

# **English as a vehicle for citizenship education**

**Sofia Laura Pereira Faria**

**Relatório de Estágio de Mestrado em Ensino de Inglês  
no 1º Ciclo do Ensino Básico**

**Julho, 2020**

# **English as a vehicle for citizenship education**

**Sofia Laura Pereira Faria**

**Relatório de Estágio de Mestrado em Ensino de Inglês  
no 1º Ciclo do Ensino Básico**

**Julho, 2020**

Relatório de Estágio apresentado para cumprimento dos requisitos necessários à  
obtenção do grau de Mestre no Mestrado em ensino de Inglês no 1º ciclo  
do ensino básico realizado sob a orientação científica  
da Professora Doutora Sandie Mourão e da Professora Doutora Ana Matos.

Dedicatória pessoal

*Aos meus pais pelo apoio incondicional durante o desenvolvimento deste estudo.  
Ao meu companheiro por ser uma fonte de inspiração.*

## **ACKNOWLEDGMENTS**

I am deeply thankful for Dr. Sandie Mourão for being an inspiration throughout this study and for her dedication to it. I would also like to show my gratitude to Sofia Dias, not only for her professionalism, but also for her support and commitment as my school-based mentor. I also thank the children for their positive attitude throughout the lessons and for demonstrating motivation to participate in the study.

# O INGLÊS COMO VEÍCULO PARA A EDUCAÇÃO DA CIDADANIA

SOFIA LAURA PEREIRA FARIA

## RESUMO

**PALAVRAS-CHAVE:** cidadania, educação para a cidadania, histórias, atitudes positivas, ensino de Inglês no 1º ciclo, respeitar as diferenças

O presente estudo, inserido no âmbito do estágio do Mestrado em ensino de Inglês no 1º ciclo do ensino básico, desenvolvido numa escola portuguesa do 1º ciclo teve como objectivo responder às seguintes questões: ‘Como desenvolver a educação para a cidadania na aula de Inglês?’; ‘Será que quando a educação para a cidadania é explícita na aula de Inglês promove atitudes/pensamentos positivos em relação ao outro?’; e ‘Como posso desenvolver a minha prática de contar histórias?’.

O estudo foi conduzido durante três meses, no primeiro período escolar, envolvendo um grupo de 23 alunos com idades compreendidas entre os 8 e os 9 anos no 3º ano do primeiro ciclo. Como metodologia de investigação foi usada uma pesquisa de acção em pequena escala. O estudo implicou uma abordagem qualitativa e quantitativa na recolha de dados que consistiu num diário e reflexões do professor, questionários, reflexões dos alunos e discussão na aula.

Os resultados foram positivos, sendo que responderam, com sucesso, às três questões deste estudo. O estudo respondeu positivamente à primeira pergunta (Como desenvolver a educação para a cidadania na aula de Inglês?), na medida em que o passaporte, a história, a sua leitura e discussão, e o livro (mini book) se revelaram eficazes para desenvolver a educação para a cidadania na aula de Inglês. A segunda questão (Será que quando a educação para a cidadania é explícita na aula de Inglês promove atitudes/pensamentos positivos em relação ao outro?) teve como resposta atitudes positivas, demonstradas pelos alunos, quer nos inquéritos quer na discussão da história, no que respeita à aceitação dos outros e das suas diferenças. O estudo respondeu à questão três (Como posso desenvolver a minha prática de contar histórias?) ajudando a professora a desenvolver a sua capacidade para contar histórias na disciplina de Inglês. A professora desenvolveu técnicas para contar histórias e percebeu que estratégias podem resultar num melhor entendimento da história. Os questionários demonstraram uma alteração das atitudes dos alunos, tanto em relação à sua percepção acerca das histórias e do que podem aprender com elas, mas também como as mesmas podem, na disciplina de Inglês, ter um papel importante no ensino de temas como a educação para cidadania. Este estudo demonstrou que os professores devem ser encorajados a desenvolver a educação para a cidadania na disciplina de Inglês e que as histórias em Inglês são um veículo de promoção, não somente da língua, mas também da cidadania.

# ENGLISH AS A VEHICLE TO CITIZENSHIP EDUCATION

SOFIA LAURA PEREIRA FARIA

## ABSTRACT

**KEYWORDS:** citizenship education, picturebooks, positive attitudes, primary foreign language education; ELT; respecting differences

The present study, inserted in the scope of the master's degree in the English teaching in the 1st cycle of basic education, developed in a Portuguese school of the 1st cycle, had as a main goal to answer the following questions: 'How can I develop citizenship education in the English classroom?'; 'Does making citizenship education more explicit during English lessons promote positive attitudes/thoughts in relation to the other?'; 'How can I develop as a teacher storyteller?'. The study was conducted for three months, in the first school period, involving a group of 23 students aged between 8 and 9 years old in the 3rd year of the first cycle. As the investigation methodology, a small-scale action research was used. The study implied a qualitative and quantitative approach to the collection of data that consisted of reflections from the teacher, student questionnaires, and reflections and discussion in class.

The results were positive and contributed to answering the three questions of this study. The activities in the study seemed to be effective for developing citizenship education in the English class, children demonstrated positive attitudes towards each other, respecting and accepting others and their differences. My storytelling skills also improved, as I learnt storytelling techniques and realized what strategies can result for a better understanding of the story. In addition, the data collected suggests a change in the student's attitudes in relation to their perception of stories and what they can learn from them.

This study demonstrated that teachers should be encouraged to develop citizenship education in English classes and that storytelling in English is an appropriate vehicle to develop both language and citizenship.

## TABLE OF CONTENTS

Introduction.....	1
1. Background to the study.....	1
2. Aims of the study.....	1
3. Purpose of the research.....	2
Chapter I: Literature review.....	3
I. 1. Introduction.....	3
I. 2. Citizenship Education (CE).....	3
I. 3. Citizenship Education and English Language Teaching (ELT).....	4
I. 4. Picturebooks as a means to promote Citizenship.....	6
Chapter II: The action research.....	8
II. 1. Context.....	8
II. 2. Methodology.....	9
II. 2. 1. Ethical considerations: consent letters.....	10
II. 2. 2. The Passport Activity.....	10
II. 2. 3 Data collection tools.....	11
II. 2. 3. 1. Parent’s questionnaires.....	11
II. 2. 3. 2. Children’s questionnaires.....	11
II. 2. 3. 3. Picturebook – <i>Colin and Lee, Carrot and Pea</i> .....	11
II. 2. 3. 4. Questionnaire 3: Thinking about the story.....	12
II. 2. 3. 5. Discussion of the story.....	12
II. 2. 3. 6. My teacher journals.....	12
II. 2. 3. 7. Self-assessment handouts.....	13
II. 2. 3. 8. The Mini book.....	13
II. 3. Results.....	16
II. 3. 1. Children’s questionnaires.....	16
II. 3. 2. Self-assessment handouts.....	18
II. 3. 3. Discussion.....	20
II. 3. 4. Becoming a teacher.....	21
II. 3. 4. 1. Overcoming two weaknesses.....	21
II. 3. 4. 2. Read alouds.....	22



II. 3. 5. Summary of the results and limitations of the study.....	24
II. 3.5.1 Summary of the results.....	24
II. 3.5.2 Limitations of the study.....	25
Chapter III: Discussion and conclusion.....	26
III. 3.1 How can I develop as a teacher storyteller?.....	27
III. 3.2 Captivating a difficult student.....	28
III. 3.3 How relevant this study might be for other classrooms? .....	29
III. 3.3 What future research could be done after this study?.....	29
III. 3.4 The importance of action research for pre-service teachers.....	29
References.....	31
List of figures.....	36
List of tables.....	37
Appendix A: Letter of consent to the director.....	38
Appendix B: Letter of consent to parents.....	39
Appendix C: Parent’s questionnaires.....	40
Appendix D: Letter of consent to students.....	42
Appendix E: Questionnaire 1 and 2- Tell me about yourself.....	44
Appendix F: Questionnaire 3 – Thinking about the story.....	45

# Introduction

## 1. Background to the study

Citizenship education has been one of the most discussed topics within education research. In fact, it has become so important that governments across Europe have been including Citizenship Education (CE) and adapting the curricula in order to do so (Tarozzi & Mallon; 2019). UNESCO has also played an important role on the development of CE. The document published in 2014, *Global Citizenship Education: Preparing Learners for the Challenges of the 21<sup>st</sup> Century*, outlines three conceptual dimensions: cognitive; socio-emotional; and behavioural.

This project will explore the second one, the socio-emotional dimension, which entails: “to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity” (Calle Díaz, 2017), although this study will not focus on global Citizenship Education but in Citizenship Education at a local level. This conceptual dimension meets Portugal’s educational aims regarding citizenship described in the recent “*Estratégia Nacional de Educação para a Cidadania*” (ENEC) published in 2018, which outlines the national strategy regarding the implementation of citizenship in schools (Despacho n.º 6173/2016, de Maio)

This small study results from my curiosity in wanting to understand how I can integrate the concept of citizenship, in particular the socio-emotional dimension, in the English classroom.

## 2. Aims of the study

The primary aim of my action research project was to integrate citizenship education into a 3<sup>rd</sup> year-grade class through English lessons. The project was developed hoping to answer the following questions:

- 1- How can I develop citizenship education in the English classroom?
- 2- Does making citizenship education more explicit during English lessons promote positive attitudes/thoughts towards the other?
- 3- How can I develop as a teacher storyteller?

