

Universidade de Lisboa



**From one-word utterances to complete sentences
in the English young learner classroom**

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Abstract

This report describes the Student Teaching Practice done within the scope of the Master's in Teaching English in the 1st Cycle of Basic Education (2017-2019) at the University of Lisbon.

Said practice took place between the 9th of April and the 10th of May 2018 at the *Centro de Educação e Desenvolvimento Nossa Senhora da Conceição of Casa Pia de Lisboa*, with a fourth-grade class, and throughout ten 45-minute lessons entailed the teaching of the didactic unit "Let's visit the animals!", which focused on vocabulary related to zoo and farm animals, prepositions of place, and the use of adjectives. Furthermore, the above-mentioned practice aimed at developing the students' oral production, so learners could go beyond one-word utterances and start expressing themselves by using complete sentences.

Bearing this in mind, the aforementioned didactic unit was taught by making use of several methodologies, which are deemed appropriate for young learners and promote oral production, fluency and communication, namely the Audiolingual Method, Communicative Language Teaching, and Task-Based Instruction. To carry these out, the oral activities performed were based on guessing games, role plays, oral presentations, a story, songs, and videos, all designed for learners to practice speaking by building full sentences.

To measure the impact the methodologies and strategies adopted had on the students, several tools were used to assess them, namely direct observation, observation grids, homework assignments, a formative test and self-assessment.

According to the results obtained from the assessment instruments, it seems that although speaking presents a challenge to young learners, with tasks and activities that are motivating, model the full sentence and provide participants with a lot of support for understanding and production (e.g. by making use of written text, *realia*, visual aids and a supportive teacher), they are able to go beyond one-word utterances and build complete sentences.

Keywords: Young learners, Oral production, Communicative Language Teaching, English as a foreign language.

Resumo

O presente relatório descreve a prática de ensino supervisionada (PES) realizada no âmbito do Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico (2017-2019), ministrado pela Universidade de Lisboa.

A referida prática teve lugar no ano letivo de 2017-2018, entre o dia 9 de abril de 2018 e o dia 10 de maio de 2018, no Centro de Educação e Desenvolvimento Nossa Senhora da Conceição da Casa Pia de Lisboa, na disciplina curricular de inglês de uma turma do 4.º ano do 1.º ciclo do Ensino Básico, e consistiu na lecionação da unidade didática *Let's visit the animals!*, ao longo de dez aulas, de 45 minutos cada uma. Esta unidade didática incidiu sobre vocabulário relacionado com animais que vivem no jardim zoológico e animais da quinta, onomatopeias de animais selvagens/que vivem no jardim zoológico e animais da quinta, produtos derivados de animais da quinta, preposições de lugar, a utilização de adjetivos com nomes no singular e nomes no plural, a descrição da aparência física dos animais e a identificação e descrição do animal favorito dos alunos.

A PES foi precedida de um período de observação da turma, levado a cabo desde o dia 4 de outubro de 2017 ao dia 27 de março de 2018, durante o qual se verificou que, quando os alunos falavam em inglês, a sua produção oral era, maioritariamente, composta por elocuições de uma só palavra, não se registando a enunciação de frases completas. Uma vez que o *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005) recomenda que se trabalhe a oralidade com frequência e que, de acordo com o professor cooperante, os pais dos alunos esperavam que os seus filhos saíssem da aula de inglês a falar a língua inglesa, a componente investigativa da PES debruçou-se sobre o desenvolvimento da produção oral, com o objetivo de incentivar os alunos a começarem a exprimir-se por meio de frases completas.

Para se alcançar este fim, os tópicos da unidade didática acima indicados foram lecionados através de metodologias de ensino de língua estrangeira, adequadas a crianças, que promovem a produção oral, a fluência e a comunicação, a saber: *Audiolingual Method*, *Communicative Language Teaching* (Richards & Rodgers,

2001) e *Task-Based Instruction* (Larsen-Freeman, 2000). No sentido de implementar as referidas metodologias, as tarefas propostas e as atividades desenvolvidas tiveram por base jogos de adivinhas, pequenas dramatizações, apresentações orais, uma história, canções e vídeos, todos eles concebidos de modo que os alunos pudessem praticar a oralidade, construindo frases completas.

Com o intuito de se medir o impacto que as metodologias e as estratégias adotadas tiveram nos alunos, foram utilizados diversos instrumentos de avaliação, nomeadamente, a observação direta, grelhas de observação, trabalhos de casa, um teste formativo e a autoavaliação.

O presente relatório está estruturado em quatro capítulos. No primeiro capítulo, dá-se a conhecer o contexto escolar no qual a PES foi levada a cabo, procedendo-se a uma descrição detalhada da localização, população, equipa socioeducativa, instalações e objetivos do Centro de Educação e Desenvolvimento Nossa Senhora da Conceição da Casa Pia de Lisboa. Além disso, efetua-se uma caracterização da turma visada (tanto em termos gerais como ao nível da disciplina curricular de inglês), a qual, tendo por base a observação realizada, permitiu identificar a questão didática a investigar.

