

Universidade de Lisboa



**Introducing Intercultural Awareness and
Intercultural Communicative Competence for English Learners**

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**To my parents, Pedro and Virgínia.
Thank you for always believing in me.**

*“Fly swallow, for the sky is the limit
and we will always be here to support your falls.”*

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Abstract

Intercultural Awareness (IA) and Intercultural Communicative Competence (ICC) are important issues that are usually not fully addressed nor effectively discussed within the English as Foreign Language (EFL) classroom. Schools tend to educate students who might become grammatically proficient in a language, but who are unable to communicate effectively with other native or non-native speakers of English, due to the lack of real life communicative situations provided within classrooms.

The main goal of this final report, as well as of the teaching practice, is to raise IA and develop the students' ICC through different ways, such as: the exposure to new cultures, the research done on certain cultural topics and presented in a final oral presentation, the actual communication with students from other countries through e-mails, and the discussion about what are the main differences between several cultures and how to deal with these issues.

For that reason, by the end of the student teaching practice (STP), the teacher will have strived to get students to take a critical stance and further develop their IA, thus giving them the tools to communicate and use the language in diverse intercultural situations once outside the classroom.

Taking this into account, the development of the didactic unit "Home sweet home" took place at Escola Básica 2.º e 3.º Ciclos João Villaret in Infantado, Loures. The seventh grade class, with whom the teacher spent four months in the observations phase and the teaching practicum, had 29 students. The teaching component began on the 13th of October 2017 and ended on the 26th of January 2018. Various teaching approaches were applied, namely Presentation, Practice and Production (Ur, 1996), Communicative Language Teaching (Nunan, 1989) and Task-based Language Teaching (Ellis, 2003), not only to develop the didactic unit, but also to introduce and improve the students' IA and ICC.

Despite some obstacles at the beginning of the unit, due to some unforeseen events, the main goals of the STP were fulfilled with success. Teaching students how to be interculturally aware and to communicate in an intercultural environment is highly beneficial to give them much needed tools for the future.

Keywords: Intercultural Awareness, Intercultural Communicative Competence, English as Foreign Language, Communicative Language Teaching, English learners.

Resumo

O presente relatório da prática de ensino supervisionado (PES) é dedicado ao tema “Introducing Intercultural Awareness and Intercultural Communicative Competence to English Learners”. Esta PES foi realizada na Escola Básica de 2.º e 3.º Ciclos João Villaret, situada na zona do Infantado em Loures, com início a 17 de Novembro de 2017 até ao dia 24 de Janeiro do presente ano. A intervenção a nível contextual de escola teve a duração de nove aulas, três com a duração 45 minutos e seis aulas de 90 minutos. Neste caso, a PES foi desenvolvida dentro da disciplina de Inglês para o sétimo ano, respeitando o plano curricular, bem como as metas curriculares (Cravo *et al.*, 2013) propostas para o mesmo ano.

O relatório é composto por quatro capítulos distintos, mas todos interligados entre si. O primeiro capítulo compreende o enquadramento teórico da problemática desenvolvida em aula com base nas ideias de vários autores dentro da mesma área de investigação, como é o caso de Baker (2009, 2018) para a sensibilização intercultural e Byram (1997) para a competência comunicativa intercultural, aos quais recorro com maior frequência para desenvolver a minha investigação. Já o segundo capítulo está relacionado com a metodologia aplicada em aula, bem como as estratégias usadas para o desenvolvimento da problemática e o contexto no qual esta se insere em relação à própria unidade temática. O terceiro capítulo centra-se na apresentação da escola e da turma, para além da unidade temática “Home sweet home”, presente no manual escolar *Next Move* (Stannet *et al.*, 2014) da editora Pearson e aprovado pelo Instituto Politécnico de Viseu. Para além disso, este capítulo também descreve os métodos de avaliação aplicados com a turma do 7.ºD. Finalmente, o último capítulo é constituído pelos resumos das nove aulas e as suas respectivas reflexões individuais. Conta também com a análise dos dados adquiridos através dos testes escritos, das apresentações orais finais, e procura reflectir sobre ambos os questionários a que os alunos responderam, um no início e outro no final da PES, bem como sobre as observações feitas em aula.

Tendo em conta a unidade didáctica, ao nível do vocabulário, esta centrava-se nas partes da casa bem como nos objectos utilizados nesse espaço. Ainda nesta unidade, a nível gramatical, foram trabalhados o Present Continuous e os Verbs +_ing. Estes temas seriam então desenvolvidos através de uma vasta gama de actividades propostas pelo manual que compreenderiam as quatro principais capacidades a ser desenvolvidas: leitura, escrita, audição e produção oral. Contudo, parte destas actividades foram colocadas em segundo plano, pois foi dada maior relevância à ligação desta mesma unidade temática aos temas da

consciencialização intercultural e à competência comunicativa intercultural, temas escolhidos como parte da problemática a ser desenvolvida durante a realização desta PES.

Quanto à escolha dos temas desenvolvidos em aula, esta advém do facto da minha própria experiência enquanto aluna das escolas públicas portuguesas, bem como das fases de observação realizadas em ambos os semestres onde a PES foi inserida. Deste modo, a escolha recaiu sobre a consciencialização intercultural, uma vez que a cultura é parte estruturante no ensino e aprendizagem de uma língua estrangeira, especialmente no que toca às “culturas-alvo” (Reino Unido e EUA), que são tidas pelo Ministério da Educação como as que maior destaque devem ter na sala de aula. No entanto, é preciso considerar também outras culturas além destas.

Contudo, estas não são muito exploradas dentro das aulas de língua estrangeira devido a três possíveis factos: 1) a pressão feita sobre os professores no sentido de cumprirem os programas estipulados dentro dos prazos, o que leva os professores a centrarem-se mais nos aspectos linguísticos, como por exemplo vocabulário e gramática; 2) o facto de não se sentirem à vontade para desenvolver este tema; ou 3) a falta de recursos para o fazer, visto que normalmente os aspectos culturais apresentados são parte integrante dos manuais, que pouco exploram a cultura dos diferentes países, reportando-se maioritariamente a pequenos aspectos comparativos com a própria cultura portuguesa.

O facto de haver uma certa ausência da consciencialização intercultural dentro da sala de aula leva a que, no fim, os alunos tenham um certo nível de competência na língua estrangeira, mas sem saber como comunicar com a mesma em ambientes interculturais. Isto pode originar falhas de comunicação vitais para a interacção entre os falantes, ou até mesmo causar graves problemas por falta de respeito e tolerância entre os vários participantes com vivências culturais completamente distintas. Estas dificuldades comunicativas podem ser facilmente evitadas desde que os professores tenham mais atenção no que respeita o desenvolvimento cultural e intercultural dos seus alunos dentro das aulas de língua estrangeira. Tal foi o objectivo desta PES e que pode ser observável nas seguintes actividades realizadas em aula.

Para tentar solucionar este problema foram desenvolvidas várias actividades e experiências com a colaboração dos alunos, que as realizaram mostrando bastante interesse e motivação. A primeira actividade a notar refere-se à primeira aula em que os alunos tiveram a oportunidade de observar alguns vídeos com falantes nativos e não-nativos de inglês a residir na Europa. Nestes vídeos, os participantes apresentavam-se e contavam aspectos sobre si que achassem mais relevantes. Alguns falaram das suas vidas académicas até à data, outros deram

conta de aspectos culturais dos seus países e cidades de residência, ou outras informações importantes. Esta atividade possibilitou o visionamento de um conjunto de vídeos ricos em aspectos culturais que se tornaram no primeiro contacto que os alunos tiveram em aula com pessoas de outras culturas.

No seguimento da PES, os alunos fizeram parte de um projecto, o *Key Pals Project*, desenvolvido por mim em colaboração com duas professoras de Inglês na Espanha e com as suas turmas. Neste caso, os alunos fizeram uma troca de e-mails entre eles onde inicialmente teriam de se apresentar e também escrever sobre os seus lugares de residência. A partir daí, os alunos tiveram liberdade para discutir outros temas que lhes fossem mais apelativos, como por exemplo, jogos de computador, viagens realizadas, diferenças em termos de vida escolar, entre outros assuntos. Esta experiência foi bastante enriquecedora para os alunos, pois permitiu-lhes conhecer outras realidades culturais em primeira mão, para além de desenvolver ao máximo as suas competências comunicativas interculturais.

Outra actividade proposta foi retirada directamente do manual e consistia num *Real World Profile*. Neste caso, a realidade de uma rapariga afegã foi apresentada aos alunos: a maneira como esta vivia e o modo como era encarada pela sociedade em que estava inserida, o que resultava no seu impedimento de ir à escola. Este perfil permitiu aos alunos ver que nem todas as crianças têm os mesmos direitos de acesso à educação e permitiu-me desenvolver uma discussão com a turma quanto à igualdade de género no acesso à escola. Apesar de ser um tema bastante difícil para alunos de sétimo ano, estes agarraram a oportunidade, tendo em conta as suas capacidades, e deram o máximo ao exprimirem as suas opiniões nesta discussão.

A última actividade realizada com os alunos, considerando o tema principal desta PES, foi a realização de apresentações orais em formato PowerPoint em que os alunos tinham de se organizar em grupos de três a quatro alunos. Já com os grupos formados fez-se uma espécie de sorteio onde calhou um país diferente a cada grupo. O objectivo era o grupo tentar descobrir o máximo de informação possível que fosse relevante, e depois apresentar o próprio país aos seus colegas. Isto foi conseguido com todos os grupos a fazerem uma apresentação mais genérica de cada país e depois focando-se em temáticas como a política, religião, gastronomia e festividades relevantes dentro dos “seus” países. Estas apresentações, que estavam mais relacionadas com a consciencialização cultural, foram uma oportunidade única para os alunos descobrirem aspectos culturais de países, dos quais possuíam pouca ou nenhuma informação.

O desenvolvimento destas actividades prendeu-se com o facto de ser necessário desenvolver o tema da interculturalidade e da competência comunicativa intercultural, criando assim alunos capazes de comunicarem com pessoas de outras culturas, considerando as suas diferenças culturais e tendo em conta também o respeito e tolerância necessários para garantir o sucesso dessa mesma comunicação.

Já no caso da avaliação formal, que foi feita em aula, os alunos realizaram um teste escrito focado no tema da unidade didáctica “Home sweet home”. Esta decisão prendeu-se com a uma política da própria escola em que é requerido que os professores façam pelo menos dois testes escritos por período escolar. No entanto, eles também foram avaliados pelas suas apresentações orais, que fizeram parte da avaliação final do segundo período. Estas apresentações desenvolveram não só as suas capacidades interculturais, mas também as capacidades orais e de trabalho de grupo, juntamente com os PowerPoints, o que permitiu uma consolidação do conhecimento tecnológico. Como tal, achou-se por bem atribuir uma nota final aos alunos pelas suas apresentações, de forma também a beneficiá-los quanto às notas finais de período.

Concluindo, é vital também referir que os temas desenvolvidos em aula trouxeram benefícios para os alunos, não só em termos de desenvolvimento académico, mas também no seu desenvolvimento pessoal enquanto cidadãos do futuro dotados de pensamento crítico e autonomia para resolverem os problemas que lhes forem propostos. É importante ter em conta que todas as actividades indicadas em aula, bem como os objectivos principais desta PES, foram conseguidos com sucesso e que os alunos beneficiaram bastante desta experiência. É possível então concluir que o desenvolvimento destas temáticas em aula teve repercussões vantajosas e que estas deveriam ser aplicadas em aulas futuras e a todos os níveis de ensino de línguas estrangeiras.

Palavras-chave: Consciência Intercultural, Competência Comunicativa Intercultural, Inglês como Língua Estrangeira, Alunos de Inglês

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List of Abbreviations

| | |
|-------------|--|
| CA | Cultural Awareness |
| CC | Communicative Competence |
| CLT | Communicative Language Teaching |
| EFL | English as a Foreign Language |
| FL | Foreign Language |
| IA | Intercultural Awareness |
| ICC | Intercultural Communicative Competence |
| L1 | First Language |
| L2 | Second Language |
| PC | Present Continuous |
| PPP | Presentation, Practice and Production |
| PS | Present Simple |
| STP | Supervised Teaching Practise |
| TBLT | Task-based Language Teaching |

Introduction

Nowadays, we live in a world in constant transformation, where people are confronted with many realities, which means that students, as future global citizens, need a wide-ranging education. The major challenges educational systems face, however, are the dynamics of change itself, and the connection between the local and the global. Essential notions such as time, space and identity are being challenged; so consequently, boundaries between nations, cultures, languages, social classes, race, working communities or disciplines are becoming more complex and overlapping (Guilherme, 2002, pp. 3-4). According to Guilherme (2002), these notions that were thought to be immutable are now becoming intertwined, which can constitute a problem if themes like Intercultural Awareness (IA) and Intercultural Communicative Competence (ICC) are not expanded on in the educational context. Issues like discrimination, social injustice, xenophobia, racism, among others, are ever-present everyday issues and “the social and political context for foreign language/culture teachers/students should be broader than the closer environment if they are not to take an ethnocentric ‘We-versus-They’ approach towards the languages/cultures they are teaching/learning” (Guilherme, 2002, p. 4). In order to avoid this ‘us-against-them’ mindset, teachers have the important role of educating their students and preparing them for the global village that is the world of today. By doing so, students “will be gifted citizens more capable of being socially and economically successful” (Guilherme, 2002, p. 4).

Firstly, it is necessary to define what culture is, but it may be difficult, as there are many definitions and interpretations. One definition given by Geertz (1973, p. 89) is: “a historically transmitted pattern of meanings embodied in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life.”

However, Kachru and Smith (2008, p. 31) refer that “culture is both historic and immediate; it shapes action—verbal as well as a variety of other actions—and in turn is shaped by them. It is a dynamic process rather than a static, monolithic entity with a stable existence.” It must therefore be recognised that culture as a whole is always changing, it is constantly evolving to answer the challenges of our modern day world. According to Baker (2018), culture is always changing and adapting to society, meaning that it is impossible to provide a conclusive description. As he describes, “Such a dynamic view of culture means that any cultural characterisation is in a constant state of emergence but never finalised with

continuous change and adaptation. Therefore, no definitive or final characterisation of culture can ever be provided” (Baker, 2018, p. 29).

In order to prevent being overwhelmed by this constant transformation, and as stated previously by Guilherme (2002), it is important to equip students with tools that will enable them to function successfully in an intercultural society. For that reason, IA and ICC are key skills students should acquire and develop throughout their academic life. Nonetheless, it is essential to first understand the meaning of both concepts.

According to Baker (2018), IA “incorporates an understanding of the fluid, complex and emergent nature of the relationship between language and culture in international communication” (p. 33). This means that it is necessary to be understanding and tolerant of each other’s differences, both linguistically and culturally, in order to become a citizen of the world. Additionally, in accordance with Byram (1997), ICC widens one’s communicative competence by distinguishing the intercultural dimensions incorporated in a multicultural environment, while taking into account the importance of one’s own culture in comparison to the other’s, as well as critically analysing and mediating between both.

Considering these important issues, this report focuses on the student teaching practice (STP) carried out at Escola 2.º e 3.º Cielos João Villaret in Infantado, Loures, where the main goal was to introduce students to IA and ICC, and to help them develop these notions in class through a variety of activities and tasks that would enable them to participate actively in their own progress. These notions were developed in collaboration with group 7thD, in an English class composed of twenty-nine students, with ages ranging from eleven to fifteen. The unit where these issues were discussed was “Home sweet home”, which was developed throughout nine lessons.

Bearing this in mind, this report is divided into four chapters, which explain how IA and ICC were introduced and expanded in class, as well as the results of this experience.

The first chapter contains the theoretical background regarding IA and ICC, and considers numerous authors like Baker (2009, 2018), Byram (1997), Guilherme (2002), among others. It also explores how these themes can and should be implemented in the classrooms, as well as their advantages and disadvantages.

In chapter two is presented the methodological considerations regarding the framework of the unit, and the methods and teaching strategies applied in the whole STP. Lastly, the actual approaches in the development of IA and ICC within the EFL classroom will also be described.

Chapter three is especially concerned with the school context of this STP, which took place at Escola Básica 2.º e 3.º Ciclos João Villaret, as well as the description of the 7thD class, which was a part of this project. In addition, the assignments and materials, as well as the evaluation methods are here explained.

Lastly, the fourth chapter begins with the summary and reflection of all the nine classes taught, as well as the presentation and analysis of the results of the written test, final presentations and questionnaires. It finally ends with an overall reflection of the STP.

Chapter 1. Intercultural Awareness and Intercultural Communicative Competence

This chapter begins by defining IA (Baker, 2009, 2018) and ICC (Byram, 1997, 2003) and what each of these concepts entails. Finally, it is considered to what extent these two notions are present within the Portuguese English as a Foreign Language (EFL) classrooms.

1.1. Intercultural Awareness

Traditionally, in the Foreign Language (FL) classroom, apart from teaching the linguistic aspects of the target language, there is also the culture/s associated with it, which helps raise learners' Cultural Awareness (CA). According to Baker (2009), CA can be defined as a “the need for learners to become aware of the culturally based norms, beliefs and behaviours of their own culture and other cultures” (p. 71). This means students learn cultural aspects regarding the culture/s associated with the language, like its national history, traditions, festivities, gastronomy, among other issues, and where there is often a comparison with their own culture. By doing this, the speaker is knowledgeable of the reference culture; thus, enabling him/her to function within that specific target culture/s.

However, CA has certain limitations associated with it (Baker, 2009, pp. 84-86). The first to be mentioned is the fact that correlating English only with the British and American cultures does not do justice to the more multifaceted uses of English by many international speakers in a variety of different contexts. Additionally, another issue is that by just focusing on two specific cultures (British and American) a certain notion of linguistic imperialism is perpetuated, neglecting the other cultures associated with the English language, such as Australia, Ireland and New Zealand, along with other English-speaking cultures and non-native cultures (e.g. China, Russia, Brazil). Lastly, another constraint, and perhaps the most noteworthy, is that CA is usually only related to developing concepts of comparison and understanding between the main cultures connected to English. As Baker states:

CA has most commonly been conceived in relation to intercultural communication between defined cultural groupings, typically at the national level (...) is most usually related to developing an understanding of and comparisons between a C1 and a C2 or a number of C2s, for example the US, UK and Australia. (Baker, 2009, p. 86)

In fact, what has been traditionally verified in FL classrooms is language taught focusing mainly on reading, writing, listening and speaking skills, which leave little or no room to insert whichever cultural approaches. The reason for this may lie on teachers feeling confused and not knowing how to apply culture into their materials, contents and techniques, therefore, simply avoiding many references to culture (Reid, 2014). This culminates with teachers treating culture as an extra and independent issue from language learning. For this reason, when culture is in fact approached, it is easier for educators to establish a comparison with one's own culture, so to establish a point of reference.

Considering though today's multicultural society, in which English is largely used as an international language, Baker (2009) believes that it is necessary to take CA a step further. He suggests that IA be fomented with learners, as it seems to better respond to speakers' needs. According to Baker (2009), IA involves understanding the function of culturally centred systems, which enable speakers to use said conceptions in a variety of different communicative scenarios. As he puts it:

Intercultural awareness is a conscious understanding of the role culturally based forms, practices and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practise in a flexible and context specific manner in real time communication. (Baker, 2009, p. 88)

Furthermore, IA raises speakers' awareness of the link between language and culture as ever changing, but that it is also complicated, as IA "incorporates an understanding of the fluid, complex and emergent nature of the relationship between language and culture in intercultural communication" (Baker, 2018, p. 33). This reflects what is missing in CA, the element that links language with the intercultural aspect of communication when using English as a common language among speakers from different cultural backgrounds.

In order to fully grasp the notions of awareness and understanding, Baker (2009) proposes a set of twelve characteristics based on Byram's (1997) features of cultural awareness, however, these more based on intercultural communication in English:

1. An awareness of culture as a set of shared behaviours, beliefs, and values, this should lead to:
2. An awareness of the role culture and context play in any interpretation of meaning.
3. An awareness of our own culturally induced behaviour, values and beliefs and the ability to articulate this.
4. An awareness of other's culturally induced behaviour, values and beliefs and the ability to compare this with our own culturally induced behaviour, values and beliefs.

5. An awareness of the relative nature of cultural norms.
6. An awareness that cultural understanding is provisional and open to revision.
7. An awareness of multiple voices and perspectives within any cultural grouping.
8. An awareness of individuals as members of many social groupings including cultural ones.
9. A detailed awareness of common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.
10. An awareness of culturally based frames of reference, forms and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication.
11. An awareness that initial interaction in intercultural communication may be based on cultural stereotypes or generalisations but an ability to move beyond these through:
12. A capacity to negotiate and mediate between different emergent socialculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication. (Baker, 2009, pp. 88-89)

All in all, these twelve issues summarise what IA entails as well as its correlation with intercultural communication. In this sense, two issues need to be considered: 1) the knowledge of cultures and the impact they may have on communication and 2) the need to go beyond “single cultural frames of reference” (Baker, 2009, p. 89), so as to be flexible and able to mediate and negotiate meaning in different situations. These are key aspects in a world where communication is fluid and diverse. Furthermore, as it is impossible to foresee future situations, learners acquire not only the cultural content they may encounter (e.g. national, European or international), but they also develop the necessary skills and awareness of how behaviour is manifested and meaning is negotiated in intercultural encounters.

Bearing this in mind, it may be inferred that IA is the need to be conscientious and informed of each other’s differences, not only in terms of background, but also of the cultural variations that influence different ways of living and communicating. As Baker (2018) suggests, there is a “need to employ any intercultural awareness in a flexible and situationally relevant manner” (p. 33).

Within the FL classroom there has to be a clear progression. Firstly, it is important to lead the students to become more aware of their own cultural backgrounds, so as to afterwards compel them to become alert of other cultural variations, how these can affect communication, as well as develop a set of communicative competences, which will help in diverse communicative settings. As Baker (2018) suggests:

These broad areas include different levels of awareness moving from a general or basic awareness of communication as a cultural practice, to a more critical awareness of varied intercultural communicative practices and finally an advanced level of intercultural awareness where flexibility, dynamism and complexity are the norm. (Baker, 2018, p. 33)

By achieving this, students are taken on a journey where they become more aware of the vibrant element of culture, which is defined by the influence individuals and their groups have: “the dynamic nature of culture itself or of how different cultural groupings interact and how individual identities reflect these different cultural affiliations” (Baker, 2009, p. 76).

This last idea hints to the notion of identity, which is likewise intrinsically integrated in IA. Individuals have different experiences and backgrounds and should be aware of their own identity, which is reflected by the cultures they associate with. As Baker (2018, p. 29) suggests, “Individuals simultaneously orientate towards and construct many different identities in communication such as gender, ethnic, generational, professional, cultural, national, regional and religious identities.” By understanding this, there is openness to other perspectives of exploring people’s identities and comparing these personal and cultural identities with one’s own. Baker (2018) also denotes that, “identity is not only identification with those groups we choose but also allocation by others to particular social groups and hence negotiation and struggle are a significant feature of identity construction” (p. 30).

To sum up, IA is highly dependent on identity and on the speaker’s ability to be mindful and respectful of others’ cultural differences, by showing, for example, politeness and understanding in the various intercultural situations they may encounter. This will ultimately lead the speaker to become an effective and capable intercultural communicator.

1.2. Intercultural Communicative Competence

Successful communication is usually considered when a message is effectively transmitted; however, much more is involved. Traditionally, the goal has been to achieve Communicative Competence (CC), which entails selecting what to say, when and how to say it according to the sociocultural context, which influences the interlocutors’ linguistic behaviour (Hymes, 1980). Hymes (1980) further declares that “social life shapes communicative competence” (p. vi), meaning that a speaker’s social reality will influence their communicative choices. However, considering that communicative scenarios today are characterised by their fluidity and diversity, CC is not enough. An extra step needs to be taken, which calls on for a greater intercultural sensitivity. As Cavalheiro (2015, p. 73) emphasizes, “communicative competence needs to take an additional step and also inevitably focus on intercultural sensitivity.”

This leads to Byram's notion of ICC (1997), a crucial skill in intercultural communication, which obliges students to attain the knowledge, essential skills, attitudes and critical cultural awareness about others. Considering this, Byram (1997) provides some examples of what is considered intercultural communication:

- Between people of different languages and countries where one is a native speaker of the language used;
- Between people of different languages where the language is used as a lingua franca;
- And between people of the same country but different languages, one of whom is a native speaker of the language used. (Byram, 1997, p. 22)

Furthermore, Byram (1997) identifies five different *savoirs* he deems critical to become a skilful intercultural speaker: *savoir* (knowledge), *savoir être* (attitudes), *savoir comprendre* (interpreting and relating skills), *savoir apprendre/faire* (discovery and interaction skills), and *savoir s'engager* (critical cultural awareness). This last *savoir* is considered the most important one, as it allows speakers to take a critical view when comparing cultures, which means they should not only acquire information of said cultures, but also have the skills to critically reflect about them. As Cavalheiro (2015) puts it:

(...) it involves learning to appreciate multiple perspectives and acquiring skills, like critically evaluating the assumptions, behaviors, beliefs, norms and values of others with their own. By doing so, awareness is raised towards multiple identities and points of view within and across cultures. (Cavalheiro, 2015, p. 59)

Additionally, Guilherme (2002) similarly refers to this critical cultural awareness as a means of equipping speakers with skills to also deliberate over which resources to use in a given context: "Critical cultural awareness of the situations provides the necessary abilities to ponder, decide and/or recognise which resources are to be or were put into action in a particular circumstance" (Guilherme, 2002, p. 132).

Although critical cultural awareness is key, when considering the language learning process, all *savoirs* should be present, so that culture as well as language mutually coexists, and there is "a balance between knowledge of cultures and the skills necessary to be able to interpret, relate and utilize that knowledge in intercultural interaction" (Baker, 2009, p. 78). Moreover, Baker (2018) stresses a crucial issue, which is that ICC cannot be taught as a defined set of skills. It is a constantly mutative process, always changing according to each situation. As he mentions:

A critical approach to intercultural communication entails an understanding that there can be no one set of communicative practices, intercultural or otherwise, that are more effective or successful than any other in all situations. (Baker, 2018, p. 33)

Bearing this in mind, it is important to develop a strategic competence (Byram, 1997) where several communication strategies, such as rephrasing or asking for clarification, for instance, may be applied when issues arise in communication. Byram therefore defines strategic competence as, “when communication is difficult we have to find ways of ‘getting our meaning across’ or of ‘finding out what somebody means’; these are communication strategies, such as rephrasing, asking for clarification” (Byram, 1997, p. 10). Jenkins (2000), Mauranen (2006) and Seidlhofer (2003) also refer to a number of other communication strategies that may be applied¹, ranging from: supportive listening, drawing on extra linguistic cues, signalling non-comprehension in a face-saving way, gauging interlocutors’ linguistic repertoires, asking for repetition, self-repair, the clarification of requests, paraphrasing, and confirmation. By applying such strategies, Cavalheiro (2015) suggests that “language is viewed as a social resource where meanings are negotiated in social contexts and by social beings” (p.74).

Taking into account these strategies, speakers are able to exchange information successfully, so to create and preserve relationships. As Byram mentions, “the success of such interaction can be judged in terms of the effective exchange of information, as has been the tendency in much communicative language teaching, but also in terms of the establishing and maintenance of human relationships” (1997, p. 32).

However, it is also essential to define the objectives learners are supposed to achieve, so to assess their progress. According to Byram (1997), the formulation of these objectives, “should ensure that all aspects of ICC are included (comprehensiveness), that their relationship to each other is made evident (coherence) and that they can be understood and agreed by all involved ” (pp. 56-57).

It is equally important then that teaching materials and approaches are carefully chosen, as it is essential to consider the learners’ sociocultural backgrounds (Dogancay-Aktuna, 2003). By doing so, the students’ feelings will be taken into account and any cultural transgressions will be avoided. As Dogancay-Aktuna mentions:

¹ Although Jenkins (2000), Mauranen (2006) and Seidlhofer (2003) refer to these strategies in English as a Lingua Franca interactions, the basis of the communicative acts is similar and linked with the need to have ICC skills.

(...) take the learners' sociocultural backgrounds into consideration in choosing materials and pedagogical approaches for particular contexts of teaching because ignoring the students' norms and expectations—that is, what students bring to the classroom—is denying the learners' experiences. (Dogancay-Aktuna, 2003, p. 100)

Similarly, Kachru and Smith (2008) also give insight to this specific matter when developing ICC with different students and preparing them for intercultural communication. According to the authors, if teachers are aware of their students' differences, it will be easier to prepare them for ICC and give them the opportunity to progress in a secure environment.

Essentially then, if the goal is to become a competent intercultural speaker, that does not mean solely being linguistically proficient in a language. It is necessary to also develop a sense of critical cultural awareness, as well as acquire a set of skills and strategies that may be applied in a variety of settings.

1.3. Intercultural Awareness and Intercultural Communicative Competence within the Portuguese EFL Classroom

To analyse to what extent IA and ICC are developed within the Portuguese EFL context, it is important to consider the official documents provided by the Ministry of Education. In this case, the documents to consider are: the *Metas Curriculares* (Cravo *et al.*, 2013), *Programa de Inglês 3.º Ciclo LE I* (Ministério da Educação, 1997) and finally, the *Aprendizagens Essenciais 7.º ano* (Direção Geral da Educação, 2016).

Beginning with the oldest document, the *Programa do Inglês* (Ministério da Educação, 1997), it simply refers to the need to promote understanding and empathy towards people from other cultural and social universes. This can be seen when it states: “a capacidade de interagir com universos culturais e sociais diferenciados, observável em comportamentos e atitudes de empatia” (Ministério da Educação, 1997, p. 68).

Additionally, the notion of cultural awareness solely appears at the end in the glossary, where it is defined as the discovery and awareness of personal cultural aspects and those of others, expressing these through processes of thinking, feeling, acting and creating. This can be observed when it is described as: “descoberta e consciencialização de padrões culturais próprios e de outros, com expressão nos diferentes modos de pensar, sentir, agir e criar” (Ministério da Educação, 1997, p. 67). In other words, students are required to reflect upon their own culture before interpreting that of others.

Considering these issues, it can be concluded that the *Programa de Inglês 7.º ano* (Ministério da Educação, 1997, p. 7) compels EFL learners to cultivate their intercultural competence simply through respect, mutual aid, cooperation, solidarity and citizenship, in order to answer the demands of today's modern world.

As for the *Metas Curriculares* (Cravo *et al.*, 2013), which include reference domains, goals and performance descriptors, these refer to what students are expected to achieve at the end of each school year. Considering the reference domains, one of particular interest for the topic developed throughout the STP, is the Intercultural domain, where it is explained what teachers have to accomplish with students. Students should therefore be cultivated in a manner that will help them develop their intercultural skills, by instilling an idea of self-identity and the identity of others. This may be observed in the document, when it mentions:

Num mundo cada vez mais diversificado e complexo, onde o Inglês é língua global, os conteúdos visam, através de descrições e comparações de meios sociais e culturais, desenvolver no jovem a consciência da sua própria identidade e a identidade do outro. (Cravo *et al.*, 2013, p. 5)

Last but not least, it is important to take a look at the *Aprendizagens Essenciais 7.º ano* (Direção Geral da Educação, 2016), which include the essential learnings contemplated in the seventh grade. In this case, these learnings especially denote the importance of: recognizing distinct cultural realities and being familiar with them to some extent; talking about different activities in their cultural environment in opposition to other cultures; as well as recognising, comprehending and explaining examples of different attitudes of tolerance and intercultural respect. This can be seen in the document, when it refers to:

Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e a sua identidade; estabelecer comparações entre as suas vivências e as dos outros (SI9.4); falar sobre atividades de lazer do seu meio cultural por oposição a outras culturas, incluindo a anglo-saxónica (SP8.3); reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. (Direção Geral da Educação, 2016, pp. 5-6)

When relating this to the notions of IA and ICC, it is once more denoted the idea of an “intercultural competence”, where students should be aware that by comparing one's cultural and social reality with that of others, they will also be encouraged to cultivate tolerance and respect for others.