### **3. Purpose of the research**

This study will contribute to the understanding of how citizenship education can be developed in English lessons and which strategies might be more successful. Chapter I addresses the literature review, which provides the information related to citizenship education and its relationship with English Language Teaching (ELT). It also addresses the importance of picturebooks and storytelling time in ELT. Chapter II addresses my action research project, describing the context, the methodology and its results. Chapter III presents the discussion of the research questions and the conclusion of this study. It also discusses some children's changing attitudes during the practicum, the importance of action research for pre-service teachers and proposes questions for future research. It also provides information about my reflections on reading the story during the practicum.

## **Chapter I: Literature review**

### **I.1 Introduction**

Citizenship Education has been studied over the past five decades and its importance for children's social development has been recognized. This review will focus on the role of CE within schools; the relation between CE and ELT and the importance of picturebooks as a means to develop CE.

### **I.2 Citizenship Education (CE)**

According to Veugelers and Groot (2019, p.15) "(...) citizenship education is becoming a solid academic sub-discipline". In fact, CE has become so important that European governments have added it to their educational curricula (Tarozzi and Mallon, 2019). Higher education institutions also play an important role and have been implementing citizenship programmes in their curricula within teacher education programmes.

As stated by the European Commission (2017, p.9), citizenship education is "the subject area that is promoted in schools with the aim of fostering the harmonious co-existence and mutually beneficial development of individuals and of the communities, they are part of". According to the European Commission (2017, p.11), there are three main approaches for implementing CE in the curriculum, across European countries: "it can be a separate subject, integrated into broader compulsory subjects or learning areas such as the social sciences or language studies, or it may be a cross-curricular objective to be delivered by all teachers". In Portugal, CE must be implemented as a transversal curricular area, or as a compulsory separate subject, and it can be developed through projects and activities (DGE, 2017).

Several studies have addressed the importance of citizenship education within schools and it has become commonly accepted how important it is to promote it. A study on teacher's perception about citizenship education reveals that there is a consensus about the importance of citizenship education on student's political development (Zaman, 2006). A study by Navarro-Leal and Colmenares-González (2019) stated that teachers' notions of citizenship education are intrinsically related with a cultural identity as it is also related with their social context. Serrano (2008, p.74) suggests that teachers "may serve as intercultural bridges among students, discern and intuit student dynamics, and

make the best of student's differences and commonalities". For this, teachers need to reflect upon what they teach regarding CE.

The Portuguese Ministry of Education has published documents which provide guidelines to implement and promote Citizenship Education within schools. The document "Estratégia Nacional de Educação para a Cidadania" (DGE, 2016) along with the document "Perfil dos alunos à Saída da Escolaridade Obrigatória" (DGE, 2017) and the "Aprendizagens Essenciais – Ensino Básico" provide insights on topics and strategies on how successfully implement citizenship education. According to "Citizenship Education - Guidelines" (DGE, 2013), there are several dimensions of citizenship education but this study will focus mainly in the last two: Intercultural Education, "which promotes recognition and appreciation of diversity as an opportunity and source of learning for all, in respect for the multicultural nature of society today"; and Human Rights Education, "which is intimately connected to Democratic Citizenship Education, focuses in the wide spectrum of human rights and fundamental freedoms (...)" (p.3-5).

### **I.3 Citizenship Education and English Language Teaching**

Citizenship Education (CE) is a cross curricular topic in Portugal and it can be integrated into most of the school's subject areas. However, foreign language programmes have shown to be a subject on which CE can be implemented effectively (Başarir, 2017). According to this author, there has been a growing number of teachers around the world who defend the importance of CE in English Second Language (ESL) and English as a Foreign Language (EFL).

Several authors argue that ELT should not be focused only on teaching grammar, vocabulary, pronunciation, listening, speaking, reading and writing. Instead, it should be used as a means to equip students with tools which will allow them to be active citizens, and be awoken to global issues (Başarir, 2017; Roux, 2019; Serrano, 2008; Byram, 2012).

Romero Reyes (2013) argues that a teacher's role is to foster students' awareness to cultural differences in the sense that students develop comprehension about it. In fact, several authors advocate content-based instruction– an approach organized around topics– and they state that this is a way of using language to learn about CE (Başarir, 2017). Integrating CE in ELT not only develops students' language skills as it also promotes a student-centered teaching. Serrano (2008, p.76) states:

“Language learners, either young or adult, should not be seen as passive recipients of a foreign language and culture. (...) People from all walks of life have the potential to learn another language and use it to improve their lives and communities, share their own values and beliefs with others from diverse cultures (...).”

Byram (2012, p.10) outlines the social role of CE, stating that: “Citizenship education has three related purposes: (1) Social and moral responsibility: Learning self-confidence and socially and morally responsible behaviour (...)”. The author also calls the attention to the importance of seeing students as social agents capable of critical engagement in their communities (Byram, 2012; p. 9). Byram (2009) highlights the importance of foreign language teachers as they have a role of fostering students’ awareness to intercultural competence. Byram (1997) develops this idea through a model of intercultural competence on which ‘savoir s’engager’ plays a major role in the development of intercultural competence. Byram (2009, p.69) also calls the attention for the importance of the German term ‘politische Bildung’, since “in this way of thinking the relationship of education to action in the world is made explicit.”

Byram (2014, p.1) states that “foreign language learning is educational” and it “should be related to intercultural education”. Byram’s belief in the educational purpose of foreign language teaching is more than teaching a language, it is the promotion of an intercultural competence. Brewster et al. (1992, p.32) state that: “the role of the teacher is to encourage and help bring about this discovery, drawing attention to the fact that the differences in relation to the pupils’ own habits and day-to-day lives are to be seen in a positive light”. In this way, it is important that students get to know other cultures and other points of view as a way to promote CE.

In that sense, ELT and teachers have a crucial role to play in promoting active citizenship education since “the language classroom is a natural micro-society that can facilitate the proliferation of citizenship values at national and global levels” (Serrano, 2008, p.69). As stated by Byram (2014, p.16), “The language teaching profession has significant educational and political tasks and responsibilities before it”. So, it is vital that teachers try to integrate CE into their classes and, most important, be positive towards it.

## **I.4 Picturebooks as a means to promote citizenship**

The picturebook is a form of authentic children's literature. Bader (1976) defines the picturebook in the following manner:

“A picturebook is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historic document; and foremost, an experience for a (reader). As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page.” (p. 1)

This definition shows the different aspects of a picturebook and how complex it can be. The importance of picturebooks in foreign language teaching is widely recognized (Ghosn, 2013) and they have been used in primary ELT and studied by teachers for over four decades (Mourão, 2016). Ghosn (2016) states that picturebooks are an excellent medium when teaching young learners. Besides fostering children's language competences, picturebooks enable children to develop their critical thinking. Ghosn (2002, p.7) argues that:

“One more compelling reason for using literature in a language class is the potential power of good literature to transform, to change attitudes, and to help eradicate prejudice while fostering empathy, tolerance and an awareness of global problems.”

Mourão (2015, p. 200) notes that the picture-word dynamic presented in picturebooks supports the language learning process. After Bader, she also advocates for the social, cultural and historical features in picturebooks, which develop students' critical thinking.

Ellis and Brewster (2014) advocate for the importance of stories as they promote development of attitudes and values. Mourão (2015a, p.3) also notes that picturebooks “contain messages that enable children to develop their understanding of social situations and aspects of emotional intelligence, working on understanding their own and others' emotions, feelings of empathy and concern for others”. Aguiar (2015) argues about the importance of including picturebooks as part of the syllabus as it enables children to deal with moral values.

Short (2016, p. 4) advocates for the importance of “bringing children and books together through dialogue and inquiry”. Picturebooks are seen as a means to develop

intercultural dialogue and are “grounded in the constructivist view” (Andenoro et al., 2012, p.106).

These authors discuss about the importance of the storytelling as it “can be a powerful instrument in pedagogy aimed at developing learners, who are more self-aware, reflective, and developmentally prepared to engage with international contexts and diverse populations in open and authentic dialogue” (ibid.). Picturebooks enable children to reflect through dialogue about complex concepts, which would be difficult to talk about without the help of it (Phillips, 2012). In this sense, storytelling plays an important role “in the development of openness and self-awareness (Andenoro et al., 2012, p.107).

Picturebooks can be used by teachers as a means to develop children’s language knowledge, but also to help them develop a multicultural way of thinking, in the sense that children are able to understand others’ differences and respect them. In this sense, we can perceive picturebooks as a change agent as it fosters children’s “positive interpersonal and intercultural attitudes” (Ghosn, 2002, p.3).



## Chapter II: The Action research

This section intends to present the context of my action research which describes the school, the class, the coursebook adopted and the picturebook chosen. It will also describe the methodology as well as the results and its discussion. Here, it will also be mentioned my development as a primary English teacher, the summary of the results as well as the limitations of the study.

### II. 1. Context

This study was developed in a Social Solidarity Institution (IPSS - Instituição Particular de Solidariedade Social) in Lisbon, in a 3<sup>rd</sup> grade classroom of 23 students. This school follows Christian principles and, besides wearing a uniform, students attend mass and take part in religious days. In the classroom there were 13 boys and 10 girls, and no students were signaled with special educational needs. All were Portuguese native speakers and English was taught as a foreign language. This class had English lessons twice a week, with 60-minute lessons on Mondays and Wednesdays. The majority of the students had had contact with English since pre-school.

Having been given, in October, the *Questionnaire 1 – Tell me about yourself*, co-created with Paula Carvalho<sup>1</sup> (Appendix E), it had the purpose of collecting information about the activities students liked to do in the classroom and getting information about their thoughts on stories and if stories can help them learn about others and the world around them. Through this questionnaire I was able to verify that all but one student indicated they enjoyed learning English. Although only half of the class thought that stories helped them learn English, most of them mentioned they enjoyed listening to stories in school. In the questionnaire, almost the entire class indicated they enjoyed listening to stories at home, however, only six students mentioned having stories in English at home.

