sts: Square!</p> <p>P: Vocês são fantásticos, sabem? Vocês não sabem, mas a vossa vontade de aprender é uma coisa!</p> <p>Sts: Square!</p> <p>P: Ah! Agora saiu bem, Ora digam lá outra vez!</p> <p>Sts: Square!</p> <p>P: Acho que temos de treinar mais uma vez com o nosso 'bonequito'. / /</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 1.

	Lesson transcription	Observations
16: 44	<p>P: so, what shape is it?</p> <p>Sts: ...circle.</p> <p>P: circle. What shape is it?</p> <p>Sts:?</p> <p>P: What shape is it?</p> <p>Sts: silence. P: Heart</p> <p>P: Vamos recomeçar. P/Sts: circle, square, star, triangle. A sério, prestem atenção! Triangle, circle, square, star, heart (2x)! / / Vamos lá: triangle, circle, square, star, heart.</p> <p>P: O que é uma star?</p> <p>Sts: estrela.</p> <p>P: E como é que eu digo estrela em inglês?</p> <p>Sts: star!</p> <p>P: O que é um circle?</p> <p>Sts: um círculo.</p> <p>P: E como é que digo círculo em Inglês?</p> <p>Sts: Circle/ star.</p> <p>P: Circle.</p> <p>Sts: Circle.</p> <p>Juliana: como é que se diz estrelas cadentes?</p> <p>P: falling star.</p> <p>Sts: falling star.</p> <p>P: como é que eu digo triângulo em Inglês? Tri...?</p> <p>Sts: Triangle.</p> <p>P: o que é um triangle?</p> <p>Sts: um triângulo.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson **1**.

Time	Lesson transcription	Observations
16: 55	<p>P: como é que eu digo quadrado?</p> <p>Al: square.</p> <p>P: O que é um square?</p> <p>Sts: um quadrado.</p> <p>P: Então, agora, vamos ver se já conseguimos fazer o jogo da adivinha em condições, para fazermos a nossa ficha?</p> <p>Sts: Sim!</p> <p>P: <i>what shape is it?</i></p> <p>Sts: <i>Circle.</i></p> <p>P: <i>what shape is it?</i></p> <p>//</p> <p>Joaninha: <i>what shape is it?</i></p>	
18:21	<p>P: isso é a pergunta Joana Inês, significa que forma geométrica é? Então, <i>triangle</i>. What shape is it? Tri_angle.</p> <p>Joaninha: Tri_angle.</p> <p>T: isso.</p> <p>(T draws a square in a white sheet of paper.)</p> <p>St: Não é assim que se faz o quadrado. (At this age they are very critical)</p> <p>T: Queres fazer tu melhor? // <i>What sahpe is it?</i></p> <p>Sts/T: <i>Square.</i></p> <p>(T draws another shape in a white sheet of paper.)</p> <p>T: What shape is it?</p> <p>Sts: <i>Circle.</i></p> <p>T: <i>No.</i></p> <p>St: <i>Heart.</i></p> <p>T: <i>Heart.</i></p> <p>Sts repeat: <i>Heart!</i></p> <p>T: heart! Very good!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 1.

	Lesson transcription	Observations
	<p>T: Falta uma.</p> <p>St: Aestrela!</p> <p>T: E como se diz estrela, D.Lara?</p> <p>St juliana: Eu sei!</p> <p>T: Então diz.</p> <p>St Juliana: Star!</p> <p>T: Star! Very good!</p> <p>St: Eu disse star!</p> <p>St Lara: Eu sabia! A <i>star</i> não me sai da cabecinha!!</p> <p>T: Ai que bom! Bom, então agora a Teacher vai deixar aqui esta ficha, que não é para fazer, é só para ficar aqui para toda a gente ver. E vai dar-vos uma cópia daquela ficha, que eu tenho aqui.</p> <p>(Olha, sabem os meninos do 1.º e 2.º ano andam a levar o mapinha de comportamento para casa, também querem levar?</p> <p>St: Sim.</p> <p>T: Acho que não é preciso, vocês portam-se todos bem.</p> <p>St: Eu não quero.</p> <p>St2. Eu não quero.</p> <p>St: Eu quero!</p> <p>T: Pois, tu precisavas de um.</p> <p>St Juliana: Eu quero! Eu quero-uh-uh!</p> <p>// Sts get pencils.</p> <p>//</p> <p>Pedroca, como digo círculo em Inglês? Cir...?/ St: ...cle.</p> <p>T: Diz tu sozinho: circle</p> <p>Pedro: Cir-cle.</p> <p>T: com a voz mais aberta: circle!</p> <p>Pedro: Circle.</p> <p>T: Isso. Triângulo? Tri-angle.</p> <p>Pedro. Triangle.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Transcrição integral da aula	
	<p>T: o que é que nós aprendemos na última aula, meus meninos?</p> <p>Sts: as formas geométricas. O robot!</p> <p>//</p> <p>T: Formas geométricas em Inglês diz-se <i>Shapes</i>. // T and Sts trocam impressões sobre o que a Prof.^a deve tomar para melhorar da garganta.</p> <p>T: Bom, na última aula aprendemos 5 formas geométricas. Formas geométricas em Inglês diz-se – T/St – <i>Shapes</i>!</p> <p>T: Ouviste, Joaquina? Repete: <i>Shapes</i>.</p> <p>St: <i>Shapes</i>.</p> <p>T: <i>Shapes. Very good</i>. E as <i>shapes</i> que nós aprendemos foram: <i>heart, heart</i>. O que é que significa?</p> <p>St: Heart.</p> <p>Sts: Coração.</p> <p>T: <i>Square</i>.</p> <p>Sts: <i>Square, square</i>.</p> <p>T: que é um?</p> <p>Sts: quadrado.</p> <p>T: <i>Triangle</i>.</p> <p>Sts: <i>Triangle</i>.</p> <p>T: que é um?</p> <p>Sts: Triângulo</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
<p>00:03:41</p>	<p>T: /St: <i>Circle</i>, que é um?</p> <p>St: <i>Círculo</i>.</p> <p>T: <i>Circle</i>.</p> <p>Sts: <i>Circle</i>.</p> <p>T: <i>Star</i>.</p> <p>Sts: <i>Star</i>.</p> <p>T: O que é uma <i>star</i>?</p> <p>Sts: É uma estrela.</p> <p>T: Good.</p> <p>Sts: Good.</p> <p>T: Então vamos fazer de novo</p> <p>T: <i>Heart</i>.</p> <p>Sts: <i>Heart</i>.</p> <p>T: <i>Square</i>.</p> <p>Sts: <i>Square</i>.</p> <p>T: <i>Triangle</i>.</p> <p>Sts: <i>Triangle</i>.</p> <p>T: tu não estás a conseguir dizer: <i>Triangle</i>.</p> <p>St: <i>Triangle</i>.</p> <p>T: <i>Circle</i>.</p> <p>St: Estou com sono.</p> <p>T: Aqui não há sono. <i>Circle</i>.</p> <p>Sts: <i>Circle</i>.</p> <p>T: <i>Star</i>.</p> <p>Sts: <i>Star</i>.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
0:04:07	<p>T: Bom , agora eu vou dar uma ficha cada um, em que eu vou dizer a forma e vocês vão apontar para a forma certa. E depois, e depois, vou dizer a cor com que vão pintar cada forma. //</p> <p>T: Podemos começar?</p> <p>Sts: Sim.</p> <p>T: <i>So, let's remember the shapes, listen to your teacher and answer to the question.</i> T: <i>What shape is it? Identify./ /</i> T: Não é para ir aí para baixo, é para ficarmos aqui e cima. E agora vão apontar com um dedo para a <i>shape</i> certa.</p> <p>T: Point to the star, please. Qual é a star, Maggie? (St points to correct picture). Vês, afinal a Maggie sabe qual é a <i>star</i>.</p> <p>Juliana: Não Caló.</p> <p>T: É que ele não estava na última aula, sabes? (St makes an effort and points to the right shape, and T replies). Exactamente Caló, a <i>star</i> é a estrela. T: è que ele não esteve cá na última aula e anão aprendeu a matéria nova; ele faltou, esteve doente.</p> <p>T: <i>Now, point to the circle, please</i> (Learners perform the task well and T appraises)</p> <p>T: <i>Very good!</i></p> <p>T: <i>Now, point to the heart, please</i></p> <p>Lara: <i>Heart</i>.</p> <p>T: <i>Heart</i> (emphasis on the beginning H sound)</p>	
0:05:40	<p>Aquela coisa que temos dentro de nós a bater muito</p> <p>Lara: Pum!Pum!Pum!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
0:05:47	<p>// T: <i>Now point to the square.</i></p> <p>Lara: <i>Square.</i></p> <p>T: <i>Square.</i></p> <p>Sts: <i>Square. // Square é o quadrado.</i></p> <p>T: Okay. Now point to the star, please. Oh desculpem não é nada <i>star</i>, é <i>triangle</i>.</p> <p>T: Caló estou a explicar uma coisa a ti; não deves interromper a Prof.^a a quando a Prof.^a está a falar, sim?</p> <p>T: So, point to the circle.</p> <p>(Sts point).</p> <p>T: Agora mais difícil: <i>star</i></p> <p>T: <i>Heart, heart.</i></p> <p>T: Qual é o <i>heart</i>?</p> <p>T: <i>Square</i></p> <p>T: <i>Triangle.</i></p> <p>Juliana: Ó pá Afonso, pára já de olhar para mim (Sts refers to copying) //.</p> <p>T: Olha Juliana não te preocupes porque eu vou pedir para usar as cores para pintar as formas e ele não vai saber qual é a forma. //</p> <p>T: <i>Colour the star in yellow.</i></p> <p>T: O que é que eu pedi? //</p> <p>T/Sts: Agora com calma: colour the star in yellow.</p> <p>T: O que será que a Prof.^a pediu?</p>	
0:09:34	<p>Lara: Eu sei!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
0:12:35	<p>T: o que é uma <i>star</i>? Diz, tu sabes.</p> <p>Joana Inês: Estrela.</p> <p>T: E o que é <i>yellow</i>?</p> <p>Juliana: Amarelo.</p> <p>T: Então a Teacher pediu <i>colour the star in yellow</i>, o que é que será que a Teacher pediu?</p> <p>Joana Inês: Amarelo.</p> <p>Lara: Pinta ...</p> <p>T: O que quer dizer <i>colour the star in yellow</i> Maggie?</p> <p>Maggie: Pinta ?? de amarelo.</p> <p>T: O quê? O que é que vamos pintar de amarelo, Maggie? A estrela que em Inglês se diz?</p> <p>Maggie: <i>star</i>. //</p> <p>(T Hands out colour pencils so Sts can colour the stars in yellow.) //</p> <p>T: Agora a Teacher vai dizer outra coisa. //</p> <p>T: <i>Colour a blue square. Colour a blue square</i> (slower voice)</p> <p>Sts: <i>Colour a blue square</i>.</p> <p>T: O que é que eu estou a dizer? Colo blu sque</p> <p>Sts play laugh.</p> <p>T: Acabou a risota. Ó Caló já chega. // Eu não estou a achar piada à vossa brincadeira. Ah!</p> <p>T: Vamos lá: <i>colour a blue square</i>.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
0:14:32	<p>T: Que forma é o <i>square</i>?</p> <p>St: Não.</p> <p>T: Não. Que forma é o <i>square</i>?</p> <p>Juliana: Olha é o que está dentro de nós, da nossa barriga.</p> <p>T: <i>Square</i>?! Coitadinhos de nós se tivéssemos um quadrado dentro da barriga. Pois! E agora, blue? Que cor é blue?</p> <p>Lara: Eu sei!</p> <p>Afonso: vermelho</p> <p>Sts: laughter.</p> <p>T: Que cor é <i>blue</i> Caló?</p> <p>//</p> <p>Caló: Azul! Azul!</p> <p>T: Está muito bem Caló, foste o primeiro a acertar, podes usar as cores. Ó Caló, <i>square</i> – quadrado.</p> <p>Anda lá que estamos todos à tua espera, os outros (lápiz) são muito escuros e eu não gosto deles.</p> <p>Juliana: O quê? Não gostas de nós?</p> <p>T: Não, gosto; vocês é que me estão a chatear. Eu disse que não gosto das outras cores, dos outros azuis que são muito escuros.</p> <p>Juliana: Aaah!</p> <p>T: Foi isso que eu disse. (Sts colour in silence). // Then they chat a bit in their Mother Tongue</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
0:20:49	<p>Juliana explains a pre-school project where a plant was watered with clean water and another one was watered with water and vinegar (polluted water).</p> <p>T: Já reparaste que me custa falar; tenho que estar agora aqui a dar ralhetes, coisa que detesto fazer?</p> <p>T: Now colour the triangle; colour an orange circle.</p> <p>T/Sts: Colour an orange circle.</p> <p>T : Very good. Ele sabe o que é um circle, e agora, que cor será orange? Também é um fruto que nós comemos.</p> <p>Lara: Cor-de-rosa.</p> <p>Juliana: Não. Cor-de-rosa é um fruto que nós comemos?</p> <p>T: também há um fruto com o mesmo nome.</p> <p>Sts: Amarelo?</p> <p>T: Cor de limão? Não.</p> <p>T Que cor será <i>orange</i>? Tens essa cor na tua camisola.</p> <p>Juliana: Pois tem. //</p> <p>T: <i>Now colour...</i></p> <p>St: Espera...só um minuto.</p> <p>T: Now, colour the heart in red. Heart in red. Red. Que cor será red?</p> <p>Sts: Amarelo</p> <p>Sts: Vermelho (T hands out pencils first to st who got the colour right).</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 2.

Time	Lesson transcription	Observations
0:23:01	<p>Afonso: oh, pensei que era o coração.</p> <p>T: E era, não te enganaste. O <i>heart</i> é o coração. Tu pintaste bem. Também faltaste à última aula Afonso?</p> <p>Afonso: Não. //</p> <p>T: Vamos lá colorir o <i>heart</i> de <i>red</i>.</p> <p>T: <i>colour the star yellow</i>.</p> <p>Lara: <i>Star, star, star, star</i>.</p> <p>Afonso: Amarelo?</p> <p>T: <i>Colour, colour the circle orange</i>. Agora vão ouvir o que a Prof.^a estiver a dizer, porque vocês não estão com atenção.</p> <p>T: <i>Yellow star</i>.</p> <p>St: <i>Yellow star</i>.</p> <p>T: Onde é que está Caló?</p> <p>T: <i>Blue square, blue</i>.</p> <p>T: Que cor é <i>blue</i>?</p> <p>Sts: Cor-de-laranja.</p> <p>T: Eu não acredito que vocês não sabem que cor é <i>blue</i>.</p> <p>Juliana: Eu sei.</p> <p>T: Seus esquecidos!</p> <p>T: <i>Blue square!</i></p> <p>T: <i>Yellow star! Yellow star! Yellow star!</i></p> <p>T: Olha eu não dou mais aula porque vocês estão na palhaçada e eu não estou para isso.</p> <p>Juliana: olhem, depois o nosso passarinho irrita-se porque não gosta de barulho.</p>	
0:26:51 End of recording		

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
0:01:28	<p>T: olha a Prof.^a vai-vos perguntar o que é que nós aprendemos na aula anterior, na aula passada.</p> <p>Juliana: há meninos que não sabem.</p> <p>T: Mas há meninos que aqui estão que já sabem. Então Pedro, o que é que nós aprendemos?</p> <p>Juliana: Aprendemos as <i>shapes</i> e também fomos fazer um joguinho.</p> <p>T: E o que são <i>shapes</i> Juliana?</p> <p>Juliana: São figuras geométricas.</p> <p>T: Muito bem. (T uses resource from kindergarten classroom) // T: Então destas <i>shapes</i> que estão aqui, quais foram as que nós aprendemos?</p> <p>St: <i>Circle</i>.</p> <p>T: <i>Circle</i>. Então?!</p> <p>T: E que mais? //</p> <p>St: O <i>circle</i>.</p> <p>T: e que mais?</p> <p>Juliana: o <i>triangle</i>.</p> <p>T: O <i>s...</i>?</p> <p>Juliana: <i>Square</i></p> <p>T: Então agora antes de avançarmos, eu vou perguntar. Não estão aqui algumas das que eu vos ensinei.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
0:01:48	<p>Juliana: <i>Heart!</i></p> <p>T: Pois, tal como o <i>heart</i> e a <i>star!</i> Então eu vou perguntar em Inglês: <i>what's this?</i></p> <p>Sts: <i>Heart.</i></p> <p>T: <i>No.</i></p> <p>Sts: <i>Square</i></p> <p>T: <i>Yes. What's this?</i></p> <p>Sts: <i>Triangle.</i></p> <p>T: <i>What's this?</i></p> <p>Sts: <i>Circle.</i></p> <p>T: <i>Very good. Faltam aqui...</i></p> <p>Afonso: a Lara não está a dizer.</p> <p>T: Pois, a Lara chegou agora e, pelos vistos «vem com a telha»; e por isso vamos deixar estar a Lara sossegada no cantinho dela. A Lara quando quiser participar na aula, participa, está bem? A Lara não gosta que ralhem com ela, eu também não gosto de ralhar com os meninos. Por isso a Lara vai falar quando estiver com vontade e quando lhe apetecer e quando estiver um bocadinho mais calma. Eu já sei que ela vem nervosa do refeitório. Está bem? Então, vá!</p> <p>T: Como a Juliana disse e muito bem, nós aprendemos duas formas que não estão aqui, que foram o <i>heart</i> e a?</p> <p>Juliana: <i>Star!</i></p> <p>T: e a <i>star</i>. Muito bem!</p>	
0:02:32		

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
0:02:35	<p>T: e a <i>star</i>. Muito bem!</p> <p>T: Estás a ver? Afinal, tu lembras-te, very good!</p> <p>T: Hoje a Prof.^a trouxe uma actividade que é um bocadinho diferente. Estão a ver, não estraguei nada, pus tudo no sítio (<i>T puts drawing of the mathematical shapes on board again and captures sts 'attention to it – once T was messing in their Early Years' teacher and, in sts' view, T had no such a right</i>)</p> <p>T: um bocadinho diferente – vocês já vão ver qual é.</p> <p>T: Eu vou fazer...cada um vai ordenar...vamos fazer uma actividade, vamos reservar esta parte para um joguinho que depois vamos fazer, e vamos fazer aqui uma actividade, está bem?</p> <p>T: Uma actividade um bocadinho diferente.</p> <p>Afonso: eu já sei o que é.</p> <p>T: Então não digas, está bem?</p> <p>Juliana: Não, assim não. Ooooooh!</p> <p>T: Tu não sabes o que é que eu vou fazer!</p> <p>Juliana: Assim fica muito mais mini.</p> <p>T: Pois, e é para ficar mini, mesmo.</p> <p>St: Ooooooh!</p> <p>T: Vocês não sabem o que é que eu vou fazer!</p> <p>Juliana: Oooooooh!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
<p>0:04:09</p>	<p>(bird sings)</p> <p>T: ó pássaro!</p> <p>Juliana: o pássaro não tem culpa.</p> <p>T: Pois não, é verdade; tens razão; eu não estava a mandar vir com ele. Eu até gosto muito de animais, sabes?</p> <p>Afonso: o meu pai já não me dá mais passarinhos.</p> <p>T: Não ? Oh, que pena.</p> <p>Afonso: os passarinhos que eu tinha morreram.</p> <p>T: Hum! Hum! Isso é mesmo //</p> <p>Afonso: e eu não sei porquê, já não me lembro porquê.</p> <p>Bea: Porque os passarinhos quando estão muito velhinhos morrem.</p>	
<p>0:04:46</p>	<p>Lara: e nós também vamos morrer. Nascem...</p> <p>Juliana: os passarinhos é como nós: nascem, nascem, crescem e morrem. Quando estão velhotes, morrem.</p> <p>T: Ora então, dividimos os quatro que estão aqui, dividimos em quatro.</p> <p>Juliana: Não vale ver Afonso.</p> <p>T: Não, ainda não mandei virar. Vocês também vão ter, mais vão ter mais difíceis...</p> <p>Lara: eu já virei, ah, ah!</p> <p>T: Marota!</p> <p>T: Estão-me a sobrar, porque faltam meninos, estão a ver? Falta o Caló, faltam meninos; os meninos estão todos doentes.</p> <p>T: Ora bom, então agora // eu vou distribuir peça a peça: uma, duas, não juntes senão é mais difícil; atenta à mesma <i>shape</i>, senão depois é mais confuso. Eu vou por num montinho, que pertence à mesma <i>shape</i>. Agora...</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
<p>0:06:50</p>	<p>T: Portanto, para ti e para ti. É a tua vez de jogar não é Bea? T: ò Pedro, quantas tiveste?</p> <p>Lara: está confuso...</p> <p>T: se não tivesses mexido nas coisas, não estava confuso.</p> <p>T: Então?!</p> <p>Afonso: isto é para nós montarmos.</p> <p>T: Então agora vamos ver quem é que consegue primeiro acabar de construir uma forma. Vamos lá, podem começar.</p> <p>Lara: Não dá. Estão todos ao contrário.</p> <p>T: Não Lara, é para juntar. Já está, vês?</p> <p>T: Está bem assim. As pequeninas são mais difíceis, mas não faz mal. Olha o Pedro também já conseguiu!</p> <p>T: Olha, então agora //</p> <p>T: Olha Lara, sabes do que é, é de estar coratdo; não estamos a por fita-cola.</p> <p>T: Lara tu já descobriste duas <i>shapes</i>, diz-me que <i>shapes</i> encontraste.</p>	
<p>0:08:54</p>	<p>Lara: oooo quadrado.</p> <p>T: e como se diz quadrado em Inglês?</p> <p>Lara: _____</p> <p>Bea: <i>Teacher</i>, está mal!</p> <p>T: e se tentares virar do outro lado?</p> <p>Bea: <i>teacher</i>, não consigo...porque não tem...a outra parte...do meio.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
0:09:21	<p>Peers: olha eu sei como é que é.</p> <p>Lara: e este é um bocado difícil, e este não sei como é. Não sei como é que funciona com o outro.</p> <p>T: Mas as imagens têm que estar aí, porque, porque ah! Tenho aqui mais partes do heart se for preciso.</p> <p>Bea: a mim falta-me outra parte do <i>circle</i>.</p> <p>T: olha, ele já tem o <i>heart</i> dele, vêem? Olha, já está!</p> <p>Afonso: só falta este, que não encaixa.</p> <p>T: Não encaixa porque não é a imagem certa Afonso.</p> <p>Juliana: ó <i>teacher</i>, eu não consigo.</p> <p>Sts: complaining about the difficulty of the task.</p> <p>T: Olha, vamos ter calma que eu já vou ajudar.</p> <p>T: olha, Lara como foi cortado em muitos bocadinhos, é natural que não tenhas as partes todas. Vê lá se mais esta parte e esta já dá.</p>	
0:10:19	<p>Lara: esta não dá.</p> <p>T: Não, não é assim.</p> <p>T: também</p> <p>Bea: ... e uma estrela para montar.</p> <p>Afonso (tries to help): olha para a minha estrela.</p> <p>T: Também te falta a star? Vê se esta dá.</p> <p>Pedro: falta-me a bola (<i>St refers to the circle</i>).</p> <p>T: Eu tenho aqui muitas bolas.</p> <p>Lara (with great enthusiasm): Eh! ‘tá a <i>star</i>!</p> <p>T: Eu tenho aqui as bolas.</p> <p>Lara: Dá cá, deve ser esta!</p> <p>T: Vês?!</p>	
0:11:25	<p>Sts: oh...não há pares.</p> <p>T: já todos vocês fizeram o <i>heart</i>?</p> <p>Lara: eu já!</p>	
0:12:08	<p>Bea: eu não...</p> <p>T: olha, tenho aqui mais partes do <i>heart</i>, vê lá</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics - shapes: lesson 3.

Time	Lesson transcription	Observations
0:12:47	<p>T: ainda não tinham estes? Vá lá, vocês conseguem organizá-los.</p> <p>Afonso: Já consegui fazer todos!</p> <p>(Sts sing a Portuguese song).</p> <p>T: ó Lara, está tudo?</p> <p>T: Ó bea se tivesses um bocadinho de calma era muito melhor para ti; estar assim a ficar nervosa não ajuda nada. Eu sei que tens mais bocadinhos, mas também era para não ser tão fácil.</p> <p>T: olha, também vou fazer uma forma, eu.</p> <p>Juliana: mas eu não te deixo.</p> <p>T: Wow! Eu sei como se faz!</p> <p>Juliana: Mas eu não te deixo.</p> <p>T: Já está! Viste? Olha, a forma que eu descobri foi o <i>square</i>.</p> <p>T: Bea, olha tens aqui outros muito mais complicados, como é que não consegues fazer esse?</p> <p>T: olha, temos aqui um aparte, temos aqui outra, olha o fundo do <i>heart</i>, vê? Agora só falta a parte de cima. Olha, bea, o teu heart.</p> <p>Peers: <i>clap their hands in support because their colleague finishes a difficult puzzle, even with the help of the teacher.</i></p> <p>T: A Bea acabou, muito bem! Olha a Lara, tens as formas dela muito bem organizadas, Lara, Muito bem!</p> <p>Lara: olha, estas são as coisas mais giras que já fizemos!</p> <p>T: É Lara? Que bom! Então, Lara já que são as coisas mais giras, és capaz de as dizer em Inglês, como é que elas se chamam?</p> <p>Lara: a estrela é <i>heart</i>.</p> <p>T: a estrela é...<i>star</i>.</p> <p>T: e o coração?</p> <p>Lara: <i>Heart</i>.</p> <p>T: o coração?</p> <p>Lara: <i>Heart</i>.</p>	

Preschool curriculum theme:

Social Study:Transport



TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - **transport:** lesson 1.

Time		
0:00:33	<p>T: Então, o que é que nós dizemos, o que é que nós aprendemos na última aula, afinal? Vamos lá...o que é que nós aprendemos na última aula? Vocês sabem!</p> <p>Juliana: os, os des...</p> <p>T: os desenhos?</p> <p>Juliana: os transportes.</p> <p>T: Muito bem. E ainda se lembram de como se diz transportes em Inglês?</p> <p>Lara: Não.</p> <p>T: <i>Trans-</i></p> <p>Lara: <i>por-</i></p> <p>T: <i>ta-tion.</i></p> <p>Sts/ Teacher: <i>Transportation.</i></p> <p>T: <i>Good.</i> E agora, alguém me sabe dizer um dos <i>transportation</i> que nós aprendemos?</p> <p>Lara/Juliana: <i>Car, car.</i></p> <p>T: <i>Car.</i></p> <p>T: O que é um <i>car</i>?</p> <p>Sts (all together): um carro!!</p> <p>T: Good. <i>Bus</i>?</p> <p>Sts(all together): autocarro, autocarro!!</p> <p>T: É um autocarro – <i>bus.</i></p> <p>T: E o que é um train?</p> <p>Sts: É uummm comboio; é um comboio</p> <p>T: olha, ó ???, tudo bem? Olha, sit down!</p> <p>T: olha, estás bom? Estás bom ou não; foi fixe o Benfica ganhar?/ / Eu não tenho clube, só sou da selecção quando joga.</p> <p>T: olha, Afonso, tu na última aula faltaste, porquê?</p> <p>Afonso (shrinks his shoulders).</p> <p>T: Não sabes? Estiveste doente?</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time		Observations
0:00:03	<p>T: Então a primeira pergunta que eu quero fazer é: o que é que estivemos a aprender na última aula?</p>	
0:00:33	<p>St: Os <i>transportation</i>.</p>	
	<p>T: O que são <i>transportation</i>?</p>	
	<p>Juliana: São os carros,...</p>	
	<p>T: São os trans...?</p>	
	<p>Sts: ...portes.</p>	
	<p>Juliana: Transportes!</p>	
	<p>T: <i>Good, very good!</i> //</p>	
0:01:10	<p>T: Bom, vamos começar, está bem? Eu tenho aqui uma fichinha //</p>	
	<p>Juliana: É parecido a uma...só que as letras. Ó <i>teacher</i>, é parecido.</p>	
	<p>T: Olha eu tenho a dizer que há meninos aqui que estão a trabalhar muito bem, e isso é muito bom. //</p>	
	<p>T: Olha, podemos começar a aula a sério? Acabou a risota?</p>	
	<p>T: Sabem o que é que o <i>Garfield</i> nos está a dizer?</p>	
0:02:28	<p>T: Ele está a dizer-nos assim: 'eu consigo lembrar-me como se diz avião, diz-se <i>plane</i>.</p>	
	<p>T: Mas já não consigo lembrar-me dos outros. Será que tu me podes ajudar?</p>	
0:02:33	<p>T: Então, como é que nós dizemos autocarro?</p>	
	<p>Sts (all together): <i>Bus!</i></p>	
	<p>T: <i>Bus! Very good.</i></p>	
	<p>T: E avião? Acabei de dizer!</p>	
	<p>St: ????</p>	
	<p>T: <i>Plane! Plane!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Transcrição integral da aula	
0:02:47	Sts: <i>Plane!</i>	
0:02:50	T: E comboio? Sts (all together): <i>Train!</i>	
0:02:52	T: <i>Very good!</i> E carro? Sts (all together): <i>Car!</i>	
0:02:56	T: <i>What's this?</i> St: <i>Pla...</i> ; Não! <i>Bus!</i>	
0:03:06	T: <i>What's this?</i> Caló: <i>plane.</i> Lara: <i>Plane</i> não. <i>Train!</i>	
0:03:09	T: <i>What's this?</i> Sts: <i>Car!</i>	
0:03:11	T: <i>What's this?</i> Sts: <i>Plane.</i>	
0:03:17	T: <i>Good!</i> Como é que eu digo transportes em Inglês? Sts/ T: <i>Trans-por-tat-tion.</i>	
0:03:25	T: <i>Very good. Okay.</i> T: Então agora eu vou perguntar um a um. T: <i>Miss Lara, what's this?</i> Lara: Humm...<i>plane.</i>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Lesson transcription	Observations
0:03:34	<p>T: Eu disse que ía perguntar um a um. Isso significa que cada um vai ter que me dizer o nome dos transportes, está bem, Juliana? Agradeço que não ajudem uns aos outros. Se eu pedir ajuda, então, sim. Agora estou só a falar com a Lara.</p>	
0:03:50	<p>T: <i>Lara, what's this?</i> Lara: (silence)</p> <p>T: também tens na tua ficha.</p>	
0:03:57	<p>Lara: <i>Bus.</i> T: Estava a custar. Tu sabes isto, já!</p>	
0:04:10	<p>T: olha, <i>what's this?</i> Lara: <i>car.</i> // T: <i>what's this?</i> Lara: <i>plane.</i></p>	
0:04:25	<p>T: <i>what's this?</i> Lara: <i>train.</i></p>	
0:04:28	<p>T: <i>Nice!</i> Como é que eu digo transportes em Inglês? Lara: <i>Transportation!</i></p> <p>T: <i>Very good,</i> Lara! Tu estás..., estás fabulosa! Cada vez melhor. Muito bem! Estou muito contente contigo!</p> <p>T: Vamos passar agora à Juliana. <i>What's this?</i></p>	
0:04:46	<p>Juliana: (silence)</p> <p>T: Tu sabes!</p> <p>Juliana: <i>Bus.</i></p>	
0:04:48	<p>T: <i>what's this?</i> Juliana: <i>Plane.</i></p> <p>T: <i>Nice. What's this?</i> Juliana: <i>Car.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Transcrição integral da aula	
0:04:51	<p>T: Nice. What's this? Juliana: Train.</p> <p>T: Nice. Como dizemos transportes?</p>	
0:04:56	<p>Juliana: Transportation.</p> <p>T: Very good!!</p>	
0:04:49	<p>T: Beatriz!</p> <p>Beatriz: ihhhh, eu nem sei! T: I; A, E; I O; U!</p> <p>T: What's this?</p> <p>Beatriz: preciso de ajuda... T: Ouviste os outros meninos agora. B...?</p>	
0:05:15	<p>Beatriz: Bus.</p> <p>T: Isso, <i>very good!</i> T: What's this?</p>	
0:05:16	<p>Beatriz: Car.</p> <p>T: Car. Nice!</p>	
0:05:21	<p>T: What's this? Beatriz: Plane.</p> <p>T: estás a ver? Só falta um!</p>	
0:05:26	<p>Beatriz/ Teacher: Train.</p> <p>T: Como dizemos transportes? Como dizemos transportes?</p>	
0:05:35	<p>T/ Beatriz: Trans-<i>por-ta-tion</i>.</p>	
0:05:42	<p>Juliana : Eu vou ajudar a Bea : Transportation.</p> <p>T: Ó Bea, tens tu que dizer sozinha</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Transcrição integral da aula	
0:05:42	<p>T: <i>Trans...?</i></p> <p>Beatriz: <i>Trans...</i></p> <p>T: Tens que dizer mesmo- ...<i>por...</i></p> <p>Bea: <i>por...</i></p> <p>T: <i>ta...tion</i></p> <p>Bea: <i>ta...tion.</i></p> <p>T: Agora tudo junto: <i>transportation!</i></p>	
0:05:54	<p>Beatriz: <i>Transportation.</i></p> <p>T: Good!</p> <p>T: Afonso!</p>	
0:06:10	<p>St: <i>Teacher, só uma dúvida – por que letra começa a primeira palavra?</i></p> <p>T: Qual? O bus? Por que letra começa Bus? B.</p>	
0:06:13	<p>Afonso: B de Brísida! de Brísida! de Brísida!</p> <p>T: quem é que é Brísida na tua família?</p> <p>Afonso: A minha mãe! //</p> <p>T: Podemos continuar agora? Agora íamos passar precisamente ao Afonso.</p>	
0:06:50	<p>T: Afonso, <i>what's this?</i></p> <p>Afonso: <i>Car.</i></p> <p>T: Não. Bus!</p> <p>T: É o que dá a brincadeira. Ele brinca e depois não sabe. Bus!</p>	
0:07:00	<p>Afonso: (makes strange noises).</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Lesson transcription	Observations
0:07:59	<p>T: Não vais dizer Afonso? Vais repetir comigo, se faz favor: bus! Afonso!</p> <p>T: Afonso, os outros meninos também aprenderam a repetir. Bus!</p> <p>T: Olha, isso adianta-te alguma coisa?</p> <p>Afonso: Não quero dizer nada.</p> <p>T: Não queres dizer nada? Então não digas.</p> <p>Peers: depois tu não aprendes.</p> <p>T: olha, Afonso, isto é uma aula, é para aprender, não é para brincar. Há meninos que entraram há menos tempo que tu e já aprenderam os transportes. Tu não sabes porque o teu mal é a preguiça.</p> <p>Afonso <i>distracts colleagues and they complain about him.</i></p> <p>T: Olhem, eu não quero saber do que ele está a fazer. Ouviste Lara? Eu não quero saber do que ele está a fazer. Pronto. Vamos continuar então, está bem?</p>	
0:08:18	<p>T: Mariana?</p> <p>Mariana: <i>Train.</i></p> <p>T: <i>Very good.</i></p>	
0:08:24	<p>T: <i>What's this?</i></p> <p>Mariana: <i>Car.</i></p> <p>T: <i>Car.</i></p> <p>T: <i>What's this?</i></p> <p>Mariana: <i>Plane.</i></p> <p>T: Como dizemos transportes Mariana?</p> <p>T/Mariana: <i>Trans-por-ta-tion.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Transcrição integral da aula	
0:08:35	<p>T: <i>Good!</i></p> <p>T: Maggie, pára de mexer na ficha. T: <i>What's this</i>, Maggie?</p> <p>Maggie: (silence).</p>	
0:08:41	<p>T: Tu sabes! É um <i>B...</i> ?</p> <p>Maggie: <i>Bus</i>.</p> <p>T: <i>Bus</i>. Tu vais cair, Maggie!</p> <p>T: <i>Bus</i>.</p>	
0:08:57	<p>T: <i>What's this?</i> Maggie: <i>Train</i>.</p> <p>T: Good. <i>What's this?</i> Maggie: <i>Car</i>.</p> <p>T: <i>What's this?</i> Maggie: <i>Plane</i>.</p> <p>T: <i>Very good!</i> E agora, como dizemos transportes?</p> <p>Maggie: <i>Transportation!</i></p>	
0:09:06	<p>T: <i>Good!</i> Muito bem, Maggie! Estás a ver? Estás de parabéns! Estás a ver? Custou-te tanto dizer os <i>transportation</i> /</p> <p>Afonso: porque ela faz anos.</p> <p>T: Eu não falo contigo, está bem? Não falo com meninos que são maus para mim. Ouviste? Os parabéns não são só quando as pessoas fazem anos; dão-se quando as pessoas fazem uma coisa bem feita. Foi o que a Maggie acabou de fazer, porque no início lhe custava muito dizer estas palavras, e agora já diz muito bem, porque tentou sempre.</p>	
0:09:45	<p>T: Caló, vamos lá: como dizemos autocarro em Inglês? Caló: <i>Bus</i>.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Lesson transcription	Observations
0:09:45	<p>Caló: <i>Bus.</i></p> <p>T: Muito bem!</p> <p>T: Avião?</p> <p>Caló: ‘pane’</p> <p>T: <i>Plane. Plane. Plane.</i> Diz lá.</p>	
0:09:51	<p>Caló: <i>Plane!</i></p> <p>T: Isso.</p> <p>T: E agora, carro?</p>	
0 :10 :03	<p>Caló: <i>Car.</i></p> <p>T: E agora, comboio?</p> <p>Caló: (silence)</p> <p>T: <i>Train.</i></p> <p>Caló: <i>Train</i></p> <p>T: Isso. <i>Very good.</i></p> <p>T: E agora como dizemos transportes?</p> <p>Caló: (silence)</p>	
0:10:23	<p>T: Vamos dizer os dois devagar/ Caló/T: <i>Trans-por-ta-tion.</i></p> <p>T: Bom, esta era a primeira actividade. Esta é a segunda. Estão a ver aqui este <i>clown</i>, este palhaço? Ou esta clown, esta senhora simpática? Ela veio dizer-nos para nós desenharmos o nosso <i>transportation</i> preferido, está bem?</p>	
0:10:47	<p>T: Mas agora é assim: vão pintar menos e vão desenhar com mais cuidado.</p> <p>Bea: Eu não fiz essa!</p> <p>T: Porque tu não vieste, Beatriz.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time	Lesson transcription	Observations
0:10:56	<p>T: Ouviram todos o que eu disse? É só desenhar uma coisa pequenina, rapidamente porque ainda há outra parte da ficha para fazer, está bem? Que é esta. Temos muito para fazer hoje.</p> <p>Lara: Mas nós já fizemos isso!</p> <p>T: Nós já fizemos o quê, Lara?</p> <p>Juliana: E não!</p> <p>T: E como se diz isto em Inglês?</p> <p>Margarida: <i>Pencil.</i></p> <p>T: Isso! Boa! <i>Very good!</i></p>	
0:11:22	<p>T: Juliana?</p> <p>Juliana: <i>pencil.</i></p>	
0:11:54	<p>T: Ouçam: agora eu vou perguntar a cada um qual é o <i>transportation</i> que vão desenhar, e vão dizer em Inglês. //</p> <p>Afonso: ???</p> <p>T: Mas agora não quero dizer-te. Também faço birras eu; olha, também tenho direito, não és só tu!</p> <p>Afonso: Mas eu tenho de há bocado.</p>	
0:12:26	<p>T: Não tens, não que eu tirei-te o <i>pencil</i>. Isto aqui na aula não és tu que dizes, sou eu!</p> <p>Afonso: ???</p> <p>T: mas eu estou a dizer-te que não podes. Bom , não vale a pena. Já entendi que hoje estás de birra, não vale a pena.</p>	
0:12:41	<p>T: já decidiste o <i>transportation</i> que vais desenhar Mariana?</p> <p>Mariana: waves her head in negative form.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time		
0:13:14	<p>T: Não? T: E tu, Bea?</p> <p>Bea: Eu já! //</p> <p>T: Olha, a Maggie já desenhou o dela. Qual é Maggie? É um...?</p> <p>Maggie: <i>bus!</i></p> <p>T: E o teu?</p> <p>St: É um <i>car</i>.</p> <p>T: E o teu, Caló?</p> <p>Caló: eu não sei desenhar muito bem.</p> <p>T: Ah! É um plane! Então, diz lá: eu vou desenhar um <i>plane</i></p> <p>Caló: eu vou desenhar um <i>plane</i>.</p>	
0:13:23	<p>T: Isso! Muito bem! Continua então. // T: E tu?</p> <p>St : Um avião.</p> <p>T: E em Inglês, como se diz?</p>	
0:13:29	<p>St: <i>Plane</i>. //</p> <p>T: Desenhar aí uma coisa bonita, porque depois se ficarem bonitos, eu vou pô-los ali, ali, para depois os pais virem cá ver os vossos trabalhos.</p>	
0:14:12	<p>St: Ai! Ai! Ai!</p> <p>T: Pois é! Por isso, trabalhem devagarinho.</p> <p>T: faltam-lhe as asas. Isso está um avião um bocado para o esquisito, ó Caló.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time		Observations
0:14:26	<i>Sts work in silence for a few minutes, concentrating on their job.</i>	
0:14:58	T: Então, agora é assim: cada um dos meninos ou das meninas que acabou, vai poder colorir o seu transportation preferido.	
0:15:24	T: Calma. Calma. E pela mesma ordem que terminaram, é assim que eu vou dar a cor. //	
	T: Qual é a cor que tu querres, Maggie?	
	Maggie: (silence)	
	T: diz em Português	
	Maggie: vermelho.	
	T: <i>red.</i>	
	Maggie: <i>red.</i>	
0:16:16	T: E tu, Juliana?	
	Juliana: <i>Orange</i>	
0:16:22	T: Muito bem.	
	T: Lara? // Já aprendeste esta cor (cinzento) em Português?	
	Lara: Já.	
	T: Olha, diz-se <i>grey</i>	
	Lara: <i>Grey.</i>	
0:16:47	T: É uma coisa gira de a gente dizer: <i>grey!</i>	
	T: Bea, pede uma cor.	
	Bea: azul clarinho.	
	T: Blue.	
	Bea: Blue	
0:17:02		

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time		
0:17:27	<p>//</p> <p>St: Verde.</p> <p>T: <i>Green.</i></p> <p>St: <i>Green.</i></p> <p>Afonso: o amarelo.</p> <p>T: <i>Yellow, please.</i></p>	
0:17:49	<p>Afonso: <i>Yellow, please.</i></p> <p>T: O Caló ainda não pediu.</p> <p>T: Caló, que cor queres para pintar o teu <i>plane</i>?</p> <p>Caló: vermelho.</p> <p>T: Boa tarde! Oh! Já? (<i>One parent comes to pick up his daughter before the end of the class</i>)</p> <p>Parent: Estava a trabalhar muito?</p>	
0:18:06	<p>T: Estava. Faltava outra metade, mas pronto. Ela tem a capinha dela em casa?</p> <p>Maggie: Não.</p> <p>T: Ah! Fui eu que guardei, não fui? //</p>	
0:18:56	<p>Afonso: <i>Red, please. Red please!</i></p> <p>Lara: Preciso do laranja.</p> <p>T: Tu sabes dizer essa cor em Inglês e muito bem!</p> <p>T: <i>Orange.</i></p>	
0:19:03	<p>Lara: <i>Orange.</i></p> <p>T: Ah! Isso é batota! <i>Green.</i></p> <p>St: <i>Green.</i></p> <p>St: Yellow, please.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 2.

