

Opening Keynote: 09.15 – 10.15

**Bringing together student teachers and in-service teachers through
Virtual Exchange: The VALIANT innovative approach to teacher
education**

Margarida Morgado (IP Castelo Branco & CETAPS)

The presentation explores the role played by online collaboration and exchange in both Continuous Professional Development and Initial Teacher Education. It draws on a three-year European Policy Experiment called VALIANT that foregrounds classrooms as ideal locations for professional learning and potentially for enhancing the attraction to the teaching profession among student teachers. Research undertaken shows the impact of Virtual Exchange (VE) on competence development (innovation, online collaboration, digital and intercultural) and the potential of VEs to fight feelings of isolation among novice or experienced teachers who are in remote areas or facing specific problems they cannot find solutions to.

Biodata

Margarida Morgado is a teacher educator and ESP teacher at Castelo Branco Polytechnic University (IPCB), She is a researcher at CETAPS with a wide European involvement in applied research projects in the areas of FL, CLIL, intercultural education/ mediation, and reading/storytelling for continuous teacher development and initial teacher education.



CETAPS / TEALS

9th Advanced Research Seminar

Researching language learning and language education

16 July 2024 - 09.00 to 17.15 (Lisbon time)

Abstracts Booklet

Session 1: 10.45 – 11.15

Primary teacher education in the Maldives: A case study

Nayalin Pinho Feller (Clique College, Maldives & CETAPS)

Teaching at Higher Education institutions can be challenging at times (Ha et al., 2021), and this is especially true for the teaching of pre-service primary teachers. The objective of this study was to investigate how pre-service Maldivian primary teachers' funds of knowledge (González, Moll, & Amanti, 2005) and their experiences with regard to language teaching influence their understanding and application of academic content related to the teaching of English in primary education and to curriculum development topics. These aforementioned challenges have a strong effect on how lecturers conduct their instruction and adapt their teaching pedagogies and strategies within primary teacher preparation programs. This is intensified at colleges and universities where all students are speakers of English as a second language, and online lecturers come from other language backgrounds. Although there exists extended research on what successful online teaching and learning is (Jie & Sunze, 2023), it is still not clear what pedagogical strategies are essential for online lectures. Thus, this study aimed at responding to the following research question: What is the role of lecturers in developing pre-service teachers' intercultural and plurilingual competences?

This study was conducted with nine primary pre-service teachers at a private teacher education college in Maldives. All students speak Divehi as a L1 and English L2. The lecturer, a Brazilian educator, comes from a Portuguese-English background. Data was collected over two academic semesters, in the Teaching of English as a Second Language and in the Curriculum Studies courses of the primary

teacher programme. By employing a case study design, it used students' course assignment responses, video recordings of classes, and purposeful interviews, data was analysed through content and thematic analysis. Preliminary data suggest that for lecturers who do not speak the same L1 as their students, communication can be hindered. Yet, there are also multiple benefits for Maldivian students who are exposed to different funds of knowledge and to multiple languages as this exposure will better prepare them to work with their future students, who most likely will be multilingual too. Recommendations include pedagogical strategies that can be used by lecturers to better address their diverse pre-service teachers' needs (Tumelius & Kuure, 2021) with regard to the use of teaching strategies in multilingual classrooms.

References

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Biodata:

Nayalin Pinho Feller holds a post-Doctoral degree in Teacher Education and Applied Language Studies from the University of Porto (2020), a PhD. in Language, Reading and Culture from the University of Arizona (2015), and a master's degree in Curriculum & Instruction/TESOL from New Mexico State University (2010). Her areas of expertise are bilingual and multicultural education, teacher preparation at the Early Childhood and Elementary levels, translanguaging, and TESOL. She currently is a Lector at Clique College in Maldives and a member of CETAPS.