At the beginning of the internship, parents were also asked to complete a questionnaire, co-created with Paulo Carvalho (Appendix C), to provide some background information regarding the use of English language at home and their thoughts on using stories in English. According to their responses, Portuguese was the main language used at home and only three parents mentioned using English. Regarding

---

<sup>1</sup> A colleague doing the MA in Teaching English to Young learners at FCSH, and who was also looking at citizenship and picturebooks in her action research project. See Carvalho, 2020.

stories, 19 parents indicated they read stories in Portuguese to their children and there was a consensus about the importance of reading stories and its role regarding children learning about people and the world. The majority of parents also agreed on the importance of using stories to teach English.

The adopted coursebook was *Rocky 3* (Abreu & Esteves, 2019) and throughout the internship, other tools were used to complement the lessons, such as *Rocky 3* digital platform, YouTube as a means to introduce the routine's songs in the classroom, and some additional worksheets.

## II. 2. Methodology

According to Burns (2009, p.1), action research “can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students”. Action research does not only help the teacher researcher as an individual, but it can make a contribution to the educational community around the world, as teachers can benefit from other teachers’ studies.

My action research project was a small-scale classroom-based study, which involved quantitative and qualitative data collection and analysis. Table 1 shows the stages and tools used during my project. As you can see my data collection tools were: parents’ questionnaires, children’s questionnaires, a recording of a discussion of the story, my teacher journals, self-assessment handouts and the mini-book activity.

Table 1- Project stages and tools used

Stages	Tools	Objective	Sept	Oct	Nov	Dec
Identification of the problem		Choosing and identifying the problem of the study	X			
Acting / Observing	Consent forms	Requesting school, parent and child consent	X			
	<i>Questionnaire – Tell me about yourself</i>	Collecting information before and after reading the story		X		X
	<i>Questionnaire – Tell me about your family</i>	Collecting information about the student’s context			X	
	Self-assessment handouts	Collecting students’ comments about activities and citizenship concepts	X	X	X	X
	Recorded discussion of the story	Collecting students’ comments about the story				X
	Teacher’s Journal and Reflections	Keeping a record about observations and reflections about the lessons	X	X	X	X
	<i>Questionnaire – Thinking about the story</i>	Collecting evidence about the student’s understanding about the story and citizenship				X

Throughout the implementation of the project, I expected to develop as a teacher and to make students aware of the importance of respecting each other’s differences through a story and, hopefully, helping them understand that we can learn other things besides language in the English lesson.

## II. 2. 1. Ethical considerations: letters of consent

Consent letters played an important role in this project and they were handout to the school director (Appendix A), parents (Appendix B) and students (Appendix D). After receiving the director's and parents' consent, I gave students the consent letter and, besides reading it aloud, I also explained each sentence so that there was no chance of misunderstanding. Students were aware of the fact that all the parents had given permission for them to participate in the study. Notwithstanding, I explained that they had the freedom to choose to participate or not in the project.

## II. 2. 2. The Passport activity

Before starting the project, I introduced the "My English Passport" activity as a way to introduce the concept of citizenship. The class teacher told me that they were working also about citizenship in other subjects, so I used that to explain to the students we were going to talk about this concept as well. In this activity (Figure 1) students needed to fill their English passport as a way to reflect about themselves. I monitored the activity and then I asked them to stick the passport in their notebooks and compare it with their colleagues'. The main goal of this activity was to allow students to reflect about who they were through the English language and discover their classmates through their passports.



**My English Passport**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Country: \_\_\_\_\_

City: \_\_\_\_\_

What is your favourite colour?  
\_\_\_\_\_

What is your favourite food?  
\_\_\_\_\_

What is your favourite book?  
\_\_\_\_\_

What is your favourite school object?  
\_\_\_\_\_

Figure 1 – My English Passport activity

## **II. 2. 3. Data collection tools**

### **II. 2. 3. 1 Parents' questionnaire**

In early November, parents responded to *Questionnaire 1 – Tell me about your family* (Appendix C) which had the purpose of understanding the context of each student, regarding learning English. An e-mail was sent by their teacher warning parents that they would receive a letter with a questionnaire to ensure that all parents replied promptly. The questionnaire's specific objectives were understanding parent's thoughts about stories, their reading habits and learning English. The parents' questionnaire was not anonymous, so that I could connect their responses to students' attitudes towards stories and learning English. The questionnaire had closed questions and it was analyzed quantitatively.

### **II. 2.3.2 Children's questionnaires**

Students received *Questionnaire 1 – Tell me about yourself (Q1)* (Appendix E) in October, before the project had started, and after the project implementation in December (*Q2*). These questionnaires were compared to check if there was any change regarding their opinion about English lessons and stories as a means to learn about other things besides English language. The questionnaire had closed and open questions and I will discuss those most associated with the concept of citizenship.

### **II. 2.3.3 Picturebook – *Colin and Lee, Carrot and Pea***

The picturebook I selected as a vehicle for citizenship education, *Colin and Lee, Carrot and Pea*, was written by Morag Hood, in 2016, and published by Two Hoots. This picturebook was the winner of the UKLA Book Award in 2018: 3-6 category. *Colin and Lee, Carrot and Pea*, is about an unexpected friendship between a carrot and a pea.

The story celebrates individuality, considering that Colin the Carrot's differences are an important aspect of the story. It is through the recognition of its differences that one understands we can be friends with someone who is totally different from us. This was the key-concept for developing citizenship within the English classroom and with the children.

*Colin and Lee, Carrot and Pea* (Figure 2) was chosen due to its potential to help students think about the importance of respecting each other's differences. The language, the vibrant colours, the illustrations make this a unique story which advocates the importance of each one's individuality.

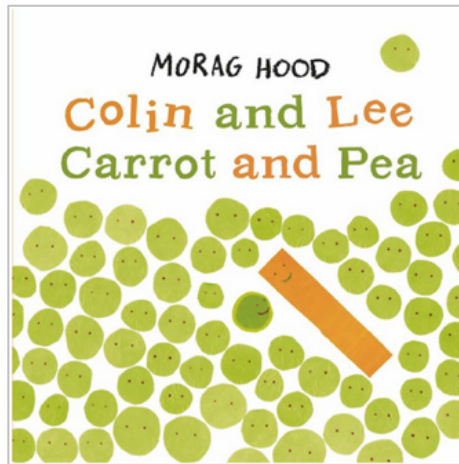


Figure 2 – The cover, *Colin and Lee, Carrot and Pea* (Morag Hood, 2016)

#### **II. 2.3.4. Questionnaire 3: Thinking about the story**

In the last lesson, in December, students filled in *Questionnaire 3: Thinking about the story* (Appendix F). This questionnaire was more specific, in terms of exploring the citizenship concept. It had the purpose of better understanding the students' perception about the story regarding the importance of accepting differences. It had closed questions and students were asked to put a tick in the box they agreed with “Não concordo”; “Concordo pouco”; “Concordo” and “Concordo muito”. This not only helped them to answer, but it was easier for me to analyse their answers quantitatively.

#### **II. 2.3.5. Discussion of the story**

In the last lesson of my internship, I set up a class discussion around the picturebook story with the children. The discussion was done in Portuguese to help students feel at ease to share their ideas and to allow everyone's participation. The discussion was planned beforehand so the questions were simple and clear, and it was recorded. I then transcribed the recording and selected excerpts for my report.

#### **II. 2.3.6. My teacher journals**

My teacher journals not only helped me to reflect about the activities, strategies and the materials I used in the classroom, but they also helped me to keep focused during my project. My journal also played a major role in my development as a teacher, considering the fact that I was able to recognize my mistakes and correct them by reflecting about my writing and through the process of rereading. In this report I have

selected critical incidents and reflections which can be triangulated with data I collected from the children or can demonstrate my own development as an English teacher.

### II. 2.3.7. Self-assessment handouts

I gave students a self-assessment handout at the end of each lesson (Figure 3). The objective was not only to create a routine, but also to help students reflect about what they had done in the English lesson. In addition, regarding my project, the self-assessment handouts were also analysed in order to collect their perceptions on what they learned after each picturebook read aloud. With that, I also collected the students' comments about the story, which allowed me to check if they had understood the story's message and its connection to citizenship.

What's your name? \_\_\_\_\_ lesson \_\_\_\_\_  
 Hoje aprendi \_\_\_\_\_  
 \_\_\_\_\_  
 O que mais gostei de fazer foi \_\_\_\_\_  
 \_\_\_\_\_  
 O que menos gostei de fazer foi \_\_\_\_\_  
 \_\_\_\_\_  
 Uma frase ou palavra que aprendi hoje \_\_\_\_\_  
 \_\_\_\_\_  
 How are you? \_\_\_\_\_  
 \_\_\_\_\_

Figure 3 – Self-assessment handout

### II. 2.3.8. The Mini-book

The final outcome from the learning sequential process created for my research was a mini-book. To collect information for the mini-book, the students had to interview a colleague and write their answers in a questionnaire (Figure 4).

My friend is: \_\_\_\_\_

Question	Answer
1)What's your favourite colour?	
2)What's your favourite month?	
3)What's your favourite day of the week?	
4)What's your favourite classroom object?	

Figure 4 – Questionnaire to write the mini book

After that, the students followed the model I had created on the blackboard (Figure 5) substituting certain words with the information they had collected from their interview.