Time		
0:19:37	<p>St: E esta?</p> <p>T: <i>Blue, please!</i></p> <p>St: <i>Blue, please!</i></p> <p>T: Diz Mariana!</p> <p>Mariana: E onde é que vamos escrever o nome?</p> <p>T: Aqui.</p>	
0:19:56	<p>T: E tu, Caló, aqu vais pedir: <i>'pink, please'</i>.</p> <p>Caló: <i>Pink, please.</i></p>	
0:20:08	<p>Afonso: <i>green, please</i></p> <p>Beatriz: <i>ó teacher</i>, como é que se diz azul clarinho?</p> <p>T: <i>Blue. //</i></p> <p>T: Olhem, todos ao mesmo tempo, não!</p>	
0:20:53	<p>Afonso: quero verde!</p> <p>T: Ó Afonso, espera aí um bocadinho, a Maggie tem que ir embora. Já deste conta, não já?</p> <p>T: E vocês podem ficar mais um bocadinho. Por isso, deixa-a acabar. Tens que ter paciência. Ela já está quase a acabar. //</p> <p>T: Então, tens que dizer em Inglês. Já sabes dizer em Inglês.</p> <p>St: <i>Green, please.</i></p>	
0:21:12	<p>Beatriz: Ó Afonso, depois dás-me o <i>green</i>?</p> <p>// <i>Sts get disturbed when a peers leaves the classroom, and start shouting 'teacher, teacher, showing themselves off'</i></p> <p>Parent: Até amanhã. Sts: Até amanhã. Adeus.</p>	
0:22:18	<p>T: Goodbye.</p> <p>Parent: Goodbye. Sts: Goodbye</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time		
0:00:12	<p>T: Que <i>transportation</i> e que nós aprendemos, afinal?</p> <p>St: O <i>plane</i>, o <i>car</i>, mas olha havia uma ficha que não ‘tava lá o <i>car</i>.</p> <p>St: havia uma ficha que não ‘tava lá o <i>car</i>.</p> <p>T: Hum! Então vamos fazer um jogo. Como foste tu ???, és tu que vais fazer.</p> <p>Lara: ????</p> <p>T: Olha, Lara ouve. Tens que aprender uma coisa muito importante, estás a ouvir? Que é ouvir. Ouvir, está bem? Ouvir. Olha, olha, ouve, tu não vais escrever aqui.</p> <p>T: Vamos fazer um exercício para ver se vocês já sabem os transportes, está bem, Lara? Não é para escrever. Só te vou emprestar esta para tu teres para onde olhar, certo?</p>	
0:00:55	<p>T: Então vamos fazer assim: vocês lembram-se do que quer dizer ‘<i>point to</i>’?</p> <p>St: <i>Point to, point to</i>, que é para apontar para o sítio.</p> <p>T: Exactamente. Para apontar para o sítio que eu estou a pedir. Então <i>Listen carefully</i>, que quer dizer ‘ouçam com muita atenção’</p>	
0:01:11	<p>T: <i>Point to the car, please.</i></p> <p>Sts: Já ‘tá.</p> <p>T: Oh! <i>Very good.</i></p>	
0:01:16	<p>T: <i>Point to the bus, please.</i></p> <p>Sts: Já ‘tá. <i>Bus</i>, eu sei! Eu sei! Eu sei! //</p>	
0:01:32	<p>T: <i>Point to the plane, please.</i> (Learners perform the task correctly).</p> <p>T: <i>Nice.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time		
0:01:46	<p>T: <i>And now</i>, isso não é um <i>plane</i>, Beatriz. T: O que é um <i>plane</i>, Lara? (Sts points to correct picture). T: <i>Nice</i>. T: <i>Point to the train, please</i>. Lara: <i>screams because there was a fly bothering her in the classroom. Peers laugh.</i> T: Ó Lara, é só uma mosca. //</p>	
0:02:20	<p>T: Bom, vamos continuar a aula, nós? E agora, Juliana, também existem por aí <i>shapes</i>. Juliana: Sim. T: Verdade? E então, será que ainda te lembras das <i>shapes</i>? T: <i>Point to the star, please</i>. Juliana: <i>Star</i>. T: O que é uma <i>star</i>? Juliana: É uma estrela. T: <i>Good!</i> E agora vou-te pedir assim: <i>point to the circle, please</i>. <i>(Sts points/ identifies correctly)</i> T: <i>Nice. Point to the heart, please!</i> Lara: <i>Heart!</i> Ah! Já sei. // T: <i>Now</i>, atenção que esta agora vai ser uma ratoeira; não sei quem é que está com atenção: <i>Point to the cat</i>.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time	Transcrição integral da aula	
0:03:35	<p>Juliana: <i>Cat</i>. O que é que é <i>cat</i>? Cat! Cheers with joy! (points to Garlfied)</p> <p>T: AH! Mas tu estás com atenção; eles estão a brincar. E o que é que o Garfield é? E o que é que o Garfield é? Não sabes que animal é?</p>	
0:05:29	<p>Juliana: É um gato.</p> <p>T: É um gato, Então, gato em Inglês diz-se cat. //</p> <p>T: Pois agora toda a gente vai, toda a gente – quem fez e quem não fez (ela já fez), vai pedir colours para colorir. Olha , primeiro, aliás, vi muitas coisas pintadas sem eu pedir.</p> <p>T: E depois, olha a Lara está aqui a pintar uma série de caminhos – eu não quero isto.</p>	
0:06:20	<p>T: Por isso vamos começar. Olha eu vou deixar //.</p> <p>T: Eu estou à espera que me peçam colours.</p> <p>Juliana: Preto, pretos.</p> <p>T: <i>Sit down</i>. Olhem , eu parece-me que há aqui meninos(as) // (<i>the fly is back again</i>)</p>	
0:07:15	<p>Juliana: ó Maggie, não e para pintar. A pro.^a disse que não er apara pintar</p> <p>St: Eu deixei a capa em casa.</p> <p>T: Ah! Então, o que é que tu vais fazer na aula? Margarida, vamos fazer a segunda parte da ficha, está bem? Aquela que tu não fizeste.</p> <p>T: Olha, Joana Inês, eu tenho aqui a tua capa, mas não tenho aqui a tua ficha. Joana: Eu esqueci-me da minha capa. Não me lembrei que era dia de Inglês. //</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time		
	<p>Lara: olha, o Afonso tem uma <i>chiclet</i> na mão!</p>	
0:07:56	<p>T: Pois, mas não é para mastigar na aula. Então, guarda-a! Além de que não deviam vir de <i>chiclet</i> para a aula, não é? Mas pronto.</p>	Afonso
0:08:02	<p>Afonso: A nossa Professora deixa. //</p>	Clearly challenging Teacher's authority
	<p>(T: E tinham assim tanta fome depois do lanche para comer uma chupa? Agora vou ter que estar à espera que comam o chupa para fazermos a ficha.)</p>	English Teacher's rules appear to be different from his Kindergarten teacher, so he thinks he can do the same in the English lessons.
0:09:02	<p>T: Então, vamos lá Maggie: <i>green</i>.</p>	
	<p>Maggie: <i>green</i>. //</p>	
0:10:46	<p>St: <i>Blue, please</i>.</p>	
0:10:54	<p>Juliana: Quero o <i>green</i>.</p>	
	<p>Beatriz: quero azuk clarinho.</p>	
	<p>T: Então tem de ser <i>light blue</i>.</p>	
	<p>Beatriz: <i>Light blue</i>.</p>	
0:11:00	<p>Lara: Posso tirar o <i>pink</i>?</p>	
	<p>T: Podes. //</p>	
	<p>Afonso: queria o vermelho, se faz favor.</p>	
	<p>T: <i>red</i>.</p>	
	<p>Joana Inês: quero o amarelo.</p>	
0:11:45	<p>T: <i>Yellow, please</i>.</p> <p>Joana Inês: <i>Yellow, please</i>. //</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time		
0:12:30	<p>Juliana: Ahmmm? Roxo.</p> <p>T: <i>Purple, please.</i> Muito bem, Joaquina, estás a pintar muito bem.</p> <p>Beatriz: Quero o cor-de-laranja.</p> <p>Juliana: Queria o castanho.</p> <p>T: <i>Brown.</i></p>	
0:13:03	<p>Juliana: <i>Brown, please. //</i></p>	
0:14:26	<p>St: Quero vermelho.</p> <p>T: <i>red.</i></p> <p>Beatriz: olha, como se diz este?</p> <p>T: <i>black.</i></p>	
0:14:39	<p>Beatriz: <i>black.</i></p> <p>St: como se chama este?</p> <p>T: <i>Brown.</i></p>	
0:15:00	<p>St: o <i>brown.</i></p> <p>Beatriz: olha quero azul clarinho...<i>please.</i></p> <p>Lara: quero o cor-de-laranja.</p> <p>T: tu sabes como se diz cor-de-laranja.</p> <p>Beatriz: <i>pink, please!</i></p>	
0:15:22	<p>Lara: <i>orange.</i></p> <p>Beatriz: <i>Pink!</i></p> <p>T: quem pediu <i>orange?</i></p> <p>Juliana: a Lara.</p> <p>Beatriz: <i>pink, please!</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time		
0:15:32	<p>Lara: o castanho.</p> <p>T: <i>Brown</i></p> <p>Lara: <i>Brown</i>.</p> <p>Afonso: <i>purple!</i> Preciso de roxo.</p> <p>T: <i>purple</i>.</p> <p>St: Agora vou utilizar? O vermelho.</p> <p>T: Como se diz vermelho?</p> <p>St: Ah! Já aprendi, mas já me esqueci.</p> <p>T: Como se diz azul?</p> <p>St: <i>sit down!</i></p> <p>Peer: <i>sit down</i> é azul?</p> <p>T: Não, ela estava a chamar a atenção do colega. Tu sabes como se diz azul, não sabes?</p>	
0:16:09	<p>St: não me lembro...</p> <p>T: <i>Blue</i>.</p> <p>Beatriz: <i>blue, please</i>.</p> <p>St: <i>Pink, please</i>.</p> <p>Afonso: Este aqui.</p>	
0:16:15	<p>T: <i>green</i>.</p> <p>//</p> <p>Joana Inês: o azul.</p> <p>T: <i>Blue</i>.</p> <p>Joana Inês: <i>blue</i>.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time		
0:16:49	Afonso: <i>blue</i> do Porto.	
0:16:57	St: <i>Purple, please.</i>	
	T: Muito bem, tu não te esqueces, aprendes rápido!	
	St: Muito obrigado!	
0:17:08	Joana Inês: <i>Teacher, blue, please.</i>	
	T: Só tenho o escuro, pode ser?	
	Joana Inês: Pode. //	
	Afonso: Olha o carro! Olha o carro!	
	T: <i>very nice!</i>	
0:17:38	St: preciso de amarelo.	
	St2: vermelho. Preciso de vermelho, vermelho.	
0:17:48	Beatriz: <i>ó teacher, teacher, / /???</i>	
	Juliana: Quero vermelho.	
	T: <i>Red.</i>	
	Lara: Quero roxo!	
	T: <i>purple.</i>	
	Joana Inês: <i>purple.</i>	
0:17:57	Lara?: <i>Pink, please, pink, please, pink, please.</i>	
0:18:29	Joana Inês: Já está <i>teacher!</i> Já está <i>teacher. Teacher? Teacher,</i> já está!	
0:18:34	T: Ai que giro! Que bem! Olha, só te falta o <i>plane</i> , que é o avião!	

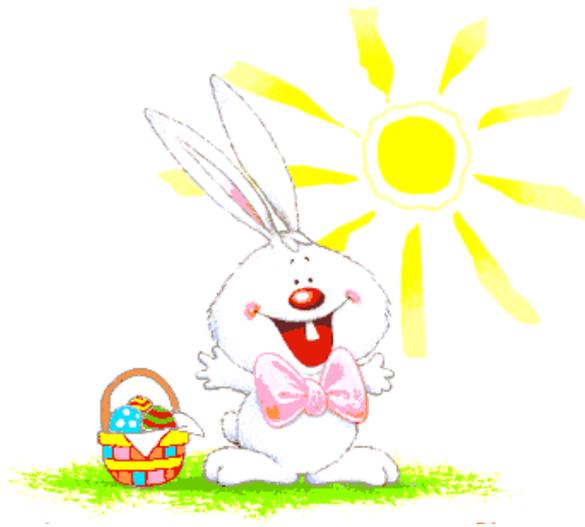
TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - transport: lesson 3.

Time	Transcrição integral da aula	
0:18:54	<p>St: <i>Yellow!</i> // <i>Yellow please!</i></p> <p>Afonso: Preciso de branco.</p> <p>T: <i>White.</i></p> <p>Afonso: <i>White.</i></p>	
0:19:19	<p>Joana Inês: <i>teacher, teacher, blue, blue please.</i></p> <p>T: Ah! <i>Blue, please!</i></p> <p>Juliana: Preciso do <i>blue...please.</i> //</p> <p>St: Preciso do azul escuro.</p> <p>T: <i>dark blue.</i></p> <p>St: <i>dark blue.</i></p>	
0:19:40	<p>Beatriz: ó <i>teacher, yellow please, yellow please!</i></p>	
0:19:55	<p>Lara: Quero vermelho...<i>red.</i></p> <p>Beatriz: olha, ó <i>teacher</i>, posso pintar o caminho?</p> <p>Joana Inês: verde.</p> <p>T: <i>Green.</i></p>	
0:20:24	<p>Joana Inês: <i>Green, green.</i></p> <p>St: Eu queria <i>blue please.</i> //</p> <p>T: Olha Lara, isto é uma aula de Inglês.</p> <p>Peer: // ???</p>	
0:22:03	<p>T: Exactamente. Foi o que eu contei na história, não foi? Em que o Salvador salvava a <i>family.</i> //</p>	

Preschool curriculum theme:

Celebrations: Easter



TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Social Study - **Easter:** lesson 1.

Time	Transcrição integral da aula	
0:01:50	<p>//Teacher: So, tenho aqui algumas capinhas. Aluno A quando vem a tua capa?...</p> <p>T: E então a Prof.^a vai perguntar-vos assim: o que é que nós aprendemos na última aula?</p> <p>St: <i>Chocolate!</i></p> <p>T: Palavrinhas que tinham a ver com o quê? Com uma época muito especial...</p> <p>Juliana: Páscoa! Lara: <i>Chocolate! Chocolate!</i></p> <p>T: Páscoa! E como se diz Páscoa? Easter.</p> <p>Sts: <i>Easter.</i></p> <p>T: Nós aprendemos quatro palavrinhas: aprendemos Easter; aprendemos a dizer coelhinho da Páscoa. Como é que se diz coelhinho? Bunny!</p> <p>Sts: <i>Bunny!</i></p> <p>T: <i>Bunny!</i></p> <p>T: ...chocolate, que a Juliana estava sempre a dizer...?</p>	
0:01:58	<p>Sts: <i>Chocolate! Chocolate! Chocolate!</i></p> <p>T: Very good! Aprendemos também a dizer ovo de Páscoa. Quem se lembra?</p> <p>Sts: Não...</p> <p>T: Egg. Então eu vou pegar no trabalho da Juliana e vocês, olhem lá para aqui. Então, (<i>T points to corresponding picture</i>) basket. O que é uma basket? É uma cestinha onde o coelhinho da Páscoa traz os ovinhos. //???</p> <p>T: Agora tenho uam actividade que é ouve e repete; listen e repeat: basket /Sts: basket; T: egg/Sts: egg/ T que é um ovo; T: chocolate/ Sts: chocolate/ T...que toda a gente sabe o que é; T: bunny/ Sts: bunny/ T...que é um coelhinho fofinho</p> <p>Sts: Ooooohhhhh!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson 1.

Time		
0:03:43	<p>T: Então, vamos lá! Agora sem interromper, sem fazer perguntas, vão repetir com a <i>teacher: basket/Sts: basket; T: egg/</i></p>	
0:03:56	<p>Lara: olha o <i>basket!</i></p>	
0:04:08	<p>T: <i>chocolate/Sts: chocolate; T: bunny/ Sts: bunny.</i></p>	
0:04:11	<p>T: <i>Very good!</i> Então, agora eu vou perguntar para ver quem é que esteve com atenção. Vai ser difícil.</p>	
0:04:11	<p>T: <i>What's this?</i></p>	
0:04:24	<p>Sts: <i>Bunny.</i></p>	
	<p>T: Oh (meaning no, that's wrong)!</p>	
	<p>Sts: <i>Basket!</i></p>	
	<p>T: <i>Basket! Very good! What's this?</i></p>	
	<p>Sts: <i>(silence)</i></p>	
	<p>T: <i>egg!</i></p>	
	<p>St: <i>Egg, egg, egg!</i></p>	
	<p>T <i>(points to picture)</i></p>	
	<p>Sts: <i>Chocolate! Chocolate!</i></p>	
	<p>T: Não é preciso gritar!</p>	
	<p>T <i>(points to another picture)</i></p>	
	<p>Sts: <i>Bunny!</i></p>	
	<p>T: <i>Bunny.</i> Olhem, aprenderam muito bem, disseram com uma voz fofinha e tudo. //</p>	
	<p>T: Então, vamos rever (<i>T points, repeats words and Sts follow</i>): <i>basket, egg, chocolate, bunny.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter:
 lesson **1**.

Time		
0:05:08	<p>T: Então agora vamos fazer outro exercício, em que vocês dizem <i>yes</i> se for sim e <i>no</i> se for não.</p> <p>T (<i>points to picture and says</i>): Basket</p> <p>Sts: Sim. <i>Yes</i>.</p> <p>T: <i>Yes or no?</i></p>	
0:05:15	<p>Sts: <i>Yes!</i></p> <p>T (<i>points to picture and says</i>): bunny.</p> <p>Sts: <i>No!</i></p> <p>T: <i>No. Good.</i></p>	
0:05:25	<p>T (<i>points to picture and says</i>): chocolate</p> <p>Sts: <i>Yes!</i></p> <p>T: <i>Yes! Basket</i></p> <p>Sts: <i>No.</i></p> <p>T: <i>What's this?</i></p>	
0:05:33	<p>Sts: <i>Bunny!</i></p>	
0:05:34	<p>T: <i>Very good!</i> //</p>	
0:06:10	<p>T: Eu agora vou perguntar a cada um de vocês <i>what's this?</i> e vocês respondem. Juliana, <i>what's this?</i></p> <p>Lara: <i>basket.</i></p> <p>T: <i>what's this?</i></p> <p>Juliana: ...(silence)</p>	

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter:
 lesson 1.

Time		
0:06:24	<p>T: <i>E...?</i></p> <p>Juliana: <i>egg.</i></p> <p>T: <i>what's this?</i></p> <p>Juliana: <i>Chocolate!</i></p> <p>T: <i>what's this?</i></p> <p>Juliana: <i>bunny.</i></p>	
0:06:28	<p>T: <i>Nice. Margarida? What's this?</i></p> <p>Sts: <i>Ela é a Mariana.</i></p>	
0:07:08	<p>T: <i>Mariana, desculpa. //</i></p> <p>T: <i>Mariana, what's this?</i></p> <p>Mariana: <i>ahmmm...</i></p> <p>T: <i>B...? Basket!</i></p> <p>Mariana: <i>Basket.</i></p> <p>T: <i>Very good. What's this?</i></p> <p>Mariana: <i>egg.</i></p>	
0:07:20	<p>T: <i>Nice! What's this?</i></p> <p>Mariana: <i>Chocolate!</i></p> <p>T: <i>Ai que bem Mariana! Disseste muito bem. What's this?</i></p> <p>Mariana: <i>(silence)</i></p> <p>T helps: <i>b...? Bunny!</i></p> <p>Mariana: <i>Bunny.</i></p>	
0:07:35	<p>T: <i>Maggie, what's this?</i></p> <p>Maggie: <i>Basket.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson **1**.

Time		
0:07:38	<p>T: <i>Nice. What's this? E...?</i></p> <p>Maggie: <i>Egg.</i></p> <p>T: Bem, disseste bem. Que bom! <i>What's this?</i></p> <p>Maggie: <i>Chocolate!</i></p> <p>T: <i>Good! What's this?</i></p>	
0:07:49	<p>Maggie: <i>Bunny!</i></p>	
0:07:55	<p>T: <i>Bunny!</i> Agora é para ti Lara. <i>What's this?</i></p> <p>Lara: <i>Basket.</i></p> <p>T: <i>Yes! Basket.</i></p> <p>T: <i>What's this?</i></p> <p>Lara: <i>Egg.</i></p> <p>T: <i>What's this?</i></p>	
0:08:06	<p>Lara: <i>Chocolate.</i></p> <p>T: <i>What's this?</i></p> <p>Lara: <i>Bunny!</i></p>	
0:08:09	<p>T: <i>Bunny! Very good! Boa!</i></p>	
0:08:13	<p>T: Então vamos agora à aula de hoje, / /, que tem a ver com a Páscoa. Quem é que sabe como se diz Páscoa?! Quem sabe?</p> <p>Sts: Páscoa.</p>	
0:08:48	<p>T: Não, é <i>Easter!</i></p> <p>Sts: <i>Easter!</i> Ah! Em Inglês!</p> <p>T: / / ?? Eu vou ensinar-vos a dizer Páscoa Feliz! Quando vamos de férias desejamos 'Feliz Páscoa', ou então /</p> <p>Sts: <i>Boa viagem.</i></p> <p>T: Oo Boa Páscoa, não é? Ou Feliz Páscoa. / / Então, vamos aprender a dizer 'Feliz Páscoa' ou 'Páscoa Feliz', que se diz</p>	
0:09:03 0:09:18	<p>'Happy Easter'.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson 1.

Time		
0:09:23	<p>Sts: Easter! Ah! Em Inglês!</p> <p>T: // ?? Eu vou ensinar-vos a dizer Páscoa Feliz! Quando vamos de férias desejamos ‘Feliz Páscoa’, ou então /</p> <p>Sts: Boa viagem.</p> <p>T: Ou Boa Páscoa, não é? Ou Feliz Páscoa. // Então, vamos aprender a dizer ‘Feliz Páscoa’ ou ‘Páscoa Feliz’, que se diz ‘Happy Easter’.</p>	Learner strategy – self-evaluation
0:10:07	<p>Juliana/ Lara?: <i>Happy Easter!</i> Isso é Páscoa Feliz.</p> <p>T: Agora uma folhinha para cada um //</p>	
0:10:44	<p>T: <i>Listen to the teacher</i>, ouçam a Prof.^a. Vamos lá? Eu vou explicar</p> <p>Lara: Mas eu quero saber como é que se diz.</p> <p>T: o quê?</p> <p>Lara: Lara.</p> <p>T: <i>Lara. Lara. Lara.</i></p> <p>Lara: E Juliana?</p> <p>T: <i>Maybe Jules.</i></p> <p>Juliana: <i>Maybe Jules?</i></p> <p>Juliana: <i>Jules.</i></p>	
	<p>Juliana: <i>Jules.</i></p> <p>Margarida: E Margarida?</p> <p>T: <i>Maggie.</i></p> <p>Margarida: Hum! Hum! Maggie.</p> <p>T: <i>Okay. Now look.</i> Nesta ficha temos que descobrir a diferença entre um pintaíinho e um pato.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson **1**.

Time		
0:11:04	<p>T: Pato diz-se <i>duck</i>. // Pintaíno diz-se <i>chick</i>.</p>	
0:11:36	<p>Vocês sabem, além do coelhinho da Páscoa, do <i>Easter bunny</i>, também há o pintaíno da Páscoa, que vem dos ovinhos da Páscoa. Então, nós precisamos de saber qual deles é o pintaíno da Páscoa.</p>	
0:11:46	<p>Mas para isso vocês têm de aprender a dizer pintaíno. Eu já ensinei uma vez, mas acho que já ninguém se lembra: <i>chick!</i></p>	
0:11:46	<p>Sts: <i>Chick! Chick! Chick.</i> //</p>	Learner strategy: repetition.
0:12:09	<p>T: Agora temos aqui esta fila. Eu quero que vocês façam um <i>circle</i> à volta do <i>duck</i>. Qual destes três é o <i>duck</i>? O que é que vocês acham?</p>	
	<p>Juliana: Pato, pato, pato, pato, pato.</p>	
	<p>T: Muito bem, é o segundo Mariana, porque ele é maior.</p>	
	<p>T: Olha aqui. Exactamente. Como é que se diz pintaíno?</p>	
	<p>Sts: <i>Chick.</i></p>	
0:12:36	<p>Juliana: <i>Chick! Chick, chick, chick.</i></p>	
	<p>T: Vamos agora – <i>number two</i>. Eu peço outra vez - mas agora vou dizer tudo em Inglês. Isto agora é assim – vai aumentando a dificuldade. Eu peço assim: ‘<i>circle the duck, please</i>’.</p>	
0:12:49	<p>Juliana: o que é <i>duck</i>? o que é <i>duck</i>?</p>	
0:12:55	<p>T?: <i>Quack, quack.</i></p>	
	<p>Juliana: Pato?</p>	
	<p>T: Aqui Maggie, aqui.</p>	
0:13:05	<p>Juliana: Aonde, na segunda?</p>	
	<p>T: Hum! Hum!</p>	
	<p>St: <i>Duck?</i></p>	
	<p>T: Estou tão contente Mariana.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson 1.

Time		
0:13:15	<p>T: <i>Duck!</i> Diz Mariana!</p> <p>Mariana: <i>Duck!</i></p> <p>T: <i>Duck.</i> É muito mais giro dizer em Inglês.</p>	
0:13:21	<p>Sts: <i>Duck. Duck. Duck.</i></p>	
0:13:31	<p>T: // o que está a nascer do ovo é o pintaíno. Aqui é um patinho, certo?</p>	
0:13:47	<p>T: Ora repara Maggie como o pato é mais giro em Inglês: <i>duck.</i></p> <p>Maggie: <i>Duck.</i></p> <p>T: E agora vou dizer em Português: pato.</p> <p>Sts: Pato.</p>	
0:13:55	<p>Maggie/ Mariana: <i>Duck! Duck!</i></p> <p>T: <i>Duck?</i> Pato; <i>Chick?</i> Pintaíno. //</p>	
0:14:27	<p>T: Bom, agora vamos lá – <i>number three. Look.</i> Atenção ao que eu vou dizer. Este é mesmo para eu ver quem é que esteve com muita atenção.</p>	
0:14:37	<p>T: <i>Circle the chick.</i></p> <p>St: Ah! <i>Chick.</i> É. É. <i>Chick.</i></p> <p>T: pintaíno, Maggie.</p> <p>Lara: Eu já sabia.</p>	
0:14:49	<p>T: <i>Very good! Very good!</i></p> <p>St: Eu consegui fazer tudo.</p>	
0:14:53	<p>T: Conseguiste fazer tudo? Muito bem! // Ah! Olha que bem! Vamos arrumar essa ficha na nossa capa para passarmos à segunda ficha.</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson **1**.

Time		
0:14:59	Juliana: Olha, podemos por a data?	
0:15:17	T: à frente. //	
	Juliana: Tens furador?	
	T: Não meu amor.	
	Juliana: Queres que eu vá buscar à Pina.	
	T: Não, deixa-te estar.	
0:15:31	//	
	T: Posso? Ora então, tenho aqui muitos quê?	
	Sts: Coelhos.	
0:16:14	T: Então, como é que eu digo coelhinho fofinho da Páscoa?	
0:16:15	Sts: <i>Bunny! Bunny! Bunny!</i>	
0:16:17	T: <i>Bunny!</i> Boa!	
	T: Nós se tivermos um coelho, dizemos coelho. E se tivermos mais de um coelho?	
	Bunny.	
	St: <i>Bunny, bunny!</i>	
0:16:30	Lara: <i>bunny, bunny, bunny, bunny, bunny!</i>	
	T: Em Português, em Português se eu disser ‘eu tenho agora aqui um coelho, mas agora vi ali a frente mais cinco?’	
	St: Coelhos.	
	T: Coelhos. Boa! Então eu digo assim: um é um <i>bunny</i> . Como é que será que agora vou dizer que tenho muitos coelhinhos?	
	St: <i>bunny, bunny, bunny, bunny, bunny!</i>	
0:17:03	T: Ai é? Tu em Português fazes assim? Para dizer que tens cinco coelhos, dizes coelho, coelho, coelho, coelho, coelho? Não. Dizes coelho e ‘coelhos’ para dizer que tens mais que um. Não é Mariana? Estás a perceber/	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson **1**.

Time		
0:17:23	<p>T: Por exemplo, eu tenho uma capa/ vou contar uma duas três, quatro capas. Não digo uma capa, uma capa, uma capa, uma capa, pois não, para fazer quatro? Não digo assim, pois não?</p>	
	<p>Sts (wave their heads in negative way)</p>	
	<p>T: Exactamente. Então eu queria ver se vocês conseguiam descobrir como é que eu digo coelhinhos em Inglês.</p>	
	<p>St: <i>Bunny!</i></p>	
	<p>T: <i>Bunnies.</i></p>	
0:17:35	<p>Sts: <i>Bunnies.</i></p>	
	<p>T: Estão a perceber? Coelhos – bunnies. Bunny – 1; /</p>	
	<p>St: Isso é para escrever o <i>name</i>. /??</p>	
0:18:03	<p>T: Não pões o nome? Porquê? Não estás a gostar dos bunnies?</p>	
	<p>St: (waves his head signaling <i>no</i>)</p>	
0:18:13	<p>T: Então porque estás com essa cara? / Mostra-me o teu dedo – um! Um passarinho. Então, Afonso eu quero que tu me digas quantos são quatro passarinhos? Vamos fazer de conta. Estamos a brincar, não é? Mostra-me lá quatro dedinhos. Tens quatro dedinhos, não é? Mostra lá outra vez! Um, dois, três, quatro - tens quatro dedos. Dedos. Se fizermos assim (<i>lowering all hand fingers, but one</i>), tu tens um dedo, verdade? Um dedo; quatro</p>	
0:18:16	<p>dedos. Por isso, olha, nos coelhinhos nós dizemos um coelhinho, mas se tivermos quatro, dizemos quatro colehinhos.</p>	
0:19:03	<p>T: Eu só estava a explicar isto para explicar aos meninos que em Inglês também se faz o plural das coisas. /</p>	
0:19:08	<p>T: <i>Bunnies.</i> Um – <i>bunny.</i></p>	
	<p>St: Bunny.</p>	
0:19:26	<p>T: Vês como tu sabes? Se forem mais, se forem dois dizemos <i>bunnies.</i></p>	
0:19:36		

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson **1**.

Time		
0:20:19	<p>T: Então, vá: temos aqui estes <i>bunnies</i> todos. / Vão colorir o desenho com cores, mas primeiro têm que pedir as cores em Inglês à Prof.^a.</p> <p>St: <i>Blue, please.</i></p> <p>T: Calma, vamos começar por ali.</p> <p>St: <i>Blue, please, blue, please.</i></p> <p>T: Outra coisa: eu quero isso muito bem pintadinho.?? já sabem pintar há muito tempo.</p>	
0:21:00	<p>Juliana: Olha quero <i>red</i>.</p> <p>T: Em Inglês: <i>give me red please.</i></p> <p>Beatriz: <i>Pink, please.</i></p> <p>T: ?? A tua cor preferida? Pois claro, <i>pink please.</i></p> <p>Lara: <i>Green</i> /escuro.</p> <p>T: <i>Dark green</i></p> <p>T: Que giro!! //</p>	
0:21:51	<p>Joana Inês: <i>Yellow.</i></p> <p>T: Com força: <i>yellow!</i></p>	
0:21:58	<p>Juliana: <i>Black, black, black.</i></p> <p>St: <i>please.</i></p> <p>??<i>Black, black, black.</i></p> <p>St: <i>Green.</i></p> <p>??<i>Black, black, black.</i></p>	
0:22:13	<p>(<i>Sts were picking up colour pencils and T help asking</i>)</p> <p>T: <i>orange please.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRE-SCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter:
 lesson 1.

Time		
	<p>T: <i>red please</i> // Mini-break time</p>	
0:23:33	<p>T: <i>black please.</i></p> <p>St: <i>red please. red please.</i></p> <p>T: <i>yellow.</i></p>	
0:23:52	<p>Joana Inês: <i>yellow.</i></p> <p>St: <i>Yellow.</i></p>	
0:24:21	<p>Peer: vais ter de esperar.</p> <p>T: <i>blue please.</i></p> <p>St: <i>blue please.</i></p>	
0:24:24	<p>Afonso: quero roxo.</p> <p>T: <i>Purple.</i></p>	
0:24:46	<p>Joana: Quero vermelho.</p> <p>T: <i>Red please.</i></p> <p>Joana: <i>red please.</i></p> <p>St: Quero castanho.</p>	
0:24:48	<p>T: <i>Brown.</i></p> <p>St: <i>Brown.</i></p>	
0:25:12	<p>T: Muito bem!! Ela faz muito bem este som./</p> <p>Sts (all at a time): Eu quero <i>yellow; yellow!</i></p> <p>T: Ah! Pediram todos ao mesmo tempo. Assim não pode ser! //</p> <p>T: <i>Green.</i></p> <p>Afonso: <i>Purple, purple.</i></p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter:
lesson **1**.

Time		
	<p>Lara: Ah, ah! Ah, ah! Brown!</p> <p>T: Brown.</p>	
0:26:18	<p>St: Brown.</p> <p>(I St picks up a pencil but doesn't not know its name)</p>	
0:26:20	<p>Peer: É fácil.</p> <p>T: É fácil. Vês? Pink.</p> <p>St: Pink. Pink.</p> <p>T: Tu sabes dizer pink, e sabes dizer orange e sabes dizer red.</p>	
0:26:31	<p>St: Green. //</p> <p>Joana: Purple.</p>	
0:27:08	<p>T: Purple. Good. Very good. / Eu vou mostrar: este é o da Lara; este é o da Maggie – estão muito giros. Este é o da Mariana! Uau! /</p> <p>Joana: 'oange'.</p> <p>T: orange.</p> <p>Joana: orange.</p>	
0:27:58	<p>T: isso.</p> <p>St: Blue.</p>	
0:28:05	<p>St2: Pink. //</p> <p>St: Olha!</p> <p>T: Eu estou a ver quem é que está a trabalhar. Eu tenho um exercício/</p>	
0:28:22	<p>Lara: Teacher! (st shows work to T)</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson 1.

Time	Transcrição integral da aula	
0:28:41	<p>T: Muito giro. A teacher vai explicar uma coisa: este exercício dos bunnies – espera, deixa-me falar – é para vocês praticarem as cores porque eu sei que nesta altura vocês já estão um bocadinho esquecidos, está bem?</p> <p>Juliana: Quero branco.</p> <p>T: white.</p> <p>Juliana: white.</p> <p>Joana: Yellow.</p> <p>St: verde.</p>	
0:28:57	<p>St2: Green please.</p> <p>Lara: olha teacher este coelhinho vai ser branco.</p>	
0:29:03	<p>T: Ah! Branquinho? Fofinho? É mesmo o coelhinho da Páscoa.</p> <p>Juliana: Tmabém quero branco. Como é que se diz?</p>	
0:29:11	<p>T: White! Tu sabias, ainda há pouco me perguntaste!</p> <p>Lara: orange, orange.</p> <p>T: please. Está muito giro Maggie/</p> <p>Joana: E o meu?</p> <p>T: Estão todos!</p>	
0:29:30	<p>St: Purple.</p> <p>Peer: please.</p>	
0:29:35	<p>T: Muito bem. Estamos a fazer progressos.</p> <p>T: blue / Purple. Olha, purple please.</p>	
0:29:42	<p>T: dark green.</p> <p>Lara: dark green.</p>	

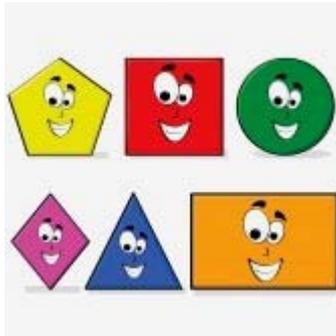
TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Celebrations - Easter: lesson 1.

Time	Transcrição integral da aula	
0:30:02	<p>T: <i>Yellow.</i></p> <p>St: Preciso do verde escuro.</p>	
0:30:17	<p>T: <i>dark green.</i></p> <p>St: <i>Dark green.</i></p>	
0:30:21	<p>T: Isso!</p> <p>Afonso: quero <i>orange.</i> /</p> <p>T: vocês pintam muito bem, estou admirada! //</p>	
0:31:35	<p>Sts comment (na semana passada não houve Inglês...e porque é que não pode ser nesta quinta?)</p> <p>T: Não houve porque eu não pude. <i>Dark green.</i></p> <p>St: <i>dark green.</i></p> <p>Peer: <i>please.</i> //</p>	
0:32:05	<p>T: Vamos lá que eu ainda tenho perguntas para fazer sobre estes <i>bunnies</i>. Olha que estes coelhinhos vão entregar os ovos da Páscoa. // Surpresa.</p> <p>Lara: Eu quero <i>dark blue, dark blue, please</i></p>	

Preschool curriculum theme:

Mathematics: more shapes



TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics – More shapes: lesson 1.

Time		
	<p>L1 teacher: // hoje ninguém me disse' nem 'olá', nem 'como estás?'</p> <p>Learner [L2]: Hello! ↑How are you ↑!!</p> <p>Teacher: ↑Pois é. E o que quer dizer how are you?~ [Yes, that's right. What does it mean 'how are you?'</p> <p>Leaners: ??</p> <p>Teacher [L1]: Como estão?; como se sentem? [L2] how do you do?; how are you feeling? // (00:29)</p> <p>Teacher: Eu tenho um sermãozinho, para não ser um sermãozão, apra dar aos senhores e senhoras desta turma. Ora e o 1.º senhor é o sr. Pedro, que não traz a capa – malandreco~ // Learner X, learner X, isto é do exmo. Sr. X: isto não é meu, isto é teu. Isto é parat i X, tens que trazer a tua capa. E a outra, claro, é a sra. Y //.</p> <p>Teacher/ learners discuss who does not bring their portfolios.</p> <p>Teacher: vêm, agora os outros ficam trsites porque não trouxeram a deles.</p> <p>Learner: eu não fico!</p> <p>Teacher: Bom, então eu vou perguntar; eu vou dar uma ficha ao Carlos e uma ficha à Lara da outra aula // (04:02)</p> <p>Learner: olha, veio ali um menino espreitar o que nós estávamos a fazer.</p> <p>Teacher: Olha, eu quero começar. Primeira pergunta, primeira pergunta↑: o que é que nós aprendemos na aula anterior? Um de cada vez. Quem sabe?</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics – More shapes: lesson 1.