Nevertheless, this document includes several strategies that may help achieve these goals. Some examples include, promoting respect for differences in characteristics, beliefs

and opinions, and comparing different ideas and perspectives when discussing or solving an issue, but taking into account distinct cultural perspectives. This is visible when it says:

- promover estratégias que induzam respeito por diferenças de características, crenças ou opiniões;
- confrontar ideias e perspectivas distintas sobre abordagem de um dado problema e ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspectivas culturais, sejam de incidência local, nacional ou global; (Direção geral da Educação, 2016, p. 7)

Essentially, students are therefore required to critically think, analyse the situation and be capable of communicating successfully with their counterparts, always bearing in mind the other's point of view. Consequently, this whole process triggers the students' IA and ICC, which is what is desired.

In short, after analysing all three documents, it is possible to come to the conclusion that Portuguese students need further development of IA and ICC. The insufficient implementation of these notions may be due to several reasons, namely: 1) the unawareness of how to develop these skills; 2) the need to fulfill the curriculum; 3) the lack of technology and Internet access at schools; or 4) the absence of such activities in the course books.

It is imperative then that there be a change, as students should be prepared to become proficient communicators. If IA and ICC were to be further implemented, learners would be able to effectively communicate better without committing needless intercultural transgressions that could have been easily avoided.

Summary

Several notions were presented within this chapter, but special relevance was given to the notions of IA and ICC, since these are the basis of this report. Moreover, a reflection was also presented on how these two notions have been developed within the Portuguese EFL classrooms, taking into consideration the three main framing documents available for English.

In the following chapter, the methodology and strategies applied throughout the STP will be displayed, as well as the framework of the unit within the sociocultural context. Lastly, the methodological considerations regarding the development of IA and ICC in the English class shall also be analysed.

Chapter 2. Methodological considerations

This chapter presents the methodology that was applied throughout the STP as well as the framework of the unit explored within the cultural and social context, mainly referring to the notions of IA and ICC. In addition, the different methods through which IA and ICC were developed in the didactic unit are also here considered.

The methodology that was mainly employed during the course of this didactic unit was Task-based Language Teaching (TBLT) in accordance to Communicative Language Teaching (CLT). However, it is important to mention that some parts of the lessons, especially those related to grammar, followed the more traditional approach of Presentation, Practice and Production (PPP). As each approach has its strengths and weaknesses, it will not be argued that one is preferable over the others. The combination of all three approaches was what benefited these students the most; therefore, all three shall be clarified, compared and analysed.

2.1. Methodology and teaching strategies applied

The main method applied during the STP was TBLT (Ellis, 2003, 2013). This method was mainly applied to help the students become more autonomous, encourage them not to be afraid of speaking the Second Language (L2) as well as feel more comfortable with English, so not to fear making mistakes. Additionally, CLT (Nunan, 2001) was also applied with the students as a way of developing their oral skills.

However, it is important to take into account that the school context in Portugal is still quite traditional, so the way subjects have been taught have not changed much in the past few decades. Considering this, the 7thD class was not ready for a total change in the methods applied, especially in the middle of the school year. For this reason, the PPP approach (Ur, 1996) was also applied. This approach was mainly used for introducing the new grammar topic, Present Continuous (PC) and Verbs +_ing, as a way to help students better understand how to construct and use this verb tense.

In the following sub-sections, each of these methods shall be defined and made clear to help understand the reasons behind the choices made with this class.

- **Presentation, Practice and Production**

PPP is mainly teacher-centred, with the teacher choosing the syllabus and the materials according to the language segments that should be developed within each specific class. It implies exactly what it means: the presentation of the topic to be developed, the practice of what has been taught, and the final production, which is the culmination of the work done. This last part solely depends on the student; whether the previous stages have led him/her to understand the topic and become more autonomous, so to actually produce the desired end product when it comes to linguistic skills (Ur, 1996).

By applying a deductive method, in which the students are aware of each of the stages, especially in grammar instruction, facilitates the acquisition process. Consequently, according to Richards and Rogers (2001), a lesson plan based on PPP should follow the subsequent steps:

- Presentation stage: The teacher begins the lesson by setting up a situation, either already using the language segments that shall be developed or eliciting them. Presentation will consist of model sentences or short dialogues illustrating the target language segments that are either in the textbook, heard on a specific recording or acted out by the teacher;
- Practice stage: Students practise the new language through controlled exercises especially created for the purpose. They drill sentences or dialogues by repeating them continuously, in chorus and/or individually, until they can say them correctly. Other activities include: matching parts of sentences, completing sentences or dialogues, and asking and answering questions using the target language. This means that all exercises, which students will have to practise in the target language, are previously designed in a specific way, enabling them to only repeat the same thing;
- Production stage: In the final stage, the students are encouraged to use what they have been practising in a more free way, but it is still somewhat controlled, as the context will be similar to the one the teacher presented. Some of the activities include role-plays, simulations or certain communicative tasks.

The main issue concerning PPP is the lack of freedom for the students to progress and improve their abilities on their own. This means that the method is mainly teacher-centred and focused on activities, which are quite repetitive and with drilling characteristics. Ellis

(2003) further mentions that these are too time-consuming and restricting, not letting the students improve the basic aspect of language learning, which is communication.

Nonetheless, referring to the actual STP, PPP was especially applied when the grammar topics (PC and Verbs +_ing) were first introduced to the students. The reason behind this choice was the fact that this is a method with which the students were already familiar with, as it is widely applied in Portuguese schools. Since grammar is usually what students struggle with the most and have more difficulties learning and applying correctly, it was decided to present these issues through PPP, so to help their learning and acquisition.

- **Communicative Language Teaching**

According to Nunan (2001), TBLT is based on CLT, as language should be used to communicate. According to him, “language is more than simply a system of rules. Language is now generally seen as a “dynamic resource for the creation of meaning” (Nunan, 2001, p. 12). CLT focuses then on teaching a language that will enable students to communicate with others. As a result, Nunan (2001) presents three principles on how to effectively teach and learn through CLT:

- Communication principle: This principle encompasses activities that involve real life communication to encourage language learning;
- Task principle (this one especially related to TBLT): This principle underlines the importance of creating activities in which language is used to fulfil meaningful tasks that also promote language learning;
- Meaningfulness principle: This principle reflects upon the significance of the activities for the learners at a personal level, not only focusing on the language itself. By stimulating the meaningfulness of a language and resorting to appealing themes, the students will be more prone to learn the language.

Littlewood (1984) further defends that cognitive and behavioural aspects should also be taken into account, so to have classes where students resort to the target language:

The *cognitive* aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system – they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The *behavioural* aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance. (Littlewood 1984, p. 74)

Littlewood (1984) also observes that the type of activities that may be applied in CLT are unlimited, as long as they enable students to communicate and develop their communication skills. These include, for example, information sharing, negotiation of meaning and interaction. However, Littlewood (1984) goes a bit further and distinguishes “functional communication activities” from “social interaction activities”. The former type of activities include: comparing pictures and pointing out the similarities and differences; working out the right time sequence in pictures; finding what is missing in pictures, among others. These activities involve one learner describing or giving instructions to another. On the other hand, “social interaction activities” are more related to conversations and discussions, dialogues, role-play, simulations, improvisations and debates.

Regarding the students’ participation in the learning process, and to quote Richards and Rodgers (2001), “often there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent” (p. 166). Learners are therefore given the necessary freedom and self-reliance to communicate freely in class, without fearing constant corrections from the teacher. Yet, when it comes to the teacher’s role, s/he should act as a facilitator as well as an independent participant, meaning that s/he should act as an organiser of resources and as a guide. Other roles the teacher may take on could include: needs analyst, counsellor and group process manager (Richards & Rodgers, 2001, p. 166). Nevertheless, this distancing from the traditional role of the teacher may cause some anxiety, since teachers may fear the unexpectedness of such method and not feel prepared to take on this role (Richards & Rodgers, 2001).

There are also various ways to apply CLT in classes. In terms of materials and activities, these should be text-based and task-based, as well as close to real life as possible. If that is not possible, authentic materials may be used from countries where the target language is spoken, such as newspapers, magazines, news clips, among others.

Within the STP, CLT was applied through the development of the Key Pals project (refer to part 2.3) to fully understand what the project entails as well as through the class discussions and oral presentations. Each lesson was planned according to Nunan’s three principles (2001), in order to have more autonomous students, who are able to solve things on their own, instead of resorting to the teacher’s help. In addition, it also relates strongly to the way IA and ICC should be developed, implying that there needs to be a certain amount of autonomy when trying to help students become more interculturally aware and independent

intercultural speakers. In this sense, the e-mails and class discussions were particularly important to let students express themselves freely in a semi-controlled environment where the teacher acted as a guide, who would mainly help and give them the feedback they needed to correct themselves, or to praise their work.

- **Task-based Language Teaching**

It is important to take into account that TBLT may be considered a part of CLT. According to Ellis (2013), TBLT is “an approach to teaching a second/foreign language that seeks to facilitate language learning by engaging learners in the interactionally authentic language use that results from performing a series of tasks” (p. 1). In other words, students are given almost real-life situations, in which they have to resort to their knowledge to solve tasks by themselves, hence preparing them for when they are outside the classroom.

Ellis (2013) defines tasks as “workplans that provide learners with the materials they need to achieve an outcome specified in communicative rather than linguistic terms” (pp. 1-2). This means students have to use their previous linguistic and non-linguistic knowledge to solve a problem. Ellis (2003) also further determines six criterial features of a task:

1. A task is a work plan in the form of teaching materials;
2. Its primary focus is on meaning of language and its use, focusing on the information that is being transmitted instead of on how it is being transmitted;
3. A task should involve some kind of experience of real-world processes, in which the language is used to mimic real-world communication;
4. It can involve all four language skills: listening, reading, writing and speaking;
5. A task requires students to use cognitive processes such as, selecting, classifying, ordering, reasoning and evaluating the information to successfully complete it;
6. A task has a defined communicative outcome that enables learners to complete it and determine whether it was effectively completed.

Nunan (1989) also previously encompassed these aspects by defining a task as a way of engaging students in the whole problem solving process. As he puts it, a task is:

A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan, 1989, p. 10)

These definitions give a clear idea of what Nunan (1989) and Ellis (2003, 2013) expect of teachers when creating tasks for their students.

However, Ellis (2003) further refers that tasks have three different parts, such as collaboration, more independence and the cognitive knowledge students have and/or develop. These parts will essentially play a key role in achieving the final aim. As Ellis puts it:

Social talk is also the means by which they [learners] achieve self-regulation with new forms. This suggests that tasks can cater for learning by providing opportunities for learners: (1) to use new structures and items through collaboration with others; (2) to subsequently engage in more independent use of the structures they have internalized in relatively undemanding tasks; and (3) to finally use the structures in cognitively more complex tasks. In theory, learning takes place when learners actually use a new skill in the accomplishment of some goal. (Ellis, 2003, pp. 177-178)

Furthermore, and still according to Ellis (2013), TBLT can be used at all levels of language teaching, including at a beginner-level (just like it was done with group 7thD) to avoid traditional teaching methods and stimulate real authentic language use:

The only way that traditional methods can elicit speaking from learners is by carefully controlling their output by providing models and slot-and-fill exercises. Input-based tasks provide learners with an opportunity to experience interactionally authentic language use from the start. (Ellis, 2013, pp. 12-13)

Additionally, Ellis (2013) also notes that group/pair work increases language production, the quality of the talk, motivation and promotes a positive climate, which helps learners acquire the language with more communicative accuracy.

However, even though tasks are designed to help students become successful communicators in the L2, Ellis (2003, p. 69) states that, “maintaining a conversation is often effortful for learners because they lack both linguistic resources to understand what is said to them and to make themselves understood.” As a way to overcome this issue, the author proposes three strategies: negotiation of meaning, communication strategies and avoidance of the First Language (L1).

The negotiation of meaning is necessary when one of the interlocutors has difficulties in comprehending the message conveyed, so s/he may employ several strategies (e.g. comprehension checks, clarification requests, confirmation checks and recasts) for the other to clarify what was said in a simpler way, thus making it more listener-oriented.

The second are the communication strategies, which are more speaker-oriented and employed when speakers “have to communicate meanings for which they lack or cannot access the requisite linguistic knowledge” (Ellis, 2003, p. 74). These strategies range from reduction strategies, when the interlocutor gives up or abandons the topic of conversation, to achievement strategies, which require more effort, but also give the interlocutor the opportunity to try and communicate to the best of their abilities. Some examples of achievement strategies include: approximation, paraphrasing, word substitution, conscious transfer, appeals of assistance and mime.

Lastly, Ellis (2003) also observes that the complete avoidance of the students’ L1 is not the best option. Teachers should stress the importance of trying to communicate in the L2 for learners to improve their skills; however, when necessary, they may resort to their L1. In fact, according to Ellis (2013, p. 16), “research has shown that the L1 can be used effectively by learners to establish the goals for a task and the procedures to be followed in tackling it.” This was the case with group 7thD, as the teacher tried to encourage them to use English as frequently as possible, but did not entirely prevent them from using their L1, since that would only create further problems and even restrain their participation.

Considering these issues, the major TBLT task given to the students during the STP was the final oral presentation (for a more in depth explanation of these presentations see section 3.4), which they developed almost entirely on their own. They were assigned several tasks that needed to be concluded, in order to reach the final outcome. The role of the teacher was simply to assist them by correcting small spelling mistakes and teaching them how to make oral presentations. In addition, students were also assigned various other tasks, both based on the course book, as well as on extra materials provided by the teacher.

To conclude, before analysing the lessons taught and how the unit and other themes were developed with the students, it is important to stress that there is no one method that is better than the other, each has their advantages and disadvantages; hence, a combination of a variety of methods may be more beneficial for students, depending on the outcome. This allows them to experience different ways of learning, as well as have access to the best techniques to make their learning experience the most complete as possible.

Lastly, before applying any method, it is essential to know the class, as each one has its own dynamic rhythm, and every student works differently. Hence, this information will help the teacher make a conscious decision on which method best fits his/her students’ needs.

2.2. Framework of the unit within the cultural and social context

The unit “Home sweet home” was planned to teach the vocabulary and grammar associated with it (see part 3.2 for a more detailed description of the didactic unit) as well as to further explore the students’ reading, listening, speaking and writing skills. Notwithstanding, the major focus in this unit was to help students become more aware of others’ differences, in particular to develop their IA, so to promote tolerance and respect for others, as well as to develop their ICC skills.

According to Thomas and Wareing (1999), “people often have very strong attitudes towards different languages and different varieties of language. (...) prejudices can go [very deeply] against language, against other cultures and, ultimately, against other people” (p. 9). It is important then to promote positive values and attitudes towards others from an early age. For this reason, it was imperative to have the 7thD class explore their cultural and intercultural knowledge. The main aims of the classes were therefore to: 1) have students come into contact with people from other cultures and social contexts through various ways; 2) promote critical thinking when it comes to IA, cultural diversity and tolerance for each other’s differences; 3) raise students’ awareness to discrimination and xenophobia, freedom and responsibility, as well as respect, tolerance, empathy and citizenship. In order to achieve this, several situations were created for them to confront their previous knowledge, and to improve and progress in terms of their IA and ICC.

Regarding the Portuguese society, and taking into account the location of the school district, an integral part of the metropolitan area of Lisbon, it is especially important to encourage and stimulate in students a better acceptance of others. As the country’s capital, Lisbon is one of the most culturally diverse places in Portugal, receiving people from many countries around the world, each one of them with different life stories, purposes, and distinct goals and reasons. Those who live in the greater Lisbon area are already used to contacting with tourists and sojourners, yet it is still important to teach them that we are all equal and have the same rights. For that reason, the notions of tolerance and respect should be promoted, in order to live in peace and harmony, consequently avoiding unnecessary and violent conflicts that only result in pain and sadness.

Furthermore, in the essential learnings document for seventh grade English (*Aprendizagens essenciais de 7.º ano*) (n.a., 2016), students are expected to develop notions of responsibility, citizenship, critical and creative thinking, health and environment, among others. In the specific case of the unit “Home sweet home”, some of the learnings taught

were: reasoning and problem solving, interpersonal relations as well as self-development and autonomy. In other words, they progressed not only academically, but also civically and personally, by attaining certain aspects like tolerance, respect for other's differences and distinguishing intercultural realities, as may be observed in the document:

Reconhecer realidades interculturais distintas: conhecer, com algum pormenor, o seu meio e a sua identidade; estabelecer comparações entre as suas vivências e as dos outros (SI9.4); falar sobre atividades de lazer do seu meio cultural por oposição a outras culturas, incluindo a anglo-saxónica (SP8.3); reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural. (n.a., 2016, pp. 5-6)

Additionally, within the unit, students had the opportunity to personally communicate with learners from another culture through the Key Pals project as well as do research about other cultures. This intercultural approach is key for today's multicultural society and goes in line with the strategies promoted in the essential learnings document. As it states, its aim is to educate students to be tolerant and respectful in different situations where they are expected to communicate with people from other cultures:

Promover estratégias que induzam respeito por diferenças de características, crenças ou opiniões; confrontar ideias e perspetivas distintas sobre abordagem de um dado problema e ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. (Direção Geral da Educação, 2016, p. 7)

All in all, these were the main ideas explored with this group, while trying to also teach them more formal linguistic aspects of the target language. In the end, the students showed much progress throughout the unit regarding their IA and ICC experience.

2.3. Methodological considerations for developing IA and ICC within the English class

It is important to stress the use of different ways to develop IA and ICC with the students, whose exposure to these concepts began right at the beginning of the STP. Bearing this in mind, the several elements employed will each be individually discussed, namely the questionnaires, videos, Real World Profile, Key Pals project and final oral presentations.

- **Questionnaires**

There were a total of two questionnaires, which the students answered. The first questionnaire (Appendix 13) was answered before the unit in question and considered the students' previous knowledge regarding IA and ICC, while the second one (Appendix 13.1) was only applied after the unit had ended and considered their progress throughout its development. To observe their evolution, some questions were repeated in both questionnaires to see if anything had changed in their perspective (see part 4.2 for the actual results of the questionnaires).

In this case, these questionnaires were used to have the students come into contact with some terms such as "Culture", "Intercultural", "Racism", "Social injustice", "Discrimination", among others. The first contact with these terms would function as an introduction to the concepts they would spend the next nine lessons exploring and developing. This created a moment of reflection within the class, which would allow the students to think about what IA would mean to them. The last questionnaire also provided a moment of reflection where the students contemplated what had been developed throughout the STP, allowing them to critically analyse the issues presented.

- **Videos**

Several videos portraying people from other cultures were presented and this was the first direct contact students ever had with other cultures within the classroom. These videos included several people living in different European countries, both native as well as non-native speakers of English, allowing them to hear a variety of accents. They introduced themselves and talked a bit about their lives in the countries where they were currently living. These videos contributed to fomenting their awareness in terms of the diversity in Europe. The students not only showed great interest and were quite inquisitive about how these people lived, but they also broadened their cultural and linguistic horizons.

This was the initial activity to develop the students' IA and it was also a preparation for the activities planned in the future lessons. Later on, the students would often refer to the people within these videos as references to other works that they were developing or to compare them with other cultural realities that they would encounter.

- **Real World Profile**

This Real World Profile was an integral part of every unit within the course book *Next Move* (Stannett *et al.*, 2014), and it was applied in this particular unit, since it could further explore the notion of IA. In this case, it focused on the cultural reality of a girl living in Afghanistan, both in terms of her personal life as well as her academic life, which was the main point for a class discussion.

Additionally, a Plickers question² was applied in association with the profile as a way to get some insight on the students' opinions and thoughts about this specific discussion topic: gender equality in access to academic studies. This generated a class discussion, which, in turn, helped develop their oral skills as well as IA.

It can therefore be said, that this profile quite embraced IA, allowing the students to become more aware of the struggles and difficulties that people their own age go through.

- **Key Pals project**

The Key Pals project was created in cooperation with two other English teachers, one currently teaching in Asturias and the other in Galicia, Spain, both working with students about the same age and grade. The students were then connected with each other via e-mail after asking for parental consent (Appendix 14), and were expected to communicate in English with each other.

Regarding the topics of conversation, they were mainly regarding personal mutual knowledge. In this sense, Portuguese and Spanish students had to get to know each other and compare their own cultural realities regarding whichever theme they wished to discuss. Firstly, the students asked questions regarding basic personal information about each other and from there, went on to discover their personal likes and dislikes. Based on their answers, the students started their own personal discussions about topics such as, videogames, their school lives, and their own cities and houses.

Even though there were some problems in terms of communication, the students were still able to work on their ICC to some extent and become more interculturally aware of the differences between both countries that have such a common and intricate history together.

² Plickers is “a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices”, meaning that through the use of cards with specific patterns that students change at will, they are able to choose one of two or four multiple choices available. To have access to the results, teachers scan their answers with their mobile phones and receive the results in real time. For more information visit the Plickers website: <https://www.plickers.com/>

This facilitated the students' IA and it gave them the opportunity to participate in a project that they had never been a part of.

All in all, it was a positive experience, as the students had the opportunity to develop their IA and ICC to the fullest, taking into account the available resources. It also improved additional skills that will be essential for their future, such as, writing and answering e-mails, knowing how to address people from other countries, and tolerating/accepting the different and sometimes also divergent personal and cultural characteristics.

- **Final oral presentations**

The presentations were perhaps one of the most important activities developed in class, since they were the main task involving IA. Here the students were expected to divide themselves into groups of three or four and organise a presentation on a given country. This presentation had to include basic information about the country, such as its capital, geographical borders, inhabitants, spoken languages, among others. Then, the students were also asked to briefly compare this country with their own.

Afterwards, the students were free to explore other topics, such as architecture, natural habitats, gastronomy, religion or even history. There was a great deal of preparation for these presentations, both outside the classroom in the research and development of their presentations as a group, as well as inside the classroom, where two lessons were entirely devoted to helping them learn how to deliver oral presentations, as well as to correct small misspelling mistakes or organisational issues.

In these presentations, the students became more aware of other countries, more particularly of its struggles and problems, as well as of its beauty and cultural richness. All in all, the presentation had a positive outcome, since everyone participated with interest and motivation, thus, achieving positive results. Nonetheless, the impact of these presentations went far beyond the positive marks, as they were able to come into contact with cultures they had never thought of, such as Mongolia or Madagascar (see Chapter 4.2 for the full extent of the countries involved).

Lastly, the presentations also served to trigger an in-class discussion, as they were quite eager to compare the differences between those countries and their own. Similarly, the students were able to confront various ideas, pre-conceived concepts and even stereotypes regarding other people. The most noticeable comments made were about gastronomy and religion, which the students had plenty to debate on.

In conclusion, considering the resources available and the duration of the STP, these experiences and activities were the best ones that could be provided to the group. Also, it is important to mention the students' collaboration and motivation, which enabled the successful development of the notions of IA and ICC throughout the didactic unit.

Summary

This chapter began by focusing on the different methodological approaches employed throughout the STP. Although PPP was applied, its use was restricted to the grammar component, while the rest was essentially based on CLT and TBLT. Afterwards, the didactic unit was socially and culturally contextualized within the Portuguese panorama, taking into consideration as well the essential learnings developed for English in the seventh grade. Lastly, this chapter ended with a reflection on the methodological considerations on how IA and ICC were developed throughout the unit.

The next chapter will describe the school and class context, present the unit "Home sweet home" along with its contents and materials, as well as explain the methods and evaluation techniques applied.

Chapter 3. School context and didactic unit

This chapter is divided into four different sections, mainly the characterisation of the school context and of the 7thD class, the description of the unit itself, as well as the presentation of the assignments and materials applied. Lastly, the evaluation methods and techniques implemented during this SPT are also presented. The results and outcomes will be discussed afterwards in chapter four.

3.1. School context

This part briefly describes the school where the STP took place from the 13th of October 2017 until the 24th of January 2018, period in which the observations and actual practicum took place. Additionally, there is also a description of the 7th D class.

- **The school**

Escola Básica de 2.º e 3.º Ciclo João Villaret is part of the *Agrupamento* (school district) Escolas João Villaret and was founded in 2004 by dispatch of the Regional Director of Lisbon and Vale do Tejo.

This school district is located within the municipality of Loures, which was considered for many years a rural area, in spite of it being a part of the greater Lisbon metropolitan area. In the past few years, it has gone through great economic changes that have improved the quality of life of its residents and, therefore, the future generations.

It has a total of eight preschools, eight primary schools and one 2nd and 3rd cycle school, which is also the head office of this school district. All these schools are located within the parishes of Loures, Santo Antão do Tojal and São Julião do Tojal, where most of the students come from. Referring to the secondary school, there are two different public secondary schools, but these are not part of the João Villaret school district.

As for Escola Básica de 2.º e 3.º Ciclo João Villaret, it offers not only the regular course of studies, but it also offers transitional curricula, giving students the opportunity to follow an alternative pre-professionalizing curriculum. These areas include mechanics, textile

industry, administration, electrical, electronics and technology courses. In these courses, students not only learn a useful craftsmanship that may influence their future career, but they also have access to internships in their areas of specialization, which may lead to actual jobs for which they are prepared. These professional courses, available throughout the whole country, were created to answer the specific needs of the surrounding school community. Before, these students lacked motivation and interest, and were at risk of dropping out of school; however, by choosing these professional courses they have the opportunity to work on something they like, as well as increase their chances of employment.

The school, which consists of one main building, is where most activities take place. It is a large two-floor building divided into four wings: A, B, C and D, with most of the classrooms situated on the top floor. On the ground floor, where the teachers' room, cafeteria, secretariat, library, administration offices and snack bar are, there are speakers with music playing for the students to feel more relaxed, and for the school to seem more friendly and approachable. However, the music is only restricted to the ground floor where there are no classrooms and the volume is reduced during class time. On the upper floor, where all classrooms are situated, there are no speakers and music.

Regarding the classrooms, all of them are equipped with whiteboards, a total of fifteen double-desks, with a maximum capacity of thirty students per classroom, a teacher's desk (refer to Figure 1 of this chapter) and a projector. To use these projectors, teachers receive a remote, but they have to bring their personal computer and portable speakers, as the school does not make these available. Additionally, there is Internet connection, but it does not work due to technical issues and, according to teachers, they have been waiting for them to be solved for a long time. Lastly, some classrooms are equipped with interactive boards, but these are almost exclusively used for Maths and Science.

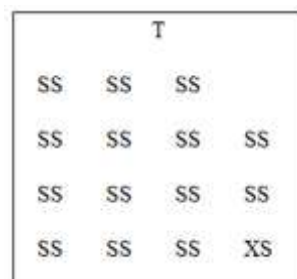


Figure 1: Class organisation

Considering the outdoor areas, these are large and open with benches and water fountains, so students can play freely outside. A steel fence protects the school grounds with a gatekeeper in charge of controlling who goes in and out of the school. In comparison to last year, the school went through some changes over the summer. There are now two huge graffiti painted murals – one with a cartoon bear and the other with the face of a lady surrounded by nature. These murals were only painted as question of aesthetics, since there is no special meaning behind them regarding the school or city’s history. These murals are in stark contrast with the yellow paint of the building and are beautifully done by professionals.

Lastly, the school’s motto is to always improve itself, to strive to give its students the best learning experience possible and to educate them not only academically, but also morally and ethically. As it states: “Caminhar para a excelência e ser uma referência pela qualidade de aprendizagem e formação moral e ética.” This is the school’s vision and it has relentlessly been working to fulfil it for the past few years.

- **The students in 7thD**

The students in class 7thD are in their first year of the third cycle. After they finish this cycle, they will either go to secondary school and prepare for university, or go to a professional course and learn a craft in a chosen area.

There are sixteen female students and thirteen male with ages ranging from eleven to sixteen, with the majority being twelve year olds. This group of students already know each other, since they were studying at the same school last year. Furthermore, the majority of them live within the school district and all are Portuguese.

Most of their parents/guardians (“encarregados de educação”) have a secondary school or university degree, which influences the students’ aspirations when it comes to higher education. When questioned about their aspirations, thirteen out of the twenty-nine want to go to a professional course in secondary school, while the rest wants to achieve either a Bachelor or Master’s degree.

In addition, all of the students have Internet access at home and the possibility to use new technologies, as everyone has a smartphone. This increases their opportunities to achieve higher grades, since there are a lot of useful resources to help them study, learn new things and find specific information more quickly. In this specific case, students used the Internet to exchange e-mails within the Key Pals project as well as to do research for the oral presentations.

There are three students diagnosed with special educational needs – two with dyslexia and a third student with severe attention deficit. A fourth student has been identified as potentially having special needs due to the amount of mistakes made, but an evaluation has been asked and so far there are no results. All of these students receive support from the school psychologist and another specialist within the area, but none of them have such a severe condition that prevents them from learning and participating in the same activities as the rest. Apart from this, everyone works well together and is very supportive of each other.

On the whole, this class is regarded as being well behaved, quiet, and easy to work with, usually achieving positive grades, with the teachers not having to constantly report any problems.

When it comes to English, these students started learning it in the third grade; however, in the third and fourth grades English was an extra-curricular subject (AEC). Regarding their engagement in English classes and their motivation to learn it, these students have a progressive attitude regarding the language, showing curiosity and eagerness to learn new things. They are hardworking, and are not afraid to ask questions or ask for something to be further explained. They love to use new technologies, so anything of that type definitely catches their attention, like Plickers did.

As for the classroom organisation, it has fifteen desks, with the students sitting in pairs, with exception for one, since there is an uneven number of students. The seating arrangement changed during my STP, due to a meeting the teachers and the parents' representatives had. These changes were made to help those students with vision problems (they now sit in the front rows) or to join those students who are more talkative with quieter ones, so to help them calm down and pay more attention.

In conclusion, even though the class is almost at full capacity with twenty-nine students, it is a pleasant and friendly group that appreciates new ideas and breaks from the normal routine, like music and videos. It is part of a good school with a positive environment, and for that reason, there are no limits for what these students might achieve.

3.2. The didactic unit

The didactic unit “Home sweet home” is the third unit in the course book *Next Move* (Stannett, *et al.*, 2014). This course book has ten different units, ranging from unit 0, which is a unit for revisions, to unit 9. The units address a diversity of themes as well as the

development of the six skills proposed by the Ministry of Education (Cravo *et al.*, 2013, pp. 19-22): reading, speaking, listening, grammar, writing and intercultural domain. These skills are applied through a wide range of different exercises especially designed to help students achieve their highest potential when it comes to acquiring the language. The main types of exercises used were filling in the gaps, true or false, and connect the information.

Regarding the *Programa do Inglês* (Ministério da Educação, 1997), referring to what was to be taught and learned in terms of vocabulary and grammar throughout the didactic unit, special importance is given to the linguistic skills, namely the acquisition and use of the foreign language, progressively developing in terms of adequacy and fluency. As verified in the document: “Usar a língua inglesa em apropriação progressiva das regras do sistema e do seu funcionamento, num crescendo de adequação e fluência” (Ministério da Educação, 1997, p. 9). Additionally, the *Metas Curriculares* (Cravo *et al.*, 2013) mention other aspects to be developed, such as: short descriptions of places, activities and events referring to school and home, comparisons between types of houses and relating these to their environments, as well as the use of the PC to express future plans (Cravo *et al.*, 2013, pp. 20-22).

This unit was taught during the course of nine lessons, six ninety-minute lessons and three forty-five minute ones, from the 17th of November 2017 to the 24th of January 2018. Initially, it was not supposed to last as long, yet there were some complications along the way, namely school staff or teacher strikes, the cooperating teacher’s absence due to illness a couple of times and a school trip on one of the days. Nonetheless, everything that had been initially planned was taught and so were the main goals of the unit.

