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Introducing Interaction

in the Primary School Foreign Language Classroom

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Abstract

This report describes the activities involved in the planning, implementation and assessment of the supervised teaching practice in English Teaching, in the context of a pre-service Masters Course in Teaching English at Primary Schools during the academic year of 2015/2016.

The teaching practice took place between the 14th of October 2015 and the 23rd of May 2016 at the school *Centro de Educação e Desenvolvimento de Nossa Senhora da Conceição da Casa Pia Lisboa* with a third grade group. As part of my teaching practice, forty hours consisted of direct classroom observation, and ten of teaching English as a core curriculum subject.

The didactic unit covered throughout my teaching practice was Unit Four, "A Green Day – Free-time activities", in which the topic of free-time activities, as well as the respective vocabulary and language chunks were covered.

Based on the teaching/learning problem that was identified in the target group, and as part of a curricular requirement, the area that was chosen to work on was oral interaction. A repertoire of techniques and strategies based on Communicative Language Teaching was used to stimulate classroom interaction, in order to solve the teaching/learning problem as well as to improve the students' overall communicative competence and develop their confidence.

A descriptive study and a survey were used to learn more about the students' learning needs as well as to assess the impact of the intervention on the students' learning processes. Furthermore, these instruments contributed to verify to which extent introducing interaction in the primary school foreign language classroom (FLC) fosters language learning.

The conclusion that was drawn from the intervention is that introducing interaction in the FLC at a primary school level can foster language learning, as long as output opportunities are provided and a positive learning atmosphere is established. Considering the progress achieved in this particular group, introducing interaction in the FLC should therefore be considered a central issue to develop in the 1st cycle of schooling in Portugal.

Key Words: Classroom Interaction, Communicative Language Teaching, Foreign Language Interaction Hypothesis, Teaching English to Young Learners

Resumo

O presente relatório tem como objetivo apresentar uma reflexão sobre as questões didáticas desenvolvidas durante o ensino supervisionado na disciplina de Inglês. Esta atividade foi realizada no âmbito do Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico da Universidade de Lisboa, cuja frequência teve lugar durante o ano letivo de 2015/2016.

O local onde as atividades foram levadas a cabo foi o Centro de Educação e Desenvolvimento de Nossa Senhora da Conceição da Casa Pia Lisboa (CED-NSC), entre 14 de outubro de 2015 e 23 de maio de 2016, período durante o qual foram efetuadas quarenta horas de aulas de observação e ainda dez horas relativas à intervenção pedagógica.

Esta decorreu numa turma do 3.º ano do 1.º ciclo do Ensino Básico, durante a quarta unidade didática lecionada, intitulada "A Green Day – Free-time Activities". Nesta unidade, foi explorado o tema dos tempos livres, o seu respetivo vocabulário e ainda os designados "language chunks".

A área selecionada para trabalhar foi a da interação oral. Tendo em conta as dificuldades sentidas pelos alunos nesta componente da língua, e o interesse próprio de investigação nesta questão, a área da interação oral surgiu, naturalmente, como primeira escolha.

Após se ter verificado que existia uma tendência para os alunos repetirem as perguntas que lhes eram colocadas, em vez de as responder, optou-se por trabalhar a interação oral. Deste modo, foi possível compreender de que forma se podia superar esta dificuldade e ainda melhorar a competência comunicativa da língua dos alunos em geral assim como a sua confiança.

Segundo o professor cooperante, esta tendência para os alunos repetirem as perguntas que lhes eram colocadas em vez de as responderem, é algo que acontece com inusitada regularidade no 1.º ciclo, e que não deixa de suscitar alguma perplexidade que importa investigar.

Para além da interação oral ser uma das competências contempladas nas metas curriculares, entendeu-se que esta era uma componente da língua que, uma vez devidamente estimulada, poderia contribuir para uma maior amplitude da envolvência dos alunos o que, por sua vez, conduziria a aprendizagens linguísticas efetivas.

Foi, por conseguinte, delineada uma estratégia no sentido de ajudar os alunos a desenvolver esta capacidade, tendo sido apresentado na intervenção pedagógica um conjunto de atividades de abordagem comunicativa, fundamentadas na metodologia designada por

"Communicative Language Teaching" (Richards & Rodgers, 2001). Esta tinha como objetivo estimular a interação oral no sentido de resolver o problema identificado, e melhorar efetivamente a competência comunicativa dos alunos em geral assim como a sua confiança.

Podendo a interação realizar-se pela oralidade, pela escrita, ou por ambas, privilegiou-se as duas vertentes da interação – oral e escrita, abrangendo assim um maior número de necessidades e preferências da parte dos alunos, no que diz respeito à aprendizagem de línguas estrangeiras.

No campo da oralidade, a interação foi desenvolvida essencialmente através de "teacher-questioning", "roleplays" e "games and competitions". No que diz respeito à interação escrita, esta foi desenvolvida através de uma componente de escrita de emails, integrando os conteúdos da quarta unidade temática por meio dos designados "communicative tasks", que incorporaram tarefas de "guided-writing".

Tendo em conta o projeto educativo do CED-NSC, bem como a sua aposta nas novas tecnologias, considerou-se que esta componente de escrita de emails poderia ser útil no futuro, na caso de a escola vir a aderir a um programa de intercâmbios inter-escolar com a presença de outras nacionalidades através da plataforma do e-Twinning.

Para melhor conhecer a turma e as suas necessidades, procedeu-se à recolha de dados em sala de aula através da aplicação de dois testes e de um questionário aos alunos da turma em questão. Foi realizado um teste antes e depois da intervenção sobre os conteúdos da unidade temática, com o intuito de verificar a eficácia da metodologia aplicada, assim como um questionário, através do qual se pretendeu adquirir um conhecimento geral da perceção dos alunos sobre o seu processo de aprendizagem. Desta forma, foi possível obter uma melhor compreensão das conclusões retiradas dos testes.

Tendo como finalidade resolver o problema de ensino/aprendizagem identificado no grupo intervencionado, assim como melhorar a competência comunicativa de cada aluno em geral e a sua confiança, o tema "Introduzir interação na sala de aula de língua estrangeira no 1.º ciclo", apresentou-se como uma excelente oportunidade de aprendizagem, não apenas para os alunos, mas também para mim própria, na medida em que sempre nutri um enorme desejo em compreender melhor o desenvolvimento desta competência comunicacional em contextos de "Teaching English to Young Learners".

O presente relatório foi estruturado em quatro capítulos principais, que passo a descrever: 1) "Interaction for young learners of English as a foreign language", que constitui o enquadramento curricular e didático da intervenção. Neste ponto é apresentada a justificação e explicitação do plano de trabalho elaborado para a prática de ensino supervisionada, com base nos documentos orientadores do ensino/aprendizagem concebidos para o 3.º ano do 1.º ciclo do ensino básico. Em seguida é feita uma reflexão sobre a importância e inerentes implicações da interação no ensino/aprendizagem de uma língua

estrangeira. Dentro do contexto deste capítulo, será também abordada a metodologia (técnicas e estratégias) que pode ser adotada para estimular a interação em sala de aula, dando exemplos do que foi aplicado na intervenção; 2) "The school context", que consiste no contexto escolar, no qual se trabalha a contextualização e caracterização da escola, assim como da turma que foi objeto da intervenção supervisionada. Neste capítulo será ainda abordado o problema de ensino/aprendizagem que foi identificado na prática de ensino pedagógica; 3) "The didactic unit: preparation", na qual se descrevem as atividades da unidade didática realizadas desde a sua planificação até à sua implementação e avaliação; 4) "The didactic unit: sumaries, results and reflections of lessons taught", no qual se procede à descrição das aulas assim como à apresentação e análise dos resultados, antes e depois da intervenção. Finalmente, e no contexto deste capítulo, é feito um balanço reflexivo sobre o trabalho realizado.

O trabalho desenvolvido implicou sempre uma base simultaneamente reflexiva e prática, que foi complementado por um suporte científico consoante aquilo que se entende por investigação-ação. Assim, identificou-se um problema no contexto das aulas de inglês, procedeu-se a uma investigação preliminar que permitiu compreender como este poderia ser solucionado, e em seguida foi conduzida uma intervenção no sentido de o resolver.

À guisa de conclusão, o trabalho reconhece a importância da interação no ensino de línguas estrangeiras, especialmente tendo em conta que esta proporciona aos alunos uma aprendizagem efetiva. A explicação parece estar relacionada com o grau de envolvimento dos alunos no seu processo de aprendizagem, uma vez que esta implica um grau de envolvimento da parte dos alunos que leva necessariamente à interiorização de conhecimentos. Logo, a interação proporciona oportunidades de aprendizagem que podem e devem de ser aproveitadas.

Este trabalho defende que não é suficiente o professor tornar o vocabulário em sala de aula acessível. É preciso proporcionar oportunidades aos alunos para que estes utilizem o vocabulário através dos designados "output opportunities". Tsui (1995) afirma, com base em inúmeros estudos, que "as crianças não só aprendem a falar, mas também falam para aprenderem". Consequentemente, é preciso criar oportunidades para que estas utilizem vocabulário, porque só assim poderão interiorizá-lo. A interação em sala de aula permite, efetivamente, criar essas oportunidades de aprendizagem.

Contudo, deve-se criar também um ambiente propício a essa aprendizagem, isto é, um ambiente positivo. Sem ele, os alunos dificilmente poderão sentir-se impelidos a participarem nas atividades que lhes vão permitir realizar aprendizagens. Este ambiente positivo passa necessariamente por respeitar as diferenças culturais dos alunos, assim como outras condicionantes de aprendizagem que poderão estar presentes.

Os resultados obtidos do trabalho desenvolvido, durante a intervenção pedagógica, demonstram uma evidência quantitativa, isto é, que a aprendizagem dos alunos cuja participação em sala de aula foi menor não foi tão bem sucedida como a dos alunos cuja participação foi maior.

O ambiente de trabalho em sala de aula também terá tido igualmente um impacto nas aprendizagens efetuadas – quanto mais positivo, melhor o seu impacto nas aprendizagens linguísticas dos alunos.

Concluiu-se finalmente que a interação oral, uma vez otimizadas as oportunidades de aprendizagem e maximizado o ambiente positivo, poderá levar a aprendizagens efetivas de língua estrangeira em sala de aula no 1.º ciclo. Para isso, a participação dos alunos revelou-se fundamental. É de salientar novamente também a importância de criar um ambiente positivo de forma a poder fomentar essa participação. Por conseguinte, a interação oral deve ser necessariamente estimulada em sala de aula de língua estrangeira no 1.º ciclo, e adotada como uma prática de ensino indispensável para o campo das aprendizagens neste contexto.

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List of Abbreviations

CED-NSC - Centro de Educação e Desenvolvimento da Nossa Senhora da Conceição

CEFR - Common European Framework of Reference for Languages

CLT - Communicative Language Teaching

FLA - Foreign Language Acquisition

FLC - Foreign Language Classroom

IRF - Initiation-Response-Feedback

L2 - Second Language

TBLT - Task-Based Language Teaching

TSLT - Task-Supported Language Teaching

Introduction

This report describes the activities related to the planning, implementation and assessment of my supervised teaching practice, as part of a pre-service Master's Course in English Language Teaching at a primary school level at Universidade de Lisboa during the academic year of 2015/2016.

My teaching practice took place at the school *Centro de Educação e Desenvolvimento Nossa Senhora da Conceição, Casa Pia Lisboa* (CED-NSC) between the 14th of October 2015 and the 23rd of May 2016 with a third grade group of twenty-one children.

As part of my teaching practice, forty hours consisted of direct classroom observation, and ten of teaching English as a core curriculum subject. The didactic unit covered throughout my teaching practice was Unit Four, "A Green Day – Free-time activities", in which the topic of free-time activities, as well as its respective vocabulary and language chunks were covered.

The theme of this report, "Introducing Interaction in the Primary School Foreign Language Classroom (FLC)", took its inspiration from the challenge I set myself to attempt to solve a teaching/learning-related problem that was identified in the target group throughout the observation sessions of my teaching practice.

The problem consisted of students' tendency to repeat the question that they were asked, instead of answering it, in which a kind of "nonsensical" interaction between teacher and student(s) took place. Apparently, this is not uncommon among young learners in primary school settings.

As I have also always been interested in learning more about developing young learners' speaking skills in the FLC, the theme chosen for my teaching practice seemed to present an interesting and fruitful opportunity for learning in relation to both the students and myself. The area that was chosen then to work on, and as part of a curricular requirement, was oral interaction.

For the intervention of my teaching practice, which took place between the 15th of April and the 23rd of May, a repertoire of techniques and strategies based on Communicative Language Teaching (CLT) was employed to stimulate interaction in the primary school FLC, so as to address the target group's teaching/learning problem as well as to improve the learners' overall communicative competence and develop their confidence.

In order to provide an overall view of the decisions and activities involved in the planning, implementation and assessment of my intervention, this report has been organized into four main chapters: (1) Interaction for young learners of English as a foreign language; (2) The school context; (3) The didactic unit: preparation; (4) The didactic unit: summaries, results and reflections of lessons taught.

In the first chapter, I draw on the international and national curricular and didactic frameworks that informed the decisions involved in the planning, implementation and assessment of the didactic unit of my teaching practice. In the context of this chapter, I refer to the curricular documents and recommendations that guided me through my intervention. Here, I also reflect on the importance of interaction in children's learning processes and its implications for foreign language learning, and finally, I draw on the methodology that can be used to introduce interaction in the primary school FLC, by giving examples of the specific techniques and strategies that guided my teaching practice.

Chapter two describes the school context in which my teaching practice took place. Here, I present the school, its location, building and population as well as its mission and ambition. Afterwards, the target group of my intervention is described as well as the teaching/learning problem that was identified in the target group.

In the third chapter, I discuss the planning and organization involved in the preparation of the didactic unit, including the techniques and strategies used for introducing interaction in the classroom, as well as the assessment that was considered for the intervention.

In chapter four, I present a summary of all the lessons taught, along with the results of the tests that were carried out, before and after the intervention, as well as those of a survey. I also discuss the impact of the intervention on the students' learning processes in light of the results, and finally provide an overall reflection of the intervention.

At the end of this report, and considering the progress achieved in this particular group, I draw a conclusion on the importance of introducing classroom interaction in the 1st cycle of schooling in Portugal.

1. Interaction for young learners of English as a foreign language

> "(…) children not only learn to talk but they also talk to learn (…)"
>
> (Tsui, 1995, p.81)

In this chapter I draw on the international and national curricular frameworks that informed the decisions involved in the planning, implementation and assessment of the didactic unit of my teaching practice. Next, bearing in mind the teaching/learning problem identified in the target group, I discuss the importance of interaction in children's learning and its implications for foreign language learning. Finally, I draw on Communicative Language Teaching (CLT) that informed the methodology as well as techniques and strategies used throughout the intervention of my teaching practice to introduce interaction in the Foreign Language Classroom (FLC).

1.1. English as a foreign language in the 1st cycle

Considered a key competence in today's globalised world, foreign language learning is quickly expanding into the early years of schooling. Due to the general consensus that nowadays English is the language of choice for international communication, English has become a part of the primary school curriculum in many non-English speaking countries. In Portugal, under the Decree-Law nº 176/2014, 12th of December, which came into effect in the school year of 2015-2016, English became a core subject from the third grade onwards, with a time allocation of two sixty-minute classes per week.

As part of the national curriculum, the binding curricula established for English as a core subject for the 1st cycle are the "Metas Curriculares de Inglês" (Curricular Goals for English) (Cravo, Bravo & Duarte, 2014), which may be supplemented by the "Orientações Programáticas" (Program Guidelines) (Bento, Coelho, Joseph & Mourão, 2005) and the students' textbooks.

The "Metas Curriculares" for English as a Foreign Language in the 1st Cycle (Cravo, Bravo & Duarte, 2014), indicate the learning goals and contents for each grade, which are mapped according to the Common European Framework of Reference for languages (CEFR) (Council of Europe, 2001). It should be noted that the CEFR is today one of the main references for the Portuguese curriculum in foreign language learning, teaching and assessment.

The "Metas Curriculares" (Cravo, Bravo & Duarte, 2014) are divided into seven domains: the Intercultural Domain (ID3); Lexis and Grammar (LG3); Listening (L3);

Spoken Interaction (SI3); Spoken Production (SP3); Reading (R3) and Writing (W3), in which each one provides descriptors on what the students are expected to achieve.

The "Orientações Programáticas" (Bento, Coelho, Joseph & Mourão, 2005) are likewise another important curricular document that provides guidelines on teaching English for the 1st cycle. In addition to the recommendations provided by the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014), the "Orientações Programáticas" (Bento, Coelho, Joseph & Mourão, 2005) also draw attention to the fact that although listening and speaking are important, reading and writing should not be taken for granted. In some cases, reading and writing can play an important role in supporting learning processes and, therefore, should be encouraged whenever necessary.

Furthermore, it states that not only is it equally important to gradually and naturally engage students in their own learning processes (so as to help them learn to learn), but it is also essential that topics be developed from the child's standpoint (inner view) first and then from the world surrounding them (outer view).

As for assessment, it mentions that a positive atmosphere needs to be created, so that the students do not feel "defeated"; equally important is to introduce self-assessment in class, so students are able to develop autonomy and learning skills, emphasising the fact that teachers can play an important role in encouraging children to develop positive learning attitudes.

Considering the two documents, the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014) provide the overall goals to be achieved and the contents to be covered for each 1st cycle grade (e.g. topics/notions, language chunks and vocabulary), whereas the "Orientações Programáticas" (Bento, Coelho, Joseph & Mourão, 2005) provide guidelines on the objectives, vocabulary, structures, classroom activities, interdisciplinary activities, materials and resources that can be used for each grade.

1.2. Interaction in foreign language learning

According to Piaget and Vygotsky, interaction plays a crucial role in children's "sense-making" of the world. Whether it is by interacting with the environment through self-discovery, or by having people and objects interact with the child through guided-learning, interaction provides numerous language learning opportunities. This stresses the importance of introducing interaction in the primary school FLC, and as Cameron (2001, p. xii) points out, "primary teachers need to understand how children make sense of the world and how they learn." Either through self-discovery or guided-learning, interaction provides various learning opportunities, which language teachers can and should take advantage of.

Introducing interaction in the primary school FLC requires and implies not only an understanding of how language learning opportunities arise in the classroom, but also an understanding of what triggers and facilitates foreign language learning in the first place.

Krashen's belief that "input that is totally incomprehensible to learners is not likely to cause learning to take place" (Krashen 1977, 1982, 1985 quoted in Tsui, 1995, p.55) was an important step forward towards understanding what fosters foreign language learning. According to Krashen, for successful language learning to take place all that is needed is motivation, a relaxed atmosphere and massive amounts of "comprehensible input"; however, there remains some controversy around this.

Although it is believed that teachers' modified speech, in terms of phonology, syntax and lexis, makes input comprehensible, Long (1996) claims that it is in fact negotiation for meaning that makes input comprehensible, hence facilitating the language learning process. Bearing this in mind, for language acquisition to occur, learners need opportunities to negotiate meaning so as to know how to deal with communication breakdowns.

It may be argued, however, that children in primary school settings may not have sufficient input to negotiate meaning in case of communication breakdowns. Nevertheless, it should be noted that non-verbal interactions, such as body language, head nodding, hand raising, gestures, and eye contact can likewise play an important role in classroom interaction (Ellis, 1990 quoted in Tuan & Nhu, 2010). Furthermore, not only can non-verbal interactions clarify meaning in case of confusion, but they can also encourage learning among those who lack of confidence. In view of these issues, non-verbal language is therefore as much a part of communication as verbal language.

Still considering what fosters language learning, Swain (1985) argues that it is the production of comprehensible output that matters. According to Swain, emphasis should be placed on creating opportunities for output production, including for what he has called "pushed" output, given his claim that output can only facilitate language learning when "learners are stretched to express messages clearly and explicitly" (Swain, 1985 quoted in Ellis, 2008, p.3). Swain (1985, p.249) further explains that "learners do not achieve linguistic competence, not because their comprehensible input is limited but because their comprehensible output is limited."

It has also been argued that students learn not only by engaging in interactions, but also by listening to interactions (Zhao, 2013). However, these learners' proficiency is not as high as that of those who participate actively, therefore, students' involvement is essential for language acquisition.

Regardless of this, teachers should not force students to participate, as their reluctance may be related to either their cultural backgrounds (such as different cultural expectations of what is permissible in the classroom) or language learning anxiety. As for the

latter case, Tsui (1995, p. 87) explains that anxiety is not surprising, as "the classroom is a place where there is an unequal power between the teacher and the students, which is bound to create anxiety." Therefore, as language teachers, it is important to "(…) understand and appreciate the psychological experience that learners are going through and try to alleviate their anxiety (…)" (Tsui, 1995, p.100).

Bearing this in mind, classroom interaction depends largely on the teacher, not only as a major source of comprehensible target language input, but also for providing multiple learning opportunities and establishing a positive learning atmosphere. Since student involvement and participation are essential as well, it is important that teachers are sensitive to their students' cultural backgrounds, learning styles as well as any language anxiety-related problems. As Tsui argues, there are various classroom elements that need to be interconnected and in harmony and "those elements are the students and the teacher as well as their educational and social backgrounds, experience, knowledge and expectations" (1995, p.22).

Considering all these notions, language learning opportunities can therefore arise in classroom interaction, not only when the teacher makes target language input comprehensible, but also when there is room for the negotiation of meaning as well as opportunities for the production of output. Furthermore, understanding the various classroom elements and how they interact is also essential to optimise learning opportunities and create a positive learning atmosphere to foster language learning in the primary FLC. Especially at this level, children's learning requires a holistic approach, which includes the linguistic, social and emotional aspects.

1.3. A communicative approach to interaction

For the intervention of my teaching practice, I draw on Communicative Language Teaching (CLT), also known as the Communicative Approach.

Over the last decades, CLT has become one of the most widely accepted approaches to language teaching. The primary goal of CLT is to develop what Hymes (1972, in Richards & Rodgers, 2001) refers to as "communicative competence" which, simply put, is the ability to communicate in different contexts. The fact that CLT addresses communicative language competence, including its intercultural dimension, is important, since learners in Portugal and in other European countries are expected to communicate in today's multicultural society.

Bearing this in mind, one of the central characteristics of CLT, and of particular relevance to the theme of this report, is interaction. In contrast to controlled materials (e.g. textbooks and CDs), in which learning is expected to occur simply from listening and

repeating, void of any kind of "genuine" human contact and of social context, within CLT, "students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings" (Richards & Rodgers, 2001, p.68).

Another of the most important features of CLT is the use of tasks as a fundamental part for planning and instruction. Tasks are essential in the FLC because they allow learners to reach an intended outcome or consensus, which necessarily involves the negotiation meaning and output production.

Nunan (2011) defines task as "a piece of work which involves learners in comprehending, manipulating, producing or interacting in the target language, while their attention is focused on meaning rather than form" (p.40). However, when it comes to teaching children, whose resources are limited, language learning should perhaps be supported by tasks[1] rather than completely "based on" tasks (Silva, 2006). As Carless (2004) points out, if young learners are not previously taught language structures, then as beginners, they will probably not have the sufficient amount of English to use during tasks. For this reason then, Carless (2004) suggests that teachers should use a weaker form of task-based Language Teaching (TBLT) that is known as Task-Supported Language Teaching (TSLT). TSLT enables learners to practice communication skills, by using language items in a more traditional way, that is, more focused on form. Silva (2006) also believes that, when it comes to beginners, TSLT is much more effective than TBLT, as it allows them to process meaning and form simultaneously as well as gain confidence.

Some other key features of CLT worth referring to, and likewise mentioned in Richards and Rodgers (2001, p.67), include:

- communicative competence as the desired goal;
- language learning as learning to communicate;
- meaning as paramount;
- contextualization as a basic premise;
- attempts to communicate may be encouraged from the very beginning;
- the target linguistic system is best learned through the process of struggling to communicate;
- reading and writing can start from the first day, if desired;

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[1] Silva (2006, p.203) believes that for students who are beginners and "have a very limited stock of graphological, phonological, lexical and grammatical features," it is important for teachers to focus on form in order to help learners (through controlled practice) build their language competence and gain confidence. According to Silva (2006), communicative tasks based on TSLT give beginners an opportunity to process meaning and form simultaneously, whereas communicative tasks based on TBLT focus mainly on meaning, which may not suffice to foster language learning and build students' confidence as learners with limited language resources need to be pre-taught structures in meaning-focused use.