Session 2: 11.15 – 11.45

Researching generative AI in pre-service EFL teacher education

Carlos Lindade (FLUP / CETAPS)

In the current post-pandemic world, the accelerated adoption and rapid advancement of generative AI-powered tools is providing new opportunities for research in language teaching and learning. Moreover, considering the current shortage of in-service teachers and the expected increase of candidates in teacher education programs, new insights in pre-service teacher education is of relevance given that these future teachers are being trained in the era of AI. Current contributions in this field provide mixed perspectives. While Law (2024), argues for the need for more empirical studies to provide a comprehensive understanding of the short and long-term effectiveness of AI tools, Creely and Blannin (2023), believe generative AI holds significant promise for expanding the pedagogical landscape and fostering innovative educational paradigms. In teacher education, Söğüt (2024) recommends integrating AI literacy skills, while developing regulations, materials, guidelines, and documents to enable the legitimate use of generative AI tools following academic integrity principles.

This presentation shares the preliminary findings regarding the perceptions and applications of generative AI among the 2023-24 cohort of pre-service EFL teachers attending FLUP, specifically those enrolled in the second year of the programme for lower and upper secondary teacher education. Through in-class surveys to collect both qualitative and quantitative data, the preliminary results reveal that these pre-service English teachers are utilizing generative AI to collaboratively author lesson plans and develop instructional resources, such as worksheets. Given that AI literacy is not explicitly built into pre-service teacher training at FLUP, I argue there is an urgent need to follow Söğüt's recommendation and make suggestions for how this might happen.

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Biodata

Carlos Lindade is a Portuguese Canadian ELT lecturer involved in training future EFL teachers. He holds a PhD in Advanced English Studies from the University of Vigo, Spain, and works at the Faculty of Arts and Humanities of the University of Porto (FLUP). He is a member of the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS) and a regular speaker at teacher conferences and events. His research interests include ELT material development, Technology-Enhanced Language Learning (TELL), Mobile-Assisted Language Learning (MALL) and EFL teacher education.

Session 3: 11.45 – 12.15

Activity design and legislative hurdles in EFL primary coursebooks in Castilla-la Mancha, Spain: A focus on listening and speaking

José Jaime Segura (University of Castilla-La Mancha & CETAPS)

Although authors highly recommend introducing the reception and production of a foreign language orally (Brewster et al., 2002), in general terms, listening and speaking are neither properly taught in primary education (Lopriore & Karoulla-Vrikki, forthcoming) nor easily assessed (Mourão et al., 2021). As primary English teachers usually employ coursebooks to plan and develop their teaching practices (Copland, et al., 2024), the present study analysed three widely used course books, from global and local publishing houses, to investigate the teaching and assessment of these skills in the 3rd and 4th grades of primary education in Castilla-La Mancha (Spain). The questions which led the study were (1) How do the activities in the coursebooks assist teachers in enhancing their learners' listening and speaking skills? and (2) How do the resources provided for teachers and students facilitate the formative assessment of these skills?

The findings indicate that the activities suggested in the coursebooks generally follow a satisfactory progression of skill development; nonetheless, the design of listening activities does not always support listening development because in many cases it involves listening and reading, which is inappropriate for this age group. Despite oral production and interaction activities being underrepresented in the resources, they tend to be more age appropriate and provide satisfactory opportunities for developing speaking. Moreover, while there is a discernible effort to align the activities with educational regulations that advocate for the use of realistic listening and speaking activities, coursebooks frequently fall short in significant areas, such as offering realistic and effective learning scenarios and adhering to the principles of Universal—or inclusive— Design for Learning, marked by the provision of multiple means of engagement, representation, and action and expression (Al-Azawei et al., 2016).. Regarding assessment, the

Teachers' Guides state the aim is to facilitate formative assessment but this is not properly implemented in the teachers' notes or coursebook activities, and thus, approaches to assessment remain summative in nature. Based on these observations, implications for teacher education will be discussed.

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Biodata:

José Jaime Pérez-Segura is currently a lecturer in the Department of Modern Languages (English) at the University of Castilla-La Mancha and a visiting post-doc scholar at CETAPS, Nova University of Lisbon. He holds a PhD in Education and an MA in Research and Innovation in Education. His most relevant research interests are the learning and acquisition processes involved in EFL oral and written comprehension, factors affecting performance differences in these skills between individuals and groups, as well as EFL pedagogical methodologies and materials.

Session 4: 12.15– 12.45

Promoting critical media literacy through project-based Learning

Diogo Miguel Paleta (FCSH)

Given the potentially negative impact of the internet 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 the disconnection between theory and practice in terms of media literacy education.