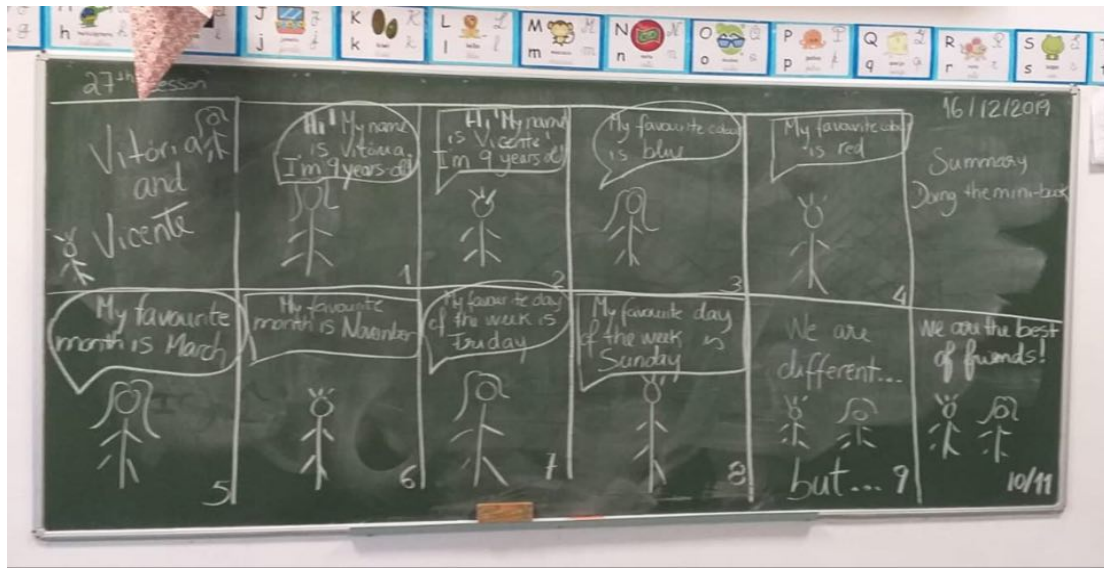


Figure 5 – Model to create the mini-book

The mini-book was completed in the last week of the internship and students had the opportunity to look at and read each other's mini-books, after the third picturebook read aloud for the third time (Figure 6). Examples of the mini-book are in Figure 7.



Figure 6 – Children reading each other's mini books





Figure 7 – Examples of the mini books

I used parent's questionnaires, children's questionnaires, discussion of the story and the recording of it, my teacher journals, self-assessment handouts and the mini-book as data collection tools for this study. Regarding parents' questionnaires I would say these did not help me to check if the students had understood the citizenship concept, nonetheless, they allowed me to triangulate the children's family context, regarding the English subject.



I was able to compare parents' and children's responses regarding the use of stories at home. I concluded that in most cases children's responses are related with their parents' responses. In the sense that when parents mentioned they enjoyed reading stories to their children, the children mentioned they enjoyed reading/listening to stories. This information did not respond to the questions of the project, but it helped me to understand that parents' reading habits might influence children's reading habits as well.

## **II. 3. Results**

Here I will present the results of my action research, which answers the questions: "How can I develop citizenship education in the English classroom?"; "Does making citizenship education more explicit during English lessons promote positive attitudes/thoughts in relation to the other?" and "How can I develop as a teacher storyteller?". Results were collected through children's questionnaires, self-assessment handouts and the discussion of the story. They are presented through the data collected and are discussed in detail.

### **II. 3. 1. Children's questionnaires**

In September students filled in *Questionnaire 1 (Q1)– Tell me about yourself*, which had the purpose to collect information about the student's perceptions in relation to the English subject and stories. In December students filled in the same questionnaire (*Q2*), after the story discussion. Nonetheless, I will only share my analysis of questions which provide data relevant to the study's questions:

- *5.1 Ouvir histórias ajuda-me a aprender?*
- *5.2 Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?*

Table 2 shows the evolution of students' responses regarding the project's questions. According to the numbers, we can conclude that there was a positive change towards students' opinion regarding stories in English lessons. In Q1, when answering question 5.1– 'Ouvir histórias ajuda-me a aprender?'– 15 students mentioned that stories helped them learning. In Q2 there was a positive increase, having 21 students indicating that stories helped them learning.

Table 2 – Comparison between Q1 and Q2.

	Não		Talvez		Sim		Não Sei	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
5.1 Ouvir histórias ajuda-me a aprender?	0	0	5	1	15	21	3	1
5.2 Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?	2	1	4	2	14	18	3	2

Regarding question 5.2– ‘Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?’– there was also a positive change, given the fact that there was a positive increase in the number of students who indicated that stories helped them better understand the world and people around them from 14 to 18 students. This also resulted in a decrease in the number of students who had filled in ‘Não’, ‘Talvez’ and ‘Não sei’.

After the third reading aloud, the students completed *Questionnaire 3– Thinking about the story*– which was given in the last lesson of the internship and it aimed to understand if students understood the story and the importance of respecting each other’s differences. Table 3 presents the results from this questionnaire.

Table 3 – Questionnaire 3 – Thinking about the story

	Não Concordo	Concordo pouco	Concordo	Concordo muito
Gostei da história do Colin e do Lee	0	0	9	14
A história fala sobre a amizade e aceitarmos as diferenças das outras pessoas	0	1	2	18
O Colin e o Lee são diferentes mas brincam juntos	0	0	6	16
O Colin e o Lee aceitam as diferenças um do outro	0	1	4	17
O mini book ajudou-me a perceber o significado da história	0	3	9	10
A história ajudou-me a perceber a importância de aceitarmos as diferenças dos nossos amigos	0	0	3	19
Ler histórias ajuda-nos a aprender sobre muitos assuntos	0	1	6	15

Students' responses indicate they understood the story and its connection with citizenship education. The questionnaire shows that almost the entire class enjoyed the story; understood the meaning of the story; and understood the concept of citizenship within the story. This questionnaire together with Q1 also shows that there was a positive increase in the number of students that mentioned that stories help them understand the world better.

My teacher journal corroborates these results as students felt motivated to share their thoughts about the story:

“This lesson went really well!! I was thrilled that students were eager to state their opinion throughout the discussion. Students followed my instructions and I think that also helped to guide them through this lesson. I also thought that due the amount of work, this lesson would be very challenging for them, because they had to fill some questionnaires, listen and, reflecting about the story and analyzing each one's mini books. I felt really proud that I was able to manage all the activities in 60 minutes!” (Teaching journal, 18 December 2019)

While doing the questionnaires, I was very careful about the way I wrote the questions, in order not to compromise the results. Students did not appear to have any difficulty or doubt while filling them in. This process of doing questionnaires related with a story helped the students connect the citizenship topic with the picturebook story through a questionnaire. And it also helped me to triangulate information and interpret each student's responses regarding citizenship.

Together with the discussion, Q1, Q2 and Questionnaire 3, it has been shown that students improved their understanding of how a story can develop citizenship as 19 students mentioned that the picturebook used in this study helped them to understand the importance of accepting everyone's differences.

### **II. 3. 2. Self-assessment handouts**

The self-assessment handouts were given in each class as a means to help students reflect upon their learning. I also hoped it might help me identify moments when students realised they were learning something other than English— e.g. citizenship. After analysing each self-assessment handout, I tried to categorise them, but then I understood that, except for the three lessons with the picturebook read aloud, students' comments were always related to their language learning. So, it might indicate that students saw the

self-assessment handouts as something which referred only to English learning– e.g. *“Hoje aprendi os números de 11 a 20”* (Self-assessment handouts, 21st lesson); *“Hoje aprendi How many brothers have you got?”* (Self-assessment handouts, 24th lesson).

We made the mini-book in the penultimate lesson and I was able to observe that it was the favourite activity of 21 out of 23 students that day: “When I started to analyze the self-assessment handouts I realized that student’s really enjoyed making the mini-book but I wasn’t sure if they understood the relation of it with the story” (Teaching Journal, 16 December, 2019). Examples confirming this in the self-assessment handouts follow:

*“Hoje aprendi a fazer um mini book”*

*“Hoje aprendi como fazer um mini book em Inglês”*

*“O que mais gostei de fazer foi o mini book”*

(Self-assessment handouts, 27th lesson)

The last lesson was the most relevant in terms of the students’ comments concerning the study, for four children actually made reference to citizenship. Comments from this lesson clearly indicate students did not focus on English learning but on the picturebook story and citizenship.

*“Hoje aprendi a cidadania”;*

*“Hoje aprendi a respeitar os outros”;*

*“Hoje aprendi que somos todos amigos”.*

*“Hoje aprendi que podemos ser diferentes, mas temos que respeitar”;*

*“Hoje aprendi a interpretar a história do Colin e do Lee”;*

*“Hoje aprendi o que queria dizer a história do Colin e do Lee”*

*“Hoje aprendi melhor a história do Colin and Lee”*

(Self-assessment handouts, 28th lesson)

Self-assessment handouts helped children reflect about what they had done that day, what they had enjoyed the most and their capability to connect the story to the project. Self-assessment handouts also suggested that the discussion we had had made citizenship clearer, considering the answers above.

### II. 3. 3. Discussion

After reading the story, I set up a discussion about the story and I asked the students to raise their hands if they wanted to participate in the discussion. I was surprised because some students, who usually did not participate in the lessons, wanted to give their opinion, “I felt really happy and surprised that some students who normally don’t participate that much in the lessons were eager to speak.” Teaching Journal, 18 December 2019.

Throughout the discussion, students demonstrated to have understood the project, the picturebook story and some of them, contrary to what Q2 indicates, mentioned the relationship between the mini-book and the story: “*O mini-book está a dizer as informações do colega tal como a história*” and “*O mini-book ensinou a respeitarmos as pessoas*”. However, other comments from students refer to the language as the main reason why they were doing the mini-book, “*Para aprendermos a escrever em Inglês*”, or “*Para aprendermos mais palavras*”.

