

CETAPS / TEALS
10th Advanced Research Seminar
**The triumphs and tribulations of researching the teaching and
learning of second languages**

Date: 5 February 2025

Time: 09.15 to 16.30

Abstracts

Opening Keynote: 09.30 – 10.30

**Literary reading as endangered cultural practice and why this matters
in L2 education**

Ana Gonçalves Matos (FCSH/NOVA & CETAPS)

Recent surveys conducted in the UK and the USA indicate that both students and adults are reading less, particularly texts of fiction and poetry—collectively referred to as literary reading. The latest PISA results also support this trend observed in Western countries.

This decline is especially significant for foreign language education, raising several important questions: Why is literary reading particularly relevant in foreign language (FL) and second language (L2) education? At what age and FL proficiency level should this practice be emphasized? What competencies are developed through individual reading, and how are they affected by this decrease?

This presentation will explore these questions from the perspective of FL/L2 intercultural education and emphasize the importance of interdisciplinary research, particularly in the field of neuroscience. It will strongly advocate for the critical need to promote literary reading at all levels of education, from pre-primary to higher education.

Biodata

Ana Gonçalves Matos is an associate professor at NOVA FCSH and a researcher at CETAPS where she coordinates the strand on Interculturality and FL/L2 education. She has recently published 'Intercultural Education through Literature' in Christiane Fäcke, Andy Gao, Paula Garrett-Rucks, and Franz-Joseph Meißner (Eds.) *Handbook of Plurilingual and Intercultural Language*. Wiley, 2025.

Session 1: 11.00 – 11.30

Language education and assessment in the digital age

Carla Rodrigues (CETAPS)

This presentation explores the panorama and challenges of language education and Learning-Oriented Assessment (LOA), that constitutes a viable alternative approach to the assessment of learners' language ability (Davidson & Coombe, 2022; Zhao & Qi, 2023). Namely, the intersection between language teaching practices and emerging technologies (ET), as well as the need to complement, scale and transform the learning assessment model with particular emphasis on the dimension of authenticity highlighted by several authors and included in the PrACT model (Amante, et al., 2017).

Research findings reveal there is a lack of time, training and frameworks to implement assessment and feedback practices, at all educational levels. Findings suggest that teachers must be trained and guided to effectively implement ET, in order to identify what skills and competences could be developed through their use. Polatcan et al. (2023) suggest that teacher agency embodies a sense of responsibility and ownership for one's own professional growth, as well as the ability to adopt, adapt, and diversify in response to changing educational settings with thoughtful ethical considerations.

In my presentation I will present an overview of the affordances of ET applications and their indicators in assessment and feedback practices, focussing on those which are fundamental to promote teacher assessment agency and contribute to their professional development. Using arguments from Jones and Saville (2016) I will contend that technology offers us ways of engineering a transformative shift of emphasis in how learning is conceived and implemented, providing an opportunity to 'break out of the box' (the traditional classroom) and create a wider ecological environment to support effective language learning. I will close with an outline of the implications of this overview for my doctoral research project.

References

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Biodata

Carla Rodrigues has a Graduate and master's degree in Modern Languages and Literatures - specialization in teacher education. She is currently carrying out her PhD supervised by Professor Carlos Ceia. She has been an education professional in several public schools for more than two decades, namely as a collaborator and teacher in the area of languages and technologies. Her research interests are languages and intercultural education, design and emerging educational technologies.

Session 2: 11.30 – 12.00

Experimenting English language teaching with a fluid approach: Implications and findings

Michele Broccia (CETAPS)

Language teaching and learning has always been a challenging issue. Theoretical and empirical studies, considering social and individual aspects, confirm the complexity and difficulties in finding effective approaches and methodologies. Furthermore, the process of globalization has led to a growing need for learning English as a foreign language (Teo, 2019). Linguistically and culturally diverse students, along with continuous developments in digital technologies, demand adaptations or innovations in teaching approaches (Michel et al., 2009).