Time	Transcrição integral da aula	
	<p>Learners: ??</p> <p>Teacher: [L2] More shapes, [L1] não foi? Havia algumas coisas que</p> <p>Learners: Circle! Circle!</p> <p>Learner: Oval!</p> <p>Teacher: Circle! Very good. Andaram a trabalhar em casa, estou a ver. Muito bem!</p> <p>Teacher: e aprendemos uma que tem a forma de...olhem para mim – aprendemos a dizer esta forma que está aqui. A mesa tem uma forma, não tem? Qual é? E a de um rec-? Rec-?</p> <p>Learners: ??</p> <p>Teacher: Rectangle. Olha, estão a ver aquela coisa que está ali naquele quadro, vermelhinho? Que forma é aquela? E é um H-? 05:25</p> <p>Learner: heart!</p> <p>Teacher: Heart! Very good! // E tu também fizeste uma forma nova que aprendemos na última aula? Qual foi?</p> <p>Learner: Diamond.</p> <p>Teacher: Diamond~ O que é um diamond?</p> <p>Learner: é um diamante. Assim como tu fizeste, assim.</p> <p>Teacher: o que é uma star?</p> <p>Learners: uma estrela.</p> <p>Teacher: Good. O que é um circle?</p> <p>Learners: é um círculo.</p> <p>Teacher: Um heart?</p> <p>Learners: humm...um coração.</p> <p>Teacher: Very good~ Um rectangle?</p> <p>Learners: é aquele [pointing]. É o rectângulo.</p> <p>Teacher: Very good~</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics – More

Time		
	<p>Teacher: Sabem o que é que vamos fazer hoje?</p> <p>Learners: O quê?!</p> <p>Teacher: Sabem? Eu vou explicar: estão a ver a folhinha? Cada um – ouçam muito bem o que eu vou dizer que é para depois não me estarem a perguntar - // Esta folha é para desenhar // (06:49)</p> <p>Learner: Já sei, é banda desenhada o que vamos fazer?</p> <p>Teacher: já vais ver. // Em Inglês diz-se comic strip. // (08:00) Sabem como é que se diz em Inglês? Comic strip.</p> <p>Learners: Comic strip.</p> <p>Teacher: devagarinho – comic...strip.</p> <p>Learners: comic...strip. //</p> <p>Teacher: cada um // vai-se desenhar a vocês em cada quadradinho, mas em cada quadradinho vão colocar uma coisa diferente que tenhamos aprendido no Inglês. Por exemplo, aqui o school material, aqui uma family, aqui um book, aqui uma shape</p> <p>Learner: eu quero fazer uma sister.</p> <p>Teacher: também pode ser uma irmã. Eu disse a family, não ouviste? Mas não pode ser em tudo. Tem que ser uma coisa diferente em cada quadradinho. Como a Maggie perguntou, vai ser a 1.^a a começar. Isto é para demorar a aula toda, está bem, Maggie?</p> <p>Learner: está bem. Podes fazer num tu e a tua sister; noutra tu e o father e a tua mother – os três. Depois fazes tu e uma shape, tu e um pencil, por exemplo, com as palavrinhas que aprendemos no Inglês, e está bem? // (10:10)</p> <p>Teacher: ouçam a teacher – coloquem já o name, senão depois não sei de quem é o trabalho. // (13:00)</p> <p>[learners perform the activity, chatting and asking colours in English (17:11)] //</p> <p>[Teacher exemplifies in the board speech and thought balloons].</p>	

shapes: lesson 1.

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics – More shapes: lesson 1.

Time		
	<p>Teacher: se quiserem podem copiar o [L2] hello. If you like you can copy 'hello'.</p> <p>Learner: hello! Já copiei. // (23:43)</p> <p>Teacher: olha, tu ainda não acabaste. Quem é que tu desenhaste na 1.ª vinheta da tua banda desenhada?</p> <p>Learner: A mãe.</p> <p>Teacher: Em Inglês?</p> <p>Learner: A mother.</p> <p>Teacher: mother. Mas tem que te desenhar a ti. Tu não estás aí no primeiro.</p> <p>Learner: está aqui! AH! Tu escreveste ao lado! AH! Boa!</p> <p>Teacher: Então, agora se eu escrevesse <i>mother</i> em Inglês para tu copiares, era boa ideia ou não?</p> <p>Learner: Teacher, olha, já vou no quarto.</p> <p>T: estás a trabalhar muito bem.</p> <p>Lrn: Teacher, teacher?</p> <p>T: eu escrevi e ela copiou.</p> <p>Teacher: ouçam: como alguns meninos querem escrever as palavrinhas que estão a desenhar, eu vou escrever no quadro a quem me pedir. Mas atenção: não se baralhem. Portanto, o Afonso pediu para eu escrever <i>mother</i>, não foi, Afonso?</p> <p>Lrn: a dizer <i>mother</i>!</p> <p>End of recording – 25:11</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics – More shapes: lesson 2.

Time		
	<p>[while waiting for her peers]</p> <p>Learner: ainda é dia?</p> <p>T: é querida. Não vês que ainda é dia?</p> <p>L1 teacher: / / olha eu vou fazer uma <i>question</i>, ou melhor, uma observação que é: na última aula /</p> <p>Learner: hello!</p> <p>Teacher: hello!</p> <p>Learner: hello! Hello! Hello!</p> <p>T: olha, na última aula; ou melhor, hoje ninguém me disse nem ‘olá’, nem ‘como estás?’</p> <p>Learner: Hello! How are you? (01:06)</p> <p>T: Ah! Very good! Só a Lara é que sabe?</p> <p>Learner: hello! How are you?</p> <p>T: Good! I’m fine. /</p> <p>T: ora bem, o que é que nós aprendemos na última aula~?</p> <p>Learner: ai, eu não sei.</p> <p>T: não sabes? Olha, eu vou mostrar: estivemos a fazer</p> <p>Learner: uma banda desenhada.</p> <p>T: Very good!</p> <p>T: e eu disse como se dizia banda desenhada em Inglês – <i>comic strip</i></p> <p>Learners: <i>comic strip</i>.</p> <p>T: comic= Lrnrs: =comic T: strip= Lnr:=strip</p> <p>Leanrer: comic strip=!</p>	

TRANSCRIPTION – Learning English in preschool (Audio recording)

PRESCHOOL CURRICULUM THEMES: Introducing vocabulary related to Mathematics – More shapes: lesson 2.

Time		
	<p>T: = strip</p> <p>Lrn: «comi stip»</p> <p>T: não, não. São 2 palavras. Comic= Lrns: = comic</p> <p>T: strip= Lrns: = strip</p> <p>T: Good.</p> <p>T: O que é que eu vos tinha pedido / o que é que eu tinha pedido para desenharem na ‘comic strip’?</p> <p>Lrns: para desenharmos.</p> <p>T: Sim, mas o que é que tinha que lá estar?</p> <p>Lrn: o father, a mother, a sister e o brother.</p> <p>T: não, não...tinham que lá estar vocês. E mais? Coisas que nós tivéssemos aprendido, como por exemplo</p> <p>Lrn: Shapes. (02:27)</p> <p>T: Shapes. O que são shapes?</p> <p>Lrn: figuras geométricas.</p> <p>Lrn: formas.</p> <p>T: <i>very good</i>. Figuras. Exactamente – são formas geométricas. Muito bem Maggie. A Maggie está atenta. Parabéns!</p> <p>Lrn: E...e transportation</p> <p>T: transportation.</p> <p>Lrn: e family.</p> <p>T: family.</p> <p>T: que transportation é que nós aprendemos? Ainda se lembram? (02:45)</p>	

**APPENDIX 3. INTEGRATED APPROACH TO TEACH
ENGLISH IN PRIMARY SCHOOL**

Table 1

1st Learning Unit – sequencing activities

<p>Primary curriculum theme: <i>Celebrations</i> - <i>Halloween; Currency</i></p>	<ul style="list-style-type: none"> - Can you tell me what you know about Halloween’s tradition - Are you aware of Portugal’s currency? What about the currency in other countries? - Would you like to draw up a budget to go to England?
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Schedule	Activities	Resources
16.00 – 16.45	<p>1st Lesson</p> <ul style="list-style-type: none"> - T/Sts recall content from previous lesson (sing a Halloween song and recall learnt vocabulary) - T elicits SS to recall some of last lesson’s vocabulary: Halloween. - T hands out worksheet 1_part 1 so Sts can revise and label the pictures. - T introduces the British Bear – Paddington and introduces a text about the European Union and the European single currency. - T posts a map on the board to explain and so Ss can visualize Europe and might have some idea about the world around them. - Then T reads again the information about the European currency and non-participant countries and tells Ss to listen to very carefully because they will have to answer a quiz about these facts. - T asks Ss to do Worksheet 1_part 2. 	<p>Cd Cd player ‘The Halloween song’</p> <p>Worksheet 1 (part 1) Pencils Colour pencils</p> <p>Europe’s Map (A1 size)</p> <p>Worksheet 1</p>

	<p>- After correcting the worksheet, T captures Ss attention through Bear Paddington, asking where they think he is. (Most likely, Ss don't know). So, T explains where he is, telling them that he likes travelling a lot. At the moment he is at Tower Bridge, a great monument in London. Of course, to travel people need money and T introduces the expression: how much money is it? Also T informs Ss that not all European countries have the same currency (UK-pound; USA-dollar).</p> <p>- T shows some samples of actual British currency (pennies).</p> <p>-Learners sing a song.</p> <p>- Afterwards, T asks Ss if they would like to go there. If so, how much they think they would spend? T encourages Ss to draw up a budget to go a virtual tour to London (capital of England).</p> <p>- If there is no time to finish this activity in class, T tells Ss that if they like, they can finish the task in the following lesson.</p>	<p>(part 2)</p> <p>Actual samples of British currency</p> <p>Cd Cd player</p> <p>The 'how much is that monkey?' song</p>
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Table 2

2nd Learning Unit – sequencing activities

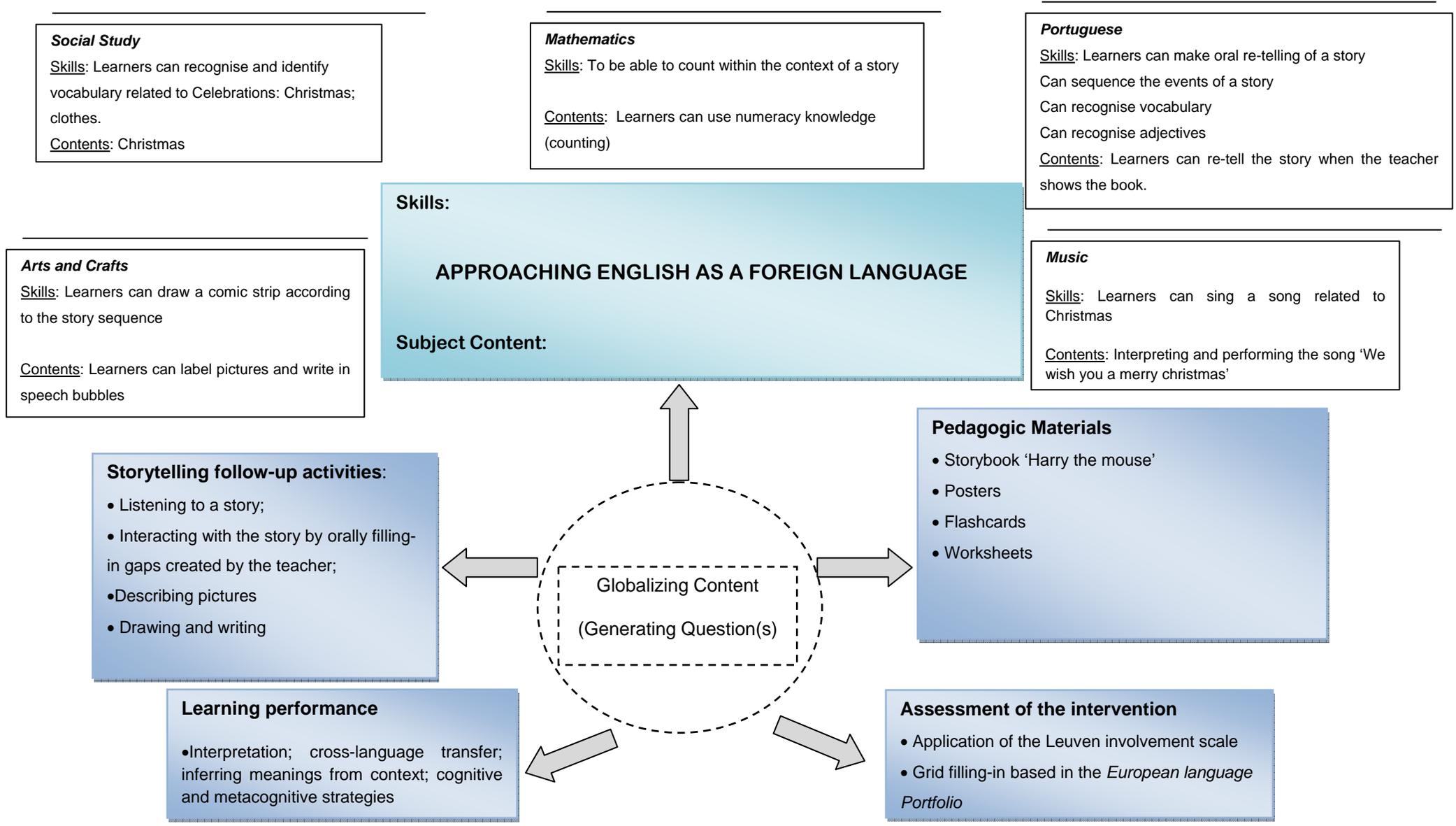
<p>Primary curriculum theme: <i>Social Study</i> <i>Celebrations around the world –</i> <i>Thanksgiving (food items)</i></p>	<ul style="list-style-type: none"> - Have you ever heard of ‘Thanksgiving’? - Let’s learn the ‘Mr. Turkey’ song. - Shall we put hands on in making a turkey?
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Schedule	Activities	Resources
<p>16.00 – 16.45</p>	<p>1st Lesson</p> <ul style="list-style-type: none"> - T/Sts dialogue and role-call. - T asks Ss if they ever heard of Thanksgiving (or Dia de Ação de Graças) and explains its historical origin in the United States (this is on the 22nd November). At the same time, teacher talks about the symbols of the festival: the turkey, the Mayflower, and the pilgrims. - T hands out the ‘Hello, Mr. Turkey song’; T sings it once and Ss listen. - T invites Ss to sing along. - T tells Ss they are going to draw a special turkey. T hands out a white sheet of paper to each S and tells them to put one of their hands on the paper and outline it. Afterwards, Ss close the lower end and draw two turkey feet. Ss draw a beak and the turkey’s beak appendixes where their thumb is and colour in the drawing, thus creating a colourful turkey. - T stacks some Ss work on the board. - T/Ss sing along the ‘Hello, Mr Turkey’ song. 	<p>Cd Cd player The Mr. Turkey song’ White paper</p>

Introducing *Storybooks* into the Primary Classroom



Framework for an integrated approach to teach English in primary school (Christmas): Storybook 'Harry the Mouse'



This diagram intends to provide an overview of how English can be approached in a cross-curricular scope. For a detailed description of the full aims and skills, 493 see Primary English lesson plan, please.

Integrated approach to teach English in primary school

Storybook 'Harry the mouse'



Unit 1: Christmas/ Pets

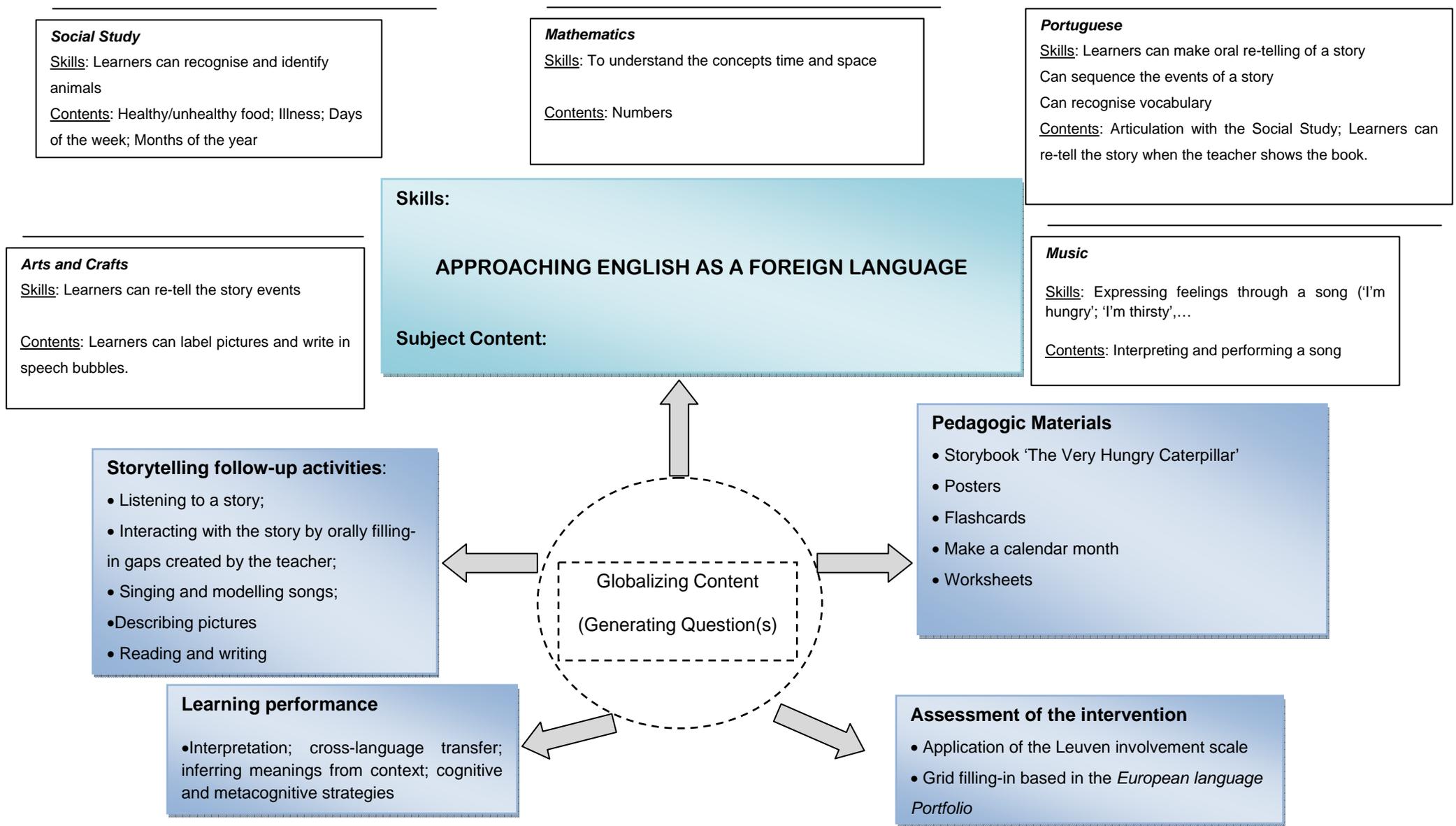
Table 3

3rd Learning Unit – sequencing activities

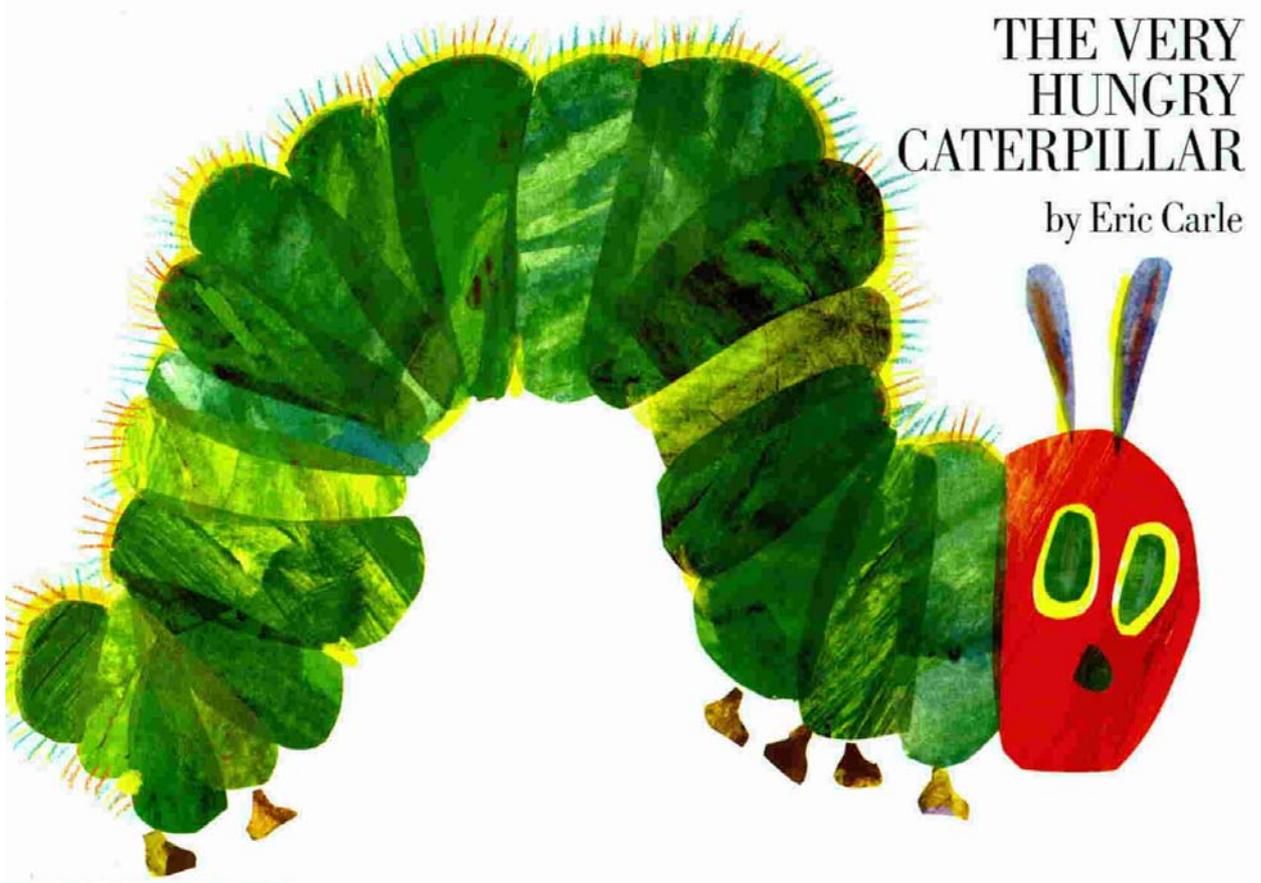
<p>Primary curriculum theme: <i>Social Study</i> – <i>Christmas/ Pets</i></p>	<ul style="list-style-type: none"> - What do you usually do in Christmas? - What are the local Christmas’ traditions? - What animals do you know? - What can animals do? - Have you got Pets?
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OBJECTIVES	Activities	CONTENTS	Projects/ Resources
<p>Learners:</p> <ul style="list-style-type: none"> ◆ Introduce the topic ‘Christmas’ ◆ Listen to the story ‘Harry, the mouse’ ◆ Mime the teachers’ actions to help understanding meaning ◆ Listen to the ‘the hello, how are you’ song. ◆ Follow the story by interacting through gestures and words. ◆ Use phrases modelled by the story/ teacher ◆ Make a drawing about their Christmas ◆ Express preferences by writing them 	<p>Learners:</p> <p>Speaking</p> <ul style="list-style-type: none"> • can name Pets; numbers; clothes <p>Listening</p> <ul style="list-style-type: none"> • can listen to a story about Christmas’ eve • can identify overall vocabulary within the story <p>Speaking</p> <ul style="list-style-type: none"> • can fill-in gaps in the story • can choose an animal by using question and answer ‘what’s your favourite animal?’/ ‘My favourite animal is the...’ <p>Writing</p> <ul style="list-style-type: none"> • can write the way howhe/she feels – ‘I’m happy; ‘I’m sad’,... <p>Listening</p> <ul style="list-style-type: none"> • can listen to a story • can follow a 	<p>Lexis: relevant vocabulary related to the topic – Christmas</p> <p>*(depending on the social setting teacher must be aware that learners might not be familiar with all the vocabulary in their native language.)</p> <p>Expressing feelings</p> <p>Cross-curricular links:</p> <p>Social Study by discussing Seasons of the</p>	<p>-Christmas’ traditions</p>

<p>◆ Listen to the story ‘The very Hungry Caterpillar’, by Eric Carle</p> <p>◆ Interact within the story by filling-in gaps</p> <p>◆ Discuss the story events</p> <p>◆ Order the story events</p> <p><i>Extras:</i></p> <p>.Learners can access <i>Mingoville</i>, listen to authentic English, record their own voices, write and practice learnt vocabulary</p> <p>.As homework learners must access the teachers’ blog and to the task required.</p>	<p>story’s events</p> <p>Speaking</p> <ul style="list-style-type: none"> • can fill-in gaps in the story <p>Listening</p> <ul style="list-style-type: none"> • can understand the events in a story • can order the story’s events <p>Speaking</p> <ul style="list-style-type: none"> • can name characters in the story • can specify animal features by using adjectives <p>Writing</p> <ul style="list-style-type: none"> • can write his/her favourite animal. E.g. ‘My favourite animal is the...’ 	<p>year; Christmas; feelings; Pets; clothes.</p> <p>Literacy –using adjectives: ‘big’, ‘happy’,...)</p> <p>Mathematics - counting</p>	<p>Photocopies</p> <p>Worksheet</p> <p>Computer/laptop Internet connection</p>
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This diagram intends to provide an overview of how English can be approached in a cross-curricular scope. For a detailed description of the full aims and skills, see Primary English lesson plan, please. 499



I have chosen a lesson for learners aged 6-7 years old (mix-aged classroom), which has been extremely effective. In this lesson I used the interactive storybook 'The Very Hungry Caterpillar' by Eric Carle. The way I have approached it is just one of the many possibilities the storybook allows. When I mention its effectiveness I mean that the learners' outcomes were much better than with a 'traditional' syllabus (inspired in Grammar-translation method) approach. Although there are many current classroom methodologies based in that method, I found that authentic storytelling provides contexts for actual language learning, and not just a set of isolated words, a premise of the Grammar-Translation. Through the introduction of these strategies there were observable changes in the EFL classroom. Therefore I could observe that learners were fully engaged within the story and therefore the language contained within. The most interesting and remarkable event was that learners stopped making negative comments such as: 'I don't understand a word of English'. Afterwards there was the surprise for listening to everything in English. After listening to the story for the first time and having interacted with it, I read it again but prompting more lively interaction. Initially learners tended to resort to their native language more, but as I kept feeding in the foreign language, using gestures more as well as voice intonation, soon they became accustomed and started interacting in English. Nonetheless I included some additional resources bearing in mind weak and de-motivated learners, a reality in many of our EFL Portuguese state primary classrooms.

Unit: Social Study - Food

Table 4

4th Learning Unit – sequencing activities

<p>Primary curriculum theme: <i>Social Study</i> – <i>Food wheel (healthy/unhealthy habits; the nature’s life cycle)</i></p>	<ul style="list-style-type: none"> - What do you usually eat? -Can you name healthy/unhealthy food? - What happened when the caterpillar ate too many sweets?
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OBJECTIVES	Activities	CONTENTS	Projects
<p>Learners:</p> <ul style="list-style-type: none"> ◆ Recall the subject of the last lesson (body – song ‘head, shoulders, knees and toes’) ◆ Listen to the song ‘hello, how are you?’ ◆ Mime the teachers’ actions to help understanding meaning ◆ Sing the song using gestures. ◆ Greet and ask their peers ‘hello, how are you?’ ◆ Use phrases modelled by the song/ teacher ◆ Complete a comic strip using speech bubbles (where they will ask ‘hello, how are you?’, and the other character on the comic strip will reply 	<p>Learners:</p> <p>Speaking</p> <ul style="list-style-type: none"> • can name the parts of the body: head, shoulders, knees; toes; eyes, ears, mouth and nose <p>Listening</p> <ul style="list-style-type: none"> • can listen to a song about the body parts • can identify body parts by touching it when listening – head, shoulders, knees, toes; eyes, ear, mouth, nose. <p>Speaking</p> <ul style="list-style-type: none"> • can sing a song • can greet his/her peer by using the question and answer ‘hello, how are you?’/ ‘I’m hungry’, etc. <p>Writing</p> <ul style="list-style-type: none"> • can write the several modelled question and answer – ‘hello, how are 	<p>Lexis: relevant vocabulary related to the topic - food pyramid; food items – Fruit (apples, strawberries, plums, watermelon), vegetables, dessert, junk food, meat, other food *(depending on the social setting teacher must be aware that learners might not be familiar with all the vocabulary in their native language.)</p> <p>Expressing feelings</p>	<ul style="list-style-type: none"> -Plant Sunflower’s seeds -Observe and monitor the Sunflower’s seeds’ progress and search explanations to it -Make a Calendar month

<p>'I'm tired'; 'I'm ill', for example).</p> <ul style="list-style-type: none"> ◆ Express feelings by writing them ◆ Listen to the story 'The very Hungry Caterpillar', by Eric Carle ◆ Interact within the story by filling-in gaps ◆ Discuss why did the caterpillar got herself a <i>stomachache</i>. ◆ Order the story events <p>-Write the way they feel into a comic strip by completing a comic strip using speech bubbles (where they will ask 'hello, how are you?', and the other character on the comic strip will reply 'I'm tired'; 'I'm ill', for example).</p> <p><i>Extras:</i></p> <p>.Learners can access <i>Mingoville</i>, listen to authentic English, record their own voices, write and practice</p>	<p>you? E.g. 'I'm sad', etc.</p> <ul style="list-style-type: none"> • can express they way he/she feels – 'I'm hungry'; 'I'm sad'; 'I'm tired'; 'I'm happy'. <p>Listening</p> <ul style="list-style-type: none"> • can listen to a story • can follow a story's events <p>Speaking</p> <ul style="list-style-type: none"> • can fill-in gaps in the story • can discuss the reason why the caterpillar felt a stomachache <p>Listening</p> <ul style="list-style-type: none"> • can understand the events in a story • can order the story's events <p>Speaking</p> <ul style="list-style-type: none"> • can count • can name fruits – apple, pears, plums, strawberries, oranges, watermelon • can name sweets and desserts – chocolate cake, cupcake lollipop, cheery pie, ice-cream • can name food – sausage, pickle <p>Writing</p> <ul style="list-style-type: none"> • can write how he/she feels. E.g. 'Hello, how are you?' 'I'm hungry'; 'I'm happy'; 'I'm sad'; 'I'm tired'. 	<p>Cross-curricular link:</p> <p><u>Social Study</u> by discussing healthy/unhealthy habits, food</p> <p><u>Mathematics</u>: counting</p>	<p>Photocopies (comic strip)</p> <p>Computer/laptop Internet</p>
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Unit: Social Study - Food

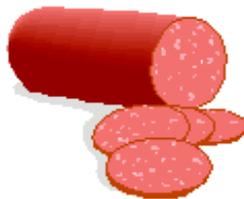
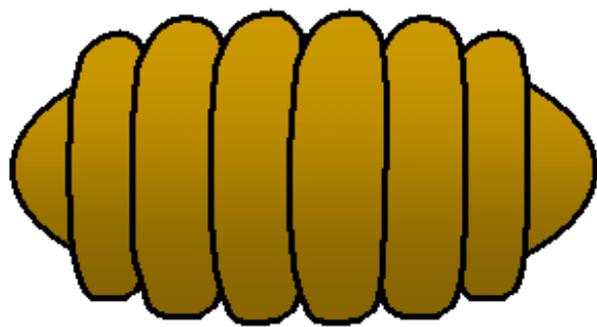
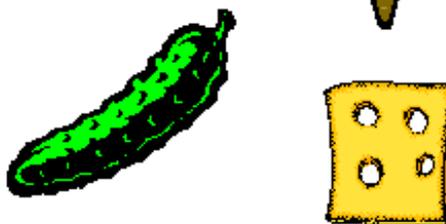
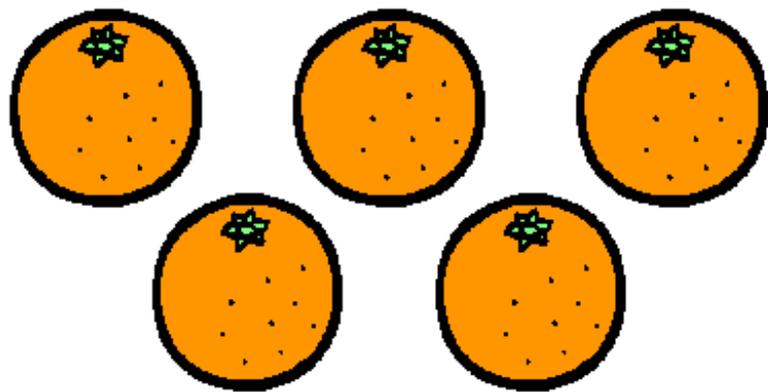
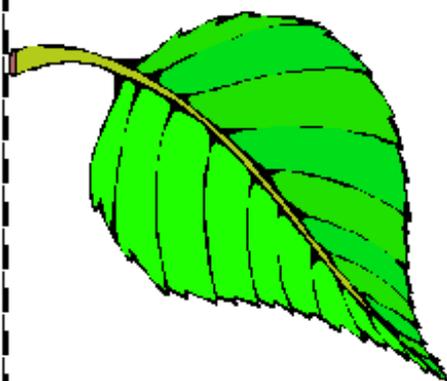
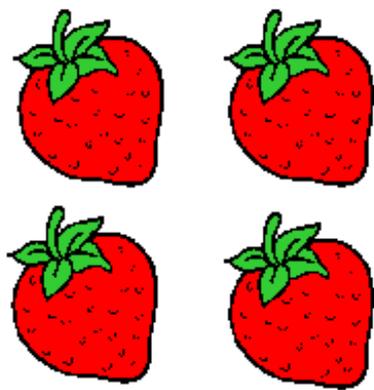
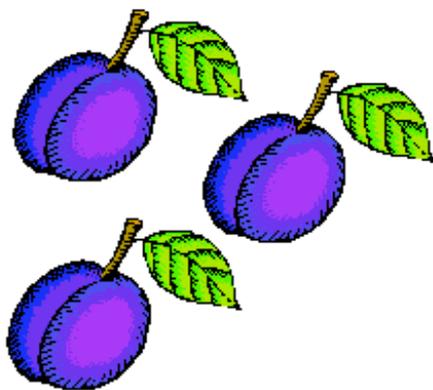
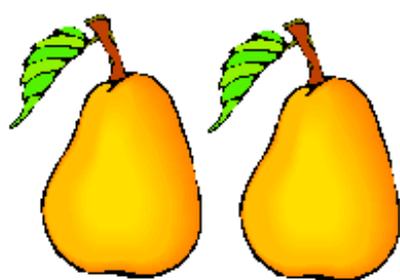
<p>learnt vocabulary</p> <p>.Alternatively or in addition to this learners can access Skype and chat with a British friend (a more recent version of 'pen friend'), using the learnt structures</p> <p>.As homework learners must access the teachers' blog and to the task required.</p>			<p>connection</p>
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Steps/ Activities	Skills	Interaction	Material/ resources
<p>1. Teacher elicits learners to recall the subject of the previous lesson.</p>	<p>Listening Speaking</p>	<p>Teacher (T)/Learners (Lrns)</p>	<p>Cd Cd player Song 'head, shoulders, knees and toes'</p>
<p>2. Learners listen to the song 'hello, how are you?'</p>	<p>Listening</p>	<p>Lrns</p>	<p>Cd: song 'hello, how are you?'</p>
<p>3. Learners sing and mime the song</p>	<p>Speaking Speaking</p>	<p>Lrns</p>	
<p>4. Learners use the phrases modelled by the song.</p>		<p>Lrnr/Lrnr</p>	
<p>5. Teacher takes advantage of the phrase 'I'm hungry', resorts to gestures (rubs his/her stomach while pretends eating) to make sure learners understood its meaning.</p>	<p>Writing Listening</p>	<p>Lrnr/Lrnr</p>	<p>Storybook: 'The very hungry caterpillar', by Eric Carle</p>
<p>6. Teacher gathers learners in a circle sitting on the floor.</p>		<p>T</p>	
<p>7. Teacher introduces the storybook 'The Very Hungry Caterpillar' by asking who the author is and what they think the story will be about.</p>	<p>Listening</p>	<p>T T/Lrns</p>	
<p>8.Teacher re-tells the story prompting learners' interaction by oral gap-filling: <i>'On Monday he ate through....(one)?? (apple)</i> <i>On Tuesday he ate through....(two)?? (pears)</i> <i>On Wednesday he ate</i></p>	<p>Listening/ Speaking/ Reading</p>		

<p>through....(three)?....? (plums) <i>On Thursday he ate through...(four)?....? (strawberries)</i> <i>On Friday he ate through...?(five)....? (oranges)</i> <i>On Saturday he ate through ...? (one)....? (piece of chocolate cake),....? (one)....? (ice-cream cone),....? (one)....? (pickle),...? (one)....? (slice of Swiss cheese),...? (one)....? (piece of salami),...? (one)? (lollipop),....? (one)....? (piece of cherry pie),...? (one)....? (sausage),....? (one)....? (cupcake), and....? (one).....? (slice of watermelon).</i> <i>That night he had a? (stomachache)</i> <i>The next day was.....? (Sunday) again.</i></p> <p>(Teacher reads the four last sentences and lets learners finish the story) and he was a beautiful.....? (butterfly).</p> <p>9. Teacher asks one learner at the time to come to the board and order the story events, completing the gaps.</p> <p>9.1. when doing this activity, if teacher observes that learners experience difficulties, Teacher can show them a calendar month to help understanding the days of the week. .Also if learners are extremely weak and unable to perform the task teacher may help through a <i>powerpoint</i> presentation where the story events are already ordered and learners are just required to do content review. These additional strategies were thought in order to avoid frustration and learners' feelings of being unable to learn the language they are being exposed to)</p> <p>If the <i>ppt</i> is not necessary in this lesson, it can be used in the following one.</p> <p>10. Teacher provides help to learners and verifies their accomplishments/notebooks</p> <p>(When finished learners save their worksheets in their portfolios, which will be assessed at the end of the</p>	<p>Reading</p>	<p>T/Lrns</p> <p>Lrnrs</p> <p>T</p>	<p>Laminated cards (fruits, dessert and sweets)</p> <p><i>Bostick</i> (to stick the laminated cards on the board)</p> <p>Additional resources: .calendar month .<i>powerpoint</i> presentation</p>
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Unit: Social Study - Food

trimester) (Teacher informs learners about extra activities if they have time or for more advanced learners.)		Lrns	Learners' notebooks/ <i>portfolio</i>
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The Very Hungry Caterpillar sequencing cards

Unit: Social Study/ Days of the week/ Months of the year

1. In *The very hungry caterpillar* story, the caterpillar eats different things along the days of the week. Observe the following calendar.

FEBRUARY 2009

M...	T.....	W.....	TH.....	F.....	S.....	S....
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2. Following the example above, create a similar calendar for the month of **March**, **writing the days of the week**. You can include your family and friends' birthdays, vacations. Write the missing **numbers in full** (e.g.: 8 – eight)

March 20__

	M.....	T.....	W.....	Th.....	F.....	S.....
Sunday
1	2	3	4	5	6	7

What's the date today?

Unit: Pets/Wild Animals

Social Study

Skills: Learners can recognise and identify animals

Contents: Pets/ Wild Animals

Mathematics

Skills: To understand the concepts of height and weight

Contents: Measures of height and weight

Portuguese

Skills: Learners can make oral re-telling of a story

Can sequence the events of a story

Can recognise vocabulary

Can use adjectives

Contents: Articulation with the National Reading Plan; Learners can re-tell the story when the teacher shows the book.

Arts and Crafts

Skills: Learners can re-tell the story events

Contents: Learners can label pictures and write in speech bubbles.

Skills:

APPROACHING ENGLISH AS A FOREIGN LANGUAGE

Subject Content:

Music

Skills: Pets/Farm Animals/ Wild Animals

Contents: Interpreting and performing a traditional song 'Old MacDonald had a farm'.