Some of them even mentioned the mini-book as an enjoyable activity: “*Para nos divertirmos enquanto trabalhávamos*”. This shows that some students did not understand the connection between the story and the mini-book. And it indicates that when doing a mini-book, the teacher needs to be as clear as possible in explaining why students are doing a particular activity or experiencing a particular picturebook.

It was clear that the discussion itself was an important moment in their comprehension of the story: “*Foi giro porque conseguimos perceber tudo*”; “*Foi um máximo porque podemos comentar a história*”. Other students mentioned they enjoyed the story: “*Eu gostei porque a história era gira*”. Some of them mentioned the relation between the story and the project: “*Eu acho que eles eram diferentes, mas depois ficaram todos amigos mesmo que fossem diferentes*”; “*Para aprendermos a ser amigos mesmo que sejamos diferentes uns dos outros*”;

These comments together with the results from the self-assessment handouts indicate the effectiveness of discussing stories in the classroom. The discussion was not only a tool to promote citizenship, it contributed to changing students’ attitudes/opinions regarding the value of stories and most important, to understand the significance of respecting each other’s differences. The discussion was in Portuguese so that the students felt more confident to give their opinion and also because it would be easier for me to check if they had understood the story and the citizenship concept.

## **II. 3. 4. Becoming a teacher**

Throughout the internship, there was an important aspect to take into consideration – my own development as a teacher. Throughout the internship I was able to further improve what I would consider were my strengths. For example, I was able to fall back on my experience as an opera singer and use my voice and songs to introduce topics through songs, which helped me to understand how I could teach students through music. However, more importantly, I was able to overcome several weaknesses.

### **II.3.4.1 Overcoming two weaknesses**

Weakness 1: Following lesson plans strictly - I believe that teaching without looking at the lesson plan was one of my biggest achievements. In the beginning I felt anxious about following my lesson plans strictly. My co-operating teacher told me that looking at the lesson plan too many times during class was distracting me and that was influencing its normal rhythm.

After that, my co-operating teacher suggested writing a checklist on the right side of the blackboard, this allowed me to follow my plan more fluently and it also served the purpose of giving children a plan for their learning on that lesson and a summary of what we would do in that class.

This strategy corroborates Ellis & Ibrahim's (2016) model 'plan-do-review', on which the authors consider the process of reviewing what is taught as an essential step to the learning process. That was my strategy to leave the lesson plan behind. It worked really well, considering the fact that from that day on I started to teach without constantly depending upon my written lesson plan.

Weakness 2: Managing class read alouds - I learned plenty about managing a picturebook read aloud. I was able to identify this weakness when I read the picturebook for the first time. After talking to my co-operating teacher and reflecting on what happened, I changed my read aloud strategy the second time around and things went well.

What follows is a description of what happened during the three picturebook read alouds in my study. Table 4 gives the details about each read aloud.

Table 4 – Picturebook read alouds

Read aloud	Lesson n°	Date	Main objective
1	12	23.10.2019	To introduce the picturebook and the main characters
2	16	06.11.2019	Helping students reflect on the meaning of the story
3	24	18.12.2019	Listening to and discussing the meaning of the story and its connection to citizenship

### II.3.4.2 Read alouds

#### First read aloud

The first time I read the story was on the 12th lesson, on the 23 October, before the passport activity. Before I started the read aloud, I explained that *Colin and Lee, Carrot and Pea* would be the story we would work on for their citizenship project. Students got really excited and started to predict the story was about a carrot and a pea. I was not sure how I should prepare the class to listen to the story and I did not ask them to be quiet while they listened.

All the students were seated in their chairs and I began by showing them the front cover and they got excited about the colours, and the many peas they saw throughout the story. I asked them to say which were the colours they saw in the book, since they had been learning the colours on previous lessons. After this, I opened the picturebook and started to read. While I was reading, the students started guessing the meaning of each sentence in Portuguese and it was quite difficult to handle the noise. They kept doing this throughout the story and I soon realised that some of the students were not able to hear the story because of the noise. However, I did not stop the read aloud, which I now realise I should have done.

After I finished reading the story, I saw the disappointment in some students' faces because they simply did not hear the story because their peers were shouting. I felt disappointed because some of them even said “Teacher *não ouvi nada*”; “Teacher *não percebi a história*”. I immediately understood that I had to make some changes for the second read aloud. When I met with my co-operating teacher, we both agreed that the storytelling time did not go well, and I should try to come up with other strategies for the next read aloud.

## Second read aloud

The second read aloud was on the 16<sup>th</sup> lesson, on the 6 November. This time I realised I had to do something different to avoid what had happened the first time. So, I decided that all the students would have to sit on the floor, because the first time all the students were seated in their chairs, and I asked them to sit at the back of the classroom and form a semicircle. I sat in the middle so that everyone could see the picturebook and hear me tell the story. I introduced *realia* this time, as I brought a real carrot and some real peas.

Before I started reading the story, I asked the students what we should do whenever we listen to a story. They said “*Silêncio*” and I asked them to listen quietly until I had finished the story. I believe this was extremely important because this time they were able to focus on my voice and gestures as I told the story. Then I opened the picturebook and I started to read the story. While I was reading, I used the carrot and the peas to illustrate what I was reading, and I made the peas roll over the carrot. This worked really well, because the students were able to understand what was happening. Students behaved extremely well this time and I believe this was due to the fact that I had given them instructions about what they had to do, so they felt guided.

After these changes, I wanted to be sure that my strategies had been effective, so I thought about giving the students a post-story questionnaire (appendix G), with questions about the picturebook read aloud. After analyzing the questionnaires, I noticed that the majority of the students responded positively to the following questions:

- I enjoyed listening to the story;
- This time I understood the story better;
- I liked that we all sat down together;
- The fact that teacher Sofia asked to be silent helped to better understand the story;
- The gestures and the voice that teacher Sofia made during the story helped me to understand it.

After this class, I met with my cooperating teacher and we both agreed that this time the read aloud had been much better and students were really interested in listening to the story. I felt pleased that I was able to recognise that there were some changes which had to be made and the importance of giving instructions on how to behave during the read-aloud so that they know what is expected of them.



### **Third read aloud**

The third time I read the story was on the 24th lesson, on the 18 December, which was the last lesson of the internship. This lesson was quite challenging because I had to do so many things, including delivering the final questionnaires.

This time I asked the students to sit on the floor near the blackboard and I sat on a chair. I told them that this was the last time we would listen to the story so we would need to be very focused. I also told the students they would be able to speak Portuguese after I had finished reading each page, but they would have to raise their hand in order to avoid what happened during the first read aloud.

While I read the story, I noticed that everyone was following my directions; no one was making any noise and almost all the students raised their hands when they had something to share. I felt that I was in control because I was able to set the rules from the beginning and students were respecting them. They shared that they enjoyed commenting after each page and the other students, the ones who did not understand the story the first time, mentioned they understood the story better this time. I also believe it was important for them to share their thoughts about the story which is the reason why I think they enjoyed commenting so much. The third read aloud was better due to the fact that students were focused on listening to the story, having in mind that they needed to respect the rules.

## **II. 3.5. Summary of the results and limitations of the study**

This section will present the summary of my action research results as well as the limitations.

### **II. 3.5.1 Summary of the results**

Results show that the picturebook and the related post-read aloud discussion helped students raise their awareness on the importance of respecting and appreciating each other's differences. The answers in the questionnaires indicated that the aim of this study was accomplished with success.

Questionnaire 1 confirms that there was an increase on the number of students who mentioned to like listening to stories in English. It also confirms that students agree that stories can teach them about others and the world around them. The picturebook and the discussion, raised students' awareness for the importance of respecting each other's

differences, as they recognised that *“Hoje aprendi que podemos ser diferentes, mas temos que respeitar”*.

This study’s results also provide evidence to confirm what several authors have suggested, that foreign language learning is more than developing language knowledge (e.g. Byram, 2016). Foreign language learning is more than focusing on language - I have shown that I was able to talk and reflect with students about citizenship education during an English class. Students were able to understand the citizenship component through discussion, the picturebook story, the self-assessment handouts and the making of a mini-book.

### **II. 3.5.2 Limitations of the study**

One limitation of this study was the three-month period of the internship. Between having to follow the syllabus and doing the project, I had to make choices. On one hand, if I had followed the syllabus strictly, I would have not been able to develop the project, on the other hand if I had developed activities related with the project in all lessons I would not have taught the essential topics regarding the first period. If I had had more time, I think I could have done more activities regarding this project.

The results also show that when making mini-books, which are related to a specific topic, the teacher needs to explain in detail the connection of this task to the picturebook story and its message, which was something in which I was not very successful in my study, as only ten students were able to understand why they had made a mini-book.

### Chapter III: Discussion and Conclusion

My action research started in September 2019 and finished in December 2019 and it involved a group of 23 students of the 3<sup>rd</sup> grade, aged between 8 and 9 years old. It aimed to answer three questions:

- i. How can I develop citizenship education in the English classroom?
- ii. Does making citizenship education more explicit during English lessons promote positive attitudes/thoughts in relation to the other?
- iii. How can I develop as a teacher storyteller?

I was able to successfully answer questions 1 and 2, in the sense that there was a positive change on students' attitudes/thoughts regarding their perception about the importance of respecting and accepting each other's differences. Contrary to what I initially thought, students were able to understand the meaning of the picturebook story for they have shown that during the discussion about the importance of respecting others. In fact, the discussion around the story was one of the project's most important stages, given the fact that students were asked to reflect on what they had learnt, and what it represented to them. Examples include: "*Para aprendermos a ser amigos mesmo sendo diferentes uns dos outros*" and "*Somos todos diferentes, mas somos todos amigos*".