Studies have shown that abandoning textbooks (Guerrettaz & Johnston, 2013) and predefined curricula to construct a curriculum around learners' needs can enhance learning (Sawyer, 2004). Following a humanistic, dialogic, textbook-free, learner-centred language teaching approach (Meddings & Thornbury, 2009), this action research study examines whether the co-construction of a digital "fluid" textbook with adult students, replacing the traditional one, has any impact on their English learning. Two English courses of 20 hours each, of A1 and A2-B1 level, attended by 35 students, were conducted at the Universidade Nova in Lisbon. Data collection used both quantitative (pre- and post-test results in listening, speaking, reading and writing) and qualitative (focus groups, interviews, and classroom discourse analysis) methods.

Quantitative analysis findings show that results in adopting a "fluid" approach were effective for both courses. The qualitative analysis showed that learners found that interaction and dialogue played a key role in making them feel comfortable and not afraid of speaking and making mistakes. Not only did participants perceive the use of a textbook as unnecessary, but they also considered the absence of a manual as a prerequisite for a more authentic learner-centred approach to language learning. They considered the digital textbook closer to them because it had been constructed around their needs. The approach was perceived as more effective than traditional courses, a valid alternative to textbook-, teacher-centred approaches.

Considering the positive findings, it seems possible to use a so-called "fluid" approach to enhance students' learning of English, in particular to boost speaking and writing skills. Implications of these findings for adult language learning are discussed.

References:

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<https://doi.org/10.1016%2Fj.lcsi.2019.03.009>

Biodata

Michele Broccia holds a Master's degree in foreign languages and literature at the University of Cagliari in Sardinia. Teacher of English from 1992 to 2011. Lecturer of Italian language and culture at the University of Iceland up to 2015. Lecturer of Italian and Sardinian at the University of Lisbon until 2020. Initially focused on Sardinian Literature, his PhD research focused on experimenting with a language teaching fluid approach which is textbook-free, dialogic, based on conversation, disciplined improvisation and the co-construction of a digital manual replacing the traditional textbook.

Session 3: 12.00 – 12.30

Interactive activities and task-based language teaching in primary English coursebooks: An analysis of spoken interaction

Nathália Peixoto (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 “glocal” 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.

References:

- Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A Content Analysis of Peer Reviewed Journals from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, 16(3), 39–56.
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Biodata

Nathália Peixoto holds a Ph.D. in Language Studies from the Federal Fluminense University (UFF). She is a researcher at the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS). Currently, she is an English Language Teacher at a private school in Lisbon. She was a member of the Language Practices, Work, and Teacher Education Research Group (UFF/CNPq). She has previously worked as an English Language Teacher for the Secretaria Municipal de Educação do Rio de Janeiro and Secretaria de Estado de Educação do Rio de Janeiro.

Session 4: 13.30– 14.00

The triumphs and tribulations of surpassing a traditional primary EFL picturebook canon

Sandie Mourão (CETAPS, FCSH/UNL)

Intercultural citizenship education (ICE) combines intercultural communicative competence in foreign language education (EFL) with civic action in the community from citizenship education. Learning sequences for ICE in school contexts should thus encompass three interconnected learning objectives: linguistic, intercultural, and citizenship (Byram, Golubeva, Hui & Wagner, 2017). Picturebooks are recognised as valuable vehicles for achieving these objectives and thus became the focus of the Erasmus+ project "Intercultural Citizenship Education through Picturebooks in Early English Language Learning" (ICEPELL) [<https://icepell.eu/>]. ICEPELL aimed to empower teachers of English and their learners to become competent and effective democratic citizens (Council of Europe, 2018).

