

## CETAPS / TEALS

### *8th Advanced Research Seminar*

8 February 2024 - 09.30 to 15.30 (Lisbon time)

#### Abstracts

Opening Keynote: 09.30 – 10.30

#### **Languaging and learning in different EFL delivery modes: Taking stock of the research so far**

Andy Sampson (CETAPS/FLUP, Portugal)

In this session, I will take stock of the different perspectives from which the data gathered during my doctoral research at the University of Lancaster (UK) have been subsequently analysed for dissemination in publications and conference talks, and I will also discuss my current and future research directions. My PhD research compared the performance of EFL learners working alone with that of student-student dyads in group classes, and also of student-teacher dyads in one-to-one classes, in terms of their Language-Related Episodes (LREs), instances in which learners momentarily focus on form while performing otherwise meaning-focussed tasks, and which have been demonstrated to be positively associated with language acquisition. Conducted within a Vygotskian sociocultural framework, the data collection methodology included pair-work recordings alongside think-aloud protocols produced by individual learners. A mixed-methods analytical approach included microgenetic qualitative analysis of learner talk and a quantitative comparison of LREs in the different modes in terms of their frequency, linguistic focus, correctness of resolution, evidence of cognitive engagement and microgenetic development, and learning of forms topicalized, as measured by post-tests. I will discuss how each of these dimensions has provided, and continues to provide, different foci for journal articles and conference presentations.

#### **Biodata**

**Andy Sampson** has taught English and trained language teachers at universities and language schools across Europe and Latin America. He currently teaches at the *Faculdade de Letras* at the *Universidade do Porto*, where he also participates in Erasmus-funded research projects. Andy holds a PhD in Applied Linguistics from the University of Lancaster in the UK, and his papers on English language classroom interaction and discourse have been published in peer-reviewed journals including *System* and *ELTJ*.

## O pensamento crítico na ótica dos docentes do ensino não superior: Contributos para um referencial de práticas inovadoras

Paula Almeida (CETAPS/FCSH & ISPA)

O desenho da investigação do Doutoramento em Educação na especialidade Inovação Educativa pretende conhecer as conceções e a operacionalização que os docentes do ensino não superior fazem na abordagem ao pensamento crítico (PC) em sala de aula, enquanto competência inscrita no documento oficial do Ministério da Educação, designado por Perfil do Aluno à Saída da Escolaridade Obrigatória publicado em 2017. O atual estudo defende a linha de revisão da literatura que aponta para o ensino explícito, estruturado e sistemático do pensamento crítico e, apoiando-se nesta perspetiva e aplicando uma metodologia mista, através de um Design Sequencial Exploratório, pretende coligir dados resultantes de entrevistas a uma amostra aleatória de vinte docentes de todos os ciclos de ensino com a subsequente administração de um questionário a todos os docentes a lecionar no ensino público, com vista a obter-se elementos caracterizadores da competência de PC, enquanto conjunto de disposições e capacidades que os docentes consigam identificar, caracterizar e mobilizar em sala de aula, reveladora da importância que lhe atribuem. O estudo poderá dar contributos inovadores para a construção de um referencial, estrutura ou rubrica que apoie desde a planificação à avaliação do pensamento crítico de uma forma mais coesa e fundamentada, enquanto competência fundamental para os alunos do séc. XXI.

### Referências

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C., & Persson, T. J. (2015). Strategies for Teaching Students to Think Critically. *Review of Educational Research*, 85(2), 275–314. <https://doi.org/10.3102/0034654314551063>
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- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43(2), 44–48. <https://jgregorymcverry.com/readings/ennis1985assessingcriticalthinking.pdf>
- Vincent-Lancrin, S., González-Sancho, C., Bouckaert, M., de Luca, F., Fernández-Barrera, M., Jacotin, G., Urgel, J., & Vidal, Q. (2019). *Fostering Students' Creativity and Critical Thinking: What it Means in School*. Educational Research and Innovation, OECD Publishing. <https://doi.org/10.1787/62212c37-en>