- any device which helps the learners is accepted - varying according to age, interests, among others;
- translation may be used where learners need or benefit from it.

This general focus on communication in CLT also leads to learners and teachers assuming different roles when compared to those taken on in more traditional FLCs. Within CLT, the learner is expected to assume the role of a negotiator, so as to repair any communication breakdowns, whereas the teacher is expected to facilitate the communication processes; the teacher may, however, also be required to take on the role of an "organiser of resources", a "guide" among others or even become "a resource" inside the classroom (Richards & Rodgers, 2001, p.79).

As for the instructional materials applied in CLT, Richards & Rodgers (2001, p.79) explain that "a wide variety of materials can be used to support communicative approaches to language learning." According to them, the most common kinds of instructional materials used in CLT that also promote interaction are:

(1) Text-based instructional materials that are mainly theme-based and include tasks such as understanding a message, asking questions to obtain clarification or asking for more information among others;

(2) Task-based instructional materials that include pair-communication materials, cue cards or alike in interactional formats for games, roleplays and other student-interaction practice activities;

(3) *Realia*, which consists of any kind of "authentic" and "from life" material, which can be (i) language-based, such as signs or newspapers; (ii) based on graphic and visual sources, such as pictures, maps and graphs or (iii) objects, such as toys, models and so forth.

Considering all these issues, the CLT approach was not chosen in vain for my teaching practice. Several issues were taken into account, so that in the end, the group of young learners could in fact be able to interact in English.

According to Nunan (2011, p.29), "the effectiveness of a method depends on a range of factors, such as: the aims and goals of the teaching programme; children's ages, learners' preferred learning styles and strategies, and learners' previous learning experiences and expectations." All of these factors need to be considered when deciding on a methodology to be used in primary school settings.

In the case of my intervention, the children's age was of particular importance, so as to ensure the appropriateness of course contents and instructional materials, because of their

different levels of social, cognitive and emotional development. Given the focus on authentic and meaningful communication, rather than on the mere mastery of grammar structures, CLT allows teachers to attain curricular goals and accommodate different learners' needs and preferences.

The reasons for the choice of the CLT approach for my teaching practice may thus be summarised as follows: (1) it develops the students' communicative competence, which is referred to by the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014); (2) it caters to young learners' needs and preferences, given the focus on authentic and meaningful communication, rather than the mere mastery of grammar structures, as emphasised by the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014); and (3) it lends itself to introducing interaction in the FLC through the use of tasks, which requires the learners' active involvement in the production of the target language and in the negotiation of meaning, in case of communication breakdowns. In light of the Portuguese curriculum of what foreign language learning ought to be today, CLT seems to be the best approach for fostering language learning.

1.4. How to introduce interaction in the FLC

In order to introduce interaction in the primary school FLC, a variety of activities may be chosen to create and provide students with language learning opportunities. Taking into consideration the particular case of my teaching practice, those that were more widely developed include: visuals and *realia*, teacher-questioning, roleplays, games, and communicative tasks based on TSLT. Alongside these activities, classroom language and routines were also encouraged from the outset, so as to optimize learning opportunities and create a more positive learning environment. Each of these issues is further explored in the following subsections.

- *Visuals and Realia*

Visuals and *realia* play a vital role in the primary school FLC and are essential for teaching young learners. These materials not only convey meaning in an instant, but also enrich the language learning experience. Visuals include pictures, flashcards, cartoons, diagrams, videos and the like, whereas the term *realia* is used to refer to "real-life" objects that are not initially intended for foreign language teaching (Nunan, 2011).

In the case of pictures, Ur (1991) claims that "if young are not supplied with something to look at that is relevant to the learning task in hand, they will find and probably be distracted by something that is not."

The visuals and realia used throughout the intervention were flashcards, maps, a football, a globe and a message board sign. Wall posters were used to introduce, develop and practice the target language of the didactic unit in the students' textbooks as well as classroom language.

Flashcards, however, proved to be the most effective language teaching material used in class. In line with what Ur (1991) claims about pictures, flashcards are "eye-catching" and "arouse learners' interest and add motivation". In addition to that, flashcards can be used to review vocabulary.

In the case of the classroom wall posters, these were first used to elicit vocabulary (input) and were then placed on a wall next to the blackboard or noticeboard, in order for learners to internalise the vocabulary and to even encourage them to use it in classroom communication.

- *Teacher-questioning*

Teacher-questioning consists of a "teacher-learner interaction" technique, in which the teacher asks the learner(s) a question, the learner(s) respond(s) and the teacher closes the exchange, following a pattern called the "Initiation-Response-Feedback" (IRF) (Tuan & Nhu, 2010).

Although it has been argued that this type of interaction restricts learners' opportunities to participation in classroom interaction, it has also been counter-argued that by asking students to justify, clarify or relate to their own experience, the third turn of the IRF can provide opportunities to interact further (Tuan & Nhu, 2010).

The questions used in teacher questioning serve not only to focus on the objectives of the curriculum, but also to motivate and direct the thought processes of the students. There are several advantages of teacher questioning in classroom interaction, as Ur (1991, p. 229) points out:

- it allows learners to share their ideas, knowledge and skills;
- it tests learners' understanding, knowledge or skills at any stage of the lesson;
- it engages learners actively in participating in learning;
- it stimulates their thinking;
- it provides weaker learners with an opportunity to participate;
- it allows learners to review and practice previously learnt language;
- it can be used to introduce a new topic.

- *Roleplays and games*

An important feature about roleplays and games in foreign language learning is the power that these activities have to actively engage students in learning, either by participating in the activities themselves or by watching others participate. Furthermore, in addition to providing output opportunities, roleplays and games provide stimulation, diversity, interest, and motivation. They liven up classes and promote positive attitudes towards language learning, boosting children's confidence and self-esteem (Stern, 1983; Read, 2007).

In this sense, roleplays develop fluency, a sense of mastery and promote interaction, while games (competitions included) create a stimulating learning environment (Stern, 1983; Read, 2007). By using these two, teachers are able to not only provide appealing oral output opportunities, but also to check the students' target language comprehension, while observing their interactions.

In my intervention, roleplays and games were used in almost every lesson. For example, students participated in a roleplay, which was used to create and provide opportunities for oral interaction. Within the topic of the didactic unit, students were required to agree (reach a consensus) on a game to play. The roleplay was first exemplified (by a student and myself) and then the other students would take turns participating in the roleplay. As for games, "Simon Says" and "Memory Games" were used throughout the intervention as "warmers" or "closers". "Simon Says" was mostly used as a "closer", whereas "Memory Games" were employed to elicit or review vocabulary that would be used as input for classroom interaction. A competition was also organized towards the end of the intervention to review language as well as provide oral output opportunities.

- *Communicative tasks*

Communicative tasks based on TSLT were used throughout the intervention to provide (controlled practice) opportunities for output production, which is the main advantage of these over TBLT, especially when considering young learners.

Bearing this in mind, two types of communicative tasks were developed throughout the intervention to provide both oral and written output opportunities. In terms of oral output, roleplays and games/competitions were developed, whereas for written output, communicative tasks included filling-in forms and email-guided writing tasks.

These tasks were designed to contextualise language from the didactic unit and integrate it in authentic and meaningful ways. The filling-in forms tasks with personal details were used as an introduction to email writing. It should be noted, and as part of the written interaction, the email-writing task took its inspiration on the future plans of the school project, which is to create technology-rich environments that could eventually lead to an e-

Twinning project. Apart from contextualising the language from the didactic unit, this writing component was introduced not only to facilitate language learning in general, but also to cater for the needs of those learners who relied mostly on writing to internalise language, as emphasised and mentioned in the "Orientações Programáticas" (Bento, Coelho, Joseph & Mourão, 2005).

- *Classroom language and routines*

Classroom language was developed alongside the target language, due to the importance of negotiating meaning when fostering language learning.

Furthermore, according to Read (2007, p.18), "in order for children with only minimal linguistic competence to start learning to communicate, it is important to establish simple classroom routines from the outset." Bearing this in mind, in addition to classroom language, classroom routines were also implemented right from the beginning of my intervention. Apart from being an important curricular recommendation, these routines are crucial in children's learning processes, helping them to develop holistically at a linguistic, social and emotional level.

After having briefly reflected on the methodology as well as the techniques and strategies chosen for my intervention, it still remains to be seen whether these choices solve the teaching/learning problem identified in the target group, and if in the end they improve the learners' overall communicative competence and confidence. Before that, however, I will provide some background information of the school in which my teaching practice took place and of the target group of my intervention.

2. The school context

This chapter seeks to provide an overall view of the school context in which my teaching practice took place. First, I will present the school, its location and building as well as describe its population, mission and ambition. Then, I will describe the target group of my intervention, and finish with the learning/teaching-related problem that was identified throughout the observation classes.

My teaching practice took place at a primary school in the centre of Lisbon, called the "Centro de Educação e Desenvolvimento Nossa Senhora da Conceição, da Casa Pia de Lisboa" (CED-NSC). Here, I was assigned a third grade group - 3ºA. Mr Branco was the cooperating teacher who guided me through the intervention at the CED-NSC.

2.1. School description

As part of my teaching practice, a great deal of time was spent in getting to know the CED-NSC, its premises, its facilities, its conditions as well as the community, its people and project developed, so as to inform the didactic unit of my teaching practice.

The CED-NSC belongs to a state institution known as Casa Pia. The school is located in Largo do Rato, a central and historical area in Lisbon. It is within walking distance of the Estrela, Principe Real and Amoreiras neighbourhoods, where several main streets cross. It is a very busy area, especially during the rush hours. There is an underground station and buses nearby, which is important because a large number of the students that attend the school live on the outskirts of Lisbon.

The school is inside the former Convent of the Trinity Sisters Order in Largo do Rato, which dates back to the 17th century. In 1880 the order was extinct, and both the church and the school take the name of the last nun who died in the convent - Nossa Senhora da Conceição.

The school premises are well kept. The school building (former convent) has been recently restored. Apart from a courtyard with trees, flowerbeds, a fountain and statues, there are three playgrounds, one for each cycle, as well as two additional recreational areas for rainy days. As for other facilities, there is a canteen, a library and a gymnasium. Although the premises and building (including classrooms) are not modern, they have the minimum conditions for students and teachers to work in.

It is important to mention that CED-NSC is one of the six Casa Pia schools in Portugal that take on students who are from particularly vulnerable economic and social backgrounds or have learning, emotional or behavioural difficulties. As a charitable institution, its mission is to ensure that these children have access to quality basic education

throughout the three cycles of schooling, regardless of their backgrounds or impairments. The bond established with each child throughout the three cycles of schooling facilitates the school's social and educational intervention. Despite the fact that the Casa Pia schools enjoy a unique status within the Portuguese educational system as a charitable institution, the students from the CED-NSC are required to achieve the so-called "Metas Curriculares" established by the "Direção Geral de Educação" of the Ministry of Education.

The CED-NSC takes on students from the age of three up to the end of the 3rd cycle. During the 2015-2016 school year, the CED-NSC had a total of 451 students, whose distribution per cycle was as follows: 118 children in pre-school (6 classes); 167 students in the 1st cycle (8 classes); 74 students in the 2nd cycle (4 classes); and 92 students in 3rd cycle (6 classes). Of the 167 children in the first cycle, 76 were female and 91 male. It should be noted, however, that twelve of the 1st cycle students are on an Individual educational program, known as P.E.I. ("Programa Educativo Individual"), under the Decree-Law nº 3/2008 7th of January.

Given the CED-NSC's mission and the characteristics of the student population, that is, that many students come from particularly vulnerable backgrounds or have special needs, the school staff is composed by the mainstream pre-school and basic education school teachers, as well as two psychologists, two social workers, a speech therapist, among others.

With regards to CED-NSC's Educational Project ("Projeto Educativo"), its motto is "It takes a village to raise a child". It is an African proverb that reflects what the school believes to be its mission - to work together towards a common goal. As part of its mission, for example, the CED-NSC ensures that each child is provided with school material, lunch vouchers and transport subsidy, should they come from lower social and economic backgrounds. It also establishes a liaison with welfare services so as to provide families with the necessary support to ensure that each child has access to the quality education to which they are entitled.

For the future, the school intends to invest more in technology, and proof of that is the software application recently introduced, which allows teachers to insert the "lesson summary" and register students' attendance. This is simply one step forward in that direction and it is possibly one of the many changes that have yet to come.

2.2. Class Description

For my teaching practice, of the two third grade groups at the school, I was assigned group 3º A. This group consisted of twenty-one students: 13 boys and 8 girls, from the ages of eight to eleven.

I spent a great amount of time getting to know this group. Up to forty hours were spent observing the target group in different classes and in the playground. Getting to know the group was absolutely essential in the preparation of the didactic unit of my teaching practice, not only in terms of the students' characteristics such as personality traits, cultural background, learning needs and preferences, but also in the way the students worked as a group.

Considering the students' linguistic and cultural backgrounds, the group was quite multicultural. Although all the students were born in Portugal, there were several from various cultural backgrounds: six students had an African background, and one was from Brazilian extraction. There were also two children whose mother tongue was not Portuguese: one had Russian/Ukrainian backgrounds and another was of Chinese ethnicity.

In the group, there were two students who had been held back and two students who were on an individual educational programme, the so-called P.E.I. Two students also had tutoring classes, so as not to fall behind. Additionally, and as part of the education inclusion policies and practices, children whose mother tongue is not Portuguese and have difficulties with the language are entitled to tutoring. In the case of the two children whose mother tongue was not Portuguese, the school was looking into the possibility of them having tutoring classes for that specific purpose. On the whole, the class could be described as a mixed-ability group with different learning needs.

Despite these several issues, on the whole, the class was polite, kind, affectionate and very communicative. However, and also according to the group's other teachers (English, Physical Education, Artistic Education, Religion and Moral Education and Musical Education teachers), the students lacked the supposedly acquired classroom discipline and autonomy for third grade students. From what I observed in the different subjects and with the various teachers, the students tended to chat, and teachers needed to be extremely strict to keep order in class. Even so, the students tended to get distracted and lose track of what was being said and of what they were required to do.

As for the target group's background to language learning, the majority of students had already had English on a regular basis since kindergarten. However, under the Decree-Law nº 176/2014, 12th of December, the target group's level was A1.

2.3. Identifying the teaching/learning problem

Perhaps, the most striking features about my target group in terms of foreign language learning was their inability to interact in English; that is, to respond to questions accordingly as well as a certain shyness or lack of confidence when it came to communicating in English.

The students' target linguistic system also seemed rather poor. As much as they tried, they simply were unable to use or recall vocabulary. I also wondered if the students' inability to interact and lack of vocabulary could be the reason for their shyness or lack of confidence when it came to participating in class.

Based on the observation classes, it is my belief that lessons lacked the interaction that is required in the language learning process. Perhaps, these learners were never required to struggle to communicate or were never provided with output opportunities in order to internalise language, which could be some of the reasons for the students' poor target linguistic system, inability to interact and lack of confidence. It can be argued that the students had not internalised enough input in order to externalise it. The issue, however, is that output opportunities in the classroom help learners internalise input; if students are never required or encouraged to use the input they have learnt in a meaningful experience, it is very unlikely that they will be able to develop vocabulary, recall it and eventually use in interactions.

From the various attempts made to establish some form of interaction with the students in English, particularly during the period in which I accompanied them in their activities at school, they always demonstrated difficulties in understanding and responding to questions, even the simplest ones such as, "How are you?" or "How old are you?" The students would respond in Portuguese, repeat the question or not respond at all. Of the three, the main tendency was to echo the question I had asked them. Apparently, this is not uncommon in young learners, including in primary school settings. The cooperating teacher explained that this tendency to echo the teacher's words had happened with him in class and with other teachers as well, which ultimately leads to a kind of "nonsensical" repetition.

In an attempt to solve the target group's tendency for "nonsensical repetition", the cooperating teacher and I agreed on the need to introduce interaction in the classroom, so as to improve the learners' overall communicative competence and develop their confidence.

As part of the curriculum requirements for language learning, the decision to introduce interaction in the FLC was also based on the curricular recommendations in the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014) and the "Orientações Programáticas (Bento, Coelho, Joseph & Mourão, 2005), which stress the importance of developing oral skills and classroom interaction.

It should be noted that the "Metas Curriculares" document, for instance, makes several recommendations on classroom interaction that teachers should take into account. Some examples include: the use of English for classroom communication, so that students may become familiar with the language; the use of repetition and routines, so as to recycle newly-learnt language and allow students to develop autonomy; the diversification of classroom activities (e.g. games, chants, roleplays, poems and stories) through movement;

the development of cross-curricular contents; the use of diversified and appealing materials (e.g. flashcards, toys and objects) as well as audio-visual materials; and children's engagement in their learning processes through their own work and/or collaboratively.

For the purposes of the intervention of my teaching practice, it should be noted that in the domain of spoken interaction in the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014 p. 19), third grade learners are expected to develop the following language functions:

> 11. Interact with the teacher, using simple sentences and expressions:
> 1. Greeting
> 2. Thanking
> 3. Saying goodbye
> 4. Giving Personal Details
> 5. Expressing personal preferences
> 6. Answering questions on the topics covered so far.
>
> (Cravo, Bravo & Duarte, 2014, p. 19)

The fact that the target group had not yet developed these language functions emphasised the need to incorporate them into my intervention, following the recommendations in the "Metas Curriculares" and the "Orientações Programáticas".

The theme "Introducing interaction in the primary school FLC" was therefore the challenge I set myself, in an attempt to solve the teaching/learning problem that was identified in the target group of my intervention. The following chapter will consider how interaction was carried throughout the ten lessons.

3. The didactic unit: preparation

My teaching practice took place between the 14th of October 2015 and the 23rd of May 2016 at CED-NSC with a third grade group of twenty-one children. As part of my teaching practice, forty hours consisted of observation classes and ten hours of teaching English as a core curriculum subject. The intervention of my teaching practice took place between the 15th of April and the 23rd of May 2016 with a time allocation of two forty-five minute classes per week, on Mondays from 2:45pm to 3:30pm and on Fridays from 4:45pm to 5:30pm.

This chapter focuses on the preparation of the didactic unit and is divided into three parts. In the first part, I deal with the planning and organisation of the didactic unit; in the second part, I describe the techniques and strategies for introducing oral interaction; and in the third part, I focus on the assessment that was considered for the intervention.

In order to guide me through the planning of the lessons and to properly assess the impact of the intervention on the students' learning processes, a set of aims (Table 1) was established before the intervention.

Table 1. The aims of the intervention

Aims of the Intervention	Achieved	To what extent?
1. To meet the curriculum requirements.		
2. To solve teaching/learning problem.		
3. To provide output learning opportunities for all learners.		
4. To improve students' overall communicative competence.		
5. To develop students' confidence.		

The conclusion on as to whether the aims were achieved, and if so, to what extent, will be discussed in chapter four, after analysing the results of a survey and tests that were carried out before and after the intervention.

3.1. Planning and organising the didactic unit

The didactic unit covered throughout the ten teaching hours of my intervention was Unit Four, "A Green Day - Free-time Activities", in which the topic of free-time activities, as well as its respective vocabulary and language chunks were explored.

The didactic unit was designed taking into account the national curriculum, as it should be understood today, the binding curricula and other curricular documents (and respective recommendations), the target group's level and characteristics (including special educational needs as well as social and cultural diversity), the students' textbooks, the topics of the didactic unit, the weekly time allocation, the number of hours/ lessons in which the didactic unit had to be covered, lesson duration, and school assessment requirements, such as a formal written test.

The didactic unit was also designed taking into account the need to incorporate output production to address the teaching /learning problem that was encountered in the observation lessons. The fact that the target group was a mixed-ability class was also considered. Following the recommendations in the "Orientações Programáticas" (Bento, Coelho, Joseph & Mourão, 2005), it was decided that oral interaction would be supplemented with written interaction, in order to cater to the different learning needs and preferences within the group.

Although the ten lessons of my teaching practice were planned according to what is established by the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014) and "Orientações Programáticas" (Bento, Coelho, Joseph & Mourão, 2005), the topic and language covered throughout the intervention was presented differently from that of the textbook, due to a topic conceptualisation-related problem encountered in the book. The concept of free-time activities in the textbook was somewhat misleading, in that it implied that school games and sports were not free-time activities and that free-time activities consisted mostly of "hobby-like activities". In addition to that, the textbook lacked tasks that allowed output production or any sort of oral output opportunities whatsoever.

The main topic of the didactic unit, "Free-time Activities", was therefore divided into two sub-topics: "School Games" and "Free-time Activities", which were eventually merged into a project called "Making Friends around the World". The purpose of the project was to contextualise the target language of the didactic unit and to provide learners with output opportunities, which the textbook lacked.

Given the recent global trends in collaborative teaching and learning (particularly through digital platforms such as e-Twinning[2]) and as part of the CED-NSC's school ambition to implement the use of technology at the school, it occurred to me that I could prepare the students for a future hypothetical e-Twinning experience by introducing email-writing skills. By doing so, it would be a way of not only supplementing oral interaction, but also a way of introducing written interaction, thus catering to the needs of those learners who rely mostly on writing to internalise language (a point that is emphasised by the "Orientações

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[2] Based on the European Union's conception of key competences as a reference point for its projects, e-Twinning enhances students' learning environment through the use of technology (e.g. emails and blogs), by developing their competences in a holistic way. Retrieved from: https://www.etwinning.net/en/pub/index.htm.

Programáticas" (Bento, Coelho, Joseph & Mourão, 2005), and that was mentioned in Chapter 1.

Taking into account all these factors, a plan was devised and the ten forty-five minute lessons were structured as follows:

Table 2. Plan of the Didactic Unit

Main Topic	Lesson n#	Lesson Contents	Outcome
Filling in Forms	Lesson 1	Survey & Preliminary Test	Filling in a Form: using personal details;
	Lesson 2	My Fact File	
	Lesson 3	Countries around the world	
Free-time Activities	Lesson 4	What's your favourite school game?	Roleplay: using target language in school games;
	Lesson 5	Do you want to play hide and seek?	
	Lesson 6	In my free-time, I like …	
Email-writing & Revision	Lesson 7	An Email from a Friend	Writing an Email: personal details & free-time activities;
	Lesson 8	The Challenge	
	Lesson 9	Revision	Competition: using target language from the entire didactic unit.
Test	Lesson 10	Formal Written Test	

So as to meet the aims of the didactic unit as well as to develop the intended interaction to improve learners' overall communicative competence, four tasks were incorporated into the didactic unit: a filling-in form task, a role play, an email guided-writing task and a competition. The ten lessons were then organised accordingly into four main blocks of lessons. The first block of three lessons focuses on filling-in forms skills, in which learners are required to review and acquire language regarding personal details. Here, learners are also given some insight into countries and continents. The second block of three lessons focuses on the main topic of the didactic unit free-time activities, which includes school games, sports and free-time activities (as in hobbies). The third block of lessons,

which focuses on email-writing skills, integrates the language contents from the two previous blocks, including the target language of the didactic unit on free-time activities.

The overall target language (vocabulary and language chunks) developed throughout the teaching practice was mainly taken from Unit 4 in the students' textbook - *Smileys, Pupils Book, 3º Ano* (Dooley & Evans, 2015) and *Smileys,* Activity Book, 3º Ano (Dooley & Evans, 2015). In addition to this target language, students were also taught and encouraged to use "Classroom Language". With this in mind, classroom language posters/cards were placed on the wall next to the blackboard or noticeboard, so that in each lesson, classroom language could be contemplated alongside the target language.

As for the conceptualisation-related problem encountered in the didactic unit of the students' textbook, despite this issue, an effort was made to use the textbook as much as possible. However, given the lack of output opportunities in the textbook, very few exercises were used. As a result, most of the teaching materials had to be designed or adapted to incorporate much of the Communicative Approach. Teacher-developed materials used throughout the intervention included flashcards, a project book, PowerPoint slides with world maps retrieved from the Internet, revision worksheets, forms to fill in with personal details, email guided-writing tasks and the formal written test.