No segundo capítulo, aborda-se o enquadramento teórico da referida questão didática, analisando-se como se processa o desenvolvimento da oralidade em crianças aprendentes de língua estrangeira, enumerando-se os benefícios que advêm da produção de enunciados mais longos e propondo-se atividades e tarefas que contribuem para o desenvolvimento da produção oral em crianças aprendentes de língua estrangeira.

No terceiro capítulo, apresenta-se a unidade didática lecionada, dando-se a conhecer os tópicos abordados bem como o seu enquadramento curricular, explicitando-se as estratégias e as metodologias colocadas em prática e explicando-se, minuciosamente, as tarefas e as atividades orais desenvolvidas. Este capítulo inclui ainda as descrições detalhadas das dez aulas lecionadas, as quais permitem ao leitor uma maior compreensão da forma como a questão didática foi sendo trabalhada ao longo da unidade didática.

No quarto e último capítulo, analisam-se os dados que foram recolhidos, ao longo das aulas, através dos instrumentos de avaliação anteriormente referenciados, e elaboram-se uma reflexão sobre a intervenção letiva efetuada, especificando-se as dificuldades experimentadas pela mestrandia e as aprendizagens realizadas, que a

mesma levará consigo para a sua futura carreira como professora de inglês no 1.º ciclo do Ensino Básico.

Segundo vários autores, designadamente, Cameron (2001), Linse (2005) e Nunan (2011), para se fomentar o desenvolvimento da oralidade em crianças aprendentes de língua estrangeira, o processo de ensino-aprendizagem deve ter em consideração o desenvolvimento social e cognitivo do sujeito, respeitar o que o mesmo consegue fazer na sua primeira língua, fazer com que o significado dos termos e expressões em língua estrangeira seja acessível ao sujeito, ter em conta o conhecimento prévio do sujeito e o que este já vivenciou, expor o sujeito a grandes quantidades de língua estrangeira falada e proporcionar oportunidades para que o sujeito participe no discurso oral e desenvolva conhecimentos e competências que possibilitem essa participação.

No entanto, para que a criança consiga, realmente, participar no discurso falado, as tarefas e as atividades orais a realizar devem fornecer diversos tipos de apoio (Cameron, 2001; Linse, 2005; Phillips, 1993; Scrivener, 2011; Ur, 1996, 2015). Por exemplo, a utilização de imagens e fotografias pode servir de apoio à compreensão. Textos adequados ao nível de literacia do sujeito, e colocados à frente deste para lhe lembrar o que tem de dizer, podem contribuir para a compreensão e a produção. Assuntos que estejam relacionados com os interesses pessoais do sujeito e lhe permitam partilhar as suas ideias e experiências podem motivar o sujeito a falar. Tarefas nas quais os participantes contribuam para um fim comunicativo ou um produto final também podem servir de motivação para que o sujeito fale. A própria estrutura da atividade pode, igualmente, apoiar o sujeito na produção. Oportunidades para que o sujeito possa praticar, repetidamente, as estruturas-alvo a interiorizar concorrem para que este aumente a sua confiança relativamente à utilização das mesmas. E o professor, demonstrando interesse na conversa e, por exemplo, fazendo perguntas que permitam que o sujeito continue a falar pode, similarmente, apoiar a produção.

As dez aulas lecionadas incorporaram todos os aspetos acima mencionados, tanto no que toca ao processo de ensino-aprendizagem, como no que respeita ao apoio fornecido aquando da realização das tarefas e atividades orais. De acordo com os dados obtidos através dos já citados instrumentos de avaliação, no decorrer da unidade didática, a produção oral dos alunos melhorou gradualmente, tendo estes, quando tal lhes foi solicitado e mediante o apoio necessário, começado a enunciar

frases completas, de uma forma cada vez mais inteligível e independente. Para além disso, verificou-se que alguns alunos começaram a produzir frases completas de uma maneira espontânea (sem que tal lhes fosse pedido) e independente, a fim de exprimirem as suas ideias ou participarem em pequenas interações que lhes eram familiares.

Assim, concluiu-se que, embora seja difícil para a criança expressar-se oralmente numa língua estrangeira, com tarefas e atividades orais que sejam motivantes, promovam a utilização da frase completa e forneçam aos participantes um enorme apoio ao nível da compreensão e da produção (através, por exemplo, do uso de textos escritos, *realia*, auxílios visuais e um professor que ajude o aluno), a criança é capaz de ir além dos enunciados de uma só palavra e começar a produzir frases completas.

