CETAPS / TEALS 5th Advanced Research Seminar
On a verbal-visual continuum: Approaches to data collection and analysis

13 July 2022 – 09h00 to 16h55 (Lisbon time)

Abstracts

Opening Keynote: 09.15 – 10.15

Practical tips on conducting a valid and reliable discourse analysis

Chrysi Rapanta (IFILNOVA)

This keynote has as a main goal to introduce young and more advanced researchers into some main practicalities regarding the well-known method of discourse analysis. First, I will introduce some basic distinctions between DA and its similar methods of conversation analysis and content analysis. I will then briefly present some major theoretical paradigms behind DA. Then I will pass to the central part of the presentation which is about how to construct a valid and reliable coding scheme, akin to grasp some pre-defined discourse structure properties, a priori distinguished among them. I will use as an example the "Coding empathy" analytical scheme constructed and implemented for the purposes of the "Dialogue and Argumentation for cultural Literacy Learning in Schools" (DIALLS) European project, which can be found here (see Appendix D): https://dialls2020.eu/wp-content/uploads/2021/01/DELIVERABLE-5.2-FINAL.pdf. The issue of empathy is highly related to researchers interested in intercultural citizenship and pragmatics.

Bio Note
Chrysi Rapanta is a Senior Researcher at IFILNOVA and an Invited Assistant Professor at NOVA FCSH, Universidade de Beira Interior and Universitat Oberta de Cataluyna. She has an extensive research experience in the field of Argumentation and Education. She combines expertise in different fields such as: dialogue-based teaching methods, argument skills, intercultural learning, and pedagogical innovation with or without technologies. She has published in prestigious (Scopus Quartile 1) journals in the field of Education such as: *Review of Educational Research, Educational Research Review, Educational Psychology Review, Learning, Culture & Social Interaction*, and *British Journal of Educational Technology*. *She is author of Argumentation strategies in the classroom* (Vernon, 2019) and co-author of *The logic of academic writing* (Wessex, 2020).

Session 1: 10.45 – 11.15

Tipping to the verbal side of the continuum: a practical look at oral data collection and analysis in the classroom

Rúben Correia (AE Pe. António Martins de Oliveira / CETAPS)

Scientific research demands a solid methodological approach that meets the researcher's needs, whether they are an early career researcher or otherwise. Thus, after choosing the topic or area to study, it is important to think carefully about how to go about the research without violating key principles of scientific inquiry. How the topic or area to study is perceived and how it can be studied will influence the researcher's research methodology and design. Whether we are aware of it or not, our views and beliefs about how we perceive and frame the problem impinge on the choices we make in relation to our research methodology. In light of these considerations, it is appropriate to assert that there is no such thing as the accurate paradigm and/or methodology to best answer the central questions of a study, despite the perpetuated dichotomy, often fuelled in academic journals, between qualitative and quantitative research methodology. My research is thus informed by a pragmatic paradigm, which in turn involves a mixed-methods research methodology. The use of qualitative and quantitative research methods is my attempt to address the topic of the study (speaking and its pronunciation subset from an intelligibility frame of mind) and finding answers to its central questions by taking advantage of both the approaches' strengths in a complementary fashion while compensating for their weaknesses. From an evaluative, rather than just descriptive angle, in this talk I will discuss: a) – the adopted procedures to tackle the research questions that shaped my PhD study both in and outside the classroom, b) – the steps and decisions taken, c) – the justifications for the choices made, and d) – the practical implementation and limitations of the data collection instruments. With a retrospective touch, I will share the procedural contingencies of my empirical research, highlighting the unpredictability that characterises research.

Intercultural Citizenship Education through CLIL to spark democracy learning

Ana Leão (CETAPS)

An educational focus on "national citizenship" is a limitation in a world increasingly affected by global issues in social, cultural, political, economic, and environmental dimensions. A response to this plead in education might be possible within an interdisciplinary perspective in which school subjects such as Citizenship and English hold no borders. Several researchers recommend innovative symbioses through Content and Language Integrated Learning (CLIL) for a broader understanding of citizenship. The aim of my study is to provide disengaged and disadvantaged eighth-graders opportunities to develop democratic competence through CLIL.