Storytelling follow-up activities:

- Listening to a story;
- Interacting with the story by orally filling-in gaps created by the teacher;
- Singing and modelling songs;
- Describing pictures
- Reading and writing

Pedagogic Materials

- Storybook 'At the Zoo'
- Posters
- Flashcards
- Worksheets
- Traditional song 'Old McDonald had a farm'

Globalizing Content
(Generating Question(s))

Learning performance

- Interpretation; cross-language transfer; inferring meanings from context; cognitive and metacognitive strategies

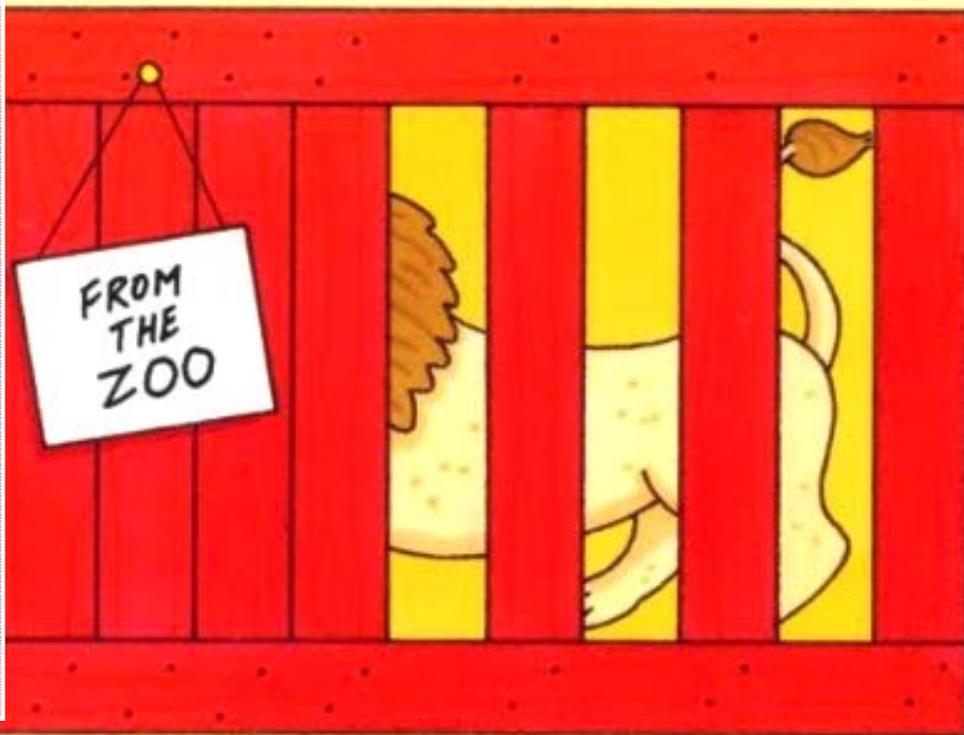
Assessment of the intervention

- Application of the Leuven involvement scale
- Grid filling-in based in the *European language Portfolio*

Interactive storybook 'At the Zoo'

Copyrighted Material

Dear Zoo



Rod Campbell

Copyrighted Material

Unit: Pets/Wild Animals

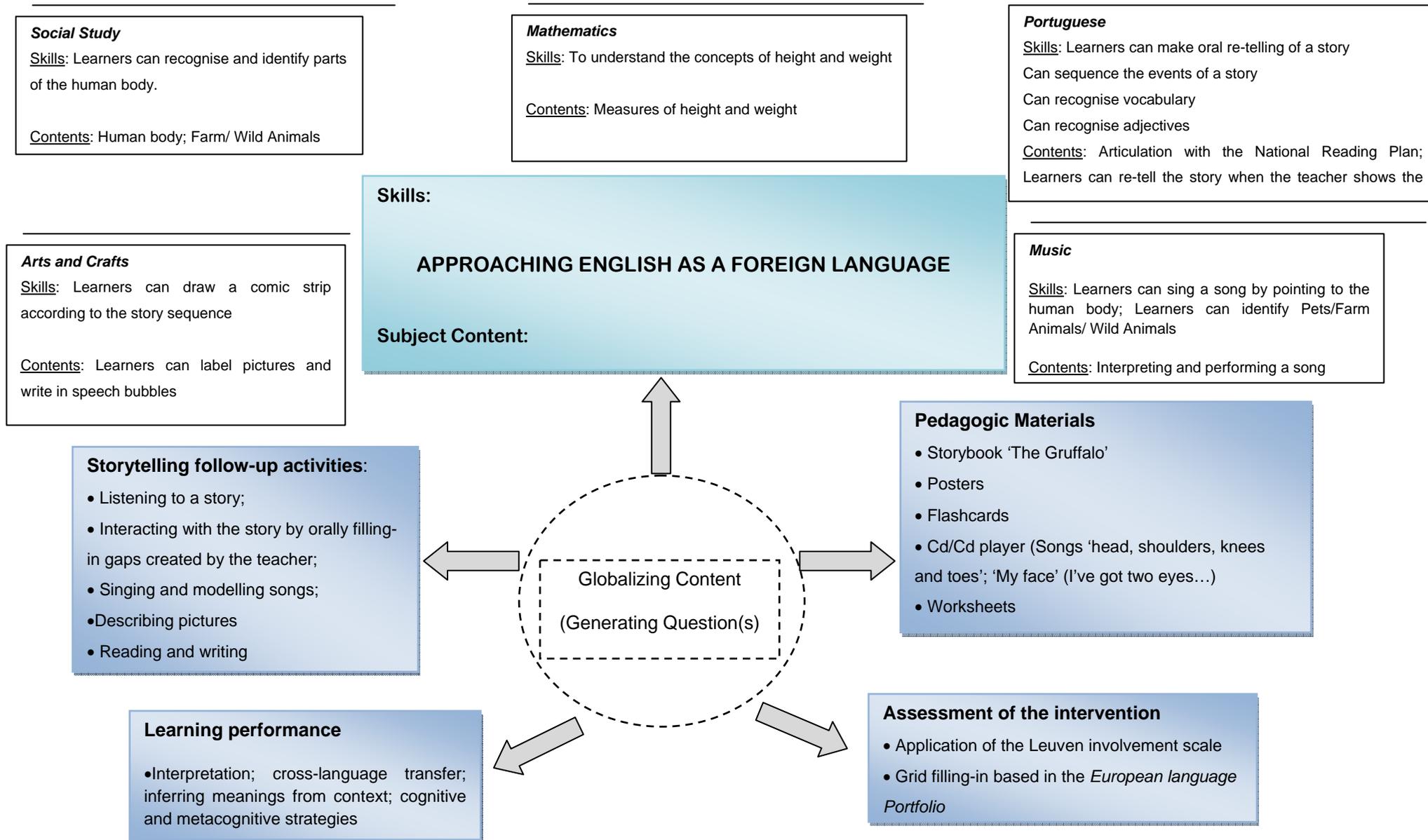
Table 5

5th Learning Unit – sequencing activities

<p>Primary curriculum theme: <i>Social Study</i> – <i>Pets/ Wild Animals</i></p>	<ul style="list-style-type: none"> - What Pets/wild animals do you know? - What’s your favourite pet/wild animal? - What can animals do? - Have you got Pets?
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OBJECTIVES	Activities	CONTENTS	Projects
<p>Learners:</p> <ul style="list-style-type: none"> ◆ Introduce the topic ‘Animals’ (Pets/ Wild Animals) ◆ Listen to the song ‘hello, how are you?’ ◆ Mime the teachers’ actions to help understanding meaning ◆ Follow the story by interacting through gestures and animal sounds. ◆ Ask their peers ‘what’s your favourite animal?’ ◆ Use phrases modelled by the story/ teacher ◆ Make a drawing about their favourite animal). 	<p>Learners:</p> <p>Speaking</p> <ul style="list-style-type: none"> • can name Pets/Wild Animals: dog; giraffe, frog, lion, snake, monkey <p>Listening</p> <ul style="list-style-type: none"> • can listen to a story about animals • can identify animals by associating corresponding adjectives when listening: ‘fierce, tall, jumpy, <p>Speaking</p> <ul style="list-style-type: none"> • can fill-in gaps in the story • can choose an animal by using question and answer ‘what’s your favourite animal?’/ ‘My favourite animal is the... <p>Writing</p> <ul style="list-style-type: none"> • can write the several modelled 	<p>Lexis: relevant vocabulary related to the topic – Pets/Wild animals</p> <p>*(depending on the social setting teacher must be aware that learners might not be familiar with all the vocabulary in their native language.)</p> <p>Expressing feelings</p> <p><i>Cross-curricular links:</i></p> <p><i>Social Study</i> by</p>	<ul style="list-style-type: none"> -Animals’ habitat -Chose an animal/pet to keep

<p>◆ Express preferences by writing them</p> <p>◆ Listen to the story ‘The very Hungry Caterpillar’, by Eric Carle</p> <p>◆ Interact within the story by filling-in gaps</p> <p>◆ Discuss why they have chosen a certain animal</p> <p>◆ Order the story events</p> <p><i>Extras:</i></p> <p>.Learners can access <i>Mingoville</i>, listen to authentic English, record their own voices, write and practice learnt vocabulary</p> <p>.As homework learners must access the teachers’ blog and to the task required.</p>	<p>question and answer – ‘hello, how are you? E.g. ‘I’m sad’, etc.</p> <ul style="list-style-type: none"> • can express they way he/she feels – ‘I’m hungry’; ‘I’m sad’; ‘I’m tired’; ‘I’m happy’. <p>Listening</p> <ul style="list-style-type: none"> • can listen to a story • can follow a story’s events <p>Speaking</p> <ul style="list-style-type: none"> • can fill-in gaps in the story • can justify the animal choice <p>Listening</p> <ul style="list-style-type: none"> • can understand the events in a story • can order the story’s events <p>Speaking</p> <ul style="list-style-type: none"> • can name animals – elephant, giraffe, lion, frog, monkey, dog • can specify animal features by using adjectives <p>Writing</p> <ul style="list-style-type: none"> • can write his/her favourite animal. E.g. ‘My favourite animal is the...’ 	<p>discussing Pets/Wild Animals; Endangered species</p> <p>Literacy – describing animals by using adjectives (‘too tall’: ‘too fierce’,...)</p>	<p>Photocopies</p> <p>Worksheet</p> <p>Computer/laptop Internet connection</p>
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Unit: Social Study – Human Body

Table 6

6th Learning Unit – sequencing activities

<p>Primary curriculum theme: <i>Social Study</i> – <i>Human body (healthy/unhealthy habits; the nature’s life cycle)</i></p>	<ul style="list-style-type: none"> - Can you sing ‘<i>head, shoulders, knees and toes</i>’? - Can you name the parts of your body? - Can you listen and point to the parts of your body? - Can you label the <i>Gruffalo’s</i> body?
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OBJECTIVES		CONTENTS	Projects
<p>Learners:</p> <ul style="list-style-type: none"> ◆ Recall the subject of the last lesson (body – song ‘head, shoulders, knees and toes’) ◆ Listen to the song ‘hello, how are you?’ ◆ Mime the teachers’ actions to help understanding meaning ◆ Sing the song using gestures. ◆ Greet and ask their peers ‘hello, how are you?’ ◆ Use phrases modelled by the song/ teacher ◆ Complete a comic strip using speech bubbles (where they will ask ‘hello, how are you?’, and the other character 	<p>Learners:</p> <p>Speaking</p> <ul style="list-style-type: none"> • can name the parts of the body: head, shoulders, knees; toes; eyes, ears, mouth and nose <p>Listening</p> <ul style="list-style-type: none"> • can listen to a song about the body parts • can identify body parts by touching it when listening – head, shoulders, knees, toes; eyes, ear, mouth, nose. <p>Speaking</p> <ul style="list-style-type: none"> • can sing a song • can greet his/her peer by using the question and answer ‘hello, how are you?’/ ‘I’m hungry’, etc. <p>Writing</p> <ul style="list-style-type: none"> • can write the several modelled question and answer 	<p>Lexis: relevant vocabulary related to the topic - human body – head, shoulders, kneed and toes; mouth, ears, eyes, nose.</p> <p>Expressing feelings</p> <p>Cross-curricular link: Social Study by labelling parts of the body</p>	<p>- Label the human body</p>

<p>on the comic strip will reply 'I'm tired'; 'I'm ill', for example).</p> <ul style="list-style-type: none"> ◆ Express feelings by writing them ◆ Recall the story 'The Gruffalo', by Julia Donaldson ◆ Interact within the story by filling-in gaps ◆ Discuss why did the caterpillar got herself a <i>stomachache</i>. ◆ Order the story events <p>-Write the way they feel into a comic strip by completing a comic strip using speech bubbles (where they will ask 'hello, how are you?', and the other character on the comic strip will reply 'I'm tired'; 'I'm ill', for example).</p> <p><i>Extras:</i></p> <p>.Learners can access <i>Mingoville</i>, listen to authentic English, record their own voices, write and practice learnt vocabulary.</p>	<p>– 'hello, how are you? E.g. 'I'm sad', etc.</p> <ul style="list-style-type: none"> • can express they way he/she feels – 'I'm hungry'; 'I'm sad'; 'I'm tired'; 'I'm happy'. <p>Listening</p> <ul style="list-style-type: none"> • can listen to a story • can follow a story's events <p>Speaking</p> <ul style="list-style-type: none"> • can fill-in gaps in the story (using vocabulary related to the human body) • can follow a set of related stories and re-tell them <p>Listening</p> <ul style="list-style-type: none"> • can understand the events in a story • can order the story's events <p>Speaking</p> <ul style="list-style-type: none"> • can count • can name parts of the body – head, shoulders, knees, toes; eyes, ears, mouth, nose • can use adjectives • can name colours <p>Writing</p> <ul style="list-style-type: none"> • can write the parts of the body. • can write and answer 'Hello, how are you?' 'I'm hungry'; 'I'm happy'; 'I'm sad'; 'I'm tired'. 	<p>Cross-curricular link:</p> <p>Literacy by using adjectives to describe the <i>Gruffalo</i>'s parts of the body</p> <p>Literacy by re-telling a story</p>	<p>Photocopies (Assessment)</p> <p>Computer/laptop Internet connection</p>
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Primary EFL programme assessment



1. Identify and write the body and face parts of the GRUFFALLO!



1.E_r_

2.E_y__

4.T_e_t_

3.N_

5.K__e_

6.T_e_

2. What is that?

That is a _____.

3. What is this?

_____.

4. Translate into Portuguese:

4.1. His favourite food is snake.

.....

4.2. My favourite food is fish and chips.

.....

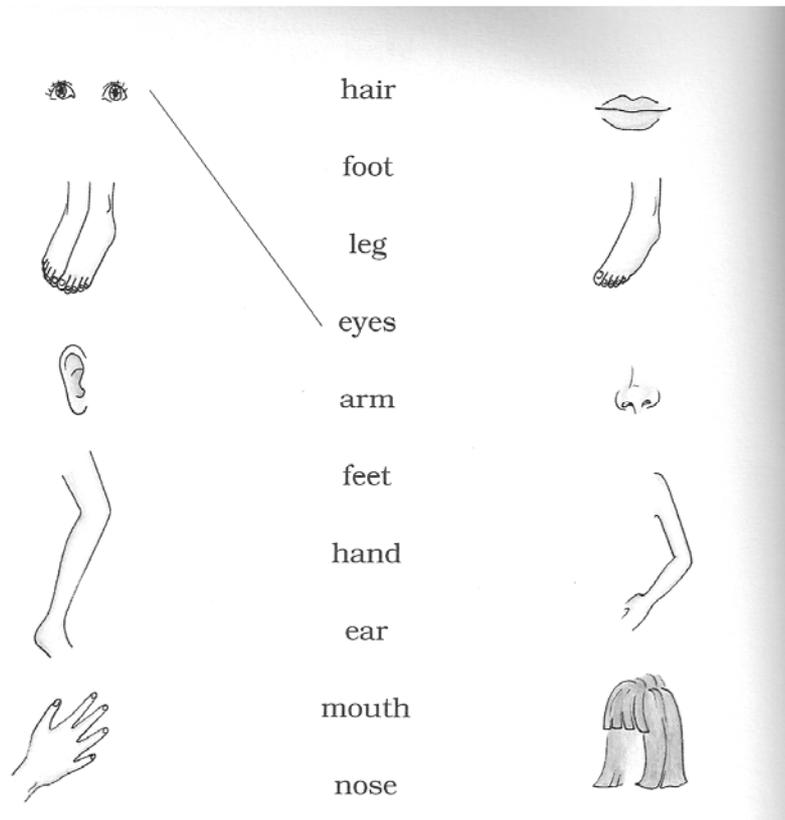
Name:

Date:

School/ Year:

5. Match the pictures to the words.

 Match.



hair
foot
leg
eyes
arm
feet
hand
ear
mouth
nose

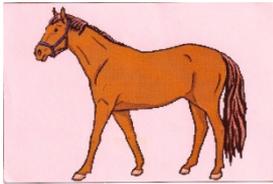
6. Complete the following table with the missing letters of the Alphabet

A	B		D		
	H		J		L
M		O		Q	
S		U	V		X
	Z				

7. **READING:** read; match the words with the corresponding animals.



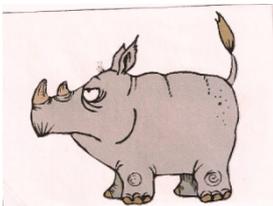
CAT



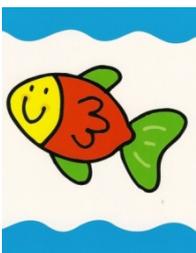
ELEPHANT



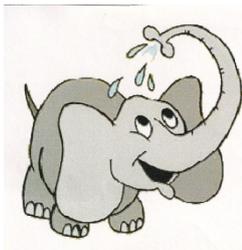
DOG



ZEBRA



RHINOCEROS



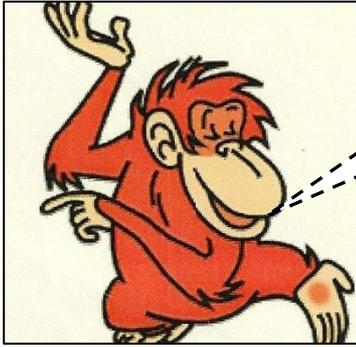
FISH



HORSE

8. Clothes

True or False? Correct the false ones.



I am a dog!!

1. False. I am a -----

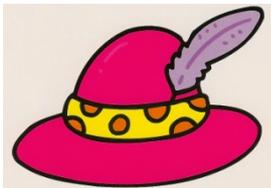


I am a bird!

2. True.



3. I am a dress!

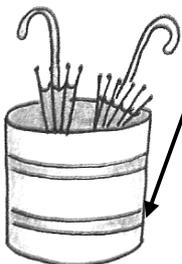
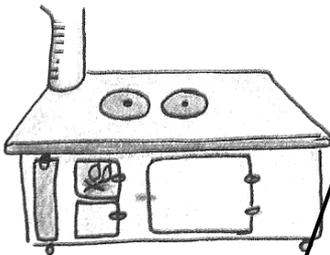
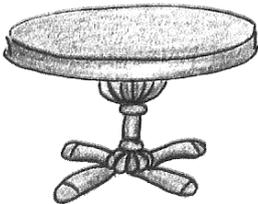
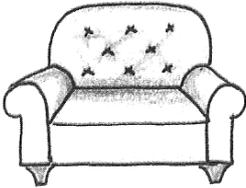
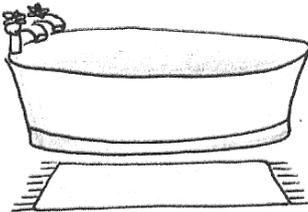
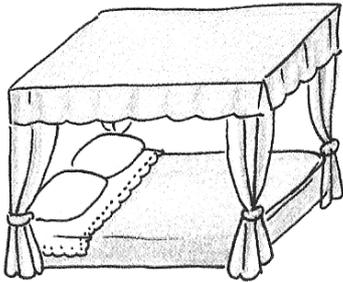


4. I am a t-shirt!



5. I am a watch!

9. Remember the HOUSE? Read, discover the house parts and match.



HALL

BEDROOM

LIVING ROOM

DINING ROOM

KITCHEN

BATHROOM

1. Identify and write the body and face parts of the GRUFFALLO!



1.E _____
2.E _____
4.T _____

3. _____

5.K _____
6.T _____

2. What is that?
That is a _____.

3. What is this?
_____.

4. Translate into Portuguese and answer when required:

4.1. His favourite food is snake.

.....

4.2. My favourite food is fish and chips.

.....

4.3. What is your favourite food?

.....

4.4. Do you like fish?

.....

5. Match the pictures to the words.

 Match.

	hair	
	foot	
	leg	
	eyes	
	arm	
	feet	
	hand	
	ear	
	mouth	
	nose	

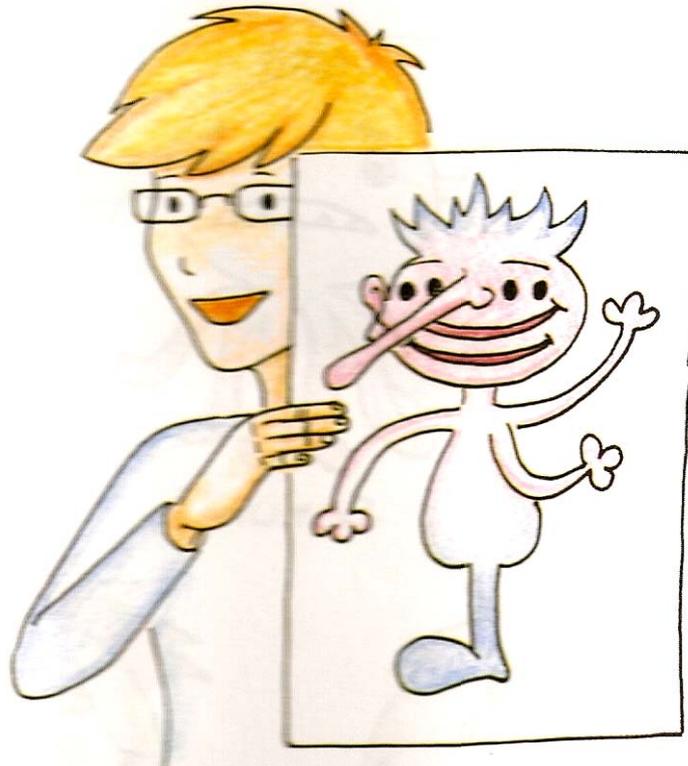
6. Answer about **yourself** and **illnesses** using the verb **HAVE GOT**.

Have **you** got **brown hair**?

Have you got a **headache**?.....

Have you got a **stomachache**?.....

Have you got an **earache**?.....



7. Read, write **True** or **False** (Justify the false ones), and **answer** when required.

1. The Monster has got **three eyes**.....
2. He has got a **big ear**.....
3. He has got **two noses**.....
4. He has got **two big mouths**.....
5. He has got **four eyes**.....
6. He has got **two feet**.....
7. He has got a **long nose**.....
8. He has got **one foot**.....

9. **How many hands** has the monster got?.....
10. **How many eyes** has the monster got?.....

8. Complete the following table with the missing letters of the Alphabet

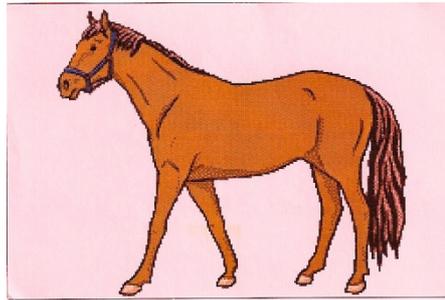
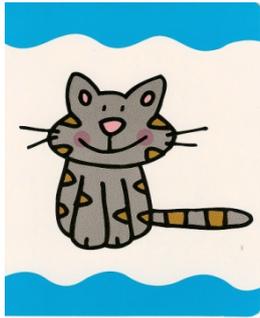
A			D		F
G		I	J		L
	N		P		R
S		U	V		X
	Z				

9. Listen and complete:

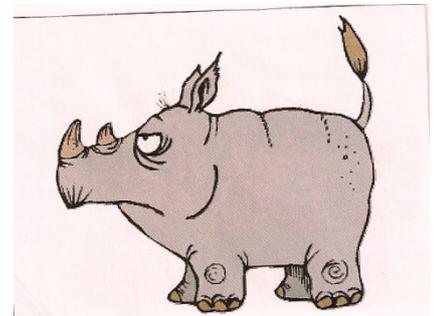
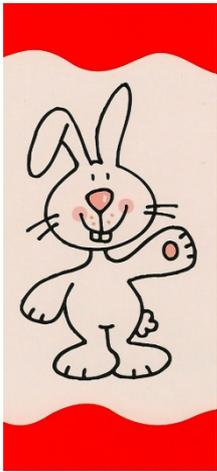
1.	2.
3.	4.

10. READING: read; match the sentences with the corresponding animals.

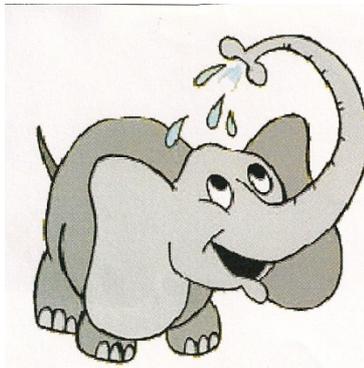
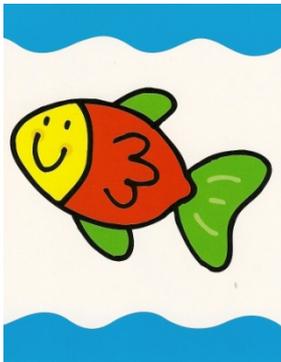
- | | |
|--------------------------|-------------------------------|
| 1. I am a fish . | 6. I am a dog . |
| 2. I am a zebra . | 7. I am a zebra . |
| 3. I am a whale . | 8. I am a rhinoceros . |
| 4. I am a cat . | 9. I am an elephant . |
| 5. I am a mouse . | 10. I am a horse . |



.....
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.....
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11. Clothes

True or False? Correct the false ones.



I am a dog!!

1. False. I am a -----

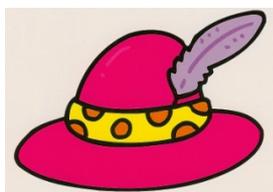


I am a bird!

2. True.



3. I am a dress!



4. I am a t-shirt!

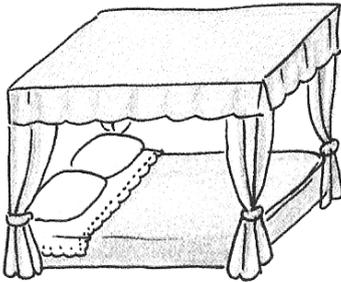


5. I am a watch!

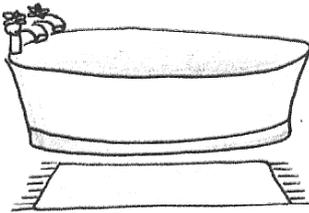
12.

Remember the

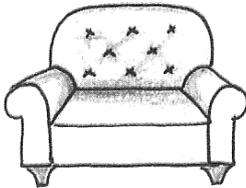
HOUSE? Unscramble the words, discover the house parts and match.



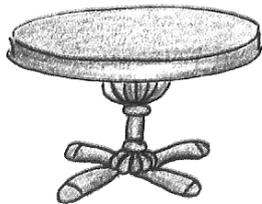
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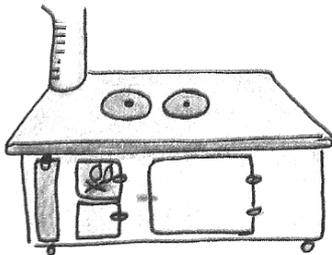
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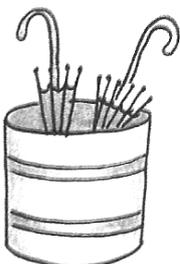
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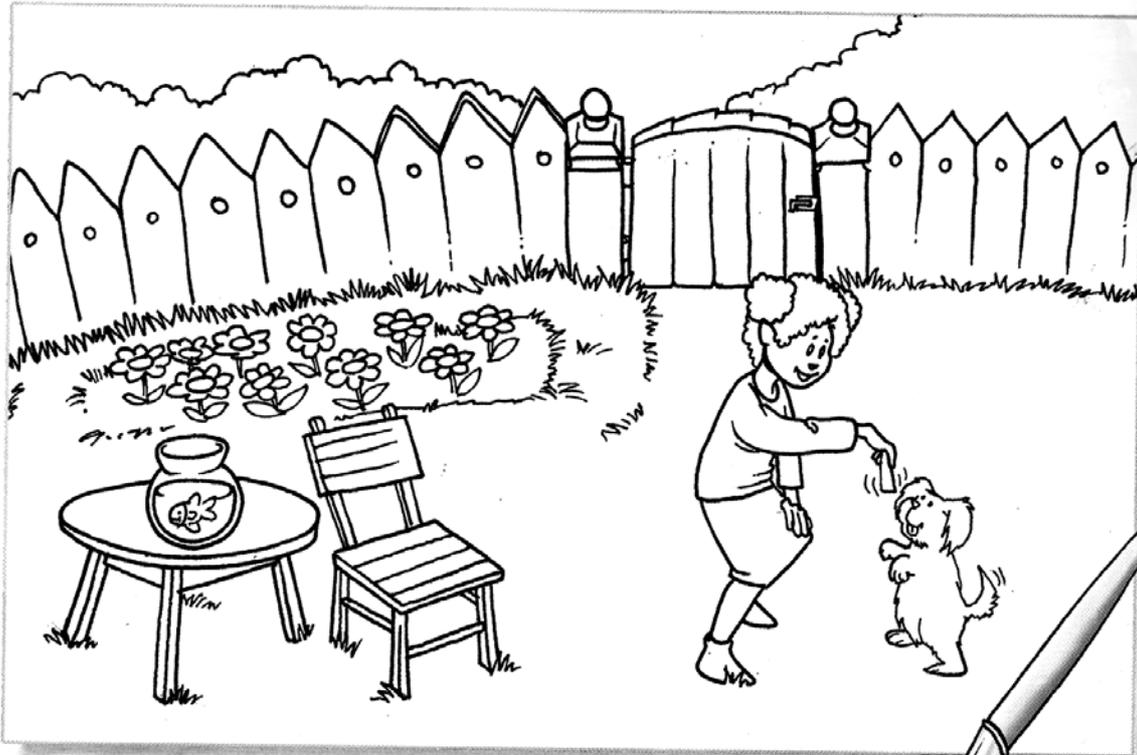


iecthkn

13.
Writing.

Reading and

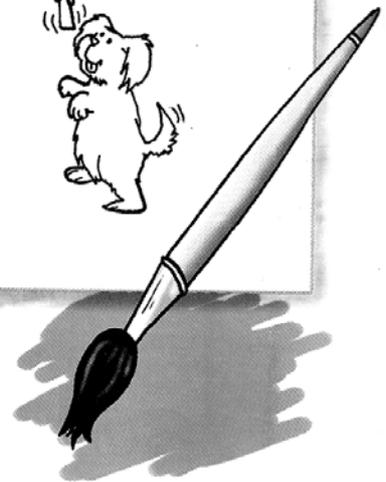
Maya is in the garden today. In Maya's garden there is a green chair and a yellow table. There are blue flowers in the garden, too! Can you see Maya's fish, Bubbles? He is red! And look at Maya's dog, Prince. Prince is brown.



true or false.

• Now, look, read again and write yes or no.

- | | |
|--|-------|
| 1 Maya is in the garden. | True. |
| 2 There is a yellow table in the garden. | yes |
| 3 There are red flowers in the garden. | |
| 4 Prince is Maya's fish. | |

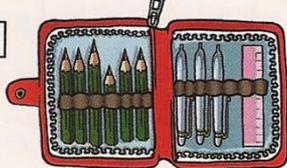
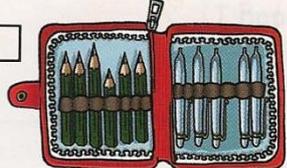
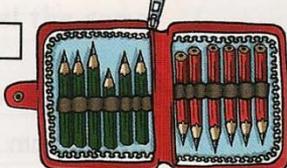


14. **Listening:** listen to your teacher and tick.

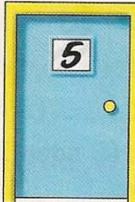
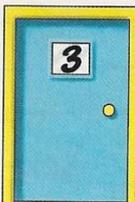
1 Which is Lulu's new schoolbag?

A  B  C 

2 What's in Lulu's pencil case?

A  B  C 

3 Which is Lulu's new class?

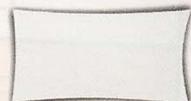
A  B  C 

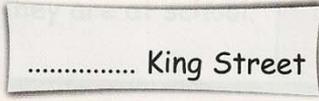
15. **Speaking**

6 Read and write the number. Then, act out.

1 A: What's your lucky number?
B: Thirteen! 

2  A: What's your phone number?
B: It's three-seven-two-eight-nine-one-five.

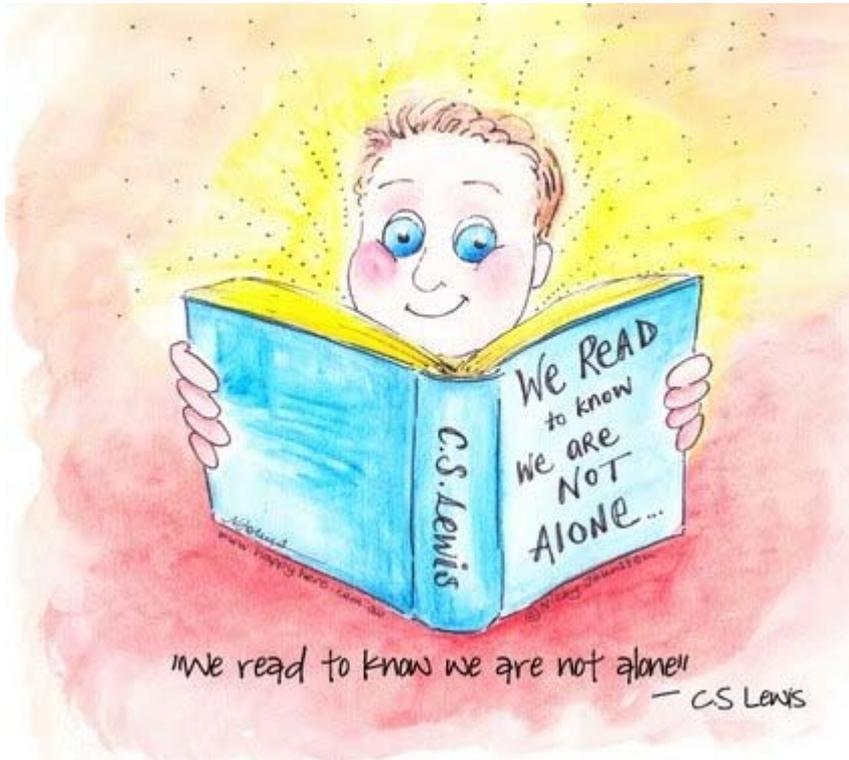
3 A: How old are you?
B: Twenty. 

4  A: What's your address?
B: Eleven King Street.

Name:

Date:

School/ Year:



kids WHO
READ
succeed

A cartoon illustration of three children reading books. A girl on the left, a boy in the middle, and a boy on the right. They are all smiling and holding open books. The text 'kids WHO READ succeed' is overlaid on the illustration.

**APPENDIX 4. INTEGRATED APPROACH TO TEACH
ENGLISH IN PRIMARY SCHOOL'S TRANSCRIPTION**

Primary school:

Currency



TRANSCRIPTION – Learning English in primary school (Audio recording)

PRIMARY CURRICULUM THEMES: Introducing vocabulary related to Currency (Portuguese/British currency).

Time: 16:45pm/ 17:30pm

L1/ L2 **T:** Hoje é *Wednesday*. Okay, the summary is...

L2 **Ss:** *Money! Money!*

L2/ L1 **T:** *No comments, please!* // temos só 25 (min.) para a aula de Inglês.

L1 **St:** Só? Então as aulas não é até às 6 e meia?

L1 **T:** Não. Vocês é que têm de se comportar direito e ter mais ritmo.

L1 **St:** ó teacher, teacher, teacher, ó teacher, teacher, ali é um I?

L1 **T:** É um E e um Y (na palavra *Wednesday*).

L1 **St:** Quem é que me sabe dizer o que nós aprendemos na última aula?

L2 **St:** the money.

(Prof.^a não ouviu e repete a pergunta)

L1 **T:** o que nós aprendemos na última aula?

L1 **St:** o dinheiro.

L1 **T:** O dinheiro. *Good!*

L1 **St:** isso nós já sabemos...

L1 **T:** como é que nós perguntamos quanto é? // Nós aprendemos...na Europa, que há países europeus que não usam o Euro.

L1 **St:** Usam a Libra!

L1 **T:** isso é o Reino Unido. Países como nós, Espanha, França e outros usam o Euro. Eu trouxe um mapa sobre a Zona Euro para vocês o verem. Eu vou passar (circular pela sala) e toda a gente vai ver.

L1 **Sts:** Quero ver!!

L1 **T:** Vocês não me ouvem às vezes. Eu vou passar e vou mostrar. O que está a azul escuro, o que está a azul escuro são os países europeus que, que estão a usar o Euro; e os que estão a azul mais claro são os que estão na Zona Euro, mas não utilizam o Euro, têm moeda própria. // Aqui está Portugal, aqui está Espanha, França (Prof.^a aponta para o mapa enquanto explica antes de

L1 circular a mostrar o mapa). // a Alemanha, aqui em cima o Reino Unido. Vamos fazer uma L1 ficha sobre o que estou a explicar.

L1 Sts: Iiiiiihhh!!

L1 St: ó Teacher, o Ruben anda a atirar papéis.

L1 T (olhando directamente para o aluno): Mas ele sabe que não pode fazer isso, não sabe?

L1 (Curioso que toda a turma fez mais silêncio aquando desta repreensão) Porque é que estás a fazer isso?

St: //

L1 T: então, e se tentasses aprender, não era melhor?

L1 T: Ó Ruben, já não te disse para parares? //

L1 Sts pedem para ver de novo o mapa.

L1 T: eu já passei aí.

L1 T: Não achas que já chega, ó Ruben? Ò meu Deus do céu, o que é que eu vos vou fazer? Eu não vou ter que ir aí, pois, não, Ruben?

(Colegas trocam impressões com o aluno que está a demonstrar um comportamento incorrecto).

L1 T: eu não quero que fales com ele. Geralmente os meninos mal comportados só fazem aquilo a que os outros acham piada. Por isso, se deixarem de achar piada, ele deixa de fazer. Se ele quer ficar sem aprender, sem conhecimentos, é um problema dele.

//

L1 T: Eu vou-me chatear a sério com estes meninos. // Eu vou mostrar a quem estiver bem comportado. São todas (moedas) inferiores a uma Libra.

[Prof.^a explica que lhes vai mostrar moedas reais utilizadas em Inglaterra). Alunos endireitam-se e fazem maior silêncio].

L1 T: Tenho uma de um *pence*, que equivale mais ou menos a um cêntimo de Euro.

[Alunos observam com muita atenção e os que estão à espera ficam um pouco impacientes porque também desejam ver]

//

[Alguns alunos abrem o “Ratinho”, onde aparece uma síntese de 3 países: (Portugal – Euro; Reino Unido – Libra; E.U.A – dollar), e espantam-se por poder ver no livro e em tamanho real moedas diferentes daquelas que se utilizam no seu país Natal e que só tinham visto num livro].

//

L1 T: Então, é giro pegar em moedas que se utilizam noutros países?

L1 Sts: Sim!

L1 T (dirigindo-se ao aluno indisciplinado): tu vais mesmo ficar assim, não te vou mostrar!

L1 St: oh...é diferente...

//

L1 T: Sabem, é por isso que alguns Profs. não querem saber dos alunos. // Eu sozinha não posso fazer nada...vá lá! //

Esta vale mais (moeda de 0,20 pence de Libra) e é mais pequena (que a de 0,10 pence de Libra).

//

L1 T: ora bem, então agora //

L1 T: principalmente os meninos do 4.º ano, podem e devem aproveitar para aprender um bocadinho mais do que aprenderam no ano passado; senão não saímos do mesmo sítio, é como o caracol. Assim, não vale a pena. Para mim não vale a pena.

[Prof.^a introduz informação sobre fotos de notas do Euro e informação sobre o início da moeda única, apresentando o “Paddington Bear”]

L1 Vamos rever o que aprendemos na última aula: **how much money?**

L2 Sts: How much money?

L2 T (points to Euro pictures and asks): How much money?

L1 Sts: Cinco; Five Euros.

L2 T (points to Euro pictures and asks): How much money?

Sts: //

L1 T: Olha, eu sei que os alunos têm perfeita consciência do comportamento. Por isso, só se porta mal quem quer. Pára quieto! Estás a ouvir? Comporta-te direito!

L1 T: Então, eu estava a explicar a origem do Euro. Quando o Euro chegou vocês eram mais pequenos.

L1 St: Não!

L1 T: Eram sim! Se eu era mais nova, vocês eram mais pequenos! Então, o Euro tornou-se a moeda oficial em 1 de Janeiro de 2008, substituindo moedas como o Franco, a peseta e lira. Notas de Euro: há de 5, , de 10, de 20,...

L1 St: de trinta...

L1 T: eu estou a falar de notas, não há notas de 30 euros...

L1 St (insiste): de trinta.

L1 T: mas não há de trinta! Notas de Euros, estou a falar de notas. Há de 5, , de 10, de 20, de 50, de 100, de 200 e de 500. // Depois, 15 membros da União Europeia utilizam o Euro como moeda corrente, alguns dos quais estavam presentes naquela folhinha da Zona Euro que eu vos mostrei. E alguns não utilizam o Euro como tínhamos falado ontem, como a Inglaterra e os Estados Unidos. // tem o Euro e o símbolo da União Europeia, depois temos a Libra, do Reino Unido que parece um L ao contrário //, e depois temos o dólar, que é corrente, que é a moeda corrente dos Estados Unidos, okay?