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List of abbreviations

ALM – Audiolingual Method

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

CEDs – Centros de Educação e Desenvolvimento

CLT – Communicative Language Teaching

CPL – Casa Pia de Lisboa

DISD – Dallas Independent School District

PAPI – Plano de Acompanhamento Pedagógico Individual

PEI – Programa Educativo Individual

SIOP – Sheltered Instruction Observation Protocol

STP – Student Teaching Practice

TBI – Task-Based Instruction

Introduction

When children start learning English as a foreign language, they initially listen but do not speak. Then, as time goes by and the English language lessons progress, they start producing one-word utterances as well as short phrases they are familiar with. After that, with continued exposure to the target language, they begin producing longer stretches of talk until they reach the full sentence.

Building complete sentences, therefore, seems to be the point young learners are advancing towards. Yet, to get there, they have to face many challenges, such as acquiring vocabulary, remembering structures, trying to be intelligible and organizing ideas. Consequently, in order for young learners to develop foreign language oral skills, exposing them to the target language is simply not enough. In fact, for language acquisition to take place, children must participate in level adequate, engaging and memorable experiences that cater to their learning styles and stimulate their senses. Additionally, their learning efforts must also be supported.

As a result, the primary English teacher has the demanding task of designing and delivering activities, which not only take the students' characteristics into consideration, but also contribute to the development of their English language skills, in general, and their oral skills in particular, the main goal in primary education.

The Student Teaching Practice (STP) described in this report therefore aims at developing the oral production of a fourth-grade class, throughout ten 45-minute lessons dedicated to the didactic unit "Let's visit the animals!", which focused on vocabulary related to zoo and farm animals, prepositions of place, and the use of adjectives.

Prior to starting the STP, there was a period in which I had the opportunity to observe the class's English lessons. During that time, I noticed that the learners' English spoken production was mainly composed of one-word utterances and they did not produce complete sentences. This, combined with the fact that the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005) advises that speaking should be worked on often and that, according to the cooperating teacher, parents expect their children to leave the English class knowing

how to speak English, led me to choose the development of oral production in young foreign language learners as the didactic issue to be addressed. Hence, the title of my report: *From one-word utterances to complete sentences in the English young learner classroom*.

In order to get students to go beyond one-word answers and start expressing themselves by using full sentences, the topics of the aforementioned didactic unit were taught by making use of several methodologies, which are deemed appropriate for young learners and promote oral production, fluency and communication. Those methodologies were the Audiolingual Method (ALM), Communicative Language Teaching (CLT) (Richards & Rodgers, 2001) and Task-Based Instruction (TBI) (Larsen-Freeman, 2000). To carry these out, the oral activities performed were based on guessing games, role plays, oral presentations, a story, songs, and videos, all designed for learners to practice speaking by building whole sentences.

To provide a clear overview of all the steps the STP entailed, this report is structured into four chapters. In the first chapter, the school context where the STP was conducted is introduced. First, the school's location, population, socio-educative team, premises and aims are described in detail. Then, the fourth-grade class where the STP occurred is characterized both in general terms as well as regarding the English subject, and the didactic issue noticed during the observation period is identified.

In the second chapter, the didactic issue acknowledged during the observation period is addressed. Here, the development of foreign language oral skills in young learners is reviewed by examining the principles the teaching-learning process must take into account to foster progress. Furthermore, the benefits of achieving longer responses are itemized and possible tasks and activities for developing oral skills in young learners are laid down, with suggestions on how to set up and manage said activities.

In the third chapter, the didactic unit chosen for the STP is presented, providing detailed information on its main topics and curricular framework, the strategies and methodology applied, the speaking tasks and activities performed, and the classes taught. By having access to the detailed descriptions of each lesson, the reader may gain a deeper understanding of how the didactic unit and the didactic issue were worked on and developed accordingly.

In the fourth chapter, the data collected throughout the STP is analyzed, the assessment tools applied are identified and the learners' outcomes are critically discussed. Where appropriate, suggestions on how the outcomes of the class could have been better served are provided. Additionally, the difficulties I faced during the STP and what I learned from this experience were also examined.

Lastly, based on the oral production results obtained by the target group, I draw a final conclusion on the didactic issue addressed in the STP and reflect on the implications the Master's program as a whole holds for my future as an English foreign language teacher of young learners.

Chapter 1. School context

This chapter introduces the school and the class where the STP was conducted, and it is divided into two sections. In the first section, the school's location, population, socio-educative team, premises and aims are described in detail. In the second section, the target group of the STP is characterized and the didactic issue identified during the observation period is likewise reflected upon.