In this presentation I critically examine the 'Picturebook Selection Guide' (PSG) (Ibrahim et al, 2022), a tool developed during the ICEPELL project to support teachers in identifying picturebooks for ICE. I will present the PSG and the 15 picturebooks selected by teachers during the project and deliberate their representation along a continuum from intercultural to citizenship education and the consequences this has for planning and undertaking civic action projects in the primary EFL classroom. I will close with a reflection on some of the triumphs and tribulations we encountered when attempting to surpass a traditional primary EFL picturebook canon and highlight the possibilities such picturebooks afford to foster transformative learning experiences, promote social justice, and ensure inclusion.

References

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https://icepell.eu/docs/ICEGuide_digital.pdf

Biodata

Sandie Mourão is a senior research fellow at CETAPS, Nova University of Lisbon, with over 35 years of experience in English language education as a teacher, teacher educator, educational consultant, and researcher. She investigates picturebooks in language education, early years language learning, intercultural awareness and citizenship education, and classroom-based assessment practices. Her recent publications include *Multimodal mediation through picturebooks and graphic narratives: Educational and translational contexts* (Routledge, 2025); *Researching educational practices, teacher education and professional development for early language learning: Examples from Europe* (Routledge, 2024); and the award-winning handbook, *Teaching English to pre-primary children* (DELTA Publishing, 2020).

Session 5: 14.00 – 14.30

From journals to chalkboards and back: Reimagining the researcher-practitioner divide

Ruben Correia (CETAPS / U Algarve)

The dichotomy between scholars and practitioners in education has long been a subject of debate, often characterized by distinct roles, objectives, and methodologies. By operating in two distinctly different institutional settings (primary and lower/upper secondary schools and universities) teachers and researchers often hold contrasting perspectives shaped by the single challenges they face within their respective roles. Whilst scholars often seem far-removed from the daily work experience, practitioners often lack the time and the expertise to act upon research. Simply providing someone with information does not support them to understand how to apply it to improve their

work. It seems, then, that there are long-established walls on both the side of the scholar (Niemi, 2008) as well as the practitioner (Medgyes, 2017) blocking the way to developing research-aware teachers. However, bridges or context-specific proposals for change can be promoted and developed through teacher education. Indeed, it is my conviction that we, as teacher educators involved in research, are in a unique mediating position to close the gap between research and practice by actively engaging in the interplay between the two. Thus, in this presentation, I will discuss the perceived differences between scholars and practitioners, the importance of making research accessible to teachers, and some potential building blocks for research-informed practices in an attempt to reimagine the relationship between researchers and practitioners in ELT. It is hoped that this presentation will inspire thoughtful reflection and foster a fruitful discussion on the need to bring journals and chalkboards closer together.

References

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Biodata

Rúben Constantino Correia is a qualified Lower Secondary English teacher but now teaches ESP at Algarve University. His career in TEFL spans more than 20 years with experience as a teacher, teacher trainer, author, and researcher. He is a CETAPS member and an individual member of EALTA. His main research interest is on speaking proficiency and intelligibility. He holds a PhD in Foreign Language Teaching Methodology, which investigated oral proficiency in the EFL classroom.

Session 6: 14.30– 15.00

Formação de Professores de 1.º ciclo do ensino básico para o ensino do português como língua não materna

Ana Boléo (CETAPS / IP Setúbal, IP Lisboa, ISEC Lisboa & ISCE)

O atual panorama educativo em Portugal vem refletindo, nos últimos anos, a existência de cada vez mais crianças de nacionalidades distintas matriculadas, sendo que “a população jovem entre os 0 – 19 anos representa 11,6%” (Lopes, 2024, p. 4) dos alunos inscritos nos anos de escolaridade obrigatória, percentagem que, analisada por níveis de ensino, se traduz numa maior concentração de alunos estrangeiros no 1.º Ciclo do Ensino Básico (CEB) (Oliveira, 2023). Reconhecendo que “the age at which immigrants arrive in a new country can be an indicator of their future success” (OCDE, 2024, p. 69), na medida em que, quanto mais novo alguém se fixa num país de acolhimento, maior a probabilidade de atingir um nível de proficiência linguística da língua nacional do referido país semelhante ao de um nativo, urge dotar os futuros professores do 1.º CEB de ferramentas que lhes permitam navegar nesta diversidade linguística e cultural, de forma a potenciar o sucesso de todas as crianças filhas de imigrantes.