This prompted me to undertake an action research (AR) project during my school-based practicum, which proposed an experimental framework to gauge and develop critical media literacy (CML) among adolescent students through project-based learning (PBL). The framework was developed and applied to a class of Grade 11 students studying EFL. The intervention consisted of two different student-led projects – A video about families for an intercultural exchange and a newspaper about social problems. The process of creation was accompanied by lessons of preparation on crucial skills for a media literate citizen. Preliminary results, analyzed through student produced artifacts, class observations, and focus group interviews, demonstrate an increase in research and fact-checking competence as well as an increase in effective cooperation between students. I suggest that 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 and PBL in their lessons.

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Biodata

Diogo Paleta is a secondary education English teacher residing in Lisbon. He holds a master's degree with honours in Portuguese as Second and Foreign Language and a bachelors in Languages, Literature and Cultures (English/French Variant). Diogo was 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 master's degree in English Teaching in the 3rd Cycle of Basic School and Secondary Education.

Session 5: 13.30– 14.00

Fostering autonomous reading: A comprehensive approach to encourage Angolan ELT students at ISCED-Benguela

António Lolino (ISCED-Benguela, Angola / CETAPS)

Students' reluctance to read at the university level constitutes a concern among teacher educators (Johnson, 2013; Alsaleem, 2021). This concern stems from the fact that reading is held as one of the primary skills a person must master as it opens pathways for updated knowledge on science and technology (Castilo & Bonilla 2014) and this view is agreed by Grabe (2009) in defending universal literacy, and Benson (2001) in emphasising that reading autonomy is a “precondition for effective learning”. The Angolan English Language Teaching (ELT) students at the Higher Institute of Education Sciences in Benguela (ISCED-Benguela) demonstrate a lack of reading autonomy, which impacts negatively on their academic achievements. My doctoral study examines the factors that hamper students' reading independence and proposes strategies to overcome such a problem to which I address the following questions:

1. Why are students lecturer-dependent for their reading assignments?
2. How does students' lecturer-dependency for reading assignments affect their academic achievements?
3. What should be done to help these students to become lecturer-independent for their reading assignments?

From these questions I hypothesise that: a) most of the students are lecturer-dependent for their reading assignments because they lack good reading habits; b) lecturer-dependency for reading assignments makes students less successful in academic achievements and hinders learning autonomy; c) the adoption of an approach with appropriate reading strategies and techniques can encourage students to become independent readers and autonomous learners. Using a mixed-methods approach to data collection, I will use a student questionnaire,

undertake text analysis of identified reading material, and prepare an intervention for autonomous reading strategies. With this study I intend to identify the reasons preventing the students from becoming self-directed and motivated for their reading assignments, examine the effects of the students' reluctance towards reading assignments, explore theories on autonomous reading approaches and devise a proposal for a new reading programme.

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Biodata

António Lolino is a PhD student at NOVA University, in the Language Teaching program, ELT speciality, currently preparing his thesis under the supervision of Professor Carlos Ceia. He holds a master's degree in English Didactics from the Faculty of Humanities and Social Sciences, at NOVA University, and an undergraduate degree in ELT from Katyavala Bwila University in Angola. He has experience in teaching English as a Foreign Language (EFL) in Secondary School and Higher Education, and is interested in researching reading literacy in EFL teaching contexts.

Session 6: 14.00– 14.30

Students' perceptions of AI language models in ESL classrooms

Carla Martins (FCSH/UNL, Universidade Aberta & CETAPS)

The integration of Artificial Intelligence (AI) in educational settings presents both opportunities and challenges, with significant debate surrounding the use of AI generative language models, such as chatbots, in teaching. The gap between advocates and cautionary voices in education is growing, necessitating a thorough examination of the empirical implications of AI tools in English Language teaching (Al-khresheh, 2024). Specifically, the pedagogical implications of using chatbots in ESL settings require investigation (Klimova & Ibna Seraj, 2023). Furthermore, understanding the impact and effectiveness of chatbots from the learners' perspective is crucial for successful implementation (Xiao & Zhi, 2023). The potential of these tools lies in their usability, which must be assessed empirically, a significant gap in current research (Shaikh et al., 2023).