The main theme of this specific unit was the house, with the parts of the house (e.g. bedroom, attic, garden, hall) and household objects (e.g. washing machine, bed, table, stove) as the vocabulary to be acquired, and the PC and Verbs + *_ing* as the main grammar topics to be learned. As for the intercultural domain, the students were presented with a Real World Profile, which is an integral part of the unit within the course book that also incited a class discussion, thus developing their oral skills. This Real World Profile presents the life of an Afghan girl and her school days, namely how girls her age have difficulties in accessing further academic studies due to their gender and society’s expectations (to become wives and mothers at a young age). This sparked a gender equality discussion within the class, where the students presented and discussed their thoughts on the matter.

The rest of the skills were developed through different assignments. Writing, for example, was developed through the e-mails the students wrote for the Key Pals project, meaning that there was a link between the project and the unit, since students had to describe

their homes and rooms in the e-mails, as it can be seen in the “Guidelines for the Key Pals project” (see Appendix 12). Additionally, some extra materials were also used in order to complement and enrich the learning opportunities for the students. A Pink Panther video clip, for instance, helped develop their listening and understanding, as well as contextualize the new vocabulary they had learned. This type of material was chosen, since in the first questionnaire the students answered they believe videos and music are useful for language learning (22 students wanted music in class and 12 wanted to watch videos).

Pair and group work were mainly developed throughout the classes as well. Pair work was especially easy to implement due to the classroom seating disposition. Students were quite fond of it and in exercises, such as the ones in the course book, students almost always completed them in pairs; hence, it’s widespread use throughout the unit. This way of working is associated with TBLT (Ellis, 2003, 2013), the main teaching method applied during the STP, which advises the use of pair/group work for the students to achieve better results. However, the students also worked on their own in the Key Pals project, as well as when they took the evaluation test and answered the Plickers questions. Aside from this, everything else was mainly done in pair or group work.

By applying pair/group work, the aim was to get the students speak as much English as possible, as a way of helping them become more comfortable with the language as well as progress in their linguistic skills. This desired progression was also vital when it came to develop IA and ICC, where communicating is key to be successful. As Jones Jr (2016, p. 419) puts it: “Three ways to cultivate ICC are to foster attitudes that motivate us, discover knowledge that informs us, and develop skills that enable us.” These three ideas were applied throughout the development of this unit with different activities proposed in the course book as well as the extra materials presented in class, for example, the videos and final oral presentations.

Considering the assessment of the didactic unit, students were given an evaluation test on what was taught and learned throughout the unit – vocabulary of parts of the house and household objects, as well as PC and Verbs +_ing. Afterwards, at the end of the unit, students gave their final presentations, which they did on their own and presented to their classmates.

Finally, it is important to mention that due to the lack of time and the need to add additional materials to develop IA and ICC, some parts of the unit within the course book were left aside and not explored, such as the writing, reading, listening and speaking, which were developed through the additional materials provided. It was the grammar component (PC), which the students had never consciously encountered, and the vocabulary that were

firstly introduced with the help of the course book. Nevertheless, both were likewise developed through a wide range of other activities especially designed to answer the students' needs.

3.3. Description of the assignments and materials

The various materials and assignments given to the students were mainly created to help them become more interculturally aware and develop their ICC as best as possible within the short time of the STP. These materials were developed in accordance to the students' abilities and linguistic skills, and were especially adapted to their own needs and the classroom environment. Therefore, a detailed description is here given of what was developed, expected and asked of the students, as well as how they reacted to it. The actual results are only presented in chapter 4.

Initially, a first questionnaire (Appendix 13), composed of two different parts, was given to the students: the first one related to the students' personal information and the second one related to IA, their own knowledge of other cultures, as well as what culture represented for them. Each part had seven questions, making a total of 14 questions. This first questionnaire would provide information on what the students already knew regarding IA and what needed to be developed. In addition, the questions regarding their personal data contributed to make certain decisions on which extra materials/issues to present, such as the Pink Panther video clip, their preferred regions around the world and what they liked to do most in class.

At the end of the unit, the students were given a second questionnaire (Appendix 13.1) on the same theme, with some repeated questions from the first questionnaire as well as new ones. The results from both questionnaires were then compared, as well as the students' progress throughout the unit.

Taking a look at some of the assignments and materials applied during the STP, one of the first to expose the students to other cultures were the videos of people who live in other European countries, both native and non-native speakers of English, presenting themselves and talking about their lives (see Appendix 1.1). This first contact with these people raised the students' curiosity and helped broaden their views of those living in other countries; hence, hearing and learning about other realities abroad that they were unfamiliar with.

In this case, after completing the exercises related with the videos (see Appendix 1.1), the students demonstrated further inquisitiveness and interest about who these people were and their lives. Moreover, they compared themselves physically with the people in the videos as well as with the details they gave about themselves. This small introductory experiment served to assess the students' levels of interest on the matter and to also get a better feeling of what could be done with these students in terms of IA and ICC, namely, if they would be receptive to new cultures and its differences. It is safe to say, having observed their reactions, that the development of IA and ICC would be met with eagerness to learn more.

Afterwards, a presentation about Germany and its culture (see Appendix 2.1) was given, as I was familiar with that specific context, having spent a year there on Erasmus. With this presentation, the students came into contact with several relevant aspects that can be presented about a country. Additionally, this presentation served as a model for the final presentations the students would have to give at the end of the unit as another way to develop their IA. Once again, the students reacted with curiosity, meaning they were already responsive to the development of their IA. This was evident due to their reactions and the many questions about Germany and my own experiences there.

Even though most of the materials used to develop IA and ICC were created especially for this class, the course book *Next Move* (Stannet *et al.*, 2014) also provided a Real World Profile. In the specific case of this didactic unit, the profile focused on the reality of Fahija, a schoolgirl living in Afghanistan, who studied in a special school that gave equal educational opportunities to both boys and girls (Stannet *et al.*, 2014, p. 29). Even though the content of the text was not very relevant to the theme of the unit itself ("Home sweet home"), this Real World Profile was another opportunity to expose the students to another reality aside from their own. The reality of this girl was quite difficult and plagued with gender inequality, which is something truly important the students should be aware of. This led to a discussion about gender equality and the idea of people being able to have the same opportunities in life. The students were already aware of these issues and were able to give their opinions and substantiate them, as well as try to come up with possible solutions for these problems. To help them further explore the theme, a Plickers question related to the Real World Profile was applied (see Appendix 3.1), so to incite further discussion between the students. To the question "How can we give the opportunity to all children to be able to go to school?", four options were given (Figure 2). Eighteen of the twenty-nine students chose option D: "Tell society that it is necessary for all children to go to school" and the remaining eleven students chose option A: "Change government ideas on gender equality".



Figure 2: Plickers question on gender equality

Another activity, and perhaps the most important one, since it took ICC to the next level and enabled students to experience intercultural interaction to the fullest, as well as develop their writing skills, was the organisation of a Key Pals project with a group of Spanish students. The Spanish students were the same age and had the same English level as the Portuguese students, which made the process much easier to follow through. There were a total of fifteen students from the C.P. Santiago Apóstol school in Asturias and fourteen students from the IES As Bizocas school in Galicia. The students were expected to exchange e-mails written in English, where they would get to know each other. To do this, the students were provided with some guidelines on how to write e-mails, as well as with what they had to write in their first e-mail and from there onwards (Appendix 12).

Once the students found out what they would do, they were quite pleased and showed a lot of interest about the students they would befriend. They would often ask when they would receive their e-mail addresses, so they could start writing. The day they received their contacts and were given the green light to make the first contact, they could barely sit still with excitement, and on that same day, half the class wrote their first e-mail. This process was monitored, since the students were asked to add my own e-mail address to the Cc part, so to supervise and keep an eye on them.

However, the exchange of e-mails was not as regular as initially expected due to several issues. Some students' e-mails were not working properly, which caused problems in communication, as the students were unable to send their e-mails, while in other cases, the Spanish students' e-mail addresses were wrong and were consequently sent back. Besides, the Spanish students were from three different classes and had two different teachers, which meant each school worked differently on this project. Moreover, some students would reply once they received e-mails, while others would wait to write them in class and some never responded. This meant that the project was only partially successful, because not all students

were able to frequently exchange e-mails. Nonetheless, they still profited from this experience and the cooperating teacher said she would continue with the same project.

This project was initially part of their final assessment; however, since some students were unable to reach a minimum of e-mails sent and received, they were not assessed. Nonetheless, it created an opportunity for them to develop the communicative part of ICC. It is worth noting that since this was a close-knit class and the students were friendly and helpful, they would often share with each other their experiences and what they had written.

The last assignment proposed in class was the creation of the final oral presentations, which mainly focused on TBLT. The students were divided into groups of three or four, and were asked to create a PowerPoint presentation where they would further explore the notion of IA, while doing research on a given country and then presenting it to the class. In this presentation they had to present basic aspects about their country: geography, language, population, capital and currency (see Appendix 11) as well as other cultural aspects. Most decided to present the traditional gastronomy and important festivities, but some even mentioned religious aspects. The majority of the groups had likewise a small part of the presentation where they compared their country with Portugal in terms of culture as well as infrastructures and even national History.

All in all, the outcome of these presentations was quite positive, with the students showing enthusiasm for each other's presentations and asking many questions along the way.

3.4. Methods and techniques of evaluation

Initially, three different methods of assessment were planned, which would culminate in a final grade worth 100%: final presentations worth 40%, the e-mails in the Key Pals project 50% and the Plickers answers 10%. However, due to the school's policy of the students having to take two evaluation tests per term, this kind of assessment had to be revised. Therefore, the written test was assessed in the first term and final oral presentation in the second term, both contributing to different final grades in each term.

Following this predicament, the students took an evaluation test (Appendix 5.1) on the 6th of December. This test encompassed a traditional summative assessment and consisted of four different parts: reading and comprehension, vocabulary, use of English, listening and comprehension, and lastly, writing. These four parts were equally evaluated with various exercises. The course book exercises, the bank of resources, as well as the type of tests that

the cooperating teacher and other teachers alike usually apply to the students provided a base for the test. In other words, this was a very traditional type of test with which the students were already used to. This type of assessment goes against the TBLT method applied during the didactic unit, as well as Byram's (1997) advice to use a portfolio to assess students, which should be used throughout the term or school year. Notwithstanding, the test was still applied and corrected according to a correction grid (Appendix 10) created especially for the effect with the number of points awarded or deducted, as well what to consider as correct or incorrect. In the end, students were given their results and the test was corrected in class, so they had the opportunity to compare their answers and see which issues needed improvement.

The second method of assessment applied was the final presentation at the end of the unit. These presentations focused on the students' development of IA and ICC, that is, they were expected to present the main facts about a country as well as certain cultural aspects that they deemed relevant. Additionally, they were also expected to compare certain aspects about the country with their own (e.g. types of houses people lived in, the time zone, official languages, among others). This is a method suggested by Byram (1997), in order to assess the students' progress on both IA and ICC, as well as to involve them in a more interesting and captivating project, so to help them attain better grades and have a break from the normal classroom routine.

Once again, there was an evaluation grid (Appendix 11.1) to assess the students and to ensure fairness. The issues evaluated were: visual presentation, information given, structure of the presentation, oral skills, posture and group work shown, that is, if the group was consistent and cohesive. These issues were all worked on in a 90-minute and 45-minute class devoted to the improvement and development of the presentations, where the students were taught how to create and deliver a good presentation, and where small mistakes were corrected. This means, the students were more than prepared to deliver the presentation and were also expected to achieve good results.

Besides these two elements that were formally assessed, it is important to explain why the Plickers questions and Key Pals project were no longer considered for the students' final assessment. In the case of the Plickers questions, they were excluded because they were mostly used as surveys or as a way to stimulate class discussions. Initially, the plan was to have a wrap-up question (a right/wrong question) at the end of each lesson; however, since the students did not actively participate, it seemed essential to get them more involved in class. By introducing surveys and class discussions, they became more participative and

communicated more freely in English. Bearing this in mind, they could not be fairly assessed when their opinions were at stake.

Similarly, the Key Pals project was not formally assessed due to the lack of consistency in the number of e-mails sent/received. The Spanish classes applied the project differently; thus, the responses received varied, which meant that some Portuguese students got more e-mails than others. Consequently, it would have been difficult to assess all students equally, when they did not all have the same opportunities. Feedback on the project was given orally to the students along the way. However, especially in the last class, an overall feedback was provided to the whole class.

Furthermore, in terms of formative assessment, it was mainly done through the observation of the students' progress regarding their oral skills and reactions to the different tasks. This was visible when, together with the cooperating teacher, the students' final grades were discussed, so to decide upon their grade for the first term. Equally important to mention is the fact that a small percentage of the final grade is always associated with the students' progress throughout the term and they are usually awarded extra points for their participation in class, as well as eagerness and interest shown when it comes to learning English.

Summary

In this chapter, the school context and the 7th grade class were described, in order to give the reader an insight into the environment where the STP took place. Then the unit "Home sweet home" was explained as well as the extra materials and assignments that helped develop and explore with the class the notions of IA and ICC. Lastly, the two implemented evaluation methods were explained, as well as the reason why there was a slight change from the initial assessment criteria.

In the next chapter, the summary of each lesson will be presented and reflected upon, as well as the results of what was carried out during the STP. It will then conclude with a final reflection of the whole STP experience.

Chapter 4. Summary of the lessons, data analysis and final reflection

This chapter is dedicated to the summary and reflections of the nine lessons taught (three 45-minute lessons and six 90-minute lessons). Moreover, the data from the evaluation test, final oral presentations, Key Pals project and questionnaires are described and analysed. Finally, there is a final reflection of the whole STP, where it may be possible to reach a conclusion as to whether the aims proposed were reached and through what means.

4.1 Summary of lessons

In this sub-chapter a summary and reflection of each lesson is presented. The STP started on the 13th of October 2017, with the observations part lasting until the 10th of November. On the 17th of November began the actual teaching of the unit “Home sweet home” and it ended on the 24th of January 2018. Even though only nine lessons were taught, the STP was not supposed to last as long as it did. However, due to several impediments along the way, like the Christmas holidays, strikes or school theme parties, the classes were delayed. Taking this into the account, it is important to read the summaries of the lesson in order to get a better grasp of what was done.

Before going into each of the lessons, it is also relevant to mention when the students answered the two questionnaires on IA. The first one was applied on the 15th of November, the class before the STP, while the second one was answered on the 26th of January, after the practicum had finished. On both occasions the cooperating teacher provided some time for a brief intervention.

- **1st class – 17th of November 2017 (45 min.) (Appendix 1)**

In this class there was the transition between the cooperating teacher to me, meaning that there was a change in the dynamics of the class. There was a certain excitement in the students, as they were eager to discover what I would develop with them and which activities I would give them. I did not encounter any shyness or resistance, since they were already

used to my presence in class and would sometimes interact with me. Thus, I was able to effortlessly continue with the classes.

The aim of this class was to introduce the new unit with which the students would be working in the next few classes – “Home sweet home”. There were exercises to introduce the vocabulary on parts of the house, an exercise with videos, in which foreigners presented themselves, and finally, the introduction to the Plickers app that would be used throughout this unit.

The class had some problems starting due to technical issues, which contributed to the students becoming more energetic than necessary, as well as more talkative and distracted. This caused some trouble when it came time to recapture their attention and get them to focus on what needed to be done. Thus, they took longer to start the exercises; however, once they began, they regained a steady pace and were able to work well.

In the first stage, the revision of the parts of the house went as planned, since it was a type of exercise the students were already used to. This was a more interactive way of presenting vocabulary, since there was an image projected on the board and the students had to link the new vocabulary to the corresponding part of the image. This helped the learning process, as they were able to focus on something else rather than the course book and were able to work in pairs, which was more dynamic. The students already showed some knowledge of the matter and were able to do the exercise without any problems.

In the second stage, the experiment with the videos (Appendix 1.1) went quite well. The students were pleased to have people living in several European countries (Ireland, Italy, Germany, Poland) speaking to them, and easily and eagerly completed the exercises. After the videos were presented, the students were really curious about the people in them and asked all kinds of questions. They also commented on their appearance and compared them with their own appearance, which contributed to increasing their level of intercultural awareness, namely the differences between diverse people around the world.

Finally, the third stage with Plickers (Appendix 1.1) was also a great success. They had never used something like this before and they learned how to work with the cards quite effortlessly, showing the same curiosity and excitement in the following classes. The Plickers question allowed them to have a different activity at the end of each class, which made them pay attention during the lessons, in order to give the correct answers or take part in group discussions.

Overall, it was a good class and the unit started well with the students already showing enthusiasm to work more with me. Moreover, everything that had been planned was accomplished and the students demonstrated a suitable working rhythm and motivation.

- **2nd class – 22nd of November 2017 (90min.) (Appendix 2)**

This class was a bit more complicated for the students as it had different stages and exercises that were distinct from each other. Initially, I continued introducing new vocabulary from the unit, in this case the furniture and household objects. This was achieved through exercises from the course book, but also through an exercise with a small video clip from *The Pink Panther Show*. The last two stages included a PowerPoint presentation on Germany and the Plickers app that the students already learned to work with in the previous lesson.

The class began well and the schedule was overall kept, but there were some things that were left aside. For example, I was unable to ask the students to fill in the list with their e-mails, since I did not have all the parental consents (Appendix 14), so I had to wait to have them all signed before handing out the list.

The exercises regarding the furniture and household objects went smoothly and without any problems, since the students were able to easily complete the exercises in the course book. They showed signs of already knowing the vocabulary, because some of them linked the words with the image on exercise 1 before I even played the recording.

The small clip from *The Pink Panther Show* (1971-1974) was a major hit (Appendix 2.1); it was even played twice to please the students and it was also used as a different exercise where the students had to make a list of the objects they saw. Their reactions were quite positive; they were laughing, making comments about the main character and asking questions about the show, since it is quite an old show and they had never seen this version.

In the second exercise, the students were supposed to describe their own room, but since they were so satisfied working with the video and they had already described their room in the previous class, I decided to adapt the exercise. While the clip was playing for the second time, the students had to orally point out the objects as soon as they saw them. They did it eagerly and in the end, they were quite pleased with themselves.

The second stage regarding grammar was a bit more difficult for them. They struggled to understand the Present Continuous (PC) and had problems completing the exercises, as they seemed incapable of placing the verbs within the sentence. They knew how to transform the Present Simple (PS) into PC in terms of verb formation and knew in which situation the

PC was applied; however, when they were asked to place the verbs within the sentence and actually use the PC in context they were unable to do so. This situation was quite complicated since they had already learned the PC in the sixth grade, but the cooperating teacher said that it was a problem she was encountering with the other seventh grade classes as well. Even though they were attentive and quiet during the explanation and were asked to copy the rules into their notebooks, the PC is something that will need more work and further clarification. The exercises and practise helped to a certain extent, but further practise is needed.

As the students will also need to do a final presentation on IA, in the second stage of the lesson I showed a PowerPoint presentation on Germany (Appendix 2.1), which served as a model for the ones the students are expected to create and present at the end of the STP. The students showed curiosity about the country and its culture by asking several questions, and were excited about the opportunity of doing their own presentations.

At the end of the lesson, Plickers was used to question them on the PC (Appendix 2.1). They were very keen on using Plickers, which led them to pay more attention during class, and the results prove that since all students answered correctly. This was particularly the case, because different verb tenses were presented as options, but just one had the _ing form. Therefore, they were able to recognise the PC form, but afterwards could still not structure a sentence using the PC.

Overall, the lesson went well and the students seemed satisfied, despite the problems with grammar, which will be explained and practised more extensively in the following lessons.

- **3rd class – 24th of November 2017 (45min.) (Appendix 3)**

The initial aim of this class was to: 1) introduce new grammar (Verb +_ing), 2) analyse the Real World Profile (in the course book) about an Afghan girl and access to education and 3) apply the Plickers question to stimulate a discussion about gender equality and access to education (Appendix 3.1). In the end, as a surprise, the students were to be introduced to the Key Pals project as well as its guidelines.

However, the class did not go as planned, as the students were disruptive, tired, inattentive and overall not interested in the class. Both the cooperating teacher and I had trouble keeping them under control and quiet. There may be several reasons for this type of behaviour: 1) perhaps because it was Friday and they were tired after a whole week of classes; 2) because it was almost the end of the term, they may have felt overwhelmed with

anxiety, thinking about the holidays; or 3) they did not take interest in learning yet another grammar topic, among others. The truth is, the group did not behave as expected and various exercises were skipped or not done, yet some were able to be completed and worked on.

Regarding the skipped exercises, one belonged to the grammar stage and it was left behind due to the lack of time, so they were unable to practise the Verb +_ing. It shall be reviewed again in another class as part of the revisions before the test. Moreover, the discussion on gender equality regarding children's access to school was planned for after the Real World Profile, but that was also not done due to the lack of time. In addition, the reading and comprehension exercise, which was related to the profile of the Afghan girl in the text, was not completed as thoroughly as I would have liked. Despite this, the next class shall start by listening to the Real World Profile text once more and then the ten-minute discussion on the issue of gender equality shall also be done with the teacher acting as a mediator.

Similarly, the usual Plickers question was also not answered because the bell rang and class was dismissed. Since the students were uncooperative, we ran out of time before we could reach this stage. This shall also be done in the following lesson, meaning that the last part of this class will be the introductory part of the next one.

There was only one part of the lesson in which the students demonstrated some enthusiasm, which was at the end when the Key Pals Project was initially introduced and the guidelines were handed out. They are eager to begin contacting their fellow Spanish students and wanted to receive their contact information as soon as possible.

- **4th class – 29th of November 2017 (90min.) (Appendix 4)**

The students were a bit late to class, perhaps due to delays in transportation or just distraction on their part, so class started later. However, we were able to keep up with what had been planned and all exercises were completed. The aim of this lesson was to finish what was left from the previous one, as well as revise the grammar to prepare the students for the test next class.

Class started with the discussion about the Real World Profile, which was related to gender equality when it comes to children's access to school. First, I asked four students to read the questions that were supposed to introduce the discussion (Stannett, *et al.*, 2014, p. 29) and asked them to think about these while they heard the recording of the text again.

At first the students were afraid to start the discussion, so I had to intervene with my own opinion as a way to encourage them. Six students started giving their opinions in

English, but felt too afraid or were unable to justify them because they lacked the specific vocabulary. When they were given permission to explain their opinions first in English and then explain them in Portuguese, almost everyone wanted to participate. They even debated among themselves, with the teacher acting a mediator, which was the main goal.

Even though I was disappointed the discussion was not entirely done in English, I have to understand that these are seventh graders trying to discuss a complicated theme like “gender equality in education” in English; thus, they did not have all the required vocabulary. However, getting the students to understand the problem within the profile and being able to come to a conclusion about gender equality was achieved with success. They comprehended that this is still a matter at hand, and that they, as the future generation, will have to deal with it, so it is important to start raising awareness from a young age.

When it came to the first Plickers question introduced in this lesson (Appendix 4.1), which was a list of possible actions when it comes to gender equality, the students were divided between two options: 1) change the governmental laws and apply better laws or 2) try to change society’s views. With the teacher acting as the mediator, the students discussed the pros and cons of both options, and were able to reach an agreement: things need to change, but it will be difficult regarding both society and the government. In the end, the students were pleased with themselves and what they had discussed; they were very opinionated and participated well in the discussion.

After the class discussion, came the next stage involving the grammar exercises. It went smoothly and without much trouble, yet the students still manifested problems with the PC. I explained the grammar once more using different examples, and by the end of the lesson the students were already progressing quite steadily.

It should be noted that since the students were still quite agitated after the discussion, to get them to calm down and do the grammar exercises, I told them that if they were to complete the exercises without much fuss, I would have a surprise for them. True to their word, the students worked on the exercises and paid attention to the extra grammar explanation, so in the end I surprised them with their Key Pals e-mail. The students were quite happy with this. They could not wait to find out their names, if there were boys or girls, and to send the first e-mail. They were delighted to make new friends, especially foreign ones. This was possible to observe not only by their reactions, but also by the stream of never-ending questions that they asked. The bell had already rung and they remained in class curious to find out as much information as possible about their Key Pals. On that same day, more than ten students had already sent their first e-mail.

Overall, this lesson went quite well. Considering that the revisions for the test were done and the students did not demonstrate many difficulties, I had high expectations for the upcoming test. Regarding the Key Pals project, it is expected that the Spanish students are as eager as the Portuguese to start writing to each other and that the project will be successful.

- **5th class – 6th of December 2017 (90min.) (Appendix 5)**

The aim of this class was for the students to complete the test (Appendix 5.1) without many difficulties.

The test went exactly as planned. The students were all on time and once they were inside the classroom, they prepared themselves readily without the teacher having to ask. They only left their pencil cases on the table and used their backpacks as barriers between each other to prevent cheating, something that is usually done.

I went through each of the exercises with them and even showed them how to answer the questions when there were doubts. For instance, in exercise A) the students could give their answers by linking the information or writing on the side the number of the country and the co-relating information they thought was correct. This explanation was done in Portuguese, so to not lose valuable time having to explain it in English and Portuguese, and also to avoid misunderstandings.

The test began with the listening exercise, since all the students were already present. It was played twice with a couple of minutes in between so to give students time to reflect on their answers. Afterwards, they silently took the test, asking very few questions throughout its duration. When there were only twenty minutes left until the end, the students who had already finished were free to hand it in and leave to go on their break.

Afterwards, I corrected the test following a correction grid (Appendix 10), which consisted of the following: the competences assessed, the points awarded and what the students were expected to know in order to achieve higher grades.

- **6th class – 3rd of January 2018 (90min.) (Appendix 6)**

The aim of this class was to: 1) correct the test, which the students had taken at the end of the last term, 2) organise them into groups with the country they would work on, and 3) take a survey.

This class, however, did not start as planned. It had been organised differently, so students would be the ones to correct the tests themselves, as a break from the routine. Some

would be chosen to come to the whiteboard and correct the evaluation test with their answers. This would give them the autonomy to correct the test on their own without the teacher giving them the correct answers. Nevertheless, only two students out of the twenty-nine brought their tests, which was a great disappointment, since this would be another way to make the students become more autonomous, as they would be correcting their own answers. It should be noted that when the tests were handed back on the last Friday of the first term, they were asked to safely put them away and to bring them to the first class of the new term. However, as a result of the lack of material, I was forced to improvise. I was the one writing the correct answers on the whiteboard and asking the students to copy these down into their notebooks.

Since the students had so many problems with the PC and the Verb +_ing, I took the opportunity to explain these grammar topics one last time. Afterwards, instead of giving the students the answers to the grammar exercises, I had them do it orally with me, using the exercises from the written test as examples. Once they gave their answers, I wrote these down on the whiteboard for them to copy.

The second stage went exactly as planned, with the students joining into the groups they would be working with for the oral presentations. Even though they had been asked to form their groups during the Christmas break and send an e-mail informing me of their group, only one group of three students did what they had been asked.

After the groups were formed, each one came forward and drew from a bag three pieces of paper with a country and decided on the one they would do their presentation on. The countries available to work on were: Russia, Venezuela, Poland, Puerto Rico (a part of the US territory), Mongolia, Madagascar, India, Egypt, Australia, Morocco and Brazil. As they did it, the teacher took note of which group would work with which country. They were really curious about each other's countries and found the possibilities quite weird and funny, since they had never thought of doing research on some of these countries, as they commented out loud. The teacher previously chose these countries randomly, with the only criterion being that they should seem foreign enough so that the students had not visited any of them.

The excitement the students expressed most likely worked as a motivational factor for them to create good presentations and try to find as much information as possible about these countries. In this class it was also decided that the students would come up with a first version of the presentations until the following Wednesday, so they could practice in the classroom and I could make any minor corrections and give constructive feedback.

Finally, the last stage concerning the Plickers question (Appendix 6.1) was not fully completed. The students answered the question, which was taken as a survey, regarding their expectations for the final presentations; however, since the bell rang, there was not enough time to have the debate on what they wanted to take from these presentations – either a learning experience or a good mark. Nevertheless, the teacher had the opportunity to overhear the students discussing their expectations with each other, so to a certain extent there was a debate.

- **7th class – 10th of January 2018 (90min.) (Appendix 7)**

The main aim of this class was to prepare the students for the presentations they would create and present on their own. This would be achieved through the analysis of a video with tips for the students, as well as a first run through their presentations.

Even though this class started a bit late due to some technical issues with the projector, it went exactly as planned. The initial video (Appendix 7.1) briefly explained how to deliver successful presentations, by explaining three key steps: 1) Preparation: know the subject and how to present it, 2) Posture: knowing what to do with the body and 3) Pander: know how to please the audience. The students were able to not only understand the overall content of the video, but also explain the three steps and what these entailed, even if they did so in Portuguese. Additionally, when it came to the mock presentations, the students tried to apply the guidelines from the video as much as possible, and with my help and guidance, their presentations improved exponentially, each one was better than the previous.

Nonetheless, the students were still quite nervous and would often forget what they were supposed to present, which meant they read too much from the PowerPoint slides. I tried to help them by giving them some tips to avoid feeling nervous, like looking at the back wall instead of at the audience. By doing so, they would not see their classmates' reactions and relax a bit more.

Some of the first versions of the presentations were quite good in terms of visual layout and the information within, perhaps due to the Technology subject they had. These versions had relevant information as well, with the students following the criteria given. However, a small problem arose in class: no one wanted to be the first to present. To solve this, I will come up with a new way to make the order impartial and avoid further conflicts in the following lessons.

Despite having some minor setbacks, this lesson went well with the students improving their work. Additionally, they seemed motivated and curious about each other's presentations.

- **8th class – 12th of January 2018 (45min.) (Appendix 8)**

The aim of this class was to continue with the preparation of the presentations, which was extensively done, since the students had never done one with such high expectations. This preparation encompassed possible ways of delivering the presentations, correcting some misspelling mistakes and giving them feedback on their work. Additionally, the students had to draw from a bag the order of the groups randomly, so that they would afterwards know when they would present in the following lesson.

In this class, the students were a bit hyperactive and energetic, since it took place on a Friday, and they were already thinking about the weekend. Yet, they followed through and had most of their presentations either finished or almost finished. Even though there was not enough time for everyone to show their work, those who showed it were almost ready. Only some needed a couple minor changes, and the ones who were not able to show it were able to ask questions and clarify any doubts. Furthermore, I gave students the possibility to contact me via e-mail, should they have any other doubts or need to ask for small corrections.

To help the students with their anxiety, I brought to class a pink poster board with a big smile on it and taped it to the back wall of the classroom. This attracted the students' attention to the wall instead of focusing on their audience. The students liked the idea and felt more at ease during their presentations.

All in all, the class went according to what was planned and the aims were achieved, even if the students' behaviour was not the best. Nonetheless, everything that had been planned was done and the students progressed in their presentations, leaving the class with more tools to deliver better final presentations.

- **9th class – 24th of January 2018 (90min.) (Appendix 9)**

In this class the students were expected to give their presentations and it went exactly as planned. My fear of running out of time was out of proportion, since the students were able to keep within the schedule (ten minutes per presentation: five for the presentation and five for questions) and even finish earlier than expected.

They were all able to present their work; however, some groups were better than others, but overall they were able to successfully fulfil the task. They did the research, processed the information and organised it into a PowerPoint presentation, which they presented. The information presented ranged from basic facts, such as capitals, population, geographical position, official languages, among others, to different groups expanding to other areas of interest like gastronomy, religion, politics or even festivities.

Those in the audience were able to ask questions as it had also been asked of them. These questions were quite basic and simple at the beginning, but by the end of the class, the students felt more at ease to ask more complicated questions, such as: “Why is the political situation in Venezuela so difficult?” or “Why are there so many religions in India?”, among other questions. Those who were presenting answered the questions to the best of their abilities, but most were still too afraid to answer, and would often tell their classmates not to ask any questions.