My presentation describes my mixed-methods, case study approach. I used Qualitative content analysis to examine the learning process using participant-generated data collected from portfolios and eportfolios. The written products were divided into units of coding, and a Computer-Assisted Qualitative Data Analysis Software was used to generate codes to interpret data. The descriptors of the competences for a culture of democracy provided a theoretical background for coding. The study also relied on quantitative analysis to examine the learning progress through pre- and post-questionnaires. Although measures of central tendency were used to analyze the raw data for frequency counts, the cross-case data analysis focused on the mean values and the differences between them (delta value). The pre-and post-questionnaires were based on the Global Competence self-report by the OECD. Results indicate that both classes developed a wide range of intercultural and democratic competences during the learning process, which was confirmed, after the modules, in a self-report questionnaire. This study provides evidence that learning Intercultural Citizenship through CLIL in mandatory schooling in Portugal creates more opportunities, especially for disadvantaged and disengaged students to develop competences to answer to the challenges which arise today in pluralist societies. This study also claims that CLIL theory should embrace Intercultural Citizenship Education to become Intercultural Citizenship and Language Integrated Learning.

Implementing an intercultural citizenship instructional design in the EFL higher education classroom

Lindinalva Lima (CETAPS)

This research focuses on the gap between theory, practice, and research in the field of instructional design for intercultural citizenship teaching in the Higher education EFL classroom. Most of the research in the field of intercultural citizenship in the Higher education EFL classroom focuses mainly on concept definition, intercultural competence or citizenship, activities that can promote Intercultural competence, or instructional design for language teaching in general. However, the pedagogical and methodological instructional implications for the EFL Higher Education classroom are still unclear. Furthermore, most of the studies have been conducted in Europe, Asia, and most recently South America. Research on this field on the African context is scarce.

The main objective of my study is to outline, develop, and test an instructional design aimed at developing Intercultural Citizenship in higher education EFL students. This will enable these students to foster their language skills as well as develop as intercultural citizens as defined by Wagner and Byram (2017), through the promotion of the cultural and citizenship values, behaviors, attitudes, skills, and knowledge that extends beyond the walls of the classroom and enables students to act upon their community to foster change. This is an action research study that will be conducted from October 2022 to January 2023 with 50 English major freshmen students taking the Language Skills – Elementary I Course Unit at the University of Cabo Verde. They will be divided into two groups - an experimental and a control group. The experiential group will receive 30 language classes using Photovoice integrated into thematic units (using Backward Design) while the control group will receive the same number of classes, but using traditional approaches to teaching and learning. Three instruments will be used to collect data: a biography of intercultural encounters, focus groups, thematic unit analysis and Photovoice projects. Participants from both groups will be tested before, during and after the experiment. In order to test the reliability, validity and adequacy of these instruments, a pilot study is being undertaken with 25 students in the junior year of the English Studies taking Language Skills – Advanced II. I will discuss my approach to data collection based on my pilot study and its relevance for my study.

Session 4: 12.15 – 12.45

An in-service training model for Cape Verdean EFL teachers

Donzilia Soares (CETAPS)

My PhD thesis focuses on the study of in-service training for EFL teachers in Cape Verde. My goals are to understand the specific needs for in-service training, including teachers' perception and attitudes towards it, to identify specific content that should be included in an EFL in-service training program for Cape Verdean teachers, and to design an in-service training model that provides systematic and effective training that translates into better practices in the classroom. Subsequently, the aim is to improve student learning. Mixed methods were chosen and have been applied through an adaptation of the *exploratory sequential design*, with three phases of data collection. During phase one, mixed data was collected through a teacher survey applied to teachers at the national level to reinforce a bottom-down approach in needs assessment, to collect demographic information and to understand teachers' attitudes towards in-service training. During phase two an in-service training model was developed where training sessions were paired with strategic coaching to promote improved practices and subsequently improved student learning. Phase three focused on the implementation and testing of the developed training model. Thus, I propose to present on the strategies used to develop the teacher survey and in-service training model. Though not all the data has been analyzed yet, this research is expected to have a positive impact at the national level by bridging the gap between pre-service and in-service teacher training. Although this study's potential is clear, we have found some limitations, including difficulties in collecting survey responses that represent all 9 inhabited islands.