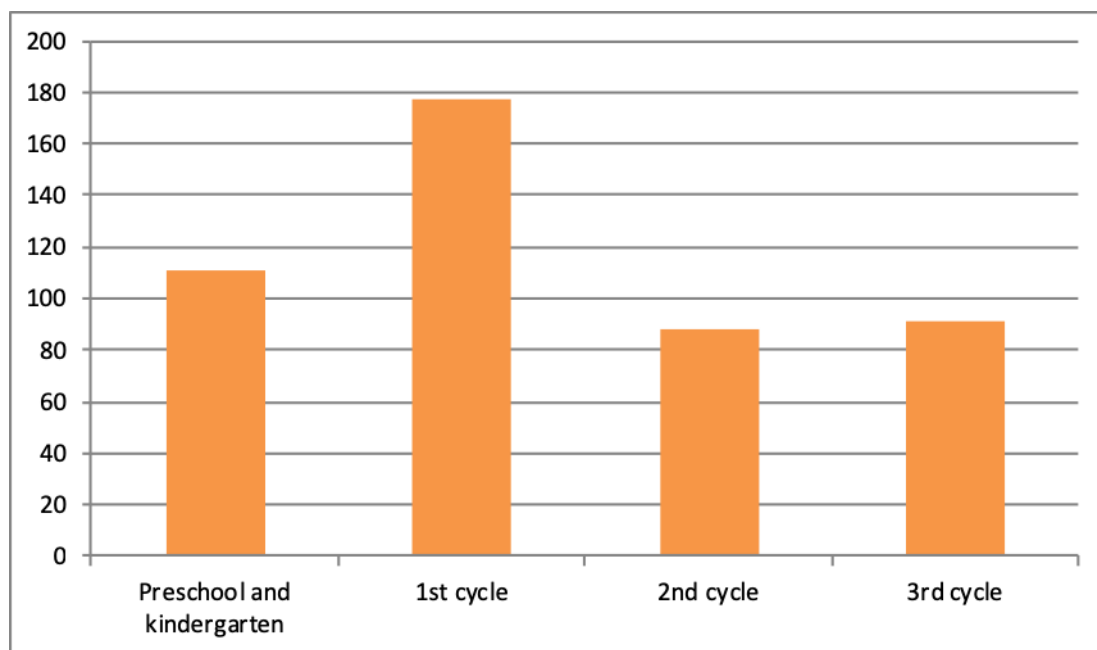
The following data was collected during the observation period, which took place between the 4th of October 2017 and the 27th of March 2018. A number of sources were taken into account, namely observation, the Casa Pia de Lisboa (CPL) website, the *Projeto socioeducativo Nossa Senhora da Conceição 14-16* (Projeto socioeducativo, n.d.), the cooperating teacher, Mr. Branco, and the homeroom teacher, Ms. Prazeres.

1.1 School description

With more than 230 years of history, CPL is a public institution that provides foster care services, education, as well as professional training to children and young people at risk and with special educational needs (Casa Pia de Lisboa, n.d.). CPL comprises ten *Centros de Educação e Desenvolvimento* (CEDs), each with different functions. CED Nossa Senhora da Conceição (NSC) is one of these CEDs and its purpose is to offer preschool, kindergarten, and the first, second and third cycles of basic education. In addition, although CPL is currently under the jurisdiction of the Ministry of Labor, Solidarity, and Social Security, CED NSC follows the national curriculum for each of the educational levels.

CED NSC is located in Largo do Rato (Figure 1), an area in the center of Lisbon that concentrates many services, which makes it very busy during the weekdays. It is also surrounded by a combination of gardens and important architectural structures, such as the *Jardim* and *Basílica da Estrela*, the *Jardim das*

students, four classes), and third cycle of basic education (91 students, six classes). As it is visible in Graph 1, the majority of the students are in the first cycle of basic education.



Graph 1 – Distribution of the students per educational cycle.

The first cycle of basic education is composed of eight classes: two first grade classes, two second grade classes, two third grade classes and two fourth grade classes. In the 2017-2018 school year, the first cycle students benefited from free textbooks provided by the Portuguese government.

At CED NSC, most learners come from working class families. According to the school administrative services, 80% of them belong to households that are in income brackets 1 and 2; 13% belong to households that are in income bracket 3; and 7% belong to households that are in income bracket 4.

While the majority of the learners are Portuguese, there are some whose family background incorporates other nationalities (e.g. Angolan, Cape Verdean, Guinean, Chinese, Romanian, Ukrainian, Indian, Brazilian, among others), which makes the school community a multicultural one (Projeto socioeducativo, n.d.).

The socio-educative team of CED NSC consists of one executive director, one technical director, six kindergarten teachers, 11 first cycle teachers, 41 second and third cycle teachers, and two special education teachers (*ibid.*). To ensure support for the school’s socio-educational and administrative tasks, the socio-

educative team is also composed of seven technical assistants or senior technicians (first and second cycles educators), two psychologists, two social services technicians, one speech therapist, five kindergarten auxiliary teaching assistants, six operations assistants (who help with kindergarten, the first, second and third cycles, as well as the sports facilities), four technical assistants of the administrative services, and one telephone operator (*ibid.*).