A "Message Board" was also created to display world maps with continents and countries as well as emails from an imaginary friend (Annette), as a way of optimising the physical space of the classroom for learning purposes. Since children learn by making sense of the world around them, it was hoped that by being exposed to the language on the "Message Board" and by having the board "interact" with them through an imaginary friend, learners would be able to retain the target language.

Considering the wide variety of teacher created resourses used in this didactic unit, and following Howard & Major's views (2004), the following elements were taken into account when developing my own materials: contextualising the material to the curriculum; adapting material to the age group and to learners' needs and experiences; the material's socio-cultural appropriateness; the material's quality – error-free, layout clarity, print, durability; stimulating and generating language; providing opportunity for integrated language use; developing learning skills and strategies; being as authentic as possible in terms of text and tasks; developing progression of skills, understandings and language items; being attractive in physical appearance and user-friendliness; and containing appropriate instructions.

3.2. Techniques and strategies for introducing oral interaction

After planning the didactic unit, a repertoire of techniques and strategies were chosen to encourage oral interaction in the classroom. The activities prepared were implemented through teacher-questioning, the use of visuals and realia, roleplays and games, and communicative tasks. Alongside these techniques, several strategies were also developed to optimise learning opportunities and maximise a positive learning environment. These strategies included the use of English as the medium of communication in the classroom, the use of "Classroom language" and "Classroom routines" to stimulate interaction, as well as other strategies for enhancing motivation and decreasing anxiety.

- *Techniques*

Teacher-questioning was mostly exploited as a warmer to review or introduce language, but it was also employed to assess students' learning processes, as part of the formative assessment put to use throughout the intervention.

While teacher-questioning played a pivotal role in conducting the target group's learning processes, the remaining techniques played a vital role in providing learning opportunities for either oral output (in the case of roleplays) or written output (in the case of the communicative tasks, such as the filling in forms and the email guided-writing tasks).

As for the use of tasks, these sought to reach an intended outcome or consensus in all the activities devised for the intervention. Given the age group and the learners' limited language resources, communicative tasks were based on TSLT rather than TBLT, such as the filling-in forms tasks and the email-writing tasks.

Regarding roleplays and games, these were mainly developed through communicative tasks in order to reach an outcome. It was thought that the "the struggle to communicate" involved in this process would necessarily enable students to internalise language. For instance, in each lesson, a minimum of three to four students were expected to participate in a roleplay, in which they were required to follow the model below:

Teacher: Hello! What's your name?

Student: Hello! My name's …

Teacher: Where are you from?

Student: I'm from …

Teacher: Do you want to play hopscotch?

Student: Good idea! Let's play hopscotch!

This model was used until the end of the teaching intervention in almost every lesson, with different students taking turns. By doing three to four roleplays each day, by the end of the nine lessons, almost everyone had had a turn in this activity. By doing so, not only were learners required to produce output, but they also experienced risk-taking. In the case of those students who were less confident, the roleplays helped them overcome their shyness.

As for games and/or competitions, these included "Simon Says", "Flashcard memory games" and, towards the end of the didactic unit, a challenge called "The Global Making Friends around the World Challenge", mainly used to review the target language of the didactic unit. For this challenge, students were either required to answer questions or participate in a roleplay.

In order to meet the aims of the didactic unit as well as to develop the intended interaction to improve learners' overall communicative competence, each lesson was purposely divided into three stages (Presentation, Practice and Production), in which each stage was interconnected, so as allow for progression throughout the learning process and achieve the final outcome. This means that every lesson was purposely designed to culminate in an output opportunity for one or several students (See Table 2).

Each stage was therefore explored in the following manner: in the Presentation stage, I would always greet the students and encourage them to greet me in return, which was usually followed by teacher-questioning as a warmer to review/introduce target language from the didactic unit; in the Practice stage, students were usually given a communicative task for controlled practice (e.g. with filling in forms or email-guided writing, students always had an example to follow, key words or pictures to guide them); and in the Production stage, different students would normally take turns every lesson and participate in the roleplay, where non-verbal language was equally as important as verbal language.

- *Strategies*

Throughout the intervention, several strategies were used to optimise language learning opportunities. One of the strategies employed was the use of English as the medium of communication, which helped students understand the rationale of learning a language. It also provided them with evidence of their own progress, which in turn enhanced their motivation. Another important strategy was the use of classroom language and routines, which were also encouraged from the first day onwards. Classroom language was introduced to develop the students' overall communicative language competence, while classroom routines were established to develop the learners' autonomy as well as foster active listening, turn-taking and respect for other people's opinions as part of each child's personal and intercultural development.

To cater to the different learners' needs, I also used strategies for enhancing motivation and reducing anxiety.

For enhancing learners' motivation, I turned to Nunan's seven strategies (2011, p. 177-179) to motivate primary school learners:

1) Make goals explicit to learners;

2) Select content to which learners can relate;

3) Scaffold the learning process (e.g. pre-teaching vocabulary or use visuals);

4) Provide opportunities for personalisation (it makes learning more interesting and personally relevant);

5) Encourage group cohesion (through certain activities);

6) Provide opportunities for genuine communication;

7) Provide learners with evidence of progress for their efforts (evidence of progress enhances motivation.

Pinkley (n.d., p.4) asserts that an important factor in activating motivation is curiosity and that this can be achieved by making tasks "surprising, incongruous or different from existing ideas". In addition to this, lessons should not only be achievable, but also challenging.

Another very important factor for fomenting motivation is feedback, such as the teacher's comments regarding the students' performance and behaviour[3], which can be in the form of "praise, criticism, grading, rewards or punishment", as Pinkley states (n.d., p.4):

> Feedback in the form of praise, stars, points, certificates, stickers and sweets is more effective than punishment as a motivating force for good behaviour, but most motivating is private praise and genuine teacher interest. (Pinkley, n.d., p.4)

Equally important is the way in which feedback is given and how the person receiving it interprets it. Pinkley (n.d.) explains that when learners interpret feedback as being informational rather than controlling, motivation is maintained or increased, since information provides them with clues to help them perform better.

The type of feedback that was by far the most successful in motivating the students of my particular target group was praise inside the classroom and outside of it with parents. The students also seemed to value highly the diploma they received at the end of the intervention, when I returned their tests in a post-intervention visit (See Appendix 11. Special Work Diploma).

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[3] Feedback can also refer to information teachers receive from their students' opinions (Pinkley, n.d.).

Another issue that cannot be discarded is the fact that learning another language can generate anxiety among some language learners, as referred in Chapter 1. Therefore, some strategies that I took into account for dealing with student anxiety were based, once again, on Nunan (2011) and included:

Lengthening wait time (finding a reasonable length of wait time);
- Improving questioning techniques (e.g. give students time to write down answers to questions before responding orally);
- Accepting a variety of answers (whenever possible);
- Allowing peer support and group work (e.g. allowing students to check their responses with one another before speaking in front of the class;
- Focus on content, rather than form;
- Establishing good relationships (the better the relationship between the teacher and students, the better the affective climate in the classroom).

(Nunan, 2011, p.182 -183)

Lastly, in order to establish a positive learning atmosphere, it is important to ensure a strong home/school relationship. According to Pinkley (n.d., p.5), this connection brings together the children's two worlds, which can help them grow with the full support of those who are important to them as well as help parents to better understand the teacher's methods in the classroom. During the intervention of my teaching practice, for instance, I had the opportunity to speak to one of the students' mothers. It was interesting to note how by having praised the student in the presence of his mother clearly motivated him to participate more in the following lessons.

For the intervention of my teaching practice, all these factors that affect motivation and reduce anxiety were considered in the preparation and implementation of the didactic unit. The lessons and activities, including rewards, were planned and organised accordingly, in order to create a positive learning environment. It is of utmost importance that primary school children develop favourable attitudes towards language learning in the FLC.

3.3. Considering assessment

Two types of assessment were employed for the intervention of my teaching practice: formative assessment and summative assessment. While formative assessment was used to understand how the learning process was going, in order to identify areas for improvement, summative assessment was employed to conclude what had been learnt in order to arrive at an overall score (Angelo & Cross, 1993). As such, all teaching tasks were turned into in-class formative tools, which culminated in a summative tool at the end of the teaching practice. In addition to that, an assessment grid for the didactic unit was developed (see Appendix 13a) as well as a "Student's Report" (Appendix 13.b) to be filled in with each student's individual assessment.

As for the formative assessment, it was based on the direct observation of the learners' performance in oral and written tasks during class. As previously mentioned, learners were expected to take part in a roleplay, in which they were required to use vocabulary and language chunks from Unit 4 regarding school games. These roleplays took place towards the end of almost every lesson, so as to allow every student an output opportunity by the end of the intervention. Due to lack of time, however, two students did not have the opportunity to participate in the roleplay, which seems to have had an impact on their learning process. A correlation may therefore be established between the two students who missed the opportunity to participate in a roleplay and their unexpected test results.

As for the summative assessment, the ten lessons of the intervention culminated in a formal written test, as part of a school requirement at CED-NSC, in which learners were expected to use the vocabulary and language chunks from the didactic unit. It should be noted that the formal written test was teacher-created (Appendix 10.2.a. & 10.2.b.). Apart from a listening task, the test included a matching task on personal details as well as two communicative tasks: a filling in forms task and an email-writing task based on the contents of the didactic unit, as well as on the other language skills part of introducing interaction in the FLC.

Although "Classroom Language" and "Additional language" were encouraged for the purposes of classroom interaction, and are referred to in each lesson plan, the students were not formally assessed on this type of language, as it was not part of the didactic unit. Nevertheless, its impact on classroom interaction was important and positive. It not only encouraged student involvement, but it also contributed to a positive learning environment.

As for other types of assessment, there was self-assessment for every task in the students' Project Book. It was interesting to observe that most of the students did not have to be told to colour in the smiley faces in the self-assessment of each task. After completing a task, they would promptly move on to the self-assessment at the bottom of the page and colour the smiley face according to what they thought had been their performance.

After having considered the planning and organisation of the didactic unit, the techniques and strategies used for introducing interaction in the FLC as well as the type of assessment used for the intervention, in the next chapter I describe the lessons taught as well as discuss the results and impact of the intervention on the students' learning processes by making an overall reflection of the intervention in the end.

4. The didactic unit: summaries, results and reflections of the lessons

This chapter has been divided into three subsections: the summaries, the results and the overall reflection of the intervention. First, I provide a summary and reflection on each lesson; then I analyse the results of the tests that were carried out before and after the intervention as well as those of the survey; finally, and in light of the results, I draw a conclusion on as to whether the aims of the intervention were achieved and to what extent, by providing an overall reflection of the intervention.

4.1. Lesson Summaries

In this section, I provide a summary of each lesson as well as make some considerations.

Lesson 1 – 15th of April 2016

The aim of this lesson was to carry out a survey and a preliminary test (Appendix 1.3. Preliminary Test) to collect data for this report. Before carrying out the survey and tests, and as part of the strategy to implement classroom routines as well as to develop the students' autonomy from the outset, students were told about the classroom procedures they were expected to start putting into practice in the following lesson. As for the preliminary test and survey, students were reassured that these would not be used for evaluation purposes. As a treat, I had planned a game, however, it was not possible to play it, as there was no time left at the end of the lesson.

I started the lesson by greeting the students. As expected the students echoed my greeting, instead of answering accordingly. As it was our first lesson and it was important to establish a positive and relaxing atmosphere, I simply paraphrased what they said. Then, I asked them to copy the "Lesson Summary" and "Weather Report" into their notebooks. I also explained how the "Class Tasks System" (Appendix 1.2. Class Tasks) worked, so that students would know what to do next lesson. The students were somewhat surprised, as they had never been asked to go to the board to write what they were used to seeing their teacher write.

The students were then asked whether they could complete a survey and preliminary test for the purposes of a university report. In order to establish a relationship of trust, I reassured them that neither the survey nor the preliminary test would be for evaluation, but that it would be important they answered, in the case of the survey, as truthfully as possible

and, in the case of the test, to the best of their knowledge. I was quite surprised that they were so quiet as I spoke, somewhat curious as to what I had to say and soon afterwards so willing to cooperate.

I handed out the survey, and explained that there were three parts and that I would read one question at a time and pause to give them time to answer. I also explained that it was important that they answer as truthfully as possible. When the students finished answering the questions, I collected the survey.

I handed out the preliminary test and let the students do the test to the best of their knowledge. As previously mentioned, the students were not expected to be able to complete the test.

At the end, as there was no time left for the game, I promised I would play the game in another lesson. I praised the students for having been so wonderful and said goodbye.

Lesson 2 – 18th of April 2016

This lesson was the first of the two introductory lessons to the didactic unit. It was called "My Fact File". The aim of the lesson was to teach the students the language items that are usually on forms requesting personal details, such as "First Name", "City", "Country" and "Continent". By the end of the lesson, students were also expected to recognise the question "Where are you from?" and to answer to it accordingly. At the same time, students were given some insight on continents around the world. It should be noted that the target language of this lesson (mainly related to personal details) was purposely introduced to improve the students' target linguistic system, as this could be associated to their inability to interact, due to a lack of basic vocabulary.

I started the lesson by addressing the target group's learning problem. First, I sang the "Greeting Song" to elicit the meaning of the language used in a greetings exchange. It was hoped that by listening to the repetition in the song, students would pick up the answer to the greeting. Then, I greeted a few students randomly and individually to check if the song had worked, however, they were still unable to answer accordingly.

I then moved on to the teacher-questioning technique to review language that they were already expected to know, such as "What's your name?" or "How old are you?", and at the same time introduce new language, such as "Where are you from?" Now and then I would ask, "How are you?"

After teacher-questioning for about ten minutes (asking different students the questions above as well as switching the order of the questions), the students were then asked to move on to a task in their Project Book (Appendix 2.2.), in which they were required to read the information in the speech bubbles and to match it with language

items/headings provided in the task. After having learnt the language items on a form (or Fact File), the students moved on to a communicative task, in which they were required to fill in a form about themselves on their own. The students were also asked to come forward and point to the continents on a world map projected onto the interactive board.

In this lesson, the students were provided with two target language output opportunities: (i) in the teacher-questioning, when they had to respond to a greeting or a question requesting personal details; and (ii) in a communicative task, in which students were required to fill in a form with their own personal details. Throughout the lesson, the students were also encouraged to use classroom language. In this particular lesson, the students were taught how to use "Thank you" and "You're welcome" (Appendix 2.3.).

Towards the end of the lesson, a roleplay was introduced to provide a target language output opportunity for using "Where are you from?" and "I'm from …" developed throughout the lesson.

As part of CLT, authentic and meaningful materials were used to facilitate the language learning process, such as *realia* (a World Globe), a text using speech bubbles, a communicative task (the filling-in a form task) as well as a roleplay.

Lesson 3 – 22nd of April 2016

This lesson was the second introductory lesson to the didactic unit. I called it "Countries around the world". The aim of the lesson was to expand the students' language repertoire (target linguistic system) on personal details and to develop their geographical awareness so as to prepare them for oral interaction (roleplays) and written interaction (email-writing).

In this lesson, the students were expected to identify and use the language chunk "I live in …" with the following six countries: England, The USA, Kenya, Mexico, Greece and Japan by completing the speech bubbles in a teacher-created task in the Project Book.

As for classroom language, the students were taught and encouraged to use: "I don't know" and "Can you help me, please?" The respective classroom language cards were put up on the wall next to the blackboard. Learners were also introduced to a classroom rule in English, which was to raise their hand if they had a question and were shown a card saying "Raise your hand" every time they broke the rule.

I began the lesson by addressing the students' interaction problem. They were finally able to respond to greetings accordingly, both individually and collectively, so I then quickly moved on to reviewing the language covered last lesson and to introducing new language. The students were addressed individually through teacher-questioning and expected to answer to last lesson's questions on personal details, such as, "What's your first name" and

"Where are you from?" After reviewing last lesson's target language, other questions were then purposely introduced to expand the students' repertoire on exchanging personal details. Students had to listen carefully, as some questions were very similar, such as: "What's your surname?" instead of "What's your first name?", and "How old are you?" versus "How are you?" The students found these questions particularly challenging.

After the teacher-questioning, students completed the task in the Project Book, in which they had to identify and use the language chunk "I live in …" with the following six countries: England, The USA, Kenya, Mexico, Greece and Japan, by completing the speech bubbles in a teacher-created task.

With regards to raising learners' geographical awareness, PowerPoint slides with world maps were projected onto an interactive board, so as to facilitate language learning. Learners were then asked to locate the countries and continents referred to in the task on the world map that was projected on the board.

An important conclusion about this lesson is that, similarly to language learning, raising students' geographical awareness cannot be achieved in one sole lesson – it will need to be gradually developed.

Towards the end of the lesson, "Simon Says" was used to conclude the lesson and to get the students to listen to the homework instructions I had to give.

Lesson 4 – 29th of April 2016

This lesson focused on the topic of "School Games" and was called "What's your favourite school game?" The aim of the lesson was to provide students with the necessary input for roleplays (to develop oral interaction) and email-writing (to develop written interaction).

As for classroom language, the students were taught: "I don't understand.", "Can you repeat it, please?", "Close your eyes!", "Open your eyes!", "Which card is missing?" and "Any volunteers?"

In this lesson, students had to identify and acquire target language regarding "School Games" by doing an exercise from the textbook, in which they had to write the school game under the respective heading as follows: "Classroom games" and "Playground Games". After categorising the games, a few students were randomly chosen to say what their favourite school game was. The students then played a memory game, in which they had to say which card was missing.

The lesson culminated in a short roleplay, in which the learners were required to use language from previous lessons as well as the newly-learnt vocabulary (School Games). The teacher provided the necessary language, as the roleplay was being modelled. A volunteer

student was asked to come forward to join the teacher in the roleplay. The model that was used for the roleplay was the following:

Teacher: Hello! What's your name?

Student: Hello! My name's …..

Teacher: Where are you from?

Student: I'm from …

Teacher: Do you want to play hide and seek?

Student: Good idea! Let's play hide and seek!

Originally, the plan was for students to have played Hangman, but as there was not enough time, students were given this introduction to the roleplays instead (the very roleplays they would be working on until the end of my intervention).

As part of the CLT approach, flashcards were used to elicit target language from the didactic unit "School Games" and for the memory game. Throughout the lesson, there were also games and roleplays that were used to provide students with output opportunities to internalize the target language. The teacher provided the language chunks for the roleplay as it was being modelled, so students acquired the language mainly by listening and watching to each other interact in the roleplays.

Considering the activities developed, students' language learning in this lesson was largely supported by output opportunities provided by teacher-questioning, games and roleplays.

Lesson 5 - 2nd of May 2016

This lesson was the continuation of the previous one, in which students were given an introduction to the target language of the didactic unit. This lesson is called "Do you want to play hide and seek?", because it culminates in a roleplay in which learners use the target language about "School Games". Although the students have already been given an introduction to these roleplays, in this lesson they will be able to use more vocabulary.

As for classroom language, the students were taught and encouraged to use "May I go to the toilet?" and "May I clean the board?" throughout the lesson.

After the homework correction and teacher-questioning on previously-learnt language on personal details (name, age, country of origin, city of residence) and newly-learnt language (school games), learners were given a revision worksheet to cut and paste into their notebooks. As the students did not have a folder to keep their English worksheets together, it was thought that cutting and pasting a worksheet into their notebook would be a good system to help keep worksheets together. Although this system proved to be efficient in terms of

organisation as well as a good opportunity for genuine classroom interaction[4], in terms of time management, the task took up far too much time. What was supposed to be a ten-minute task, turned out to take twenty minutes of class time. The fact that the students were told that they only had five minutes to carry out the task seems to have been irrelevant, as students at this age do not seem to have an exact notion of time yet.

The lesson ended with a roleplay. As usual, all the students wanted to have a turn. However, there was only time left for one roleplay, so only one student had a turn.

Meanwhile, a "Message Board" sign was put up on the pin board after class and a teacher-created email was placed under the "Message Board" sign. The email was addressed to the class from an imaginary character in the students' textbook. The purpose of this email message was to provide the target group with a learning opportunity "outside a normal class", as a way of optimising the physical space of the classroom for learning purposes. It was also hoped that the mysterious appearance of an email on the message board would arouse the students' curiosity as with regards to the email's origin and contents. Since the email contained language from the didactic unit, it would be an excellent opportunity for the students to become familiar with both the target language of the didactic unit ("school games") as well as email-writing skills, as part of introducing the written interaction component of the intervention.

Lesson 6 - 6th of May 2016

This lesson focused on the target language of the didactic unit related to free-time activities as in "Hobbies" and was called "In my free-time, I like ...". However, students were only given an introduction to the topic of free-time activities and will only return to it again in lesson eight and nine. As we were half-way through the intervention, it was important to assess the students' progress up until then, in order to make any necessary adjustments.

The aim of the lesson was therefore twofold: to continue to provide students with the input to be used in roleplays (oral interaction) and in email-writing (written interaction), and to check the students' progress so far. This was done in order to identify any teaching/learning problems and to make any necessary adjustments to the lesson planning before the formal written test.

At the beginning of class, while the material was being distributed, students were asked questions about the mysterious email on the message board - its origin and contents.

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[4] "Genuine classroom interaction" as in spontaneous interaction for communication purposes rather than teaching purposes.

To explain who Annette was, I held up the textbook and showed a picture of the same girl as in the email.

After clarifying the origin and content of the email on the message board, we then moved on to homework correction. After homework correction (on the board), the students did an exercise in which they were required to categorise new vocabulary from the didactic unit, by completing a grid with two columns: "Sports" and "Other Free-time Activities" (as in hobbies). After completing the grid as a group, I individually and randomly asked the students what their favourite sport was. Then I did the same with "Other Free-time Activities" and eventually jumbled the questions: "What's your favourite sport?" and "What do you like doing in your free-time?" The students were also taught how to answer the latter question.

To get the students to finish what they were doing and have them do their self-assessment orally before finishing the lesson, I shouted "Simon Says" as well as the typical "commands for them to obey". The students seemed to react much more actively to "Simon Says" rather than to the plain instructions.

Lesson 7 – 9th of May 2016

This lesson was called "An email from a friend..." and the aim of this lesson was to raise students' awareness on: "what is an email" (form of communication) and "what can it be used" for (possible uses - friendship); "what it looks like" (format) and "how to write one" (typical language). As mentioned in the "The school context" of this report, given the school's ambition to create a technology-rich learning environment for its students, it was thought that email writing could be introduced as written interaction to prepare students for a possible e-Twinning project in the future.

In this lesson, students were expected to participate in a discussion about emails in general (uses, features and format) and an email in particular - Annette's email. Annette is an imaginary teacher-developed character from the students' textbook. The students were given a copy of Annette's email and several students were asked to read it aloud. After reading the email in turns, students had to reply to Annette's email by completing an email guided-writing task with their own personal details.

"Simon Says" was once again used to close the lesson and get students focused on the final part of the lesson, which consisted of a brief moment of self-assessment.

The aim of this lesson was to review the language covered throughout the didactic unit, so as to start preparing the students for the formal written test. Given the target group's characteristics, a challenge ("The Global Making Friends around the world Challenge") was considered an ideal technique to review language. Apart from creating a good learning atmosphere, challenges provide output production opportunities that facilitate foreign language learning (Read, 2007).

"The Global Making Friends around the World Challenge" was purposely designed and adapted into the didactic unit to contextualise the language of the didactic unit that would be used to introduce oral and written interaction and improve learners' overall communicative competence.

It should be noted that Professor Tom Grigg, my IPP2 teacher[5] from the university, was present in this lesson. At the beginning of class, I explained to the students who the visitor was in English. Whether the students understood who the visitor was, I will never know for certain, although I assume that they worked it out. The visitor's country of origin was, however, an excellent pretext for classroom interaction. A brief discussion on the subject prompted a student to show where it was on a world map.

The students were then informed that there would be a challenge that day. They were also informed that the challenge consisted of three events in which all the students had to take part in (as shown in the Challenge Poster): (1) a general quiz on personal details (which could include Geography questions) and vocabulary from the didactic unit covered so far; (2) a roleplay (the same one in which different students had been participating in every lesson) and (3) an email-writing task (which most of the students had already completed last lesson). The students who had previously participated in some events had their names already ticked off for those events.