One can also reach the conclusion that class discussions are an important activity when teaching, including citizenship, in an English lesson. I truly believe if we had not had the discussion, some of the students would not have understood the connection between the picturebook story and citizenship. The questionnaires also showed a positive change in the students' attitudes/thoughts. There was an increase in the number of students who indicated that stories helped them better understand the world around them.

*Questionnaire 2 – Tell me about yourself* – contributes to answering the question "Does making citizenship education more explicit during English lessons promote positive attitudes/thoughts in relation to the other?", since the majority of the students' attitudes and thoughts changed by the end of the study. It also indicates that the picturebook I used was an effective tool to integrate citizenship education. This confirms Mourão's (2015) view on picturebooks as a social, cultural and historical material, which has the ability to promote empathy and develop critical thinking in the English classroom.

Regarding my study's aims, students did not only change their perception about stories, they also understood the importance of accepting each other's differences, which confirms Byram's (2014) point of view that foreign language teaching has more than a linguistic purpose. The majority of the students understood the story was about accepting and appreciating each other's differences. One student mentioned "*no início não eram amigos mas depois ficaram amigos*", and the students also understood that stories help them learn about other things besides English. It also corroborates Andenoro's et al. (2012) point of view on the role of storytelling as a means to develop self-awareness.

Parents' responses in their *Questionnaire – Tell me about your family*, demonstrated that 19 out of 23 parents read stories at home and this might have influenced the fact that the students really enjoyed working with a picturebook in the English classroom. Some parents even shared their thoughts with me about the importance of reading stories in English and they thanked me for including this question in the questionnaire as they never had thought about the importance of reading stories in the English classroom. One of the parents said: "Foi interessante a professora Sofia ter falado nas histórias em Inglês, nunca tinha pensado que era tão importante". This demonstrates that, besides the students, this study contributed to raising parents' awareness on the importance of using stories during English lessons.

This shows that making citizenship education more explicit during English lessons does promote positive attitudes/thoughts in relation to the other. This might also show the importance of using stories to support English as a vehicle for citizenship education.

### **III. 3.1 How can I develop as a teacher storyteller?**

This was a question which concerned my own development, not only as a teacher but as a storyteller. As a teacher trainee, I can say that I was constantly learning and improving my weaknesses. A part of the meetings with my cooperating teacher was dedicated to discussing my progress and aspects I should improve on, but also the strategies I had to come up with to overcome my weaknesses. Regarding my development as a teacher storyteller, in this report I focused on the three times I read the story. After each reading, my cooperating teacher mentioned the aspects that did not go well, and I had to think about how to overcome them.

Besides being capable of recognising my mistakes, I was able to overcome them and used strategies to become a better storyteller and raise the students' awareness as well as opportunities to interact with the story. I checked the students' perception through two questionnaires, that were given in the second and third time I read the story, about the storytelling time and I concluded that I did not only improve as a storyteller, but I enhanced students' understanding of the picturebook story and its citizenship topic.

Choosing the picturebook was also an important aspect of my development as a teacher storyteller. The process of choosing a picturebook requires some pre-knowledge on how to work with it and how to connect the topic, which we want to approach, to the story. When I had my first look into the picturebook *Colin and Lee, Carrot and Pea*, it became relevant because of the "simple picture-word relationship" (Mourão, 2015, p. 199) and its clear, bright colourful illustrations. Then, as I flipped through the picturebook several times, I was able to find a way to connect the picturebook with the concept of citizenship education. This is also something I learnt from this action research: being able to look at a picturebook and relate it to citizenship education.

Regarding my development as a teacher storyteller, I must say I am very satisfied with the knowledge I acquired during my internship, given the fact that I was able to identify my weaknesses and identify ways I could overcome them. I believe, besides making progress as a teacher storyteller, I was able to captivate students' attention, which contributed to their enjoyment of the picturebook.

### **III. 3.2 Captivating a difficult student**

Throughout the internship there was a student who was very reluctant about the subjects at school. He indicated that he did not like learning English in Q1, and most of the time he would let me know, during feedback, that he did not enjoy participating in the activities – this information I garnered from the self-assessment handouts and my own observations. This concerned me, because I was committed to captivating all students to learn English. Nonetheless, and after analysing his final questionnaire (Q2), I realised that he had changed his attitude towards enjoying learning English and mentioned "Gosto pouco" instead of "Não gosto". This child helped me to understand that we must be able to accept that not every child 'must' like English. Although, as teachers, we should overcome that feeling over that particular child and continue giving our best inside the classroom in relation to all other students. I truly believe the student changed his opinion since I never gave up on him and I always made my best effort into including games,

activities which he extremely enjoyed , after considering his comments in the self-assessment handouts and also during lessons in class.

### **III. 3. 3 How relevant this study might be for other classrooms?**

This study might help other teachers who want to implement citizenship education in the English classroom. As seen in this study, citizenship education can be developed through this particular picturebook– *Colin and Lea, Carrot and Pea*–, through the discussion around it, and by making mini-books. However, it is not only this one, there are picturebooks that go “beyond the simple picture/word dynamic” (Mourão, 2017, p.255) and have the potential to connect the intercultural domain and citizenship education, as mentioned by Byram (2012).

Discussion around a picturebook develops children’s awareness for the picturebook’s message. In my study, the discussion was one of the most important elements, because it enabled me to verify their understanding and it also helped them, as they mentioned in the self-assessment handouts, to understand the picturebook’s message a little better.

Making mini books is an activity that teachers can do when using a picturebook. In this study students made their own mini-book and not only were they proud of their mini-books but were interested in reading their peers’ mini-books.

### **III. 3.4 What future research could be done after this study?**

I believe discussions around picturebook stories and the self-assessment handouts could be two independent research questions for any future action research project:

- 1) Discussions, because there was so much information shared between the students about the story. I believe if I had done this consistently, after each read aloud, I would have had better results, so this would be an interesting research topic and something I might consider doing in the future.
- 2) Self-assessment handouts used in this study are a useful resource to understand students’ perceptions on what they have learnt, what they enjoyed the most/least and how they were feeling. In these papers there is so much information to analyse that it could also easily be the focus of a research project.

### **III. 3.5 The importance of action research for pre-service teachers**

As mentioned by Burns (2009), action research represents an important part of the pre-service teacher's internship. Personally, I thought that doing an action research while doing the internship would be quite a challenge. For several times, I was led to believe that I would struggle to follow the English syllabus and develop a classroom-based research project at the same time. It not only demanded a lot of organization, but it also obliged me to rethink my strategies and ideas. And it is that process of thinking and rethinking that helps teachers become teacher researchers.

Throughout the project, and while I was doing the activities, I had to put on my researcher's glasses and understand what strategies worked better with children. Even the read-alouds constituted a process of rethinking and adapting new strategies that would answer my questions.

I truly believe that doing a piece of classroom-based action research during my internship helped me to better understand how to do a piece of investigation in the education field, but mostly, it helped me to learn how to observe children through a critical perspective; how to interpret my students' responses; and how to develop strategies to facilitate their understanding and their learning. As stated by Vieira (2011, p. 9): “professores-formandos são atores principais da construção do conhecimento e da mudança”. Overall, doing an action research project contributed not only to my knowledge in the educational field, as it also contributed greatly to my development as a teacher.

## References

- Abreu, C. & Esteves; V. (2018). *Let's Rock! 3*. Porto: Porto Editora
- Andenoro, A. C; Popa, A. B; Bletscher, C. G; Albert, J. (2012). Storytelling as a vehicle for self-awareness: establishing a foundation for intercultural competency development. *Journal of Leadership Studies*, 6 (2), 102-109
- Aguiar, T. F. N. (2015). *Narração de histórias na educação de valores na Educação Pré-escolar e no 1.o Ciclo do Ensino Básico*. Retrieved from <http://hdl.handle.net/10400.3/3536>
- Andreotti, V. (2015). Global citizenship education otherwise. Pedagogical and theoretical insights. In L.S. Ali Abdi & P. Tashika (Eds.) *Decolonizing Global Citizenship Education* (p. 221-230). Rotterdam: Sense Publishers
- Başarir, F. (2017). Examining the Perceptions of English Instructors Regarding the Incorporation of Global Citizenship Education into ELT. *International Journal of Languages' Education and Teaching*, 5, 409-425
- Burns, A. (2009). Action research in second language teacher education. In A. Burns & J.C. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge University Press
- Byram, M (2015). Foreign language teaching and intercultural citizenship. *Iranian Journal of Language Teaching Research*, 1 (3), 53-62
- Byram, M. (2014) Twenty-five years on - from cultural studies to intercultural citizenship. *Language, Culture and Curriculum.*, 27 (3). pp. 209-225.
- Byram, M., & Masuhara, H. (2013). Intercultural competence. In B. Tomlinson (Ed.) *Applied Linguistics and Materials Development* (pp. 143-159). London: Bloomsbury.
- Byram, M. (2012). Language awareness and (critical cultural awareness) – relationships, comparisons and contrasts. *Language Awareness*, 21:1-2, 5-13



Byram, M. (2009). Intercultural citizenship and foreign language education. *Langue Interculture Communication. Syn-Thèses*, 2, 61-73. Retrieved from: <http://ejournals.lib.auth.gr/syn-theses/article/view/5141/5041>

Byram, M. (2008). *From Foreign Language Education to Education for Intercultural Citizenship*. Bristol: Multilingual Matters.

Byram, M and Zarate, G. (1997) Defining and assessing intercultural competence: some principles and proposals for the European context. *Language Teaching* 29, 14-18

Brewster, J., Ellis, G. & Girard, D. (1992). *The primary English Teacher's Guide*. Harmondsworth: Penguin

Calle Díaz, L. (2017). Citizenship education and the EFL standards: A critical reflection. *PROFILE Issues in Teachers' Professional Development*, 19(1), 155-168. <https://doi.org/10.15446/profile.v19n1.55676>.