CED NSC management hierarchy is headed by both the executive director and the technical director (Projeto socioeducativo, n.d.). Underneath them, follow the coordinators of each educational cycle, and the coordinators of each curricular department. The Language Curricular Department consists of the Portuguese, Spanish and English teachers, who meet every now and then on Mondays between 2:30 and 4:00 p.m. to, among other matters, plan festivities, discuss assessment results, and devise strategies to improve the students' learning outcomes.

The building in which the school resides used to be a convent of nuns (the Trinitarian Sisters of Rato), dating back to the seventeenth century (Projeto socioeducativo, n.d.). In 1880, the building was remodeled and from 1895 onwards it became a shelter for abandoned girls named *Nossa Senhora de Conceição* (Our Lady of Conception). Today, the building houses a police station, *Nossa Senhora da Conceição* church and CED NSC.

The school is arranged on four levels and is composed of a ground floor, a mezzanine floor, a first floor and an attic. The ground floor is where the two entrances of the school are located. Moreover, this floor hosts a reception, a school secretariat, a gymnasium, a kitchen, a canteen, a room for teachers and other school staff to eat in, a bar, a library, the promotion of child health offices, science rooms, the second cycle ICT room, and a nearly finished sports field for the second and third cycle students.

The mezzanine floor holds the executive director's office, the technical director's office, the teachers' bathroom and the teachers' lounge.

On the first floor, there is a psychology office, a small meeting room, a large meeting room, an auditorium, the *Salão Nobre*, the third cycle ICT room, as well as second and third cycle classrooms. In addition, the first floor also houses the first cycle area, where the first cycle classrooms, bathrooms, ICT room and playground are located.

In the attic, there is a music room and the preschool and kindergarten area, which consists of several rooms and a playground.

Because the school is lodged in an old building, its physical space presents some limitations, namely the lack of access for people with mobility disabilities to the first floor, the mezzanine floor and the attic. Moreover, since the sports field is not yet open for use, the second and third cycle learners are faced with a limited space to be outdoors. For that reason, they often play football indoors, which sometimes leads to reprimands coming from school employees. Students, however, are considerate and stop playing when teachers or other school personnel walk by. Additionally, the room where the library used to be is currently closed for repairs, and the library has been temporarily moved to the bar, which for the time being is out of service. The library is now in a much smaller space and it is also where one of the volunteers of the European Voluntary Service can usually be found.

CED NSC hosts two to three European volunteers every year (Projeto socioeducativo, n.d.), who are often still learning to speak Portuguese, so they communicate with students and teachers in English. In view of this, the school community is used to having foreign nationals on the premises who speak English, and, indeed, if while you are walking down the halls you greet students in English, they will also greet you back in English. While at the school, the volunteers develop activities with students (who are free to go visit the volunteers whenever they want), and when they depart, they often leave a piece of artwork at the school, such as a mural. Consequently, CED NSC is filled with mementos left by volunteers, which gives it an artistic and multicultural atmosphere, one that is open and connected to the outside world.

Another room worth mentioning is the canteen, which is very spacious. It benefits from an excellent exposure to natural light, and it also includes an area that is often used for student activities and exhibitions.

Overall, the school's infrastructure is old and, in some cases, needs to be upgraded or improved to guarantee peoples' safety (e.g. the slippery stairs made of stone, the rain seeping in during the winter and blowing up the electricity switchboard). There is, however, wireless Internet everywhere and all students have the login details to access it.

CED NSC's motto is "From success to excellence: to include, to innovate, to grow and to progress" (Projeto socioeducativo, n.d., p. 17, my translation). The

school aims at providing the community with an early social and educational intervention, as well as differentiated and inclusive educational paths based on quality and innovation (*ibid.*). Furthermore, CED NSC strives to promote the participation and involvement of the family throughout the learner's educational path. By working closely with the students' families, the socio-educative team creates a school environment in which there is no dropout.