Meanwhile, a volunteer was asked to tick off the events in which the students would take part in in that lesson. The volunteer participated in the challenge at the same time as she ticked off the names of the students who participated.

As part of the general quiz of the challenge, students would be asked to answer questions about their personal details (e.g. name, age, country of origin, city of residence, month of birthday, favourite school game and free-time activity), identify vocabulary on flashcards, or locate countries on a world map.

Towards the end of class, several students participated in a roleplay following the model that had been used in previous lessons.

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[5] The Teaching Practice Supervisor.

Lesson 9 - 20th of May 2016

The aim of this lesson was to review the target language of the didactic unit related to free-time activities as in "Hobbies". Although students had already been given an introduction to the topic of free-time activities (as in hobbies), they had not given an opportunity for output production, as the priority at the time was to assess students' progress halfway through the intervention, in order to assess whether any necessary adjustments needed to be made.

In this lesson, students were asked to recall vocabulary on "Sports" and "Other Free-time Activities" by calling out the vocabulary to complete a grid on the board. After completing the grid orally, the students completed an exercise in the Pupil's Book on page 53 in which they had to match the sentences with their respective pictures (Exercise 3). The students were then asked to open their project book to page 8 (Appendix 9.2.) and complete a task by following the example. The task consisted in completing a speech bubble, as in the example given, and saying what they liked doing in their free time.

To get the students to finish what they were doing and have them do their self-assessment orally before finishing the lesson, I played "Simon Says".

Lesson 10 – 23rd of May 2016

The aim of this lesson was to carry out a formal written test, as part of a school requirement at CED-NSC. The test was four pages long (Appendix 10.2.b) and contained language from the didactic unit that was developed throughout the intervention through CLT. Apart from a listening task, the test included a matching task about personal details as well as two other communicative tasks: a filling in forms task and an email-writing task based on the contents of the didactic unit as well as on the other language skills that were part of the aim to introduce interaction in the FLC.

Students did not seem to have difficulties doing the test, neither in terms of contents nor layout or length, since similar tasks had been carried out in class.

Apart from assessing the students' academic progress as an official procedure, the test had also been designed to assess the extent to which introducing interaction has fostered foreign language learning in this particular group.

The cooperating teacher and I agreed that I would visit the students after my intervention was over, in order to return the students' tests and respective marks in person. It was also agreed that I would take the opportunity to carry out the survey then.

When I came into class, I greeted the students and was thrilled to hear them greet me accordingly. I told the students that I had already corrected the tests and was very pleased with the results. I explained that I had a survey that I would like them to complete. I asked them if they did not mind completing it before giving them back their tests. The students agreed to do the survey first. I handed out the two-question survey. I read each question one at a time out aloud. I paused at the end of each question to allow the students time to answer the questions and, if necessary clarify any issues related to the survey. After the survey, I announced that I had a little surprise for them. As I called out the students' names and they came forward to receive their tests, I would give them their "Special Work Diploma" (Appendix 11) and congratulate them for their hard work. Every time a student got a diploma, there would be a round of applause. The students were delighted with their test results and diplomas.

I think that for both the students and myself, it was undoubtedly the most rewarding moment of the intervention. For the students, because the test was written proof of their progress; for myself, perhaps more than the learning achieved, it was the confidence the learners had gained as well as the positive attitude they had developed towards foreign language learning. This was clearly visible from the smile on their faces, which gave me a great sense of achievement.

Upon reflecting on what had made this event such a special moment for the students, I come to the conclusion that it was the individual attention and recognition that each child was given for their hard work and cooperation. There was also an unmistakably strong bond between everyone in the group, hence contributing to the positive atmosphere that is so important in the primary school FLC.

4.2. Analysis of results

In order to achieve a better understanding of the impact of the intervention on the students' language learning process, two instruments were used to collect data: a descriptive study based on two tests and a survey.

The descriptive study analyses the students' test results before and after the intervention, while the survey takes a look at the students' perception of their own language learning acquisition after the intervention. Therefore, the progress achieved throughout the intervention was based on the conclusions of these two instruments, which enable me to

understand whether language learning took place and if so, to what extent in this particular target group.

- *Descriptive study: Progress achieved based on the test results*

    The descriptive study seeks to establish the extent to which the intervention fostered language learning. Two tests were carried out at different moments to collect data that would later on be used to contrast results. The first preliminary test (Appendix 1.) took place on the first day of the intervention (Lesson One), while the second formal written test (Appendix 10.2.b.) took place on the last day of the intervention (Lesson Ten). The aim of the preliminary test was to establish the target group's level of English at the beginning of the intervention regarding what would be the contents of the didactic unit. As for the formal written test, its aim was to establish the students' level of English at the end of the intervention as well as to assess the students' learning in general, which is a school requirement and official procedure.

    It should be noted that although both tests covered the contents of the same didactic unit, they were graphically different. Due to a textbook conceptualisation problem, the formal written test had to be redesigned and for this reason, it was not possible to repeat the same test at the end of the intervention as was initially planned.

    The results obtained in each test may be analysed from two perspectives: the average mark before and after the intervention, and the variation in marks observed before and after the intervention. In the preliminary test, the variation observed was between 0% - 42% with an average mark of 21.2%, whereas in the formal written test the variation observed was 45% - 97% with an average mark of 81%. Considering these results, a significant progress in the students' language learning is visible, as shown in the graph below (Figure 1).

Figure 1. Test Results
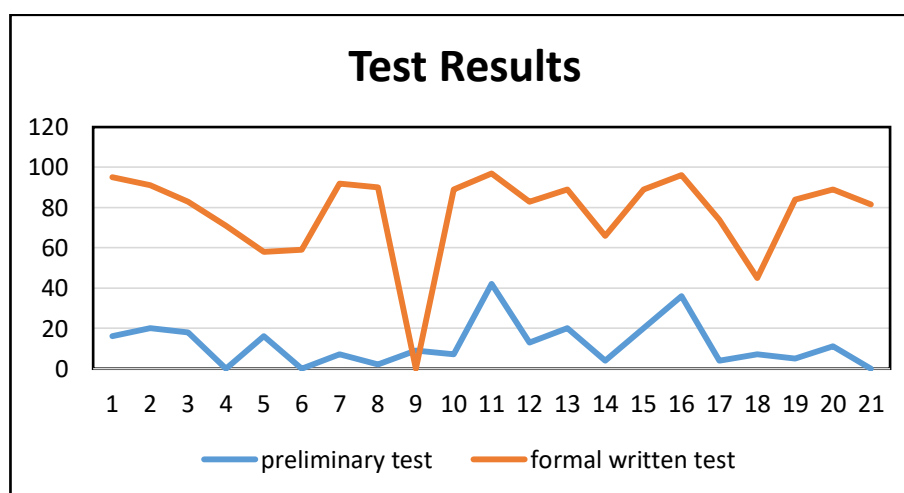
As the study is not statistically representative, a survey was carried out at the end of the intervention to gather more details on the actual progress achieved, as there is no one better than the students themselves to provide that information. According to Nunan (2011) and Linse (2005), teachers can discover children's perceptions by using surveys. As the target group's perception seemed appropriate and relevant for the purposes of this report, a survey was carried out to find out the students' perception of their own language acquisition process that took place throughout the intervention.

- *Survey: Progress achieved based on the students' perception of their own language learning process*

At the end of the intervention, during the post intervention visit, a two-question survey was carried out to collect data on the students' opinions of the perception they had of their language learning process. Of the 21 students of the target group, 18 students answered the survey (three students were absent on that day). Each question was read aloud one at a time in order to allow the students to answer the questions in case they had not understood and to avoid mistakes, so as not to invalidate any surveys. The format of the first question was as follows:

A.   Assinala SIM ou NÃO.

Sentes que evoluíste na tua aprendizagem da língua inglesa?

a)   SIM ☺
b)   NÃO ☹

In this first question, the students were asked whether they felt they had made progress in English. Of all the 18 responses, only one student answered he/she had not made progress.

Figure 2. Survey Results (Question A)

40
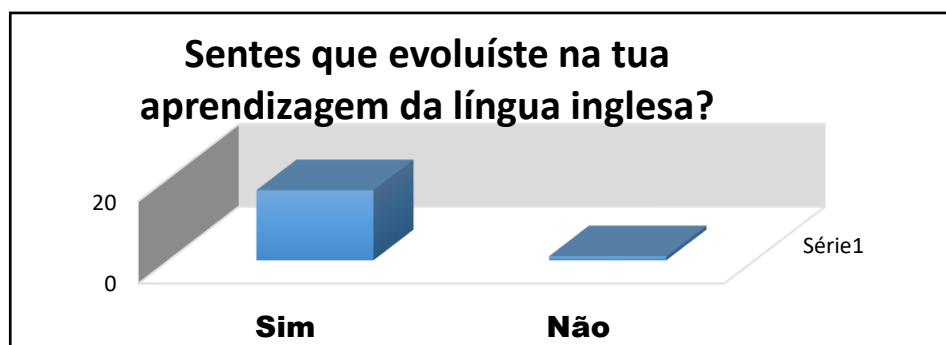
In the case of the students who felt that they had made progress in English, they were then required to answer in what ways they felt they had made progress by choosing one of three options: (1) in speaking; (2) in writing; (3) in speaking and writing. The format of the question was as below:

B. No caso de SIM, assinala a resposta que estiver certa para ti.

Em que aspeto da aprendizagem é que sentes que evoluíste?

a)   Aprender a falar

b)   Aprender a escrever

c)   Aprender a falar e a escrever;

Of the 17 students who answered the second question, the great majority of them (13) answered that they felt they had made progress both in speaking and writing, while very few students answered they felt they had made progress only in speaking.

Figure 3. Survey Results (Question B)
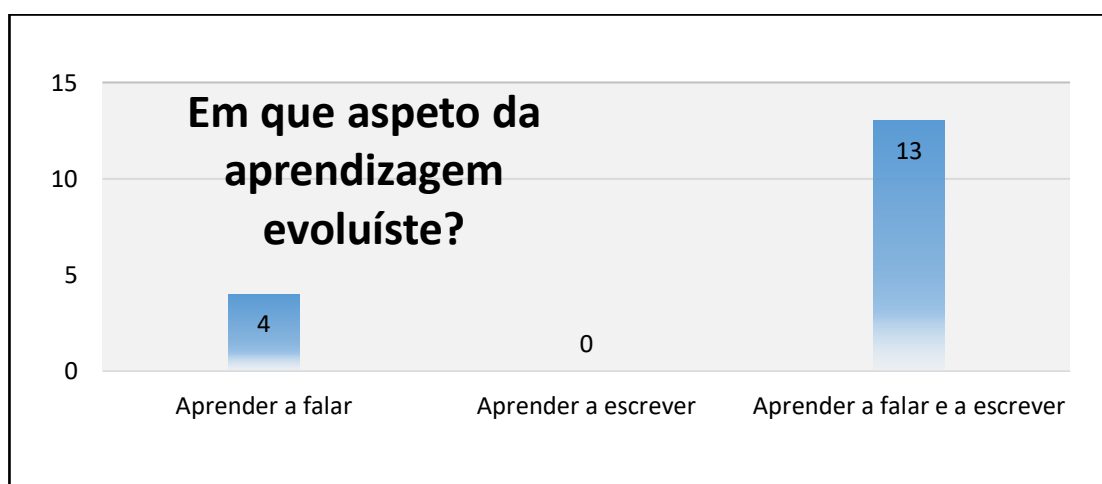
On the whole, the target groups' perception of their own language learning acquisition was positive. As expected, of the seventeen students who answered the second question, no one answered they had made progress only in writing, which means that language learning for primary school children necessarily implies speaking. In the case of the four students who felt they had made progress only in speaking and not in writing, this could mean one of two things: either they do not value writing in language learning or they felt they did not actually make progress in writing. In the case of the 13 students who felt they had made progress both in speaking and writing, this may mean most primary school students value

writing almost as much as speaking in language learning, either because they feel it facilitates language learning or think it reflects knowledge of the language.

In both cases, the conclusions that can be drawn from the instruments used to assess the impact of the intervention are as follows:

- Based on the test results before and after the intervention, significant progress was achieved. As can be seen in Figure 1, the test result average and variation more than double by the end of the intervention, which means the intervention fostered language learning.

- Based on the students' perception of their own language learning acquisition process, the majority of them felt progress had been achieved.

- The fact that the majority of the students felt that they had made progress both in speaking and writing seems to indicate that primary school children value not just speaking, but also writing in foreign language learning. Therefore, writing should not be overlooked when teaching in primary school settings and further surveys can even be carried out to understand in what ways it is important for primary school learners to develop this skill.

- In the case of the student who felt he/she had not made progress, it would have been worthwhile to find out the reasons for this. Therefore, Question A of the survey should include an additional question of this nature if it is to be further implemented.

4.3. Overall reflection

Bearing in mind the depth and breadth of the didactic unit (its learning goals, contents and skills), as well as learners' level of English before the intervention (Figure 2. Test Results - Preliminary Test), the overall results at the end of my intervention can be considered as very positive.

However, when teaching there were certain issues that I had to deal with and which I will now briefly describe: (i) Planning and implementing the lessons according to the text book, as I mentioned earlier, was a bit complicated since the book design and contents were rather confusing. The concept of free-time activities was not clear, and the exercises in the textbook were mostly grammar-focused, which implied designing more materials than would have been required under normal circumstances, in order to create oral and written output opportunities (ii) Managing time, especially fitting the lesson aims and contents into forty-five minute classes with a group of twenty-one students, was particularly challenging, and was an aspect I improved over time by constantly adjusting the contents to the students' needs and learning styles (e.g. pace of work, concentration span); (iii) The students' allotted

time for foreign language learning as well as the timetable was particularly difficult in order to optimise the very few hours of English they had per week. Their poor concentration span was especially visible at certain hours of the day and days of the week, which was the case of my target group's schedule on Fridays (English was the last lesson of the day and the week); (iv) Finding published TBLT materials for children (e.g. books) or even online, including email-writing activities for children. As a result, I had to design almost all the activities on my own, which was very time consuming and risk-taking, as we sometimes do not realize if an exercise is effective until it has been already tested. In the case of my target group's formal written test, for instance, I wrote three versions before I was able to decide on one that I felt was appropriate in terms of age group, aims, contents, degree of complexity, progression, layout, length, presentation (letter type and size), quality (error-free) and instructions. Designing materials was perhaps one of the most challenging aspects of my teaching practice and an area in which I feel I improved considerably. I now have a more precise and realistic idea of the amount of information to include per lesson as well as the appropriate material layout for young learners.

With regards to introducing classroom interaction in the FLC, it is very difficult to fit output opportunities for all the students in the group into forty-five minute lessons held twice a week, especially if there is pressure on the part of the school and parents to use textbooks. The greatest challenge of all regarding classroom interaction is that it needs to be developed gradually and cannot be accomplished in one sole lesson, which is one of the reasons that lessons did not always go according to plan.

All in all, despite these issues, it was a positive experience and rather insightful when considering the test results and survey findings.

Based on the summative assessment (the formal written test) as well as the formative assessment (direct observation of the learners' participation), great progress was made by the end of the intervention, as learners were able to:

- greet accordingly in spoken interaction, which means that they were able to overcome their initial problem of nonsensical repetition;
- locate some countries and continents by pointing to them on a world map;
- fill in a form with their own personal details, such as, name, age, city (hometown), country (of origin), continent, name of the school, class, best friend's name;
- understand the meaning of "Making friends around the world" and associate it to free-time activities, as in "Making friends in our free-time at school or in the park";
- identify and use school game-related vocabulary and language chunks in a short roleplay that was called the "Making Friends Around the world", in which they start a dialogue using personal details and then move on to expressing their preferences in school games;

- identify and use (in controlled practice) free-time-related vocabulary covered throughout the didactic unit;

- recognise the format and language of emails, and complete an email guided-writing task using the vocabulary and language chunks learnt throughout the didactic unit, that is, personal details and free-time vocabulary (school games, hobbies and sports);

In short, by the end of the intervention the students had improved their target linguistic system through both oral and written output production, which allowed them to interact more successfully.

Lastly, in relation to the aims I initially set for myself for the intervention (as seen in Table 1), it is possible to conclude the following:

- As far as the curriculum requirements are concerned, by merging the contents of the didactic unit into a project, the "The Making Friends around the World Project," I managed to fit in much more learning than I would have if I had simply followed the exercises in the book. This approach also allowed me to develop cross-curricular learning, for example, with the subject of Geography (continents and countries).

- By also contextualising the contents of the didactic unit, I was able to create output opportunities for meaningful communication through communicative tasks. As such, the following areas from the "Metas Curriculares" (Cravo, Bravo & Duarte, 2014) were covered: in the Intercultural domain (1.1.), (2.2.), (3.1.); in Lexis and Grammar (4.1.), (4.2.), (5.3), (7.1. - "Verb to be" and "Question word"; in Listening (9.1), (9.3): in Oral Interaction (10.1.), (11.1.), (11.2.), (11.4.); in Oral Production (12) and (13); in Reading (14.2.) in Writing (15) and (16).

- As for the target group's learning problem, by the end of the third lesson, students could already greet others accordingly, both as a group and on a one-on-one basis. This problem was mainly solved through the teacher-questioning technique, which was systematically applied;

- As for providing learners with output opportunities to internalise the target language of the didactic unit, these were created through the TSLT communicative tasks (the "Filling-in Forms Task" and the "Guided email-writing task") as well as the roleplays and games ("The Making Friends Roleplay" and "The Global Making Friends Competition"), all of which were integrated into a project, so as to provide a sense of purpose and meaning for the target language.

- With regards to the students' overall communicative competence and confidence, the instruments used to assess the impact of the intervention on the students' learning provided insightful information. The data collected from the tests, before and after the

intervention, indicate that everyone made significant progress (see Figure 1), however, there are two cases in which the progress achieved was not as high as had been hoped. This may be related to the fact that these students were not provided with an output opportunity to use target language in class due to lack of time towards the end of the intervention.

- Based on the data retrieved as well as on direct classroom observation, the students' overall communicative competence improved. The data collected from the survey indicates that all the students, except for one, feel that they have made progress, which is a sign of confidence. As for direct classroom observation, students were much more participative, confident and communicative towards the end of the intervention than at the beginning. However, there may be one or two situations in which I cannot state for certain if learning took place, which is the case of the two students who were not provided any oral output opportunities.

- It should also be noted that although the lessons did not always go according to plan, the fact that there was a positive learning atmosphere seemed to have had a much greater impact on the students' overall learning than the contents themselves, emphasising the importance of introducing interaction in the primary school FLC. A sign of the bond as well as positive learning atmosphere established in class can be seen in two of the drawings that were given to me by students from the target group, reflecting a favourable attitude to language learning and communication in general. (See Appendix 15.1. and Appendix 15.2.)

Conclusion

In this report I have explained the various factors that informed the decisions involved in the planning, implementation and assessment of the didactic unit of my teaching practice. Based on the problem that was identified, I have also reflected on the role of interaction in children's learning in general as well as its implications for foreign language learning.

As it was verified, introducing interaction in the primary school FLC provides learning opportunities that language teachers can and should take advantage of in order to improve young learners' overall communicative competence when fostering foreign language learning. This goes in line with what Tsui (1995) has already claimed, which is that classroom interaction fosters foreign language learning as long as learners are provided with output opportunities and a positive learning atmosphere is established. This is even more so when it comes to teaching young learners, whose active participation in meaningful experiences is essential in fostering foreign language learning. As Tsui (1995, p.81) puts it: "(…) children not only learn to talk but they also talk to learn (…)".

As it has been seen throughout this report, classroom interaction has allowed the target group of my intervention to:
- construct their own personal understanding and meaning of the world around them;
- develop their target linguistic system;
- internalise language by both listening and watching others participate, or by participating actively in meaningful experiences and contexts (although learners have much more to gain by participating actively);
- enhance foreign language learning even further by having supplemented oral interaction with written interaction;
- recycle language (words and language chunks) in different meaningful contexts;
- interact more effectively;
- develop their confidence;
- improve their overall competence.

Apart from having solved the teaching/learning problem that was identified in the target group, introducing interaction in this particular group seems to have improved the students' overall communicative competence as well as their confidence.

Bearing this in mind, introducing interaction in the primary school FLC should be considered a central issue to develop in the 1st cycle of schooling in Portugal. As it was seen from the two children who were not given output opportunities and whose results were not as positive when compared to those who had output opportunities, introducing interaction in the classroom seems to have played a key role in their learning processes, especially when out output opportunities were provided.

As often mentioned throughout the report, providing learners with input alone may not suffice to foster language learning in instructed primary school settings. Although further studies may be required to provide a better understanding of the role of output opportunities in primary school contexts, in this particular group, they have clearly proven to be beneficial and should therefore be an important part of the foreign language learning primary school curriculum.

After having looked at the various ways in which interaction may be introduced and developed in the primary school FLC, and considering the flexibility of the Portuguese Curriculum, the possibilities of providing output opportunities in the 1st cycle of schooling are endless. The advantages in doing so are clearly enormous and the earlier children are provided with those opportunities, the better the learning outcome for them in the end. The main challenges, however, lie in finding ways of "fitting in" output opportunities for every single child in the FLC, especially when class sizes continue to be so large and the weekly time allocation of English so little.

Therefore, it is important to not only have a better understanding of the role of the out opportunities in classroom interaction, but also to continue searching for ways of optimising these in the primary school FLC, in order to ensure that every child is provided the quality foreign language education that they are entitled to.

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Appendices

Appendix 1.1. Lesson Plan One

Survey & Preliminary Test

Date: 15th of April 2016

Time: 16:45 -17:30

Duration: 45 minutes

Topic: Not applicable

Subtopic: Not applicable

Vocabulary: Not applicable

Curricular Goals:

Not applicable

Teaching Techniques:

Not applicable

Overall Aims:

By the end of the lesson the students will have completed the survey and preliminary test.

Target Language:

Not applicable.

Assumptions/Possible Learners' Difficulties:

- The first lesson is the most important one. It is the lesson that will influence students either positively or negatively. It is important to establish a good atmosphere right away;
- I am not sure what the students' reactions will be regarding the Class Task System that I have devised for them, in which they are required write the "Lesson Summary" (the title only), "Date" and "Weather Report";
- The students are expecting a normal lesson, so they may be unwilling to do a Preliminary Test or refuse to cooperate on the surveys, although they will be previously informed that neither the survey nor the preliminary test are for assessment;
- Another problem is fitting a survey and preliminary test into a single forty-five minute lesson. The decision to do so was based on the fact that the students are not expected to be able to do the preliminary test, as they have not covered most of the contents that are in it;
- For survey purposes, I may have to resort to Portuguese more than I would like to. However, it is important that the surveys are completed as accurately/truthfully as possible.

- Taking into account the "scenarios" above, and the fact that it is important to set a teacher-student relationship based on trust, I have planned to have a discussion with the students in their mother tongue, so as to make them understand the purpose of the survey and preliminary test. It is also important that the students know for a fact that they are not being assessed. I have chosen to have the discussion in Portuguese with the utmost caution and care. This way, I will not only be able to gain the students' trust and cooperation on a one-time occasion, but also for future events whilst teaching. For a positive closure, and one which I feel is "only fair", I have decided to treat the students to a game towards the end of the lesson or following lesson.

Resources/Materials:

Teacher and Students' Materials	**Classroom Posters**
- Blackboard and chalk; - Pens; - Photocopies of survey and preliminary test; - Scarf.	"Classroom Tasks" Poster (Appendix 1.2.).

Development of the lesson:

STAGE 1 – Discussion (10 min.)

Specific Aims:
By the end of stage one, the students will: 1) be clarified on as to what a pre-service teacher is as well as the purpose of the survey and preliminary test, by having a discussion with the students, mainly in Portuguese, as well as 2) be informed of future classroom procedures.

Procedures:
- I greet students;
- I get the student on the list of the "Class Tasks" Poster for the day to write the Lesson number, Date, Summary title (one student) and weather report (another student) on the board; I show and explain how the "Class Tasks System" works (I will put up a poster on the pin board with students' names and respective classroom tasks for the ten lessons);
- I write the summary on the board and explain the purpose of the lesson (that is, that the survey and preliminary test are for the purposes of a university report) and that I am very much counting on their cooperation.