Overall it was an exercise with a positive outcome for the students, as they had contact with other countries’ cultures by doing this research. Moreover, they developed their presentation skills and they were able to actually use English, moving away from the usual set phrases, which they are given to practice (pattern drill).

Since the students were able to finish the presentations earlier than expected, the cooperating teacher asked to have that last bit of the class, where she was able to use what had been presented and briefly revise the means of transportation with the students. She asked them, for instance: “Which means of transportation can we use to visit these countries?” The students were able to compile a list of means of transportation divided into three categories: land, air and water. This resulted in a revision of vocabulary that would be part of the next unit and the first test of this term.

Since it was the last class, in the end, there was a small goodbye speech, where I wished the students all the best in class. They were unhappy that I would not be teaching anymore and even asked to remain with them. After a big hug from everyone, the students still wanted a kiss and an extra hug before leaving class.

4.2 Data analysis

After having summarised each of the lessons, it is important to consider the results achieved by the students during the development of this unit. In this case, various elements

are presented as well as their aims, ranging from the written test, to the presentations, the Key Pals project and lastly, the two different questionnaires the students filled in on intercultural awareness.

- **Written test**

The students were evaluated through a written test (Appendix 5.1) at the end of the first term, which was solely composed of the vocabulary as well as the new grammar topics taught in class. Before the test was taken on the 6th of December 2017, the students had the opportunity to revise what had been worked on and have the topics further explained (see summary of lesson 4).

The test was divided into four parts: the first part was reading and comprehension, the second part was vocabulary and use of English, the third part was listening and comprehension, and the last part consisted in writing. To correct the test, a correction grid (Appendix 10) was created with how many points to award accordingly, so to fairly assess their answers.

Overall, the results were the following: fifteen passing grades and fourteen negative grades, and the average was 55.72%. As seen in Table 1, it is possible to perceive that there were few “Very Good/Good” marks, since these were only attributed to six students in class. Nine students attained “Sufficient” marks and, as said before, fourteen students had “Insufficient”. This means that their marks were quite low and could, perhaps, been better.

| | |
|--------------|----|
| Very good | 2 |
| Good | 4 |
| Sufficient | 9 |
| Insufficient | 14 |

Table 1: Test grades

After marking the students’ tests, I felt a bit disappointed with the results, since I had tried to help them understand what had been taught and felt that they had understood everything. This was especially the case because their answers to the exercises done in class were generally correct. When discussing this matter with the cooperating teacher, she too had gotten low marks in her other seventh grade classes. The problem laid mainly on the PC and the Verb +_ing. It seemed they simply did not comprehend where to place both the auxiliary

and main verbs within the sentence. Additionally, in spite of being able to explain in which situations the PC was used, when actually using the language, they would keep on using the PS or simply not write the verb.

If it had been possible, perhaps another method of assessment could have been applied besides the test; yet, as it is the school's policy to have two written tests per term, it could not be avoided. It seemed too standardised and not in line with the TBLT method applied in class during the STP, in addition to it being very difficult to use an evaluation test to assess the students' IA and ICC. Ideally, according to Byram (1997), these issues could be better assessed through a continuous portfolio containing all the materials developed throughout the unit.

- **Oral presentations**

Another element of assessment applied with this class were the oral presentations, which allowed the students to further develop their IA as well as permit the teacher to have another element to assess for their final grade in the second term.

For these final presentations, the students were supposed to organise themselves into groups of three to four students and they had to decide between one of three countries, which they had to randomly pick from a bag. After being assigned a country, they had to research basic information on that country, discover cultural aspects they deemed important and present this in a PowerPoint presentation to their classmates.

The students were provided with a set of guidelines to help them throughout the whole research process (Appendix 11), which included issues like: basic information about the country as well as some examples of its houses and major cities. Most decided to present traditional gastronomy, important festivities and some even mentioned religious aspects. As also part of the guidelines, the majority of the groups had a small section where they compared their country to Portugal, both in terms of culture as well as in terms of infrastructures or even national History. Moreover, many decided to take it a step further and include other details in their presentations. One group, for instance, presented the Egyptian gods in detail, while another group presented the religions in India, not to mention that another presented political issues, namely in Venezuela and Russia. They even compared time differences and explained the countries' flags, which was not asked of them³.

³ See Appendix 9.1 for an example of an oral presentation created by a group of students.

To better assess the students during the presentations, a correction grid was created (Appendix 11.1), in which the following criteria was applied: visual presentation, information, structure, oral skills, posture and group work. The average grade was Good (*Bom*), with two Very Good (*Muito Bom*) and three Sufficient (*Suficiente*)⁴. The main goal, which was to help students develop their IA, was achieved. The students were aware of the differences between these specific countries and cultures, and compared them with Portugal, in many of the cases.

All in all, the grades were positive, due not only to the group work the students developed, but also because of what was done in class in terms of preparing for these presentations. A 90-minute and 45-minute class were devoted to teaching the students on how to make and give a presentation. Issues like posture, structure, oral skills and the visual presentation were discussed through the presentation of an explanatory video, group discussions and a small trick to help the students be more at ease when talking in front of an audience (pink poster paper on the back wall to draw their attention to it).

The main difficulty the students showed was their nervousness when delivering such lengthy presentations only in English. This was reflected in their grades, since there was a gap between their visual presentations and what they wanted to express orally.

- **Key Pals project**

The Key Pals project (refer to section 2.3) was created in collaboration with two other teachers in Spain with the aim of having students, around the same age and with the same level of English, communicate among themselves, by applying their linguistic knowledge in real-life situations and improving their ICC.

It is also important to take into account the several issues that needed to be considered in order to carry out this project, such as the limited amount of time the students and I had to devote to the project, finding twenty-nine Spanish students for the Portuguese group, partnering them up and having them write e-mails. Had there been more time, the project would have certainly continued throughout the whole school year, so to assess the students at the end. Regardless, this project was not a waste of time, as it played a fundamental role in improving the students' ICC. Without this project, the students would have not had the chance to make as much progress as possible, in terms of their ICC as well as IA.

⁴ See Appendix 11.2 for an overview of the results of the oral presentations.

Some of the positive outcomes relate to the fact that the students were able to apply what they had learned in English classes with people from other countries, with whom they had to communicate in English. Additionally, the students were free to discuss whichever topics they felt most comfortable with, even if their counterpart did not appreciate the same things. This was important, because it helped them become more tolerant and respectful of the others' differences in taste, for example.

Some of the most discussed aspects in these e-mails were the cultural differences regarding their school days. It was something they had learned in the previous unit and also something they felt curious about because it is their everyday life. They were curious about the amount of subjects each other had, the time school started and ended, how they were assessed, among other aspects.

Regarding the actual improvement of their ICC, students used different strategies to negotiate meaning, such as asking for further clarification or even comparing what they had understood to their own experiences, as a way of asking their counterparts to confirm if it was the same. Aside from some initial difficulties, as the students were not used to writing e-mails, they learned several things from their Spanish key pals, both in terms of their personal lives, likes and dislikes, as well as cultural aspects, which they afterwards compared with Portugal.

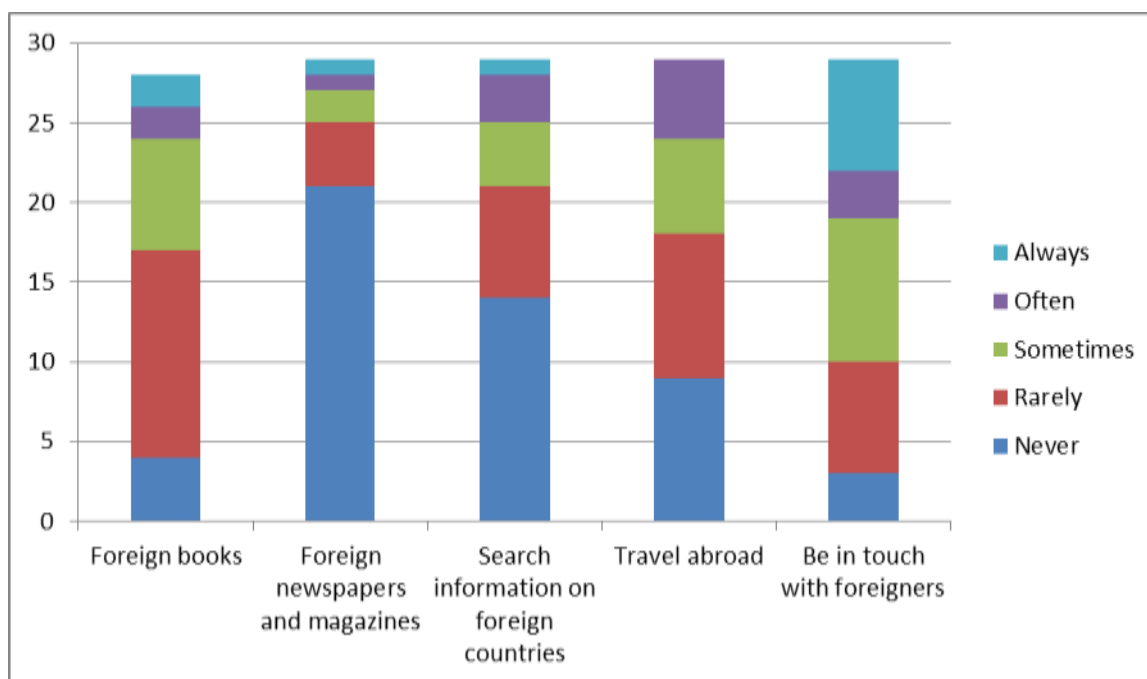
All in all, the project was successful and the students were quite pleased with the experience. They even asked if they could continue on exchanging e-mails with them. The cooperating teacher had a similar reaction, as she was willing to carry on with the project.

- **Questionnaires**

It is important to reflect upon IA and ICC, and to what extent students grasped these notions. To do so, two questionnaires were given to the students (Appendix 13 and 13.1), one at the beginning of the STP and the other at the end, in order to compare both and see if there was any progress. The results of the two questionnaires will now be analysed and discussed (see Appendix 13.2 for the results of all the questions).

Twenty-nine students answered the first questionnaire and twenty-eight answered the second one. The first questionnaire included personal data of the students, among other questions, in order to get to know the group and how they learned/worked best.

One of the initial questions in the first questionnaire was related to how often they have contact with other cultural media, as seen in Graph 1.



Graph 1: Quest. 2 – How often are the students in contact with other cultural media?

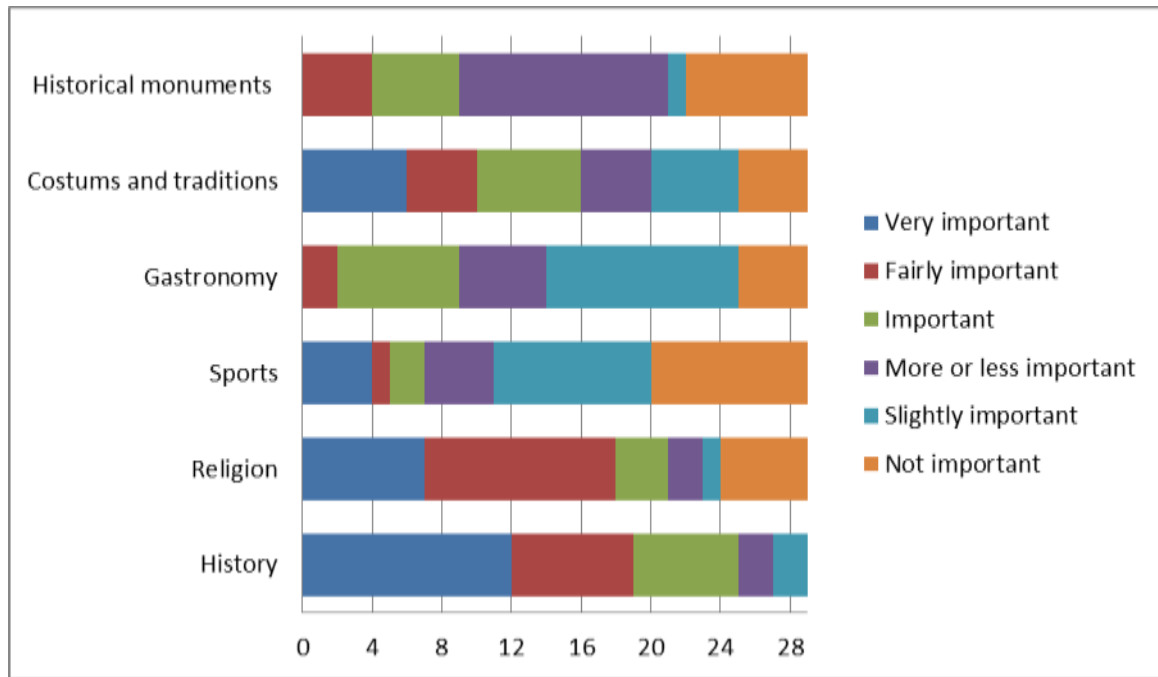
From this graph, it may be concluded that the students have little contact with other cultures, be it in person or through the media, yet it is still important to mention that two thirds of them had some kind of contact with translated news clips or books. This could mean that the students were not aware that some books, news or even magazine clips, which they read in Portuguese, were actually translated and still retain details from other countries. For example, the Harry Potter book series (by J. K. Rowling), which a couple of students were seen carrying, are filled with specific cultural aspects regarding the UK school system as well as its gastronomy and different life styles.

Furthermore, the students were simply not aware of other cultures or not interested in having contact with them, as twenty-one students mentioned they “never/rarely” do this type of research. This may be because they quite often lead busy lives, taking into account the number of school subjects (around ten) and extra-curricular activities they are enrolled in. These results prove that these students did not exploit much these issues on daily basis; thus, some attention would be required when planning the activities presented in class, so to incite their interest and curiosity on the matter.

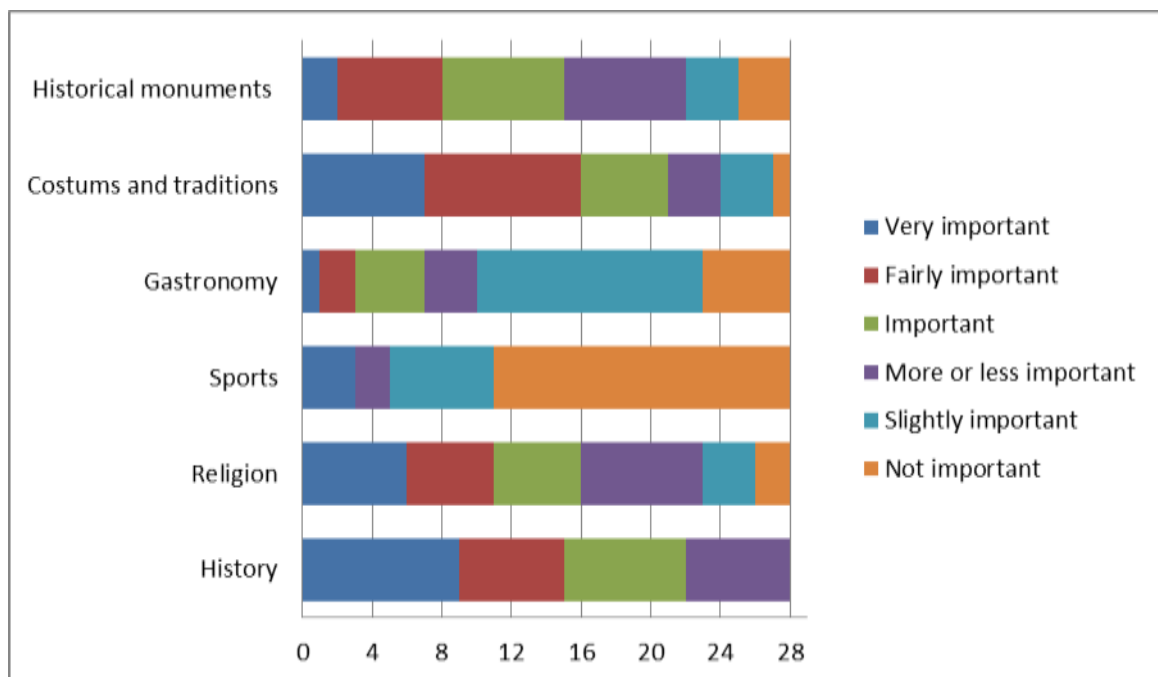
Taking a look at the questions that were repeated in the first and second questionnaire, these were four in total and were related to the theme being developed throughout the unit –

the development of IA and ICC. The reason behind this decision was to observe if there were any major changes in their answers when comparing both questionnaires.

The first repeated question is the students' belief on what culture is, and what they think represents a culture in terms of importance (Graphs 2 and 3).



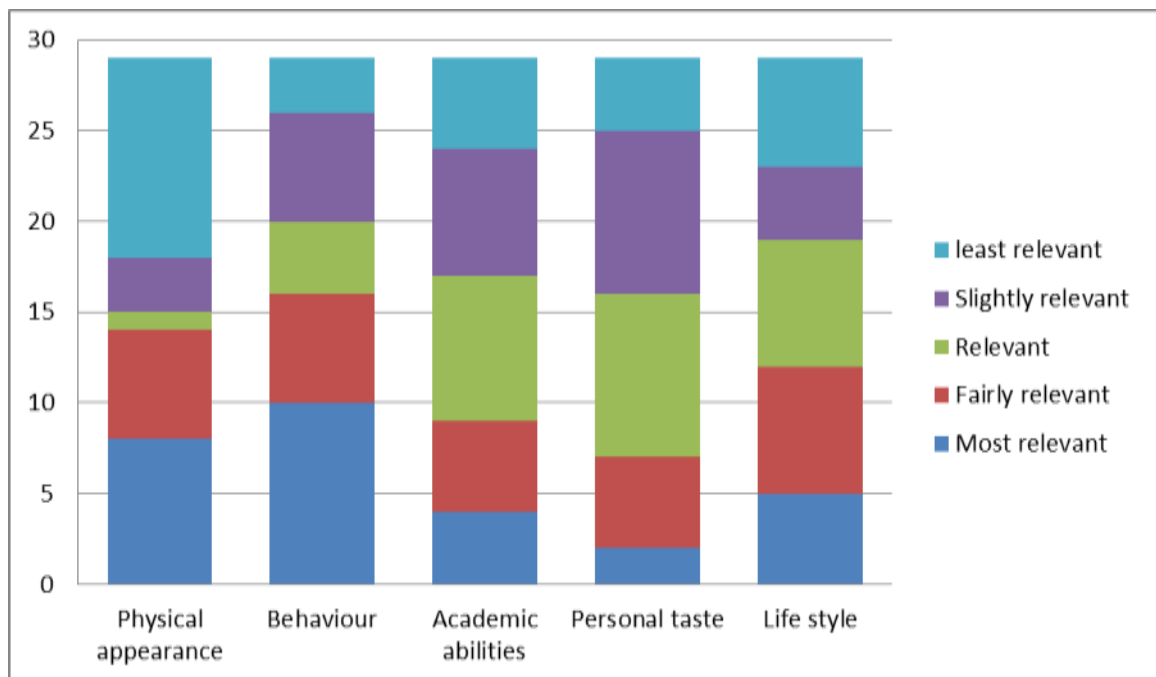
Graph 2: Quest. 1 - What is culture?



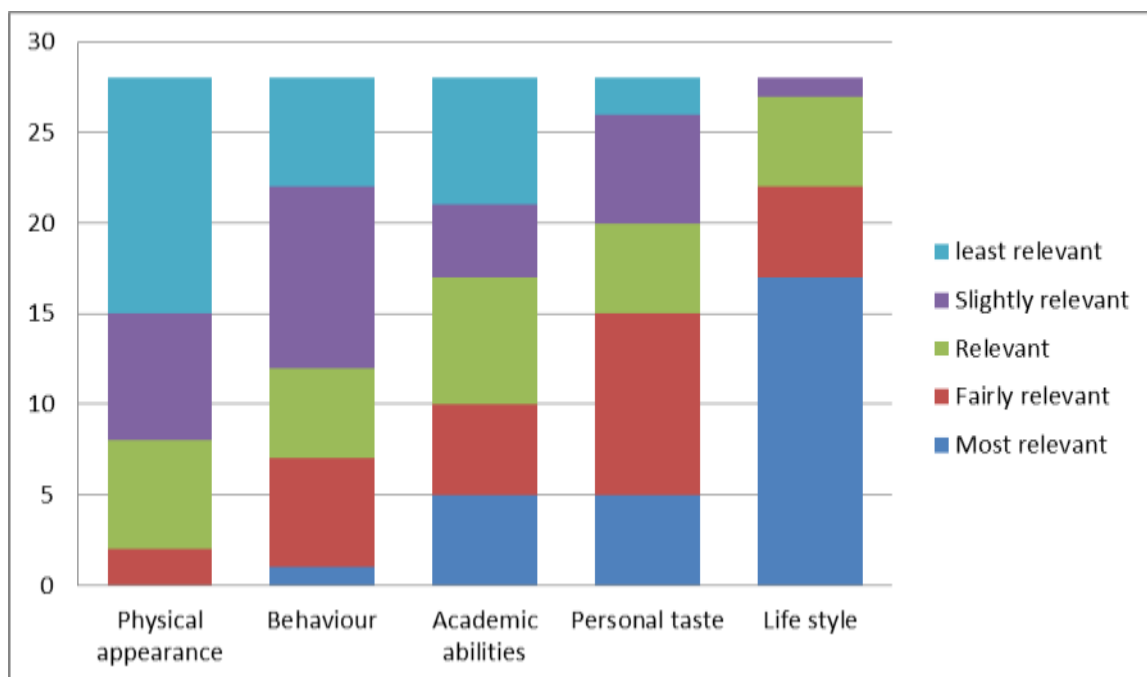
Graph 3: Quest. 2 - What is culture?

Upon analysing the answers in both questionnaires, it is possible to perceive that what students initially took for being the “very important” as well as only “slightly/not important” at all in terms of culture changed. For instance, these variations are noticeable in the example of sports, which had more importance in the first questionnaire and less in the second, as can be seen in the following results: eighteen qualified it as “slightly/not important” in the first questionnaire in comparison with twenty-three in the second. It is also apparent when comparing the results for history, which decreased from twelve to eight students, who considered it “very important”. There was also a decrease in religion regarding its level of importance, while costumes and traditions gained more relevance. This may be because the students had the opportunity to do a detailed research on cultural aspects of different countries and came into direct contact with people from another culture.

Another question was related to the major differences students were able to identify when comparing different people from other cultures (Graphs 4 and 5).



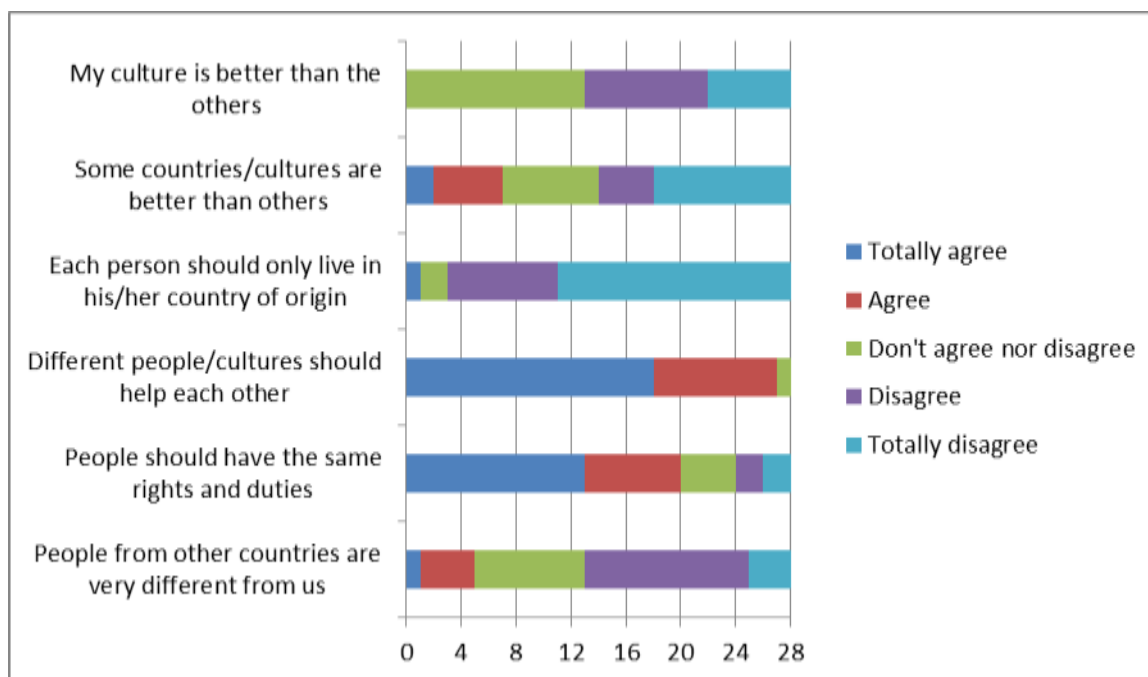
Graph 4: Quest. 1 - Differences between cultures



Graph 5: Quest. 2 - Differences between cultures

When looking at the results of this question, the shift from the physical appearance to the life style is quite clear. The results show that physical appearance went from fourteen students classifying it as “most/fairly relevant” in the first questionnaire to only two students considering it “fairly relevant” in the second questionnaire. Similarly, with life style, in the first questionnaire only five students answered as most relevant in comparison to the sixteen students in the second questionnaire. This could be an outcome from the direct contact students had with their Spanish peers or even the research done for the presentations.

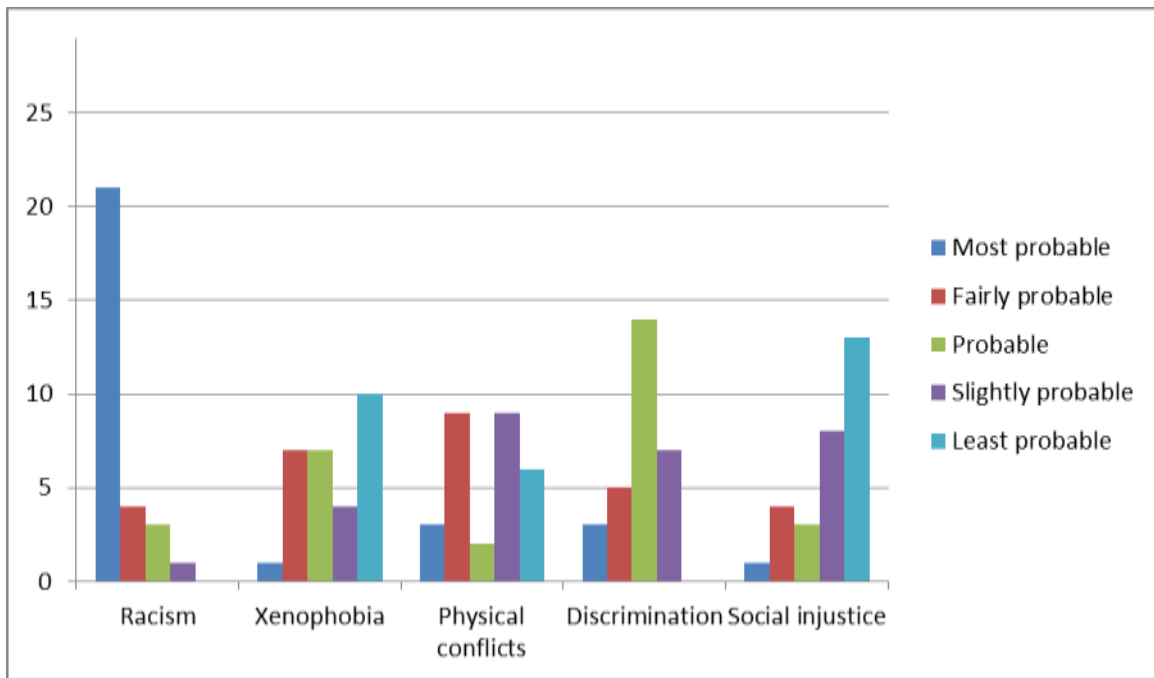
Another question that is quite relevant for this analysis is the third question of the second questionnaire, where the students had to show their agreement or disagreement when exposed to certain sentences (Graph 6). This is not a comparative question, but it is also important to take into account the results achieved with the students in terms of respect and tolerance for other cultures.



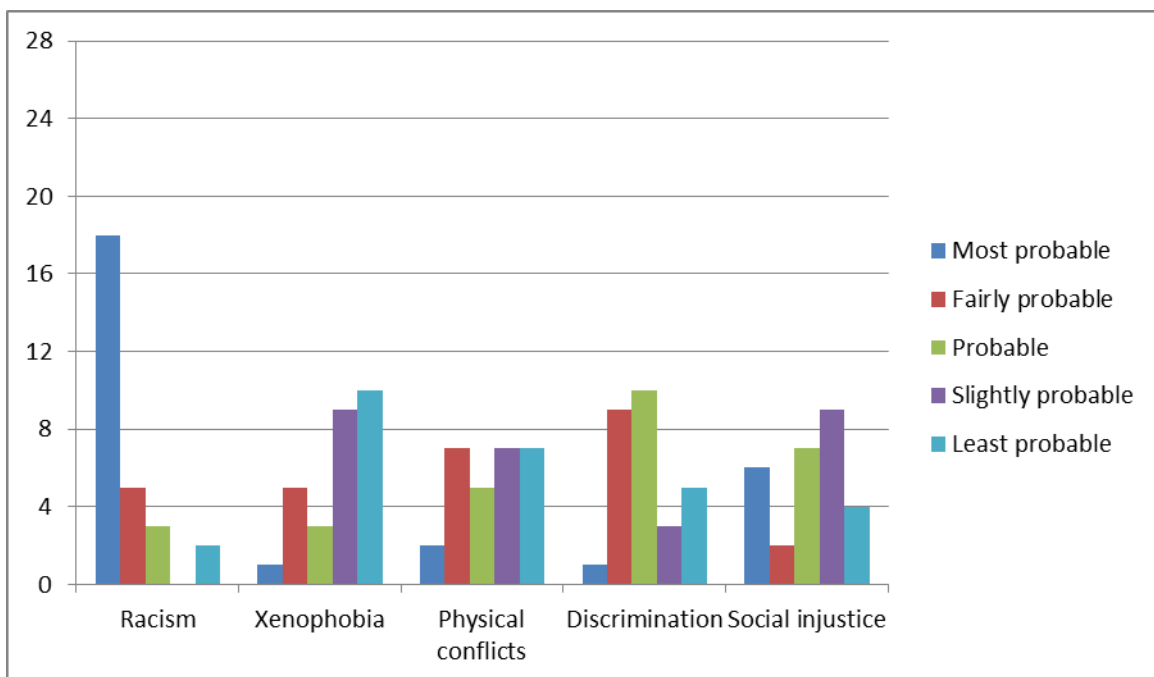
Graph 6: Quest. 2 - To what extent do you agree or disagree?

This question was meant to perceive if the students showed any intolerance towards different cultures and/or people. Taking into account their answers, it is possible to say that these students are very much aware of the differences among people; yet, they do not take differences as something negative, reproachable or necessarily bad. The great majority of the students agree that everyone has the same rights and duties (20 “totally agree/agree”), and that people from different cultures should help each other (27 “totally agree/agree”). In addition, more than half (15) “disagree/totally disagree” with the sentence “My culture is better than others”, demonstrating the notion of equality and tolerance among all cultures. Furthermore, twenty-five students “disagree/totally disagree” with the idea that people should remain in their countries of origin, revealing that they are open to immigration and the mobility of people.

Regarding the problems that are most likely to arise due to a misunderstanding, students are aware of the notions of racism, xenophobia, physical conflicts, discrimination and social injustice (Graphs 7 and 8). When comparing the results from the first to the second questionnaire, the issue where there is a more relevant change is with social injustice. In this case, in the first questionnaire, eight students considered it to be “(fairly/most) probable”, while in the second the number nearly doubled to fifteen students, most likely due to the Real World Profile and the discussion on gender equality. This leads the students to recognise the importance of respect and tolerance in today’s world.