### Dados bibliográficos

**Paula Cristina do Aido Almeida** - Professora de Português e Francês do ensino básico e secundário com Mestrado em Gestão de Sistemas de eLearning pela UNL. Nos últimos anos Professora de Educação Especial dos domínios cognitivo e motor que desenvolve a leitura e a escrita de alunos com dificuldades específicas de aprendizagem e que cumulativamente apresentam baixa proficiência nas disposições e capacidades envolvidas no pensamento crítico, uma das dez competências do Perfil do Aluno à Saída da Escolaridade Obrigatória. Desenvolve a investigação no âmbito do Doutoramento em Educação do consórcio UNL (FCSH e FCT) e ISPA na especialidade de Inovação Educativa, pelo interesse na melhoria, valor acrescentado e renovação das práticas pedagógicas na promoção das aprendizagens dos alunos. Tem como orientadores o Professor Doutor Carlos Ceia (FCSH-UNL), e o Professor Doutor António Almeida (ESE do IP Lisboa).

## Promoting critical media literacy through project-based learning

Diogo Miguel Paleta (CETAPS/FCSH)

Given the potentially negative impact of online and social media use in adolescent's physical, social, and mental health (Boniel-Nissim et al, 2022; Bryant, 2018), it is crucial to provide students with the skills to parse their media landscape. Accordingly, in most national and international guidelines for pedagogical action, it is established that teachers of all disciplines need to develop critical thinking with their students. However, there is often a lack of frameworks that can be employed for this purpose, resulting in a tendency for inertia in maintaining transmissive methodologies. Additionally, as established by McDougall et al (2018), there is a pressing need for teacher-researchers to empirically document their best practices to address disconnects between theory and practice in terms of media literacy education.

This research proposal aims at contributing to suppress this need. It proposes a pragmatic framework to develop critical media literacy (CML) among adolescent students through project-based learning. The framework will be developed and refined through action research (AR) and applied to a class of 11th graders in the EFL context. Although AR presupposes a smaller sample and context specific findings, the lesson and project structure created as well as the resulting insight can be replicated and adapted by other teachers to develop CML in their lessons.

The intervention will consist of two different student-lead projects, which will culminate in a class newspaper and a short film production. The process of creation will be accompanied by lessons of preparation on crucial skills of a media literate citizen, such as assessing the veracity of sources when researching. Additionally, students will be guided on how to critically inquire about the media content they consume following Kellner and Share's (2019) framework for CML. Throughout the lessons the data collected will come from the students' written reflections as well as audio recordings of student interventions. It is expected that by the end of the school year, students will have demonstrated a heightened sensibility towards critical reflection on media content.

### References:

Kellner, D., & Share, J. (2019). *The critical media literacy guide. Engaging media and transforming education*. Brill Sense.

McDougall, J., Zezulkova, M., van Driel, B., & Sternadel, D. (2018). *Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education. NESET II report*. Publications Office of the European Union.

### Biodata:

**Diogo Paleta** is a secondary education English teacher residing in Lisbon. He holds a MSc's degree with honors in Portuguese as Second and Foreign Language and a BSc in Languages, Literature and Cultures (English/French Variant). Diogo has been a researcher at Tohoku University in Sendai, Japan, where he researched the portrayal of Lusophone culture in Japanese textbooks of Portuguese. He is currently undergoing the supervised teaching practicum for the MSc's degree in English Teaching in the 3rd Cycle of Basic School and Secondary School, under scientific supervision of Professor Lili Cavalheiro.