STAGE 2 - Completing the survey (25 min.)

Specific Aims:

By the end of stage two, the students will have: completed the survey by answering questions as truthfully as possible within an allotted time of 10 minutes (there are no right or wrong answers); completed the preliminary test by answering questions to the best of their knowledge within an allotted time of 15 minutes with an expected accuracy of 40%.

Procedures:

- Before handing out the survey and preliminary test, I reassure the students that the preliminary test is not for evaluation;
- I hand out the survey and, once again, remind the students that it is important that they answer as truthfully as possible;
- I read the survey together with them. I pause at each question/group of questions and allow students time to answer (1 minute per question);
- I collect the survey;
- I hand out the preliminary test and, once again, remind the students that it is not a test for evaluation, but that it is important that they should try to do as much as they can;
- I collect the preliminary test.

STAGE 3 – Having a turn in the game, saying goodbye and wishing a good weekend (10 min.)

Specific Aims:

By the end of stage three (if there is some time left at the end of class), at least two students will participate in a game (The Blindfolded Meeting).

Procedures:

- I thank the students for their cooperation;
- I ask a volunteer to come forward to play the game (I blindfold him/her and secretly choose another player to whom the blindfolded student will ask questions in order to guess who he/she is);
- I remind students whose turn it is for next lesson's tasks and wish them a good weekend.

Post Lesson Reflections:

- The students commented that they found the preliminary test difficult: marks varied from 0% - 42%. It should be noted that students were not expected to score more than 40%.

- On greeting the students in English, students were unable to greet accordingly.

- The students looked somewhat surprised and happy when I asked them to go to the board to write the "Lesson Summary" (the title only), "Date" and "Weather Report". Obviously, I had to help them. The fact that there were three students at the board at the same time was not easy. The advantage, however, is that they do not feel so self-conscious.

- The students cooperated surprisingly well throughout the survey and preliminary test. With the exception of one student (whose mother tongue is not Portuguese), they all answered the questions in the survey. Although the students found the preliminary test difficult, they were very attentive and enthusiastic right through. I sensed a certain amount of curiosity and satisfaction on the part of the students throughout the survey. This could be related to the fact that their opinion was being valued.

- There was no time left at the end of class to play the "Blindfolded Game".

- It should be noted that ideally, the survey and preliminary test would have been carried out before the intervention of my teaching practice. As it was not possible and I did not wish to take up more time of the intervention on a survey and preliminary test, I fitted these into a single lesson. Although it may be argued that the students were not given enough time to complete the preliminary test, the purpose of the latter was to establish the extent to which learners knew the language of the didactic unit before the intervention, rather than to evaluate the students. Given the students' level, it was obvious that the students would not be able to finish the test and would therefore not need more time than that which was allocated for that purpose.

Appendix 1.2. Class Tasks Poster

CLASS TASKS

Day	Lesson nº Date & Summary		Books	Weather Report
1	40th	Student 1	Student 2	Student 3
2	41st	Student 4	Student 5	Student 6
3	42nd	Student 7	Student 8	Student 9
4	43rd	Student 10	Student 11	Student 12
5	44th	Student 13	Student 14	Student 15
6	45th	Student 16	Student 17	Student 18
7	46th	Student 19	Student 20	Student 21
8	47th	Student 1	Student 2	Student 3
9	48th	Student 4	Student 5	Student 6
10	49th	Student 7	Student 8	Student 9

Teacher created material.

Appendix 1.3. Preliminary Test

ESCOLA: _____ Data:_____ Enc. Edu._____

Aluno:_____Turma: _____ Avaliação _____

TEST(1)

1. Match.

Greeting

Age

Name

Country

City

Free-time

Ability

How old are you?

What's your name?

How are you?

Where do you live?

Where are you from?

Can you swim?

Do you like reading comics?

7

2. Complete the form with information about yourself.

Filling in a form

| Use printed letters or CAPITALS | Keep letters inside the box |

First Name:

Surname:

Age:

Number of Brothers/Sisters:

Birthday:

Country:

City (Hometown):

School:

Class:

Special Abilities:

| | 10 |

3. Insert the words in the correct column

planting flowers   hopscotch   hide and seek   basketball
tag   baseball   going shopping

Sport	**Games**	**Free-time Activity**

| | 7 |

4. Complete the dialogues with the words below:

Good idea	want	thanks	play

DIALOGUE 1

ANN: Do you want to
_____ basketball?

JOE: No, _____.
I want to play football.

DIALOGUE 2

JAMAL: Do you _____ to play
hide and seek?

AMINA: Yes. _____!
Let's play hide and seek!

	4

5. Label the map with the countries below:

Japan	USA	Greece	Canada	England	Mexico	Brazil

Countries of the World

North
West ← → East
South

	7

3

| Send | Save Now | Discard | | | | | | | | | | | | | | | | |

To:

Add Cc | Add Bcc

Subject: Hello!

Attach a file   Insert: Invitation

B *I* <u>U</u> 𝓕· ᴛT· T T 😊 � ⊵ ⊟ ⊏ ⊒ 66 ≡ ≡ ≡ T Check Spelling ▼
« Plain Text

Hi !

My name's Lucy. I'm from Australia. I'm nine years old. I live in Sydney. And you? Where are you from? I haven't got any brothers or sisters. I've got a cat. His name is Tiger. My birthday's in July. When's your birthday?

In my free time, I like going to the park. I can ride a bike and skate. What about you? Do you want to be my friend?

Write soon,

| Send | Save Now | Discard |

Reply to Lucy's email

| Send | Save Now | Discard | | | | | | | | | | | | | | | | |

To: Lucy

Add Cc | Add Bcc

Subject:

Attach a file   Insert: Invitation

B *I* <u>U</u> 𝓕· ᴛT· T T 😊 � ⊵ ⊟ ⊏ ⊒ 66 ≡ ≡ ≡ T Check Spelling ▼
« Plain Text

Hi Lucy!

Thank you for your email.

Write soon!

| Send | Save Now | Discard |

Teacher created material.

Appendix 2.1. Lesson Plan Two

My Fact File

Date: 18th of April 2016

Time: 14:45 -15:30

Duration: 45 minutes

Topic: Form-Filling

Subtopic: My Fact File

Skills: Reading & Speaking

Methodologies:

- ➤ Teacher questioning;
- ➤ CLT:
  - ➤ Realia;
  - ➤ Communicative Task;
  - ➤ Roleplay.

Curricular Goals:

<u>Intercultural Domain</u>:

Identify yourself and others;

<u>Lexis and Grammar</u>:

Getting to know everyday vocabulary;

<u>Spoken Interaction</u>:

Interact with the teacher by greeting, thanking, saying goodbye;

Interact with the teacher by giving personal details.

Overall Aims:

By the end of the lesson, students will be able to respond to greetings accordingly with an accuracy of 40%; to identify the language items (headings) in a Fact File Form ("First name", "City" "Country" and "Continent") by writing information about Samuel under the respective headings with an expected accuracy of 40%; to complete the Fact File Form with their own personal details under the respective language items (headings) with an expected accuracy of 40%; to recognize the question "Where are you from?" by answering accordingly with an expected accuracy of 40%; to recognize five continents by pointing to them on a world map with an expected accuracy of 40%.

Target Language:

Vocabulary	Language Chunks
Fact File/Form;	"Fill in";
Personal details;	"Where are you from?";
First name;	"I'm from …";
City;	"Which continent is Portugal in?";
Country;	"Portugal's in Europe."
Continents (Europe, America, Africa, Asia, Australia).	

Classroom Language/Additional Language:

"I'm fine, thanks. And you?"

"I don't know"; "Thank you!"; "You're welcome" (Appendix 2.3. Classroom Language);

"Whose turn is it to write the summary/date?"

"Blindfold"; "Who would like to volunteer?"

Assumptions/Possible Learners' Difficulties:

- In this lesson it is particularly important to start getting the students to follow classroom rules and procedures in English class and to make sure that they keep with them in the following lessons;

- The students tend to repeat questions, so it is important to stop for a moment and teach them how to answer correctly demonstrating the exchange (question and answer) with a student;

- Students cannot distinguish countries from continents yet; nor locate them on the world map. It is important to introduce countries and continents one by one;

- There is a moment of self-evaluation, which students seem to be already familiar with. Nevertheless, it is important to make sure that all students recognize it in English and complete it.

Resources/Materials:

Teacher and Students' Materials	**Classroom Posters**
• Blackboard and chalk;	• Class Tasks Poster;
• Realia: World Globe;	• "Thank you & You're welcome" Poster;
• Project Book: Worksheet 1;	• Classroom Language Poster: "I don't
• Interactive Board and Flash drive;	know".
• Worksheet on "Continents around the world";	
• Scarf as a blindfold.	

Development of the Lesson:

STAGE 1 – Greeting and organizing (10 min.)

Specific Aims:

By the end of stage one, students will be able:

• To respond to greetings accordingly with an expected accuracy of 40%.

Procedure:

• I greet students as a group by singing the "Good Afternoon, How are you?" song;

• I greet students again, but this time by speaking and not singing to check if they have understood that they are not supposed to repeat what I say, but to answer accordingly. In case they have not understood, I will try another strategy in the next lesson;

• I thank students for their cooperation last lesson with the survey and take the opportunity to teach the answer "Thank you". To do so, I turn to a student and ask, "Can I use your pencil?" When the student gives me the pencil, I will say, "Thank you." If he/she does not answer accordingly, that is, "You're welcome", I will ask the students (in English and/or Portuguese) what we are supposed to say when someone thanks us for something. In this case, I will be mediating students on how to answer accordingly. As soon as the students have understood that you are supposed to say, "You're welcome", I will hold up the "Thank you" & "You're welcome" poster to demonstrate the language that is used in that particular situation; then, I will stick the poster on the pin board;

• Next, I check board details and write the summary.

Resources/Materials:

Teacher and Students' Materials	**Classroom Posters**
• Blackboard and chalk; • Project Book: Worksheet 1.	• "Thank you" & "You're welcome" Poster.

STAGE 2 – Language acquisition and Task completion (25 min.)

Specific Aims:

By the end of stage two, students will be able to: identify the following items in Samuel's fact file: "First name", "Country," "City" and "Continent" by writing the information from Samuel's speech bubbles under their respective headings with an expected accuracy of 40%; to complete their fact file by providing their own personal details under the corresponding language items (Headings) with an expected accuracy of 40%; to recognize the question "Where are you from?" by answering accordingly with an expected accuracy of 40%.

Procedure:

- I ask the student who has been delegated the task to distribute books to hand out the project books;
- Once the students have received their project book, I allow time for them to go through the book themselves;
- I read the title of the project book and ask students what they think it means. I focus on two key words on the cover of the book: I write the words "Friend" and "World" on the board and point again to the title;
- Next, I get out a world globe, hold it up and ask students what it is (I expect them to say that it is the "world" and to associate it with the title of the project book);
- Once the meaning of the title has become clear to them, I explain to the students that it is a book for a project on friendship and that with the project they are going to learn how to communicate with foreign children in English. I ask them how they feel about it;
- I make sure that the students have understood by asking them, "Do you understand?" and ask a volunteer student to explain to the others. I correct the student if necessary, that is, if the information is not accurate;
- Next, I tell the students to turn to page 1 of the project book that says *My Fact File*. I read it aloud for them;

- Before the students start writing, I check if they understand the meaning of the language items on the fact file form ("First name"; "City", "Country" and "Continent") by asking the students to answer orally. Then I will ask a student to show me on the interactive board (PowerPoint Slide) where "Europe" is in the world map;

- After that, I will use the opportunity to do some teacher-questioning to get the students to practice responding to questions that require giving personal details: I turn to a student and ask: "What's your name?", "How are you?" and "Where are you from?". I will repeat the same procedure with two more students, but change the order of the questions;

- Once the students have had an opportunity to listen/practise answering questions on personal details, I will tell them to do the exercise about Samuel and also remind them that they should do the self-assessment at the bottom of the page (Appendix 2.2. Project book worksheet 1);

- I go around class to monitor the students' work;

- For those students who finish before the others, I will explain that they can move on to the next exercise and try to do it on their own;

- Once all the students have finished, I will read the instructions of the following exercise aloud. Next, I write on the board "Personal Details" and ask students what it means (they may answer in Portuguese). Then, I will check if they have understood the purpose of the exercise by asking a student what they are supposed to do. Once it is clear to them that they have to complete the "Fact File" with their own personal details, I will tell them to do the exercise;

- I remind the students to do the self-assessment at the end of the exercise;

- I go around class again to monitor the students' work;

- I correct their work as they finish. For those students who finish before the others and have nothing to do, I will hand out a worksheet with the continents (Appendix 2.4.) to colour in and that the other others can do for homework. The worksheet with the continents to colour in is quite self-explanatory (easy to follow), so I will not interrupt the whole class to give instructions on what they are supposed to do.

Resources/Materials:

Teacher and Students' Materials

- Blackboard and chalk;
- Realia: World Globe;
- Project Book: Worksheet 1;
- Interactive Board and Flash drive;

Classroom Posters

- "Thank you & You're welcome" (Appendix 2.3. Classroom Language Poster).

- Worksheet on "Continents around the
  World" to colour in;
- Scarf as Blindfold.

STAGE 3 – Playing a game, assigning a homework task and saying goodbye (15 min.)

Specific Aims:

By the end of stage three, students will be able to interact (respond to a greeting and give personal details: first name, country) in pairs (the student and the teacher) by having a turn in the blindfold game with an expected accuracy of 10%.

Procedure:

- I ask a volunteer to come forward to play the game (Student A). I blindfold Student A. Then I choose another player to come forward (Student B). Student A is blindfolded, so he/she does not know who Student B is. Student A must guess who Student B is by asking him/her questions (Ex: How old are you? Where are you from?);
- I assign homework (finish colouring worksheet on "Continents around the World");
- I remind students whose turn it will be for next lesson's tasks;
- I praise them ("Good work!") and say goodbye.

Resources/Materials:

Teacher and Students' Materials

- Worksheet with "Continents around
  the world" to colour in;
- Scarf as Blindfold.

Post Lesson Reflections:

- The students' faces lit up the moment I started asking them questions using the teacher-questioning technique to improve their ability to interact. The students looked somewhat surprised, but at the same time excited, perhaps because they knew they could be asked a question at any moment. This was undoubtedly a moment in which the students were not only more attentive, because of the element of surprise that was introduced in the class, but also one in which they were learning by listening and watching others participate. In the teacher-questioning, I noticed a sense of achievement on the students' faces every time they were able to answer a question.

- I was very surprised by students' questions as to what they should write with: pen or pencil. It seems to be a very important issue for students in this grade.

- As for the blindfold game, it did not go according to plan. Student A was able to guess Student B's voice. Although in theory it seemed like a good game to develop interaction, in practice, it did not work. It did not occur to me at the time that the students would be able to guess who they were talking to by their voice.

Appendix 2.2. Project Book Worksheet 1
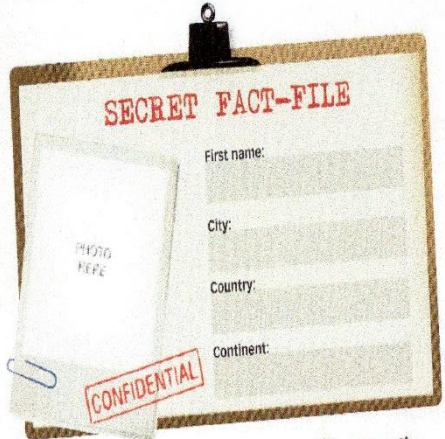
Teacher created material.

Images adapted from *Let's Rock 3* (Abreu & Esteves, 2015).

Appendix 2.3. Classroom Language Posters
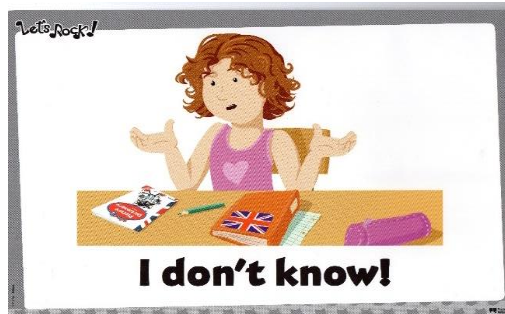
Image adapted from *Let's Rock 3* Flashcards (Abreu & Esteves, 2015).
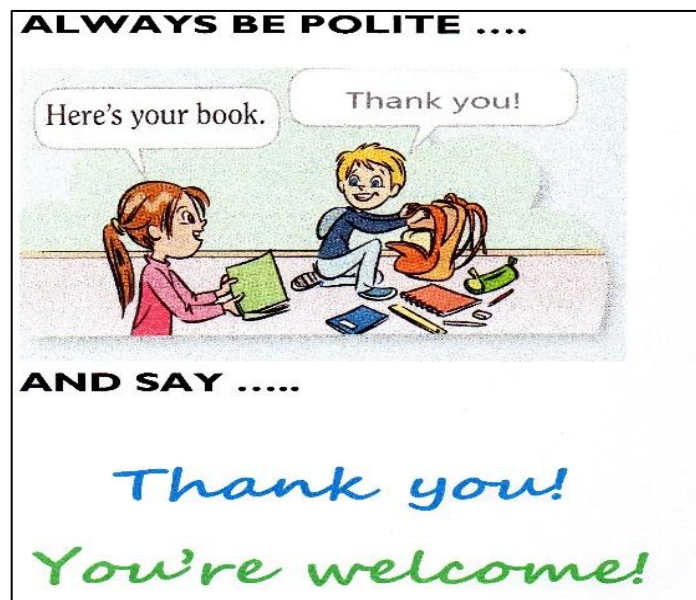
Image adapted from *Stars 3 ActivNotebook* (Lindade, Botelho, & Lucas, 2015).

Appendix 2.4. Continents
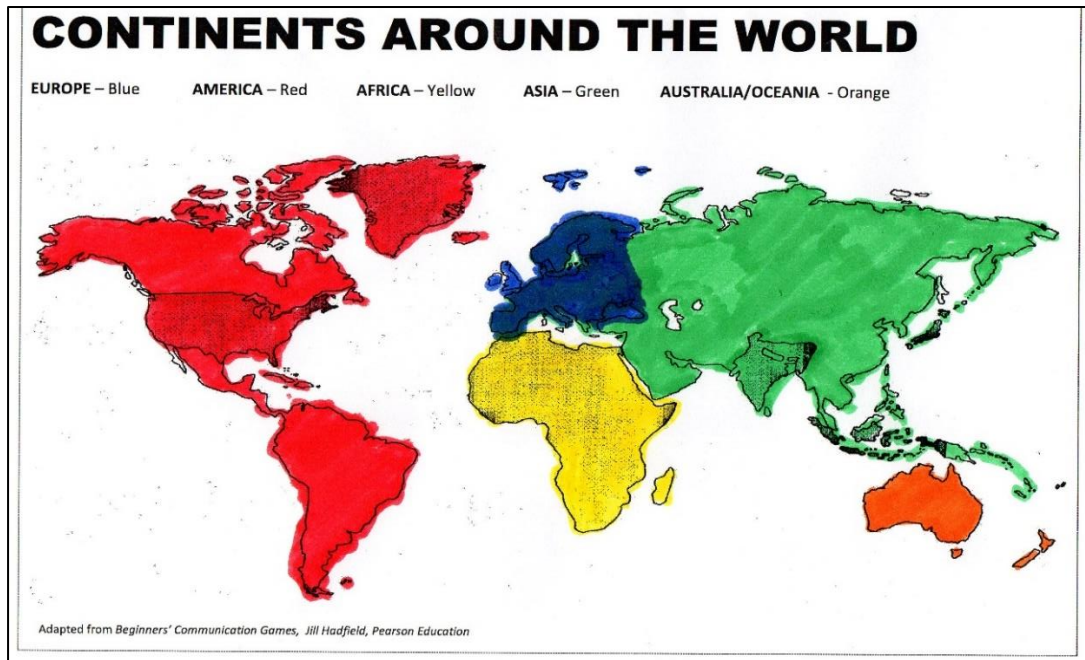
Image adapted from *Beginners' Communication Games* (Hadfield, 1999).

Appendix 3.1. Lesson Plan Three

Countries around the world

Date: 22ⁿᵈ of April 2016

Curricular Goals:

Time: 16:45 -17:30

Intercultural Domain:

Duration: 45 minutes

Locate countries on a world map;

Topic: Filling in a Form

Lexis and Grammar:

Subtopic: Countries around the world

Identify names of countries;

Skills: Listening & Speaking

Spoken Interaction:

Methodologies:

Interact with the teacher by greeting, giving

personal details, and answering questions

➢ Teacher-questioning

on the location of countries.

➢ CLT:

➢ Realia (world globe and maps);

➢ Communicative Task;

➢ Roleplay.

Overall Aims:

By the end of the lesson, students will be able to identify, recognize and use the language chunk "I live in …" with the following six countries: England, The USA, Kenya, Mexico, Greece and Japan by completing the speech bubbles on worksheet 2 and answering the question about themselves accordingly with an expected accuracy of 40%.

Target Language:

Vocabulary	**Language Chunks**
Capital letters;	"What's your surname?";
The USA (America), England,	"Where do you live?";
Mexico, Kenya, Greece, Japan.	"I live in …";
	"Where's The USA?";
	"It's here!";
	"Which continent is the USA in?".

Classroom Language/Additional/Recycled Language:

Capital letters

How are you?

How old are you?

I don't understand. Can you help me, please? (Appendix 3.2. Classroom Language)

Raise your hand (Appendix 3.3. Classroom Rule Card)

Assumptions/Possible Learners' Difficulties:

- There may still be a tendency for nonsensical repetition (in the case of greetings);

- As I realized last lesson that I had not been clear about the material to bring and use in class, I will bring in a poster illustrating the material they need to have for English classes;

- As for following classroom rules, instead of reminding students to respect each other's turn while they are speaking, I will have with me a card with a classroom rule ("Raise your hand") that I will hold up each time the students break the rule;

- I may need to clarify in worksheet 2 that the USA can also be America. I will ask students to write America next to the USA;

- For the teacher-questioning interaction activity (in stage two), I am assuming that the students already know the answer to "How old are you?", which I am intentionally going to mix with "How are you?", so as to make the activity more challenging (students are expected to struggle to communicate). By making the activity more challenging, learning is bound to take place. This will also allow some students, who usually have difficulties in English to catch up on;

- Although students are only required to have an overall idea of five continents (not seven) and the countries from the target language, the amount of information may still be too overwhelming for them, taking into account the students' developmental stage;

- There may be some difficulties with the pronunciation of the letter "i" in the following situations:

    - with the vowel sound /aɪ/ as in five;

    - with the vowel sound /ɪ/ as in "I live in …";

- There may also be some spelling problems: apart from the fact that I will have to teach the meaning of "Capital letters", the students may have some difficulty with writing "I" in capital letters, especially in the middle of a sentence. In this lesson, the students are required to write "I" in worksheet 2. (e.g. Capital letter for "I" as in "… and I live…", and not "i").

Resources/Materials:

Teacher and Students' Materials	**Classroom Posters**
• Notebook and pencil;	• Classroom Language:
• Blackboard and chalk;	"I don't understand."
• Interactive board;	"Can you help me, please?"
• Flash drive;	
• Project book worksheet 2;	
• PowerPoint presentation to support worksheet 2;	
• CUT & PASTE homework worksheet.	

Development of the Lesson:

STAGE 1 – Warming up by reviewing greetings and updating (10 min.)

Specific Aims:

By the end of stage one, students will be able to respond to a greeting orally (as a group and individually) with an accuracy of 40%.

Procedures:

• I greet students: first, as a group and then one or two students randomly and individually to correct their tendency for nonsensical repetition;

• I check board details and write the summary;

• I take the opportunity to explain the material they need to have for English class. I show the students the poster and then put it up on the Pin board;

• Then, I get the student, who has been delegated the task to distribute books (according to Class Task Poster), to hand out the Project books;

• I tell students to turn to the back of the book to "Teacher's Lesson Assessment" so that they can check my feedback from the previous two lessons;

• I ask a student to collect everyone's homework (worksheet on "Continents to colour in");

• Before moving on to the next stage of the lesson, I show the students two cards for classroom language: "I don't understand" and "Can you help me, please?" and tell them to feel free to use those sentences in English. After that, I put up the two posters on the wall next to the board, which will be the area in the classroom that has been reserved for classroom language.