To address this gap, a small-scale, mixed-method experiment was conducted to assess the impact of AI generative language models on the English writing process. The study involved 14 students in an ESL classroom in a C1 English class at the University of Evora's Language Centre and focused on their perceptions of ChatGPT in the development of the writing process, as well as their familiarity with these tools (pre-experiment). Hybrid questionnaires were administered both before and after the experiment, and dialogue logs from the writing-based activity using ChatGPT were analysed for pattern identification. Class discussion observations further supported the patterns identified after the experiment. Regarding students' familiarity with AI generative language models, 92.3% expressed familiarity with the tool before the experiment, and the same proportion reported having used them previously. Students' feedback and attitudes towards AI-assisted learning highlighted common benefits such as timesaving, speed, efficacy, task simplification, idea generation, vocabulary expansion, and automatic feedback. However, limitations were also noted,

including the potential unreliability of information and dependency on prompt accuracy. The results highlight the potential of introducing AI generative language models into ESL settings from the users' perspective, emphasising both benefits and limitations.

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Biodata

Carla Pires Martins is an ESL instructor at the Language Centre of the University of Évora and a doctoral student at the University Aberta of Lisbon, supervised by Professor Carlos Ceia. Her research focuses on the impact of AI generative language models on English writing proficiency. She has designed and implemented AI-based teaching strategies in her ESL classroom to enhance learning outcomes. Carla is dedicated to equipping students with essential digital skills for 21st-century success.

Session 7: 14.30-15.00

Os recursos digitais e o ensino da língua inglesa

Nathália Peixoto (FCSH/UNL & CETAPS)

Nas últimas décadas, o uso de recursos tecnológicos no ensino de línguas teve um grande crescimento, sendo evidente nos manuais de língua inglesa que exploram recursos interativos como vídeos, e-mails e YouTube (Tomlinson, 2011). Como professora e pesquisadora, tenho observado a tentativa das editoras em trazer recursos digitais que apoiem o ensino em sala de aula.

Neste contexto, a pesquisa em curso, visa aprofundar reflexões teóricas sobre a aprendizagem do inglês como segunda língua (L2), de acordo com o Ensino de Línguas Baseado em Tarefas (ELBT). Pretende-se ampliar a discussão sobre a importância dos recursos digitais oferecidos pelas editoras para ensino de L2.

Embora haja vasta pesquisa sobre o uso de recursos digitais e o ELBT, a conjugação desses recursos com atividades baseadas em tarefas em manuais didáticos de inglês parece pouco explorada. Esta pesquisa visa preencher essa lacuna ao analisar os recursos digitais associados ao manual de inglês mais usado em Portugal e compará-lo com um manual britânico amplamente utilizado. O nosso objetivo é verificar em que medida estes recursos utilizam ou não tarefas, uma vez que, mesmo sem consenso entre os investigadores da área da aquisição de segundas línguas, o ELBT tem-se mostrado uma ferramenta importante na aprendizagem e aquisição da L2 (Castro, 2017). Para atingir os objetivos referidos, será realizada uma análise dos recursos digitais de ambos os livros com foco nas habilidades de expressão escrita e oral. Os critérios de análise baseiam-se nos princípios do ELBT que, apesar das poucas tentativas de implementação em contextos educativos, tem-se mostrado eficaz na aquisição de L2. Espera-se que este trabalho possa contribuir para um melhor entendimento de como os recursos digitais, associados aos manuais de inglês, podem promover uma

aprendizagem mais eficaz baseada em tarefas, além de incentivar a produção de novos recursos digitais.

Referências

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Dados bibliográficos

Nathália Peixoto é doutorada em Estudos de Linguagem pela Universidade Federal Fluminense. Atualmente, é pós-doutoranda no Centre for English, Translation and Anglo-Portuguese Studies, na Universidade Nova de Lisboa, sendo orientada pelo Professor Dr. Carlos Ceia e pela Professora Dra. Catarina Castro. Trabalha como professora de Língua Inglesa em Lisboa. Foi membro do Grupo de Pesquisa Práticas de linguagem, trabalho e formação docente (UFF/CNPq). Trabalhou como Professora de Língua Inglesa da Secretaria Municipal de Educação do Rio de Janeiro e da Secretaria de Estado de Educação do Rio de Janeiro.