## Enhancing intercultural citizenship education through dialogic literary gatherings in the upper secondary EFL classroom

Pedro M. Lopes (AE Ponte de Sor, CETAPS/FCSH)

This presentation focuses on Dialogic Literary Gatherings (DLGs) in the upper secondary EFL classroom, the issue of my doctoral research study. DLGs are dialogic (Alexander, 2020) whole-class interaction activities in which students, the teacher, and often the community, dialogically read the best works of world literature, such as “Don Quixote”, “Romeo and Juliet” or the “Odyssey”, by actively contributing and discussing interpretations of the stories. The best works are about timeless themes, which people across the globe will identify with and relate to through their own lived experiences. In education at large, it has been found out that DLGs positively impact students’ academic achievement, inclusion and social cohesion, and they are adaptable to any context (Flecha & INCLUD-ED Consortium, 2015). Through DLGs it has been demonstrated that reading and understanding the best works of world literature is something everyone can do, so DLGs are critical contributors to students’ inclusion in classroom participation and in learning.

Although DLGs have been objects of extensive research, they have not been studied in the context of the EFL classroom. Existing investigation on the implementation of DLGs has focused mainly on primary and adult education with an emphasis on the objective inclusion of minority groups (García-Carrión et al., 2020), while no studies have been found on DLGs in the secondary EFL classroom. My research project aims to investigate whether the systematic implementation of DLGs in upper secondary EFL classrooms enhances students’ learning, both in terms of developing their oral communication skills in English and their intercultural citizenship. An action research design is being applied, and I am collecting and analysing qualitative and quantitative data. DLG sessions are being audio-recorded, transcribed, and coded for analysis of students’ progress in dialogic empathy (Macagno & Rapanta, 2020) and oracy (Mercer et al., 2017). A pre- and post-test design is being used for quantitative data, through a dialogic empathy questionnaire and a standardised speaking test for oral communication skills, which will be statistically analysed. The expected outcomes are that DLGs will improve students’ dialogic empathy as part of their intercultural citizenship competence and develop their oracy skills.

### References

- Alexander, R. (2020). *A dialogic teaching companion*. Routledge.
- Flecha, R., & INCLUD-ED Consortium. (2015). *Successful educational actions for inclusion and social cohesion in Europe*. Springer.
- García-Carrión, R., Villardón-Gallego, L., Martínez-de-la-Hidalga, Z., & Marauri, J. (2020). Exploring the impact of dialogic literary gatherings on students’ relationships with a communicative approach. *Qualitative Inquiry*, 26(8–9), 996–1002. <https://doi.org/10.1177/1077800420938879>
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- Mercer, N., Warwick, P., & Ahmed, A. (2017). An oracy assessment toolkit: Linking research and development in the assessment of students’ spoken language skills at age 11–12. *Learning and Instruction*, 48, 51–60. <https://doi.org/10.1016/j.learninstruc.2016.10.005>

**Pedro M. Lopes** is an EFL teacher at the Ponte de Sor school cluster in Portugal, and a teacher trainer in the fields of English language didactics, citizenship education and educational projects. He is currently involved in the “Schools as Learning Communities” project (DGE/TEIP schools) as trainer, local project coordinator and by implementing inclusive dialogic learning practices in his own classes. He is working towards a PhD in Didactics of Languages at NOVA/Aberta, the focus being on inclusive dialogic learning and intercultural citizenship. Supervisor: Dr. Chrysi Rapanta

## Language learning beyond the classroom: A case study

Lucia Claro (CETAPS/FCSH)

Language learning is a core aspect of migrants' and refugees' integration process, being one of their primary needs (European Commission, 2017). Creating innovative projects to make their language learning more effective and enjoyable is crucial since traditional formal language learning environments may fail to meet the nuanced needs of this diverse population, hindering effective integration (Block, 2007, Kanno & Norton, 2003). The main hypothesis of this study is that foreign language (FL) learning should be enhanced beyond the boundaries of formal classroom learning contexts to contribute to the development of migrants and refugees' FL oral skills by encouraging them to live the language, instead of only formally studying it (Phipps, 2006).

A case study will be conducted focusing on students from the "Lisbon Project", an NGO that supports the integration of migrants and refugees in Lisbon. The data will be obtained through a mixed methods approach to data collection and analysis, which will include journals, focus group interviews, and questionnaires. The following two research questions will be addressed: 1) How can ELT promote the development of oral communication as languaging supporting the integration of migrants and refugees? 2) How did the project contribute to developing the students' language and intercultural communication competencies?