Resources/Materials:

Teacher and Students' Materials	Classroom Posters
• Notebook and pencil; • Blackboard and chalk.	"I don't understand"; "Can you help me, please?"

STAGE 2 - Language development and practice (30 min.):

Specific Aims:

By the end of stage two, the students will be able to give personal details, such as (first name, surname, age, city of residence, country of origin) with an accuracy of 40% by answering to teacher-questioning; identify and say the names of the countries on a world map in worksheet 2 by following the arrows indicating the characters' origin/country with an accuracy of 40%; use and pronounce the language chunk "I live in + country" by completing the speech bubbles in worksheet 2 in writing and by saying the speeches out aloud taking turns with an accuracy of 40%.

Procedures:

• I review last lesson's language as well as other supposedly-known language by randomly and individually asking students: "V, what's your first name?", "X, where are you from?" "Y, how old are you?" "Z, how are you?", "T, where do you live?". I also purposely introduce a new question: "V, what's your surname?";

• Next, I project the PowerPoint slide with worksheet 2 on the interactive board. I ask the students where the children in worksheet 2 live (the countries appear in the PowerPoint slide in different colours);

• After orally answering the questions about the exercise, the students are then told to complete the bubbles in worksheet 2. At this point, I remind them that they need to use capital letter with "I" always. To demonstrate what a capital letter is, I write on the board "I" (in capital letter - uppercase) and "i" (in lowercase) and indicate which letter is in capital letters;

• I will monitor the students as they work and make sure that they answer in full the question at the bottom of the sheet "What about you? Where do you live?" I will also check if they are using capital letters correctly as in "I";

• The students are then told to complete the self-assessment when they have finished the exercise.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and chalk;
- Interactive board;
- Flash drive;
- Project book worksheet 2;
- PowerPoint to support worksheet 2.

STAGE 3 - Simon Says, pack up, assigning homework and saying goodbye (10 min.)

Specific Aim:

By the end of stage three, learners will be able to follow instructions in a closing game by acting accordingly with an expected accuracy of 40%.

Procedures:

- To close the lesson and get students' full attention, I will play "Simon Says";
- I play "Simon Says" by saying, "Simon says … Sit down … Stand up … Sit down … Stop… Look and Listen" until I have got students' full attention;
- Once I have got the students' full attention, I will hand out a CUT & PASTE homework worksheet. Next, I will hold up the worksheet and ask the students if they know what they are supposed to do. In case they do not know, I will either get a student who volunteers to explain it to the others or I will explain it myself;
- I remind students' whose turn it is for next lesson's tasks and say goodbye.

Resources/Materials:

Teacher and Students' Materials

- Cut & paste homework worksheet.

Post lesson Reflection:

- Today the students were finally able to respond to a greeting accordingly. I was quite surprised because the students were able to respond to my "Good Afternoon" greeting correctly the first time I greeted them. To make sure that it had not happened by chance, I greeted two students individually and they were also able to respond accordingly.

- As expected, most students had difficulties writing "I" in capital letters in worksheet 2 as well as answering in full to the question about themselves at the bottom of the exercise.
- Classroom language cards worked quite well. Although it was not easy to get the students to use them initially, once they understood the point of the cards (that they could/should use the language), the students started doing so. From what I was able to observe, it takes one student to understand the point and use the language for the others to then follow along.
- The oral interaction at the beginning and in the middle of stage two as well as the writing task took longer than expected. As a result, I had to rush class towards the end, so as to be able to finish in time to assign homework.

Appendix 3.2. Classroom Language Poster

Image retrieved from: http://directories.phillipmartin.info/home_school.htm

(accessed on: 30th of September 2016).

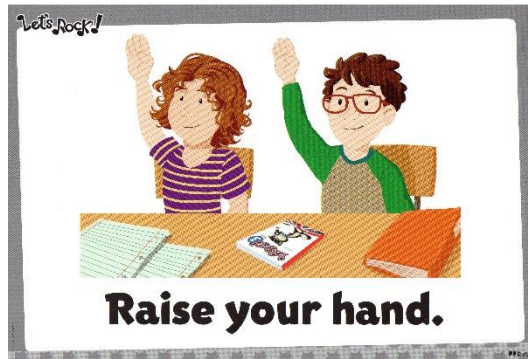**Appendix 3.3. Classroom Rule Card**

Image adapted from *Let's Rock 3* Flashcards (Abreu & Esteves, 2015).

Appendix 3.4. Classroom Material
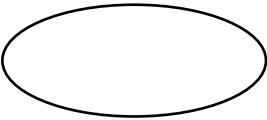
Teacher created material.

Adapted from *Chatterbox 2*, Activity Book (Strange, 1989).

Appendix 3.6. Power Point Slide PB W2

Adapted from *Chatterbox 2*, Activity Book (Strange, 1989).

Appendix 4.1. Lesson Plan Four

What's your favourite school game?

Date: 29th of April 2016

Time: 16:45 -17:30

Duration: 45 minutes

Topic: Free-time Activities

Subtopic: School Games

Skills: Reading, Speaking & Writing

Methodologies:

➢ Teacher-questioning;

➢ CLT:

    ➢ Realia (Flashcards);

    ➢ Games;

    ➢ Roleplays.

Curricular Goals:

<u>Intercultural Domain</u>:

Identify games;

<u>Lexis and Grammar</u>:

Identify activities and games inside and outside the classroom;

<u>Spoken Interaction</u>:

Interact in different contexts by expressing surprise;

Interact with teacher by answering questions on topics covered until now.

Overall Aims:

By the end of the lesson, learners will be able to identify school games from the flashcards with an expected accuracy of 40%. Learners will also be able to express what their favourite school game is by answering to teacher-questioning individually with an expected accuracy of 40%.

Target Language:

Vocabulary

Hangman; noughts and crosses;
rock, paper and scissors; hopscotch;
hide and seek; skipping; marbles;
tug-of war.

Language Chunks

"What's your favourite school game?";
"My favourite school game is …"

Classroom Language/Additional Language:

"I don't understand. Can you repeat it, please?"

"Close your eyes!"

"Open your eyes!"

"Which card is missing?"

"Any volunteers?"

Assumptions/Possible Learners' Difficulties:

- Hopefully, by now the students will be able to show some progress on personal details when answering individually and randomly to the teacher-questioning (stage one);

- Ideally would be to play a round of "Hangman" towards the end of the lesson, particularly when the word "hangman" is part of the target language of the didactic unit. However, a third grade group playing a round of "Hangman" takes up almost a full lesson. As the theme of my report is not about school games and I cannot afford to fall behind with the other activities till the end of the intervention, I will simply give the students an introduction to the game (start the game, even if we do not finish it). Under normal circumstances, however, I would not have hesitated to play the game;

- Although the students already know the material they need to bring to class, which has been discussed and is in a classroom poster, when it comes to bringing scissors and glue, it is always good to remind them the lesson before, which is the case of today's lesson.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- *Smileys* Pupil's book, p. 62;
- *Smileys* Activity book, p. 43;
- Flashcards on school games.

Classroom Posters

"I don't understand. Can you repeat it, please?"

Development of the lesson:

STAGE 1 – Warming up: greeting and teacher-questioning (10 min.)

Specific Aims:

By the end of stage one, students will be able to greet the teacher by replying (as a group) accordingly with an expected accuracy of 90%; to answer to teacher-questioning (one-to-one basis) on personal details by replying accordingly with an expected accuracy of 50%.

Procedures:

- I check the board details and write summary;
- I make sure that students have copied the summary;
- I tell the students to put down their pens and pencils and to listen;
- Similarly to the last lesson, I randomly and individually ask students questions on personal details;
- I ask whoever is responsible for handing out the books to hand out the Pupil's book and Activity Book;
- As the books are being distributed, I introduce some classroom language: I hold up the card and explain to the students that if they do not understand and need help, they can simply use that sentence. Next, I encourage the students to say the sentence together with me and then on their own;
- I put the poster up on the wall next to the blackboard.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- *Smileys* Pupil's book;
- *Smileys* Activity book.

Classroom Posters

- Classroom Language:

"I don't understand. Can you repeat, please?"

STAGE 2 – Identifying and categorizing school games, and assigning homework task (25 min.):

Specific Aims:

By the end of stage two, students will be able to identify classroom games and playground games by answering individually to the teacher's show of flashcards with an expected accuracy of 40% as well as say what their favourite game is through teacher-questioning with an expected accuracy of 40%.

Procedures:

- I tell students to open their *Smileys* Pupil's book to page 62;
- I draw a grid with two columns on the board and tell students to copy my grid into their notebooks as below:

Classroom Games	*Playground Games*

- I go around the class to check if students are following my instructions;
- After the students have copied the grid, I ask them to help me complete the grid by looking at the images and vocabulary on page 62. I explain that I need their help to organize the games into two groups. To check if students understand the criteria that is being used, I ask them to give me an example of a "Classroom Game". Next, I ask them to give me an example of a "Playground Game";
- When the students finish copying the first example of a "Classroom Game" and then a "Playground Game", I pause and restart by asking them to list all the "Classroom Games" they can see on page 62;
- I fill in the "Classroom Games" column as the students call out the answers;
- I allow time for the students to copy the list of "Classroom Games" on the board into their notebooks;

- Then, I repeat the same procedure with the playground games: ask the students to call out the playground games, I fill in the "Playground Games" column as they call out their answers and in the end allow time for them to copy the list from the board;

- As the students finish copying the list from the board, I go around class to check if they are following the task;

- Once they have finished copying the lists into their notebooks, I tell the students to stop, to put their pencils down, to look at me and to listen. Meanwhile, I am holding a set of flashcards with classroom and school games behind my back;

- I step aside from the board to make sure everyone can see the blackboard, as the lists on the board are going to help the students with the flashcards;

- I show them a flashcard and randomly ask a student to tell me the game on the flashcard. I praise him/her (if necessary I will help the student to pronounce the word);

- Next, I turn to the whole group and start showing the flashcards one by one as they call out their answers;

- Then, I play a memory game with the students. I start the game by saying, "Close your eyes", I turn a card over and I say, "Open your eyes". Finally, I ask the students, "Which card is missing?";

- After a round of the memory game, I randomly ask students, "What's your favourite game?";

- Then I ask a student to hand out the Activity book;

- Once they have got their books, I tell them to turn to page 43. I go around class to check if they are on the right page. I tell the students that the exercise on that page is for homework. Although the exercise is quite self-explanatory, I ask the students if they understand what they are supposed to do;

- Then, I tell the students to put their books away and remind them that next lesson they have to bring a pair of scissors and glue.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- *Smileys* Pupil's book, p. 62;
- *Smileys* Activity book, p. 43 (for homework);
- Flashcards on school games.

STAGE 3 – Playing Hangman (10 min.)

Specific Aims:

By the end of stage three, students will be able:

• To identify a playground game by guessing the missing letters in the game-related word written on the board with an expected accuracy of 50%.

Procedures:

• Before starting the game, I make sure that the students have cleared their table so that they can focus on the game;

• I write the English vowels on the board and ask students (as a group) to tell me what the vowels are. I correct them if they are wrong;

• I write a word on the board with a missing vowel. I ask the students if they know what the game is. I ask the students if they have ever played this game (Hangman) with the missing letters, in which you "hang" a man (I will have to draw and mime a little so that they can understand which game I am referring to – I will only use the flashcard to indicate the game if necessary);

• We play the game until it is time to go.

Resources/Materials:

Teacher and Students' Materials

Material is not required.

Post Lesson Reflections:

• Unfortunately, there was not enough time to play "Hangman", so instead I decided to anticipate the roleplays that I had planned for next lesson. Fortunately, it worked out very well. The students were thoroughly engaged and learning clearly took place. By the end of the roleplay activity, some learners had already learnt an important school game-related language chunk: "Good Idea! Let's play …".

• Although I did not have enough time for "Hangman" (not even an introduction to it), as I had planned, I gained time by providing students with an opportunity to participate in a roleplay. Assuming that I have six students performing a roleplay (in pairs) in the next 4 lessons, all students will have had a turn by the end of my intervention.

• As for "Hangman", it is a pity that I was not able nor will be able to fit it in, given the limited number of lessons I have left to cover the didactic unit.

- As for the Project book, I will only use one more exercise and then leave it aside, as they will have acquired by then the necessary input required for the intended oral and written interaction in the FLC.

Appendix 4.2. Flashcards on School Games
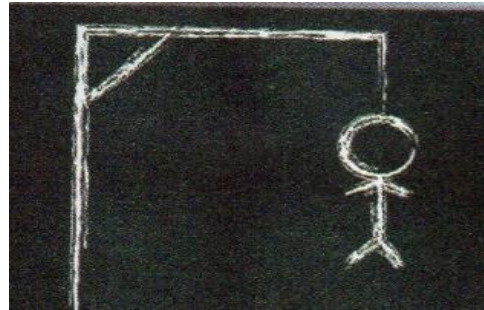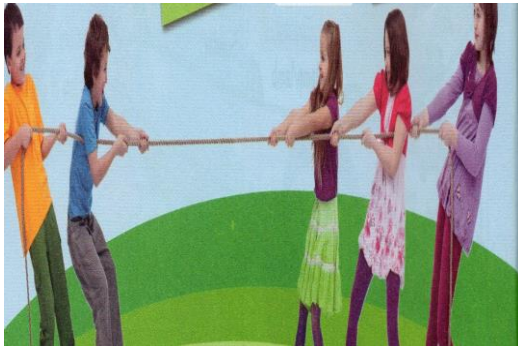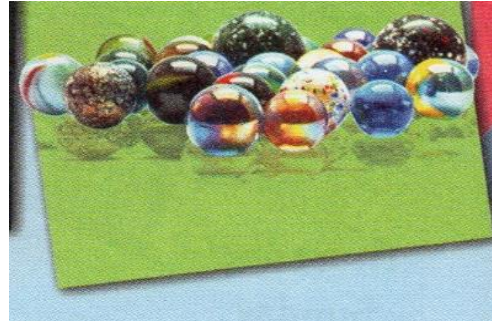
Teacher-created flashcards.

Images from *Smileys* Pupil's Book, 3º Ano (Dooley & Evans, 2015).

Appendix 4.3. Classroom Language Poster
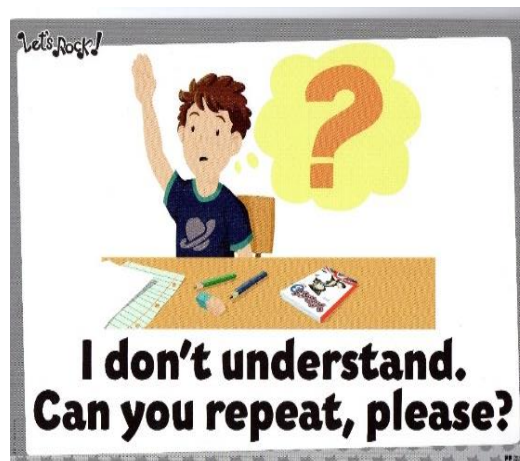
Image adapted from *Let's Rock 3* Flashcards (Abreu & Esteves, 2015).

Do you want to play hide and seek?

Date: 2nd of May 2016

Time: 14:45 -15:30

Duration: 45 minutes

Topic: Free-time Activities

Subtopic: School Games (continuation)

Skills: Listening and Speaking

Methodologies:

- ➢ CLT:
  - ➢ Realia;
  - ➢ Games;
  - ➢ Roleplays.

Curricular Goals:

Intercultural Domain:

Identify games;

Lexis and Grammar:

Identify activities and games inside and outside the classroom;

Spoken Interaction:

Interact in different contexts by expressing surprise;

Interact with the teacher by answering questions on topics covered until now.

Overall Aims:

By the end of the lesson, learners will be able to use previously learnt language (on personal details) and newly learnt language (on school games) by answering to the teacher-questioning with an accuracy of 60% and by performing a roleplay (teacher-learner interaction) with an expected accuracy of 40%.

Target Language:

Vocabulary	Language Chunks
Hangman; noughts and crosses; rock, paper and scissors; hopscotch, hide and seek, skipping, marbles, tug-of war.	"Do you want to play hide and seek?" "Good idea! Let's play hide and seek!"

Classroom Language/Additional Language:

"May I go to the toilet?"

"May I clean the board?"

"Hold up your scissors and glue!"

"Cut the sheet out like this by following the line."

"Then paste it into your notebooks."

"Message Board"

Assumptions/Possible Learners' Difficulties:

- After class, I have noticed that students keep asking if they can clean the board. As this could be a good opportunity to get them to interact, that is, to ask permission to clean the board, I will bring to class today two "Classroom Language Cards" to get the students to speak in English. The more opportunities they have to speak, the more likely they will be able to internalize language;

- After class, I will put up a sign called the "Message Board". I will place an email from a character from their textbook up on the pin board under the "Message Board" sign. This way, students will be able to become familiar with email-writing not only during class, but also outside class during recess or lunch time;

- As we are halfway until the end of the didactic unit and I need to check students' progress so far, particularly on what was covered regarding personal details, I will give the students a revision worksheet for homework. As the students do not have a folder for English class and I do not want them to lose their worksheets, I will ask them to cut and paste it into their notebooks. The amount of time the students will take with the cutting and pasting is something to worry about. Although I know the target group is not exactly the most disciplined group of students in the world, that they are likely to take longer with tasks and the noise level is likely to rise, it may still be worthwhile to observe to what extent such tasks can prompt young learners to interact;

- The worksheet is intended to support the students' learning further. Apart from providing an additional opportunity to practice the language that they are expected to know, it also helps the students become familiar with the format of the test and reduce their anxiety;

- As we are approaching the lesson on email writing, I will put up a sign called "Message Board" on the pin board and place a teacher-created email from a character from the students' textbook, under the "Message Board" sign. Since children learn by making sense of the world around them, it is hoped that by being exposed to the language on the

"Message Board", learners will be able to retain the input they are required to know by the end of the didactic unit;

- For the time being, it is still important that the teacher is present in the roleplay to conduct learning processes and provide scaffolding.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- *Smileys* Activity book;
- Flashcards on school games;
- Revision worksheet;
- Scissors and glue.

Classroom Posters

Classroom Language:

- May I go to the toilet?
- May I clean the board?

Development of the Lesson:

STAGE 1 – Warming up: greeting (10 min.)

Specific Aims:

By the end of stage one, students will be able to greet teacher by replying (as a group) accordingly with an expected accuracy of 100%.

Procedures:

- I greet the students, check the board details and write the summary;
- I make sure students have copied the summary;
- I tell students to put down their pens and pencils to listen to me;
- I ask whoever is responsible for handing out the books to hand out the Activity book;
- While the books are being distributed, I introduce some more classroom language. I ask the students, "What do you say if you want to go to the toilet?" I hold up the card and I encourage the students to say the sentence together with me. I ask them to repeat the sentence, but this time on their own. Next, I ask the students, "What do you say if you want to clean the board?" I hold up the respective poster and, once again, encourage the students to say the sentence together with me and then on their own.

Resources/Materials:

Teacher and Students' Materials	**Classroom Posters**

• Notebook and pencil;
• Blackboard and chalk;
• *Smileys* Activity.
	• Classroom Language:
	   • May I go to the toilet?
	   • May I clean the board?

STAGE 2 – Homework correction and reviewing language (20m):

Specific Aims:

By the end of stage two, students will be able to answer to the teacher-questioning on previously-learnt language on personal details (name, age, country of origin, city of residence) and newly-learnt language on school games with an accuracy of 60% as well as follow the teacher's instructions on how to cut and paste a worksheet into notebooks by acting accordingly with an accuracy of 50%.

Procedures

- I tell the students to open their books onto page 43 and I ask them if they have done their homework;
- Then we move on to the homework correction. I write the heading and write the first answer as in the textbook. Then, I ask five students to go to the board, one by one, to write their answers on the board as follows:

> *Homework Correction*
> *Smileys Activity Book P. 43*
> _____
>
>   1. *Hangman (example)*
>   2. *Tug-of-war*
>   3. *Hopscotch*
>   4. *Hide and seek*
>   5. *Skipping*
>   6. *Marbles*

- As the students go to the board, I go around class to check if they have done their homework;

- After the homework correction, I ask a student to collect everyone's books and put them back on the shelf;

- While the books are being collected, I continue last lesson's teacher-questioning on "What's your favourite game?" Only this time, I jumble the questions with those on personal details. In other words, I recycle previously learnt language with newly learnt language, for example:

  I turn to Student X and say: "Hello, my name's Manuela! What's your name?" (Student answers); "Where are you from?"; "How old are you?"; "What's your favourite school game?" Then I turn to student Y and ask: "Hello, Y! How are you?"; "Y, "Where do you live?"; "What's your school favourite game?"

- After teacher-questioning for 5 minutes (the period of time in which the books are being collected), I explain to the students that they are going to have a test on the 23rd of May and that I am going to give them a revision worksheet for homework, so that they can practice. I also explain that they have one week to do the worksheet;

- Then, I turn to the student who is sitting in front of me and ask him/her, "May I use your notebook, please?" Next, I turn to the students and I ask them if they have got their notebooks with them. They should say "yes", because they use one to write their summaries. At that point, I hold up the worksheet and explain that they need to cut the worksheet along the broken line and paste it into their notebooks. After demonstrating what the students need to do, I ask them if they have understood. As soon as they seem to have understood (from the expressions on their faces), I tell them that they can start. I also tell them they only have five minutes to cut and paste the worksheets into their notebooks. I draw the students' attention to the time limit I have set by pointing to my watch (signalling five minutes);

- After the students have cut and pasted the worksheet into their notebooks, I will move onto the next stage of the lesson.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- *Smileys* Activity book;
- Revision worksheet;
- Scissors and glue.

STAGE 3 - Roleplay & Self-assessment (15 min.)

Specific Aims:
By the end of this stage, learners will be able to perform a roleplay (teacher-learner) using previously-learnt language on personal details (name, age, country of origin) and newly-learnt language on school games with an expected accuracy of 40%.

Procedures:
- I say, "One, two, three, look at me, one, two, three, listen to me.";
- Once I have got the students' attention to review target language on school games before the roleplay, I take a flashcard from behind my back, show it to the students and ask, "What school game is it?"; The students are expected to answer in chorus. I do the same with the remaining flashcards;
- Similarly to last lesson's roleplay towards the end of class (in stage three), I ask a volunteer to come forward to do roleplay with me. The roleplay follows the model below:

> Teacher: Hello! What's your name?
> Student: Hello! My name's …
> Teacher: Where are you from?
> Student: I'm from …
> Teacher: Do you want to play hide and seek?
> Student: Good idea! Let's play hide and seek!

- I thank and praise the volunteer, and ask the class for a round of applause;
- After roleplaying with one student, I will repeat the same procedure with another volunteer;

- I announce that it is time to pack up and I say goodbye.

Post-Lesson Reflections:

- The first half of the lesson went very well. It was the first time some students (at least five students) spoke English from their own initiative. The moment I put up the classroom language cards on the wall, I had several students asking for permission to go to the toilet. For children, the difficulty of learning a foreign language should not be underestimated (Read, 2007). Throughout the intervention, I felt it was very important that children feel they are able to speak, even if they are far from mastering the speaking skills. It helps their self-esteem and leads to participation, therefore, it is essential that children participate.

- When it came to the cutting and pasting in stage two, the task did not go as well as it would have had been desired. The students took over 15 minutes to cut and paste a worksheet into their notebook. As a result, I had to rush through the last stage of the lesson, which was rather stressful. Unexpectedly, however, two students came up to me at the end of class to ask me if they could clean the board in English, which was very rewarding.

Appendix 5.2. Classroom Language

Flashcards from *Let's Rock 3* Flashcards (Abreu & Esteves, 2015).

Appendix 5.3. Revision Worksheet

Teacher created material.

Images adapted from *Stars 3 ActivNotebook* (Lindade, Botelho & Lucas, 2015).