//

L1 T: Okay. Eu tenho uma actividade para fazerem em duas partes. Na 1.^a parte vamos rever vocabulário que aprendemos no Halloween. //

[Têm que fazer silêncio; não posso eu andar a remar para um lado e vocês para o outro; temos que remar para o mesmo lado, ou então não vale a pena!]

L1 T: Bom, estas imagens foram retiradas da celebração do Halloween em Paris, França. É claro que é vocabulário que vocês já aprenderam. E por isso pus aqui: a abóbora, //, a caveira...

Sts: //

L1 T: Na pergunta 4, é a 2.^a parte da ficha, mas vão fazer com a minha ajuda.

L1 St: ohhh.

L1 T: em que vão a responder a informação que aprenderam sobre a União Europeia //

L1 Porque a minha regra é: não costumo deixar os alunos fazerem nada que não me vejam a mim fazer. Estás a olhar para ele, porquê? É ele que está a dar a aula? Pois olha, ainda gostava de o ver!

L1 E então, *True or False*: verdadeiro ou falso? E porque é que eu estou a insistir nesta parte?

L1 Porque já serve como preparação para vocês quando fizerem a ficha de aferição.

L1 St: Aferição?

L1 T: Sim, aferição, lá para o Natal.

L1 Sts: é muito difícil!

L1 T: E o objectivo é que vocês sintam isso (ficha de aferição) como uma coisa natural.

(Alunos expressam medo)

L1 T: Não, nada disso. Eu acho que a aprendizagem / /. Para mim, a avaliação é contínua, certo?! Por isso é que insisto tanto no comportamento. // Por isso, a 1.^a afirmação diz que o Euro tornou-se a moeda única é a moeda oficial de 8 países da União Europeia em 1 de Janeiro de 2002. É pena não haver um baloiço na fora, senão ficavas lá em vez de vires para o Inglês! Ou melhor, em Vale de Nogueira há um.

L1 T: O Reino Unido, dizia eu, onde se situa Inglaterra, é um dos países da União Europeia que não utilizam o Euro como sua moeda. //

L1 Sts: é muito difícil!

L1 T: parece sempre difícil até tentares fazer. Sabes, eu digo isso não é só por ti, é por todos os outros alunos. E depois, o *Paddington* está à beira da *Tower Bridge*, que é um monumento em Londres, *okay*?

L1 Sts: O que é isso?

L1 T: é um aponte em que se pode passar por cima; é uma ponte, por baixo tem um rio que é o rio Tamisa, *Okay*? E quando entram barcos para Londres, aponte em baixo abre para os barcos poderem passar. É uma grande obra de engenharia...eu visitei quando lá estive. Então o

Paddington está lá e quer visitar a *Tower Bridge* e quer que vocês lhe digam quanto dinheiro é que vocês acham que ele precisaria ah...para a visitar e ah...quanto dinheiro é que vocês acham que ele vai precisar para visitar Londres, *okay*?

//

L1 T: ora bom, eu vou distribuir a ficha, é bom que me ouçam que é para não fazerem asneira.

L1 O 1.º exercício que aparece é colocarem o nome das imagens do halloween em Inglês.

L1 A 2.ª parte deixam para amanhã para fazermos aqui. Quem quiser pode arrumar e sair; quem tiver interesse pode ficar para ver.

L1 St: o quê?

L1 T: a ponte!

L1 T: olha, e voltam a trazer a ficha amanhã. //

[Sts pack up their things, make some noise and leave the classroom].

// 37:34

Primary school:

Thanksgiving

Happy



Thanksgiving

TRANSCRIPTION – Learning English in primary school (Audio recording)

PRIMARY CURRICULUM THEMES: Introducing vocabulary related to Thanksgiving

Length of the lesson: 45 minutes

Time: 16:00/ 16:45

L2 T: Hello!

L2 Sts (all together): Hello!

L2 T: Good afternoon.

L2 Sts: Good afternoon.

L2 T: Sit down, please!

(so role-call to see who's here and who's not here)

// (phone rings and T must answer the phone)

L1 T: Okay,so...role-call, para eu ver quem está e quem não está. // /T enacts role-call.

L1 T: St X

L2 St X: Hello!

L2 T: Hello! Very well! //

L1T: Então, ainda se recordam do que aprendemos na última aula?

L1 Sts: Cores!

L1 T: Yes. Como se diz cores em Inglês?

L2 0:03:50_Sts: Yellow, yellow.

L2/ L1 T: Yellow! Mas há mais.

L2 Sts: Blue! Blue!

L2 Sts: Orange! Orange!/ Green! Green!

L1 T: Ah! Bom! Está muito melhor do que da outra vez que eu tinha perguntado, que disseram que já não se lembravam de nadinha, nadinha. Okay, very well! so...

L1 St: Eu tinha as minhas cores aqui nos lápis de cor

L1 T: Okay, fizeste muito bem. Como é que tu fizeste, que eu não ouvi?

L1 St: eu decorei lá em casa com os meus lápis de cor.

L1 T: Ah! Então, quer dizer que praticaste em casa as cores? Okay, very well. Que bom, isso é muito bom.

L1 Sts: eu também!

L1 T: Que bom, fico contente. Eu acho que hoje vocês também vão gostar. Nós hoje vamos ouvir a canção do Mr. Turkey. É a canção do Sr. Perú. Porquê? //

L2 'Hello, Mr Turkey, how are you?; Hello, Mr Turkey, how are you?; With a gobble, gobble, gobble,
And a wabble, wabble, wabble,
Hello, Mr Turkey, how are you?

L1 T: Sabem o que quer dizer 'hello'?

L1 Sts: Olá!

L2 T/Sts: 'Hello, Mr Turkey, how are you?; - podem bater palmas
'Hello, Mr Turkey, how are you? (clap, clap); Hello, Mr Turkey, how are you? (clap, clap);
With a gobble, gobble, gobble,
And a wabble, wabble, wabble,
L2 Hello, Mr Turkey, how are you? (clap, clap)

L1 T: Agora quero ouvir mais vozes e não só os aplausos.

L2 T/Sts: 'Hello, Mr Turkey, how are you?'; - podem bater palmas

'Hello, Mr Turkey, how are you? (clap, clap); Hello, Mr Turkey, how are you? (clap, clap);

With a gobble, gobble, gobble,

And a wabble, wabble, wabble,

Hello, Mr Turkey, how are you? (clap, clap)

L1/L2 T: quando dissermos *gobble, gobble, wabble, wabble*, podem fazer assim (T shows hand gestures representing a turkey beak to imitate a turkey's beak), que é o bico do peru a abrir e a fechar.

L1/L2 T/Sts: 'Hello, Mr Turkey, how are you?'; - podem bater palmas

'Hello, Mr Turkey, how are you? (clap, clap); Hello, Mr Turkey, how are you? (clap, clap);

With a gobble, gobble, gobble,

And a wabble, wabble, wabble,

Hello, Mr Turkey, how are you? (clap, clap)

L1 T: Então, além do Mr. Turkey, nós vamos aprender mais 3 palavrinhas:

L2 'This is Mr. Turkey'.

L2 Sts: This is Mr. Turkey'!

L2 'This is Mayflower.

L1 T: É um barco que ajudou as pessoas a chegar aos Estados Unidos. E estes senhores representavam os camponeses que iam para lá, porque era a terra das oportunidades, e era ele que levava os pilgrims.

L2 T: So, Turkey or Mr. Turkey

L2 Sts: Mr. Turkey.

L2 T: Mayflower

L2 Sts: Mayflower.

L2 T: and pilgrims

L2 Sts: *pilgrims*

L1 T: Emigrantes ou peregrinos.

L2 T: *Turkey*.

L2 Sts: *Turkey*.

L2 T: *Mayflower*.

L2 Sts: *Mayflower*.

L2 T: *Pilgrims*.

L2 Sts: *Pilgrims*.

St: família.

L2/ L1 T: *Yes. This is a family*, mas é uma family de pessoas que estavam a emigrar. Por exemplo, no nisso país, em Portugal também há pessoas que vão para outros países em busca de uma vida melhor, certo? //

L1 T: antes de passarmos à próxima actividade //, vamos rever a canção, ver se lembram – *in one, two, three*:

L2 T/Sts: 'Hello, Mr Turkey, how are you?';

'Hello, Mr Turkey, how are you? (clap, clap); Hello, Mr Turkey, how are you? (clap, clap);

With a gobble, gobble, gobble,

And a wabble, wabble, wabble,

Hello, Mr Turkey, how are you? (clap, clap)

L1 T: Então eu vou distribuir a actividade. O que é que nós vamos fazer a seguir?

Todos vocês põem a folhinha na horizontal, assim (T shows how). Colocam a *date* e o *name*. //

L1 Vão desenhar o Mr Turkey assim. Pegam na vossa mão esquerda...//abrem bem os dedinhos e põem a mão em cima da folha. Vá- toda a gente, eu não explico isto outra vez, okay?

L1 Sts: Sim ,mãozinha. No meio da folha?

L1 T: Sim, no meio. Então, vamos contornar a mãozinha até ao fundo, e fazem um dedo, //

L1 **0:17:45** St: eu já sei fazer isso!

L1 T: e outro e outro. Depois tiram a mão e vamos unir o espacinho aqui em baixo.

L1 T: Depois, outro dedinho. E agora falta-nos o bico do peru, do turkey, okay? //

0:18:27 St: eu já fiz no outro ano!

L1 T: Vês, agora já sabes fazer muito melhor!

L1 T: E podem escrever assim: ‘Mr Turkey, how are you?’

L2 St: *how are you?*

L2/ L1T: *how are you?* E está muito bem; agora só falta decorar o Mr Turkey. //

T: Ah! E praticar as cores em Inglês.

L2 St: Yellow! Yellow!

[Sts organize themselves in relation to colouring their drawing; some of them don't own colour pencils, so they have to use the colours pencils from the school. It's a low socio-economic setting]

L2 [Sts among them]: Orange. Orange.

[As Sts are unable to organize themselves, T picks up a box and circulates around the classroom to hand colours to Sts when they ask].

L1 St: Já acabei.

L1 T: Não vos quero de pé – que mania!

L1 St: este pequenino amarelo é do Miguel.

L1 T: Pois é. Estava no chão.

Integrated approach to teach English in primary school

L1 T: Olha, tens que te sentar, tens que te sentar; vou repetir: tens que te sentar, tu não estás bem sentada...

L2 T: *Okay.* //

L2/L1 T: *very nice*, mas tens de te sentar.

L1 T: eu vou começar a registar menos nos meus registos para quem andar de pé na aula de Inglês. Eu não quero ninguém de pé.

L1 Vocês é que têm de ser responsáveis pelo vosso material. //

L1 T: // antes de ir gostava que praticássemos a música do Mr. Turkey, okay?

L2 T/Sts: 'Hello, Mr Turkey, how are you?

'Hello, Mr Turkey, how are you? (clap, clap); Hello, Mr Turkey, how are you? (clap, clap);

With a gobble, gobble, gobble,

And a wobble, wobble, wobble,

Hello, Mr Turkey, how are you? (clap, clap)

L2 T: *in one, two, three*_T/Sts: 'Hello, Mr Turkey, how are you? (clap, clap);

'Hello, Mr Turkey, how are you? (clap, clap); Hello, Mr Turkey, how are you? (clap, clap);

With a gobble, gobble, gobble,

And a wobble, wobble, wobble,

Hello, Mr Turkey, how are you? (clap, clap)

L1 T: // Arrumam os vossos materiais...Não, não, não não! um de cada vez. Goodbye.

L1 St: eu arrumei aqui.

L2 T: very well, Michael.

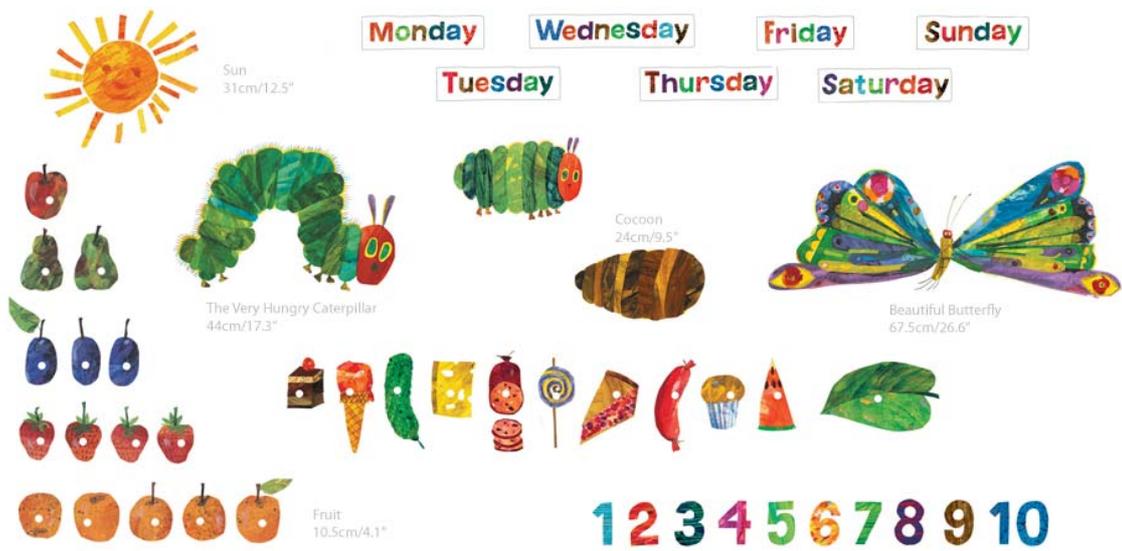
L2 T: Goodbye.

L2 St: Hello.

L2 T: Bye.

Primary curriculum theme:
Social Study

Storybook 'The Very Hungry Caterpillar'



TRANSCRIPTION – Learning English in primary school (Audio recording)

PRIMARY CURRICULUM THEMES: Introducing vocabulary related to Social Study/
Storybook ‘The Very Hungry Caterpillar’.

Length of the lesson: 45 minutes

Time: 16:00/ 16:45

L2 T: Today we are going to listen to a new story. It’s the story about the very hungry, the very hungry [T rubs her belly to convey hungry] caterpillar. You are hungry.

L1 Lrns: Eu tenho fome.

L2 T: No, not you. The caterpillar. So, the very hungry caterpillar, okay? So, look, okay?

L2 T: In the light of the moon [T paces her speech]

L1 Lrns: Mundo, mundo.

L1 Lrns: Lua.

L2 T: Yes, Michael, moon. Can you say it in English, M?

L2 Lrn: Moon.

L2 T: In the light of the moon // the little caterpillar laid a little egg, a little egg // . The little caterpillar laid a little egg.

L1 Lrns: pequenina [try to guess meaning of ‘egg’].

L2 T: a little egg,

L2 T: One Sunday morning the warm sun came up and ‘ pop’, out of the egg came a tiny, and out of the egg came a tiny and very hungry caterpillar. He started, so, the caterpillar started looking for some food.

L1 Lrns: [Try to guess meaning.] Ela vai comer!

L2 T: On Monday, you know, on Monday, you know, like in the calendar [T points to calendar on the wall and asks a student to come to the front of the class to point to calendar month]. On Monday he ate through one apple.

L2 Lrns: apple.

L2 T: Yes. He ate through one apple. Yes, the caterpillar ate [hum, nham, nham, nham] through one apple. BUT, but he was still hungry.

Lrns: ainda tinha fome.

L2 T: On Tuesday. Tuesday – can you see Tuesday [T points to day of the week on calendar month on the wall], yes? On Tuesday he ate through two pears. One, two pears [T points and counts]. He ate two pears. M, he ate two pears. But he was still hungry.

L1 Lrns: Ameixas.

L2 T: No. He ate pears.

L2 T: On Wednesday [Monday, Tuesday, Wednesday], he ate through one, two, three plums

L1 Lrns: Quarta.

L2 T: Yes.

L1 Lrns:ameixas

L2 T: Yes. But he was still hungry. On Thursday...

L1 Lrns:Quinta.

L2 T: Yes. Thank you

L2 T: On Thursday he ate through, he ate through one, two, three, four, strawberries, strawberries.

L1 Lrns: morangos.

L2 T: Yes. Four strawberries. But he was still hungry!

L1 Lrns: Tem fome.

L2 T: Yes. He was still very, very hungry.

L2 T: On Friday

L1 Lrns: Sexta.

L2 T: Yes. On Friday he ate through what? One, two, three, four, five oranges.

L1 Lrns: Laranjas.

L2 T: Yes. One, two, three, four, five oranges. But he was still hungry! Now, on Saturday he ate through – look, look – one piece of cake, one piece of chocolate cake, one ??, ice-cream, one pickle, one slice of Swiss cheese and one slice of salami, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, one slice of watermelon.

L2 07: 45 T: That night // that night he had a stomachache.

L2 T: The next day, look, look, was Sunday again. The caterpillar ate through one green leaf, and after that he felt much better.

L1 Lrns: estava melhor.

L2 T: Yes! Now, he wasn't hungry anymore, and he wasn't a little caterpillar anymore. He was a big, fat [T uses hand gestures to convey meaning] caterpillar. He built a small house, he built a small house called a cocoon around himself, he stayed inside for more than two weeks ; this is one week, two weeks [T points to calendar], he stayed inside the cocoon for 15 days, and he was a...

L1 Lrns: borboleta!!

L2 10:18 T: Yes...butterfly. //

L2 T: Now you colour the butterflies.

L2 T: Sit down, please.

L2 T: So you are going to colour the butterflies in silence, please. The butterflies you have there.

Lrn: ??

L2 T: Very nice your butterfly! In one, two three, in silence, please.

L2 T: Colour your butterfly and your hippo.

L1 Lrns: gosto mais deste. //

L2 16: 21 T: Now, you are colouring the butterfly which is...

Lrn: which is...

L2 T: this is a butterfly and this is...

L1 Lrns: hipopótamo.

L2 T: Yes. //

L2 T: in silence, please. Michael, be quiet, please.

L2 T: Can you sharpen your pencil there, in your table?

L1 Lrn: o livro?

L2 21:44 T: No. Can you sharpen your pencil here? Thank you very much.

L2 T: in silence, please. //

L1 Lrn: Teacher, venha cá.

L2 T: Come here, please. Come here, please.

Lrn: ??

L2 T: No, you have to say to me 'come here please'.

L2 Lrn: Come here, please.

L2 T: yes. //

L2 T: Come on. It's getting very nice Francisco.

L2 T: Thank you.

L2 T: Colours.

L2 24:55 T: Yes, yes, a big butterfly! //

L2 T: Yes, Michael, you have beautiful butterflies in your drawing. Very nice. Nice.

L2 T: See? Here's what Lucas has learned. See, how nice? The hippopotamus and the butterflies. How many butterflies?

L2 T/Lrns: One, two, three butterflies. Ant the three butterflies are playing and flying around the hippopotamus.

L2 Lrns: hippopotamus.

L1 Lrns: hipopótamo.

/small talk about handwash/

L2 26:47 T: Yes, very nice, Lucas. You can write your name.

L2 Lrn: o nome [peer scaffolding].

L2 T: yes, he knows. //

L2 T: May I go to the toilet, please? //

L1 T: Vamos? Quem terminou, terminou; quem não terminou prepara as coisas para a aula seguinte.

L2 Lrns: Ooooh! Estou quase a terminar...

L1 T: terminam depois.

L2 T: butterfly. Sit down! // 34:35

L2 T: IN SILENCE.

L2 T: Goodbye!

L2 Lrns: Goodbye! //

Primary curriculum theme:

Social Study – Wild animals

Storybook 'At the Zoo'



TRANSCRIPTION – Learning English in primary school (1st and 2nd grades) (Audio recording)

PRIMARY CURRICULUM THEMES: Introducing vocabulary related to Wild Animals/Pets

Length of the lesson: 45 minutes

Time: 16:00/ 16:45

L2 T: Okay. (.) So, sit down, please. / Okay. Sit down please. Thank you. Sit down please One, two and three: sit down, please.//

L2 T: So today let's start with the role-call //.

L2 T: Okay. Today we are going to review the alphabet for the last time, and then we are going to listen to a story about the animals, okay? About the animals, okay?

L2 Learner: Animals.

L2 T: yes. But first let's review the alphabet, okay?

L1 learner: the alphabet.

L2 T: Yes. So, T/Learners' interaction: a, b, c, d, e, f, g (L1 learner: it's my brothers' initial letter name – they link these experiences with broader contexts, with their surroundings, e.g. family), h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

L2 T: Okay. And there you go, the Alphabet. Now Mrs. Carmen is going to tell you a story about the animals, okay? About the Zoo, okay? So, I am going to start okay? So please listen, okay?

L2 T story : 'I wrote (T uses points to herself to explain 'I' and uses hand gestures to convey writing symbol) a letter to the Zoo. They sent me a... So, I wrote a letter /

L1 learner: Say it in Portuguese.

L2 T: I wrote a letter (T picks up paper and pen and pretends writing as she speaks)

L1 learner: oh! You are writing.

L2 T: Yes! I wrote a letter to the Zoo to ask for a pet, an animal, okay?

L2 T: And they, the Zoo sent me an (T pauses a bit before uncovering the hidden animal) elephant. He was too big (T uses gestures and puts her hands above her head). He was too big, too big.

L1 learner: big!

L1 learners: too big.

L2 T: I sent him back (T uses right hand turning it to the right to convey the act of sending something away).

L1 learner: he went away (points to herself again and conveys act of sending away).

L2 T: I sent him back, yes!

L2 T: So the Zoo sent me a (T uses a sort o question emphasis before revealing the animal) giraffe!

L2 learners: Giraffe!

L2 T: He was too tall. (T lifts up her feet and puts her hands above her head, showing her hand above her height). Too tall.

L1 learners: Too big. Bigger.

L2 T: I sent him back.

L1 learner: he went away.

L2 T: So they sent me a?

L1 learner: lion, lion.

L2 T: Lyon (rises her voice tone)!

L2 learners: he was too fierce (T changes her voice tone to a more aggressive one, extends her hand pretending the lions' claws and imitates lion's sound when angry at the same time- grrr). L2 T: Too fierce (T repeats same procedure).

L1 learner: he was mean.

L2 T: Yes. He was too fierce. I sent him back.

L1 learner: he went away again.

L2 T: So the Zoo sent me a?...

L1 learners: camel! Camel!

L2 T: camel!

L2 learners: camel!

L2 T: a camel!

L2 learners: a camel!

L2 T: he was too grumpy! (T crosses her arms and pretends a grumpy face). Too grumpy. Too grumpy.

L1 learners: irritable.

T: Yes, too grumpy. I sent him back.

L1 learners: he went away.

L2 T: So they sent me a?

L1 learners: snake!

L2 T: snake!

L1 learners: teacher, you know we have seen a snake here in our school and we killed her. (Again learners re attaching this experience with the daily events in their life, linking English with events occurring outside the classroom). Yeah, she went from this life for a better one. She was poisonous.

L2 T: So they sent me a snake. She was too cherry. So I sent him back. They sent me a?

L1 learners: monkey! Monkey!

L2 T: Monkey! But he was too naughty (T laughs, changes on voice-tone and pretends to be making fun of something, stealing learners' notebooks to convey the meaning of naughty).

L1 learners: bad behaved.

L1 learner: he won't steal my stuff!

L2 T: Yes, naughty. The monkey was very naughty. The monkey was too naughty. I sent him back.

L2 T: So they set me a?

L1 learner: frog.

L2 T: frog. But he was too jumpy (T pretends small jumps). So I sent him back.

L1 learner: he's gone.

L2 T: In English: T/learners: I sent him back.

L2 T: So they thought and thought and thought (T points with one finger to her head making small circles) and sent me a?

L2 learners: Dog!

L2 T: Dog! He was perfect. I kept him (T joins her arms as she was preparing herself to hug a baby to suggest withholding something in a caring way).

L2 T: So, what animal would you like? Would you like the monkey, the elephant, the giraffe, the lion, the camel or the snake? Which animal would you like (points to learner)?

L2 learner: elephant.

(L2 T: you would like an elephant? But he is too big to have at home (change in voice-tone). Okay, now, what pet is this? In English?

L2 T: Who am I? In the story?

L1 learner: who am I?

L2 T: Yes. Who am I? So, how to say it in English? (T shows a lion picture contained within a picture book)

L2 learners: lion.

L2 T: Yes. How about this animal? How to say it in English?

L2 learners: elephant!

L2 T: elephant! Good!

L2 T: And this one?

L2 learners: Monkey! Monkey!

L2 T: Yes, very well.

L2 T: What about?

L2 learners: giraffe!

L2 T: And?

L2 learners: monkey!

L2 T: And now? Look!

L2 learners: lion!

L2 T: Yes, it's a baby lion.

L1 learners: Oh! It's a baby lion.

L2 T: Now, you please open (T reveals first signs of exhaustion in her voice) you books. (Quickly recovers). You have to keep in silence. Now please open your books, okay? On page, look: second year T shows book, Zappy 2, Students' book, on page number 18 (T writes number in the backboard)

L1 learner: You know teacher what's in here is from a movie. //

L2 T: Yes, it is. It's from a movie. // 21:42 min.

L2 T (T sticks follows a textbook and introduces some more animals): So do you see? This is a pig, a chicken, a sheep, horse, donkey, goat, cow and duck. You have to trace the words.

L1 learner: Oh! I know: it's to trace.

L2 T: Yes.

L2 T (T sticks shows learners an interactive picture book related to animals): So here it is!

L1 learner: that's actually very cool! Look! How cool is that? It's really very nice.

L2 T: look! Sheep

L1 learner: sheep.

L2 T: Goat.

L1 learner: goat.

L2 T: donkey.

L2 learners: donkey.

L2 T: Dog.

L2 learners: Dog.

L2 T: Pig.

L2 learners: Pig.

L2 T: Duck. Quack, quack.

L2 learners: duck.

L2 T: Cat.

L2 learners: Cat.

L2 T: Chicken.

L2 learners: Chicken.

L2 T: now do your exercise.

L1 / L2: Look teacher, here is the (L2) cat. //

Change in lesson direction to work for a while within the textbook provided to learners.

L2 T: okay, boys from *Zappy one*, repeat after me: sheep, sheep; Zappy one: L2 T/ learners: sheep, goat, cow, donkey, dog, horse, pig, duck, cat, chicken. So open your book on page twenty. //

L 2 T: Exercise is to listen and repeat

T/ learner interaction: Dog, Cat, rabbit, fish, bird, spider. Sheep, //, goat, cow, donkey, dog, horse, pig, duck, cat, chicken: So now, *Zappy one* trace and find the animal. The first to finish says the animals' name in English.//

L2 T: Okay. Now I have a song for you. // So I have a song about the farm animals, which goes like this (T sings the song – no Cd player in the classroom): ‘old Macdonald had a farm, e, i, e, i, o’. And on that farm he had a cow, e, i, e, i, o. (...) 29:03 min.

L2 learners: Some learners are singing the song. //

L2 T: So in one, two, three: Old Macdonald had a farm, e, i, e, i, o.

L2 T: And on that farm he had a ?

L2 Learners: ?

L2 T: Sorry, sorry! And on that farm he had a?

L2 learners: Cow.

L2 T: Cow! Again L2 T/ L2 learners: ‘and on that farm he had a cow, e, i, e, i, o. With a moo-here and a moo-moo there, everywhere a moo-moo. Old Macdonald had a farm, e, i, e, i, o’.

L2 T/ L2 learners: ‘Old Macdonald had a farm, e, i, e, i, o. And on that farm he had a cow, e, i, e, i, o. With a miau-miau here and a miau-miau there, everywhere a miau-miau. Old Macdonald had a farm, e, i, e, i, o’.

L2 T/ L2 learners: Old Macdonald had a farm, e, i, e, i, o. And on that farm he had a pig, e, i, e, i, o.

L2 T: And on that farm he had a?

L2 learners: Pig!

L2 T/ L2 learners: Again: and on that farm he had a pig, e, i, e, i, o. With an oink, oink here and an oink-oink there, everywhere an oink-oink. Old Macdonald had a farm, e, i, e, i, o.

L2 T: Okay. Let’s check if you know the animals.

L2 T: Old Macdonald had a farm. Do you know this song in Portuguese? (T sings a bit of the song in Portuguese). Now children in English (L2 T/ L2 learners): ‘Old MacDonald had a farm, e, i, e, i, o. (...)

L2 T: okay, now Lucas, come here please. Come here. So please tell me where (T emphasizes ‘where’ and circles the poster stuck in the blackboard) is the pig?

L2 learner: performs task well.

L2 T: Very well! An extra point for you. Okay, Lurdes, please tell me, where is the cat?

L2 T: Very well Lurdes! Yes: one point for Lurdes.

L2 T: Diana, please tell me where is the cow? Let’s help: ‘Old Macdonald (...) cow, e, i, e, i, o.

L2 learner: fails task.

L2 T: No. Okay, Michael, where is the dog?

L2 Michael: succeeds in task.

L2 T: Very well Michael: extra point for you!

L1 learner: how many points have I got?

L2 T: for now? One, one, one.

L2 T: tell me, where is the cow, please. The cow?

L2 learner: 'moo-moo'.

L2 T: Yes. 'With a moo-moo here and a moo-moo there...which animals does 'moo-moo'?

L2 learner: Cow!

L2 T: Yes, the cow! Okay. Please tell me where is the cat?

L2 learner: fails task.

L2 T: no, that is a dog. This is a cat. /

L2 T: please show me the chicken please.

L2 learners: Chicken. Chicken. Chicken little!

L2 T: The chcken.

L2 T: tell me where is the pig?

L2 learner: fails task

L2 T: No, no.

L2 T: tell me where is the pig?

L2 learners (through the songs' sound): oink, oink.

L2 learner: succeeds task.

L2 T: okay. But they helped. Okay, you! Where is the cat?

L2 learners: miau, miau.

L2 T: okay. Johanna, yell me where is the pig?

L2 learner: succeeds task.

L2 T: Very well. A point for you.

L2/L1 T (appeal to the participation of a learner with special needs, a sort of cognitive disability, and explains through Mother Tongue): (L1) you have to discover where is the (L2) cat.

L2 learners: cheerful applauses for the performance of this very 'special' learner.

L2 T: Where is the pig?

L2 learner: succeeds in task.

L2 T: Okay, one point for Leandro.

L2 T: Where is the cat?

L2 learner: succeeds in task.

L2 T: very well. Okay, now in silence.

L1 learners: oh, you know I didn't go to the board...(Learners want to come again)

L2 learners: Johanna! Johanna!

L2 T: Johanna, tell me where is the cow.

L2 learner/Johanna: succeeds in task.

L2 T: Yes, up here!

L2 T: Okay, today we have studied the animals. The animals, okay? Michael, what is your favourite animal?

L2 learner: Animal?

L2 T: What is your favourite animal?

L1 learner: what is the animal you like the most?

L2 T: yes. Come on, in English.

L2 learner: Cat.

L2 T: So you have to say 'my favourite animal is the cat'.

L2 T/ L2 learner: 'my favourite animal is the cat'.

L2 T: Okay. Now I have this for you (T hands out a worksheet for learners to draw their favourite animal). So, what's this, do you remember? You can choose the tiger, the penguin, the dolphin, the cat, the bear and the giraffe. Your favourite animal: one.

L1 learner: Only one.

L2 T: Yes, one. //

L2 T: So how did the song go? 'Old MacDonald had a farm'...//

L2 T: Goodbye!

L2 learners: Goodbye! // 44:40 – End of lesson.

After the end of the lesson_unstructured form of interview through the learners' Mother Tongue

L2 T (L1): Did you like the story? Was it too difficult?

L1 learner: No, it was not.

L2 T (L1): Did you find it attractive?

L2 learner (L1): Yes, it had surprises! 45:38 min.

TRANSCRIPTION – Learning English in primary school (3rd and 4th grades) (Audio recording)

PRIMARY CURRICULUM THEMES: Introducing vocabulary related to Wild Animals/Pets.

Time: 16:45

L2 T: Good afternoon!

L2 Lrns: Good afternoon! //

L2 T: [makes role-call].

L2 T: Can you please open the lesson and write the summary? 04:54

//

T: Okay, I am going to right the summary. Eu vou só lembrar uma vez que na próxima aula vão levar o mapa de comportamento para casa, e eu estou desde o início da aula a registar quem é que ainda não está em condições para eu poder começar a aula. //

T: Okay, the summary, today's summary is Farm/Wild Animals.

L1 Lrns: Animais; animais do monte.

L2 T: And to start the lesson I am going to tell you a story about animals. So I need silence from you, okay? //

L2 T: so I a going to read you a story about the animals in the zoo.

Lrns: O Zoo! Animais!

L2 T: So, ca you please keep in silence? So you are going to listen to a story about animals, okay? And then you will do exercises in your books.

Lrns: no livro.

L2 T: Yes. So, please listen.

Lnr: Ouvir.

L2 T: yes.

T: Concentrate, concentrate. Are you ready? Estão prontos? // Se calhar é melhor eu ficar aqui e subir para cima de uma cadeira como fiz lá em baixo. Excuse me...The story is in English okay? Mas se ouvirem com atenção, vão perceber perfeitamente.

09:18 T: So, *Dear Zoo*. I, I [T monitors learners' expressions to make sure they are following the meaning of the story; T points to herself to convey 'I'.

Lrns: Eu.

L2 T: wrote a letter to the zoo [makes gesture of writing]; wrote a letter to the zoo.

Lrns: ??

L2 T: No. Give me your notebook. I

Lrn: estou a escrever.

L2 T: wrote a letter

Lrn: uma letra

L2 T: to the zoo.

Lrns: vamos ao zoo.

L2 T: I wrote a letter to the zoo

L1 Lrn: a professor escreveu uma carta.

L2 T: yes. I

L1 Lrns: Eu

L2 T: I wrote a letter to the zoo to send me a Pet.

Lrns: ??

L2 T: No. I asked the zoo to send me a pet, an animal.

L1 Lrn: eu pedi...os animais do zoo.

L2/L1 T: No. I sent a letter to the zoo [Eu escrevi uma carta para o zoo] e pedi-lhes para me enviarem um animal de estimação.]. Pronto. Esta é a minha ajuda para o início da história. //

L2 T: So, they – the zoo – sent me a, sent me a...? [T lifts the book flap and waits learners reply]?

L2 Lrn: elephant.

L2 T: Lrns: Elephant! He was too big [rises voice intonation, lifts feet and puts hand above her head to convey meaning of 'big'].

L1 Lrns: muito grande.

L2 T: yes. He was too big.

L1 Lrns: muito grande.

L2 T: Too big, yes. I sent him back [makes gesture of sending something away].

L1 Lrns; enviei-o de volta.

L2 T: yes.

L1 Lrns: e depois veio outro animal.

L1 T: vamos ver. 11:33

L2 T: So...

L1 Lrns: girafa.

L1 T: não vale adiantar. Ahmm...Alexandre, quando eu abrir, dizes, okay? Está bem? Podes pensar primeiro, e depois dizes.

L2 T: So, the zoo...

L2 Lrns: giraffe.

L2 T: sent me a giraffe! Come on! [T encourages lrns to say target vocabulary in the foreign language]

L2 Classroom: GIRAFFE!

L2 T: GIRAFFE! But he was too tall!

L1 Lrns: muito grande.

L2 T: too tall!

L1 Lrns: muito grande! [lrns keep trying guess the meaning as the T waits for the correct meaning]

L1 Lrns: É muito alto!

L2 T: Yes – tall. Come on!

L2 Lrns: TALL!

L2 T: I sent him back.

L1 Lrns: eu enviei-o embora.

L2 T: Yes.

L1 Lrns: Agora vem outro animal! [Lrns are enthusiastic]

L2 T: So they sent me a...? [T lifts the flap]

L2 T/Lrns: lion.

L2 T: Yes!

L2 Lrns: LION!~

L2 T: he was too fierce [makes different voice for adjective 'fierce', makes animal sound 'roar'; and pretends to scratch with her hands].

L1 Lrns: tinha unhas.

L2 T: he was too fierce.

L1 Lrns: tinha garras. / É um leão. / Tinha garras!

L1 T: há um palavra para isso.

L1 Lrn: feroz.

L1/L2T: Isso. Feroz! Fierce, okay? He was too fierce. I sent him back. 13:05

L2 T: So they sent me a...? [T lifts flap]

L2 Lrns: um hipopótamo.

L2 T: a camel.

L1 Lrns: eu sei!

L2 T: So, in English! A camel!

L2 Lrns: CAMEL!

L2 T: But he was too grumpy - humpf! [T crosses her arms and makes angry face]

L1 Lrns: cara de chateado.

L2 T: yes. Grumpy! The camel was grumpy. I sent him back.

L1 Lrns: enviei-o outra vez.

L2 T: yes.

L1 Lrns: vem aí o hipopótamo?

L2 T: No, no hippopotamus.

L1 Lrn: vem aí outro animal.

L2 T: yes.

L2 T: So they sent me a...?

L2 Lrns: snake.

L2 T: YES! But he was too scary.

L1 Lrns: mandei-o, enviei-o embora.

L2 T: yes.

L1 Lrns: macaco.

L2 T: I don't know, you have to wait.

L2 T: So they sent me a...?

L2 Lrns: monkey.

L2 T: Yes!

L2 Lrns: Yey!!

L2/L1 T: he was too naughty. Too naughty. Muito maroto. So I sent him back.

L1 Lrn: eu mandei-o logo embora.

L2 T: they sent me a...?

L1 Lrns: hippopotamus.

L2 T: [uncovers flap] a frog

L2 Lrns: frog! Um sapo! Uma rã!

L2 T: but he was too jumpy [T makes little jumps on the chair]

L1 Lrns: dava saltinhos.

L2 T: Yes. Too jumpy. So I

L1/ L2 Lrns/T: mandei-o embora; sent him back.

L1 Lrn: mandei-o embora.

L2 T: Yes, Alexandre, very well. I sent you back, like the animal.

L2 T: So, at the zoo they thought...[T makes circling gestures with one finger pointing at her head] 15:43

Lrns: ??

L2 T: No. As I sent the animal back to the zoo they thought, thought and thought [T paces voice] and thought, and thought, and they sent me a ...?

L1/L2 Lrns: gato, cat, dog

L2 T: dog.

L2 Lrns: DOG!

L1 Lrn: Eu disse! Eu consegui! He was perfect.

L1 Lrns: Aceitou.

L2 T: Yes. He was perfect! I kept him!

Lrns: Guardou-o; ficou com ele.

L2 T: yes! 16:36

L2 /L1 T: so, a quick review – agora já estão mais familiarizados, demora menos tempo.

L2 T: Dear zoo, I wrote a letter to the zoo. They sent me an?

L2 Lrns: elephant.

L2 T: he was too big.

L2/L1 Lrns: too big. Era muito grande.

L2 T: I sent him back.

L1 Lrns: girafa.

L2 T: you have to say it in English.

L2 Lrns: giraffe.

L2 T: So they sent me a...?

L2 Lrns: GIRAFFE!

L2 T: Very well, Rúben!

L2 T: But he was too tall.

L2 Lrns. Too tall.

L2 T: I sent him back.

L1 Lrns: mandei-o embora.

L2 T: So they sent me a lion.

L2 Lrns: LION!

L2 T: He was too fierce.

L1/L2 Lrns: tinha garras./ Fierce..

L2 T: I sent him back.

L1 Lrns: mandei-o embora.

L2 T: So they sent me a...?

L2 Lrns: CAMEL!

L2 T: camel. But he was too grumpy!

L1 Lrns: era muito chateado.

L2 T: yes, too grumpy. So, I, I sent him back.

L2 T: So they sent me a ...?

L2 Lrns: SNAKE!

L2 T: Yes! But he was too scary. 18:53

L1 Lrns: eu quero ver!

L2 T: So I sent him back.

L2 Lrns: MONKEY, MONKEY [Lrns are predicting what will come next]. Mostre! Eu quero ver!

[End of recording]

APPENDIX 5. INTERVIEWS' PROTOCOLS

Semi-structured Interviews: Protocol 1
(Interview 1)

Interview 1

TOPIC: Teaching Foreign/Modern Languages to Very Young Speakers of Other Languages

Starting point: interviewee career trajectories/ CV ('grand tour' approach).

(this interview, within the area of TESOL, was drawn considering the guidelines for qualitative inquiries from Keith Richards (2003) and Zoltán Dörnyei (2005). This interview will be audio recorded and transcribed only for research purposes and the interviewee was aware of this and gave his/her consent).

Interviewer: Carmen Lucas (PhD student)

Interviewee: Dr. Kristina Tobutt (University of Nottingham)

1. Tell me...how did you become interested in teaching young learners? (**how** and **why** did it come about?)
2. There's a common idea that young children are very fast learners. Do you share this view?
 - 2.1. how does this manifest itself and with what types of outcomes (output)?
 - 2.2. Can you think of any explanations why does this/ does not happen?
3. What foreign/modern language are they learning?
4. What ages are the children you are working with?
5. Can they be considered beginners in relation to foreign/modern language learning?