The study intends to show how languaging can promote intercultural communication (Phipps and Gonzalez, 2004) improving students' language use and global competencies (i.e. civic education, global citizenship, intercultural competence, multilingualism, critical thinking, emotional literacy) through embodied learning (Shaules, 2017). The results should contribute to illustrating how language learning in this context should encompass other dimensions beyond formal classroom teaching of an FL and foster the development of oral competencies within the framework of intercultural education in line with the needs of migrants and refugees in the 21st century.

### References:

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- Kanno, Y., & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity, and Education*, 2(4), 241–249.

### Biodata:

**Lucia Claro** is currently preparing her PhD thesis in Language Teaching at NOVA University of Lisbon under the supervision of Ana Matos and Rogério Puga. She has a master's degree in Linguistics from Sorbonne University and an undergraduate degree in English and English Literatures from Rio de Janeiro State University. She has experience in the areas of linguistics, language teaching, intercultural education, multilingualism, and the use of educational technology in EFL.



## CLIL education: Creating reference resources for language and academic proficiency

Ana Cristina Soares (CETAPS/FCSH)

Language teaching is at the core of 21<sup>st</sup> century education. More than just providing the learning of a new code, a second language is an important means to mediate relationships beyond borders, as well as intercultural collaboration among communities. In the European context, the CLIL approach – Content and Language Integrated Learning - has been widely spread as an efficient way to ensure proficiency in the second language while students learn curricular content. However, to achieve its goals, CLIL education must provide more than mere exposure to an L2, but ought to promote meaningful learning experiences, where academic and language proficiency walk side by side and are explicitly and intentionally taught. In the Portuguese educational system, the CLIL approach has been only recently implemented, and it is an evolving phenomenon. Due to the inexistence of enough resources integrating the Portuguese curriculum into bilingual practices, it is the main objective of this study to fill this gap by designing curricular reference resources that might be used by educators to improve their teaching in bilingual classrooms. The guiding questions in this research are: 1 – What are some indispensable guiding principles to support content learning through a second language? 2 – How to balance the specificities of content teaching and language acquisition? 3 – What are the best strategies to ensure academic and language proficiency throughout this learning process? It is the objective of this research to design projects and lessons for the first cycle of primary education in Portuguese schools that encompass strategies such as comprehensible input, efficient output practices, student engagement, modeling cycle, and counterbalance approach. This study is situated in the paradigm of qualitative research, through bibliographic and exploratory methodology, and references the following authors: Ellison, Morgado & Coelho (2022), Lyster and Tedick (2020), García (2009), and Cummins (2009).

### Bibliography

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Ellison, M., Morgado, M. and Coelho, M. *Contexts and conditions for successful CLIL in Portugal*. Porto: UPorto Press, 2019.

García, O. *Bilingual education in the 21st century: a global perspective*. West Sussex: Wiley-Blackwell, 2009.

Tedick, D. J. and Lyster, R. *Scaffolding language development in immersion and dual language classrooms*. Routledge, 2022.

### Biodata:

PhD student at NOVA in the Language Teaching program, **Ana Brasil Soares** is a bilingual teacher, researcher, and translator. Holds a Major in Languages and Literature - Portuguese/English and a Master's Degree in Languages. Over 25 years of experience in education, she has worked as a school administrator and taught all levels from Early Childhood to High School, in Brazil and in the United States. Areas of interest: bilingual education, CLIL, curriculum design, educational policies for bilingual education, curriculum integration.