Experimenting a 'fluid' language teaching approach with Campidanese Sardinian: first data collection and analysis

Michele Broccia (CETAPS)

My research aims at implementing an approach to language teaching based on orality and without a textbook. The absence of a teaching manual is intended to allow a more direct and dialogic relationship between the teacher and their learners. The interaction in the classroom discourse is used to build up a 'one-use textbook' designed around learners' needs. For its main characteristics this approach has been called 'fluid' and the manual, emerging from the lessons based on disciplined improvisation, a 'fluid' textbook.

Following the main trends in scientific studies focusing on innovative teaching methodologies, the emphasis has been directed towards assessing the levels of learning, on verifying what the main features of the approach are and how the learners perceive them. In this first phase a pilot study of 30 hours with ten students, using the so-called 'fluid' approach with Campidanese Sardinian, a minor language, was conducted. Data collection was carried out using rubrics for the evaluation of speaking and writing, recordings of classroom discourse and a focus group discussion (FGD), and a questionnaire. Jefferson's transcription conventions were applied to the transcription of the classroom discourse and thematic analysis was used for both the FGD transcription and the questionnaire responses. Analysis of data is still in progress. Data collected through the FGD and questionnaire have led to the identification of recurrent themes. Students found learning with the 'fluid' approach easier, more dialogic, spontaneous, and more involving than traditional approaches based on textbooks. They consider that its absence facilitated interaction with the teacher and contributed to the learning atmosphere becoming more relaxed thanks to its flexibility. Their perception of improved learned was confirmed by the assessment data collected through tests and rubrics. Learners were, however, critical towards the fluid manual especially for the lack of an index which would allow them to find the topics easily. These findings offer encouraging insights into the 'fluid' approach. However, questions may be raised as to whether a more fluid, textbook-free approach can contribute to a better teaching-learning experience with a major language like English, and whether, considering the negative feedback collected, the fluid manual has margins of improvement.

Using a focus group to collect insights into participants' perceptions and programme limitations

Svetlana Volkova (CETAPS)

The aim of my PhD study is to provide a holistic look at the possibility of implementing a plurilingual approach in English language education within a Language Instruction for Newcomers to Canada (LINC) educational environment in Ontario, Canada, with a focus on its practical benefits and current limitations within the LINC institutional system.

Using a case study of a LINC class, its teacher and its students, I intend to investigate the practical outcomes and changes in students' and teachers' attitudes towards language learning and teaching. I have included a focus group discussion, in addition to other data collection and analysis tools, which has allowed me to obtain extensive data in a short period of time, drawing on participants' practical experience, professional attitudes and beliefs. The tool was selected to gain more insights into the practicing LINC teachers' reality and to confirm the current LINC programs' limitations with respect to plurilingual and intercultural language teaching approaches. The transcription data has been subject to a content analysis. As emerging results of the focus group, the following can be outlined: teachers with sufficient international exposure don't always demonstrate a higher level of intercultural sensitivity and open attitudes towards the suggested methods within the LINC classes. Two out of three teachers demonstrated some reliance on stereotypes and partial support of a monocultural educational environment within LINC as a way of compliance with the perceived programs' educational goal. All three teachers agreed on the lack of program funding, lack of teacher training, teachers' intercultural competence and lack of experience in applying attitudes, skills and knowledge as common limitations for the proposed implementation within LINC. All three teachers have outlined students' cultural biases as an additional limitation. The results of the focus group have been considered during the practical implementation of the approach, while working on a case study, and will be used as part of the research's final outcomes presentation.