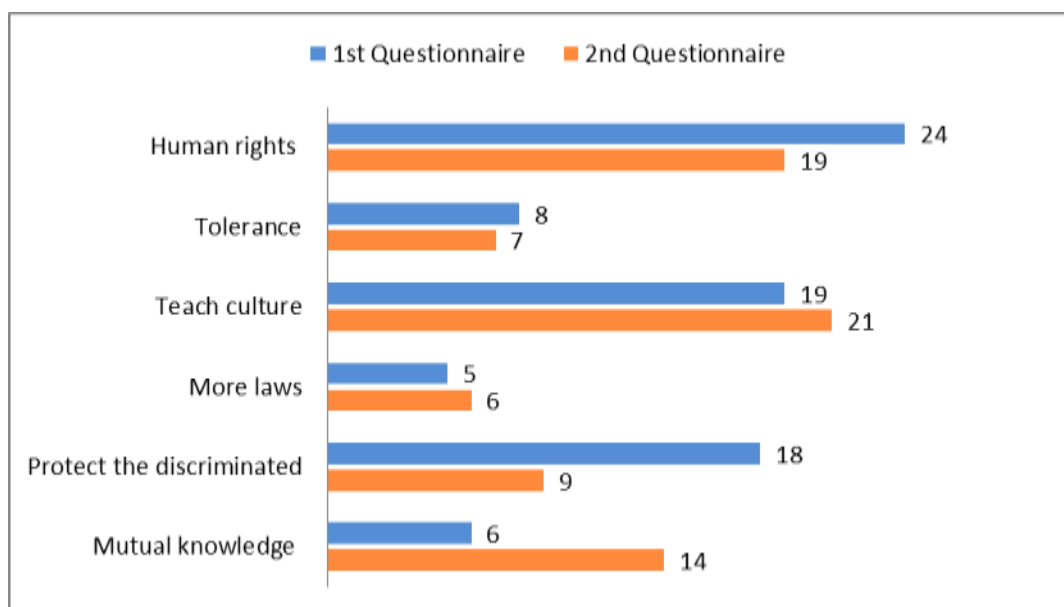
Graph 7: Quest. 1 - What problems are most likely to arise due to a misunderstanding?



Graph 8: Quest. 2 - What problems are most likely to arise due to a misunderstanding?

After identifying the issues that may arise when there are misunderstandings, students were asked how these could be solved or attenuated (Graph 9). When comparing the results from the first to the second questionnaire, the notion of protecting those who are discriminated decreases by half (18 to 9), while fostering mutual knowledge more than doubles (from 6 to 14). These results seem to reflect the work done in class with the oral

presentations and the Key Pals project, which led the students to come into contact with specific realities from different cultures.



Graph 9: Quest. 1 and 2 - How could these issues be solved or attenuated?

Taking into account what the students learned throughout this didactic unit, the last question of the second questionnaire was an open-ended question where students were asked to mention three aspects they deemed important related to culture. Some of the aspects mentioned were related to differences in gastronomy, way of dressing, life style, religion, among others, while others referred to the importance of respecting others' differences, human rights, tolerance, as well as one's individuality. Some examples given include:

- Depending on the country we are not that culturally different (*Dependendo do país não somos assim tão diferentes nas culturas*);
- No country is better than the others (*Nenhum país é melhor que os outros*);
- Just because people come from different cultures, unfortunately it doesn't mean that they have the same freedom (*Só porque as pessoas são de países diferentes não têm a mesma liberdade infelizmente*);
- We also need to know how to welcome people from other places of the world in our society (*Também temos de saber acolher pessoas de outros lugares do mundo na sociedade*);
- We have to respect the culture of other countries and avoid social conflicts (*Temos de respeitar a cultura dos países e evitar conflitos sociais*);

- Being lighter or darker, everyone has the right to live (*Sendo mais claro ou mais escuro toda a gente tem direito de viver*).

This last sentence is one of the best the students came up with. It truly demonstrates and expresses the progress these students went through, and that what was developed with them throughout the STP had actual meaning, which was seen in these results.

Overall, the questionnaires were vital to comprehend and realise the students' evolution and progress on the promotion of IA in the classroom as well as the development of ICC. These answers showed how much students progressed and how they took on a more critical approach to each other's differences with respect and tolerance.

4.3 Final reflection of the STP

The aim of this final report is to present the work I have done during the course of the first semester of the second year during IPP3 with Professor Thomas Grigg and the cooperating teacher Ana Paula Tavares.

This STP took place in Escola Básica de 2.º e 3.º Ciclo João Villaret in Loures, and it started on the 13th of October 2017 with the observation period and ended on the 17th of January 2018. I was given the opportunity to follow the course of a seventh grade class (7thD), which was composed of twenty-nine students. The unit developed with this class was "Home sweet home", from the course book *Next Move* (Stannett *et al.*, 2014) and in addition to that, the students' IA (Baker, 2009) and ICC skills (Byram, 1997) were also expanded on.

According to the *Programa do Inglês* (Ministério da Educação, 1997), the teacher and the school staff should aim to help students' manifest positive attitudes towards different cultural and social universes. However, the Ministry of Education only mentions this in reference to the target cultures, the United States of America and Great Britain, as it states: "Manifestar, pela partilha de informação, ideias e opiniões, atitudes positivas perante universos culturais e sociais diferenciados – o(s) colega(s), o professor, a(s) cultura(s) alvo¹.¹Grã-Bretanha e Estados Unidos" (Ministério da Educação, 1997, p. 9). Moreover, the *Metas Curriculares* also refer to the development of IA, however, aiming once more at the target cultures previously mentioned: "Reconhecer a diferença entre Grã-Bretanha e Reino Unido" (Cravo *et al.*, 2013, p. 21).

After analysing both documents, and taking into account my own personal experience as an English student and reviewing what I observed throughout the years, it was easy for me to come to the conclusion that English language classes lack a better development of IA and ICC. Even though schools train students to become proficient in the language, they do not know how to communicate in an intercultural environment.

Bearing this in mind, there are still many underlying issues in Portuguese schools that need to be attended to, in order to provide quality education to future generations. Teachers usually only focus on teaching the language, its use, rules and structures, and forget that a student that is grammatically proficient in a language may not be able to communicate in the language. S/he may lack the most important skill, namely ICC, which may prevent him/her from functioning successfully in an intercultural society. S/he may incur in many unnecessary miscommunications that could have been easily avoided had s/he been better prepared.

In this specific case, I was given the freedom to work on two interconnected themes I believe are critical and usually underdeveloped in Portuguese EFL classrooms – IA and ICC. This was done through a variety of different activities, such as presenting them with videos from people around Europe, creating a Key Pals project, introducing them to new cultures through presentations, the Real World Profile, as well as having the students do research on a given culture to present to their peers.

Taking into account that IA is a key component for communication in an intercultural environment, Baker (2018) defends that IA is associated with understanding, that is, the connection there is between language and culture and how these influence each other, as well as how these are represented in intercultural communication. Thus, developing one's IA will facilitate communication in an intercultural context, by resorting to one's ICC skills.

According to Byram (1997), ICC should be taught from a young age, as it is important to know how to communicate at all levels. However, as Byram (1997, p. 3) states, “successful ‘communication’ is not judged solely in terms of efficiency of information exchange. It is focused on establishing and maintaining relationships.” This means that students should be taught not only how the language functions, but also how they should behave within an intercultural environment. The issue I tried to develop throughout this STP is correlated with what Byram (1997) defends, that schools are expected to prepare students for the challenges of this modern era. As he puts it, “schools and other educational institutions are also increasingly expected to prepare those entrusted to them for the inter-lingual and intercultural experiences of the contemporary world” (Byram, 1997, p. 4). This was implemented with the students through the Key Pals project, for instance.

Another goal I had for this class was to increase their fluency in English. In terms of writing, this was mainly promoted once again through the Key Pals project, where they had the opportunity to improve their linguistic skills, ability to negotiate meaning as well as become familiar with the conventions associated with e-mail writing. As for their oral skills, the class discussions (Plickers questions and Real World Profile) and oral presentations, greatly contributed to increasing their confidence when speaking a foreign language. In fact, throughout the unit, the switch from Portuguese to English within the classroom was evident.

Furthermore, I also tried to implement a different method of working in class. In this case, I attempted to use TBLT (Ellis, 2009) more often. The reason behind this choice was because students are usually too dependent on teachers to explain and show them everything. This creates teacher-centred classes and hinders the students' ability to solve problems by themselves, mainly because PPP (Ur, 1996) continues to be commonly instilled in the Portuguese classrooms. In order to contradict the norm, I applied TBLT (Ellis, 2013). Ellis argues that TBLT is, "an approach to teaching a second/foreign language that seeks to facilitate language learning by engaging learners in the interactionally authentic language use that results from performing a series of tasks" (2013, p. 1). With group 7thD I tried to give them as many input-based tasks as possible in order to, as Ellis mentions, "provide learners with an opportunity to experience interactionally authentic language use from the start" (Ellis, 2013, p. 13). Such input-based tasks could be the exercise related to the Pink Panther video, where students had to point out loud the objects they saw, the exercises associated with the preparation for the presentations and the final oral presentations themselves. In this sense, by implementing TBLT in class, I was able to develop students' IA and ICC. By doing so, they were quite receptive to the activities proposed and showed interest and curiosity to learn about other cultures.

Despite all the work developed with this class, there were things that I would have changed if I had the opportunity to improve.

One of the first things would be the way ICC was developed with the students. If there was Internet available at the school, instead of videos, I could have arranged Skype sessions with the Spanish students with whom they exchanged e-mails. This would allow them to orally communicate with each other simultaneously, hence promoting their interpersonal skills and even encouraging a better sense of tolerance. Another possibility would have been

to enrol students in the eTwinning⁵ online community platform. By doing so, this Portuguese class could have been linked to other European classes in a safe environment, where the students could communicate with others of their own age.

As for the use of technology in the classroom, if there had been Internet connection, Kahoot or Google Expeditions could have also been applied. Kahoot, for instance, is a game-based app that challenges students' knowledge in different areas and subjects, depending on what the teacher chooses to present. The game functions with multiple-choice questions where the students are awarded points, depending on the correct answers and the amount of time taken to answer. As for Google Expeditions, it is an innovative project that brings virtual reality much more easily into the classroom, without the expensive goggles. Students basically only need to have access to a portable device connected to the Internet, like a smartphone or a tablet. After this, the teacher sets up a virtual scene for the students and s/he tells them to point their cameras to that specific place where they can watch what is unfolding in front of them. Some of the areas already being explored are Science, History and Physics; however, it may be applied in other areas as well.

Both of these web-based tools could have improved the learning process as well as made it easier and more fun. An example of how Google Expeditions could have been applied in class would have been to show students different cultural realities, such as festivities, houses, and food markets, among other issues. This virtual reality would let students observe how others live in different countries, hence expanding their IA. In the case of Kahoot, this could have been used to help students review new themes through different game-like quizzes.

It is a given fact that new ways of using technology are emerging every year and that schools are becoming more technologically developed. Nevertheless, the lack of Internet in this school prevents its teachers and students from using web-based tools that may help achieve better results and motivate students. Not acknowledging the importance of technology in today's classrooms inhibits students from progress and also from contact with other socio-cultural realities. Then again, technology in itself does not solve these problems. It depends on how it is applied in class that makes it beneficial and whether teachers are

⁵ eTwinning is, according to the official website, “the community for schools in Europe” and it “offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share (...)”. For more information visit the eTwinning website: <https://www.etwinning.net/en/pub/index.htm>

prepared to use it. If teachers do not know how to appropriately apply technology, it may become useless in class.

In conclusion, and taking into account everything that was developed, there was a clear improvement in the students' notions of IA and ICC. They had unique experiences their peers from other classes never had and will, as a result, hopefully be better prepared for tomorrow's world. If this is truly the case, then I did everything I could to help them as much as possible, which is every teacher's goal. Therefore, it is imperative that they are given all the resources and tools that the educational system has to offer.

Summary

This chapter began by summarising the nine lessons taught along with a short reflection of each one. The data analysis of what was developed in this unit, both in terms of what was directly evaluated as well as what was analysed through other methods, presents their progress and improvement in terms of IA and ICC. The chapter finally ends with a final reflection of my experience in this STP, along with my own personal introspection on what happened.

Conclusion

Throughout this report I presented various possibilities regarding the exploration of both IA and ICC within the EFL classroom, and how the implementation of these can benefit students, not only in Portuguese classrooms, but also in classrooms worldwide. The reasons behind this choice rests on the fact that Portuguese teachers are so pressured to keep up with the curricula and be aware of the time to complete it, which means that culture is usually set aside or, in some cases, not even properly explored within the class. Thus, the result may be students who are fluent in English, or even in another FL, but who do not know how to successfully interact in intercultural environments. This may result in miscommunications that range from minor mistakes that are easily overlooked, to bigger errors that can lead to ruptures in relationships or collaborations. This may be due to interlocutors' unawareness of the differences in cultural backgrounds, in other words, a lack of intercultural awareness where there is no tolerance or respect for each other's differences.

Bearing this in mind, the aim of this STP was to spread awareness regarding IA and ICC among the 7thD students, who, as previously stated, manifested great interest and curiosity about these themes, participating eagerly in the activities proposed.

In order to explain the development of the themes, this work was organised into four chapters. The first chapter provided a theoretical background of IA and ICC, grounded on the works of various authors within the area of research. The second chapter was concerned with the methodological strategies applied in class as well as the assessment. Chapter three presented the description of the school, class, the didactic unit "Home sweet home", as well as the assessment methods. The last chapter contained the summary of the lessons, the presentation and discussion of the results, as well as the final reflection of this STP.

Considering the results presented, the benefits of applying IA and ICC in the English classroom are clear. This was particularly evident through the several activities developed, but especially through: 1) the students' involvement in the Key Pals project in collaboration with two Spanish classes, where e-mails were frequently exchanged and 2) the final oral presentations, which were concerned mainly with the research of information about other countries. These tasks were essential to develop students' ICC and IA, respectively, as they provided them with opportunities they had previously never had. Additionally, the students' receptiveness to develop these themes was the key to its success.

Taking into account the duration of the nine lessons, from the 17th of November 2017 until the 24th of January 2018, a certain delay is perceptible. This major setback was due to certain unpredictable events, such as staff or teachers' strikes, field trips the students took or missed classes due to sickness. Even though there were several hindrances, especially the fact that the school had no Internet access, which greatly limited the further exploration of IA and ICC, it is possible to grasp the students' positive results. The students visibly relished and even flourished from the activities proposed, always demonstrating interest and curiosity, as well as participating enthusiastically. It is also important to mention that the students' motivation rarely faltered and this gave me the extra incentive to come up with new activities for them, which resulted in a continuous improvement, as visible through the results of both questionnaires.

However, when considering the linguistic aspects of the didactic unit, such positive results were not as visible, as was verified by their test results. Overall, the students had no difficulties in learning and using the new vocabulary in the correct context. The major problem was with grammar, more specifically the PC, which proved to be quite problematic. The learners were able to construct the verb forms correctly, but were unable to apply them in a sentence. Similarly, the verbs ending in *_ing* were also challenging for the students; once more, the issue was how to apply them in context and using them effectively. There seems to be no definitive explanation for this, as the students usually have problems with the Past Simple, not the PC, especially when taking into account that they had already learned the PC in comparison with the PS in the sixth grade. This was a general problem, as the cooperating teacher stated, yet one that was quite difficult to solve, since it did not matter how many times the PC and the Verbs + *_ing* were explained through several examples, especially those relatable to their lives, which usually helps.

On the whole, and considering everything that was done during the STP, the outcome was quite positive, mainly regarding the students' progress and maturation regarding IA and ICC. They went from being unaware of the many cultural differences there are, to being more receptive to these differences as well as respectful and tolerant, which was the goal. Their improvement encouraged me to continue developing these themes with future learners, as teachers should not solely be trained to be linguistically capable and proficient. Teachers are much more than just transmitters of formal knowledge. They have a huge impact on students' lives, and since each student is different from his/her peers, the opportunities to explore more themes multiply exponentially. This provides both the teacher and the students with the ability to grow and mature together as responsible and reliable citizens.

Likewise, this specific Masters programme opened my mind and broadened my horizons regarding both teaching and learning in the formal environment of a classroom. It helped come to the conclusion that the social and professional demands nowadays are constantly changing; thus, it is important that teachers be aware of these everyday changes and keep up with what society asks of students as future citizens. In this sense, it is important to prepare them to become critical thinkers, aware of the consequences of their actions, as well as become autonomous and respond to tomorrow's issues.

Regarding my own person, this experience, both the STP as well as the whole Masters, made me grow and gave me the necessary tools to become an active teacher, who will strive to give her students the most complete education possible. This reflects my desire to aid future generations to be prepared for upcoming challenges in this ever-changing world.

In conclusion, I regard this STP and its results as quite positive and agreeable, due to the fact that despite all the difficulties, both the students and I successfully achieved our goals.

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Appendix

Appendix 1 – Lesson Plan 1

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 45 minutes

Theme(s): Rooms and parts of the house; Cultural awareness – People around the world

Date: 17th November, 2017

Lesson Rationale

This will be the first class dedicated to the main topic “Home sweet home”. Before beginning this new unit, the class had been working on the Revisions unit and the first unit “Daily routines”, from the course book *Next Move* (Stannett *et al.*, 2014).

During the course of this unit the students will be presented with the following themes: rooms and parts of the house, furniture and household objects and a Real World Profile, as well as the grammar topics: Present continuous and Verbs +_ing.

In addition to this unit, the teacher will strive to raise a certain level of intercultural awareness among the students, something that should also be implemented in the English classes according to the *Metas Curriculares* (Cravo, *et al.*, 2013) and the *Programa de Inglês 7º ano* (Ministério da Educação, 1997) (last seen: 14th of November 2017). This unit will provide the students with the required linguistic knowledge as well as help improve their Intercultural Awareness (IA) (Baker, 2009, 2018) and Intercultural Communicative Competence (ICC) (Byram, 1997). In addition to the Real World Profile supplied in the unit, the teacher will also provide extra materials designed to foment this idea of IA and ICC. The students will also take part in a Key Pals Project, a project created by the teacher that will be developed between this class and two other classes in Spain, where they will exchange e-mails and get to know each other. Finally, the students will have to make a final presentation about a country, where they will have to search for information about the said country and compare it with Portugal.

The structure of the first lesson is clearly defined and divided into three parts. Firstly, the students will be introduced to the new topic “Rooms and parts of the house” through a picture provided in the course book, where the different parts of the house are shown. The students will begin with a listening exercise where they will hear the parts of the house and

connect them to the corresponding number. In the following exercise the students will complete seven different sentences with the new vocabulary.

The second part of the class will be devoted to introducing IA among the students. They will watch five videos with five different people from around the world, who introduce and talk a little bit about themselves. Afterwards, the students will complete a matching exercise. There will also be an open discussion about what they saw and thought about the people in the videos.

The last part of the class will be devoted to the introduction of Plickers, a tool that will be used in every class. Plickers is a web-based app devoted to asking questions in a more fun and easy way, with the answers being directly corrected and the results given immediately (<https://www.plickers.com/>).

The main methodology that will be used throughout this unit will be Task-based learning (Ellis, 2003, 2013). This method is focused on language practice, where the students have to apply what they have learned so far in this specific class and in previous classes. This method focuses on the students' needs to acquire more autonomy and not be so dependent on the teacher to take them through each step of the class, shifting the focus from the teacher to the students. The method also leaves the students freer to explore their own knowledge and make their own decisions, by communicating and helping each other solve the exercises and find the necessary solutions for the tasks they will be assigned.

In conclusion, the main language used will be English, but since they are at an elementary level and their English is still quite rudimentary, Portuguese shall be used when necessary. However, the use of Portuguese will be reduced along the way, since it is essential that the students become accustomed to using English freely and without being afraid of making mistakes.

Overall aims:

By the end of this lesson, students will be able to:

- recognise and describe the different rooms and parts of the house;
- observe and interpret the videos without being afraid to give their opinions;
- complete the exercises without much difficulty;
- comprehend the use of Plickers and use it successfully.

Background information:

There are 29 students in this seventh grade class in Escola Básica do 2.º e 3.º Ciclos João Villaret, situated in Loures, more specifically in the Infantado area. There are 16 female students and 13 male students with ages ranging from 11 to 15 years old.

Their mother tongue is Portuguese, but the students are learning English as their first foreign language, and they are also in their first year of learning French as their second foreign language. However, their ICC skills and intercultural awareness are not as developed as they ought to be, as the only contact with foreign cultures they have is through the learning of these two foreign languages. Even here the cultural materials are not as developed as they should, since there is a major focus on vocabulary and grammar, like the traditional method of teaching that has been applied in Portuguese schools. This means there is a great focus on the Grammar-translation method (Harmer, 2002), where the main focus is on acquiring the language through translating and the misconception that the students need to focus primarily on grammar to speak a language.

Moreover, these students are in the first year of the third cycle. From here on, the subjects they will be exposed to will influence their future choices regarding secondary school, and even their academic and professional aspirations.

Since the background information will be the same for the rest of the lessons, it will not be included in the following lesson plans. For further information about group 7thD, please refer to section 3.1 “School context”.

Development of the lesson:

Stage 1 – Home sweet home – Introduction of the Unit (20’ minutes)

Specific aim:

In this stage the students will be able to:

- learn and assimilate the vocabulary regarding the rooms and parts of the house. Through the presentation of the image and the listening exercise they will learn to recognise the different words, since they need to link these words to an image in the course book.

Procedures:

- In order for the theme to be introduced, the teacher will present the students with an image of a house, also available in the course book on page 20. The first exercise is a listening exercise, where the students will hear the different parts of the house and connect them to the corresponding number. Their answers will then be corrected orally and projected on the whiteboard so to prevent misunderstandings. The teacher will be a guide, by providing the students with the required resources;
- The second exercise consists in the completion of seven different sentences with the vocabulary they learned in the previous exercise. The exercise still refers to the same image, which acts as a visual aid. The correction will once again be done orally by the whole class and then it will be projected on the whiteboard.

Resources/Materials: Page 20 from the course book *Next Move* (Stannett, *et al.*, 2014); course book's Active Teach CD, computer and projector.

→ Why is the image in the introductory part so important?

Since this is the beginning of a new unit, which has vocabulary the students have not yet encountered this school year, the image works not only as a visual aid for them to associate the new vocabulary to the actual meaning, but also to help them memorize the words.

Stage 2 – Getting to know other people around the world (10' minutes)**Specific aim:**

In this stage the students will be able to:

- watch and understand the videos presented. They will be given an exercise sheet to complete with the information from the videos. This will ensure that the students pay attention. These teacher-created videos are aimed as an introductory part for raising the students' ICC and IA;
- complete the teacher-created matching exercise related to the videos, where they will link the different information given with whom it relates;

- give their own opinions and views on what they saw in the videos, not only regarding the personal information provided by the participants, but also their own knowledge about these people's countries and cultures.

Procedures:

- A compilation of videos will be presented to the students, in which they will have to pay close attention to the people talking and take notes to help with the matching exercise;
- The students will complete a matching exercise where they will be given pieces of information about several people and they will have to connect them to the names of those who appear in the videos.

Resources/Materials: Compilation of videos, Worksheet 1, computer and projector.

→ Why present the students with videos that are not actually related to the unit?

The aim of the unit is the acquisition of new vocabulary regarding the house, yet the aim of this teaching internship is to introduce students to the notion of different cultures, raise IA (Baker, 2009, 2018) and try to develop their ICC (Byram, 1997). To achieve this goal, it is necessary to put the students in contact with different people and situations from other cultures, by enriching their general knowledge of the world around them.

Possible problems/solutions: This kind of experiment is entirely new for the students. They have never had someone create such material for them, something that the cooperating teacher confirmed, thus they will be very excited. However, the biggest problem that may arise is the difficulty understanding the participants' accents. Only one of them is a native speaker of English (with an Irish accent), while the others are non-native speakers of English, who largely use it as a lingua franca. Their accents differ from each other, which is something new, since these students are used to the standard British accent provided by the course book materials. To avoid misunderstandings, while creating these videos, the teacher asked the participants to be as clear as possible and to speak at an even pace to make it easier for the students to comprehend what was being said. Additionally, the information that the students

have to apprehend is quite simple, so they are not required to understand word by word, but the general content of the video; the focus will be on content and not language proficiency.

Stage 3 – Plickers presentation and use (10' minutes)

Specific aim:

In this stage the students will be able to:

- come into contact with a new technology tool they have never used;
- understand and learn how to use it with the teacher's explanation and apply an experimental question.

Procedures:

- The teacher will start by explaining what Plickers is and its uses;
- Afterwards the teacher will distribute the cards and project a question onto the whiteboard: *Did you understand how to use the card?* – and through the students' answers see if there are any remaining doubts and further explain them if necessary. Since the results are instantly available, it will be possible to see if the students actually understood how to use the card.

Resources/Materials: Plickers webpage and app, computer and projector.

→ Why start using Plickers in class?

In this case Plickers will have two specific uses, the first is the introduction of new and different technologies in class, something that will excite and motivate the students. Secondly, it will also be used to introduce class discussions as a way for students to practise their oral skills.

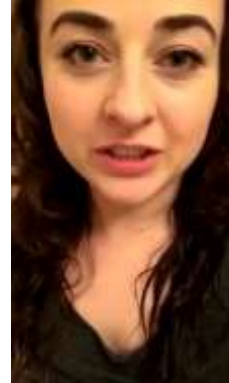
Possible problems/solutions: During the class there are numerous problems that may arise, not only because of the difficulties associated with language learning, but also because the students are still quite young and not yet used to a more demanding way of teaching. One of the first problems that may appear is the lack of time to complete what was planned for this class. Even though the students are well-behaved and polite, they lose too much time copying

down things from the white board and sometimes even get distracted quite easily. To solve this problem it is the teacher's job to keep the students on their toes and make them move at a regular and steady pace.

The other problem that might be predictable would be the use of Plickers, since the students might have some difficulties learning how to use and deal with it. To avoid this, the teacher shall try to be as explicit and clear when it will come to the presentation and explanation of the web-based app.

Appendix 1.1 – Lesson 1 teaching materials

Compilation of videos (teacher-created):



Worksheet 1 (teacher-created):

17th of November 2017



Getting to know other people around the world

You will know watch 5 videos of 5 different people around the world, please pay attention to them. You may take some notes.

1. Match the names of the people to the information.]

| | | |
|---------|---|--------------------------------------|
| Aoife | • | is a doctor. |
| Flavio | • | comes from Italy. |
| Gustavo | • | worked as a lawyer. |
| Nico | • | comes from Ireland. |
| Tomasz | • | speaks a lot about his city, Torino. |
| | | comes from Brazil. |
| | | his mother is Polish. |
| | | comes from Poland. |
| | | is a teacher. |
| | | comes from Germany. |

2. If you could, would you live in another country? If yes, which country and why?

Plickers Question 1 (teacher-created):



Appendix 2 – Lesson Plan 2

| | |
|---|--|
| 7 th D | Continuous; Cultural awareness |
| <u>N. of Students</u> : 29 | (Germany) |
| <u>Topic</u> : Home sweet home | <u>Date</u> : 22 nd of November, 2017 |
| <u>Timing</u> : 90 minutes | |
| <u>Theme(s)</u> : Furniture and household objects; Present Simple and Present | |

Lesson Rationale

This will be the second lesson given within the unit “Home sweet home”. It will be a 90-minute class devoted to the learning of new vocabulary, in this case furniture and household objects, as well as a new grammar topic – Present Simple (PS) and Present Continuous (PC) –, with the last part of the class focusing on raising further IA with a presentation being made with reference to the final project. At the end of the class Plickers will be used once again with a question that will sum up the class.

The number of activities planned may seem excessive for such a short period of time, especially since the teacher will be working with younger students; however, these themes are important for the development of the students’ linguistic abilities and the exercises will not take that much time to complete. In this sense, it will be a diversified class, but not too strenuous. These topics are not only part of the curriculum stipulated by the Ministry of Education (Cravo *et al.*, 2013) (last seen: 17th of November), but they are also part of the second unit of the course book *Next Move* (Stannett *et al.*, 2014).

This specific class will be divided into four parts, with the first part of the class focusing on the acquisition of the new vocabulary furniture and household objects. This will be done not only by using the course book and the exercises available on page 23, but also by resorting to a small video clip “We give pink stamps” from *The Pink Panther Show* produced by David H. DePatie and Friz Freleng (1971-1974), with teacher-made exercises. The first two exercises are very similar to the ones done in the previous class regarding the introduction of new vocabulary, not only because it is similar to the ones in the course book, but also because by following the same model, it makes it easier for the students to understand the words.

The second part of the class will be devoted to the grammar structure that will be introduced: PC, which is a fairly new topic for the students; therefore, a comparison with the PS shall be established. The teacher will use the materials provided in the course book and the interactive devices provided by it – Active Teach, where a presentation is already available and that, in the opinion of the teacher, is quite good and clear to help the students understand. The exercises to practise this new grammar topic shall also be provided in the course book. However, if the teacher notices that by the end of the class students are still struggling with this, she shall provide extra material for the next class. This stage is more related to the Presentation, Practice and Production (PPP) (Ur, 1996) method than Task-based learning (Nunan, 2004) because it is a new topic the students have never encountered; thus, it was the teacher's decision to follow a more traditional method familiar to the students, so to help them better understand the new grammar topic.

Taking into account how the last class was divided and the amount of time that was spent on the acquisition of the new vocabulary, it may seem that the teacher is moving too quickly and not practising the vocabulary as much as it ought to be practised. However, it is highly important to mention that this new vocabulary and the grammar shall be essential for the final project, both the final presentations as well as the Key Pals project. Since these presentations shall be presented at the end of the term, the students will have more than enough time to apply and use the said vocabulary and grammar topic.

The third part will be centred on a presentation the teacher will give as a model for the students to follow when they do their own presentations. Additionally, it will be an opportunity for them to see the new vocabulary in an almost real-life situation and within a given context. The teacher will do it using her own experience after having spent a year living in Germany. The presentation will have basic facts about Germany, as well as its major cities and types of houses. This particular presentation, however, will not last as long as the students' presentations, since theirs will be done in groups.

Lastly, and as shall be done at the end of each lesson, the teacher will present the class with a multiple choice question on a PowerPoint presentation (Appendix 2.1), and they have to answer it by using their Plickers cards. As they do not want to get the questions wrong, they are 'forced' to pay attention, which is a subtle way of giving them that extra push to be more attentive.

To conclude, it is important to mention the use of Portuguese in class. Having already had a class with the students, it was possible to conclude that it is very difficult to give the whole class in English. This means that if the students are to understand what is being taught,

they need to understand most of what is being said. In this case, only using English would create a linguistic barrier. They are still young, and they are not used to hearing and communicating in English, so the teacher observed that the students might not be entirely ready for a class where only English is used. They still need to have some parts explained in Portuguese or have translations of certain words or instructions. Therefore, both English and Portuguese shall be used in class, as it is important to realise the limits our students have and when and how to push them.

Overall aims:

By the end of this lesson, students will be able to:

- acquire the different terminologies of furniture and household objects through the different exercises;
- watch a small clip and acquire additional vocabulary by learning different words aside from those presented in the course book;
- comprehend the new grammar topic without much difficulty, using the teacher's explanation and by practising it in a variety of different exercises;
- watch the teacher's presentation and get the fundamental ideas for their own presentations. The teacher will warn the students beforehand to take notes for them to later on create their own;
- attain major facts about Germany that shall be presented with the help of a PowerPoint presentation;
- answer the Plickers' question correctly, since it will be about something done in class.