Appendix 5.4. Message Board Sign

MESSAGE BOARD
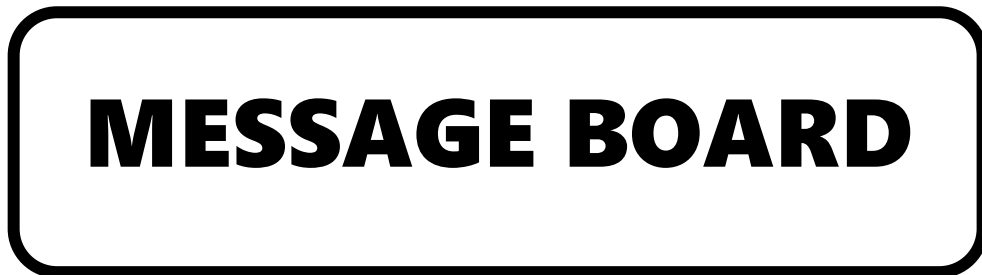
Teacher-created material.

Appendix 5.5. Email from Annette
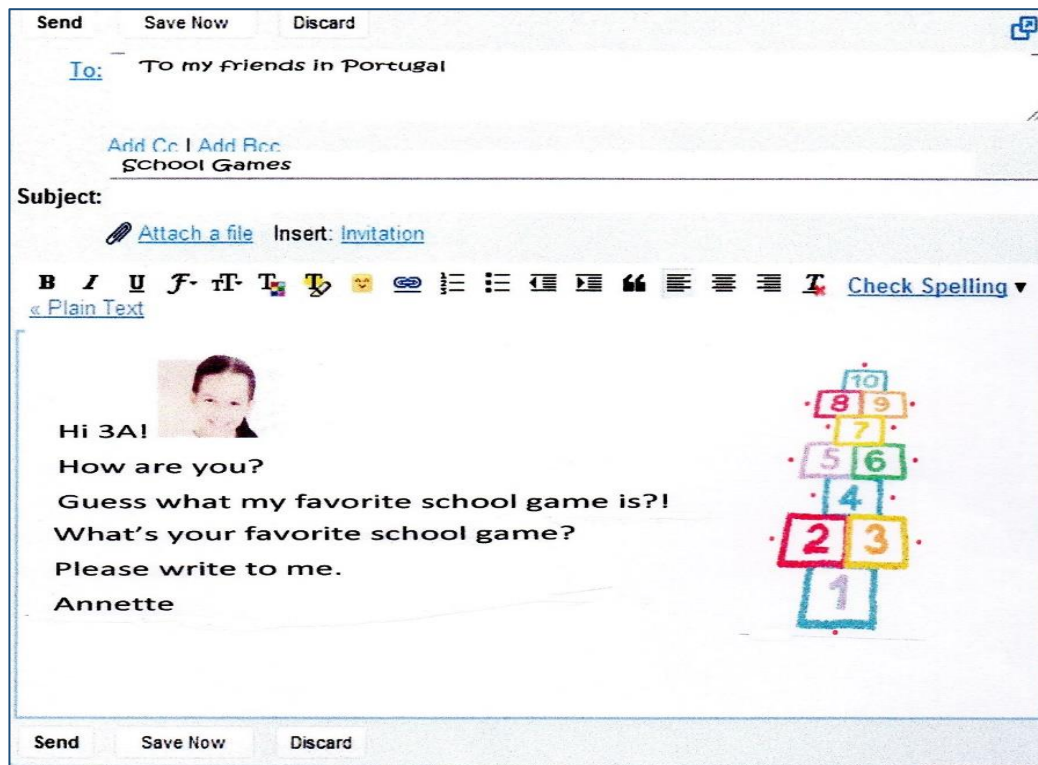
Teacher created material.

Images adapted from *Smileys*, Pupil's book, 3º Ano (Dooley & Evans, 2015) and *Stars 3 ActivNotebook* (Lindade, Botelho & Lucas, 2015).

Appendix 6.1. Lesson Plan Six

In my free-time, I like …

Date: 6th of May 2016

Time: 16:45 -17:30

Duration: 45 minutes

Topic: Free-time Activities

Subtopic: Sports & Hobbies

Skills: Reading & Speaking

Cross Curricular subjects

Methodologies:

- ➢ CLT:
  - ➢ Realia;
  - ➢ Roleplay.

Curricular Goals:

<u>Intercultural Domain</u>:

Identify games;

<u>Lexis and Grammar</u>:

Identify activities and games inside and outside the classroom;

<u>Spoken Interaction</u>:

Interact with the teacher by answering to questions on the topics covered so far;

<u>Writing</u>:

Short sentences with the teacher's help.

Overall Aims:

By the end of the lesson, learners will be able to identify "Free-time Activities" (Sports & Hobbies) on flashcards with an expected accuracy of 40%; Learners will also be able to give personal details about themselves, such as name, age, country of origin, city (of residence) and month of birthday by completing and correcting a revision worksheet (homework task) with a minimal accuracy of 50%.

Target Language:

Sports	**Other Free-time Activities**
Playing volleyball; hockey; badminton; table tennis; baseball.	Planting flowers; painting; cleaning; reading comics; going to the gym; going shopping.

Language Chunks

"What do you like doing in your free time?"
"I like …"

Assumptions/Possible Learners' Difficulties:

- As we are half way through the didactic unit, part of this lesson will be used to check students' progress. Two students will be asked to go to the board to write their answers as part of the homework correction. Meanwhile, I will be going around the class to check the students' work. At this point, it is important to assess students' progress and to identify possible problems, so as to make any necessary adjustments to lesson planning before the formal written test;

- Given the need to assess students' progress so far, in this lesson, students will only be given an introduction to the topic of free-time activities. I will, however, return to the topic in lesson nine;

- As for the contents of the revision worksheet, it is assumed that students already know the months of the year and the month of their birthday. The revision worksheet contains contents (vocabulary and language chunks) on which the students will be assessed in the formal written test. It should also be noted that the contents in the revision worksheet are also being used as input to introduce classroom interaction in the FLC.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- Revision worksheet;
- *Smileys* Activity book;
- Flashcards on free-time activities.

Classroom Posters

- "Message Board" sign;
- An email from Annette.

Development of the Lesson:

STAGE 1 - Warming up: greeting and brief chat about email on message board (15 min.)

Specific Aims:

By the end of stage one, students will be able to greet the teacher by replying accordingly with an expected accuracy of 100%, as well as identify the origin of the email on the "Message Board" by answering to teacher-questioning;

Procedures:

- I greet the students, check the board details and write the summary;
- I make sure that the students have copied the summary;
- I ask the student responsible for handing out the books to distribute the Activity book;
- While the books are being handed out, I walk over to the pin board and put on a surprised look. I point to the email on the "Message Board" and I ask the students what it is. They should be able to say, "It's an email." Next, I ask the students, "Who is it from?" They should also be able to tell me, "It is from Annette." Finally, I ask, "Who's Annette?" In case the students are not able to tell me who she is, I will explain that she is a character from their textbook (I hold up the Pupils' book to page 53 to show them who Annette is).

Resources/Materials:

Teacher and Students'

- Notebook and pencil;
- Blackboard and chalk;
- Revision worksheet;
- *Smileys* Pupils' book (Teacher only);
- *Smileys* Activity book.

Classroom Posters

- "Message Board" sign;
- An email from Annette.

STAGE 2 – Homework correction and identifying free-time activities (25 min.):

Specific Aims:

By the end of stage two, learners will be able to give personal details about themselves, such as name, age, country of origin, city (as in residence) and month of birthday by completing and correcting a revision worksheet (homework task to check students' progress so far) with an accuracy of 50%.

Procedures:

- I tell students to get out their notebooks with the revision worksheet already pasted in. While they do that, I copy the sentences (with the respective blanks) of Part A from the revision worksheet. Then I explain to them that we are going to correct the homework together in class;

- Next, I ask Student X to come to the board to complete the blanks. I explain to the students that we will use Student X's answers as a model and that if they are uncertain about their own answers they should ask;

Homework Correction

Revision Worksheet - Part A

1. *My name's _X_ .*
2. *I'm fine, thanks.*
3. *I'm eight years old.   Other options: nine, ten, eleven*
4. *I'm from Portugal.*
5. *I live in Lisbon.   Other options: Almada*
6. *My birthday's in May*

- After correcting and clearing up any doubts about Part A, we move onto Part B;

- For Part B, I ask another student to come to the board and write the months of the year in the correct order;

Homework Correction

Revision Worksheet – Part B

January	July
February	August
March	September
April	October
May	November
June	December

- As the student writes his/her answers on the board, I go around class to check the students' work to try to identify any teaching/learning problems at this point;
- After correcting Part B, I will tell the students to go to the Picture Dictionary in the Activity book. Then I ask the students to help me fill in a grid that I have in the meantime drawn on the board;

Activity Book - Picture Dictionary P.13	
Sports	**Other Free-time Activities**
	Go shopping
Volleyball	Read comics
Hockey	Clean
Badminton	Paint
Table tennis	Go to the gym
Baseball	Plant Flowers

- I write the words on the board as the students call them out. After categorizing the free-time activities, I ask them to repeat the words after me, so that they become familiar with the sound of the words. I start with the "Sports" list. At the end, I ask a student what is his/her favourite sport. Then I do the same with the list of "Other free-time activities";
- Next, I hold up the free-time activity flashcards and ask the students to identify them as I show each card. Then, I show the flashcards one-by-one and I ask six students to individually identify the free-time activities on the flashcards;
- Instead of playing the flashcard revealing game, as I did with the school games in lesson 4, this time I will ask the students to guess my favourite free-time activity. In order to guess my favourite free-time activity, students are required to form a question using the structure "Do you like …?", as I have written on the board. My favourite free-time activity will be the one on the card that I am holding behind my back;
- Once they have guessed it, I will praise them by saying, "Well done." and move on to the next part, in which I ask the students individually and randomly, "What do you like doing in your free-time?"

Resources/Materials:

Teacher and Students' Materials	Classroom Posters

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and chalk;
- Revision worksheet;
- *Smileys* Activity book;
- Flashcards on free-time activities (Hobbies) (Appendix 6.2.).

Classroom Posters

Email from Annette (Appendix 5.5.)

STAGE 3 - Simon says pack up and self-assessment (5 min.)

Specific Aims:

By the end of this stage, learners will be able to follow instructions in a closing game by acting accordingly with an expected accuracy of 90%.

Procedures:

- To close the lesson and get students focused on the final part of the lesson, which will consist of a brief moment of self-assessment, I will shout "Simon says …", to which students respond to very quickly;
- I will continue to play "Simon Says" by saying, "Simon says pack up your things. Sit down … Stand up … Sit down … Stop… Look and listen.";
- Once I have got the students' full attention, I will praise them and ask them to raise their hand if they feel they already know how to give personal details and if they already know any free-time activities;
- Finally, I will praise them (should that be the case) and say goodbye.

Resources/Materials:

Teacher and Students' Materials

- No material required.

Post Lesson Reflections:

- Lately, students' have been asked to do their self-assessment orally at the end of each class, since I have not been able to keep track of the students' self-assessment in their

project books. From what I have observed so far, students have been doing the self-assessment (colouring in the smiley faces on the worksheets) on their own, that is, without having to be told or reminded to do it, which is a sign of autonomy and means that it is a procedure I do not have to control so tightly.

Appendix 6.2. Flashcards on Free-time Activities

Teacher created flashcards

Images adapted from *Smileys*, Pupil's book, 3º Ano (Dooley & Evans, 2015).

Appendix 7.1. Lesson Plan Seven

An Email from a Friend

Date: 9th of May 2016

Time: 14:45 -15:30

Duration: 45 minutes

Topic: Free-time Activities

Subtopic: School Games

Skills: Reading and writing

Cross Curricular subjects:

ICT (Joint Project for eTwinning)

Methodologies:

> ➢ CLT:
>> ➢ Communicative tasks;
>> ➢ Roleplays.

Curricular Goals:

<u>Intercultural Domain</u>:

Identify yourself/ Identify games;

<u>Lexis and Grammar</u>:

Identify activities and games inside and outside the classroom;

<u>Spoken Interaction</u>:

Interact with the teacher by answering questions on topics covered until now;

<u>Writing</u>

Write short sentences/fill in missing information.

Overall Aims:

By the end of the lesson, learners will be able to interpret the contents of an email and recognize a typical email text and format by answering to teacher-questioning on the contents of the email text as well as its purpose and format with an expected accuracy of 50%.

Target Language:

Email contents

To; From; Subject; Hi! Please write!

Tell me about yourself! Write soon!

Vocabulary	Language Chunks
Personal Details:	"My name is …"
	"I'm … years old"
Name, age, country, city;	"I'm from …"
	"I live in …"
School Games:	"My school is …"
	"I'm in …"
Hangman; noughts and crosses; rock, paper and scissors; hide and seek; hopscotch; skipping; marbles, tug-of war.	"My best friend is…"
	"My favourite school game is …"

Assumptions/Problems:

Given the students' level of English and especially the challenges in this lesson, I may have to use some Portuguese now and then, but only if it is absolutely necessary (for example, when students have misunderstood an important concept and are misleading others in the classroom);

Students will be given a writing task to complete within five minutes. However, I expect them to take ten minutes.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- Email format worksheet;
- Blank email format worksheet.

Development of the Lesson

STAGE 1 - Breaking the news and discussion on emails (10 min.):

Specific Aims:

By the end of this stage, learners will be able to follow the teacher's announcement (An email from Annette) and take part in a discussion on what an email is, what is it used for and who do people write emails to by answering to the teacher-questioning with an expected accuracy of 50%.

Procedures:

- I greet the students with an ear to ear smile as if I have a big surprise, in order to create some suspense and announce that I have news for them;
- I hold up an A4 printed sheet of paper and show it to them;
- I ask them if they know what it is and wait till a student is able to tell me it is an email;
- Then, I ask students if they know who it is from. If they are unable to guess, I will finally announce that it is from Annette;
- So as to raise students' awareness on the format of an email, I ask students why they think it is an email. The students are expected to say that it "looks like" an email. Then, I will ask them what it is used for. They are expected to say that it is used to communicate with people. Next, I will ask who do people usually write emails to. Students are expected to say that people write emails to friends, relatives, colleagues or other people;
- I hand each student a worksheet with Annette's email and the writing exercise.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- Email format worksheet.

STAGE 2 – Reading an email aloud, checking students' reading comprehension and analysing an email (25 min.):

Specific Aims:

By the end of this stage, learners will be able to interpret the contents of Annette's email as well as recognize its features and format by answering to teacher-questioning with an expected accuracy of 80%.

Procedures:

- I let students take a closer look at Annette's email on their worksheet, as they may need time to become familiar with the format and contents;

- Before I ask a volunteer to read it, I ask them the meaning of the words "To", "From" and "Subject" inside the boxes in the email. I listen to what they have to say and then recap by pointing and miming. For "To", I will point to them; for "From", I will say "Annette"; in the case of "subject", I will use "topic" or exceptionally translate "Assunto";

- I ask a volunteer to read;

- After the volunteer has read the email, I will ask two more students to read the same text, so as to purposely engage all learners (students will be more alert as they may be called out to read). In turn, the repetition will allow students to become familiar with the vocabulary and sentence structure used;

- I will then randomly ask the students the following questions:
    a)   Who is the email from?
    b)   Who is the email to?
    c)   What does Annette want?
    d)   Does she like playing games?
    e)   What's her favourite game?

- After the students have answered the questions, I will ask a student to read the instructions for the writing exercise;

- I will ask another student to explain to the rest of the class what they are supposed to do - he/she may explain in it Portuguese. As part of the CLT approach, I will only listen and make sure that they have correctly understood the purpose of the exercise. In case they have not understood, I will explain what they are supposed to do;

- As soon as they are ready, I will tell them that they may start the exercise and that they have 5 minutes (but obviously I expect them to take longer);

- I will go around class to make sure that they are following the exercise and help those students who are having problems. For those students who finish the task before the others, I will give them a blank email worksheet for them to write an email as an experiential exercise;

- Once, students have completed their exercise, I will ask a student to collect their work.

Resources/Materials:

Teacher and Students' Materials

- Pencil;
- Blackboard and colour chalk;
- Email format worksheet;
- Blank email format worksheet.

STAGE 3 - Simon says pack up and self-assessment (10 min.)

Specific Aims:
By the end of this stage, learners will be able to follow instructions in a closing game by acting accordingly with an expected accuracy of 100%, as well as assess themselves with an accuracy of 100% by responding with a show of hands to the questions that the teacher will ask them.

Procedures:
- To get students focused on the final closing part of the lesson, which will consist of a brief moment of self-assessment, I will shout, "Simon says …", which students usually respond to very quickly;
- I will continue to play "Simon Says" by saying, "Simon says pack up your things… Sit down … Stand up … Sit down … Stop… Look and listen.";
- Once I have got the students' full attention, I will praise them and ask them to raise their hand if they can or cannot write an email;
- Finally, I will say that they were wonderful and say goodbye to them.

Resources/Materials:

Teacher and Students' Materials

No material

Post Lesson Reflections:

- Considering that this lesson involved writing and writing tasks usually take up a lot of the class time, this lesson went surprisingly well. The students completed the tasks really fast, as if they were already familiar with the format and language. This could be mean that the

email material designed for them was appropriate or that Annette's emails on the pin board have helped the students become familiar with the format and language of emails.

- From class observation, I can conclude that this group works best if I stick to the same type of activity right till the end of class. If I introduce a game at the beginning of class, then I cannot get them to properly concentrate throughout the rest of class.

Appendix 7.2. Reply to Annette's email

Reply to Annette's email (complete the sentences):

Send	Save Now	Discard	

To: 3A Students

Add Cc | Add Bcc

Subject: Hello!

Attach a file   Insert: Invitation

B *I* <u>U</u> *F-* ʈT- T T ☺ ∞ ≡ ≔ ⊑ ⊒ ❝ ≡ ≡ ≡ T Check Spelling ▾
« Plain Text

Hi everyone!

My name's Annette. I'm eight years old. I'm from England and I live in London.

In my free-time, I like playing with my friends. My best friend is Mary.

My favorite game is hopscotch. What's your favorite school game? I want to be your

friend. Please, tell me about yourself: **(1)** name, **(2)** country, **(3)** age, **(4)** favorite game.

Write soon,

Annette

Send	Save Now	Discard

Send	Save Now	Discard	

To:

Add Cc | Add Bcc

Subject:

Attach a file   Insert: Invitation

B *I* <u>U</u> *F-* ʈT- T T ☺ ∞ ≡ ≔ ⊑ ⊒ ❝ ≡ ≡ ≡ T Check Spelling ▾
« Plain Text

Hi Annette!

Thank you for your email. I want to be your friend, too!

(1)   My_____.

(2)   I'm from _____ and (3) I_____ years old.

(4)   My favorite school game is _____ .

Write soon

Send	Save Now	Discard

Teacher created material

119

Appendix 7.3. Blank Email Worksheet

Friends around the world

Write an email to a friend.

Send	Save Now	Discard	
To:			

Add Cc | Add Bcc

Subject:

📎 Attach a file   Insert: Invitation

B *I* <u>U</u> 𝓕⁻ 𝓣⁻ T̲ₐ T̲ₚ   ⊕   ≔ ≔ ⫷ ⫸ ❝ ▤ ▤ ▤ 𝓣ₓ   Check Spelling ▾
« Plain Text

Send	Save Now	Discard

I can write emails to my friends ☹ 😐 ☺

1

Teacher created material

120

Appendix 8.1. Lesson Plan Eight

The Challenge

Date: 16th of May 2016

Time: 14:45 -15:30

Duration: 45 minutes

Topic: Free-time Activities

Subtopic: Challenge

Skills: Speaking

Cross Curricular subjects:

Social Science - Geography

Methodologies:

 ➢ CLT:
  Competition.

Curricular Goals:

Intercultural Domain:

Identify yourself and others;

Identify countries;

Identify games;

Lexis and Grammar:

Identify activities and games inside and outside the classroom;

Spoken Interaction:
Interact with the teacher by answering to questions on the topics covered so far.

Overall Aims:

By the end of the lesson, learners will be able to give personal details about themselves, such as name, age, country of origin, city (as in residence) and month of birthday as well as locate some countries (USA, Portugal, Brazil, Angola, Japan) and continents on a world map by answering to teacher questioning with a minimal accuracy of 50%; learners will also be able to use school game-related language by performing a short roleplay with their teacher with a minimal accuracy of 50%.

Target Language:

Vocabulary	Language Chunks
Capital letters;	"What's your first name?"
The USA (America); England;	"What's your surname?"
Mexico; Kenya;	"Where are you from?"
Greece; Japan;	"I'm from …"
	"Which continent is (country) in?"
Hangman; hopscotch; noughts	"(Country) is in Europe."
and crosses; rock, paper and	"Where do you live?"
scissors; hide and seek; skipping;	"I live in …"
marbles; tug-of war;	"Where's the USA?"
	"It's here!"
Playing volleyball, hockey,	
badminton, table tennis and	"Do you want to play hide and seek?"
baseball;	"Good idea! Let's play hide and seek!"
Planting flowers; painting;	
cleaning; reading comics; going	"In my free-time, I like …"
to the gym; going shopping.	

Assumptions/Possible Learners' Difficulties:

- As we have a visitor today (IPP 2 Teacher), students may be a little shier than usual, but I do not think that will be the case. Apart from being a very communicative group, they are still at that stage in which they show a certain uninhibited attitude towards others. I think that it will be a very stimulating experience for the students to have a visitor, who not only speaks English, but is also from another country. This seems to present a unique learning experience from the intercultural point of view as well as an opportunity to produce output. The language that learners have been exposed to as well as the input that they have acquired by now should enable them to put forward simple questions in English. In this particular situation, the students can interact with the visitor by easily looking up the questions in the revision worksheet from lesson five.

- At the beginning of class, I will ask the students to greet the visitor. In case they do not remember the meaning of "Greet", I will paraphrase with: "Say hello";

- In this lesson there will be a challenge. There are three events in the challenge: (1) General Quiz; (2) Roleplay; (3) Email;

The General Quiz consists of questions on personal details (which may include Geography questions) and vocabulary from the didactic unit; The Roleplay will be the same as the one in which students have been participating in every lesson - the students who have already participated in the roleplay have their names already ticked off in the list; the Email-Writing Task consists in the task that most students have already completed and that has already been ticked on the list.

In this lesson I will focus mainly on the General Quiz.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and colour chalk;
- Flash drive;
- Interactive Board;
- Computer and projector
- Slide with a world map;
- Flashcards on school games.

Classroom Posters

- The Global "Making Friends around the World" Challenge.

Development of the Lesson:

STAGE 1 - Warming up: greeting and welcoming visitor (15 min.)

Specific Aims:

By the end of stage one, students will be able to greet the teacher and visitor by replying accordingly with an expected accuracy of 100% as well as respond to teacher-questioning with a minimal accuracy of 50%.

Procedures:

- I greet the students and expect them to respond accordingly;
- Next, I announce that today we have a visitor. I ask the students if they know the visitor, "Today, we have a visitor. His name is T. Do you know T? T is my teacher at University. Can you please greet T (say hello to him)?" The students are expected to say, "Good afternoon, T";
- After having introduced the visitor, I ask the students if they know where T is from. The students are not expected to ask a particular question. The question is casted so as to get

the students to think about how they could ask a question about someone's country of origin. I will then explain that T is from the USA;

- Once the students know where the visitor is from, I will ask them, "Where is the USA?" and have one of them locate the USA on a slide with a world map that has in the meantime been projected on the interactive board;

- After having made acquaintance with the visitor, checked the board details, written the summary and made sure that students have copied the summary, I will move on to the next stage of the lesson.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and chalk;
- Interactive board;
- Computer and projector;
- Slide with a world map.

STAGE 2 – The challenge (25 min.):

Specific Aims:

By the end of stage two, learners will be able to give personal details about themselves, such as name, age, country of origin, city (of residence) and month of birthday as well as locate some countries (The USA, Portugal, Brazil, Angola, Japan) and continents on a world map by answering to teacher-questioning in a challenge with a minimal accuracy of 50%. As part of the challenge, learners will also be able to use school game-related language by performing a short roleplay with their teacher with a minimal accuracy of 50%.