Multimodality in read-aloud sessions: picturebook mediation in English L2 with children

Elisa Bertoldi (University of Udine – Italy)

Read-aloud sessions in English L2 are multimodal communicative events: storytellers orchestrate ensembles of semiotic resources (Bezemer & Kress, 2016; Häggström, 2020) such as verbal language, voice features, facial expressions and gesture in order to orient children's attention to key elements in the picturebook, stimulate interaction with children and facilitate comprehension (Ellis & Mourão, 2021). To understand how storytellers and children interact in, with, and through different semiotic resources during picturebook mediation, I am conducting an in-depth analysis of interaction through various semiotic resources (Norris, 2004). The main research question addressed in my research study is 'What patterns of semiotic resources allow storytellers and children to co-create meaning during picturebook mediation in English L2?'.

The research site for data collection on picturebook mediation is the initiative *TALES (Telling And Listening to Eco-sustainable Stories). TALES* is a series of read-aloud sessions in English L2 for children*,* organized by the Teacher Education Department of the University of Udine (Italy) in collaboration with the Natural History Museum of Friuli in Udine (Italy). In 2021, student teachers participated in the initiative as picturebook mediators: they selected and gave read-alouds in English L2 for children at the museum. In my presentation I discuss the ethnographic and multimodal approach I took to collect data through video-recordings, observations conducted during the read-aloud sessions at the museum and interviews with storytellers before the events. I will also briefly refer to the digital research tools I used to annotate the video-recordings and analyse data (Flewitt et al., 2017). I close with a discussion around the relevance of undertaking a detailed exploration of the role of semiotic resources used by participants during read-aloud sessions in English L2, and its contribution to reflecting on children's and storytellers' meaning making processes through the identification of key aspects of multimodal communicative interactions in picturebook mediation. Seminar participants are welcome to share reflections, questions and suggestions about implications of researching embodied communication and multimodal interaction in English L2 with children.

References:
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Häggström, M. (2020). The Art of Read-Aloud, Body Language and Identity Construction: A Multimodal Interactional Analysis of Interaction Between Parent, Child and Picture Book. *International Journal of Language Studies,* 14:1, 117-140.
Norris, S. (2004). *Analysing multimodal interaction. A methodological framework*. Routledge.

Closing Keynote: 15.45 – 16.45

Do you see what I see? The epistemology and the heuristic potential of visual methods in Applied Language Studies

Sílvia Melo-Pfeifer (Universität Hamburg)

Abstract
In this talk, I will familiarize the audience with arts-based approaches to research (Leavy, 2015) in Applied Language Studies, focusing on visual methods as data gathering research tools. These are approaches that challenge the standardisation of research methodologies (Barono & Eisner, 2012: 2), promoting 'methodological pluralism' (idem: 4). They have the potential to broaden what counts as data and evidence in Applied Language Studies, thus having the potential to open this field of inquiry to new research perspectives, new research objects, and new audiences.

I will relate those approaches and methods to an understanding of science characterized by uncertainty, incompleteness and complexity (Sousa Santos, 1987). This post-positivist perspective will allow me to unfold the heuristic potential of using visual methods in Applied Language Studies. In a first moment, after presenting the epistemological and didactic foundations of current research around the use of arts-based approaches, I will then present the potential of two methods I have been using when exploring social and individual multilingualism: linguistic landscapes and drawings of language biographies. To conclude, I will discuss how arts-based approaches can challenge a monolingual mind-set in research and recognise the possibilities of doing research on multilingualism… multilingually.

References
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Leavy, P. (2015). *Method meets art. Arts-based research practice*. New York: The Guilford Press.
Sousa Santos, B. (1987). *Um discurso sobre as ciências*. Porto: Afrontamento.

Bio Note
Sílvia Melo-Pfeifer is full professor of foreign language (French and Spanish) teacher education at the University of Hamburg. Her main research areas are plurilingual education, pluralistic approaches to languages and cultures in language learning and teacher education, and the use of arts-based approaches in research.