Development of the lesson:

Stage 1 – Furniture and household objects (30' minutes)

Specific aim:

In this stage the students will be able to:

- learn the new vocabulary about furniture and household objects through the course book, the video presentation plus exercises;
- recognise the different objects within the house and use them correctly by completing the exercises;

- describe their bedrooms orally and in pair work using the new vocabulary. One student describes his/her room and the other will ask questions about what is being described.

Procedures:

- The teacher shall play a listening exercise available in the course book, page 23, and the students will have to match the words to the corresponding objects in the picture provided. The answers shall be firstly corrected orally for the students to practise their pronunciation and then projected on the board;
- In the second exercise the students use the words they have already learned and complete the sentences given in the course book. These shall also be corrected orally and then projected on the board, yet here the teacher will randomly call on certain students to answer;
- The second part of this stage will consist in watching a video from the *Pink Panther Show* called “We give pink stamps” (see the Pink Panther presentation). While the students are watching the show, the teacher will advise them to take notes of the different objects that appear (16 in total). In the end, the students will say which objects they were able to spot during the video and then the teacher will project the complete list of objects that the students will copy into their notebooks;
- In the last exercise of this stage, the video will be played a second time. Students are expected to point out the objects they see in the video out loud, also referring to the list they have previously completed.

Resources/Materials: Page 23 from the course book *Next Move* (Stannett *et al.*, 2014), course book’s Active Teach CD, *Pink Panther* video and presentation, computer and projector.

→ Why do the students have to point out the objects aloud?

In this case, since it is quite a lengthy class, this short exercise will help students practise their oral skills, by correctly pronouncing said objects. Additionally, it will also transform this lesson into a more interactive one, which will motivate the students more.

Possible problems/solutions: This stage requires the students' attention and motivation to learn new words that are part of the new vocabulary. Hence, some effort is expected of them and if they are not willing to work, it will be more difficult to introduce new vocabulary. To overcome this, the teacher decided to use the same type of exercises from the previous class, but this time with a *Pink Panther* video. The teacher will also try to make the exercises as fun and stimulating as possible to motivate the students.

Stage 2 – Present Simple and Present Continuous (25' minutes)

Specific aim:

In this stage the students will be able to:

- identify the PC form as well as its use, through the explanation given by the teacher;
- be able to distinguish the PS and the PC when comparing examples of both forms;
- construct sentences using both present tenses with the Pink Panther movie as a context, meaning the students will try to describe his actions.

Procedures:

- Initially, the teacher gives a presentation of the PC by showing how it is constructed and using different examples. The material shall be provided by the course book and the active teach CD;
- In the first exercise (page 22) the students will have to choose the correct option to complete the rule given; they will do this alone to better understand how the PC works;
- The second exercise (page 22) is the completion of a conversation where the verb tenses are missing. The students will fill in the gaps and then listen to the conversation to correct their answers. In the end, the teacher will project the answers on the board to avoid mistakes or misspellings;
- The third exercise (page 22) is the comparison between the PC and the PS, where the students will match the sentences to complete the rules. Then the rules will be presented on the board and the students will copy them into their notebooks;

Resources/Materials: Page 22 of the course book *Next Move* (Stannett *et al.*, 2014), course book Active Teach CD, computer and projector.

→ Is the PC practised enough? Should it be practised more?

It would be ideal to practise a new grammar topic as much as possible, yet due to the lack of time, the teacher will focus more on the establishment of the rules, since the next class will be mostly devoted to grammar practise. Moreover, it would be too tiring and even tedious to spend so much time on grammar exercises that shall be done once again next class.

Possible problems/solutions: The PC is something students had already heard about, but have never consciously been taught or used. Therefore, this is a completely new grammar topic and as such, it entails the normally associated problems that students usually show when they encounter new grammar topics, for example, the lack of understanding or nervousness because it is new. To solve these possible problems, the teacher will try to make her explanation as clear as possible and will also explain it the necessary amount of times for the students to learn this as well as possible. Moreover, she will give different examples in different situations that will help them understand when to use the PC and its differences when compared to the PS.

Stage 3 – Intercultural awareness – Germany Presentation (10' minutes)

Specific aim:

In this stage the students will be able to:

- perceive the different aspects and facts about Germany by reflecting about its content and comparing it to Portugal;
- ask questions about the presentation;
- acquire fundamental ideas for their presentations by taking notes and understanding how these shall be done when the time comes.

Procedures:

- The teacher shall make her presentation as if she was a student by using PowerPoint. She will respect the guidelines that were created especially for these presentations, as

well as the set time. The guidelines will be distributed before she starts her presentation, so students can compare both;

- In the end, she will give students time to ask questions about Germany, if they have any, and she will try to answer to the best of her ability;
- She will warn the students that the presentation she has done follows the same structure that they are expected to do when they make their own presentations and that this presentation was used as an example to help them.

Resources/Materials: Presentation about Germany, computer, beamer.

→ Why should the teacher make her own model presentation?

Since these students are only now starting the third cycle, they might not be used to giving presentations that have such a large impact on their final grade; thus, it would be wise of the teacher to give her own presentation, not only to help students, but also to make sure they will follow the guidelines as closely as possible. By doing so, they will not have any excuse for not knowing how the presentation should have been done.

Stage 4 – Plickers question (10' minutes)

Specific aim:

In this stage the students will be able to:

- demonstrate their comprehension of the question and answer it correctly after having acquired some knowledge of the PC.

Procedures:

- The teacher will project the multiple choice question “Which of the following sentences is in the Present Continuous” on the board as well as the four options;
- Then she shall give the students a couple of minutes to decide which option is the correct one;
- Afterwards, the students will hold up the cards with their answers and the teacher will collect the data. In the end, the teacher will show the students the correct answer;

Resources/Materials: Plickers' question, Plickers' app, cards, computer, projector, smartphone.

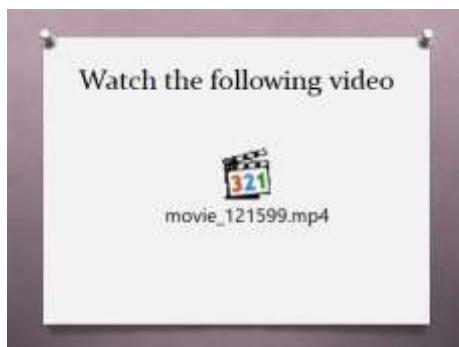
→ Why choose a grammar related question?

The question is connected to the use of the PC, which will function as an extra exercise. Additionally, the teacher will also get a real perception of how well have the students understood the PC and use the data to plan the next class according to the students' needs.

Possible problems/solutions: Once again, the major problem expected is time management. To avoid leaving any stage behind, and since the class is rather lengthy and diversified, the teacher will have to keep the students moving forward and motivated to accomplish the whole lesson.

Appendix 2.1 – Lesson 2 teaching materials

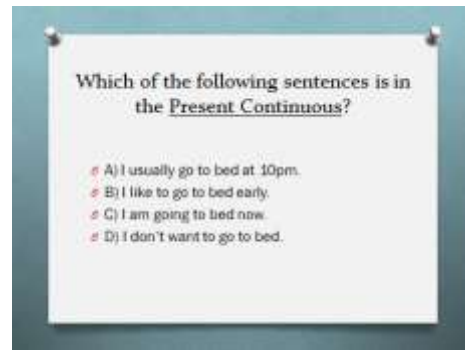
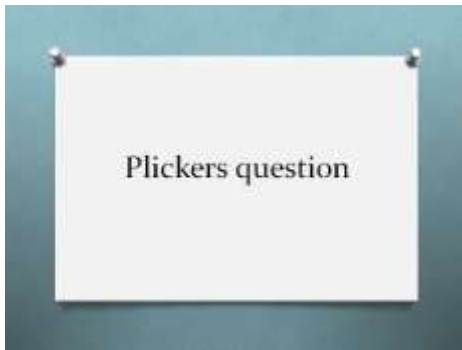
The Pink Panther Presentation (teacher-created):



Presentation about Germany (teacher-created):



Plickers Question 2 (teacher-created):



Appendix 3 – Lesson Plan 3

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 45 minutes

Theme(s): Present Continuous – Verb +
_ing; Real World Profile

Date: 24th of November, 2017

Lesson Rationale

This class will be, as so far planned, the last class within this unit. However, there is a possibility that an additional class may be given to respond to the students' needs before taking the final test of this term. It is a class that will last 45 minutes and it shall be divided into three very distinct stages, each following the materials in the course book *Next Move* (Stannett *et al.*, 2014), meaning that the following themes shall be addressed: Present Continuous – Verb +_ing, Real World Profile and, as has been done in every class, a Plickers question as a final task.

Firstly, the teacher will explain the grammar topic by referring to the “Grammar Reference” section in the course book (page 114). Then the students will do the three exercises: the first regarding the rule applied to this topic, the second to complete sentences with verbs and the third, the sentence transformation from PC to Verbs +_ing. The correction of these exercises will always be projected on the board and the students shall try to give their answers aloud as one.

The second stage of this class is the Real World Profile Project, a theme provided by the course book; therefore, the teacher does not need to create extra material to raise intercultural awareness. This Real World Profile is a reading exercise where students will have to analyse a short profile of the main character, while also listening to the explanatory text, an activity provided in the course book. This stage will culminate with a ten-minute discussion on the topic of the Profile: gender equality regarding school access for all children.

The third and final stage of this class will be dedicated to the Plickers question. Once more, the teacher will present the students with a question, this one related to IA. Then the teacher will take their answers by using the app related to the activity.

Overall aims:

By the end of this lesson, students will be able to:

- distinguish the verbs with the addition of the *_ing* form by comparing them to verbs in the PS form;
- apply the verbs in sentences as accurately as possible;
- read and demonstrate their comprehension of the information given in the Real World Profile by completing the exercises and participating in the debate;
- answer the Plickers question as truthfully and correctly as possible.

Development of the lesson:

Stage 1 – Verb + *_ing* (15' minutes)

Specific aim:

In this stage the students will be able to:

- make a distinction between the PS and PC by comparing verbs in both tenses and resorting to the knowledge acquired in the previous class;
- distinguish how the verbs are formed with the *_ing* form, as well as apply them correctly with the additional verbs taught in class, such as: *prefer, mind, like, hate, love, enjoy* and so on. Complete these exercises with the distinctive verbs and their correct forms, such as those provided in the course book (page 25).

Procedures:

- First, the teacher shall give a small explanation on the subject using the “Grammar Reference” within the course book by pointing out the construction of the main verb and the place of the auxiliary verb, as well as creating a scheme: Subject + auxiliary verb + verb *_ing* + complements;
- Then, by analysing what they have so far seen, the students shall complete the rule given in exercise 1 (page 25). They will then give their answers aloud and the teacher will project the complete rule on the board and the students will copy it down into their notebooks;

- For the second and third exercises (page 25) the students are required to complete the sentences, which they shall do in pair work, with the teacher aiding them when asked. Both exercises shall be corrected orally by the students and then projected on the board.

Resources/Materials: Page 25 from the course book *Next Move* (Stannett, *et al.*, 2014), “Grammar Reference”, course book Active Teach CD, computer and projector.

→ Why should the teacher ask the students to complete the rule on their own?

By giving the students the opportunity to complete the rule by themselves, it allows them to interiorize it better, as they had to work autonomously to properly complete it.

Possible problems/solutions: The main problem that may arise during this stage is referring to the grammar topic itself. The teacher has noticed, both in the observation period and in her own classes that these students struggle with grammar in general. Since the students showed some problems comprehending the PC in the previous class, if necessary, the teacher will try to explain the grammar topic in different ways. She may use a variety of examples that are related to the unit theme or other situations students may identify with, so to reach all of them. If necessary, extra time will be given to grammar, not only in this specific class, but also in the next one.

Stage 2 – Real World Profile (20' minutes)

Specific aim:

In this stage the students will be able to:

- study the initial profile of the character given and answer the true/false exercise presented in the course book;
- read the text while listening to its recording and attain a general idea of its content, with the pre-reading ideas previously given;
- have a class discussion on the Real World Profile issue on gender equality.

Procedures:

- The first exercise (page 29) revolves around the ability to grasp the meaning of the character's profile, a girl (Fahija) who lives in Afghanistan (page 29). The teacher shall assist the students with this analysis by asking questions to ensure they will be able to answer the true/false exercise. The correction of this specific exercise shall be done orally with the whole class;
- In the second exercise (page 29) students shall read the text while also listening to its recording. Afterwards, they will strive to answer the interpretive questions in the course book in pairs. The correction of this exercise will be done orally with the students' answers being written on the whiteboard by the teacher. Since the course book provides a comprehensive summary of the answers, these shall also be projected on the board. Students will then compare their own answers with those of their classmates and then with the ones in the course book;
- The last activity of this stage will be a discussion based on gender equality in the Real World Profile. Here the students have a set of four questions, which they will have to analyse and orally discuss, since it will be a discussion. The teacher will only intervene to incite the students' participation, but she will mostly stand aside and let them speak freely and present their own opinions. No corrections on speaking shall be done to not discourage them from speaking; however, these should be taken note of and then pointed at the end of the exercise.

Resources/Materials: Page 29 from the course book *Next Move* (Stannett *et al.*, 2014), course book Active Teach CD, computer and projector.

→ Why not make minor corrections to the students' speaking abilities?

Since they are still at an elementary level, pointing out their mistakes and slip-ups would create a greater fear within them when it comes to speaking. They might also feel intimidated to keep on speaking with the rest of their peers if their mistakes are pointed out loud. The teacher will leave the students to it and let them discuss their opinions; thus, she will play a more observant role. This correlates to the main idea of TBLT, meaning that the students learn by doing it themselves.

Possible problems/solutions: The biggest problem that will prevent the discussion shall be the students' resistance to communicate in English in front of other people, because of their fear of making mistakes. To prevent this from happening, the teacher will try to reassure them as much as possible that the aim of this discussion is for them to express their thoughts and opinions instead of speaking grammatically correct English.

Stage 3 – Plickers question (5' minutes)

Specific aim:

In this stage the students will be able to:

- read the question given, organise their thoughts with their classmates and come up with the best solution.

Procedures:

- The teacher will present the Plickers question (see Appendix 3.1) – “How can we give the opportunity to all children to be able to go to school?” – to the students and give them a couple of minutes to ponder over it while she distributes the cards;
- Then they arrange their cards with the best answer, among the four options given, for the teacher to scan. There is no correct answer, since it focuses on their own opinions and ideas on gender equality when it comes to children's access to school;
- The students are expected to afterwards discuss their own opinions, which will create a small debate. They will do this by comparing their different answers and commenting their own choices with their peers.

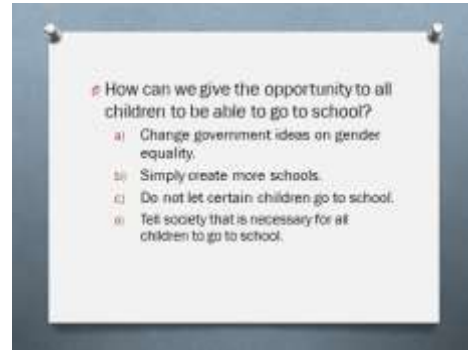
Resources/Materials: Plickers, PowerPoint presentation, computer and projector.

→ Why not attribute a correct answer to the question?

This question will act as a survey to understand to what extent students have evolved in terms of their IA. Consequently, the teacher will have access to their opinions on gender equality and see if there is space for development and even change their attitudes, if necessary. The teacher will act as a mediator within this discussion by asking different questions or requesting students to better clarify their opinions or statements.

Appendix 3.1 – Lesson 3 teaching materials

Plickers Question 3 (teacher-created):



Appendix 4 – Lesson Plan 4

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 90 minutes

Theme(s): Real World Profile and Plickers Question (finishing up); Test revisions; Plickers Questions; Starting the Key Pals project.

Date: 29th of November, 2017

Lesson Rationale

Initially, the previous lesson would be the last one regarding the unit “Home sweet home”; however, due to an unexpected turn of events, this will be the last one. This class will start by finishing up the previous material and continue as a revision class, as the evaluation test is next lesson. Therefore, this class will be clearly defined into three different stages: the first devoted to concluding the last class, the revisions for the test and starting the Key Pals project.

Consequently, the first stage will be devoted to the development of IA among the students, by finishing the analysis of the Real World Profile (continuation from the previous lesson) with a ten-minute discussion on the topic of gender equality. Additionally, the Plickers question related to the issue presented in the text, the lack of equality for all children to attend school, will also be completed (see Appendix 3.1).

The second part of this class will be a revision of what has been worked on in this unit in preparation for the evaluation test next class. For that reason, the teacher will have the students revise the vocabulary as well as the PC and the Verbs +_ing, which the students struggled the most with. At the end of this stage there will also be a Plickers question regarding what the students have been practising. It may seem that Plickers has been used a lot; however, students always look forward to it. Unfortunately, in the previous class it was not possible to have one, so they will have an extra Plickers question in this lesson.

The third and last stage will be dedicated to the distribution of the e-mails from the students’ Key Pals and the answering of possible questions. In the previous class the students received the guidelines they will have to follow for the e-mails, in order to achieve a good and rewarding project, as well as enable communication. Accordingly, the teacher has previously assigned her students to fellow Spanish students, and she will give them their

names and e-mail addresses, as well as a deadline for the students to send the first e-mail. She will confirm this deadline is met by being added to the Cc part of the e-mails when these are sent. In the end, the teacher will answer any questions the students may have.

Overall aims:

By the end of this lesson, students will be able to:

- discuss the issue presented in the Real World Profile and give their own opinions in a class discussion.
- complete the vocabulary and grammar revision and fulfil all the exercises;
- comprehend what is being asked of them in the Key Pals Project and attempt to establish the first contact with their fellow Key Pals.

Development of the lesson:

Stage 1 – Real World Profile and Plickers question (25' minutes)

Specific aim:

In this stage the students will be able to:

- read the question and its options, think back on what has been previously discussed and come up with a possible solution to the issue presented through the discussion;
- have a comprehensive and substantiated discussion about gender equality regarding school access through what they have analysed in the text and what they have so far encountered in life;
- establish a comparison between the situation described in the Real World Profile and their own situation in Portugal.

Procedures:

- The teacher will play the Real World Profile text once more and ask the students to pay special attention to what is being said, since it will be important for the discussion.

- Then the class discussion shall be introduced. The course book provides a set of questions that the students can try to answer first and expand on from there (page 29). The teacher will try not to take part in the discussion, only intervening as a mediator by encouraging them or asking them to further explain their points of view;
- Lastly, the teacher shall project the Plickers question (see Appendix 3.1) – How can we give the opportunity to all children to be able to go to school? – that shows the problem within this Real World Profile along with four different options to choose from. This question can also induce a new discussion on the topic, due to the options given to the students. There are no right or wrong answers, the question will only work as a survey for the teacher to have an idea of the students’ critical views of the world.

Resources/Materials: Page 29 from the course book *Next Move* (Stannett *et al.*, 2014), Course book Active Teach CD, Plickers question 3, PowerPoint, computer and projector.

Possible problems/solutions: Since this stage is so devoted to expressing one’s own opinion, the students might not be so keen on participating, due to their fear of speaking in English in front of others. The teacher will have to reassure them that what matters, at this stage, is their willingness to communicate despite the possible mistakes they may commit.

Stage 2 – Test revisions (40’ minutes)

Specific aim:

In this stage the students will be able to:

- review what they have learned, point out where they still have problems and practise;
- answer another Plickers question regarding the revisions part.

Procedures:

- The teacher has collected a total of seven different exercises from the workbooks that sum up every aspect taught and she will help the students practise for the test.
- The teacher will go through all the exercises with the students, giving them time to complete them and, in the end, correct them before going to the next one. The

correction shall be done orally as a whole and then the answers shall be projected to prevent misspellings.

- Finally, the teacher will present her students with another Plickers question (question 4) – Where did you have more difficulties? – for her to know where her students had more troubles.

Resources/Materials: Pages 18, 19 and 21 from the workbook *Next Move*, course book Active Teach CD, computer and projector.

→ Why have such a big part of the class devoted to revisions?

In next class there will be an evaluation test that will cover all that has been done in this unit. It will be their last test of this term and it is very important for their final grade. To ensure that all students have a fair chance of achieving good marks, not only on this specific test, but overall, the teacher will give them the opportunity to practise and prepare for the test.

Possible problems/solutions: The one problem that the teacher can predict at this stage would be not having enough time to go through all the exercises and revisions, especially if the students do not cooperate (as what happened in the previous lesson). There are not many exercises, but problems may arise or the students might ask for further explanations on certain topics. If that happens, the teacher will give priority to the explanations and revisions over stage 3 of the class.

Stage 3 – Presentation and development of the Key Pals project (*5' minutes*)

Specific aim:

In this stage the students will be able to:

- comprehend and realise the importance of this project not only for their grades, but also for the development of their ICC by expressing their thoughts on the matter;
- associate the names and contacts of the students assigned to them and establish the first contact within the given deadline.

Procedures:

- This project was originally introduced in the previous class with an explanation and the distribution of the e-mail guidelines; thus, in this class the importance given to this project will be stressed, as well as the assignment of the Portuguese to their Spanish counterparts.
- The teacher will hand out the names and contacts of the Spanish students by projecting the list on the whiteboard for the students to copy the information of whom they have been appointed to.
- Then the teacher will set a deadline for them to send the first e-mail (Sunday, the 3rd of December) and explain to them that they have to add her e-mail as well to the Cc part, so she can see if they are establishing the first contact.
- Lastly, the teacher will answer any questions and clarify any doubts they may have.

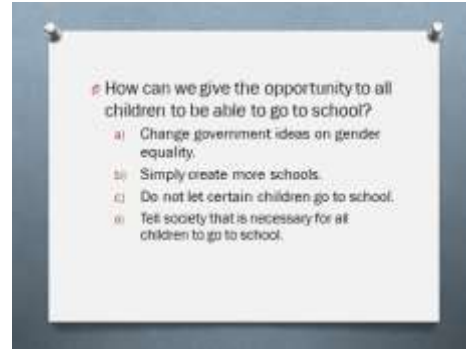
Resources/Materials: List of e-mail addresses, computer and projector.

→ Why give the students a deadline to send the first e-mail?

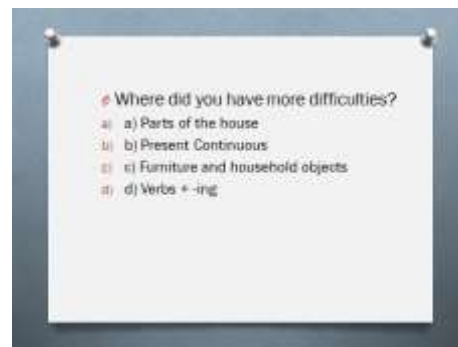
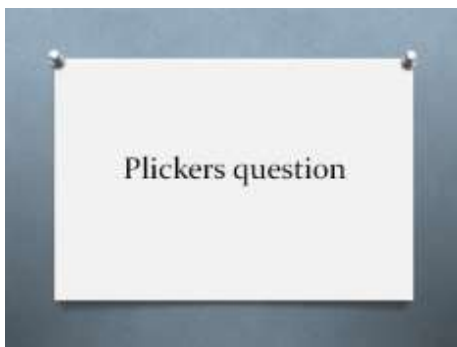
This deadline will work as a motivational factor and it is something the students will always have, so the other students have time to respond and for them to complete the project within the set dates. Moreover, the Spanish teachers asked to have the e-mails sent by this date, so they can work with them in class. Finally, this deadline will give students time to work on their e-mails, instead of having them stress about sending an e-mail on the same day or forgetting to send the e-mail.

Appendix 4.1 – Lesson 4 teaching materials

Plickers Question 3 (teacher-created):



Plickers Question 4 (teacher-created):



Appendix 5 – Lesson Plan 5

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 90 minutes

Theme(s): Evaluation test; Self-evaluation

Date: 6th of November, 2017

Lesson Rationale

This class will consist of only one stage. It will be devoted to the evaluation test that students are required to take according to the school's regulation, and the self-evaluation grid that students are requested to fill in at the end of each term.

The test shall assess the knowledge the students have acquired during the teaching and learning of the unit "Home sweet home", more particularly the vocabulary and grammar structures, and it will count for their final grade of the first term. Moreover, the teacher also developed a correction grid that shall be used when correcting the tests.

This test will be the last class of the term that the students will have. In the next class they will only receive their test and be free to leave, since it will be the last day of school before the Christmas break and there will be a party at the same time.

Consequently, this class will be entirely devoted to the test and the self-evaluation grid. Firstly, the teacher will go over the whole test and explain what is asked of them in each exercise. This will prevent constant interruptions during the test, which usually bothers the other students and disrupts their concentration. She will then also warn the students to fill in the self-evaluation grid when they finish their test. Once the students have understood everything, the teacher will start the test by playing the conversation for the listening exercise. However, this will only be done if everyone is present at the beginning of the class; if not, she will be forced to interrupt the students and play the recording once all are present. The teacher feels it is important to play the recording before the students start the test, since it will mean that is one less exercise they will have to worry about. All teachers commonly do this when possible. Lastly, once the students are finished with the test and the self-evaluation grid, they are free to leave and go outside, so not to distract their fellow classmates.

In conclusion, this test will be important for the students' final grade and for the development of their knowledge. Additionally, the language used during the test explanation shall be in Portuguese to prevent any confusion or misunderstandings.

Overall aims:

By the end of this lesson, students will be able to:

- complete the exercises in the test to the best of their abilities;
- complete the self-evaluation grid.

Development of the lesson:

Stage 1 – Evaluation test (*90' minutes*)

Specific aim:

In this stage the students will be able to:

- read the instructions and complete the exercises in the test to the best of their abilities;
- complete the self-evaluation grid with their own opinions regarding the development of this term.

Procedures:

- The teacher will distribute the tests (see evaluation text Appendix 5.1) and ask the students to divide their desks with their backpacks to avoid cheating;
- Then the teacher will go through all the exercises in the test with the students and further explain them to avoid misunderstandings or problems;
- Afterwards, the listening exercise shall be played and done if all students are present;
- Lastly, students will take the test and complete the self-evaluation grid. Once they are finished, they are free to go.

Resources/Materials: Evaluation test, self-evaluation grid, the Course book Active Teach CD, computer and sound column.

→ Why should the listening be played before the students start the test?

Since the listening exercise demands that all students pay attention to the recording and do the exercise at the same time, it is best to do it at the beginning of the test, so as not to disturb them while they are taking the test. It cannot be done at the end of the test because everyone will not finish at the same time.


Possible problems/solutions: The only possible problem that may arise in this class is that students have not studied enough for the test and will have problems completing it. However, if it happens, then it is not the teacher's fault, since she dedicated a great part of a class to the revisions for this specific test. If the grades are not as good as expected, the solution to this problem can only take place in the next term by applying different methods to help the students study more.

Appendix 5.1 – Lesson 5 teaching materials

Evaluation test (teacher-created):



English test 2

| | | |
|---|--|---|
|  | English evaluation test 7 th form | Evaluation: _____ |
| | Full Name: _____ | Teacher: <i>Ana Tavares</i> and <i>Ana Patrícia Lopes</i> |
| | Number: ___ Class: 7 th ___ Date: _____ | Enc. Educação: _____ |

Part I (24 points)

- Do you think that this house could be Portuguese?



Read the following text about the houses around the world.

Houses are not the same in different parts of the world. In England, many people live in houses with a garden, a garage, a kitchen, a dining room and a sitting room downstairs, and bedrooms and a bathroom upstairs. Some people in the Mindanao Island, in the Philippines, live in tree houses, where they can get dry and cool air and be safe from wild animals. In Sabah, Malaysia, some fishermen's houses are built in the water, using water-resistant wood. In Fujian, China, some people live in very big round houses with strong walls to protect them from their enemies. All the people from a family (sometimes about 400) live in the same very big house. In Eritrea, the nomads have round houses made of straw which they can carry easily when they move from one place to another. Some Native Americans in Canada live in tepees. They make them with poles of wood covered with buffalo skin. They can also move these tepees easily from one place to another. In some parts of Andalusia, Spain, there are people who live in caves made inside the mountains. These caves are warm in the winter and cool in the summer.

- a) Match the country to the type of houses. (6 points)

- | | |
|----------------|------------------------|
| 1. England | a Caves |
| 2. Philippines | b Round big houses |
| 3. Malaysia | c Tepees |
| 4. China | d Round straw houses |
| 5. Eritrea | e Houses in water |
| 6. Canada | f Tree houses |
| 7. Spain | g Houses with a garden |
-

b) Are the sentences True or False. Correct the false sentences. (8 points)

1. English houses have the bedrooms and a bathroom on the second floor. ____

2. The Malaysian tree houses are really warm and moist. ____

3. Native Americans in Canada live in houses made of bricks and cement. ____

4. In some parts of Spain people have their houses inside mountains. ____

c) Complete the sentences according to the information in the text. (10 points)

1. People who live in tree houses can be _____ animals and get _____ air.
2. Some fishermen in Malaysia use _____ wood to build their houses in _____.
3. In Fujian all the people from a family live in _____ with strong _____.
4. In Eritrea and in Canada some people live in houses they can _____ place _____.
5. People who live in caves can be _____ summer and _____ winter.

Part II (36 points)

d) Write the different parts of the house. (5 points)

1. B _____ y
2. R ____ f
3. C _____ r
4. S _____ s
5. W ____ l

e) Complete the following sentences with the parts of the house. (10 points)

1. In the _____ there are flowers and trees.
2. People park their cars in the _____.
3. The _____ connects the different rooms in the house.
4. Families cook their meals in the _____.
5. The _____ is a small paved outdoor area where people can eat and socialize.

f) Choose the correct option. Then write your own. (4 points)

1. John is *watching* / *watch* TV at the moment
2. Chris doesn't like *do* / *doing* household chores.
3. My mother is *make* / *making* lunch at the moment.
4. I _____

g) Complete the sentences with the verbs in Present Simple or Present Continuous. (10 points)

Right now my whole family _____ (come) to my house, so my mother _____ (cook) a huge meal for everyone. My mother usually _____ (make) really good meals and today she _____ (bake) a chocolate cake. I _____ (help) my mother in the kitchen. At the moment my father _____ (work) in his study and my brother is also _____ (study) there, because he has a test this week. My dog likes _____ (sleep) in the garden all day while my mother _____ (plant) new flowers, but now all my cousins are in the garden _____ (play) with my dog. If they destroy the flowers, my mother will be furious.

h) Complete the sentences with your likes and dislikes. You may use these images as examples. (7 points)

1. I like _____
2. I don't like _____
3. I don't mind _____
4. I prefer _____
5. I can't stand _____
6. I love _____
7. I enjoy _____



Self-evaluation grid (teacher-created):

Ficha de auto-avaliação

Nome: _____ Nº _____ 7º

Unidades temáticas:

- Rooms and parts of the house;
- Furniture and household objects;
- Present Simple and Present Continuous
- Verbs + -ing

I - (Insuficiente); S - (Suficiente); B - (Bom); MB - (Muito Bom)

| Domínio cognitivo | I | S | B | MB |
|--|----------|----------|----------|-----------|
| Compreendo o vocabulário | | | | |
| Aplico o vocabulário estudado | | | | |
| Compreendo a gramática | | | | |
| Aplico a gramática estudada | | | | |
| Compreendo o texto escrito | | | | |
| Formulo e respondo a perguntas | | | | |
| Construo frases | | | | |
| Compreendo o que ouço | | | | |
| Aplico o conhecimento do uso da língua | | | | |
| Domínio das atitudes e valores | | | | |
| Fui assíduo | | | | |
| Fui pontual | | | | |
| Respeitei as regras de funcionamento da aula | | | | |
| Respeitei as opiniões dos outros | | | | |
| Particpei nas actividades de forma adequada | | | | |
| Trouxe sempre o material necessário | | | | |
| Fiz os trabalhos de casa | | | | |
| Particpei nos projectos | | | | |
| No geral considero o meu trabalho | | | | |
| Observações do aluno: | | | | |
| Ainda tenho dificuldade em: | | | | |
| O que posso fazer para melhorar: | | | | |

Appendix 6 – Lesson Plan 6

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 90 minutes

Theme(s): Evaluation test correction;
Final presentations

Date: 3rd of January, 2018

Lesson Rationale

Previously the teacher had been working on the Unit “Home sweet home” with the students, which culminated with an evaluation test. In this lesson, the written test will be corrected and the final oral presentations “Houses and cities around the world” will be organised.