1.2 Class information

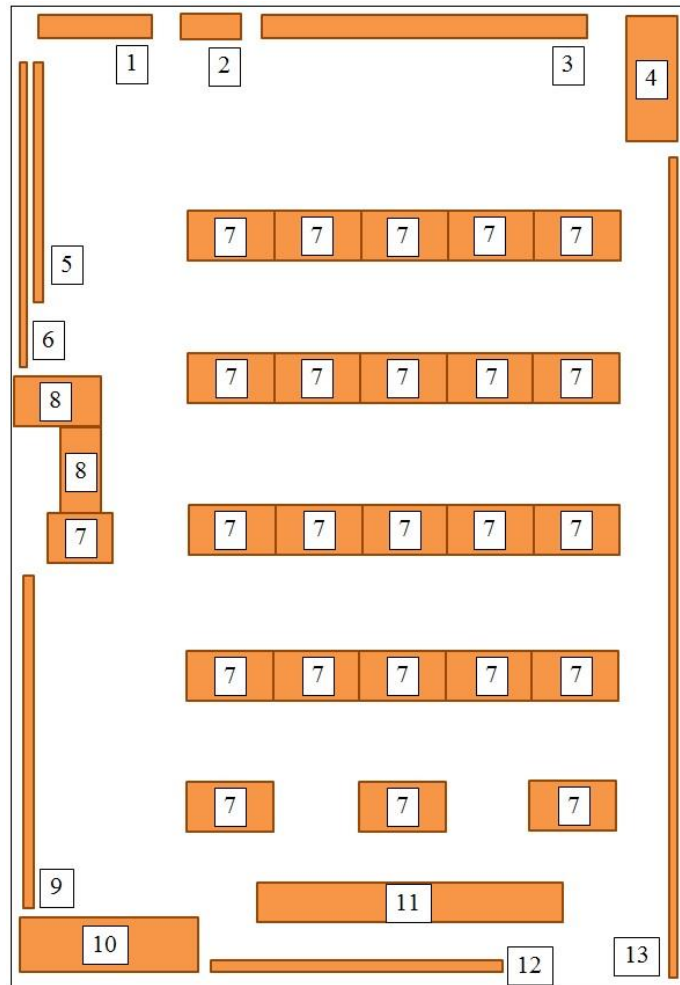
The STP was conducted in class 4.ºA, a fourth-grade class composed of 24 students, 13 boys and 11 girls, who are between nine and ten years old. There are two students with special educational needs (cognitive difficulties and concentration/attention deficit disorders), two with a PEI (*Programa Educativo Individual*), one with a PAPI (*Plano de Acompanhamento Pedagógico Individual*), and there is another one who is repeating the fourth grade. There is also a student who only started attending this school in the third grade. Before that s/he attended a different school where s/he repeated the third grade.

This is a multicultural class with learners from different linguistic and cultural backgrounds, including Eastern European and African. As for their socio-economic background, this group comes from working class families: 17 students come from households that are in income bracket 1 and 2; three come from households that are in income bracket 3; and four come from households that are in income bracket 4.

In terms of grades, at the end of the second period, there were two students who had "Very good", twenty either "Good" or "Sufficient", and two "Insufficient". According to the homeroom teacher, the class performance improved a little bit when compared to the first period. Despite this improvement, four students ran the risk of repeating the fourth grade, and there were another two with irregular school attendance, which had been reported to social services. The subjects this group had most difficulties with were Mathematics and *Estudo do Meio*.

Behavior-wise, the class was unstable and confrontational, with frequent episodes of verbal aggression and occasional episodes of physical aggression. Additionally, some teachers reported that the group had been complaining about having a lot of classes and not enough time to play.

The classroom where 4.ºA spent most of the time felt small considering all the furniture, children and adults it accommodated daily, leaving teachers with little space to circulate among learners. Throughout the class observation period, the seating arrangement was changed several times, possibly to improve students' relationships and promote good class discipline. The following figure (Figure 2) shows the layout of 4.ºA's classroom and the seating arrangement adopted during most part of the STP.



Legend:

- | | | |
|------------------|-----------------------|------------------------|
| 1. Door. | 6. Left cork panel. | 11. Book storage unit. |
| 2. Bookcase. | 7. Students' desks. | 12. Window. |
| 3. Board. | 8. Teacher's desk. | 13. Right cork panel. |
| 4. Storage unit. | 9. Projection screen. | |
| 5. Coat hooks. | 10. Supplies closet. | |

Figure 2 – Classroom layout.

The classroom had a big chalkboard, a computer connected to the Internet, wireless Internet, a projector, and a projection screen. In addition, there were two

large cork panels on the side walls: the right cork panel displayed posters in Portuguese with ordinal numbers, Roman numerals, units of measurement, geometrical solids, flat figures, degrees of nouns, classification of words according to the number of syllables, classification of words according to their stress syllable, the classroom rules, the learners' birthdays, and pieces of imaginative artwork made by students; the left cork panel showed a poster with behavior smileys (😊 😐 😞), a poster with a skeleton, a poster regarding physical geography, and colorful drawings made by students. The learners' drawings and artwork exhibited on the walls were changed on a regular basis and, together with the aforementioned posters and materials, gave the room a welcoming, supportive and nurturing feeling. Moreover, on sunny and warm days, when the classroom window was open, students benefited from natural light. However, due to the glare on the chalkboard, the window, whose glass was covered with transparent colored paper, had sometimes to be closed to improve their vision. Additionally, the window was not double-paned, which, along with the fact that the room did not possess central heating, may have caused discomfort on cold winter days.