Procedures:

- I announce that today there will be a challenge. I explain that a challenge is a competition/game. I hold up the "Challenge" poster that will be used to register the students' participation, so as to keep track of who has participated in which event;

- I hold up the poster and explain the rules of the challenge. I explain that there are three events in the challenge: (1) General Quiz; (2) Roleplay; (3) Email, and that everyone must participate in all the events of the challenge. I will also explain that today we will focus mainly on the General Quiz;

- Meanwhile, I ask for a volunteer to tick the events in which the students participate in. The volunteer will obviously also be involved in the challenge;

- For the General Quiz, I chose a student and ask, for example, " X, where are you from?; The student is expected to say, "I'm from Portugal."; The student's name is then ticked on the poster. Next, I turn to another student and ask, "Y, what continent is Portugal in?" The student is expected to say, "It's in Europe." Once again, the student's name is ticked off. After asking a few students questions on personal details, I move on to another type of quiz-questioning, in which I use flashcards;

- First, I place the flashcards on the board (with Bostik). I collectively ask the students what is on the flashcards. Only then will I proceed with the challenge. I ask the students to close their eyes and I turn a card over. I tell the students to open their eyes and I choose a student to tell me which card is missing. I do the same with a few more students;

- Then I move onto the next part of the challenge: the roleplays. I ask a student to come forward and do a roleplay with me. The roleplay will follow the same model as in previous lessons. In this lesson, I will call on the students who have never had a chance to participate in a roleplay;

- Next, I hold up a flashcard of a free-activity (hobby). I ask the students collectively to identify the free-time activity on the flashcard. Next, I show the flashcards one-by-one. First, the students collectively identify the flashcards and then, I ask six students to individually identify the free-time activities on the flashcards (hobbies);

- Instead of playing the flashcard revealing game, I hide the cards behind my back and ask the students to guess what my favourite free-time activity is (it will be the card that I will randomly pick). I write on the board the beginning of the question: Do you like …? In order to guess my free-time activity, they have to ask the question starting it as it is written on the board. I will orally give an example, by pointing to the question on the board and showing a card;

- The students then try to guess.

STAGE 3 - Simon says pack up and self-assessment (5 min.)

Specific Aims:
By the end of this stage, learners will be able to follow instructions in a closing game by acting accordingly with an expected accuracy of 100%.

Procedures:
- To close the lesson, I will say, "Simon says …";

- I will continue to play "Simon Says" by saying, "Simon says pack up your things… Sit down … Stand up … Sit down … Stop… Look and listen.";
- Once I have got the students' full attention, I will praise them for their participation and ask them to say goodbye to T.

Resources/Materials:

Teacher and Students' Materials

- No material required.

Post Lesson Reflection:

- It was interesting to observe the students' behaviour regarding the visitor. They were very attentive, curious and clearly motivated to learn more about him.
- As expected, the students participated actively and enthusiastically in the challenge, even the shier and less confident ones. I noticed their enthusiasm to participate was so great that they were uninhibited, which is a sign of a good learning atmosphere. I was particularly surprised with one of the students (withdrawn in class in the past), who jumped from her chair the moment I asked the students who wanted to participate in the roleplay activity. She was so keen to participate in the roleplay that she was not even worried about her English. The fact that we had to help her say her lines did not bother her. She was so happy to be participating in what I believe for her is "fun". I was very pleased to see her actively participate. Roleplaying seems to have this effect on children.

Lesson Nine

Revision

Date: 20th of May 2016

Time: 16:45 -17:30

Duration: 45 minutes

Topic: Free-time Activities

Subtopic: Revision on Free-time Activities
(as in Hobbies)

Skills: Speaking & Writing

Cross Curricular subjects:

Sports

Methodologies:

➢ CLT:
   Communicative Task.

Curricular Goals:

Intercultural Domain:

Identify yourself and others;

Lexis and Grammar:

Identify activities and games inside and
outside the classroom;

Spoken Interaction:

Interact with the teacher by answering to
questions on the topics covered so far.

Overall Aims:

By the end of the lesson, learners will be able to identify free-time activities (Hobbies) and
express their own favourite free-time activities with a minimal accuracy of 80%.

Target Language:

Vocabulary

Sports	**Other Free-time Activities**
Playing volleyball, hockey, badminton, table tennis and baseball.	Planting flowers; painting; cleaning; reading comics; going to the gym; going shopping.

Language Chunks

"What do you like doing in your free time?"
"I like …"

Classroom Language/Additional Language

"Time's up!"

Assumptions/Possible learners' difficulties

- Learners have already been introduced to free-time activities, but have not yet been given an opportunity for output production.

Resources/Materials:

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and chalk;
- *Smileys* Pupil's book;
- *Smileys* Activity book;
- Project book.

Development of the Lesson:

STAGE 1 - Greeting (10 min.)

Specific Aims:
By the end of stage one, students will be able to greet the teacher by replying accordingly with an expected accuracy of 100%.

Procedures:
- I greet the students, check the board details and write the summary;
- I make sure the students have copied the summary;
- I ask the student responsible for handing out the books to distribute the pupil's book and I will ask another volunteer to distribute the activity book.

Teacher and Students' Materials

- Notebook and pencil;
- Blackboard and chalk;
- *Smileys* Pupil's book;
- *Smileys* Activity book.

STAGE 2 - Brainstorming and identifying free-time activities (25 min.)

Specific Aims:

By the end of stage two, learners will be able to identify "free-time activities" (hobbies) and express their own favourite free-time activities by completing a free-time task from the Project book with a minimal accuracy of 80%.

Procedures:

- I will draw the following grid on the board:

Free-time Activities	
Sports	*Other Free-time Activities*

- I will ask students to help me fill in the grid on the board by recalling the vocabulary, as they had done before (using the Picture Dictionary from Lesson 6). The only difference this time is that students will not be able to look at the vocabulary in the Picture Dictionary. They will have to rely on their memory. In case they have trouble recalling the vocabulary, I will either show them flashcards or simply provide the word for them;
- I complete the grid as the students call out the words. I will also ask them now and then the category of the word (that is, the heading under which the word comes - Sports/Other Activities);

- After completing the grid, I show some flashcards and ask the students as a group to identify one by one the free-time activities on them. Students may look at the information on the board to associate the word to the action;

- Next, I will ask students to open their Pupil's book to page 53. I will ask them to look at exercise three. I will read the example and then I will tell them they have 5 minutes to do the rest of the exercise individually and in silence (I will whisper "in silence please"). As they do the exercise, I will go around the class to assist those who may have trouble with the exercise;

- After five minutes, I will say "Time's up". I will ask five students to each read a sentence and identify the picture by saying the letter;

- Then, I tell the students to close their Pupil's book and open their Project book to page 8 free-time activities (I will hold up the book to show the page);

- I read the speech bubbles (and use different voices to distinguish the question and answer). I will then tell the students to complete the task on that page and that they only have ten minutes. The students are expected to write down their favourite free-time activity and illustrate it with a picture. They may use the grid on the board that we have in the meantime completed in class:

Free-time Activities	
Sports	*Other Activities*
Volleyball	Go shopping
Hockey	Read comics
Badminton	Clean
Table tennis	Paint
Baseball	Go to the gym
	Plant Flowers

- After five minutes, I will say "Time's up". I will ask the students to say what they like doing on their free time by reading their answers.

Teacher and Students' Materials

- Pencil;
- *Smileys* Pupil's book;
- *Smileys* Activity book;
- Project book.

STAGE 3 - Simon says pack up and self-assessment (10 min.)

Specific Aims:

By the end of this stage, learners will be able to follow instructions in a closing game by acting accordingly with an expected accuracy of 100%.

Procedures:

- To close the lesson, I will say "Simon says …";
- I will continue to play "Simon Says" by saying, "Simon says pack up your things… Sit down … Stand up … Sit down … Stop… Look and listen.";
- Once I have got the students' full attention, I will ask them to raise their hand if they already know how to say what their favourite free-time activity is;
- I will praise them and say goodbye.

Resources/Materials:

Teacher and Students' Materials

- No material required.

Post Lesson Reflections:

- Although I managed to cover the contents of the lessons, there was not enough time left towards the end of the lesson to do any roleplays. As a result, there were still two students who did not get an opportunity to do the roleplay.
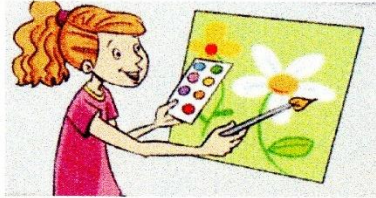
Appendix 9.2. Project Book Free-time Task

Teacher created Project Book.

Image from *Smileys* Pupil's Book, 3º Ano (Dooley & Evans, 2015).

Appendix 10.1. Lesson Plan Ten

Lesson Ten

Formal Written Test

Date: 23rd of May 2016

Time: 14:45 -15:30

Duration: 45

Topic: Free-time Activities

Subtopics: Personal Details

Skills: Listening, Reading & Writing

Overall Aims:

By the end of the ten lessons, students will have attained the goals of the didactic unit (to acquire the vocabulary and language chunks as well as improve overall language competence in the four skills) by completing the formal written test as a school requirement with a minimal accuracy of 50%.

Target Language:

Vocabulary	Language Chunks
First Name;	"My name's …"
Surname;	"My surname's …"
Age;	"I'm … years old."
Birthday;	"My birthday's in (month)."
Country;	"I'm from …"
City;	"I live in …"
School;	"My school is …"
Class;	"I'm in …"
Best Friend;	"My best friend is …"
Hangman; hopscotch; noughts	"My favourite school game is …"
and crosses; rock, paper and	"In my free-time, I like …"
scissors; hide and seek, skipping,	
marbles; tug-of war; playing	
volleyball, hockey, badminton,	

table tennis and baseball; planting

flowers; painting; cleaning;

reading comics; going to the gym;

going shopping.

Assumptions/Possible Learners' Difficulties:

Problems that may arise throughout the lesson may be summarized as follows:

- My main concern is that there were students who were absent when I covered certain vocabulary and language skills that will be on the test. Although I have gone over the vocabulary and language chunks of the didactic unit and the "Making friends around the world" project several times and in different ways, it may not have been sufficient in the case of those students who missed more than one class during my intervention.

- The test is four pages long. Two pages have been purposely photocopied on both sides and stapled together, so that it is easier for students to handle and so that photocopies are not left behind.

- Students should be able to do the test, as they are already familiar with its contents and format, since similar tasks were carried out in class. It should be noted that the diagnostic test was initially planned to be the final written test, so as to carry out a comparative study. However, upon realizing the confusion that the categorization of free-time activities in the textbook could lead to, adjustments were made. Free-time activities were therefore categorized in what I believe to be a more logical manner, so as to be more easily understood.

- Throughout the test, it is important to go around the classroom to make sure the students are writing. If they are not writing, it is a sign that they have not understood the oral or written instructions. In case some students have not understood the instructions, it is important to give them the opportunity to show what they know by explaining to them the instructions again individually or perhaps even use Portuguese.

Resources/Materials:

Teacher and Students' Materials

- Blackboard and chalk;
- Pens;
- Photocopies of formal written test
  (Appendix10.2.b.).

Development of the Lesson:

STAGE 1 – Greetings and instructions (15 min.)

Specific Aims:

By the end of stage one, learners will be able to understand what they are supposed to do in each section of the test by reading it together with the teacher and clarifying any doubts on how to complete it.

Resources/Materials:

Teacher and Students' Materials

- Blackboard and chalk;
- Pens;
- Photocopies of the test.

Procedures:

- I greet students and hand out the tests. I begin by saying that the test has three parts. Then, I explain that Part A consists of a listening exercise; Part B has two different exercises: in the first task, students are expected to fill in a form about themselves; in the second task, they are expected to fill in the bubbles about themselves and match them with the questions. I emphasize that they should use different colours to match the questions and answers. As for Part C, in the email guided-writing task, students are expected to read the email and reply to it by completing the lines in the email-writing task with information about themselves. After giving the instructions for the email guided-writing task and going over the heading of an email, I ask a volunteer to read the email. Then, I read the beginning of the reply and explain once again what students are supposed to do. Finally, I wish them "Good luck" for the test.

STAGE 2 - Listening task and remaining test (25 min.):

Specific Aims:

By the end of stage two, the students will have completed the listening task and the remaining test by following the instructions in each section.

Procedures:

- I explain to the students that for "Part A - the Listening Task", I will read two texts and that I will read each text twice. I also explain to them that they must circle the correct answer according to what they hear (I mime listening). I exemplify on the board by drawing three pictures and circling one of the pictures;

- Next, I read the first text twice and pause for the students to circle the correct answer. I go around the classroom to make sure the students are following my instructions;

- Then, I read the second text twice and pause for them to circle the correct answer. Once again, I go around the classroom to make sure they are following my instructions;

- Finally, I let the students finish the test on their own;

- I go around the classroom to make sure they are doing the test. In case they are not working, it is a sign that they have not understood the instructions;

- Towards the end of the test, I will remind the students that they only have ten minutes to finish.

Resources/Materials:

Teacher and Students' Materials

- Blackboard and chalk;
- Pens;
- Photocopies test.

STAGE 3 – Collecting the test and saying goodbye (5 min.)

Specific Aims:

By the end of stage three, the learners will have completed the test and handed it in.

Procedures:

- I collect the test;

- I thank the students for their cooperation and praise them for having behaved so well throughout the test. I will also tell them that I will come and visit them to give back their tests and marks.

Post Lesson Reflections

- The students managed to do the test successfully within the given time. In contrast to the preliminary test, they did the formal written test without any hesitation whatsoever.

- Taking into account the target group's characteristics and the work carried out throughout the intervention, some conclusions may be drawn. From the point of view of the methodology, the students who did not get the opportunity to participate in the roleplays, did not do as well as the others.

- On the day of the test, I was pleasantly surprised with drawings on the part of the students. It is interesting to note how students use drawings to communicate with their teachers. In the case of one drawing (Appendix 15.a.), the student tried to use the vocabulary he already knew as much as possible to communicate. In the case of the other drawing (Appendix 15.b.), it was from one of the students who did not have an output opportunity. I noticed that it was with great satisfaction and pride that he gave me his drawing, which could be part of his cultural background, as his mother tongue is not Portuguese. I praised him and his work, and he felt very comforted with a big smile on his face. I was very sorry, however, that he had not been given an output opportunity. I realized then how much children at this age value roleplays and need to express themselves in general. Roleplays seem to also have the advantage of providing children with opportunities to express themselves.

- It should be noted that three students did not do the test because they were absent or unavailable to take the test on that day. Those students did the test with the cooperating teacher on an alternative date. However, one of the three students continued to be absent, and in this case, the student was attributed a mark based on his overall performance (oral and written participation).

Appendix 10.2.a. Formal Written test (Listening Transcript)

Part A - LISTENING

1.1.   Hello! My name's Michael. I'm from the USA. At school, I love playing with my friends. My favourite school game is skipping. Do you like skipping?

1.2.   Hi! My name's Lisa. I'm from England. Annette and Tom are my best friends. Annette likes going to the gym. Tom likes reading comics. I like going shopping. My favourite free-time activity is going shopping? Do you like going shopping?

Appendix 10.2.b. Formal Written Test

English Test

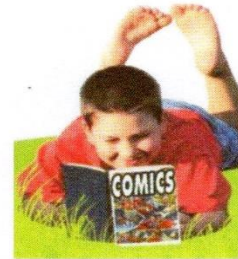Name: _____ Mark_____ Enc. Edu: _____

A. LISTENING

1. Listen and circle the correct picture:

1.1

1.2.

12

1

Teacher created material.

Images adapted from: *Let's Rock 3* (Abreu & Esteves, 2015) and

Smileys Pupil's Book, 3º Ano (Dooley & Evans, 2015).

B. READING

1. Fill in this form about yourself:

Filling in a form

Use printed letters or CAPITALS	Keep letters inside the box

First name:

Surname:

Age:

Birthday:

Number of

Brothers: _____

(example: 1, 0)

Sisters: _____

Country:

City:

School:

Class:

Best Friend:

	10

Teacher created material.

2. Match and complete about yourself:

How are you?

My name's_____.

What's your name?

I'm _____ thanks.

How old are you?

I _____in Lisbon.

Where do you live?

I'm _____ years old.

When's your birthday?

_____ from Portugal.

Where are you from?

My birthday's in _____.

	12

3

Teacher created material.

C. WRITING

1. Reply to Lucy's email. Complete the sentences:

Send	Save Now	Discard	⊡
To:			

Add Cc | Add Bcc

Subject Hello! I want to be your friend.

📎 Attach a file   Insert: Invitation

B *I* <u>U</u> 𝓕- ᴛT- T☰ T☰ ☺ ⊝ ☷ ☷ ☷ ☷ 66 ☰ ☰ ☰ 𝓣ₓ **Check Spelling** ▾
« Plain Text

Hi!

My name's Lucy. I'm from Australia and I'm nine years old.

In my free-time, I like playing games. And you?

I want to be your friend. Please write and tell me about yourself:

(1) name, **(2)** country, **(3)** age, **(4)** favorite school game.

Lucy

Send	Save Now	Discard

Send	Save Now	Discard	⊡
To:			

Add Cc | Add Bcc

Subject: _____

📎 Attach a file   Insert: Invitation

B *I* <u>U</u> 𝓕- ᴛT- T☰ T☰ ☺ ⊝ ☷ ☷ ☷ ☷ 66 ☰ ☰ ☰ 𝓣ₓ **Check Spelling** ▾
« Plain Text

Hi Lucy!

Thank you for your email. I want to be your friend, too!

(1)   My_____.

(2)   I'm from _____ and (3) I_____ years old.

(4)   My favorite school game is _____ .

Write soon

Send	Save Now	Discard

	4

4

Teacher created material.

Appendix 11. Special Work Diploma
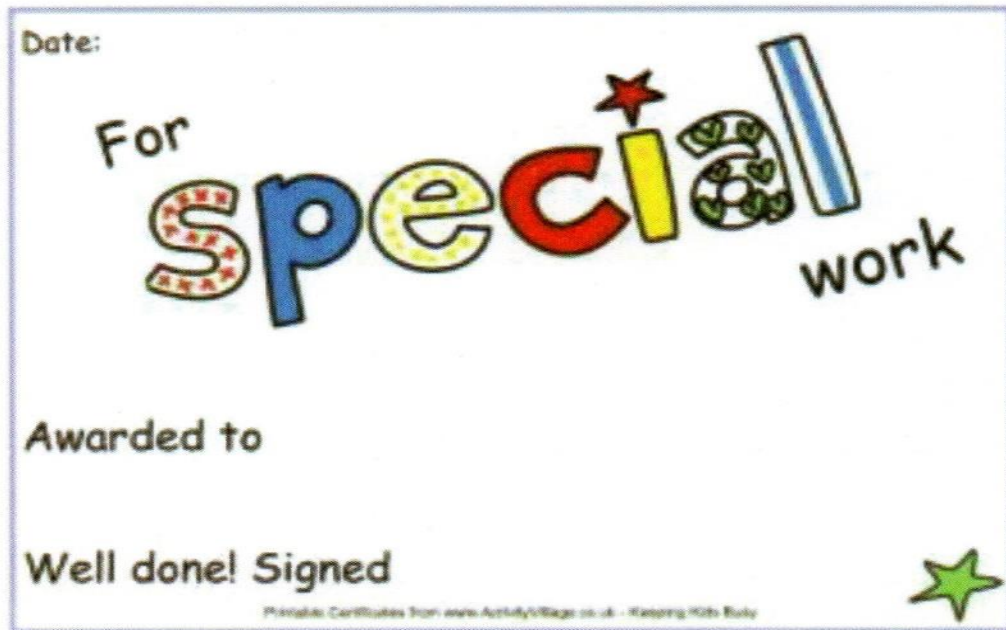
Retrieved from Diplomas http://www.activityvillage.co.uk/certificates

(accessed on: 4th of December 2016).

Appendix 12. Target Language from Didactic Unit

Target Language		
Topics	**Vocabulary**	**Language Chunks**
Form-Filling Skills Personal Details	First name; Surname; Country; City; number of brothers and sister; school; Class; Best friend; Favorite School Game Countries: America/The USA; Mexico; Italy; Spain; England; Greece; Japan	My name's … I'm …. years old. I'm from + country. I live in + city. Where's Lisbon? In Europe I've got a brother … I haven't got any brothers or sisters …. I'm in 3rd class … My best friend is …
School Games	Hangman; Noughts and crosses; Rock, paper and scissors Hide and seek Hopscotch Skipping Marbles Tug-of war	What's your favourite school game? My favorite school game is …. Do you want to play football? Yes, good idea! Let's play football
Free-Time Activities (Hobbies)	planting flowers; painting cleaning reading comics going to the gym going shopping	What do you like doing in your free time? In my free-time, I like ….
Email Writing	Friend(s) Around the world To; From; Subject; Hi! Write soon	

Teacher created material

Appendix 13.1. Assessment Grid

	ASSESSMENT		
SKILL(S)	**OVERALL AIM(S)**	**TASK(S)**	**%**
LINGUISTIC COMMUNICATIVE SKILLS: ORAL INTERACTION	By the end of the 9 lessons, learners will be able: To interact orally by participating in a short roleplay (to be performed either with the teacher or in peer interaction) in which each student is required to exchange personal details (name, age, country of origin) as well as use game-related language (vocabulary and lexical chunks) by following a model (roleplayed by the teacher with a student) using cue cards provided by the teacher throughout the roleplay with a minimal accuracy of 50%;	Participating in a Roleplay	25%
LINGUISTIC COMMUNICATIVE SKILLS: WRITTEN INTERACTION	By the end of the 9 lessons, learners will be able: To interact in writing by replying to an email through a guided-writing task, in which students are required to complete sentences with their own personal details as well as game-related language accordingly, with a minimal accuracy of 50%;	Replying to an email guided-writing Task	25%
LINGUISTIC COMMUNICATIVE SKILLS: FORMAL WRITTEN TEST	By the end of the 9 lessons, learners will be able: To complete a formal written test by ticking images in the listening filling in a form, filling in a form with personal details; matching and completing sentences related to exchanging personal details and replying to an email through a guided-writing email about themselves (Section D) with a minimal accuracy of 50%.	Written Test : Listening Form-filling Matching & completing	25%
SOCIAL COMMUNICATIVE SKILLS THROUGHOUT THE PROJECT	By the end of the 9 lessons, learners will be able: To recognize and use certain social conventions in their interactions by greeting, thanking, and asking permission politely and respectfully, and using respective language chunks accordingly with a minimal accuracy of 50%.	In all activities	25%

Appendix 13.2. Student's Report

Student's report				
Individual Assessment Report based on direct observation throughout the Didactic Unit.				
Student's name:				
Linguistic Skills:	**Fully**	**Partially**	**Minimally**	**Comments**
The pupil has developed his/her linguistic competence;				
The pupil has developed his/her lexical repertoire, regarding topics covered throughout the didactic Unit				
Tasks:	**Fully**	**Partially**	**Minimally**	**Comments**
Filling-in a Form Task				
Roleplay				
Email-Guided Writing Task				
Competition				
Attitudes	**Fully**	**Partially**	**Minimally**	**Comments**
a) Participative				
b) Respectful				
c) Responsible				
d) Independent				

Teacher created material.

Appendix 14.1. Student's Sample Work 1

B. READING

1. Fill in this form about yourself:

Filling in a form

| Use printed letters or CAPITALS | Keep letters inside the box |

First name:
XXXXXXXX

Surname:
XXXXXXXX

Age:
NINE

Birthday:
APRIL

Number of   (example: 1, 0)

Brothers: _____1_____

Sisters: _____0_____

Country:
PORTUGAL

City:
LISBON

School:
NOSSA SENHORA DA CONCEIÇÃO

Class:
3º

Best Friend:
DIANA and PAULA
DIANA AND PAULA

10 | 10

2

Teacher created material
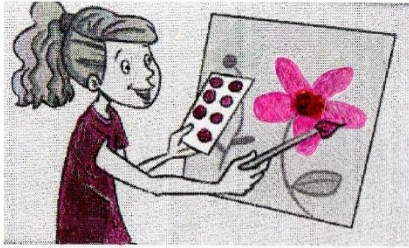
Appendix 14.2. Student's Sample Work 2

Teacher created material

Appendix 15.1. Student's Drawing 1

Appendix 15.2. Student's Drawing 2