Pretende-se, nesta investigação, descobrir as ideias pré-concebidas dos futuros educadores e professores de 1.º CEB sobre os alunos estrangeiros integrados no sistema educativo português, quer em termos linguísticos, quer culturais, bem como averiguar o seu grau de conhecimento acerca do enquadramento legal do ensino do Português Língua não Materna (PLNM) no currículo português, através de um inquérito por questionário a aplicar antes e após a frequência da Unidade Curricular (UC) Ensino do Português Língua não Materna, a estudantes do Mestrado de Qualificação para a Docência em Educação Pré-Escolar e Ensino do 1.º Ciclo do Ensino Básico de uma instituição privada do ensino superior.

Espera-se, através deste estudo, compreender as mudanças das conceções dos futuros professores após a frequência da referida UC, concluindo sobre o impacto que a formação tem neste grupo, com o objetivo de elaborar recomendações de alteração curricular nesta área.

Referências:

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- Oliveira, C. (2023). *Indicadores de integração de imigrantes: relatório estatístico anual 2023*. Lisboa: Observatório das Migrações.

Biodata

Ana Boléo é doutorada em Educação, com especialidade em Educação e Interculturalidade, exercendo a sua atividade docente nas Escolas Superiores de Educação dos Institutos Politécnicos de Setúbal e de Lisboa, no ISEC Lisboa (Instituto Superior de Educação e Ciências) e no ISCE (Instituto Superior de Lisboa e Vale do Tejo), como professora adjunta convidada. Recentemente, tornou-se integrated researcher no CETAPS, realizando a sua investigação com foco no ensino-aprendizagem de português língua não materna (PLNM) e na formação de professores interculturais.

Closing Keynote: 15.15-16.15

The challenges and triumphs of addressing diversity in multicultural EFL classrooms

Lili Cavalheiro (CETAPS, FCSH/NOVA)

English has become a global lingua franca, transcending inner-circle contexts (Kachru, 1985) traditionally dominated by native speakers. It now serves as a dynamic medium of communication in many peripheral settings where native and non-native speakers interact, namely due to migration, tourism, the media, and digital nomadism, for example. Portugal is an example of this trend, with foreign citizens comprising 7.5% of the population in 2022, contributing to an increase in cultural and linguistic diversity. This shift is also particularly evident in schools. In the 2021/2022 academic year, foreign students represented 8.7% of public-school enrollments in basic and secondary education, a 20.6% rise from the previous year, encompassing 170 nationalities (Oliveira, 2023).

This growing diversity presents challenges for both schools and educators, particularly in overcoming communication barriers. English frequently serves as the common language, playing a pivotal role in bridging linguistic divides and fostering inclusion. This talk will, therefore, explore innovative projects addressing these challenges, such as the 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)' and 'Counteracting Accent Discrimination Practices in Education (CIRCE)' projects. By examining these efforts, this talk will highlight their impact and propose future research directions to further support multilingual and inclusive education in increasingly globalized classrooms.

Biodata:

Lili Cavalheiro has a PhD in Applied Linguistics from the School of Arts and Humanities of the University of Lisbon and is an assistant professor at NOVA-FCSH, where she is also a researcher at CETAPS. She has participated in several Erasmus+ projects (e.g., ILTERG, ENRICH, CIRCE) and has published/presented nationally and internationally in areas such as English as a Lingua Franca/Global Englishes, English Language Teaching, Teacher Education, Materials development, Intercultural Awareness and Intercultural Citizenship Education. She has also co-edited with Luís Guerra and Ricardo Pereira *The Handbook to English as a Lingua Franca Practices for Inclusive Multilingual Classrooms* (2021).