In terms of English, 4.ºA had class on Mondays and Thursdays, from 9:15 to 10:00 a.m. In addition, it was common for students to arrive late or miss the English class, possibly due to morning rush hour traffic. Those who came would enter the classroom at 9:00 a.m. and, in those initial 15 minutes, the homeroom teacher would settle them and ask some of the learners to distribute the textbook packages to their classmates. The textbook package was composed of four items: *Smiles 4.º ano Activity Book/Picture Dictionary* (Dooley & Evans, 2016a), *Smiles 4.º ano ieBook* (Dooley & Evans, 2016b), *Smiles 4.º ano Pupil's Book* (Dooley & Evans, 2016c), and *Smiles My Notebook* ("Smiles My Notebook", n.d.). Usually, the iebook (a CD with digital content) was kept at home and the remaining items stayed at school (they were put back in the book storage unit – see number 11 in Figure 2 – at the end of the lesson). Nevertheless, when there was homework or a test, students would take their pupil's book and activity book/picture dictionary home with them. The books were issued by Express Publishing, a British publisher, but followed the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo et al., 2015).

As observed, at 9:15 a.m., the cooperating teacher, Mr. Branco, would come in and start the English class. The homeroom teacher, Ms. Prazeres, was always present and helped with classroom management, namely by directing students to task

when they got distracted and coordinating the textbook packages collection at the end of the lesson. Usually, the English class would begin with Mr. Branco eliciting the number of the lesson, the date and the weather from the group. Then, the lesson would follow the tasks proposed in the pupil's book and finish with reinforcement activities or a YouTube video related to the topic of the day or pronunciation features. For the most part, the tasks included listening, fill in the gaps and matching exercises that everyone generally did. However, there were lessons in which Mr. Branco differentiated the exercises for two students who, instead of doing all the activities planned for that day, did just the ones he indicated. While learners were doing the exercises, Mr. Branco would walk around to see if anyone had questions or needed help. On Thursdays, students frequently took homework home and when they did not do it, which happened regularly, Mr. Branco would reprimand them and inform their parents via the *Caderneta do Aluno*. There was also an emphasis put on discipline and, during the lessons in which learners were more talkative and did not comply with the teacher's requests to behave, their parents would be informed via the *Caderneta do Aluno*. Furthermore, the *Caderneta do Aluno* was also used to inform parents when students did not bring their materials to class, which happened now and again, and of the test dates and contents. Despite not liking the teacher's reprimands and the messages sent to their parents regarding misbehavior, failure to do the homework assignments and not bringing the required materials to class, learners had a good rapport with the English teacher and often gave him candy and drawings to show their appreciation.

When I started observing 4.^oA's English classes, the group got used to my presence very quickly and soon started asking me questions about the exercises, the English language, and permission to go to the bathroom, sharpen their pencil, among other requests.

This group had had one year of curricular English (twice a week) and seemed to like English classes, as they were at ease with school procedures and routines. There were some students (two to three) who seemed to be especially highly motivated and independent, since they would finish the proposed exercises early, move on to the next ones and even ask for more tasks after completing all the exercises.

In terms of materials and resources, as observed, the class liked using visual materials, music, and the listening exercises that were played on the computer (these had jingles the learners liked to dance to).

As a whole, the class was very communicative and loved interaction. Students were used to the English class being conducted in both English and Portuguese. In accordance with the descriptors included in the *Metas Curriculares* (Bravo *et al.*, 2015) and the global scale of *The Common European Framework of Reference for Languages* (Council of Europe, 2001), the learners' English proficiency corresponded to the A1 basic user level. They seemed to understand simple instructions in English, however, they had more difficulties in understanding new expressions in English when the meaning was not literal. When English was spoken in the classroom, the majority of them also seemed to understand most of what was said, as long as they were provided with and understood the context. When they did not understand the context and, consequently, did not understand what was being said, they got curious about it, tried to guess and/or ask for the meaning.

Despite this curiosity of theirs, I observed that, when learners answered in English, they would mostly provide one-word answers and would not produce complete sentences. Furthermore, I did not see learners perform student-student spoken interaction exercises. This, combined with the fact that the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005) recommends speaking should be practiced regularly and that, according to Mr. Branco, parents expect their children to leave the English class knowing how to speak English, led me to choose the development of oral production in young learners as the didactic issue to be worked on.

Summary

In this chapter, the school context where the STP took place was presented. First, the school's location, population, socio-educative team, premises and aims were described in detail. Then, the class where the STP occurred was characterized, both in general terms and regarding the English subject, their classroom was depicted, and the didactic issue noticed during the observation period was identified. In the following chapter, the development of foreign language oral skills in young

learners is examined, the benefits of achieving longer responses are enumerated and possible tasks and activities for developing oral skills in young learners are specified.