Accordingly, the first stage of this class will be the correction of the evaluation test by the students. The test needs to be corrected with the students, so they are aware of where mistakes were made or where they had more difficulties. Having the full correction of the test helps them see where to improve or what to study more. The teacher will therefore call on different students who will write the correct answers on the board, while their fellow classmates copy them onto their notebooks. Each exercise will be assigned to a different student, so several have the opportunity to come to the board. This will create a more dynamic class and give more recognition to the students’ work. The student who had the best mark shall read his/her composition; if there is enough time, the teacher will allow other students to also read their compositions.

The second stage will be devoted to the organisation of the groups for the final presentations as well as the assignment of the countries they will work with. The students will have the freedom to choose with whom they will work. There will be a total of seven groups of three students and two groups of four students. The teacher will have different countries written down on different pieces of paper mixed all together. Each group will draw three different pieces of paper and choose one country from among those three. It is a way of giving students more power of decision as well as a different way to assign work, making it funnier and more exciting for them. Afterwards, the teacher will give them time to organise themselves, distribute the different functions and so on.

The final stage will once more include the use of Plickers. In this case, it is a survey on the students’ expectations about the final presentations. It will ask what they expect to

learn in terms of raising their own IA or if they view these presentations as simply an extra assignment. The Plickers' questions will lead to a small debate regarding the previous aspects of what are their expectations referring to the final presentations, when the students will try to speak as much English as possible.

To conclude, this class will not be devoted to acquiring new knowledge of the English language, but more to consolidating previous knowledge as well as preparing for the final presentations, which will play a major role in the upcoming classes. Regarding the use of Portuguese, it will only be used when really necessary, in this case, when English prevents the students from understanding important information. Other than that, the teacher will try to help students use as much English as possible and encourage them to use it by giving positive feedback.

Overall aims:

By the end of this lesson, students will be able to:

- correct the test themselves;
- organise themselves into groups and on their own assign each other the different parts of the project ;
- decide which country to work on based on their own preferences;
- react to the survey proposed by the Plickers question and have a debate on their expectations about the project.

Development of the lesson:

Stage 1 – Evaluation test correction (40' minutes)

Specific aim:

In this stage the students will be able to:

- Use their own answers from the evaluation test to correct the test by themselves on the board. The rest of the class will copy the their classmates' answers into their notebooks.

Procedures:

- The teacher will call upon two different students at a time to come to the whiteboard and write the answers to a specific question. Since there are ten exercises, ten different students with the highest marks for each exercise there will do the correction;
- If a student is missing a small part of the correction he/she can ask their fellow classmates for help. The teacher will observe the entire procedure and only intervene to call on the next students or when something is incorrect.

Resources/Materials: Evaluation test, whiteboard and markers.

→ Why would the teacher let the students correct the test by themselves?

Taking into account the methodology, in this case TBLT, it is only natural that the teacher would improve the students' independence and self-reliability to help each other correct their own mistakes and reinforce each other's knowledge. This is a result of the other students being bound to ask their fellow classmates why they have done this or that exercise in that specific way. In this case, it has been observed that the students are quite inquisitive with their fellow classmates' actions when regarding the use of English. This means they are bound to ask their friends why they have given a specific answer.

Possible problems/solutions: This experiment could have several outcomes considering the students' age and level of maturity. They are young and most likely not used to correcting the English tests by themselves, so they may expect the teacher to be the only one to have the correct answers for the exercises. Nonetheless, by applying this method the teacher expects to change this pre-conceived idea. An additional problem may be the students' refusal to go to the whiteboard and write their answers. In this case, the teacher will have to encourage and reassure them that there is no problem with showing their answers to their classmates. However, since the students usually like to write on the board, this might not happen at all. One last problem that could arise in this specific activity is the fact that the students forget their tests at home. Since these were given in such a rushed manor during the school's Christmas party, students could easily forget to bring the tests to class, thus completely preventing this activity from happening.

Stage 2 – Organising the group presentations (30' minutes)

Specific aim:

In this stage the students will be able to:

- organise themselves in groups of 3-4 students according to their own preferences;
- draw three countries from the bag and choose which one they want to work on;
- organise themselves as a group and distribute the different tasks on their own.

Procedures:

- The students will arrange with whom they want to work and then tell the teacher, so she can fill in a table that she has with the groups;
- Each group will come forward and draw three different pieces of paper with three different countries from a bag and, among themselves, they decide which country they want to work with;
- Then they will quickly arrange themselves into groups and in ten minutes assign the first functions and tasks for each other, as a pre-organisation of the presentation, since they will mostly work on the presentation outside the classroom.

Resources/Materials: Computer, projector, bag with cards.

→ Why is this part important for the overall realisation of the final presentation project?

This initial organisation of the groups helps the teacher keep track of which students are working with whom and which country they are working on. Furthermore, it will help stress the importance of the final presentations, since it gives a certain level of seriousness and makes the presentation a real assignment. This is important, since most of the work will be done outside the classroom and without the teacher's supervision, which could lead the students to think the presentation is not that important.

Possible problems/solutions: The only possible problem the teacher can foresee in this case is that the students do not draw countries they would like to work on and feel disappointed,

yet there is no solution for this. As the teacher has to be fair, they will have to choose from those three countries and go on from there.

Stage 3 – Plickers question (15' minutes)

Specific aim:

In this stage the students will be able to:

- take the Plickers survey presented by the teacher about the final presentations and the students' expectations regarding them;
- debate about their own answers after they have taken the survey.

Procedures:

- The teacher will display the Plickers question (Appendix 6.1) – What do you expect to learn from the final presentations? – and the possible answers on the board;
- The students will think these through and then give their answers;
- While the teacher scans their answers, they will be free to discuss them among themselves, preferably in English;
- Since there will be no right or wrong answer, the debate will help students consolidate their own thoughts about the countries they will present and learn new things about. The teacher shall act as the class mediator, helping them when necessary or guiding them through the discussion.

Resources/Materials: Plickers application, Plickers cards, Plickers PowerPoint, computer, projector.

→ Why take a survey about the final presentations?

By taking a simple survey the teacher has a general initial idea of what the students expect to learn from these presentations, be it just a good grade or actually learn something new about other countries. This implies that, by analysing their answers the teacher will be able to make important decisions regarding which countries to make available for the students in order to make the presentations more alluring, or even find extra ways to motivate the students for these presentations.

Appendix 6.1 – Lesson 6 teaching materials

Plickers Question 5 (teacher-created):



Appendix 7 – Lesson Plan 7

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 90 minutes

Theme(s): Final presentations
preparation

Date: 10th of January, 2018

Lesson Rational

In the previous lesson the evaluation test was corrected and the presentation groups were organised. Moreover, the groups were assigned the countries they will work on and there was a small debate about their expectations about the presentations. Since the previous unit has already been taught and assessed, there will not be any new vocabulary or grammar topics presented. Instead, students will learn valuable skills on how to give oral presentations, a skill highly valued not only in their academic life, but also professional future.

Therefore, this class will be entirely devoted to helping students prepare for the oral presentations. The teacher will help them with the content of their presentations, but more importantly, how to give an oral presentation, something the students have not yet learned or developed that well. They may have given some previously, but not enough to feel comfortable. This class will also try to reduce their fear of speaking in public and especially speaking in English.

This will be the last class taught by the teacher, as the following one will be centred on the students' oral presentations. They will be assessed by what they will present and how they will present it.

Consequently, this class will be divided into three different but interconnected stages. In the first stage the students will watch the video "Be a more confident public speaker" (https://www.youtube.com/watch?v=tShavGuo0_E) by WellCast, a tumblr-based community (<http://watchwellcast.tumblr.com/>). The video gives advice and small tips and tricks to make oral presentations easier and more natural. The students will watch the video and take notes about the three specific steps given on how to give a good presentation. Then with their notes, as well as the teacher's notes, the teacher will draw a table on the whiteboard. The students will try to give as much information as possible from what they have collected and after the table is complete, they shall copy it into their notebooks. It is important they do this, so they can later remember how to present something orally and not forget the tips and tricks.

In the second stage of the class, the students will give a mock presentation so to practise. In the previous class, students were asked to start preparing their presentations to show them today to the teacher. Those groups that already have a first version of their presentations will present them in order to receive constructive feedback on how they may improve or change it, if necessary. The aim of this stage is to help students attain the best grade possible in their final presentations.

In the third and final stage there will be the usual Plickers question, this time related to the presentations. The students will be presented with a possible scenario of a bad presentation and they will have to analyse the image and decide if it is an appropriate way of making an oral presentation. The teacher will ask the students to explain why they think it is a good or a bad situation. This small debate shall be done in English to make the students feel more comfortable while speaking the language.

In conclusion, it is important to stress that the teacher has tried to use as much English as possible, yet sometimes she needs to resort to Portuguese to stress certain points, as well as to explain something the students do not understand.

Overall aims:

By the end of this lesson, students will be able to:

- observe the video and take the necessary notes to complete the table;
- give their own mock presentations;
- receive the feedback given, reflect on it and apply it;
- analyse the image given, answer the Plickers question and support their answer.

Development of the lesson:

Stage 1 – “Be a more confident public speaker” video (20’ minutes)

Specific aim:

In this stage the students will be able to:

- pay close attention to the video and take necessary notes;
- fill in the table with their notes.

Procedures:

- The video “Be a more confident public speaker” will be played at least once and students will be asked to pay close attention to the three steps for a good oral presentation. If necessary, the video will be played twice in case the students show difficulties understanding it;
- The teacher will give students time to organise their notes and thoughts, and will then ask them to help fill in the table on the whiteboard with the three steps presented in the video (1: Prepare; 2: Posture; 3: Pander/ Please the audience);
- After the table is complete, the students will have five minutes to copy the information into their notebooks.

Resources/Materials: “Be a more confident public speaker” (https://www.youtube.com/watch?v=tShavGuo0_E), computer, projector, table and whiteboard.

→ Why have a summarising table after watching the video?

It is important the students take notes of the tips and tricks given in the video on how to make a good presentation. However, if the teacher gives the students freedom to take their own notes, these might be wrong or they might not write anything at all. By creating a common table, the teacher makes sure that everyone gets the right information and that it is correct. Asking the students to copy it into their notebooks is also a way of ensuring they do not completely forget the information and that they know where to find it.

Stage 2 – Practise oral presentations (60’ minutes)

Specific aim:

In this stage the students will be able to:

- present the material they have gathered so far and practise their oral presentations skills;
- receive the feedback given, reflect on it and improve the quality of the oral presentation, if necessary.

Procedures:

- The students will bring the first versions of their PowerPoint presentations and try to present it to their classmates;
- The other students are expected to ask questions about the content of the presentation, such as asking for further clarification or explaining something they have not understood;
- The students and teacher will give the group constructive feedback on what they can improve or change, if necessary;
- The students will take note of what they need to work on and try to improve it for the next class.

Resources/Materials: First versions of the presentations, computer and projector.

→ Why is it important to have a class devoted to practising oral presentations?

These students are only starting their third cycle of studies, a stage in which the level of demand increases exponentially. Consequently, it is expected that students previously did not have such demanding oral presentations. For that reason, it is important to teach them how to make a good presentation, not only in terms of content, but also how to present it. In conclusion, teaching them these important skills is absolutely necessary for their future.

Stage 3 – Plickers question (10' minutes)**Specific aim:**

In this stage the students will be able to:

- analyse the image given, answer the Plickers question and support their answer.

Procedures:

- The teacher will give the students a couple of minutes to analyse the possible scenario presented by the image displayed along with the question – Do you think this is a good presentation? – (see Plickers question in Appendix 7.1), let them organise their thoughts and come up with their answers;

- The teacher will scan their answers and present the results;
- Finally, the teacher will ask the students to explain what in the picture made them come to that conclusion. In this case, the image is representative of a bad presentation and the students will have to point out which mistakes are present (e.g. if the student's posture is correct, if his presentation is visually appealing, etc.).

Resources/Materials: Plickers app, Plickers presentation, computer and projector.

Possible problems/solutions: This will not be a challenging class, nor will new material be introduced; yet it could go wrong if the students do not bring the required material. In the previous class they were supposed to bring their tests to do the correction, but only two students out of 29 brought them. So, this lack of material is what could be the biggest problem in this specific class. Should they not bring their presentations, the teacher could either extend the explanation on how to make oral presentations or she could try to make a mock presentation with the students about Portugal, as everyone is able to contribute with information about their own country. Nonetheless, this would not be the ideal solution, as the students should work on their own material and practise. Moreover, the teacher would not be able to give them constructive feedback.

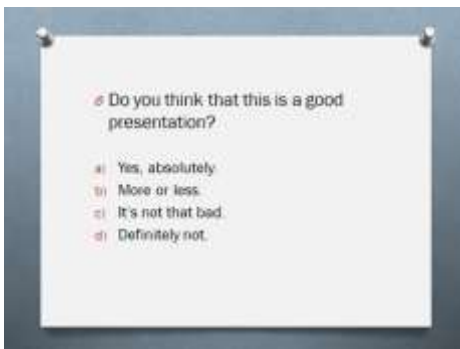
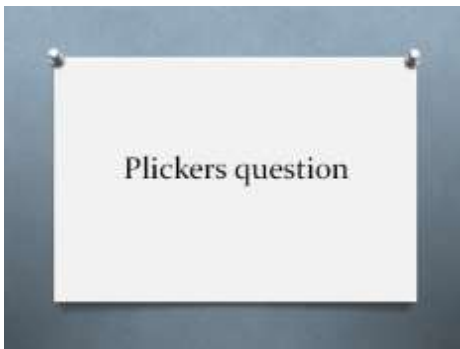
Appendix 7.1 – Lesson 7 teaching materials

YouTube video “Be a more confident public speaker”

(https://www.youtube.com/watch?v=tShavGuo0_E) (accessed on: 08/01/2018):



Plickers Question 5 (teacher-created):



Appendix 8 – Lesson Plan 8

7th D

N. of Students: 29

Topic: Home sweet home

Timing: 45 minutes

Theme(s): Final presentations
preparation

Date: 12th of January, 2018

Lesson Rational

The previous class was devoted to how to make a presentation, how to act and behave, how to present it, what to say, and how to finally give it. It was agreed upon with the cooperating teacher that the students still needed to practise more. They showed many signs of nervousness, anxiety and inexperience, both in making the PowerPoint presentations (that needed to be proofread) and in presenting them (e.g. how to stand and what to do). Therefore, this will be the last class to practise these presentations before the students are assessed.

For this reason, this class will only have one stage, in which the students practise their final presentations. They will have the entire class to practise what they have worked on so far and the teacher will help them, by correcting some minor mistakes on their PowerPoint presentations, as well as give them useful advice while they are giving their presentations.

It might seem that the entire 45 minutes is too much to devote to one single issue, but as it was observed in the previous lesson, the students truly need this help and since there are nine groups, all want to show what they have done so far.

In conclusion, this class will be entirely in English so to practise for the presentations. Portuguese will only be used if the teacher sees it is absolutely necessary to help the students be better prepared, yet they will not be allowed to use Portuguese, in order to prevent them from mixing both languages when giving their final presentations.

Overall aims:

By the end of this lesson, students will be able to:

- have practised as much as necessary to give their final presentations;

Stage 1 – Oral presentations’ practise (40’ minutes)

Specific aim:

In this stage the students will be able to:

- draw the order in which the groups will present next class;
- practise and work more extensively on their presentations.

Procedures:

- The teacher will randomly call on students for them to come up front and draw a piece of paper from the bag with the number in which they will give their presentations next class. It shall be done this way to make it as impartial as possible;
- She will stick a pink poster with a smiley face on the back wall as a technique to help students be more at ease when delivering their presentations by focussing on the poster instead of the class;
- The teacher will then make the computer available for those groups who need it and help them open the PowerPoint presentation, if necessary, and then step back, giving them total freedom to present. After each group is finished, she will give them feedback or make small corrections, if necessary.

Resources/Materials: First versions of the presentations, computer and projector.

→ Why is it important to have this last class to practise?

The goal of the presentations is to raise IA among the students, but also to help them acquire the necessary skills for making presentations and knowing how to present something. For this reason, devoting an extra class to this will greatly benefit the students, not only to achieve a higher mark, but also to feel more comfortable with speaking English in public.

Appendix 9 – Lesson Plan 9

7th D

Timing: 90 minutes

N. of Students: 29

Theme(s): Final presentations

Topic: Home sweet home

Date: 17th of January, 2018

Lesson Rational

This will be the last lesson taught by the teacher at this school. There will be only one single stage entirely devoted to these presentations and for which the students have been practising the last couple of classes.

There are nine groups, seven groups of three students and two groups of four students, who have a country to present. Since this is a 90-minute class, each group has a total of ten minutes to give their presentation and answer their fellow classmates' questions. Additionally, the students will try to apply the oral presentation techniques and methods they have been learning and practising, since they will be assessed on these issues.

The teacher will help the students by having the necessary technological equipment ready for them to use. She will also make them aware of the remaining time they have to present as well as give them encouragement and support. The group as a whole will be assessed on the oral presentation and these results shall be made available later on, they shall be assessed with the aid of an evaluation grid prepared by the teacher, where different aspects will have special relevance.

To conclude, Professor Thomas Grigg from the University of Lisbon will be observing this lesson. After telling the students this they felt a bit more nervous about the presentations; however, this new experience also spiked their curiosity. For this reason, the whole class will be done in English, not only to include the visitor, but because there has been progress towards this arrangement.

Overall aims:

By the end of this lesson, students will be able to:

- give their final presentations successfully;
- apply the knowledge acquired about oral presentations and publicly present it in English without much difficulty;

- ask questions about each other's presentations and answer accordingly to the best of their abilities with the information they have gathered.

Stage 1 – Oral presentations (90' minutes)

Specific aim:

In this stage the students will be able to:

- present the materials in English as a group to their classmates with the aid of a PowerPoint presentation;
- apply the acquired knowledge on how to give an oral presentation;
- ask different questions about the presentations, like requesting additional information or further explanation;
- analyse the questions and produce satisfactory answers.

Procedures:

- The teacher will make available the necessary technological equipment for the students to use. In addition, she will aid the students with the required preparations in order to ensure that all goes well;
- The students will then project their presentations, and having organised each other's functions beforehand, they shall start presenting. The order of presentations has already been decided upon in the previous lesson;
- During the students' presentations, the teacher will monitor the time and duration. She will warn the students when they are running out of time by lifting her mobile phone and signal the following group to get ready;
- After each presentation, the students are expected to ask questions about what has been presented. They have, however, been warned to only ask questions that their classmates are able to answer;
- The groups shall present one after another in an orderly form, as well as behave appropriately when in the audience;

- At the end of the class, the teacher shall give a short goodbye speech to the students and wish them all the best for their future.

Resources/Materials: Final versions of the presentations; computer and projector.

Why could these final presentations turn into an enormous challenge for the students?

First of all, these students are not used to speaking in English for so long and as freely as expected. They usually practise set-sentences or controlled situations where the context of the dialogue or a written assistance is given on what they are supposed to say. In view of this, they have been practising quite a lot, and have set standards they are expected to reach. Furthermore, there will not only be one teacher present in class, but two teachers along with a university professor, someone they are not comfortable with. Finally, the level of preparation for this activity has been quite extensive and challenging, since they had to work since they had to work along with their classmates outside of classes. They have never had a presentation this difficult up until now and it is essential to take into account their age and language level. These are just some aspects that may affect said activity and that may prove to be quite challenging.

Possible problems/solutions: The major problem of this specific class will be the presentations. The students have been working and practising them, but that does not mean that they will not feel nervous, which may penalise them when the time comes for them to present. If so happens, the teacher will try to come up with ways to make the students feel more at ease, like giving them encouragement and reassurance. Another way to help them is to put up the same poster that was used in the previous class, so the students calm down a bit and stare at the smiley face instead of at their audience. If all the students panic and the teacher is unable to help them, then she will stop the presentations and calmly revise the work that has been done in the last couple of classes. If there are groups who completely freeze and the class is running out of time, these can be postponed for the following lesson. However, this situation will be avoided as much as possible to be fair to all.

Appendix 9.1 – Example of a final presentation

(student-created)



A bit of story...

- The history of Australia began with the arrival of the first Aborigines to the Australian territory, coming from the southwest Asian Sea between 40,000 (four hundred thousand) and 70,000 (seven hundred thousand) years ago. The first known landing of Europeans in the region was carried out by the Dutch navigator Willem Janszoon in 1606.
- Other Dutch navigators explored the west and south coast of the country in the seventeenth century and baptized the territory as [New HOLLAND] (Australia) | New South Wales).

- In 1770, James Cook sailed along and mapped the east coast of Australia which he called New South Wales and claimed for the United Kingdom.

- Cook's discoveries paved the way for the creation of a new penal colony.
- The native population, at the time of European colonization, drastically decreased 150 years after colonization, mainly due to infectious diseases.
- The pillars of the British Crown of New South Wales was formed on January 26, 1788, by Captain Arthur Phillip. This date has become Australia Day, the country's main national holiday. The United Kingdom claimed the western part of Australia in 1828.
- The gold rush began in Australia in the early 1850s.

- The Commonwealth of Australia was created and became a domain of the British Empire in 1901.

- The final constitutional ties between Australia and the United Kingdom were cut with the approval of the Australia Act 1986, ending any British role in the government of the Australian states. In a 1999 referendum, 55% of Australian voters and a majority in each Australian state rejected the country's proposal to become a republic with a president.

- Australia fought alongside the United Kingdom in the two world wars and became an ally of the United States when threatened by the Empire of Japan during World War II.

- Australia is a constitutional monarchy with a federal power division. The country has a system of parliamentary government with Queen Elizabeth II (the current Queen).

Queen Elizabeth II Australian Prime Minister: Malcolm Turnbull

Peter John Cosgrove is currently the Governor General of Australia.

National anthem: <https://www.australia.gov.au/our-story/our-national-anthem>

- Australia is a member of the United Nations (UN), G20, Commonwealth of Nations, ANZUS, Organization for Economic Co-operation and Development (OECD), as well as the World Trade Organization (WTO).

Capital: Canberra

The Australian dollar is the official currency of the nation.

Australia is the flattest continent, with the oldest and least fertile soils.

- Australia is home to many dangerous animals, like some of the most poisonous snakes in the world.



- The kangaroo is one of the animal symbols of Australia.



- The koala is a marsupial found exclusively in Australia.



Opera from Sydney



Building of the medical school of the Australian National University, one of the best in the world.



Sydney Bay Bridge



- Uluru is a monolith situated in the north of central Australia. The biggest rock in the world.



- the Great Australian Barrier Reef



Appendix 10 – Evaluation grid of the written test

(teacher created)

| Operationalization of competences | Competences | Items | Points | Table of correction - Criteria |
|--|--|--------------|--------|--|
| READING & COMPREHENSION (Total: 24 pts) | | | | |
| Understands the text's information and answers the matching exercise according to it | Reading and comprehension | a. 6 x 1 pt | 6 pts | Right or Wrong answer |
| True or False exercise with the correction of the false sentences with the information in the text | Reading and comprehension; Written production | b. 4 x 2 pts | 8 pts | Right or Wrong question Note: Penalization of the mistake implies deduction of point |
| Complete sentences with the text information with a fill in the gaps exercise | Reading and comprehension; Written production | c. 10 x 1 pt | 10 pts | Right or Wrong answer Note: Penalization of the mistake implies deduction of point Mismatch of information implies total deduction of points |
| VOCABULARY & GRAMMAR (Total: 36 pts) | | | | |
| Fills in the missing letters to complete the words regarding the vocabulary learned | Written production | d. 5 x 1pt | 5 pts | Right or Wrong answer Note: Penalization of the mistake implies deduction of point |
| Fills in the gaps to complete the sentences with the vocabulary learned | Written comprehension Written production; | e. 5 x 2pts | 10 pts | Right or Wrong answer Note: Penalization of the mistake implies deduction of point |
| Chooses the correct grammatical structure and produces his/her own sentence with the same | Linguistic | f. 4 x 1pt | 4 pts | Right or Wrong question Note: the use of the wrong grammatical |

| | | | | |
|---|--------------------|--------------|--------|---|
| grammatical structure | | | | structure implies deduction of point |
| Fills in the gaps with the verbs given in the correct verb tense. | Linguistic | g. 10 x 1 pt | 10 pts | Note: the use of the wrong grammatical structure implies deduction of point |
| Completes the sentences correctly with the adequate structure | Linguistic | h. 7 x 1pt | 7 pts | Note: the use of the wrong grammatical structure implies deduction of point |
| LISTENING & COMPREHENSION (Total: 12 pts) | | | | |
| Understands the oral text: - Chooses the right options | Oral comprehension | i. 6 x 2pts | 12 pts | Right or Wrong answer |
| WRITING (Total: 28 pts) | | | | |
| Understands and performs the task Produces his own text: - Uses the correct and varied vocabulary learned - Uses the correct verb tenses - Answers all the questions - Respects the word limit | | j. 28 pts | 28 pts | Structure - 5 pts Punctuation - 3 pts Questions - 8 pts Vocabulary - 10 pts Word count - 2 pts Note: Penalization of the mistake implies deduction of point. |

Appendix 11 – Guidelines for the final presentations (teacher-created):



Final Project – Presentation

Project guidelines:

Theme: Houses and cities of other countries

Groups: 3-4 people

Goal: make a 5 minute video presentation with images, small clips and even a traditional song.

Steps:

1st You will receive three countries and you have to choose one.

2nd You will search on the internet about this country and the houses and cities and what they are like in this country. (You can do your research in Portuguese and English)

3rd Select the information and write a small text that you can give me to be corrected; you will use this text to prepare your final presentation.

4th Select images and video clips you might find.

5th Create your presentation on PowerPoint. (Optional: add a traditional song of the country)

- The PowerPoint can only have images, videos and **small sentences**;
- The PowerPoint has to help you with the presentation – you **cannot** have the whole text on the PowerPoint (circa **20 words** per slide)!!!

6th Make your presentation in front of the class, pointing out the differences between this country and Portugal.

→ In the end, the group will be assessed as one and receive an equal grade!

Final grade: video project (40%) + E-mails (50%) + Plickers' answers (10%)

Appendix 11.1 – Evaluation grid of the final presentations

| <u>Group names:</u> | | | | |
|---|---------------------|-------------------|------------|------------------|
| <u>Country:</u> | | | | |
| Criteria | Insuficiente | Suficiente | Bom | Muito Bom |
| - Visual presentation: (visually appealing, images/videos chosen, coherence) | | | | |
| - Information given: (amount, quality and accuracy) | | | | |
| - Structure (introduction, development, conclusion) | | | | |
| - Oral skills: (coherence, vocabulary) | | | | |
| - Posture: (tone of voice, physical position, at ease/nervous) | | | | |
| - Group work: (all present equally, tune, organisation) | | | | |
| Oral presentation: | | | | |

Appendix 11.2 – Final presentations’ results

| | | | | | | | | |
|-----------|-----------------------------|----------------------------|-----------------------|------------------|-----------------------|----------------|-------------------|----------------------|
| 2017/2018 | Ano: 7º Turma: D | | | | | | | |
| | Alunos: 29 | | | | | | | |
| | Classification | I - Insuficiente | S - Suficiente | B - Bom | MB - Muito Bom | | | |
| | Final Presentations: | Visual presentation | Information | Structure | Oral skills | Posture | Group work | Oral present: |
| | Group 1: Venezuela | MB | MB | B | MB | B | MB | MB |
| | Group 2: Russia | B | B | B | S | S | B | B |
| | Group 3: Poland | S | S | S | B | B | B | B |
| | Group 4: Puerto Rico | MB | B | B | B | B | B | B |
| | Group 5: Mongolia | S | B | B | B | B | B | B |
| | Group 6: Madagascar | S | B | S | S | S | S | S |
| | Group 7: India | S | B | S | S | S | I | S |
| | Group 8: Egypt | MB | MB | B | MB | B | MB | MB |
| | Group 9: Australia | S | B | S | S | S | B | S |

Appendix 12 – Guidelines for the Key Pals project



Key Pals project

E-mail guidelines:

You will receive the email of a Spanish student and you have to write minimum 3-4 emails – writing to each other:

→ 1st E-mail: Introduce yourself (name, age, where you live, nationality, likes and dislikes, hobbies, etc...)

→ 2nd E-mail: Tell about you school days (subjects you have, which you like the most and the ones you don't like, if you like school and why, etc...)

→ 3rd E-mail: Describe your house and your room (furniture, colours, etc...)

→ 4th E-mail: Describe you city (the different buildings, important monuments, traditions and festivities, etc...)

In the end, you can keep writing your friend if you want to! ☐

Important: At the end of the term, you will have to print your E-mails and the E-mails of your friend and give them to me.

Attention! When you send the E-mail add my own e-mail in the C.C. part – ana.patricia.lopes@campus.ul.pt

E-mail writing

Starting the e-mail (greeting):

- Hi Mary!
- Dear Mr., Mrs, Ms ...
- Hello Pat ...
- Dear John ...
- My dear family ...



Opening sentence:

- Thanks (very much) for your e-mail.
- This is to say thanks for your last e-mail.

Giving a reason

- I'm (just) writing to ...
- Just a short e-mail to inform you ...

Closing sentence:

- I look forward/m looking forward to hearing from you ...
- Hope to hear from you soon.
- Feel free to drop a line to me.
- Hope all is well with you.
- Have a nice/great/lovely/wonderful day/weekend/time.



Ending the e-mail:

| | |
|---------------------|-----------------|
| - Yours sincerely | - See you soon |
| - Kind/best regards | - Take care |
| - Best wishes | - Bye (for now) |
| - All the best | |



I hope you enjoy yourself!