6. What can you observe in relation to their reactions and responses when you are teaching?
7. What do you find most surprising?
8. Can you tell me what kind of **tasks** you provide i.e., **strategies** to encourage foreign language learning?
 - 8.1. Can you give me some practical examples?
9. How do you go about planning your lessons? Can you talk me through the processes involved?
10. A lot has been written about the **critical/sensitive period hypothesis**. Do you know about this? What do you think about it, and from your own experience, what have you **observed**?
11. Recent scientific experiments have focussed on **neurogenesis**. Do you know what this is? As a practising teacher of younger learners do you think this applies?
12. How far do you think this can be linked with 'quick learning' events?
13. In my research data analysis, I found that children were able to **learn and retain lexical information for long periods of time**. Does this fit in with what happens in your classrooms? Also I noted what I shall call **depth of processing**, which means..... Does that happen with your learners as well?
14. What's the role of **motivation** in the teaching and learning processes, from your own experience?
15. Do you think early Foreign Language exposure might contribute to the **learner's self-esteem** (Dörnyei, 2005; Hood, 2006)?
16. What kind of **input** seems to work best in your classroom?

- 16.1. Do you **scaffold** pupil learning?
 - 16.1.1. If so, how?
 - 16.1.2. How would you **describe** a rich learning environment?
17. “In relation to the early foreign language learning”, do you have any particular metaphor that might explain your own **view of the language learning process**?
18. How do you see the future of early foreign language teaching in the UK?
19. How does this compare with your understanding of what happens in other European countries?
20. There is a great diversity of approaches/ courses considering teaching foreign/ modern languages to very young learners. What would be the major change or changes you'd make to **policy and practice**? Why

Semi-structured Interviews: Protocol

(Interview 2)



Interview 2

TOPIC: CLIL and Foreign Language(s) Pedagogy (ies)

Starting point: interviewee career trajectories/ CV ('grand tour' approach)
(this interview, within the area of TESOL, was drawn considering the guidelines for qualitative inquiries from Keith Richards (2003) and Zoltán Dörnyei (2005). This interview will be audio recorded and transcribed only for research purposes and the interviewee was aware of this and gave his/her consent).

Interviewer: Carmen Lucas (PhD student)

Interviewee: Professor Do Coyle

(Associate Professor, School of Education, University of Nottingham)

1. So...tell me, how did you become interested in Foreign Language Pedagogy?
 - 1.1. How would you define pedagogy?
 - 1.2. Why is foreign language learning so important?
 - 1.3. I also know that you have an expertise role in CLIL through the European Commission? What exactly is the role of the CLIL? (Can you give further details on this?)
2. Regarding the strategies in encouraging language learning, i.e., storybooks, textbooks, flashcards, TPR, songs and sing along, in a 30 years period of time it seems that not much as changed! Do you agree with this? Why? Why not?
3. What do you consider that is lacking in the field practice, i.e., how would you describe a rich learning environment?

3.1. How would you describe 'effective learning'?

3.2. Can you provide a definition of a quality learning environment?

4. The innovative Teaching and Learning Observatory brings together new technologies and effective learning into a network of national and international classroom sites. As a person responsible for this Visual Learning Lab, do you consider that this lab/'tool' could be an exchange interface for researchers and educators? If so, how could this possibly be achieved?

4.1. In your view, can virtual environments contribute to a better learning environment?

5. You were awarded with the Chevalier dans l'Ordre des Palmes Académiques by the French government in 1997 for promoting French in the field of teacher education and also with the Dearing Award by the University of Nottingham in 2002 for your outstanding contribution to teaching and learning.

5.1. So, could you tell me how and why this happened?

6. The European Commission presents several reports that highlight the importance based on the evidence of success in early language(s) learning. Do you share this view? If so, why?

6.1. In your own view, what can be the possible advantages/disadvantages of an early start?

6.2. Do you think early Foreign Language exposure (starting in kindergarten) might contribute to the learner's emotional landscape, i.e., self-esteem (Dörnyei, 2005; Hood, 2006)?

7. A recent research trend seems to be focused in learner's autonomy. What's your own definition of learner's autonomy? Do you share this view?

- 7.1. How can teachers promote this in their classrooms?
- 7.2. Can Scaffolding be considered a pathway to the learner's autonomy?
8. Recent scientific experiments have focussed on neurogenesis. As a foreign language pedagogy researcher, do you think this applies to young learners?
9. What's your own view regarding the most suitable pedagogical approach (es) to the teaching of modern/foreign languages to very young learners?
10. How far are policies from the field of practice?
11. How do you see the future of early foreign language(s) teaching in the UK?
12. How does this compare with your understanding of what happens in other European countries?

(Is there anything important I should have asked and I did not?)

Semi-structured Interviews: Protocol

(Interview 3)



Interview 3

TOPIC: TESOL

Second/ Foreign Language(s) Pedagogy (ies)

Starting point: interviewee career trajectories/ CV ('grand tour' approach).

(this interview, within the area of TESOL, was drawn considering the guidelines for qualitative inquiries from Keith Richards (2003) and Zoltán Dörnyei (2005). This interview will be audio recorded and transcribed only for research purposes and the interviewee was aware of this and gave his/her consent).

Interviewer: Carmen Lucas (PhD student)

Interviewee: Professor Richard Pemberton

(Associate Professor in TESOL, School of Education - University of Nottingham)

1. Tell me... how did you become interested in **second and foreign language pedagogy**?
 - 1.1. So, could you tell me **how** and **why** this happened?
 - 1.2. How would you define **pedagogy**?
 - 1.3. How can teachers develop **learner motivation** through **curriculum innovation**?
2. I found that while in Hong Kong University of Science and Technology, you were responsible for setting up and coordinating the *Self-Access Centre* promoting *integrated self-access language learning*. Could you explain how and why this has happened?

- 2.1. How would you define **self-access**?
- 2.2. How does **self-access** relate itself to **language learning**?
- 2.3. A recent research trend seems to be focused in **learner's autonomy**. What's your own definition of learner's autonomy?
- 2.4. Can *Scaffolding* be considered a pathway to the **learner's autonomy**?
- 2.5. Why is **learners' autonomy** so important?
- 2.6. How can teachers promote **autonomy**/ in the second/ foreign language classrooms?
- 2.7. How would you describe a **rich learning environment**?
- 2.8. How would you describe '**effective learning**'
3. As a member of the *Centre for Applied Research in Teacher Education, Curriculum and Pedagogy*, could you explain **how** research in teacher education, curriculum and pedagogy are connected? If so, could you give one example?
4. There seems to be great diversity of approaches/ courses considering teaching second/ foreign/ modern languages to very young learners. I've found that regarding the **strategies**, *i.e.*, *storybooks, flashcards, TPR, songs and sing along*, used to encourage foreign language learning - in a 30 years period of time - not much as changed! **How** can this be explained?
5. I also found that one of your projects is concerned with **reflective enhancement** using video incidents for student evaluation of teaching practice. What is exactly this project about?
 - 5.1. How is this project related to *Teaching and Learning Observatory/Visual Learning Lab*?

5.2. Can *virtual environments* contribute to a better learning environment?

6. The European Commission presents several reports from several European countries that highlight the importance of early language(s) learning. What is your own view regarding an **early start** (starting at kindergarten)?
 - 6.1. In your own view, what could be the possible **advantages/disadvantages** of an early start for second and foreign languages?
 - 6.2. Do you think early Foreign Language exposure (starting at kindergarten) might contribute positively to the **learner's emotional landscape** (Dörnyei, 2005; Hood, 2006)?
7. Recent scientific experiments have focussed on *neurogenesis* (experiments with mice show evidence that if one of them is provided with a more complex environment, he will generate more neurons and neural networks). As a second/foreign language pedagogy researcher, do you think this might apply to young learners?
8. How do you see the **future of early second/foreign language(s)** teaching in the **UK**?
9. How does this compare with your understanding of what happens in **other European countries**?
10. What's your own view regarding the most suitable pedagogical approach (es) to the teaching of modern/foreign languages to young learners?
11. How far are **policies** from the field of **practice**?
12. What would be the major changes you would do to **policy** and **practice**?
13. In your own view, what are the **possible future directions** in second/ foreign language teaching and learning?

(Is there anything else you would like to say?)

(Is there anything important I should have asked and I did not?)

Semi-structured Interviews: Protocol

(Interview 4)



Interview 4

TOPIC: Content for Language and Integrated Learning (CLIL)

This interview, within the area of TESOL, was drawn considering the guidelines for qualitative inquiries from Keith Richards (2003) and Zoltán Dörnyei (2005). This interview will be audio recorded and transcribed only for research purposes and the interviewee was aware of this and gave his/her consent).

Interviewer: Carmen Lucas (PhD student, University of Aveiro, Portugal)

Interviewee: Professor Phil Ball

1. I am aware that Professor Phil Ball owns expertise knowledge on CLIL methodology. How did you become interested in the CLIL approach? (how and why did it come about?)
2. What does the acronym CLIL mean and in what ways is it being implemented in Basque classrooms?
3. In your own view what are the unique features of the CLIL approach when compared to more 'traditional' ones?
4. It appears that the plurilingual project launched by the Federation of Basque Schools 'Eleanitz' had extremely effective results. Could you provide some examples?
 - a. What ages were the children involved in the project?
 - b. What languages were involved?
 - c. What would you consider to be the implications of this project, in terms of learner and teacher education?

- d. What sort of training opportunities did the participant teachers have?
5. As a CLIL textbook writer, how do you go about planning your textbooks?
Could you talk me through the planning processes involved?
 6. As a teacher trainer and postgraduate courses' tutor, what would you consider to be the key skills or the ideal profile for a CLIL teacher?
 7. The European Commission presents several reports that highlight the importance based on the evidence of success in early language(s) learning. Do you share this view? If so, why?
 - a. What can be the possible advantages of an early start?
 8. A lot has been written about the critical/sensitive period hypothesis. Do you know about this? What do you think about it?
 9. In your own view and regarding the most suitable pedagogical approach (es) to the teaching of modern/foreign languages to very young learners, could the CLIL approach be the case?
 10. There seems to be great diversity of approaches/ courses considering teaching foreign/ modern languages to very young learners. In my own data analysis (BBC video) I've found that regarding the **strategies**, *i.e.*, *storybooks*, *flashcards*, *TPR*, *songs and sing along*, used to encourage foreign language learning - in a 30 years period of time - not much as changed! As a very innovative person, what would be the major change or changes you'd make to policy and practice? Why?
 11. A *recent* research trend seems to be focused in learner's autonomy. What's your own definition of learner's autonomy?
 - a. How can teachers promote this in their classrooms?

12. In my research data analysis, I found that children were able to learn and retain lexical information for long periods of time. Do you think this might partially explain children's engagement, enjoyment in the language learning?

13. In a further stage of data collection, I was able to implement change resorting to an action-plan rooted in a CLIL-based model (through cross-curricular work and interactive storybooks) with a very positive impact. Bearing in mind the results of your own project, would you consider the CLIL approach as the ideal learning condition for the Portuguese primary state classrooms settings?

14. It appears that the Basque country is an example of excellence teacher training. Are you aware of these procedures? If so, could you provide some details?

15. How do you see the future of language education in the Basque country and how does this compare with your understanding of what happens in other European countries?

Is there something important I should have asked and I did not?

Thank you very much for your collaboration.

APPENDIX 6. INTERVIEWS' TRANSCRIPTION

Semi-structured Interviews' Transcription

(Interview 1)

Interview 1

Context: Teaching Early Foreign languages to Speakers of Other Languages

Interviewer: Carmen Lucas (PhD student)

Interviewee: Dr. Kristina Tobutt (University of Nottingham)

Date: 30th June 2008

(audio recording only)

1 **Question 1**

2 **IR: So, tell me, Kristina, how did you become interested in teaching young**
3 **learners? (how and why did it come about?)**

4

5 IE: Well, originally I was trained to become a secondary school teacher,..from other
6 languages and during that time I got interested in working with younger learners and I
7 think that for a year or so I did on a sort of voluntary basis, I went into schools with
8 somebody from the University and taught in primary school and taught a class from
9 year 4, they'd attend every week.

10

11 and it was so...(pause) yes, it was just so rewarding to do that because the children were
12 so enthusiastic, (IR: Oh!) so motivated, and they were beginners and plus, they were so
13 motivated and so enthusiastic to use the language and not embarrassed or anything (IE
14 laughs), so just really...and that really confirmed my idea that I wanted concentrate on
15 working with primary aged children.

16

17 And then, I stopped working in secondary all together and started concentrating on
18 primary languages and...

19

20 I worked since at different schools but...once I've started with that I saw more and
21 more the...really, the need – if you like (*IE emphasises the word **need** and laughs*) – to
22 start with the youngest learners as possible.

23

24 When I was still living in Germany I once had with an English class of young children
25 and they were some pre-school children, and it was more for fun really, nothing serious,
26 but I really enjoyed that very much. So, yes, I think that moving from secondary to
27 primary, and then really discovering it does make sense to start with the younger
28 learners, with the youngest possible learners.

29

30 **IR: Okay...**

31 **IR: Question 2: There's a common idea that young children are very fast learners.**

32 **Do you share this view/ idea?**

33

34 IE: Well, I think that all in England when you talk about working young learners and
35 specialists in languages, they'll all say "oh! They're like a sponge!" You know,
36 everything, whatever you do, they'll just soak it up! And I think...I think that's true. I
37 think that when you look at...when you're working and look at Foundation, 4, 5 year
38 old children. Of course they're still discovering so much around them and everything
39 they do, whatever they engage in, that is all learning. For them it seems like play often,
40 but whatever they do...they...you know... they fully engage with.

41

42 IE: Of course, it is how they learn – if all the senses are involved and if it is really a sort
43 of 'hands on' first hand experience, this is how children learn That's probably,
44 obviously why we think...whatever they do, they still developing and everything, all
45 their skills and that's probably why we see that they are learning fast or fast learners.

46

47 **Q2.2.**

48 **IR: Can you think of any explanations why this does happen, i.e., the kind of**
49 **outcomes they provide you, the engagement?**

50

51 IE: in terms of language learning?

52 **IR: yes.**

53

54 IE: How to say? Well...how to say? In my approach I try very much to integrate the
55 language into their learning. I wouldn't say 'right now we're learning French, but we're
56 learning a song which happens to be I French, or we're sharing or learning a story in
57 French or learning a dance with French music or words that go along with it...could you
58 just repeat it?

59

60 **IR: ...the why do you think this happens, the outcomes are so interesting?**

61

62 IE: I think...hummm, like I said... that's because children, if you get children to
63 concentrate on learning something through the language, that's how we get the results,
64 because they are learning a song in French, or they're learning, they're sharing a story,
65 they're joining in with the story and... you don't make it a sort of explicit 'right, we're
66 learning a set of words now', but if the children are fully engaged with all their senses
67 as well, then I think you get these kind of results.

68 Obviously, it depends on choice of materials, but if you choose a repetitive story, by the
69 end of the story, most of the children will have joined in with some of the words or
70 some of the phrases, and because they're involved and engaged with the story.
71 Hopefully they'll remember, hopefully, they'll remember some of the words.

72

73 **Q7/ follow-up q:**

74 **Is that what do you find most surprising?**

75

76 IE: I think it has certainly changed. I think that since University I've had my teacher
77 qualification I've always been interested in cross-curricular work and I've done a course
78 from the CLIL, courses at the University...always been interested in linking language
79 with something else, and more looking at model ways you're using language for
80 learning rather than learning language... specifically (*IE laughs*). So, that has always
81 been my interest. So, in a way, I think I've always believed in that, but seeing that it
82 really works with young children, with very young learners. I wouldn't say surprising; it
83 sort of confirms my beliefs, really.

84

85 Q8 (follow-up):

86 IR: Can you tell me what kind of tasks you provide them, i.e., strategies to encourage
87 foreign language learning?

88

89 IE: Yeah...like I said...I try to make it as broad as possible because I want to...I really
90 want to try to get engaged to all different types sort of learners (IE laughs), especially
91 with very young learners, Foundation Stage level, I want to...I always aim for looking
92 at ways where I can bring in the language into lots of different areas of the curriculum.
93 So, that could be... I've mentioned a few already, but for example, you're choosing the
94 right kind of story where children of course engage with the story, theme of the story,
95 the idea but also then engage with the language. That could be songs, dance, PE
96 activities, where you give instructions picking a model and the children follow, Arts and
97 Crafts activities where you have...a group of children like a group activity where a
98 model, and we give instructions in the foreign language.

99

100 It is very much a sort very much of receptive language at first but by doing that with
101 young learners they know after a while 'pick the scissors', 'cut this out', 'use these
102 colours'. They...of course...by doing it...they are in a way using the language, maybe
103 first in a more passive way, but if this comes more, gradually they will use the language
104 they hear.

105

106 Q8.1 (Follow up) IR: Can you remember or give me some practical examples that you
107 have observed in your classroom?

108

109 IE: hummm...for the children now...what do you mean? Or the type of language they
110 use?

111

112 IR: Yes.

113

114 IE: For example: we have got little routines with one class, with one reception class – 4
115 to 5 years old, where they the 'fruit time' doing French. What we do is two children will
116 give out the fruit, then we say what fruit it is in French and the children who get it say
117 'thank you', in French 'merci'. I once had one situation with the children where a little

118 girl walking around gave, gave... the fruit to the boy, and he said 'thank you'. And the
119 girl said 'qu'est que c'est?' Merci?, and then he replied 'okay, 'merci'.

120

121 So, in a way they are reminding themselves the language, beginning to use the language
122 a sort of more independently. When introduce new language, sometimes I work a lot
123 with puppets the children know – I've got my French crocodile – and the children know
124 they are allowed only to use French to play with the puppet. So they find ways of what
125 can the say: and sometimes they sing when they play with the puppet, songs that we've
126 learnt in French, interactions, sort of spontaneous, beginning to use language more
127 spontaneously.

128 Q10.

129 IR: Okay. A lot has been written about the critical/sensitive period hypothesis. What do
130 you think about it, I mean, from your own experience what have you observed? Do you
131 think this is relevant for the engaging in the language?

132

133 IE: can you give me an example for critical?

134

135 IR: that there is this predisposition for language learning and they are more fast learners
136 because of the brain plasticity.

137

138 IE: I mean...I can't tell you much about it, but for me I've found that it is quite
139 interesting because obviously there are children developing in lots of different ways.
140 And some children who develop their language in different stages and some children
141 will respond much more quickly to the language learning and will use the sort of second
142 language that they're learning more regularly or more...than other children. And there
143 are always some children who might need more...who are first just recipients and they
144 listen, listen, listen, and then maybe after months they will come out with lots of
145 language...

146

147 I found quite interesting what I've observed, that I've seen some parallels to
148 bilingualism. I've got two bilingual children and I've seen them regularly mix to the 2
149 languages quite happily. It doesn't really...the communication still continues.
150 Sometimes I'm not consciously using the two languages. I have seen that with young

151 children. I think that...I mean...maybe some critics will say 'oh! That's not very useful
152 for the development of the first language, because maybe the second language might get
153 in the way'.

154

155 But don't I think that at all.

156

157 I think as long...what I'm aiming for seeing the language, whether is a language, two
158 languages, and both languages together; it has to have the purpose of communication. I
159 think if children are using and integrating maybe the second language into their first –
160 and I've not seen that as much with older learners as with very young learners – so I
161 think I really believe that children start before the age of six, and think it is a sort of
162 theme, common boundary, developmental base...I really believe that is important the
163 question of the time.

164

165 Q.11

166 IR: Besides the sensitive period hypothesis, there are recent scientific experiments have
167 focussed/ focusing on neurogenesis. (Do you know what this is?) As a practising
168 teacher of younger learners do you think this applies? (once you provide them with
169 some tasks and with some foreign language, they will be able to make some network
170 connections in their minds?)

171

172 IE: Absolutely! Because the learning...maybe...looking at bilingualism, I've seen the
173 parallels there. I think for children it doesn't matter, if it is something new, a new
174 concept, what language it is presented in as long as they understand the concept...as
175 long as the learning process is carefully planned, they can follow the concept. I think it
176 is really important. Yes. I was just thinking of an example and I've lost it now (IE
177 laughs).

178

179 IR: No problem.

180 Q.9 (follow-up question) You've mentioned two interesting points, one of which was
181 planning. So, how do you go about planning your lessons? Can you talk me through the
182 processes involved?

183

184 IE: Like I said before, I'm always thinking 'what are we learning?' And what is
185 more...humm? It is not just a body of language that we're learning; it's not
186 concentrating on that.

187 It could be that we are learning a story, maybe looking at the story, could be then maybe
188 looking at people seen afterwards, making sequencing of pictures, seeing what's the
189 picture, what's the beginning, what's in the middle, what's in the end. So, that's very
190 much linking to the work they are doing in Literacy. Or it could be something to do...it
191 could be like I said, engaging with learning a song, engaging them with the rhythm of
192 music, doing the clapping. So, it is always focusing in using the language for learning
193 really. So...very difficult to say now!! (IE laughs)

194 But what I normally try to do is let's say if I'd take...the story I showed you before
195 about the little monster, that was really a starting point of the lesson. We shared a story
196 which focused on parts of the body and which also had some sort of repetitive phrases
197 where the children can engage with the story and join in gradually with the story. So
198 they understand...so the basic presentation the parts of the body come through the story.

199

200 And what we did then as a group activity, sorry, whole class activity, we had the shape
201 of a face or a head on the board where the had to...where I would ask them 'where are
202 the eyes?, where is the nose?', where is the hair?' And by doing that they had to move,
203 to cut out the parts of the body on to the board, and by doing that they were using,
204 practising- if you like – using the language.

205 Then, the next activity was an Art and Craft activity where they made masks, and again
206 they were concentrated on making, on the sort of creative task but again, set into that,
207 they were again using the language, the parts of the body, parts of the face and
208 colours...

209 IR: ...but through the learning process you mentioned before that you do some
210 scaffolding /IE: Hum! Hum!/ isn't it? Can you give me one...well, you provided an
211 example before...you do scaffolding in your classes.

212

213 IE: I think that if you look at the sort of stages in language development, yes, you
214 do,...if you like...humm...you've got the initial phase where the children meet he
215 language, and they meet it through either an authentic piece of music they are listening
216 to, or me reading the story or saying something they have met in the language first, then

217 after that, well...we're sort of using the language manipulating it a little a bit, where
218 we...which is a sort of more...it may be seen as the traditional practice phase where we
219 experiment with the language and using it to create something. And the initial, of
220 course, is always to the aim that children make the language their own in the end...what
221 they are going to be able to say in the end, the 'what's the part of the body I called?' and
222 sort of stages of meeting and manipulative communicative role...

223

224 IR: Nice.

225

226 Q.16.1.2.

227 IR: How would you describe, imagine for other teachers a rich learning environment,
228 what do you think from your own perspective?

229

230 IE: I think that you just need to go...again, is this for young learners?

231 IR: Yes, for young learners.

232

233 IE:...you just need to go to a reception stage; foundation stage classroom and you've
234 got everything there really. Because it's...I think early year's practitioners really know,
235 because in England, there are different six areas of learning. And within those six areas,
236 I think all the different development and all the different curriculum areas as well are
237 involved. And I think for language specialists, we need to use what's already there.

238

239 I think it's really important not just to say: 'right! I've got my book and my flashcards'
240 and that's it, but really say 'what's here?', 'what do normally children engage with',
241 what do they play with?', what do they enjoy?' And that's the enjoyment!

242

243 Because...I think...humm...for children...emotional involvement is really important,
244 because if they are emotionally involved and they want do something, they want to do
245 this activity, they want to find out which way a snake crawls along or a piece of
246 paper...and you can integrate all that...you know...using the language. And any of
247 these activities, I think, can be done in any foreign language or if broken down to
248 accessible language, for making it accessible to children.

249

250 Q.15

251 IR: So, do you think you think early Foreign Language exposure might contribute to the
252 learner's self-esteem (Dörnyei, 2005; Hood, 2006)?

253

254 IE: Yes, absolutely! Like any learning, as long...like I said...as long as its done at the
255 right level and it really...yes, absolutely! Like any other activities children like to
256 engage with. And I think language is a really powerful...it can be as powerful as any
257 activity.

258

259 Q.14 What's the role of motivation in the teaching and learning processes?

260 IR question: Can this also be related to motivation in the teaching and learning
261 processes as well?

262

263 IE: Yes, absolutely! Like I said...I've learnt so much from being with the children,
264 young learners, but also being in the environment which is sort of set out for children
265 that...hummm...I think I've said it a few times before, but I think that the engagement
266 in all, whether is sort their physical development, in terms of like it is or PE or Dance,
267 or it could be in Arts and Crafts with a sort of creative development, emotional
268 development. I think language can come into any of those curriculum areas and of
269 course be motivating.

270

271 And I think once children at that early age have accepted that they can do all these
272 activities, they can play a game either in English or in the foreign language, but they can
273 access it and they can do it in either languages. I think once they've had that early
274 experience, I think language learning will really change their attitudes towards
275 languages later on in life, will be really changed.

276

277 Now, at the moment, when we're dealing with children who start secondary school -
278 this is what we've found so far - this is the first time when they are meeting new
279 language, maybe a second language. I think this far too late. And if children grow up
280 with it, it's a natural process, languages come into their...you know...their learning.

281

282 IR (follow-up question): ...also in a lifelong perspective?

283

284 IE: Absolutely! Yes! And I think that is really important. And I think that if it's
285 something more natural, something with which children grow up with it, hopefully we
286 won't get one of these 'well, why do we have to learn another language if everybody in
287 the world speaks English',...and because they are used to it and used to engaging with
288 different sounds and different ways of communicating.

289

290 IR. Okay.

291 Q. 18: So, how do you see the future of early foreign language teaching in the UK (from
292 your beliefs...)?

293

294 IE: It is very difficult to say that, because at the moment the Government said that the
295 target is for Key Stage 2, that by the year 2010 languages will become statutory, will
296 become compulsory for all children in Key Stage 2, which is starting in Year 3. I know
297 that there are lots of initiatives and where children start in Key Stage 1 or where some
298 school will say 'okay, let's do it all, let's do it for all the school. But that is not all in
299 every school; that is not the case in every school.

300

301 If you go to schools these days, of course they need to think about funding and a lot of
302 that also depends on teachers' competence and how open they are in integrating
303 languages into their work. I think it is really important...In a way I feel it's a shame,
304 because bringing in...certainly it's a fantastic initiative, if it it's done, if it works out
305 well. That all the children will have access and will learn to the foreign language. But I
306 just think it's a shame, and I think they should be starting it with younger learners. It's a
307 little bit of 'hit and mix' and it depends on the moment very much on individual
308 schools, or sometimes local authorities, how much emphasis they put on the early years.
309 And I think it's a real shame.

310

311 It's just the ones who really believe in it and have had teachers believing in it and think
312 'Oh! Yes! This is really an important thing, to start with the young learners. It would
313 really enrich their life, it would really enrich their learning,' which it does! But not
314 schools feel able or that they can do it. So, I'm really seeing it both sides, but it's a
315 shame. It's a little bit...yeah...of puppets here and there...

316

317 Q.20

318 IR: Humm... So, there is a great diversity of approaches/ courses considering teaching
319 foreign/ modern languages to very young learners. But what would be the major change
320 or changes you would make to policy and practice (if you could)?

321

322 IE: Well, I think I've said one key, looking at what age do we start – I think that's really
323 crucial – the age at what we start, before the age of six, if possible.

324

325 And the other way is the 'how', 'how do we teach languages'?

326 And I think that the years have changed maybe and you can certainly see that there is
327 more of an idea that what we do is that we are using language for learning, and using
328 language as a means of communication and we not just say 'right, we are learning a set,
329 say 10 words today' in our foreign language, because that won't mean anything to
330 children...

331

332 IE:...So I think that really integrating the language into and linking it with other
333 curriculum areas, a sort of cross-curricular approach, where for example, you would do
334 a normal Maths lesson, not in English but in French, or in whatever language the
335 children are learning, or you'd say we're doing PE in a different language, really...or a
336 sort of more really natural use of the language. That's what I'd like to see.

337

338 And of course that's a big...these would have huge implications on...and I know there's
339 quite a demand of teachers and I know...I work with Primary school teachers who will
340 say 'well, I haven't got the language, but so...obviously, it would be a long process to
341 equip teachers with the correct language skills and that would probably would have to
342 come more into teacher training, that Primary school teachers have...need to have a
343 language integrated into their training, because it won't just come overnight! You can't
344 expect teachers do this overnight.

345

346 But really, embedding the language fully into the curriculum actually- that is sort of
347 what I'm aiming for.

348

349 Q.19

350 IR: Humm...how does (your view) this compare with your understanding of what
351 happens in other European countries (do you have any idea of how is it, can you
352 establish any comparisons)?

353

354 IE: I think...I know for example in Germany they start..., it depends on the area in
355 where about in Germany, but they start usually at the age of 8, not much younger that
356 that in some areas.

357

358 But I also know that there are some areas in Germany where they've had some very
359 successful projects in Nursery, where they just use...this sort of immersion approach,
360 where they had just one whole day or one afternoon just in English, and then they were
361 doing all the activities they were doing just in English- if it was Arts and Crafts or Play,
362 playing games and so, they could just use English for the whole afternoon, this sort of
363 immersion approach, which has been very successful. But it's not a National project!
364 But maybe it will develop into that.

365

366 I know there's a huge emphasis on CLIL, on cross-curricular work and integrating
367 English into...into...this kind of approach. I'm not sure of countries like Canada, where
368 the immersion schools...I'm not too sure about other European countries...

369

370 IR: but you understand the idea...

371

372 IE: Hum! Hum!

373

374 Q. 17

375 IR: We're almost coming to the final question...which is: "In relation to the early
376 foreign language learning", do you have any particular metaphor that might explain
377 your own view of the language learning process?

378

379 IE: Metaphor?...that is really difficult (IE/IR both laugh). That's really hard...I would
380 have...

381

382 IR (tries to help): it's not a problem, you just might have thought of any by now... there
383 are people who really see it as the metaphor of a growing plant that needs to be
384 nourished and.../IE: Yeah!Humm.../ IR: ...but you might have a different one.

385

386 IE: I think...I mean... this sort of plant growing it is often used...

387

388 IR: ...it's getting a bit old...but well...okay...but..?

389

390 IE: Yes, it does...Maybe if you think of the ripples of water as well, if you think about
391 them still...I'm making something now...(IR:Yeah!So?)...and you pick a stone and
392 drop into the water and it sort of spreads that is really what we are looking at. Once it
393 started spreading, even a few...a tiny, tiny sort of stone can have a big effect and
394 hopefully it will, once you've started at very young age, maybe it will grow and grow,
395 and spread and spread and spread in ways ripples will grow and affect...

396

397 IR: it's a nice metaphor.

398

399 IE:...it's a life!...hopefully, that's the whole life!

400

401 Q.13

402 IR: That's really very nice. Thank you. Humm... There is just another thing that is
403 sharing something with you, which is: "in my research data analysis, I found that
404 children were able to learn and retain lexical information for long periods of time. Does
405 this fit in with what happens in your classrooms?

406

407 IE: Yes, it does. And sometimes it does really surprise me! I mean...last Friday I have
408 been...I went into a year...this is actually a Year 2 classroom, where they were six,
409 seven years old...and the boy that said...and we'd read a sort of seaside story two
410 weeks before and we had lots...concentrating in different phonemes of the language
411 like... the lexis had the stress, sort of 'e, a, u', 'eaux, chapeau, bateaux...

412 All these things, sort of words. I wanted them to use some words from the story and put
413 some pictures on the white board, where they had to...

414

415 IE:...well, French /??/?/ where they had to sing the words basically on a certain tune,
416 and he suddenly says 'oh! le coquillage!' And that was so surprising to me! Because he
417 had not heard, that was quite a hard word, and the word for shell and so different from
418 the English word! And I would not have expected a boy who's only been... I mean...we
419 started learning French in last September, but only once a week for an hour they've got
420 French. And he only met that word two weeks before, and two weeks between where he
421 didn't have common contact with any French, and suddenly he came up with this. So,
422 he lovely surprised me!

423

424 And I've been getting it with younger learners as well, where they suddenly say a word,
425 and you think 'how can they remember this words?' but it's there!!

426

427

428 IR: Yes...in the same analysis, I noted that I shall call it depth of processing (that
429 explains the children are able to retain the information for long periods of time) So, this
430 also happens with your learners?

431

432 IE: Yeah! I mean, I haven't done any kind of long-term. Sometimes I think...I've most
433 gone away from expecting them to be exposed to the language, take it up, take it all in
434 and remembering it. Because it's so much more important...because to me is so much
435 more important that they can interact with the language and in the language, and
436 beginning to use the language, rather than retaining the vocabulary.

437

438 IR: But it's in...the retaining, even if it isn't a major goal?

439

440 IE: Yes! O that's right

441

442 IR: That was very nice Kristina! Thanks for your kind interview. So, just for the record,
443 Kristina was informed that the interview was going to be recorded only for research
444 purposes, right?

445

446 IE: Yes, that's fine!

Semi-structured Interviews' Transcription
(*Interview 2*)

Interview 2

Context: Foreign and Second Language Pedagogy

Teaching Early Foreign languages to Speakers of Other Languages

Interviewer (IR): Carmen Lucas (PhD student)

Interviewee (IE): Professor Do Coyle (Associate Professor, School of Education, Second and Foreign Language Pedagogy - University of Nottingham)

Date of Interview: 23rd July 2008

Dates of Transcription: 23rd July 2008; 10th August 08/ 20th July 2008/ 22nd August 2008/ 23rd August 2008/ 3rd September 2008/ 4th September 2008

Date End of transcription/ Date of 1st Listening to transcription: 04th September 2008

1 **Interviewer/ Question 1: So, tell me, Professor Do, how did you become interested**
2 **in Foreign Language Pedagogy?**

3 **Interviewee:** Humm...Foreign Language Pedagogy...hummm it was all to do with
4 entitlement and making sure that all learners of any ability should be able to access the
5 language that isn't a necessary // themselves, a sort of disability, but they're all people
6 because they can access their own language should be also having perspectives, they
7 should also able to access another one.

8

9 And that experience of learning and acquiring another language which should as be as
10 challenging and enjoyable as possible. So, that to me suggested looking at Pedagogies
11 because what we want, what we can't do is annihilate how we acquire our mother
12 tongue.

13

14 And we can't just simply be sending people off to other parts of the world for long
15 periods or months, because we should need formal instruction and we're looking at how
16 the Pedagogies sort of emerged from my own experiences. Humm...so that explains

17 how I think that I learnt my foreign languages in spite of Pedagogy that drove over time
18 that was what I was interested.

19

20 In other words, I was exposed to Grammar-Translation and the most tedious of lessons,
21 year in and year out and I can quite distinctly remember thinking that 'if I became a
22 teacher no child I ever taught would have those experiences', so kind of negative role
23 modelling in sense of experiential work. So, that's, that's where my account, personal
24 perspective of that I've enormously talked about, professional perspectives if that's
25 what you're up to.

26

27 **IR: Question 1.1.: And how would you define Pedagogy?**

28 **IE:** Right. Pedagogy to me is the hummm...having a deep understanding of the theories
29 of how people learn and being able to apply those theories into ahh...practice, which
30 enables learning to be as efficient and as effective as possible given the contextual
31 variables including age and ability so the individual is concerned.

32 So, that to me is around Pedagogies.

33

34 Pedagogies are also politically and culturally linked as well as socially linked. So it is a
35 socio, political, cultural phenomenon as well. Humm...and so for example in this
36 country in Primary Ed. some of the Teachers are told how they should be teaching. That
37 is not Pedagogy. Although it's kind of wrapped up in the Pedagogy banner and to me
38 it's not about that. And...the social pedagogies lied around sort of cultural elements.

39 **IE:** So you could say that for example that in cultures where the teacher is automatically
40 respected and I'm thinking here possibly about the sort of Confucian heritage cultures
41 then the behaviour of learners to the teachers is going to impact on the Pedagogies, sort
42 of regular in that particular setting. So, I think that it is socially and culturally embedded
43 as well.

44

45 **IR:** Okay.

46 **IE:** Excuse, I'm gonna cough (she coughs)

47 **IR:** No problem.

48

49 **IR:** Q.3 (What do you consider that is lacking in the field practice, i.e.,) **how would you**
50 **describe a rich learning environment?**

51 **IE:** Humh! Hum! For foreign languages, I assume.

52 **IR:** Yes.

53

54 **IE:** Hum! Hum! What I mean by rich learning environment...Okay, a rich learning
55 environment has got to be an environment which gives as many affordances as possible,
56 as many opportunities for effective learning to take place. So, what are those
57 opportunities?

58 Humm...it's got to be...I mean it's such a huge question really because there are so
59 many different elements to it. If we start with the sort of the Pedagogy stuff we'll come
60 on the...emotive, the affect, affective principal elements.

61

62 So what is it around a pedagogic, humm...supportive pedagogic atmosphere or context?

63 It's about not being afraid to make mistakes and understanding that error is a vital part
64 of the learning process and therefore you need to have this built into the process that
65 makes sure that learners understand that errors are good, because it is through the
66 affective dealing with errors that we can learn. So it's an atmosphere where you want
67 individuals to have the confidence to start of a sentence not knowing how they're going
68 to finish it so they have the confidence to launch into language that they might not know
69 yet how to use but at least they'll take those risks. So, a risk-taking environment.

70

71 It's got to be one where scaffolding is very carefully planned for and is developed. And
72 by scaffolded learning I mean, I need, you can take it back to Vigotsky and vigostskyan
73 perspectives and Zones of Proximal Development that always been above where the
74 current learning of a person is.

75 So that's you're continually pushing the individual learners up the scale, but it is
76 dependent only on the learner, it's not dependent on anybody else except he learner.

77

78 **IE:** So I think scaffolding, humm...perhaps the key for me is one where there's got to
79 be authentic communication and interaction because I do not see how we can ever talk
80 about language learning anymore in a grammatically, in just as uniquely grammatical
81 sense. That's not to say that I'm against grammar at all, I think it's an essential part of

82 language learning, but if I think of that how contexts have developed over periods of
83 time, then it's been around the translation and the grammar system and all of that's been
84 based on inexperienced communication, inauthentic communication that was just
85 invested to practice grammar rules.

86

87 So I believe the rich learning context is one where there is spontaneous interaction and a
88 spontaneous use of language humm...because I think that is only when you talk in a
89 foreign language that the thought processes that are going on link so that the new
90 learning can take place.

91

92 I also think it has got to be one where the target language is the normal medium of
93 communication. I'm not saying that I'm anti-using other, the mother tongue as a
94 principle. But I think if you're going to use the mother tongue as a teacher, you have to
95 be able to justify why that is used. So I think rather than saying 'oh! We'll use the target
96 language today' it's got to be a norm. And...So I think that's...those...are
97 ...sort...around the pedagogical principles.

98

99 The other one is around... I think that language teachers need to have an understanding
100 of the difference, to me, between talking and speaking. Speaking is an indecessing skill
101 that...Speaking is taught about and is what speakers talk.

102

103 Speaking is the...is one of the poor skills that is associated with the language learning in
104 a traditional sense, it's one where you have an oral examination and so on.

105 To me speaking is much less about spontaneous interaction.

106 Talk, to me, is where it's all at. I think everything should be wrapped around talk. And I
107 think it's possible to teach talk as well.

108

109 I think the fundamental difference between is that talk is that it is involved in chats,
110 jokes, spontaneity and it's genuine communication. For some sort of reason which I
111 don't understand there seems to be this view that it's not possible to teach children how
112 to talk. You can only teach them how to speak, using this frames and songs that we
113 teach them and then they throw it back. And I disagree fundamentally with that. I think

114 that is possible, I know that it is possible to teach children how to chat, to talk and so
115 on.

116 So that I guess is the very long-winded way of answering your question (*IE laughs for*
117 *her long answer*).

118 **IE:** What I haven't done is come back to the affect, and I do think that the role of the
119 individual when he's learning, sort of feeling comfortable, feeling that that's okay that
120 there's risk-taking and I've touched on that before. But I do think the affective elements
121 of learning and how to be confident as well and not lack of interest and so on.

122 And really being realistic about the 21st century people want to learn, need to learn.

123

124 **IR:** And would you also consider ahmm, what you have just mentioned as being
125 'effective learning' in the context of foreign language learning? (F-up 3.1.: How
126 would you describe 'effective learning'?)

127

128 **IE:** Well, I'm not quite sure of what you mean by the question. I suppose that I've
129 talked about that is what my ideal context need to be like, and therefore learning within
130 that it's to do with teacher learning and learner learning. So humm...I think it's partly to
131 do ...I don't think unfortunately we can say 'well teaching makes learning happen.

132

133 But I think a certain approach, a certain philosophy of approach to how classrooms can
134 be organized will actually affect the learning. So, to me, it's around this whole notion of
135 humm...the teacher as the reflective practitioner, one that thinks very carefully of
136 what's going on and is able to analyze. It's about involving the learners in effective
137 feedback and evaluating what is going in lessons, because after all, they are the most
138 important people in the classroom.

139

140 And...I also think is around this tension of the teacher being the knowledgeable expert
141 and the teacher learning alongside the students.

142 So that's the kind of...where I think where learning is.

143

144 **IR/ Q.1.3:** okay. Humm. I also know that you have an expertise role in CLIL
145 through the European Commission. Could you explain what is exactly the role of
146 the CLIL?