Carvalho, P. (2020), Citizenship education in primary English in Portugal. Picturebooks as windows and mirrors. Unpublished MA report. Universidade Nova de Lisboa, Portugal

Presidência do Conselho de Ministros e Educação (2016). Despacho 6173/2016 (2016). Diário da República, 90 Retrieved from: [https://www.dge.mec.pt/sites/default/files/Projetos\\_Curriculares/Aprendizagens\\_Essenciais/2016\\_despacho6173.pdf](https://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/2016_despacho6173.pdf)

DGE (2017). Estratégia Nacional de Educação para a Cidadania. Retrieved from: [https://www.dge.mec.pt/sites/default/files/Projetos\\_Curriculares/Aprendizagens\\_Essenciais/estrategia\\_cidadania\\_original.pdf](https://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/estrategia_cidadania_original.pdf)

DGE (2013). Citizenship Education—Guidelines. Retrieved from: [https://dge.mec.pt/sites/default/files/ECidadania/citizenship\\_education\\_guidelines.pdf](https://dge.mec.pt/sites/default/files/ECidadania/citizenship_education_guidelines.pdf)

Ellis, G. & Brewster, J. (2014) *Tell it Again! The Storytelling Handbook for Primary Teachers* (3rd ed.). London: British Council. Retrieved from:

[https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_D467\\_Storytelling\\_handbook\\_FINAL\\_web.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D467_Storytelling_handbook_FINAL_web.pdf)

Ellis, G. & Ibrahim, N. (2016). Reviewing reviewing. *English Teaching Professional*, 103, 4-7 Retrieved from: [https://www.researchgate.net/publication/333486109\\_Ellis\\_and\\_Ibrahim\\_2016\\_Reviewing\\_reviewing\\_ETp](https://www.researchgate.net/publication/333486109_Ellis_and_Ibrahim_2016_Reviewing_reviewing_ETp)

European Commission/EACEA/Eurydice, (2017). *Citizenship Education at School in Europe – 2017. Eurydice Report*, Luxembourg: Publications Office of the European Union.

Ghosn, I-K. (2016). No place for a coursebook in the very young learner classroom In B. Tomlinson (Ed.). *Second Language Research and Materials Development for Language Learning*. (pp. 1-19) London: Taylor & Francis

Ghosn, I-K. (2013). *Storybridge to Second Language Literacy. The Theory, Research and Practice of Teaching English with Children's Literature*, Charlotte, NC: Information Age Publishing.

Ghosn, I-K. (2002). Four good reasons to use literature in primary school ELT. *ELT Journal*, 56 (2), 172-179

Hood, M. (2016). *Colin and Lee, Carrot and Pea*. London: Two Hoots

Mourão, S. (2019). Response during picturebook read alouds in English as a foreign language. *Teanga - Journal of the Irish Association of Applied Linguistics*, 26(1), 58-76. Retrieved from: <https://journal.iraal.ie/index.php/teanga/article/view/70>

Mourão, S. (2017). Picturebooks in instructed foreign language learning contexts. In C. Beauvais M. & Nikolajeva (Eds.) *The Edinburgh Companion to Children's Literature*. Edinburgh: Edinburgh University Press.

- Mourão, S. (2016). Picturebooks in the Primary EFL Classroom: Authentic Literature for an Authentic Response. *Children's Literature in English Language Education*, 4 (1) 25-43 Retrieved from:  
[https://www.researchgate.net/publication/319459609\\_Picturebooks\\_in\\_the\\_Primary\\_EFL\\_Classroom\\_Authentic\\_Literature\\_for\\_an\\_Authentic\\_Response](https://www.researchgate.net/publication/319459609_Picturebooks_in_the_Primary_EFL_Classroom_Authentic_Literature_for_an_Authentic_Response)
- Mourão, S. (2015a). Fostering Affective Responses to Picturebooks in the Young Learner Classroom. *Humanising Language Teaching*, 4, 1-6 Retrieved from:  
[https://www.researchgate.net/publication/319459613\\_Fostering\\_affective\\_responses\\_to\\_picturebooks\\_in\\_the\\_young\\_learner\\_classroom](https://www.researchgate.net/publication/319459613_Fostering_affective_responses_to_picturebooks_in_the_young_learner_classroom)
- Mourão, S. (2015b). The potential of picturebooks with young learners. In J. Bland, (ed) *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 year olds*. London: Bloomsbury Academic, 199-218
- Mourão, S. (2009). Using stories in the primary classroom. In L. Denham & N. Figueras (Eds.) *BritLit: Using Literature in EFL Classrooms* (pp. 17-26). Barcelona: APAC. Retrieved from: <https://www.teachingenglish.org.uk/article/britlit-using-literature-efl-classrooms#attachments>
- Navarro-Leal, M. A., & Colmenares-González, L. C (2019). Exploring Teachers' Notions of Global Citizenship Education in the US-Mexico Border. *Global Education in Practice: Teaching, Researching, and Citizenship*, 17, 51-56
- Phillips, L. G. (2012). Retribution and rebellion: children's meaning making of justice through storytelling. *International Journal of Early Childhood*, 44(2), 141– 156.
- Serrano, J.R (2008). ELT and citizenship: Basic principles to raise social awareness through language teaching. *HOW*, 15 (1), 63-82.
- Short, K. G. (2016). A Curriculum That is Intercultural In T K.G. Short, D. Day and J. Schroeder (Eds.) *Teaching Globally. Reading the World Through Literature*. Portland, Maine: Stenhouse Publishers

Starkey, H. (2005). Language teaching for democratic citizenship. In A. Osler & H. Starkey (Eds.), *Citizenship and Language Learning: International Perspectives* (pp. 23-29). Stoke-on-Trent. UK: Trentham Books

Romero Reyes, N. (2015). La dimensión intercultural em la enseñanza de inglés em la UAEMex. *Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 11. <http://www.ride.org.mx/111/index.php/RIDESECUNDARIO/article/view/657/643>

Roux, R. (2019). Perspectives on Global Citizenship Education of Mexican University English Language Teachers. *Global Education in Practice: Teaching, Researching, and Citizenship*, 17, 139-145

Tarozzi, M. & Mallon, B. (2019). Educating teachers towards global citizenship: A comparative study in four European countries. *London Review of Education*, 17 (2): 112-125 Retrieved from:  
[https://www.researchgate.net/publication/334566011\\_Educating\\_teachers\\_towards\\_global\\_citizenship\\_A\\_comparative\\_study\\_in\\_four\\_European\\_countries](https://www.researchgate.net/publication/334566011_Educating_teachers_towards_global_citizenship_A_comparative_study_in_four_European_countries)

Veugelers, W.; Groot, I (2019). Theory and Practice of Citizenship Education. In W. Veugelers (Ed.) *Education for Democratic Intercultural Citizenship* (pp. 14-4). Leiden: Koninklijke Brill NV.

Vieira, F. (2011). A experiência educativa como espaço de (trans)formação profissional. *Linguarum Arena*, 2, 9-25

Zaman, H (2006). Teacher's perceptions of citizenship and citizenship education: a comparative study. PhD Dissertation. Pittsburgh: University of Pittsburgh

## **List of figures**

Figure 1 – My English Passport activity

Figure 2 – The cover, *Colin and Lee, Carrot and Pea* (Morag Hood, 2016)

Figure 3 – Self-assessment handouts

Figure 4 – Questionnaire to write the minibook

Figure 5 – Model to create the minibook

Figure 6 – Children reading their minibooks

Figure 7 – Examples of the minibook

## **List of tables**

Table 1 – Project stages and tools used

Table 2 – Comparison between Q1 and Q2

Table 3 – Questionnaire 3 – Thinking about the story

Table 4 – Picturebook read alouds

## Appendix A - Letter of consent to the director



Pedido de autorização à Direção da Escola

Exma Directora da Escola,

Eu, Sofia Faria, estagiária de Inglês, do Mestrado em ensino de Inglês no 1º ciclo, da Faculdade de Ciências Sociais e Humanas, da Universidade Nova de Lisboa, irei estagiar a partir do dia 16 de Setembro de 2019 até 18 de Dezembro de 2019, na turma A do 3º ano do 1º ciclo.

No âmbito do meu estágio é necessário que desenvolva um projeto que será a base para o meu relatório final de Mestrado. O meu projeto tem como objetivo compreender de que forma a cidadania pode ser desenvolvida no âmbito da disciplina de Inglês, bem como compreender se a abordagem à cidadania pode influenciar a opinião/atitude do aluno, e é intitulado “English as a vehicle for citizenship education”, (Inglês como veículo para a educação da cidadania).

Para o meu projeto as informações serão recolhidas através de: inquéritos aos pais e alunos; observação na aula; fichas de trabalho e a recolha de opinião dos alunos acerca das atividades. Os alunos terão o direito a decidir participar ou não e poderão, a qualquer momento, desistir. Os alunos não serão prejudicados na avaliação final se não querem participar. Mais se informa que a identidade dos encarregados de educação, dos alunos e de toda a comunidade escolar não serão tornadas públicas em momento algum.

A Professora titular da turma do 3A, em reunião com os pais, explicará no que consiste o meu projeto, distribuirá uma carta de informação aos pais na qual estes terão a oportunidade de dar a autorização para o seu educando participar.