Appendix 13 – 1st questionnaire



Mestrado em Ensino 3º Ciclo e Secundário de Inglês e Alemão

Introducing Intercultural Awareness and Intercultural Communicative Competence to English learners

(Introdução da Consciência Intercultural e a Competência Comunicativa Intercultural a alunos de Inglês)

Ana Patrícia Mateus Lopes

Olá! O meu nome é Ana Patrícia e nestas próximas semanas vamos aprender um pouco mais sobre como são os diferentes tipos de casas e cidades de outros países em comparação com a nossa própria cultura. Por isso pedia-te que respondesses a este pequeno questionário, que não demora mais de 5 minutos, da forma mais honesta possível. Lembra-te, não há respostas certas ou erradas, apenas a tua própria opinião. Este questionário é totalmente confidencial. Muito obrigada pela tua ajuda 😊

→ Parte I: Dados Pessoais

1. Idade: ____

2. Sexo: F ____ M ____

3. Com quem vives?

| | |
|-----------------------------|--|
| Pais | |
| Pai/mãe e madrasta/padrasto | |
| Avós | |
| Tios | |
| Irmãos | |
| Outro | |

4. Qual o grau de escolaridade do/s teu/s Encarregado/s de Educação?

| | | |
|--|-----------------|--|
| | 6º ano | |
| | 9º ano | |
| | 12º ano | |
| | Ensino Superior | |
| | Outro? | |

| | | |
|--|-----------------|--|
| | 6º ano | |
| | 9º ano | |
| | 12º ano | |
| | Ensino Superior | |
| | Outro? | |

5. Quais são as tuas aspirações académicas?

| | |
|-----------------------------------|--|
| 12º ano (Ensino Regular) | |
| Ensino Profissional Especializado | |
| Ensino Superior | |
| Outro | |

6. Tens acesso regular a alguma destas tecnologias fora da sala de aula? Podes escolher mais que 1 hipótese.

| | |
|---------------|--|
| Computador | |
| Smartphone | |
| Tablet | |
| Internet | |
| Email pessoal | |

7. Há alguma das seguintes actividades que gostarias de fazer nas próximas aulas de Inglês?

| | |
|-----------------|--|
| Ouvir música | |
| Ver vídeos | |
| Peças de teatro | |
| Jogos | |
| Debates | |
| Outro? | |

→ Parte II: Introducing Intercultural Awareness and Intercultural Communicative Competence to English learners

1. O que consideras como "Cultura"? (Ordena de 1 a 6 sendo 1 mais importante e 6 menos importante)

| | |
|-----------------------|--|
| História | |
| Religião | |
| Desporto | |
| Gastronomia | |
| Costumes e tradições | |
| Monumentos históricos | |
| Outro? | |

2. De 1 a 5, sendo 1 Nunca e 5 Sempre, diz com que frequência fazes as seguintes actividades.

| | 1 Nunca | 2 Raramente | 3 Às vezes | 4 Frequentemente | 5 Sempre |
|--|------------|----------------|---------------|---------------------|-------------|
| Ler livros de autores estrangeiros | | | | | |
| Ler jornais estrangeiros | | | | | |
| Ler revistas estrangeiras | | | | | |
| Procurar informação sobre outros países | | | | | |
| Viajar/Ter vivido para o estrangeiro | | | | | |
| Ter contacto com pessoas de outros países/que vivem noutros países | | | | | |

3. Quais os continentes que mais te fascinam? (Ordena de 1 a 6 por ordem de relevância)

| | |
|------------------|--|
| Europa | |
| América | |
| África | |
| Ásia | |
| Oceânia | |
| Antártida/Ártico | |

4. Se já visitaste para outros países o que achaste mais peculiar? Podes escolher mais que 1 hipótese.

| | |
|--|--|
| Infra-estruturas (casas, monumentos, ruas, etc.) | |
| Modo de ser das pessoas | |
| Estilo de vida | |
| Maneira como as pessoas se relacionam | |
| Tradições e costumes | |
| Outro | |

5. Quais foram as maiores diferenças que notaste, para além da língua, ao ter contacto com pessoas de outras culturas? (Ordena de 1 a 5 sendo 1 mais relevante e 5 menos relevante)

| | |
|--------------------|--|
| Aspeto físico | |
| Comportamento | |
| Educação académica | |
| Gostos pessoais | |
| Estilo de vida | |

6. Quais são, segundo a tua opinião, os problemas que podem surgir quando as pessoas não compreendem as diferenças culturais dos outros? (Ordena de 1 a 5 sendo 1 mais provável e 5 menos provável)

| | |
|---|--|
| Racismo (preconceitos étnicos, religioso, raciais, etc.) | |
| Xenofobia (medo ou aversão devido a diferenças culturais e/ou religiosas) | |
| Conflitos físicos | |
| Discriminação (exclusão social, sexual, racial, etc.) | |
| Injustiça social | |

7. Como seria possível resolver ou atenuar estes problemas? Podes escolher até 3 opções.

| | |
|---|--|
| Promover os direitos humanos | |
| Promover a tolerância | |
| Ensinar os diferentes tipos de cultura na escola | |
| Criar mais leis | |
| Reforçar a proteção dos discriminado | |
| Criar maneiras para promover o conhecimento mútuo | |
| Outro? | |



Muito obrigada e boas aulas!

Appendix 13.1 – 2nd questionnaire



Mestrado em Ensino 3º Ciclo e Secundário de Inglês e Alemão

Introducing Intercultural Awareness and Intercultural Communicative Competence to English learners

(Introdução da Consciência Intercultural e a Competência Comunicativa Intercultural a alunos de Inglês)

Ana Patricia Mateus Lopes

Olá! Nas últimas semanas temos vindo a aprender um pouco mais sobre como são os diferentes tipos de casas e, em especial, as culturas de outros países em comparação com a nossa própria cultura. Por isso pedia-te que respondesses a este último questionário, que não demora mais de 5 minutos, da forma mais honesta possível. Lembra-te, não há respostas certas ou erradas, apenas a tua própria opinião. Este questionário é totalmente confidencial. Muito obrigada pela tua ajuda ☐

→ *Introducing Intercultural Communicative Competence to English learners*

1. O que consideras como “Cultura”? (Ordena de 1 a 6 sendo 1 mais importante e 6 menos importante)

| | |
|-----------------------|--|
| História | |
| Religião | |
| Desporto | |
| Gastronomia | |
| Costumes e tradições | |
| Monumentos históricos | |
| Outro? | |

2. Quais foram as maiores diferenças que notaste, para além da língua, ao ter contacto com pessoas de outras culturas, tais como os alunos espanhóis? (Ordena de 1 a 5 sendo 1 mais relevante e 5 menos relevante)

| | |
|--------------------|--|
| Aspeto físico | |
| Comportamento | |
| Educação académica | |
| Gostos pessoais | |
| Estilo de vida | |
| Outro? | |

3. Segundo a tua opinião pessoal, sendo 1 *Concordo totalmente* e 5 *Discordo totalmente*, mostra o teu nível de concordância com as seguintes afirmações.

| | 1 Concordo totalmente | 2 Concordo | 3 Não concordo nem discordo | 4 Discordo | 5 Discordo totalmente |
|---|-----------------------------|---------------|---|---------------|-----------------------------|
| As pessoas de outros países são assim tão diferentes de nós. | | | | | |
| As pessoas deveriam ter os mesmos direitos e deveres. | | | | | |
| As pessoas de diferentes países/culturas deveriam entreajudar-se. | | | | | |
| Cada pessoa deveria de viver apenas no seu país de origem. | | | | | |
| Há países/culturas que são melhores que outros. | | | | | |
| Acho que a minha cultura é melhor que as outras. | | | | | |

4. Tendo em conta o trabalho desenvolvido em aula, escolhe as afirmações que mais te parecem corretas. Podes escolher mais que uma opção.

| | |
|---|--|
| Todas as culturas merecem ser respeitadas. | |
| Todas as crianças têm direito à educação, independentemente da sua cultura. | |
| O incentivo aos conflitos físicos ajuda a resolver problemas entre diferentes culturas. | |
| Ser intolerante para com as outras pessoas é aceitável. | |
| Os líderes dos países deveriam ser tolerantes. | |
| Respeitar os outros é um dever de todos os cidadãos. | |
| Todas as pessoas têm direito à liberdade, independentemente da sua origem. | |

5. Quais são, segundo a tua opinião, os problemas que podem surgir quando as pessoas não compreendem as diferenças culturais dos outros? (Ordena de 1 a 5 sendo 1 mais provável e 5 menos provável)

| | |
|---|--|
| Racismo (preconceitos étnicos, religioso, raciais, etc.) | |
| Xenofobia (medo ou aversão devido a diferenças culturais e/ou religiosas) | |
| Conflitos físicos | |
| Discriminação (exclusão social, sexual, racial, etc.) | |
| Injustiça social | |

6. Como seria possível resolver ou atenuar estes problemas? Podes escolher até 3 opções.

| | |
|---|--------------------------|
| Promover os direitos humanos | <input type="checkbox"/> |
| Promover a tolerância | <input type="checkbox"/> |
| Ensinar os diferentes tipos de cultura na escola | <input type="checkbox"/> |
| Criar mais leis | <input type="checkbox"/> |
| Reforçar a proteção dos discriminado | <input type="checkbox"/> |
| Criar maneiras para promover o conhecimento mútuo | <input type="checkbox"/> |
| Outro? | <input type="checkbox"/> |

7. Tendo em atenção o que aprendeste nas aulas, menciona 3 aspectos diferentes que tenhas aprendido acerca de outras culturas e que aches que são mais relevantes.

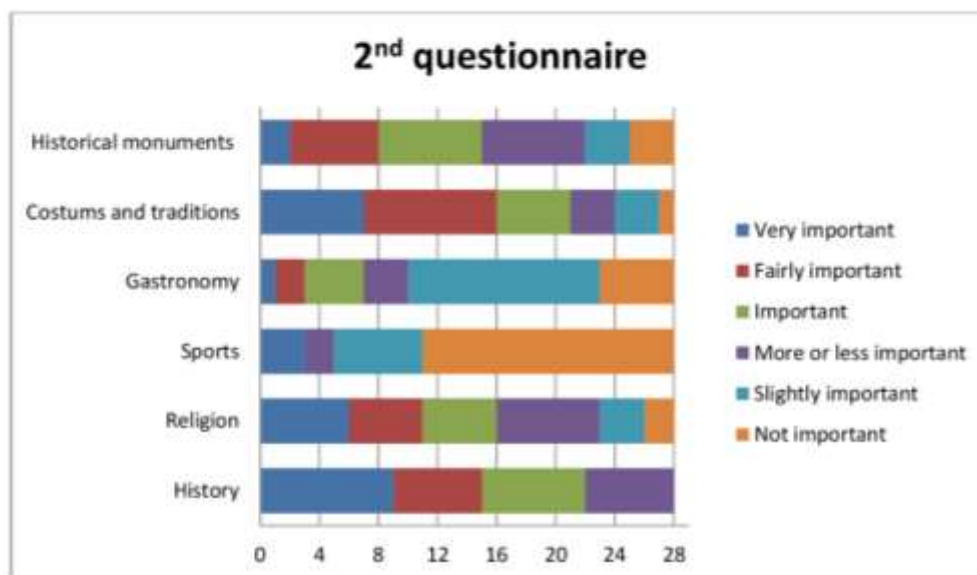
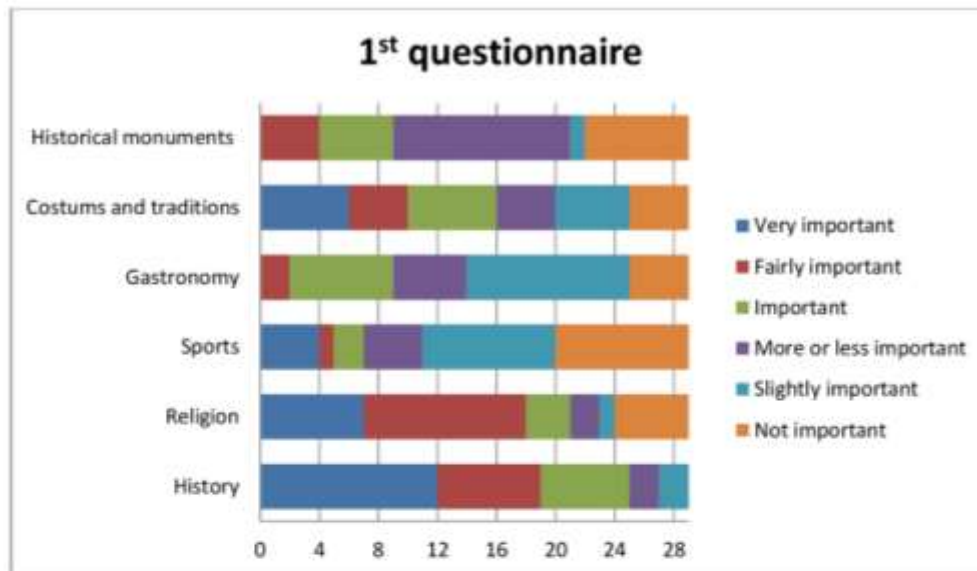
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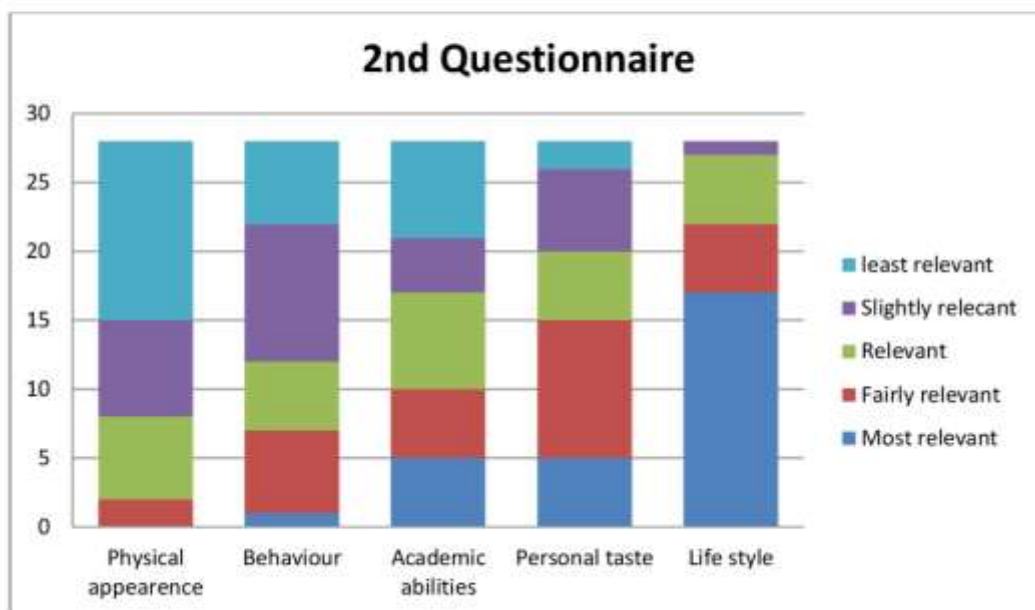
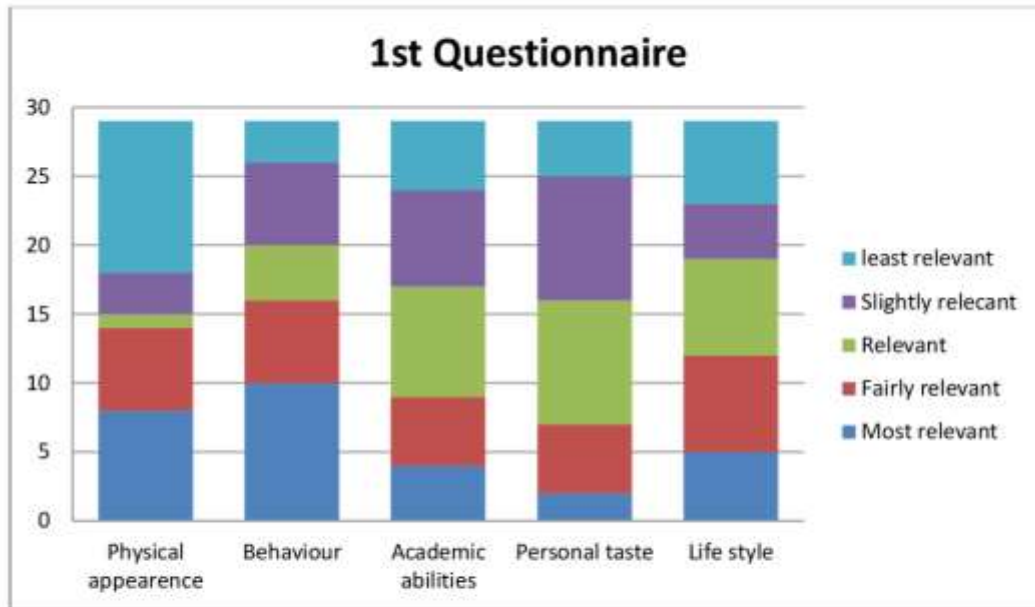
Muito obrigada e boas aulas!

Appendix 13.2 – Questionnaire results

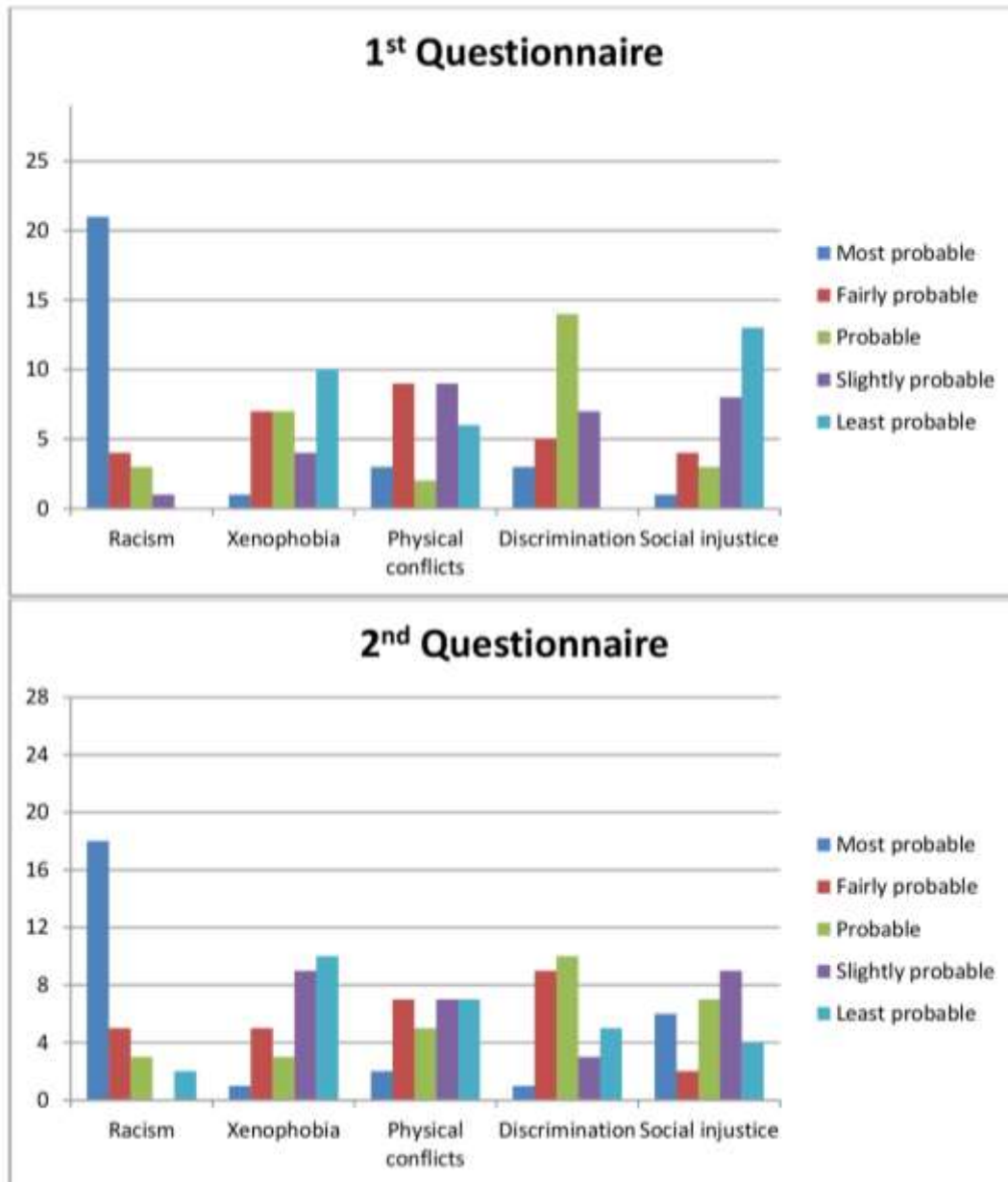
What is "Culture"? (1 most important and 6 least important)



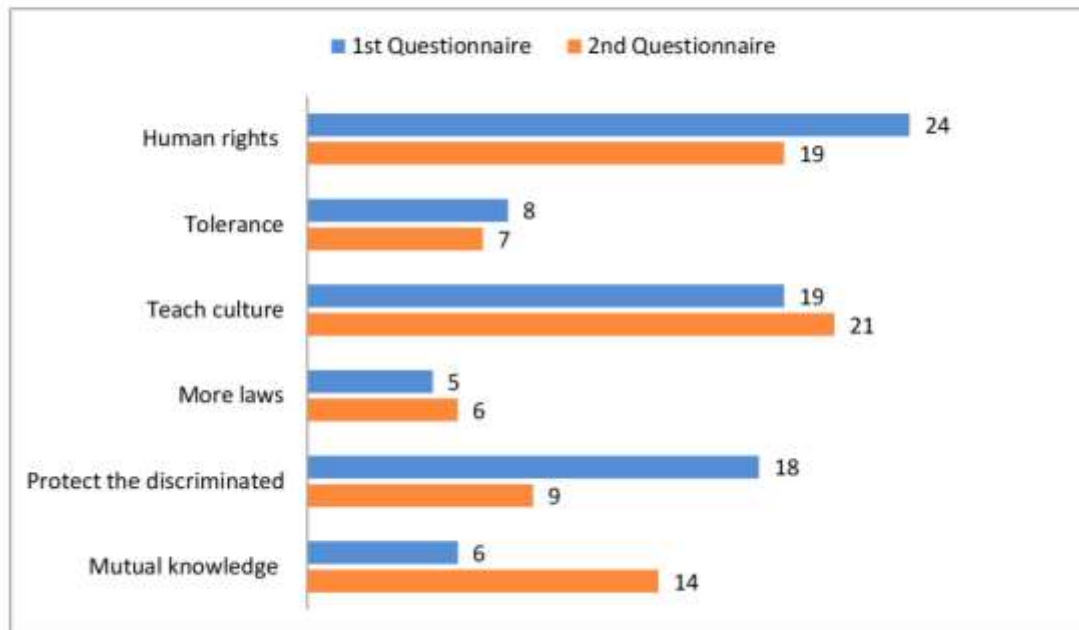
What are the major differences that are noticeable when in contact with other cultures?



What are the problems most likely to arise when people do not understand cultural differences?

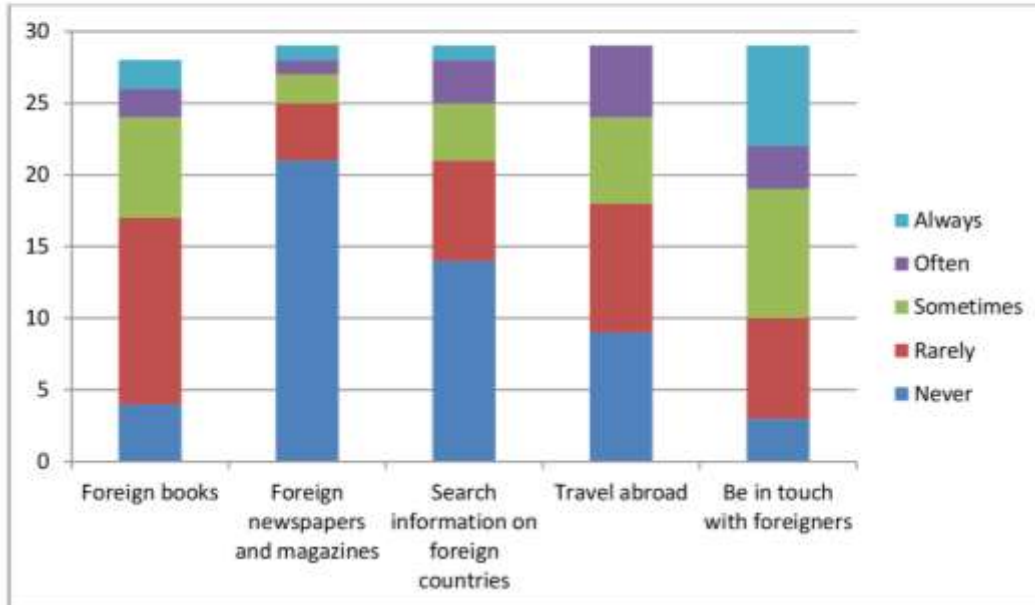


How could the problems mentioned before be solved or attenuated?

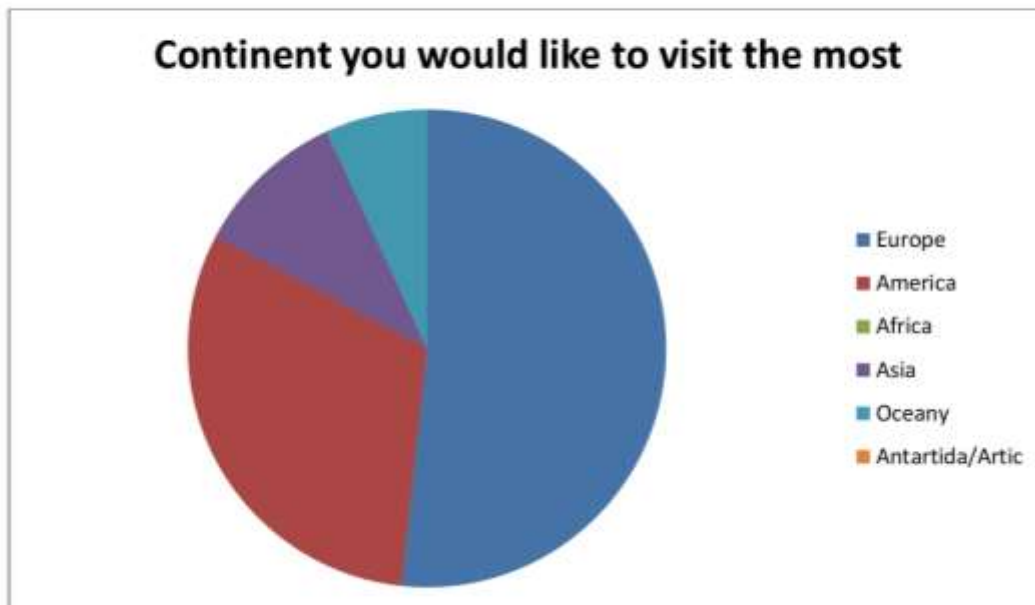


1st Questionnaire:

2. From 1 to 5, 1 being “never” and 5 being “always”, show the frequency with which you perform the following activities?



3. Which of the following continents fascinates you the most?



Country you would like to visit the least



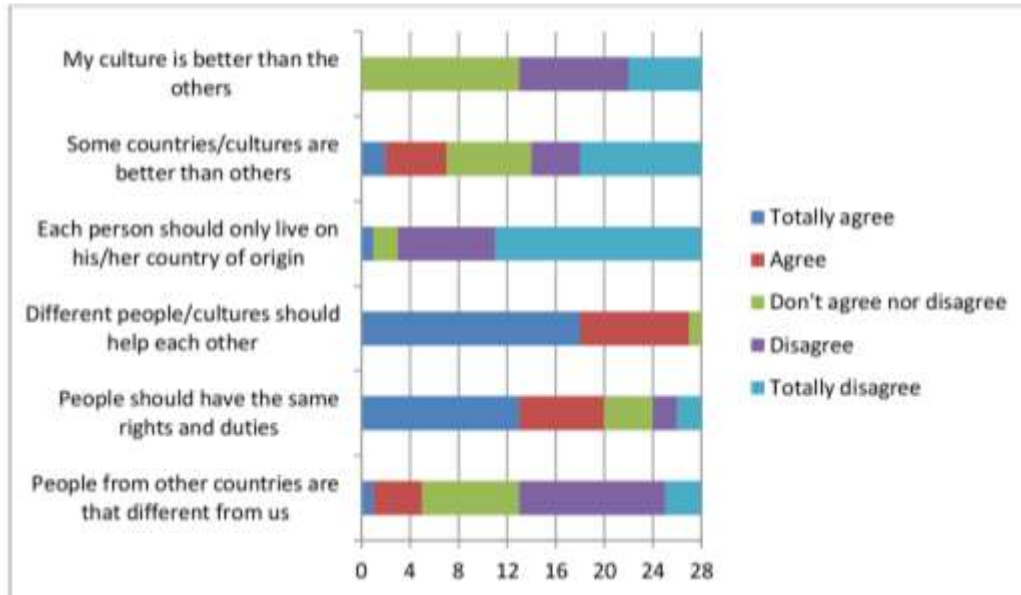
4. If you ever visited another country, what did you find the most peculiar?

What did you find the most peculiar?

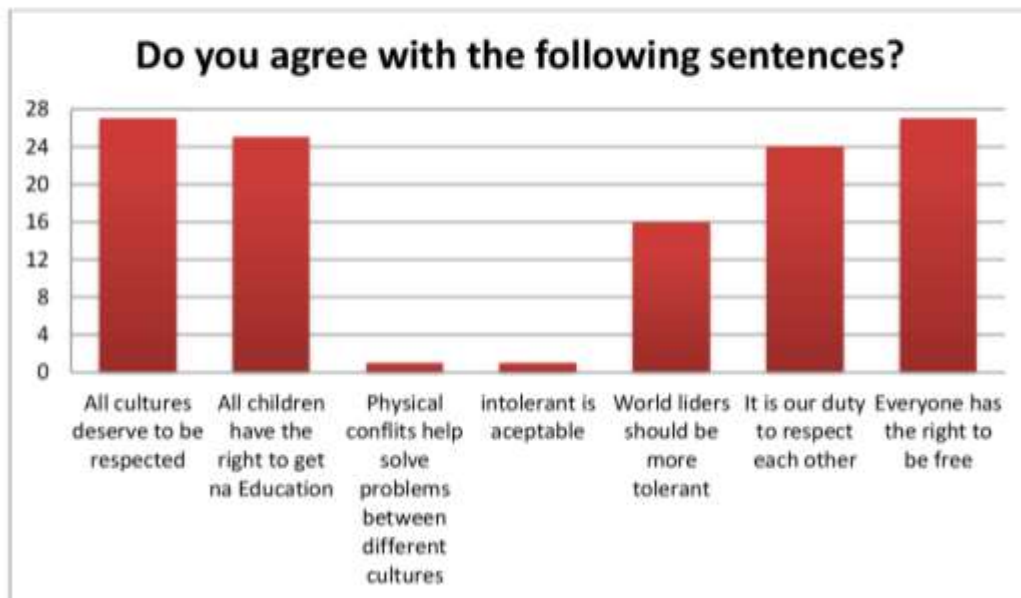


2nd Questionnaire:

3. According to your personal opinion, 1 being "totally agree" and 5 "totally disagree", show your level of agreement with the following sentences.



4. Taking into account what has been developed in class, choose the sentences that seem the most correct ones.



Appendix 14 – Parental Consent



Consentimento Parental

Exmo. Encarregado de Educação,

O meu nome é Ana Patrícia Lopes e eu sou aluna do Mestrado de Ensino Inglês-Alemão a fazer estágio na escola João Villaret com a turma do seu Educando sob a orientação da professora titular da turma, Ana Paula Tavares. Venho pelo presente meio pedir autorização para a realização das seguintes actividades com o seu Educando:

- A criação de um grupo de *KeyPals*, no qual os alunos irão trocar um máximo de 4 E-mails com alunos espanhóis numa troca de informação intercultural relacionado com as unidades 2 *Home sweet home* e 3 *Places and School days*. Neste caso os alunos estrangeiros são parte de duas escolas, uma nas Astúrias e outra em Pontevedra, e da mesma faixa etária e nível escolar que o seu educando.

- O uso da aplicação *Plickers* (<https://www.plickers.com/>) como forma de avaliação contínua. Esta aplicação funciona através do uso de cartões com formas especiais que serão atribuídos a cada aluno, sendo cada cartão diferente. Para receber o resultado das respostas, estas são gravadas através do uso da câmara do Smartphone que está conectada com a aplicação. Atenção: não fica gravado qualquer tipo de gravação de vídeo dos alunos, visto que a aplicação apenas reconhece os cartões.

- A criação de um Projecto contínuo em que o aluno terá de fazer um pequeno vídeo como forma de apresentar o seu trabalho final. Este vídeo poderá ser uma compilação de imagens e vídeos feitos por eles ou que tenham sido encontrados na Internet. A ferramenta a usar neste projecto será o *Windows Movie Maker*.

Nenhuma informação pessoal do seu Educando será publicada ou revelada.

Para qualquer esclarecimento de dúvidas não hesite em contactar-me.

Subscrevo-me cordialmente,

Autorizo o meu Educando a participar nas actividades,

Data: ___ / ___ / ___ Ass.: _____