147

148 **IE:** Yeap! Right. CLIL is...what is the role of CLIL? Humm...I see the integration of
149 content and language as being, as having the potential to provide a learning
150 environment...where language using is possibly more important than...I got to be
151 careful here...where language using is absolutely crucial to the learning of new
152 knowledge, so that using language (*pause and laughter because a poster got off the*
153 *wall*) to deal with language, deal with content and deal with knowledge.
154 And it's something that I think it's very, very important. So it's around using
155 environments where- because the medium for learning is another language- it's looking
156 at what where all the added value is rather than simply looking at the mother tongue.
157 And there are lots of values providing that is effectively done in the first place, it
158 doesn't happen *per se*, just because you do CLIL is doesn't mean there is effective
159 teaching and learning.

160

161 **IE:** Hum...So, to me it's around making (*long pause*), reconceptualising the role of
162 language in the 21st Century or foreign languages in the 21st Century.

163

164 And that's not that I'm against the Grammar learning, it's not at all about that. But it's
165 about providing learners with an environment where they can use language and use it in
166 a way that they normally would not use in language lessons and in order to access
167 content and sort of push their learning into another stage.

168

169 So it also is around cognitive elements such as high order thinking skills, problem-
170 solving, creative use of language, which again they might not necessarily gain in their
171 language lessons.

172

173 And it's also about culture, because if you're learning new knowledge through the
174 medium of a new language, then that is going to open up all kinds of cultural
175 possibilities, that if you're doing it in the mother tongue, you wouldn't possibly have.
176 So this is what I see a rich learning environment.

177

178 **IR/ Q.3.1: And how would you define 'effective learning'?**

179 **IE:** What...in CLIL?

180 **IR:** Yes.

181 **IE:** ...or in Modern languages?

182 **IR:** it can be Modern languages and then specifically in CLIL?

183 **IE:** Okay. Effective learning is taking an individual's potential and trying to build on
184 that potential in such a way that it is challenging and enjoyable.

185 And I think there is an issue around fun that I have a real problem with. Because (*IE*
186 *laughs ironically*) so many teachers want their lessons to be fun. Humm...Fun activities
187 to me are just a normal part of the learning. So, if you want the people feel at ease, if
188 you want them to have a nice time, if you want to feel a breeze, if you want them to
189 relax, you have a fun activity.

190

191 I also think when children talk about things being fun what they're really talking about
192 is engagement, engagement with the task. And it is something you can only perhaps
193 describe when you're smaller, the word fun. But when you're really engaged and you're
194 being challenged and is exciting because you deal, you find out new things. That to me
195 is often what children also mean when they talk about fun.

196

197 And that is the sort of problem over fun. So, I mean from that sense learning shouldn't
198 be fun. What I mean is that learning should engage the learners. Humm... so that they
199 are in charge of their own learning.

200

201 For me the sociocultural theory which looks at mediated learning that looks at
202 scaffolding and so on...my...my sort of philosophy is that teachers should always make
203 themselves redundant. Because the redundant teacher is the one is no longer needed,
204 because the learner is able to...has already then learned how to learn and doesn't need
205 the teacher. And to me is also effective learning.

206

207 Effective learning is also enabling people to access what they don't know. Humm...but
208 now how to access it. So it's learning how to learn. I think it's also effective learning.

209 What else? Social...metacognitive...

210

211 It's also about setting realistic goals. And I sometimes think when I talk like this
212 government and government policies take some of these ideas and then they come out

213 these mantras 'you've got to have goals', 'you've got to have targets'. And I don't
214 really mean it in that sense.

215

216 But I think you have got to have a real sense of ownership. And this is really what
217 sociocultural theory want and Vygotsky theories around. You've got to be self-
218 regulated; you've got to achieve that self-regulation. Humm...so I think you achieve
219 self-regulation when you are able to know what, where you're going and why you're
220 going there. And I don't really mean that you always have to know what the outcomes
221 are. And it could be that the excitement to me and the inquiry about learning new things
222 is actually part of where you want to go to.

223

224 **IR/Q.4: Okay. Thank you. Ahhm...I also know that there is the *Innovative***
225 ***Teaching and Learning Observatory* brings together new technologies and effective**
226 **learning into a network of national and international classroom sites. As a person**
227 **responsible for this *Visual Learning Lab*, do you consider that this 'tool' could be**
228 **an exchange interface for researchers and educators? If so, how could this possibly**
229 **be achieved?**

230

231 **IE:** Okay. Humm...Well, it is. We use it very much as a research tool. I'll give you
232 some examples in a minute. So, if we are looking at the *ITLO*, what is the *ITLO*? The
233 *ITLO* is around humm...what I call strategic classrooms, and a strategic classroom is
234 one which doesn't have walls, virtual walls as, because it's around sharing practice, it's
235 around creating communities of practice where professionals and learners are looking,
236 analysing, improving what they did. That's the kind of principle behind it.

237

238 The fact that we use video-conferencing to bring people together, that's just simply the
239 mediating tool that enables all this to happen.

240

241 **IE:** As you can imagine there's humm...video-conferencing...hummm...video-cameras
242 in two places. It means that there's observation that can go on in means of these joint
243 activities and it can be used for many different purposes. But in the *ITLOs* humm...it's
244 quite sophisticated is the technology in terms of humm..you can...hummm...can control
245 each others' cameras, you can switch-off.

246 If I was doing a lesson observation, for example, I would switch-off the sound of the
247 people that I was working with for observation.

248 I would switch the sound off so we could actually talk and discuss certain observations
249 that were going on amongst ourselves.

250 If it was an interactive activity then I wouldn't dream of doing that because there would
251 be interaction as the lesson was going on.

252 The people...the remote site can also switch-off our cameras so that for example the
253 students don't necessarily see us watching them because that seems to be ridiculous.

254 The mechanism of observation is about communal work which we often do and
255 interactive work, sharing ideas, doing joint projects, joint curricular projects and you see
256 the interactivity there. So it's a tool that's got lots and lots of uses.

257 Now if I think it about a research tool, I can sort of give an example. The first one is
258 around creating (*pause*)...I believe very strongly in teachers having a...constructing
259 their own theories of practice. And I think it's a process that goes into constructing the
260 theories of practice that is important. The more important actually are theories than
261 practice itself. So, one way in which we use the *ITLO* has been to work with distant
262 schools with a teacher and her students in class. And we've agreed on a focus for
263 looking at classroom practice. And it might be target languages, it might be the use of
264 spontaneous interaction, it could be whatever we wanted to be.

265

266 As a group of researchers we would observe lessons at distance. And what the tool
267 enables us to do is to watch them regularly over a year if you wanted, if you wanted to
268 plot progression. Because we don't move physically anywhere.

269

270 And the other thing that enables us to do is to watch the three lessons, three consecutive
271 lessons, because if there is only one of things happen in a special lesson that wouldn't
272 necessarily normally happen in a normal lesson. So that's what we have done there.

273 And then what happens is that every time there is an observation, those lessons are also
274 recorded. So, at the end of it all the teachers have a set of video lessons, the researchers
275 have a set and they're analyzed for critical incidents. And what we agreed on is that we
276 will analyze the video data then to no more than a quarter of an hour.

277 And so what you put on to this small edited video are the moments where we think
278 effective learning is taking place. And teachers...

279

280 And then we join them together, compare versions and that is the trigger for what I
281 would say some of the most richest data I've ever collected in terms of teachers thinking
282 about their own practice- what happens and why.

283 Okay. So, that's the kind, that's the technique and what we've actually done now is
284 taking one stage further is, I mean actually get the children to also start to edit the
285 videos.

286

287 And the children do that in their Technology lessons, so they learn how to use *movie*
288 *maker*, and edited down and their brief is 'when were the learning moments?' 'What are
289 your learning moments?'

290 And you get the learning moments.

291 So then the teacher can talk to the pupils about their learning moments and teachers can
292 talk to the researchers about their learning moments, etc. So this then extends to the
293 community. Okay. So that's one way in which the *ITLO* can be used.

294

295 Another sort of research way that we..., well, it's easy to research anything, but we've
296 done things like- there are these networks at schools we've been working through the
297 target language then we can select (*pause*) ahmm...project themes and make sure that
298 the project has been worked in the many different schools and then do the video-
299 conferencing and one set of learners might peer-access, another set of learners is giving
300 presentations.

301

302 And probably one of the best examples of that was when we did a soap opera and this
303 was all done, was done in French and in German actually this one. And it started, the
304 storyline everybody agreed on, it had a sort of central characters and then it went of to
305 different schools, different adventures and so on.

306 And then one school had to act out what had happened to the next plot who then worked
307 on it and so on, and went all around the country in that kind of way. Now that in itself
308 it's quite neat thing to look at.

309 But for us, what's interesting, what we're interested in is how can these tools enable the
310 sharing of good practice?

311

312 Humm...Yeah...And I suppose that coming to CLIL because there are few networks,
313 but what enables us to do with CLIL for example, is to link up with other countries that
314 are able to provide authentic materials for any sort of History or Geography that has
315 been going on and it just brings everything right into...a small world. So, that's just a
316 very brief sort of overview of the *ITLOs*.

317

318 **IR/Q4.1.: So, in your own view ah...virtual ah...environments can contribute to a**
319 **better learning environment?**

320

321 **IE:** Oh! Absolutely!

322 **IE:** Okay.

323 **IE:** Yeah! No question about it! Except that I suppose there's a difference, a slight
324 difference between video-conferencing as opposed to the virtual, that's not visible.
325 Humm...I think there's a slight difference there. But I think that we are looking at
326 humm...as many different learning scenarios as possible, and the more that can impact
327 on the classroom the better it is. So, yeah!

328

329 **IR/Q.5 (5.1): I also found you awarded with the *Chevalier dans l'Ordre des Palmes***
330 ***Académiques* (IE laughs) by the French government in 1997 for promoting French**
331 **in the field of teacher education and also with the Dearing Award by the**
332 **University of Nottingham in 2002 for your outstanding contribution to teaching**
333 **and learning.**

334 **So, could you tell me how and why this happened?**

335 **IE:** Okay. The first one was to do with humm...what we wanted to do was to develop
336 the construct of what is the European Teacher? What does it mean if you are a teacher
337 in Europe? What is that construct? So, with a group of universities that were involved in
338 initial teacher education...humm we set up a joint diploma so that by the end of the
339 programme the student teachers were qualified in both...ahumm...contexts, in both
340 countries. So that was what that was all about. Of course, it was just absolutely
341 fascinating, because as soon as you're going to other countries, you're going to other
342 cultures, another Teacher Education; see initial Teacher Education in very different
343 ways.

344

345 What's interesting is that the outcome is often the same, but the process to get the
346 outcome is completely different. So we felt that we were actually enabling, we were
347 building in this whole notion about Global Citizenship, about European understanding.
348 What I'm convinced of is that starting a new language or the first one language
349 experience officially at the age of 11 is far too late. And I say that it is much around
350 culture, the cultural reasons that I do for sort of learning reasons. Because I think that
351 again it's got to do with one's ideology and what you feel around what a person should
352 be, what sort of experiences they should have.

353 And if learners in Primary school do not have a supportive access to themselves in
354 learning a new language, then I think there is something wrong with our systems,
355 especially since many students, many of the young children anyway, may well have
356 fantastic bilingual experiences or linguistic experiences which go on in the privacy of
357 their homes but which aren't celebrated in school. So for me it's around looking at
358 humm...English as an additional language / /. So EAL for migrant workers or for 2nd,
359 3rd, 4th generation children and so on.

360

361 It's building that theme, looking at transfer skills into foreign language learning. And
362 sort of humm... mother tongue language learning humm... so, it's connecting Literacy,
363 Oracy and a little EAL around.

364

365 And I just see all this being all connected. Because all these are very important and very
366 strong messages you need to get to children.

367

368 The one thing is that some of the methodologies that have been used with 11, 12 year-
369 olds humm...is by definition, terribly, terribly childish, it's puerile. So I think
370 personally it's quite insulting in some ways to regularly be asking to other teenagers to
371 be describing their bedrooms or to say what they did last night- 'I watched television',
372 without any kind of real reason for asking those questions. That kind of methodology –
373 if you're looking what's in your pencil case and you're counting pencils and pens –
374 that's absolutely fine, because we could also argue that we would be on rebuilding
375 Literacy in schools and young learners like that stuff because it's part of their age of
376 maturation, that's absolutely fine.

377

378 So, I think that there's – I think that not to be only in line with other countries of Europe
379 – but I do think that there are very, very good social reasons, cultural reasons,
380 psychological reasons why we should be learning languages in much, much earlier.

381

382 But I do think that the approaches need to be carefully thought through.

383

384 **IE:** ...And I just think that transferring the whole boring grammatical systems into
385 Primary schools won't mean anything. I think the CLIL approach should be used,
386 personally.

387

388 **IR: Ahmm...Do you think that ahmm... an early foreign language exposure,**
389 **starting at kindergarten, for example, might contribute to the learners' emotional**
390 **landscape?**

391

392 **IE:** Yes, Yes I do. It's not an area of expertise- very young learning- isn't something
393 that I know a lot about.

394 But I do think that the sooner the children understand that words are only
395 representations of the world and that they aren't a fixed entertain, the better it is.

396 And I think the children who have bilingual experiences understand that much sooner
397 than monolingual children. And therefore I think there's a kind of entitlement for
398 monolingual children as well to have this understanding about what words are and how
399 they operate in different languages and what communication means.

400

401 **IR: Ahmm...a recent research trend seems to be focused in the Learners'**
402 **Autonomy. What's your own definition of Learners' Autonomy?**

403

404 **IE:** Well...in a way I sort of touched on that earlier on. And to me learner autonomy is
405 ahmm...being able to take responsibility for carrying out some learning. And much
406 more sort of the oldest children in Primary schools, but I've seen children of 8, 9, 10,
407 being very, very autonomous in the way that they organize themselves.

408

409 Obviously they need support and scaffolding and so on, but by developing those skills
410 towards autonomy – which is around understanding that they have responsibilities to
411 bring if they want effective learning to take place. So I think, I think it's a process.

412

413 The French have this beautiful world which is *autonomization* which I don't think we
414 really have. It's something; it's not something that you can be autonomous and then not.
415 So it's building up towards learners' autonomy.

416

417 And in language learning, an example of learner autonomy is being able to get messages
418 across that you need to get across. And I think that is different from being able to speak
419 their language correctly.

420

421 Another one is being able to say what you want to say. Humm...I also remember when
422 my daughter went to secondary school and she didn't learn any languages in Primary
423 school. And I said to her 'honey, what do you most like to learn do you want to learn?'
424 And she said 'I want to learn French'. So I said 'that's great' because I knew exactly
425 what she would involved in and asked 'what is it that you would you most like to learn
426 in French?'- knowing again that she would be talking about her pencil-cases and so on –
427 ahmm...and she just looked at me a bit upset and as if I were being ridiculous and she
428 said 'whatever I can say in English'.

429

430 And you know to me that is such an important message. And that saying 'I want to be
431 able to say what I want to say'.

432

433 So how do we foster that? And that's got to happen right from the very beginning.

434

435 **IR/Q.7.2.: So, can scaffolding be considered a pathway to the learners' autonomy?**

436 **IE:** Yes, I would say that is a crucial part of it. Because you can't...well, in a classroom
437 situation it's quite difficult to go from being other-regulated either by teachers and
438 others to self-regulated without there being any kind of process involved in that
439 transition. So to me scaffolding is absolutely key...a kind of use of CLIL work and peer
440 work, sort of collaborative learning.

441 **IR/Q.8: Recent scientific experiments have focussed on neurogenesis. As a foreign**
442 **language pedagogy researcher, do you think this might apply to young learners?**

443 **IE:** I've got a very open-mind at the moment about Neurosciences, partly because I am
444 learning about it myself. But I do think that we should be open over time to try to
445 understand better how we learn. Because in fact there is no definitive learning policy
446 and there is no definitive method for teaching and learning foreign languages. So I'm
447 very open to that about it. But at the moment I don't know enough about it to really talk
448 at length about it.

449

450 **IR/Q.9: What's your own view regarding the most suitable pedagogical approach**
451 **(es) to the teaching of modern or foreign languages...you've mentioned some**
452 **points before but...(to very young learners)?**

453

454 **IE:** say the question again - what's my view towards what? An effective approach?

455 **IR:** Yes. An effective approach.

456 **IE:** Towards Foreign languages?

457 **IR:** Yes.

458 **IE:** Right. It's about learner involvement, so the learner feels that he or she has a role to
459 play and it's not something that comes from the textbook. It's looking at longer term
460 goals, where people want to be, but looking at the here and now. So it's got to be the
461 language of here and now, so it's got to be language that it is used in a daily basis. We
462 can't keep putting off the learning Grammar system until we're 18 and then press FW.
463 It's far too late.

464 What other approaches?

465 It's about making interaction fundamental to the whole process. It's looking at authentic
466 humm...learning. And I think by that is going beyond authentic materials and looking at
467 authentic tasks. And I think there is a huge difference between just simply using
468 authentic materials humm...but what is it that the authentic materials are for in the first
469 place? And how can we enable learners to use so that when they are finding an Italian
470 newspaper and they find a little bit of Italian they can make some kind of sense of it. So
471 again I suppose that is around learner strategy.

472

473 I've talked about strategic classrooms and what I think they should be like in terms of
474 banners or shared classrooms, shared approaches and... what else?

475

476 It's about looking at the content. The content has got to be engaging because children
477 are known that for a period of time lose their interest in these sorts of topics.

478

479 And it's got to be natural. It's got to be different sorts of talk going on, and it's got to be
480 through the target language. I think anything can be done through the target language.

481

482 **IR/Q.10: Okay. And how far do you consider policies are from the field of**
483 **practice?**

484

485 *IR: IRONIC HUGE LAUGHTER.*

486

487 I just spent 2 days down at the Ministry looking at, writing the CLIL policy, the CLIL
488 guidelines. Humm... I think the policies at the moment are not working because there is
489 this notion that the policy means this what you do.

490

491 The policy makers will argue that the policies are based in the framework and based in
492 the guidelines.

493

494 The teachers will argue 'okay, that's fine but we're not the state camel' to held
495 responsible and the framework is just used to test them. So, in other words, if you don't
496 do what the policy says you can have problems with the inspection. Humm...I don't
497 think at the moment that the current policy – which has been so deterministic in its
498 approach – is helpful. The problem is that once you stop being deterministic after you
499 have been, then there is a gap.

500

501 So the new curriculum has just been organized as a dream. But the old curriculum was
502 already a dream for languages.

503

504 IE: and in terms of content was about / /.

505 To me that suggested that teachers could have done fabulous things and they lovely did
506 because they relied on textbooks and textbooks relied on the market and the market
507 relied on traditional methods and so it went on.

508

509 So...hummm...I think to me the answer is looking at the professional development of
510 teachers. And to me it's around reprofessionalizing the *status* of teachers. Because one
511 could argue that in the old days teachers had too much autonomy and weren't
512 accountable. Then the pendulum just swung in exactly in the opposite direction and
513 whatever you did you were accountable for it. I think it's got to go back. Of course
514 you've got to be accountable because it's people's lives that are at stake and so on in
515 terms of cultural learning.

516

517 Humm...but I think it's got to go back to a position where the teachers are considered to
518 be an intelligent professional, who have the right to support networks to produce
519 effective learning or can provide environments that will make effective learning sort of
520 happen. And at the moment we're not there yet. So I think the policies are problematic.

521

522 But I think that in CLIL there is a professional development system that is in place that
523 enables teachers to articulate, to understand, to develop and to innovate their own
524 theories of practice...

525 **IR/Q.11: And how do you see the future of early foreign language teaching in the**
526 **UK?**

527

528 **IE:** that's a difficult one./I'd like to think...I could give this a really positive answer/ I
529 fear for it because I don't think there has been enough thought and money put into
530 training people effectively. There are some fabulous examples of good practice. It's no
531 that I'm gambling at all, some of the superb things are just fabulous, but as a whole
532 what I see it's happening humm...some secondary school teachers are going to deliver
533 the curriculum in the Primary school or then there are the Primary teachers who hardly
534 have any language are struggling to try the numbers 1 to 10. Numbers one to ten – you
535 may as well do...I mean...that's just...what language learning? So, it's just a kind of a
536 wren.

537

538 Humm...so I think it would involve quite a radical change in direction which
539 automatically would mean a lot of funding and I don't suppose the Government has a
540 lot of money to put into it. But that's essentially my view. So it's a little bit pessimistic
541 – I'm afraid.

542

543 **IR/Q. 12: And how does this compare with your understanding of what happens in**
544 **other European countries?**

545

546 **IE:** It's really difficult because as a visitor to other European countries they often taken
547 me around to see the best possible practice and what I don't actually have is an
548 understanding of the classrooms on a daily basis, sort of period of time. It's really very
549 hard.

550 Humm...all we have are sort of measures and so on...about effective work and we
551 know that for example in Finland where they have this superb results are gained but I
552 also have been in classrooms where I would have died of boredom if I had to stay there
553 for very long.

554 Humm...so I think it's really hard to make a judgement. It's not that...you're not asking
555 me to make a judgement, you're asking me to make evaluations. It's so complex, you
556 see. One of my fathers was Russian and so I used to go to the USSR regularly during
557 the Cold War and in that stage Russians were unable to get out of the country and I've
558 met some Russians whose English was just flawless, it was wonderful! And when I
559 found how they had learnt it I just kind of thought 'Oh my Goodness!', 'how did they
560 did?', and they did! // English classrooms and their English is superb. So, just because
561 it's not how I'd like to learn it doesn't necessarily mean it's not effective.

562

563 And again, I'm thinking of Malaysia and China...and it's culturally embedded as well.

564

565 **IR/Q.1.2: Okay. So...why are Foreign Languages so important?**

566 **IE:** to anybody?

567 **IR:** Yes. In general.

568 **IE:** I think the very fact that we are although we're all part of the race, the fact is that
569 we have so many good reasons, different ways of behaving and one of them is through
570 Language and the whole business around having one world language is just false.

571 Humm...and although English is one of the spoken there are huge massifs of the world
572 where people do not understand a word of English. So I think there are issues around
573 thinking that one world language would do. So what is it then about learning a foreign
574 language? It's trying to understand how other people live their lives, how other people
575 think. And in order to do that you just have to have the chance to look to your own self.
576 I know that because of sort of cultural conflicts and that I've sort of experienced and
577 that would have not been in England.

578

579 I've learnt a lot, but much about me...and what makes you do is to question what
580 you're thinking- if it's right and proper, because that's the way you've been brought up
581 - when there's an alternative, you know, the immediate reaction is to say that it's wrong.

582

583 But actually the crucial bit about the Human, about the relationships between human
584 beings on the planet has got to be that we have knowledge of diversity and different
585 ways of looking at the world.

586

587 And that seems to be the way to go from the medium of classrooms to the medium of
588 life. But actually I do really believe that. So I think a lot more of children should
589 understand or live with this kind of understanding about the way that what language,
590 you know – what comes first - is it culture?, is it language?, which is the relationship
591 between that?

592

593 Humm...And CLIL has been a way of really exploring this kind of whole citizenship
594 agenda. Sometimes when you do some content or access to new content knowledge
595 through another language then actually you're doing a lot more than factual stuff but
596 you're looking at other ways of perceiving the same world which can sometimes be
597 quite difficult to children to accept.

598

599 So I suppose that's the very long-winded way of saying that languages or foreign
600 languages or being able to communicate or understand in more than one language is
601 actually fundamental to an understanding of human beings, and if more people have
602 that, who knows it might have, you know, a sort of effect on the world. Ahmm...so
603 that's how I see it- so fundamental.

604

605 **IR/ Q.2: You have mentioned before what you would consider a rich learning**
606 **environment. I have found that regarding the strategies in encouraging language**
607 **learning, i.e., storybooks, textbooks, flashcards, TPR, songs and sing along, in**
608 **almost a 30 years period of time it seems that not much as changed! Do you agree**
609 **with this view? Why? Why not?**

610

611 **IE:** Why haven't things haven't gone beyond songs and games and so on?

612 **IR:** Yes.

613 **IE:** That's right. Because no matter how much we progress as a Nation, as a world, as a
614 Race, there are still some fundamentals absolutely crucial to learning and always will
615 be. So things like storytelling is to me...ahmm... it's more than just simply telling a
616 story humm...TPR stuff and so on – they're all about involving the learner and I don't
617 think that the more the world advances that we've got to automatically, the sort of
618 English phrase is 'to throw the baby out of the bathwater'. So I don't think we should
619 reject these just because we're in this sort of age.

620

621 What we do have to do about that is to embrace new ways of learning and thinking. In
622 order to prepare our learners. Otherwise all we're gonna do is prepare them about rights
623 and wrongs about their education / /. But what we forget then is that society is moving
624 on and actually we have to leave a lot behind. And what we're looking at is the next 20
625 years and not the past 20 years. Because people in our schools now, that's where you
626 want to be. So I think it's this balance between sort of traditional, deeply traditional
627 humm...approaches which are part of our culture and are so, so crucial. And balancing
628 that we've...what we can do now which we couldn't do before because of Technologies
629 or because we understand more of the world than we used to, I think.

630

631 **IR: Okay. And now is there anything important I should have asked and I did not?**

632 **IE:** (Pause) No. I don't think so.

633

634 **IR:** So, thank you very much for this interview.

635

636 **IE:** That's fine.

637

638 **Note:** After the end of the interview, IE added that she would like to have said more
639 about neurogenesis but she is still learning about it. However she states that it seems to
640 be a possible explanation because cognitive processes are also involved in learning.

641

Semi-structured Interviews' Transcription
(*Interview 3*)

Interview 3

Context: Foreign and Second Language Pedagogy
Teaching Early Foreign languages to Speakers of Other Languages

Interviewer: Carmen Lucas (PhD student)

Interviewee: Professor Richard Pemberton (Associate Professor, School of Education, Second and Foreign Language Pedagogy - University of Nottingham)

Date of Interview: 28th July 2008

Date of start Transcription: 15th September 2008/ 23rd September 2008

1 **IR/Question 1: So, tell me, Professor Richard, how did you become interested in**
2 **Second and Foreign Language Pedagogy?**

3

4 **IE:** Ahmm...okay. That's a biographical question. When I was 17 I didn't want to be a
5 teacher, like most 17th year-olds. And...but I was taking ahmm...not a year off, but like
6 half a year off before going to University which is like a thing a lot of British people,
7 not all British students, but it's quite popular. So I ended up going to teach in a school
8 in Lassuta, in Southern Africa. And...That was when I realized that actually I enjoyed
9 teaching.

10

11 So I did that for 6 months, then I came back to University and then I already knew that I
12 wanted to go into teaching and I knew that I wanted to teach English as a foreign or a
13 second language because that would give me the opportunity to travel and work in other
14 countries.

15

16 **IR:** Okay.

17

18 **IE:** Ahmm...So, that was basically it. And I guess being an English teacher gives you
19 that opportunity ahmm...to travel and to teach. So...

20

21 **IR/ Q.3.1.3.: Okay. And how would you define Pedagogy?**

22

23 **IE:** Ahmm...well, I suppose in a way it's just another word for teaching. How would
24 you define teaching? Well, I define teaching as helping students to learn. I suppose that
25 would be a simple definition. Yes...and that's basically how I came into it and then
26 after, then I did teacher training and then I was going to English as a second language
27 actually in the UK not overseas. Yes, that's how I started.

28

29 **IR/ Q.4.: I also found that while in Hong Kong University of Science and**
30 **Technology, you were responsible for setting up and coordinating the Self-Access**
31 **Centre promoting integrated self-access language learning. Could you explain how**
32 **and why this has happened?**

33

34 **IE:** Okay. Hummm...That was another sort historical ahmm...event in the sense that in
35 around about 1990 or the early ninety-nineties humm...there was this perception in
36 Hong Kong that humm...language standards were not really improving or may be even
37 getting worse. That was usually the perception. And the question was how to solve that?
38 And the Government made available a lot of money to universities through the
39 *Language Enhancement Fund* or *Language Enhancement Grant*. And universities were
40 sort of free to use this in different ways. But around that time people studying got
41 interested in self-access. One of the seven Hong Kong universities, the main one, the
42 Hong Kong University had got self-access centres I think they called it practice.

43

44 **IE:** they had to take an English course, no choice. So at least within those courses let us
45 build in some freedom, some choice within those courses. So that was how we kind of
46 tied self-access into learner autonomy

47

48 That was our perception of self-access. Some people...by definition, self-access is just
49 making materials available so that students, learners can access them. Actually it's got
50 nothing to do with Pedagogy.

51

52 If you take the literal definition is purely about resources like a library. But when we
53 spoke about self-access we didn't really mean that. So we said 'self-access' but what we
54 actually mean was self-directed learning. So we actually meant making choices about
55 finding, carrying out and evaluating.

56

57 **IR:** Hum. Hum. **And how does self-access and learner autonomy relate itself to**
58 **language learning?**

59

60 **IE:** well...humm...I think that...I mean most of the learning that you carry out in your
61 life takes place away from any formal kind of institution. So what we were trying to do
62 within compulsory education was to give people practice in independent learning but
63 not only practice but to give them support so that afterwards when they left the
64 institution or even when they were not in formal classes within the institution that we
65 would give them support in autonomous learning.

66

67 And...so I see that as being very important. I mean to me if you could co-train
68 somebody else over those years, and have behaviouristic model you could sort of crowd
69 them for low structures and vocabulary and pronunciation practice and you can get
70 somebody to be a very effective kind of mimic.

71

72 Humm...but I don't think you would necessarily produce a good language learner.
73 Somebody who is able to adapt to changing situations, changing contexts.

74

75 To me a good language learner is somebody who is able to humm...basically take
76 responsibility for that language learning, to control their own language learning.

77

78 Humm...so that in a sense, especially given a course where you have very little amount
79 of time...

80

81 **IE:** I mean if you are in a course where you have students for a hundred hours or
82 something, fine; within...you know, if you have a five hundred hours course, so if you
83 have like forty hours a week, a complete week of forty hours and let's say you have ten

84 hours, so ten weeks, forty hours a week for ten weeks - four hundred hours – you can
85 probably achieve a lot in four hundred hours in terms of intensive language tuition with
86 zero learner autonomy.

87

88 I guess it's the sort of thing you know like in the Army, if you're about to invade Iraq or
89 something, you would have four hundred hours before you going invade Iraq. So that
90 type of things is probably highly effective.

91

92 But in a normal situation most of the universities would have two hour of English a
93 week. And what you could actually teach in two hours was basically zero.

94

95 So we took...we took the perspective that although the students of course want to see
96 language improvement and to them language content is important, understand of it, but
97 for us as teachers actually we were likely to see very minimal language improvement
98 over let's say, a twenty-five hours course.

99

100 Humm... sometimes the language you know might even get worse. Humm...so we
101 thought it was actually important to develop autonomy, maybe that's even more
102 important than developing language proficiency within a twenty-five hour course. It's to
103 develop the awareness, the knowledge of themselves, and the knowledge of how they
104 learn their ability to plan their learning and to evaluate their learning.

105

106 So it was always that kind of balance- we couldn't totally ignore language content, but
107 there was that kind of balance between language content...the way we did it was try to
108 be very focussed. So instead of somebody saying 'in this semester I'm going to try to
109 improve my English', we would say 'well, what we suggest is that you pick an
110 extremely narrow area, so having a very specific goal and then make it is actually
111 possible if you have a very specific goal to actually show, show some improvement
112 within that time. So I don't if that...now I forgot what your question was.

113

114 **IR: No, no, you didn't. It was about the relation of self-access and learner**
115 **autonomy in language learning.**

116

117 **IE:** Yeah. I think it's very important.

118

119

120 **IE:** because otherwise if you're just dependent on a teacher. I remember History. I had a
121 great History teacher but now, now I don't know History. It was just during that term
122 when I had that great teacher I was like really interested and then in the next year I got a
123 really bad teacher and now I hate History. So that teacher ruined it for me.

124

125 But if (pause) the learners you know, had been prepared to a sort of discover History for
126 themselves and to know some of the...how...what are some of the strategies, I suppose,
127 like gathering evidence and being able to tell were the resources are reliable or not.
128 Basically inspire back the ability to carry out Historical investigation by themselves.
129 Then it wouldn't really matter if you'd had a good teacher or a bad teacher. I think
130 that's how I feel about language teaching.

131

132 Humm...that people get too dependent on a teacher or they get some teachers' self
133 materials and instead of wondering whether it's appropriate to reverse situation, instead
134 of basically trying to find texts, sources that are actually appropriate for the language
135 they want to use, they sort of humm... mechanically go through the exercises one by
136 one and then they're frustrated because they say 'I still can't speak French or whatever',
137 because the teacher has been - even though if they haven't had a teacher - there's kind
138 of a hidden material teacher in the materials and they have been actually following
139 orders of this invisible teacher.

140

141 And I think, you know, I think that's wrong, really. That shouldn't...there are some
142 cases where you have to do that, but ahmm...generally speaking, I think what we
143 should be doing is encouraging, fostering a kind of local learning or whatever and
144 promoting the ability in people to say 'I can take control of my own learning', 'I can be
145 responsible', 'I don't need somebody standing behind me telling me what to do'.

146

147 Humm...because at the end of the day you have to control your own life and you have
148 to, you know, make your own decisions. So, it's just part, it's just part of that, growing

149 up and...but if you teach people to always be dependent and always follow orders then
150 you're not contributing to that individual's experience of life.

151

152 And I think also you're not contributing to society if you just produce people who are
153 very good at completing exercises. Yeah!

154

155

156 **IR: And how, how can teachers promote autonomy in the second or foreign**
157 **language classroom?**

158

159 **IE:** Humm...well (pause) ahmm...these projects that we used to do at tertiary level, and
160 they'll say 'oh, very well, you can do it at secondary level. And you say 'yeah, yeah,
161 yeah, and what about Primay?'

162

163 I think it can but it does need ahmm...it does need time and you need a lot of things: it
164 needs time, it needs some resources, it needs support from the Principal...ahmmm...it
165 needs probably some supportive colleagues. Some people have managed if they're the
166 only teacher in the school.

167

168 But it requires quite a strong character – to be able to survive in isolation when all the
169 other teachers think you're crazy, it's quite difficult to survive.

170 Ahm...

171

172 But I mean there are various ways of doing it. I mean, a simple way would be which
173 many teachers already do it actually, is providing choice, you know, allowing children
174 to choose their own book to read. That's a very simple thing - providing a moment of
175 choice. People bringing in trolleys with books and you know that kind of thing.

176 Ahmm...

177

178 You've, you've then got, you can offer people choice over.

179 Ahm...

180 Which exercises they do, or if they have to read a passage they can choose different
181 strategies for reading that passage or for learning vocabulary or whatever it is. But again

182 those things need to be expressed, books need to be provided, they need to be trained, or
183 they need to be taught in different ways of doing things. All those things can be done
184 without changing the syllabus very much, so you can still have an English syllabus but
185 you can allow people to do things in different sequences, to focus on areas. So this
186 particular kid is weak in listening but he's great at writing. It doesn't make sense for hat
187 kid to spend lots and lots of time writing, but it makes sense to have parts of the day or
188 the week where Students have sort of free choice to work on it.

189

190 That implies you have a whole range of resources that are well labelled and easy for
191 people to find and you know, with some advice connected to a number and how to use
192 the materials. So obviously there are resource implications there.

193

194

195 **IE:** Ahmm...you can, if you don't do that and you say 'well' everybody seems to be
196 using the same textbook or everybody is going through it at the same time', then it's a
197 question of maybe adapting materials and inserting more learner training and a sort of
198 learner development angle to the materials. So, using the same materials but then
199 you've got this extra information which says 'okay, this task is a good way of practising
200 next target strategy, this is useful for blá, blá, blá.

201

202 So, adding in a sort of additional...ahmm...preparation or reflection. Okay, so, you've
203 done this task, what do you feel about it? Did you enjoy that type of activity? Why, why
204 not?

205

206 So you have the sense the student can actually comment on the material and on the task
207 that has been done.

208

209 So, that sort of thing can be done without too much change actually following just
210 regular material.

211

212 Then you got the other type. You got a more dramatic change, where you provide
213 freedom of resources and you're allowing people to choose and developing, if you like,

214 individual projects, which was the sort of thing we were doing. But that does require a
215 lot of more time and preparation if you're going to do that.

216

217 But people have done that at secondary school, even at Primary level. And some people
218 have like a circus of activities, they have a whole range and students can sort of move
219 around and try activity_1 and after an hour, they can swap on to something else.

220

221 So, anyway there are all sorts of models, of ways of doing it.

222

223 **IR/Q.2.4.: Okay. Would you consider scaffolding as a pathway to the learner's**
224 **autonomy?**

225

226 **IE:** Well, ahmm...I have to be honest with you. I'm not very familiar with socio-
227 cultural theory and I mean...the answer would be 'yes', I suppose. But then scaffolding
228 seems to be somewhat kind of vague...ahmm...concept that can apply to many...you
229 know, if you say every time a teacher talks to a student and interacts with him and gets
230 him to do a task, which is maybe slightly more difficult than the one they would have in
231 that kind of level, and then provide him with a little bit of help or advice to get through
232 that task, the teacher is providing scaffolding.

233 So, you can then say 'well, I guess many teachers do that as part of their regular'. So
234 I'm a little bit unclear when people say scaffolding.

235

236

237

238 **IE:** So I'm a little bit unclear when people say 'scaffolding' and I've used, you know,
239 we've used the word scaffolding ourselves to refer to the sort of support that we were
240 providing, you know, so that people can carry out this sort of self-access projects. So
241 this would be in the form of structured plans, structured progress reports, and sort of
242 various tools to help people think about their learning. So those were the examples of
243 scaffolding. So, yes, the answer is 'yes, it definitely can help'.

244

245 But my only quibble is scaffolding is one of those words now, you know, along with the
246 Zone of Proximal Development, which sort everybody uses but yeah, it's almost a bit

247 too easy to say 'yes, I'm doing it, it's almost as if everybody claims to be doing that. So
248 it seems to be rather over-used, it loses its value.

249

250 And I'm not totally clear on how hmmm...Vigotsky or even Bruner, you know, would
251 actually define scaffolding and how that's different from what goes on in most
252 classrooms.

253

254 But in terms of how I see it, definitely in terms of...you cannot expect anybody to
255 humm...develop learner autonomy without a lot of scaffolding. So it's like throw
256 someone into the swimming pool and they can't swim. 'Ei, look, you've got all that
257 water! Get on with it' They're going to drown. So, that's obvious.

258

259 On the other hand, if you stand over them and you move their arms like this, they
260 haven't got any freedom whatsoever and when you take your hands away, you know,
261 they can't swim. It's that. It's finding the balance, it's where scaffolding is, it's the
262 balance between those two extremes.

263

264 **IR/Q. 2.7.: Okay. And how would you describe a rich learning environment, let's**
265 **say, for young learners?**

266

267 **IE:** hmm...well I guess it would be one in which...yeah, a simple definition would be
268 one where they've got access to a wide range of learning resources and a wide range of
269 learning activities. Ahmm...that doesn't tell you very much. Ahmm...so I would say a
270 rich learning environment for Primary school kids would be one in which you've got
271 something like self-access resources – it may not be a centre, but it may be a corner or
272 may be materials somewhere in the room where you got a whole range of different
273 types and obviously you've got your songs, you've got your ahm...games, you've got
274 video material...ahmm...you've got activities for the four skills...ahmm...and you've
275 also got activities that allow them to interact so that's not only the sort of individual
276 listening, speaking, reading, writing, but actually have group activities.

277

278

279 **IE:** And a tool called computer would then be the opportunity for e-mail or Skype or
280 interaction with ahmm...learners in other classes or countries
281 ahmm...including...ahmm...speakers of the target language. So, I mean it would just be
282 as much as possible, basically anything technology allows ahmm...pretty much...yeah!

283

284 **IR: Would you consider *portfolios* as a good strategy for learners?**

285

286 **IE:** Yeah, I would. That was similar to what I think we did with our self-access projects.
287 Ahmm...it wasn't exactly a *portfolio*, but when they carried out their projects they had
288 then to provide evidence of what they had been doing.

289

290 They had to reflect on what they were doing which obviously is something you do in a
291 portfolio.

292

293 Ahmm...the only difference was it was more of a progress report whereas in a portfolio
294 you select your best pieces of work or you may chose something that you did a year ago
295 and this is what I can do now, and look at the difference, so that shows how much I
296 have learned. So we were just getting people for like a period of six weeks or something
297 like that, so it wasn't really possible to do that.

298

299 Ahmm...but yeah, I think it's, I think it's really important and I've never experienced it
300 but I've read some of these uses of the *portfolios* with people in Primary school.
301 Ahmm...and that looks quite impressive what's been done in the States in terms
302 of...ahmm...Conferencing, so where you have these Parent – Teacher Meetings, where
303 the child actually gives this sort of presentation showing the Parent what you know the
304 child had been doing this year and how much they've improved from their previous
305 year.

306 So this gives a great sense of achievement, involves the Parents, gives a real purpose to
307 the meeting. Yeah...and...and the Child is actually in control of the event to an extent.