Solicito a sua autorização para a implementação do projeto na referida turma durante o meu estágio. Mais, sublinho que estou ao dispor para eventuais esclarecimentos através do email: sofiafaria\_16@hotmail.com

Desde já, agradeço a sua colaboração e tempo disponibilizado,

Sofia Faria  
Estagiária de Inglês  
FCSH, Universidade Nova de Lisboa

Prof.ª Doutora Sandie Mourão  
Orientadora Relatório Final  
FCSH, Universidade Nova de Lisboa



Eu, \_\_\_\_\_,  
Directora da Escola, declaro que fui informada dos objetivos do projeto intitulado “English as a vehicle for citizenship education”, (Inglês como veículo para a educação da cidadania) na turma A do 3º ano e que autorizo a implementação do projeto na referida turma.

Data: \_\_\_\_\_ Assinatura: \_\_\_\_\_

## Appendix B - Letter of consent to parents



### Carta de Consentimento Setembro de 2019

Exmo(a). Sr(a). Encarregado de Educação,

Eu, Sofia Faria, professora de Inglês estagiária na turma do 3A, venho informá-lo de que, no âmbito do meu estágio de Mestrado, na Faculdade de Ciências Sociais e Humanas, irei desenvolver um pequeno estudo, intitulado "English as a vehicle for citizenship education", (Inglês como veículo para a educação da cidadania). Este estudo tem como objectivo:

- Compreender de que forma a cidadania pode ser desenvolvida no âmbito da disciplina de Inglês
- Compreender se a abordagem ao tema pode influenciar a opinião/atitude do aluno.

Para a realização do estudo, as informações serão recolhidas através de:

- Inquéritos aos pais e alunos
- Observação na aula e notas de campo
- Fichas de trabalho dos alunos
- Atividades de auto-avaliação pelos alunos

Os alunos terão direito a decidir participar no meu estudo ou não, e poderão, a qualquer momento, desistir de participar. Nenhum aluno será prejudicado na avaliação final se não quiser participar. Mais se informa que a identidade do encarregado de educação, do aluno e de toda a comunidade escolar não serão tornadas públicas em momento algum.

Neste sentido, solicito a sua autorização para a participação do seu educando no meu estudo.

Desde já, agradeço a sua colaboração e tempo disponibilizado.

Sofia Faria  
Estagiária de Inglês  
FCSH, Universidade Nova de Lisboa

Prof.ª Doutora Sandie Mourão  
Orientadora Relatório Final  
FCSH - Universidade Nova de Lisboa



Eu, \_\_\_\_\_, declaro que li e compreendi as informações sobre o estudo da estagiária Sofia Faria.

Autorizo a participação do meu educando no estudo

Não autorizo a participação do meu educando no estudo.

Nome do educando: \_\_\_\_\_

Data: \_\_\_\_\_ Assinatura: \_\_\_\_\_



## Appendix C - Parent's questionnaire



Questionnaire 1 - Tell me about your family

Student's Name: Sofia Faria

Supervisor: Sandie Mourão

Exmo(a). Sr(a). Encarregado de Educação,

Eu, Sofia Faria, professora de Inglês estagiária, venho por este meio, no âmbito do meu projecto de estágio, intitulado "English as a vehicle for citizenship education", do Mestrado em Inglês no 1º ciclo, solicitar a sua colaboração no preenchimento do questionário que se segue. Todas as informações recolhidas serão anónimas e em circunstância alguma a identidade de vossa excelência ou do seu educando serão tornadas públicas.

Desde já agradeço a sua colaboração e tempo disponibilizado,

*Sofia Faria*

Nome do Encarregado de Educação:

Nome do aluno:

### Tell me about your family...

1. Qual a língua mais falada em casa?

Português     Inglês     Criolo     Outra: \_\_\_\_\_

2. Falam outras línguas em casa?

Não     Sim    Se sim, quais? \_\_\_\_\_

3. O que considera fundamental nas aulas de inglês no 1º ciclo do Ensino Básico: (assinale com X as opções que refletem a sua opinião).

Ouvir Inglês     Falar Inglês     Ler Inglês     Escrever Inglês  
 Ouvir histórias     Representar     Cantar     Fazer fichas  
 Jogos em equipas     Jogos em pares     Jogos com a turma toda     \_\_\_\_\_

4. Sobre livros de histórias ( <i>Picturebooks</i> ):	Não	Sim	NS*
4.1. Tem livros de histórias infantis em casa?			
4.2. Tem livros de histórias infantis em outra língua para além do Português em casa?			
4.3. É habitual ler histórias ao seu educando?			
4.4. Considera importante ler histórias ao seu educando?			
4.5. Lê histórias em Inglês ao seu educando?			
4.6. Gosta de ler histórias ao seu educando?			
4.7. O seu educando gosta que lhe leiam histórias?			
4.8. Considera que ler histórias pode ajudar o seu educando a aprender?			
4.9. Considera que ler histórias pode ajudar o seu educando a perceber melhor as pessoas e o mundo à sua volta?			
4.10. Considera que ler histórias pode ajudar o seu educando a aprender inglês?			

\*Não sei.

5. O seu educando tem uma história infantil preferida?

o Não

o Sim

Se sim, qual? \_\_\_\_\_

## Appendix D - Letter of consent to students



Eu e o estudo da Professora Sofia

Setembro de 2019

Depois da explicação do estudo da professora Sofia, este questionário vai ajudar-me a entender o que a professora explicou e a decidir se quero participar ou não no estudo. Lê as frases e escreve V de verdadeiro ou F de falso.

Eu sei que ...	V ou F
... a prof. Sofia está a estudar para se tornar uma melhor professora.	
... a prof. Sofia vai fazer um estudo sobre a cidadania na disciplina de Inglês.	
... a prof. Sofia está interessada em saber a minha opinião sobre as actividades da sala de aula.	
... a minha opinião vai aparecer no relatório da prof. Sofia.	
...as outras pessoas vão poder ler a minha opinião no relatório.	
...a prof. Sofia não vai dizer os nossos nomes a ninguém.	
...vou escolher um nome secreto se quero participar no estudo.	
...a prof. Sofia não vai publicar fotos onde apareça a nossa cara.	
...tenho o direito de participar no estudo só se eu quiser.	
...não vou ser prejudicado na minha nota final se não participar no estudo.	
...tenho o direito de fazer perguntas à prof. Sofia sempre que tiver dúvidas.	
...vamos usar o manual e outros materiais ex. histórias.	
... os meus pais foram informados sobre o estudo.	

Aceito participar no estudo da prof. Sofia

Não aceito participar no estudo da prof. Sofia

Nome:

---

Data:

---

Assinatura:

---

Eu aceitei participar no estudo da professora Sofia e preciso escolher um nome secreto pois a professora não vai dizer o nosso nome verdadeiro a ninguém. Posso escolher o nome de um animal ou objeto em Inglês e um número. (Por exemplo: lion2; house5)

O meu nome verdadeiro é:

O meu nome secreto é:



-----  
-----

Eu aceitei participar no estudo da professora Sofia e preciso escolher um nome secreto pois a professora não vai dizer o nosso nome verdadeiro a ninguém. Posso escolher o nome de um animal ou objeto em Inglês e um número. (Por exemplo: lion2; house5)

O meu nome verdadeiro é:

O meu nome secreto é:

## Appendix E - Questionnaire 1 and 2 – Tell me about yourself

### Tell me about yourself...

Nome secreto:

1. Gostas de aprender Inglês? (assinala com X a opção que melhor descreve o que sentes)

Não gosto    Gosto pouco    Gosto    Gosto bastante    Adoro

2. Completa a frase.



O Inglês é \_\_\_\_\_

3. Nas aulas de Inglês gostas de: (assinala com X as atividades que gostas)

<input type="checkbox"/> Ouvir	Inglês	<input type="checkbox"/> Cantar e rimar	Fazer atividades...	<input type="checkbox"/> sozinho
<input type="checkbox"/> Falar		<input type="checkbox"/> Ouvir histórias		<input type="checkbox"/> em pares
<input type="checkbox"/> Ler		<input type="checkbox"/> Dramatizar		<input type="checkbox"/> em equipas
<input type="checkbox"/> Escrever		<input type="checkbox"/> Jogar jogos		<input type="checkbox"/> com a turma toda
		<input type="checkbox"/> Fazer fichas		

4. Sobre livros de histórias (coloca um X na resposta adequada):	Não	Talvez	Sim	NS*
4.1. Tens livros de histórias em casa?				
4.2. Tens livros de histórias em Inglês em casa?				
4.3. Gostas de ouvir histórias em casa?				
4.4. Gostas de ouvir histórias na escola?				
4.5. Gostas de visitar a biblioteca da escola?				

\*Não sei.

5. Lê as afirmações e coloca um X na resposta que melhor descreve o que sentes.	Não	Talvez	Sim	NS*
5.1. Ouvir histórias ajuda-me a aprender?				
5.2. Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?				
5.3. Ouvir histórias ajuda-me a aprender Inglês?				

\*Não sei.

6. Tens um livro de histórias favorito?

Não    Sim   Se sim, qual é? \_\_\_\_\_

## Appendix F – Questionnaire 3 – Thinking about the story



Questionnaire 2 – Thinking about the story

Student's Name: Sofia Faria

Supervisor: Sandia Mourão

Read the statements and put a cross.

Nome secreto:

	Não Concordo	Concordo pouco	Concordo	Concordo muito
Gostei da história do Colin e do Lee				
A história fala sobre a amizade e aceitarmos as diferenças das outras pessoas				
O Colin e o Lee são diferentes mas brincam juntos				
O Colin e o Lee aceitam as diferenças um do outro				
O mini-book ajudou-me a perceber o significado da história				
A história ajudou-me a perceber a importância de aceitarmos as diferenças dos nossos amigos				
Ler histórias ajuda-nos a aprender sobre muitos assuntos				