## **Contributos do *Business Intelligence* na formação de analistas de dados: benefícios, desafios e métodos de ensino**

Renielton Santos (CETAPS/FCSH & IPSA)

O trabalho científico (tese de doutoramento) que está a ser desenvolvido tem como objetivos apresentar e discutir de forma abrangente os diversos benefícios e desafios que a formação em *Business Intelligence* (BI) apresenta para a carreira de analista de dados, bem como contribuir para o desenvolvimento de melhores práticas para a formação nesse contexto. Dentro e fora do meio corporativo, a formação contínua é uma prática que visa o aprimoramento constante das habilidades, tanto pessoais quanto profissionais. No contexto da análise de dados, uma formação bem estruturada é essencial para todos os níveis da carreira de analistas de dados, uma vez que esse campo está em constante evolução, e esses profissionais precisam manter-se atualizados sobre as últimas tendências e tecnologias.

Dessa forma, para que os objetivos sejam alcançados, será utilizada metodologia empírica e descritiva, pois o estudo coletará dados do mundo real. A abordagem metodológica selecionada será mista, combinando dados quantitativos e qualitativos, seguindo os princípios defendidos por Guba e Guba (1985), Creswell (2013) e Dellinger (2015). Os métodos de pesquisa escolhidos incluem Revisão Sistemática de Literatura (fase 1), análise documental de cursos online e estudos de caso (fase 2) e questionários e entrevistas (fase 3). A análise dos dados utilizará estatística descritiva, análise de conteúdo e triangulação dos dados (fase 4).

Os resultados informarão melhores práticas em BI, preenchendo uma lacuna existente neste tema. Com uma metodologia abrangente, o estudo contribuirá para disseminar conhecimento e identificar métodos educativos mais eficientes e eficazes para o desenvolvimento da formação de analistas de dados nos diversos níveis, bem como os desafios envolvidos em sua implementação.

### **Referências:**

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Dellinger, A. L. (2015). *Metodologias mistas na pesquisa em educação*. Editora Cortez.
- Guba, E. G., & Guba, Y. S. (1985). *Naturalistic inquiry*. Sage Publications.

### **Dados bibliográficos:**

**Renielton Santos**, engenheiro florestal pela Universidade de Brasília e mestre em Ciências da Educação com foco em STEAM pela Universidade Nova de Lisboa. Atualmente, é doutorando em Ciências da Educação pela mesma universidade, em convênio com o ISPA, com foco em Inovação Educativa e professor orientador Dr<sup>o</sup>. João Correia de Freitas. Minhas investigações se concentram no uso de tecnologias digitais para promover a aprendizagem e o ensino de STEAM. Tenho interesse e experiência em desenvolver e implementar projetos de educação STEAM, bem como em capacitar professores em tecnologias digitais.

## Collaborating for excellence in research results

María del Carmen Arau Ribeiro

This talk will showcase research challenges and results with Erasmus+ consortiums in the diverse areas of creative thinking approaches (CT.Uni) and collaborative autonomy in LSP learning (CORALL) and then share some notes on the fundamental position of classroom action research. With the approach that collaboration drives excellence, we will look at the research design for a recent study of university teaching approaches to creative thinking, from building the survey to difficulty with the software and basic data crunching. Special consideration will be given to the role of uncertainty tolerance in teaching and what training in this area could look like. Sustaining the collaboration theme, we will consider authentic assessment and the impact of learning journals, progressive learning portfolios, and open book tests on collaborative autonomy, where *interdependence* is the manifestation of independence and where qualitative data enriches the case studies. We will briefly consider the CLIL-izing of EMI and contemplate the (expanding) role of the language teacher in university courses before concluding with a moment dedicated to classroom action research. Fanning the daily fire in our bellies as teachers, constant inquiry and experimentation can breathe new life into classrooms over the decades, even without formal research funding.

### Biodata

**María del Carmen Arau Ribeiro** teaches English language/cultures, teacher training, and ESP, at Instituto Politécnico da Guarda (IPG). French/Social Science – UC Berkeley; Applied Linguistics – UC Davis and UBI. Areas of interest: language learning/teaching practice, collaborative autonomy, CLILing, language policy, interculturality, systems and design thinking, interdisciplinarity, and metacognition. European Language Council Board Member, DAAD consultant, Germany, and coordinator of CercleS Focus Groups.