308 Ahmm...so I think that kind of thing can be extremely important in many ways.

309 Ahmm...there are issues with assessment and it's not always easy to do it within a sort
310 of course structured or if you have a short course, maybe all the other courses are exam-
311 based courses. So in each institution may be this sort of difficulties.

312 But I think in that direction is very important because one of the key things about
313 portfolio work is doing is getting you to think about what you're doing, to reflect on
314 how successful you've been and to plan what you're going to do next. So those are the
315 two key elements of the autonomous learner basically: reflection and planning,
316 evaluation and planning.

317

318

319 **IR/Q.2.8.: And how would you describe 'effective learning'?**

320

321 IE: ah...Effective language learning...ahmm...(pause) again I suppose it comes back to
322 what are your goals- if you're goal is linguistic, proficiency, language improvement
323 then effective has got to be learning which means the goal that is set for that activity for
324 that period of time. Ahmm...I would describe it as that.

325

326 I think you know, you know, for almost every learner, language, linguistic improvement
327 is important, so it's important that the level gets better or you're ability in a particular
328 area gets better.

329

330 But I also think that it's important to develop the ability to take control over your
331 learning. So I think that is a part of effective learning.

332

333 Not only the language ah...ability but also the ability to plan and to evaluate and then to
334 make changes appropriately based on what you've been doing. Ahmm...and I think the
335 two, the two are connected.

336

337 Ahmm...sometimes...sometimes things can go badly, but if you're aware of why, then
338 it gives you...so you can't say there was totally an ineffective period of learning if you
339 spend three months and you've learned absolutely nothing, but if you're then conscious
340 of why that wasn't effective, then I think those are stepping stones to the next stage. But
341 there are just some people who just they have no idea.

342

343 **IR: So, are you implying reflective thinking?**

344

345 **IE:** Yes... Yeah.

346

347 **IR: in the teachers?**

348

349 **IE:** Ah...no, I'm talking about learners.

350

351 **IR: about learners.**

352

353 **IE:** I'm not necessarily talking about reflective teaching although for similar reasons
354 that's important. But now I'm talking about learners.

355

356

357 **IR/Q.3.: Okay. And As a member of the *Centre for Applied Research in Teacher***
358 ***Education, Curriculum and Pedagogy*, could you explain how research in teacher**
359 **education, curriculum and pedagogy are connected? If so, could you give one**
360 **example, to narrow it down a bit?**

361

362 **IE** (laughs): Humm...okay. I'm not sure I can answer that very well now. That centre
363 had only got that name for about six months. Do you know the history where this centre
364 got this name from?

365

366 **IR: No.**

367

368 **IE:** So, it's not a name everybody has chosen. It's a centre that's composed of people
369 who don't belong to any other centre. So previously there was a centre for research into
370 second and foreign language pedagogy – CRSFLP. However that wasn't, hadn't been I
371 think very productive in terms of research and a decision was made that it could no
372 longer be a centre, could no longer be a research centre. So people like myself who
373 belonged to that previous centre, now belong to no centre. And along with various
374 people from, involved in teacher education from Maths, Modern Languages, History,
375 etcetera, etcetera...so we, but sometimes there's only one side, sometimes there was
376 only four people or two people or even one person in one of these groups...you cannot
377 have a centre for every...so therefore that centre was created for everybody who didn't

378 belong to any previous centre. And that name – centre for research and teaching what
379 was it?

380

381 **IR:** Centre for *Teacher Education, Curriculum and Pedagogy*.

382

383 **IE:** so that centre was created but I can tell you that, you know, it's a name created by
384 Committee. So to be honest I think it's just a name to show that everybody in that
385 group, in that centre is involved in teacher education. Well, that's obvious because
386 we're in an Education school. Ahmm...we're all doing research, that's obvious, and
387 we're all doing Pedagogy. So, pretty much...you can argue that it's kind of minimus but
388 I suppose that if you're more charitable ahmm...you know, you would say that
389 ahmm...you know, we're aiming to create a learners...who can evaluate their own
390 learning and to do that we need to create teachers who can reflect on and evaluate and
391 plan their own teaching. So that...your own line to develop learners autonomy if you
392 have teachers to follow their own rules, because it's just going to become something
393 mechanistic and actually not to develop autonomy at all.

394

395

396 **IE:** So, teacher education and pedagogy for autonomy are obviously connected in that
397 way. Those people may be Science teachers for example.

398

399 Ahmm...if they believe that is important for people to talk through their misconceptions
400 about Science...so if people don't understand how night moves to day, or you know
401 whether the Earth is round or flat or both kinds of things. Now, in the old days, you
402 were just taught there was a wrong and there was a right.

403

404 Nowadays people will talk about conceptions and voicing out these conceptions and
405 developing through chat, through interaction and so on. So basically new approaches
406 towards a new understanding of Science. So that absolutely is not going to happen if
407 you don't change ...hummm...the teachers' own beliefs like learners' beliefs are not
408 going to change unless...and teacher beliefs have to change first.

409

410 And I think the same thing happened with me with the promotion of learner autonomy –
411 and we actually found there was quite a lot of difficulty in implementing those types of
412 approaches not usually with the learners but with the teachers.

413

414 **IR: Why is that?**

415

416 **IE:** Teachers are very entrenched with other...

417

418 **IR:** ...old, other methods, is that it?

419

420 **IE:** Yes, used to their own way. So that if you have a teacher with their own lesson,
421 maybe giving an oral presentation ???, it's very straightforward, you've taught for ten,
422 fifteen, twenty years, that lesson or that course, you're in control, you control
423 everything that happens in the classroom. All of the sudden if you say 'actually we're
424 going to give students freedom to choose whatever they want to do and the learner will
425 be in control, in total control in the classroom, plus it's not one small area of expertise,
426 so now you have thirty, forty students in the class, learning twenty, thirty of forty
427 different things, so your knowledge base has to be increased.

428

429 That's a huge worry ahmm....for people who have got used to their own way of doing
430 things.

431

432 So, yeah, we found that in Hong Kong. There were the students but they weren't quite a
433 problem, they were okay with it, but mainly their teachers.

434

435

436 **IE:** Teachers, who they don't fully understand or don't fully believe in on what has
437 been done, then things may be undermined.

438

439 **IR: Yeah. I also found there seems to be a great diversity of approaches**
440 **considering teaching second and foreign language to very young learners and that**
441 **strategies such as *flashcards, TPR, songs and sing along* used to encourage foreign**

442 **language learning, in a thirty years period of time, not much has changed. How**
443 **can this be explained?**

444

445 **IE:** Okay. Not much changed?

446

447 **IR:** Yes, not much has changed.

448

449 **IR:** Yeah. I can't, I mean, I don't have a lot of experience at primary level.
450 Ahmm...things such MFL, lessons at Primary level, but at least I've seen many on
451 video, indicates that there is still a sort of teacher control of elements, that is still quite
452 strong, the teacher that owns the class is quite ahmm...common to have a practice of a
453 structuralist approach, which is based in the repetition of drills which was common in
454 the ninety seventies – you can still see that. Then maybe a little pair drill around, one to
455 one but ahmmm...not really taking on board some of the communicative approaches
456 from the ninety eighties, or the task-based approaches in the ninety nineties. So, those
457 seem to be taken on board a little bit more in EFL, but there seems to be – I don't know,
458 it's my opinion – I don't know a lot more about it - my brief impression is that it doesn't
459 seem to be so...ahmm...see, you're right, it seems to be a little more stagnant if you're
460 like in MFL ahmmm...and I'm not sure what the reason for that is, but it may just well
461 be historical, you know, this is the communicative develop within from the
462 Sociolinguistics and then been taken into mainstream in MFL.

463

464 Ahmm...and at the same time MFL was probably dealing with different issues, I don't
465 know, but I can imagine 'how do you get a British kid to learn French?' That's the kind
466 of huge problem. Never mind, you know, never mind perhaps approaches to how you
467 learn languages. Ah...so the...I'm not really, to be honest I'm not really qualified to
468 give a good answer to that question, but from the little but that I've seen, tends to
469 suggest that bits of new methods are kind of co-operative so you might have a little bit
470 of TPR or a little bit of, you know, using songs or a little bit of physical movement, but
471 the overall philosophy maybe doesn't change but you just sort of bring in these little bits
472 without thinking actually 'what I need is a total re-thinking'.

473

474 **IE:** So, the sort of thing that landed in Denmark where she had her first class with these
475 15 year-olds or whatever they were, it was like a total disaster. So in the next day you
476 know 'okay, that's not going to work. Right.' So then what you do and then she's
477 started to gradually ahm...build in, development of learner autonomy, that's really a
478 radical, really a radical change.

479

480 Ahm...and that's something that it's quite difficult to do, I think. So the teachers are
481 also being very hard pressed. I'm sure the same happens in many countries, but in the
482 UK the last ten, twenty years, more and more testing. So, you know, as a Primary
483 teacher you've got hardly any time to actually focus on teaching. So they're going to
484 say 'in addition you're also going to change your methodology or your approach, such
485 as introducing Spanish and that's just another thing that you have to do.

486

487 And you can imagine, and even can understand why teachers are taking ahm...the well-
488 known path, because that's just survival, just getting through the day, getting through
489 the week. So these sorts of things need a lot of ahm...Government support. And again, I
490 don't know enough about the British or the English situation, because I've been away
491 from the UK for too long, but my guess is that the Government wants has required
492 certain changes but then it hasn't given the infrastructures, the support to enable like it
493 happens in Spain and in other places where teachers are sort of implementing the CLIL
494 approach actually get a year off to learn the language and learn the teaching before they
495 can go and implement it.

496

497 Well, the British Government hasn't been doing that. So it seems 'you must do this', but
498 not really providing enough support. That's one reason I guess things have not changed
499 enough.

500

501 The sort of autonomous classroom that I was idealizing - I don't expect that that exists
502 in many classrooms, many Primary classrooms in England, if any.

503

504 **IR: Right. And how do you see the future of early second or foreign languages in**
505 **the United Kingdom?**

506

507 **IE:** Again, I'm not really qualified to comment on that. Ahm...I mean, I'm making an
508 effort at the moment (*Phone rings*)

509

510 **IR: So, where were we? Right, second or foreign languages in the United**
511 **Kingdom?**

512

513 **IE:** Yeah....the future. Ahmm...Yeah you can see that I'm making an effort, having
514 sort of more or less CLIL for Modern Languages at Secondary Level. Then they say
515 right 'we have to be taught in every Primary school'. All right.

516

517 **IE:** So, that's a good thing, except that when they found out that it really didn't make
518 much difference whether they learned it at Primary school or they just said nothing and
519 were straight to secondary school.

520

521 Ahm...I think that you can see that ahm...again, not enough support. So we all know
522 the situation with Spanish: you get ten hours of Spanish or thirty hours of Spanish that
523 you're suppose to teach it, so that's pretty much disastrous.

524

525 Ahmm...I mean, there is more, I don't know whether to be totally pessimistic. There is
526 more interaction. This is not the ninety sixties, people travel, even with the fuel crisis.
527 People are aware more and if you look at...ahm...okay, it's more a globalised world. I
528 think mainly of football, so that's obviously very big in British culture.

529

530 Now, yeah, a kid in the UK, a British is likely to go to a country in the Ivory Coast in
531 Africa. Now, twenty years ago that was impossible. Very, very few would know that
532 African country. Now everyone knows that ???Jordan from Chelsea is from the Ivory
533 Coast. So the same happens with Cristiano Ronaldo.

534

535 Ahm...so those are things at a certain extent. The other side of that is that you've got
536 this typical scenario of British tourist kids that are staying at these resorts and they're
537 speaking the whole time; and you know maybe they'll learn a word like, you know,
538 'obrigado' or something, that would be it, if you're lucky.

539

540 But I suppose, I don't want to be totally pessimistic, because I think the world is
541 opening out more. I mean, obviously it's a very globalised world, but I just have a kind
542 of sense ahm...that you know, is slightly more open. And that's something that comes
543 from Primary schools where kids are saying 'I go on holidays and I say this'. Now,
544 these are not from any rich background, they're just probably going to a resort.
545 Yeah...probably mixing with other British tourists. But maybe something gets in the
546 way, may be a person or whatever it is, they're just going to hear a few words here and
547 there. So I have absolutely no evidence for that.

548

549 In other words, I don't feel totally pessimistic and I feel that (*exhales*) okay, what's
550 going on in this?

551

552

553 **IE:** The UK has changed a lot. I mean, ethnically that's amazing. Since the ninety-
554 forties, fifties, sixties, huge waves of immigration. So that...and before this happened in
555 countries like Portugal and Italy so that the situation that you had in Italy ten years ago
556 where you had Miss Italy then had the crown removed from her because she didn't look
557 Italian, that would have been impossible in the UK. That kind of attitude. That racist
558 attitude basically sort of impossible in the UK.

559

560 But twenty years ago, thirty years ago it would have been possible. So things have been
561 changing. And I think that's positive. I think that helps a little bit when you have people
562 being aware of different accents, of different ...obviously I'm not *rosifying*, I'm not
563 totally optimistic and I know English is – we have a big a problem- we don't have to
564 learn a foreign language because English has continued to be dominant for many years.

565

566 Ahm...so but I think, what I'm saying is that at a personal level, there is enough interest
567 there. If you have the right infrastructure, the right support, I think there's interest.
568 When you go to those schools and you see those seven year-olds, you can see there's an
569 interest in learning another language.

570

571 I think that with the right infrastructure that could be really supportive, but probably
572 somebody like Do can tell you that – the infrastructure will never be provided.

573

574 **IR: Yes, she did. Actually, yeah.** (IR laughs)

575

576 **IE:** Yeah...You know, I'm sure Do would argue that. You know, CLIL is the way to
577 go. And I would agree with her, it's really, really useful- because at that point you really
578 forget you're learning French or whatever and you just learn Biology and it happens to
579 be through French. And I think that's probably the way to go because I think in the UK
580 and in many countries but this huge problem when you get to the teenage years and you
581 get these kids who are quite full of learning Spanish or whatever but as soon as they get
582 to 11, 12, 13 they're becoming more self-conscious, not wanting to look stupid in front
583 of their peers.

584

585 And then learning foreign languages is quite unpopular with a lot of teenagers,
586 particularly boys so that, you know, that's a huge problem. Ahm...but if now CLIL – in
587 other words, Content for Language and Integrated Learning – had been introduced in
588 Primary school so the language level is there, so the subject integrated language level is
589 good, so that when you switch to secondary school, you're basically, you're just
590 continuing the learning of the subject.

591

592

593 **IE:** Then I think they would be self-conscious because they wouldn't be so much
594 focussed on whether you really have a French accent or not. You're just basically trying
595 to communicate meaning. And probably you would have developed a good accent at
596 Primary school anyway, because at that stage you're more a mimic and you're trying to
597 sound like the teacher and so on without being too conscious. And if you can get that
598 automatized, become automatic, before that stage where they become more self-
599 conscious, I think that could be very useful.

600

601 So I think...I think CLIL is very important. And I don't see it as a kind of alternative to
602 learner autonomy, I think of both of them. I suppose the thing with CLIL is that you're
603 developing the learning of a particular language it doesn't necessarily help you to go
604 and learn another language. It may do, but I think the gap there would be being able to

605 reflect why you were able to do something well or not well. And then that would help
606 you to transfer those abilities to learning a new language on your own.

607

608 But learning new languages can be very different. So if you've learned Biology through
609 French and then you're going on holiday to Portugal, now your French is going to help
610 you learn Portuguese but the way you've learned French through Biology or Biology
611 through French, it's going to be totally different, you know, from Portuguese at a
612 restaurant or wherever. So that's why I think there's...CLIL is very much
613 institutionalised, it's very much within the institutions and I think it's very useful in that
614 setting. But if I have learned Biology through French and I decide to learn Portuguese
615 I'm not to pick up a book on Motor Mechanics or just learn Portuguese through Motor
616 Mechanics.

617

618 So I think, my sort of interest in learner autonomy in a non-formal way, that helping
619 people on what's really about their lives, and you know, you're just in school, just for a
620 few years of our lives.

621

622 **IR: So you're mentioning learning in a long-life perspective, is that it?**

623

624 **IE:** Yeah. Life-long learning.

625

626 **IR: Right. Would you consider that an early foreign language exposure, let's say**
627 **staring at kindergarten, could contribute positively to the learners' emotional**
628 **landscape, namely self-esteem?**

629

630

631 **IE:** Well, it could to. But I guess you could say anything could to. If you teach them
632 how to build a car, I mean, that could contribute to their self-esteem, right? So I don't
633 think it's essential to do language.

634

635 I think it's more likely to contribute to their, their sense of being part of a world. That
636 English is not the only language in the world. I think that whatever your first language
637 is, that there's a world outside your country. And if you really want to communicate

638 with those people, you have to learn their language. Ahm...so I think I would see it as
639 one way of developing greater awareness, of how to develop greater tolerance,
640 yeah...but self-esteem, I can't really see that, specifically relating to, yes it would, but I
641 don't see that as an argument specific to language. You want to...?

642

643 **IR: Could it have an important role in preventing stereotypes?**

644

645 **IE:** Hum...Yes. But that was what I was saying in terms of tolerance but not self-
646 esteem...Yeah, I mean if you're class made, is ethnically mixed, then absolutely,
647 everybody has a first language which might not be Portuguese, so absolutely that's
648 important, you have to show respect for people's languages. But, so in that case, let's
649 say, let's say you were from Angola and you were in a Portuguese classroom, definitely,
650 that would build up your self-esteem. I guess if some of the other children at school
651 learn some of your first language then you'll start to communicate in that sense. But if
652 you have a sort of or white or Portuguese speaking classroom, then I don't see language,
653 how having language in the curriculum is going to help self-esteem more than any
654 other. Maybe the best thing would be - I don't know - some sort of physical movement.
655 Ahm...ahmm...it could be anything. It could be anything really.

656

657 **IR: Okay. Would you consider that virtual learning environments may contribute**
658 **to better learning environments?**

659

660 **IE:** Well, in my opinion they can be as good or as bad as any other environments. So
661 yes, they can contribute ahmm...but again it all depends on the content that it's made
662 available, it all depends on the type of interaction, so the advantage of VLE is that
663 everything is there, so you've got your discussion forum, you've got, you can produce
664 language, you can read, you can write, maybe you can speak, you can listen, you've got
665 access to a dictionary so instead of having your stuff all over the place.

666

667 **IE:** So you switch with your partner, go to the computer and everything is there. So
668 that's really, I mean useful ahmm...use of resources, making things available. But then
669 if they're not well designed, if the activity is not well designed then it can be a lot worse
670 than a regular classroom environment. So it's just like anything. You know, computers

671 didn't solve anything, but just have given us more options and it's a form of support.
672 Yeah! Of course scaffolding is necessary, but then that scaffolding has got to be well
673 designed.

674

675 **IR: So getting a bit back to young learners, I have found that recent scientific**
676 **experiments have focused on *neurogenesis*. As a second/ foreign language pedagogy**
677 **researcher, do you think this might apply?**

678

679 **IE:** Well, it might but I don't know what it is.

680

681 **IR: Well there have been experiments with mice that show evidence that if one of**
682 **them is provided with a more complex environment, for example putting him in a**
683 **maze, and another in a normal setting, the one that has been in a maze actually**
684 **ends by producing more neurons and neural networks.**

685

686 **IE:** Ah, Ah! Okay. Well, I don't know the biology of it, obviously. But I mean that tied
687 in with what people say about aging, so those people who do a lot of mental work are
688 perhaps less likely to develop Alzheimer's disease. You know Alzheimer's disease?

689

690 **IR: Yes.**

691

692 **IE:** That kind of thing.

693

694 **IR: Yes, I believe there is a study from Bialystok who really, actually found that**
695 **we, adult learners actually prevent Alzheimer. But carry on.**

696

697 **IE:** You've got studies of people like musicians like a ??? or a violinist ah...who is able
698 to carry out extremely complex manoeuvres ahm...in their, their music. Ahmm...until
699 quite a late age. This is slightly different I think from creating complex neurons. I think
700 this is more to do with probably routines. So that as you do it like so many thousand of
701 times it becomes a thing of second nature.

702

703 **IE:** There is also a common sort of saying 'use it or lose it'. And I don't know at all
704 the biological, neurological evidence. And also it relates to your perception about
705 teaching. You know, if you stretch people and you provide the challenge there is no
706 limits to what the child can do, instead of thinking 'oh! they can't do it, they're stupid',
707 so again, there has been research about that. (IE: *Ah- you're okay? 4:46, it's going*
708 *down, remaining/ IR: But yeah, we're coming to the end*).

709

710 So there has been research on the self-fulfilling prophecy. So you take two groups of
711 students and you tell one group they're stupid and one group they're intelligent, right?
712 But I'm sure this has been done in the seventies, and what happens to the stupid group
713 is that they start to have low marks and they started believing that they're stupid. And
714 they're probably welcome to Modern Languages, where there are so many people have
715 told themselves 'I haven't got any learning'; 'I haven't got any interest for Modern
716 Languages'. It's like dancing. There are so many men that say 'I have two left feet' – do
717 you know that expression in English?

718

719 **IR: No. (Laughs). They don't know how to dance, is that it?**

720

721 **IE:** Yes. Two left feet. It's only men who say that.

722

723 **IR: Why?**

724

725 **IE:** I think men have this thing of being afraid to make mistakes in public. And dancing
726 is a very public activity. It's the same thing about language in a way. Ahm...And then
727 people started to believe that, but actually is not true, they can learn to dance or hey can
728 learn to speak a language. Of course there's ability, some people have more ability than
729 others. But anybody can learn unless you have a sort of mental, deficiency. Anybody
730 can learn a second language and they can learn it well.

731

732 **IR: Okay. I actually had more 3 or 4 questions but you answered them before. I**
733 **just want to ask if is there anything else you would like to say or anything**
734 **important I should have asked and I did not?**

735

Semi-structured Interviews' Transcription (Integrated approach to teach English in preschool and in primary school)

736 **IE:** No.

737

738 **IR: No? Okay. So thank you for this lovely interview.**

739

740 **IE:** Okay.

Semi-structured Interviews' Transcription

(Interview 4)

Interview 4

TOPIC: Content for Language and Integrated Learning (CLIL)

This interview, within the area of TESOL, was drawn considering the guidelines for qualitative inquiries from Keith Richards (2003) and Zoltán Dörnyei (2005). This interview will be audio recorded and transcribed only for research purposes and the interviewee was aware of this and gave his/her consent).

Interviewer: Carmen Lucas (PhD student, University of Aveiro, Portugal)

Interviewee: Professor Phil Ball

1 1. I am aware that Professor Phil Ball owns expertise knowledge on CLIL
2 methodology. How did you become interested in the CLIL approach? (how and why
3 did it come about?)

4 Answer: Well things exist before acronyms. I started working on this kind of teaching
5 back in the mid 1990s, when I was asked to write materials and train a group of teachers
6 to work on a 'Content-based' project in four Basque schools. The Basque Govt
7 financed it, and it was a pilot scheme to see if the students (in secondary, 12-14) could
8 really respond to materials that were using 'real' content for the language classes. It
9 worked, sort of. Then there is no going back to the normal approach. Once you've
10 done 'CLIL' (I was unaware of the acronym back then. It's more or less when it was
11 invented) it's hard to go back. Normal ELT seems a strange world, all of a sudden.
12 You keep asking, 'What are people *doing*?'
13

14 2. What does the acronym CLIL mean and in what ways is it being implemented in
15 Basque classrooms?

16 It means 'Content and Language Integrated Learning' and as such is it self-explanatory,
17 perhaps up to a point. It is being implemented in the Basque Country in both the state
18 schools and in the 'Ikastolas', which are semi-private but which were formed secretly

19 under Franco in order to maintain the Basque language, which was banned by the fascist
20 regime. I work for both, but more for the Ikastolas now, for their 'Federation'. The
21 Ikastolas (this means 'Place of learning' in Basque) begin the introduction of English at
22 4 years of age, and continue up through the scholastic step-ladder until 16, obviously
23 increasing the contact time as they go. Basque and Spanish are co-official, but the
24 Ikastolas are Basque-medium, which means that Spanish is not introduced until the kids
25 are 6. But remember that most kids here are bilingual, and that if they are not at the age
26 of 6, Spanish still enjoys a diglossic advantage over Basque. In Secondary (12-16)
27 French is introduced as a 4th language, and we are currently working on the 4th year of
28 materials writing for this.

29

30 In the state schools, there are two projects, called *Inebi* and *Bhinebi*, whilst the Ikastola
31 project is called *Eleanitz* (which means plurilingual). You can find these on the web,
32 but I can send you more information about the latter, if you want. Eleanitz has been in
33 place since 1991, it has been externally evaluated by the UPV (University of the Basque
34 Country) and the results are interesting. They suggest that the introduction of a third
35 language at such a young age does no harm, and on the contrary, actually improves the
36 performance and results of the children's L1 and L2.

37

38 3. In your own view what are the unique features of the CLIL approach when
39 compared to more 'traditional' ones?

40 CLIL, whatever it really is, tends to work because it focuses teachers on their practice in
41 ways that L1 teaching does not, and it focuses students on their learning in ways that L1
42 learning does not (although perhaps it should). It's a simple equation. If you are about
43 to teach the same content to children in the L2 or L3 as you have been teaching in the
44 L1, you clearly cannot do it in the same way, unless you are completely mad (!). You
45 are forced to confront your own practice. You cannot assume any more that the
46 students understand either you or the materials. You cannot compromise on the
47 conceptual level of the content (which is the big mistake in ELT), but you must look
48 very carefully at the procedural content (the 'how'). The same goes for the student.
49 You can't just learn things by heart if you are being asked to do a variety of 'real' things
50 in a foreign language.

51

52 Also, when subject teachers teach 'strong CLIL' (teaching through a foreign language)
53 they are forced to consider the linguistic aspects of their subjects much more than in the
54 L1 – the particular discourse and text-types that accompany the conceptual content.
55 They should do this in the L1 too, but that's another story!

56

57 4. It appears that the plurilingual project launched by the Federation of Basque Schools
58 'Eleanitz' had extremely effective results. Could you provide some examples?

59 4.1. What ages were the children involved in the project?

60 4.2. What languages were involved?

61 4.3. What would you consider to be the implications of this project, in terms of
62 learner and teacher education?

63 4.4. What sort of training opportunities did the participant teachers have?

64

65 4.1. As I said, 4 to 16, but they were tested every year over 10 years from 1991 – the
66 'guinea-pig' kids. When the first 'guinea pigs' reached the ten year mark (2001) we did
67 various assessments. By then they were 14-15 year-olds. We also had a big party!

68

69 4.2. Basque, Spanish and English.

70

71 4.3. That's a big question! I would say the following, for the learners:

72

73 (a) It's clear that the L1 Basque in most cases) is not harmed by the introduction of
74 a 3rd language at 4 years of age. This was a worry – particularly given the
75 sensitive nature of Basque recovery programmes, and the need to maintain and
76 develop the language further. Also, you must remember that in 1991, kids
77 started to study English at 8 years of age, and in some cases even later! So it
78 was a radical step at the time.

79 (b) They got better results in Spanish than the control groups. Not significantly
80 better, but enough to also demonstrate that Basque-speaking children were not
81 being deprived of the L2 either and that in the scholastic medium, they did just
82 as well. I mean that in their domestic environments, they spoke Basque. The L1
83 Spanish speakers also benefitted, obviously.

84 (c) Their English results were obviously better than the control groups, because of
85 the increased contact time, but the interesting thing was that they scored better in
86 'grammar' tests than the control groups, and yet they had been deprived of an
87 explicitly grammatical syllabus in their English studies right from the beginning.
88 We wrote all the materials, from 4 to 16. It's all communicative, inductive,
89 task-based, story-based (in primary). There is no grammar-explicit approach.
90 And yet they got better results than the 'traditional' schools.

91 (d) They did Social Sciences from 14 to 16, but the official programme. In English.
92 They also got better results than the control groups (who did the same stuff in
93 Basque). This caused some controversy, but the Basque teachers took on the
94 challenge and began to change their methodology too, to make it closer to the
95 CLIL way. It was an interesting consequence. We just repeated the 2002 (for
96 SS) tests, and although the results are not quite so significant, they still show
97 that the students studying Geog and History in English get better results than
98 those studying it in the L1. This is very interesting.

99

100 5. As a CLIL textbook writer, how do you go about planning your textbooks? Could
101 you talk me through the planning processes involved?

102 It depends on how much freedom you have. Real ('Strong') CLIL, where a class is
103 studying through the target language for a whole academic year (for example) will
104 usually mean that they are studying the country's or the region's official syllabus. You
105 can do two things here. You can simply translate the textbook into English (or the
106 target/CLIL language) and then write a series of complementary materials to 'break
107 down' the language and to present it in embedded or scaffolded tasks which respect the
108 concepts but which get around the language problem – or you write a book *ab initio*,
109 using the official contents. I've done both, but I prefer the second option. It's less
110 messy, and although a 'workbook' can be very flexible, the CLIL-based textbook is
111 what I really like.

112

113 What I do is to plan a series of features that make the book distinct. For example, in the
114 History book I've just finished for the Spanish market (15-16 year-olds) I put in a
115 feature called 'Doing the Dozen' where every 15 pages or so there was a small square in
116 the middle of the page with 12 key words from the previous section. So they could be

117 anything from 'Détente' to 'Domino theory' (referring to the 2nd World War). In the
118 teacher's guide, that we always write, activity for activity, there are suggestions of how
119 to use this 'dozen', and many of the activities suggested are straight out of standard
120 ELT. It helps train the subject teachers in recognising the importance of the language,
121 and it helps them to learn some techniques that a language teacher would find second
122 nature.

123

124 I also apply rigorous rules to these books. For example, there is never a text in the book
125 which is not preceded by a task, or by a reason for reading the text. In all the years I
126 have been writing CLIL materials, I have never written the instruction '*Read the text*
127 *below and then answer the following questions*'. Never! ¡Que Dios sea mi testigo!

128

129 Other plans involve the length of units, and how long we can expect a student to
130 maintain interest in a single topic. CLIL requires what I call 'conceptual sequencing'
131 (which you never get in ELT) but you mustn't go too far. Students need to keep moving
132 – to assimilate and move on.

133

134 The English materials I've written are all based on the CLIL subject content. This is
135 unique. We write sequences for the English classes that complement the Social Science
136 materials, for example. So if, in Geography, they are doing a project on comparing the
137 features of two different urban centres, the English sequence will work on the language
138 of comparison and contrast, but also in a task-based manner. No focus on grammar! No
139 silly language work books. The grammar they learn is the grammar they need.

140

141 6. As a teacher trainer and postgraduate courses' tutor, what would you consider to be
142 the key skills or the ideal profile for a CLIL teacher?

143 Good question! Obviously, a fairly experienced subject teacher whose language level
144 enables him/her to be confident with the topic material in another language is the ideal.

145 But these people then need to be made 'language-sensitive'. Sometimes I like to use the
146 acronym 'LEST' (Language Enhanced Subject Teaching'). They understand that. But in
147 many countries these teachers are thin on the ground. Language teachers, for example in
148 the private sector in Spain, can teach subject material, even in Secondary – though they
149 obviously need help from a subject coordinator. But they often do the job better –

150 certainly from a linguistic and/or procedural point of view. I have both on the project
151 here.

152 I suppose the 'ideal' is a sort of hybrid creature, of which we should see more in the
153 future. With the onset of competences, it seems unlikely that teachers will be so
154 specialised or narrow-channelled in the future. The best way to create these creatures (!)
155 is to train them like that from the outset. They're doing this in Austria and in Holland,
156 for example.

157

158 7. The European Commission presents several reports that highlight the importance
159 based on the evidence of success in early language(s) learning. Do you share this
160 view? If so, why?

161 Well it does and it doesn't. Nobody disputes that starting early confers an
162 advantage, but the research evidence suggests that a four year-old who starts English
163 and a six year-old who starts will be fairly level in linguistic attainment by the age
164 of eight. The same goes for six year-old starters versus eight year-old starters when
165 they get to ten. This is because of the accelerated learning patterns at higher
166 cognitive levels. But what nobody disputes is the attitudinal advantage it gives the
167 earlier starter. This is crucial for life-long learning motives, and it seems to work in
168 the earlier starters' favour (see Cenoz, J).

169

170 Also, there are cognitive arguments in favour of early starts in multilingual settings
171 (see Lasagabaster, D.). Working with three languages from the age of four or six
172 seems to help pupils with mental flexibility, and increases their fluency in their L1.

173

174 7.1. What can be the possible advantages of an early start?

175 See above.

176 8. A lot has been written about the critical/sensitive period hypothesis. Do you know
177 about this? What do you think about it?

178

179 Yes, of course. Lenneberg's work was important in its day, but I don't think anyone
180 takes it seriously now. I also think that it is a tremendously negative idea, and one
181 loaded with traps and half-truths. Of course children appear to learn better, but learn
182 what? On a pragmatic level a child will always outscore an adult, but not on a

183 cognitive-reflective level. It depends on what you mean as an objective. The CPH is
184 important for phonetic reasons, but there is no reason to assume that adolescents or
185 adults are somehow language-dysfunctional. For what purposes do we teach them? We
186 are not trying to turn people into native speakers. We are trying to make them
187 functionally competent in another language. Lenneberg had not interest in these
188 concepts. He was only interested in the scientific evidence.

189

190 9. In your own view and regarding the most suitable pedagogical approach (es) to the
191 teaching of modern/foreign languages to very young learners, could the CLIL
192 approach be the case?

193 No. Not for the teaching of languages. I don't see CLIL as a language teaching tool as
194 such. I would see it for VYLs as a way of extending the contact time with a foreign
195 language, but if you were calling it CLIL I would say that your objectives would be
196 more general educational ones at that level, but using the foreign language as the
197 'vehicle'. Maybe it's just semantics, but for me I can't see how you can really have
198 clear linguistic objectives at this age, above and beyond a bit of basic lexis, and a few
199 syntactic formulae. You can get the kids used to hearing and producing English, but the
200 content is pretty much the same the world over. When kids can neither read nor write,
201 the content is almost always the same – based on the family, rituals, emotions, simple
202 stories. Is it CLIL? I don't know. It's in the target language. I'll admit that much!

203

204 10. There seems to be great diversity of approaches/ courses considering teaching
205 foreign/ modern languages to very young learners. In my own data analysis (BBC
206 video) I've found that regarding the **strategies**, *i.e.*, *storybooks*, *flashcards*, *TPR*,
207 *songs and sing along*, used to encourage foreign language learning - in a 30 years
208 period of time - not much has changed! As a very innovative person, what would be
209 the major change or changes you'd make to policy and practice? Why?

210

211 I think you're right, and I'm no expert on VYLs, but I suppose the reason is that at those
212 ages, your margin of methodological movement is narrower, because of the literacy
213 factors. There has been a movement back to constructivism, and a movement towards
214 more autonomous learning at these levels, particularly with the onset of ICT at the pre-
215 reading stages. Also the 'phonics versus reading' debate has stimulated interest back

216 towards these levels, but if I had to introduce policies I would vastly reduce the amount
217 of children in one class, I would increase the presence of assistants (to help the 'zone of
218 proximal development' idea) and I would work much harder on discovery methods and
219 induction. No textbooks! Get the kids doing stuff themselves. Get them out of the
220 classrooms. Get them needing to use the language. But as I say – I'm no expert.

221

222

223 11. A *recent* research trend seems to be focused on learner's autonomy. What's your
224 own definition of learner's autonomy?

225 11.1. How can teachers promote this in their classrooms?

226 Well, you anticipated what I was saying for Number 10. My definition? I don't have
227 one, but it's a word (autonomy) that annoys me, because it is so misused. My view is
228 that you can only promote autonomy by training teachers to understand that students
229 very rarely learn by instruction. Some students do, but most learn by doing. And if the
230 'doing' is significant, they learn even better. But these can sound platitudinous outside
231 of a real methodological framework. Teachers have to be trained to have the
232 'competence' to inculcate student competences. It sounds awkward, but in Spain, for
233 example, we expect teachers to develop their students' competences when they have
234 very few themselves. It's absurd. Culturally, Latin countries still value the
235 transmission model. They think that if they're not explaining and 'teaching', the
236 students will not 'learn'. We're still in the 19th century here, by and large. 'Lo
237 Magistral' still rules, even in primary schools. In Secondary, the teacher who displays
238 subject knowledge is the most respected, not the one who foments autonomy. Teachers
239 who lack self-confidence are uncomfortable giving what they themselves lack, to
240 students.

241

242 Teachers need access to materials that help them to understand how to facilitate, not to
243 always 'teach'. It doesn't happen by some process of magic, particularly when you
244 consider that the teachers' own models were probably not facilitators either. Also,
245 departments in schools need to coordinate their approaches, so that everyone is involved
246 in promoting autonomy, not just one or two. It's a whole-school policy, and it infuses
247 school life in general. It's not just about CLIL or language teaching.

248

249 12. In my research data analysis, I found that children were able to learn and retain
250 lexical information for long periods of time. Do you think this might partially
251 explain children's engagement, enjoyment in the language learning?

252

253 No – I don't think it has any connection. The retention of lexical information is only
254 useful if that information can then be applied to some meaningful purpose. The mere
255 retention itself is of no significance. We can teach monkeys to retain information.
256 What we need is for people to apply information to the business of living. Primates
257 aren't so good at that. Children tend to enjoy language learning because they are
258 unaware (relatively) of the pressures of assessment, and also because what they are
259 learning seems to be achieved in a reasonably ludic setting.

260

261 But I might be misunderstanding your question.

262

263

264 13. In a further stage of data collection, I was able to implement change resorting to an
265 action-plan rooted in a CLIL-based model (through cross-curricular work and
266 interactive storybooks) with a very positive impact. Bearing in mind the results of
267 your own project, would you consider the CLIL approach as the ideal learning
268 condition for the Portuguese primary state classrooms settings?

269

270 I would consider it feasible for any setting, as long as the conditions that best serve
271 CLIL are fully met. It's like a petri-dish. Put in the right ingredients and the organism
272 will grow. Portugal I am no expert on, but I have seen CLIL programmes prosper in
273 countries with a much less democratic culture in place and much more 'traditional'
274 ideas about education in general. CLIL seems across-board in this sense. I can see no
275 arguments at all for NOT doing it in Portugal.

276

277 14. It appears that the Basque country is an example of excellence teacher training. Are
278 you aware of these procedures? If so, could you provide some details?

279 I'm certainly aware of them because I formulated many of them! This doesn't mean
280 that they're any good – but anyway, they seem to be working – with some minor
281 problems of course.

282

283 The basic idea is this. There are 4
284 principles:

285

286 (a) Write materials for the teachers
287 that illustrate the basic principles
288 of CLIL methodology.

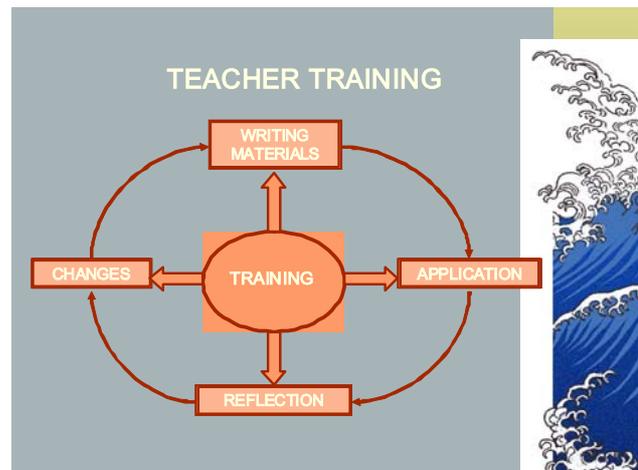
289 (b) Ask them to work with these
290 materials and to reflect on them
291 and to feed back to us (the
292 writers and trainers) on the
293 experience.

294 (c) We put in changes, in the light of the feedback.

295 (d) The process begins again, but with improvements, and so on and so forth.

296 (e) The only one missing from the diagram is that of eventually including some of
297 the teachers in the writing process. When materials belong to you, you tend to
298 use them better.

299



300 15. How do you see the future of language education in the Basque Country and how
301 does this compare with your understanding of what happens in other European
302 countries?

303

304 I'm optimistic, although there are many challenges. The Basques are probably the 'top
305 scorers' in the Spanish state when it comes to education or at least a successful model of
306 multi-lingual education, and yet there is so much that is still defective in their teaching
307 system. I could write you a long description! But I think that the success of the CLIL
308 work here, and the important results in the L1, are proof that multilingualism doesn't
309 harm your brain! On the contrary, it seems to improve it. I find it amusing sometimes
310 in the world of CLIL, with so many countries starting out now. We could tell them so
311 much, but they never ask! All they ever do is write to David Marsh! Big mistake!

312

313 Also, the Basques need English in their plan because they need to increase contact time
314 with it. In many north European countries, this is not the case. In Holland, everyone
315 speaks good English. What they need CLIL for is 'fine-tuning', in the academic sphere.
316 It's different, but that's another branch of this topic.

317

318 Is there something important I should have asked and I did not?

319

320 If I think of something, I'll tell you! There is a lot to say. Too much really.