Session 8: 15.00-15.30

O pensamento crítico dos alunos chineses em cursos de PLE

Zhilin Zhao (FCSH/UNL & CETAPS)

O pensamento crítico dos alunos, tanto em termos de competências quanto de disposições, é de especial importância no cenário atual do ensino superior, especialmente no campo do ensino de línguas estrangeiras (Negoescu, 2023). Desde o início da última década, o rápido crescimento da educação internacional resultou num aumento notável no número de estudantes chineses que frequentam universidades de todo o mundo, incluindo as da Europa Ocidental, como Portugal. Durante este período, professores com experiência no ensino de alunos chineses têm manifestado crescentes preocupações quanto à sua forma de “pensamento menos crítico” (Tian & Low, 2011). Observações recentes, no entanto, sugerem que os alunos chineses em determinados ambientes de sala de aula podem demonstrar um desempenho satisfatório em domínios ou aspetos específicos do pensamento crítico (Fan & See, 2022).

À luz do crescente número de alunos chineses que prosseguem estudos de PLE em universidades portuguesas (Xu & Zhao, 2023), pretendemos analisar as características do aspeto disposicional do pensamento crítico, conhecido como Disposição para o Pensamento Crítico (DPC), dos alunos chineses matriculados em cursos de PLE nas universidades de Portugal, bem como a influência desses cursos nessa competência cognitiva durante o período de aprendizagem.

Para responder às perguntas de pesquisa, este estudo adota uma abordagem observacional de métodos mistos, integrando métodos quantitativos através de testes da DPC e métodos qualitativos com entrevistas semiestruturadas. Os resultados sugerem que a DPC dos alunos chineses em cursos de PLE nas universidades de Portugal varia individualmente, apresentando um nível positivo moderado em geral. Os tipos de abordagem instrucional e os métodos de

avaliação em sala de aula podem ser considerados fatores principais que influenciam a DPC dos alunos.

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Dados bibliográficos

Zhilin Zhao é doutoranda em Educação na NOVA FCSH desde 2022, sob a orientação do Professor Carlos Ceia e da Dra. Catarina Castro. Possui mestrado em Língua e Literatura Portuguesa pela Universidade de Estudos Internacionais de Xangai (SISU), China. A sua experiência profissional como professora de PLE abrange diversos níveis de ensino, incluindo o ensino primário, superior e de adultos. Os seus interesses de investigação centram-se no ensino e aprendizagem de PLE, interculturalidade, e desenvolvimento de competências e capacidades.

Closing Keynote: 16.00-17.00

O ensino baseado em projetos na aprendizagem de português como língua estrangeira por alunos chineses no ensino superior

Catarina Castro (ESECS, IP Leiria & CETAPS)

Considerando que o Ensino Baseado em Projetos pode potenciar a criação de ambientes de aprendizagem desafiantes e adequados ao desenvolvimento da competência comunicativa (Owens & Hite, 2022), alicerçada numa sólida competência intercultural (Orsini-Jones & Lee, 2018), relata-se uma iniciativa pedagógica inovadora que procura aliar a metodologia de Projeto à aprendizagem do Português como Língua Estrangeira e à tradução multimodal português-chinês. De acordo com esta abordagem, os alunos são confrontados com um desafio societal que consideram relevante, pesquisam informação, estabelecem hipóteses e procuram recursos, seguindo-se a aplicação prática da informação numa solução ou produto final.

Partindo deste contexto, a presente comunicação tem como objetivo descrever a implementação destas fases, que terminou com a elaboração, por parte de estudantes chineses, de tutoriais em vídeo sobre as práticas de avaliação em uso no ensino superior. A elaboração dos tutoriais implicou a participação ativa dos envolvidos em todas as etapas de produção, designadamente na criação dos guiões em português, na navegação online pelas plataformas da instituição, na gravação em voz off e, por fim, na tradução para chinês e introdução de legendagem com recurso a software específico. Além de se promover o desenvolvimento das competências linguísticas e tradutórias dos estudantes envolvidos, pretende-se que os vídeos (em fase final de edição) venham a constituir

recursos valiosos à comunidade académica e a futuros estudantes chineses da mesma instituição.

Referências bibliográficas

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Dados bibliográficos

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