Chapter 2. Foreign language oral skills in young learners

This chapter addresses the didactic issue identified in the observation period that preceded the STP, and it is divided into three sections. In the first section, the development of foreign language oral skills in young learners is reviewed. In the second section, the benefits of achieving longer responses are itemized. And finally, in the third section, possible tasks and activities for developing oral skills in young learners are laid down.

2.1 The development of foreign language oral skills in young learners

Pursuant to Nunan (2011), in order to speak successfully in a first or second language, one needs to develop four competences: the linguistic competence which deals with pronunciation, vocabulary and grammar; the sociolinguistic competence which refers to being able to use language according to the situational or sociocultural context; the strategic competence which focuses on overcoming gaps in communication, repairing misunderstandings and negotiating meaning; and the discourse competence which is the ability to participate in a conversation so that it comes across as being coherent or cohesive to the speakers involved. Furthermore, one needs to be equally aware of the paralinguistic features that take part in spoken communication, such as tone and pitch of voice, facial expression, gestures and body posture, which vary between cultures and may add meanings, attitudes, intentions and feelings to the message (Harmer, 2015).

From the above-mentioned competences and features, one can see how challenging speaking is. Thus, to promote foreign language oral skills in young learners, the teaching-learning process has to take certain principles into consideration.

The development of foreign language oral skills in young learners is limited by their cognitive and social development (Cameron, 2001). They are not yet fully equipped for communication, since they are still developing their awareness

regarding the interlocutor's role, needs (*ibid.*) and previous knowledge (Pinter, 2006, as cited in Nunan, 2011). Moreover, young learners may not be able to say that they do not understand the interlocutor (Cameron, 2001) or adapt their language according to the context or situation (Pinter, 2006, as cited in Nunan, 2011). The fact that they are also still developing their first language may likewise constrain the development of their foreign language skills (Kopzhasarova & Daulet, 2016). Additionally, young learners may also possess a low range of vocabulary and grammar due to limited exposure to the target language (Szpotowicz, 2012). As a result, in order to develop their oral skills, the speaking activities performed should be age (Nunan, 2011) and developmentally appropriate (Linse, 2005; Nunan, 2011; Phillips, 1993), i.e. they should not exceed the learners' stage of development (Linse, 2005) and capabilities (Phillips, 1993), including what they can do in their first language (Linse, 2005). For example, if children are not able to describe an animal in their first language, they will probably not be able to do it in the foreign language.

Another important principle to take into account is that to learn the spoken language, students need to understand it (Cameron, 2001). According to Piaget's and Vygotsky's theories of development, while interacting with the world and the other, children construct understanding (*ibid.*). They are always trying to make sense of what is happening and of what they are hearing, which in itself can encourage learning. However, their sense making efforts have to be supported and the teacher can provide that help by making sure that meaning is accessible.

Two aspects that are essential for understanding are previous knowledge and experience (Cameron, 2001). When faced with new content or language, young learners will try to make sense of it by accessing previously learned information and similar situations already lived. Consequently, when working on developing foreign language oral skills in young learners, the teacher should propose activities that draw on familiar content, contexts and issues (*ibid.*).

Listening is also paramount for developing foreign language oral skills. Stakanova and Tolstikhina (2014) argue that for young learners to speak they must first listen. Students should, thus, be exposed to as much aural target language as possible, as this may provide them with models (Cameron, 2001; Nunan, 2011) as well as language data (Phillips, 1993) that they can use later for speaking. Furthermore, Phillips (1993) recommends that the level of language children listen to be slightly more advanced than what they are used to, so as to increase their learning.

However, since young learners are usually just starting to learn the foreign language, there is a chance they may not be able to understand everything that is said. Thus, to make language (and content) comprehensible for them, the teacher can make use of the strategies identified in the Sheltered Instruction Observation Protocol (SIOP) (Echevarria *et al.*, 2004).

Echevarria *et al.* (2004) explain that the SIOP is a teaching model created in the United States of America to improve students' English ability, particularly those whose first language is not English, and subsequently their academic achievement. With the American student population becoming increasingly more linguistically diverse due to immigration, the number of students with limited English language skills has risen sharply. As federal and state governments demand all learners to succeed in school, teachers were faced with the challenge of having to address the immigrant students' needs. In order to promote learning, teachers started to teach the content in a way that would also contribute to develop the learners' English proficiency. Those strategies, which represent a sheltered approach to teaching English language learners, were researched, tested, and systematized in a model called SIOP. Examples of SIOP strategies include making connections between the content being taught and the learners' experiences and prior knowledge, so they can expand their vocabulary in a gradual way, or providing definitions of new words or concepts by using simple language and/or visual aids. Although SIOP originated in an English as a second language context, it can be adapted into the foreign language teaching context as well. For the complete list of all SIOP strategies applied in the STP, see section 3.2.

In addition to being exposed to large amounts of target language, learners should also take part in discourse and develop knowledge and skills for participation in speech (Cameron, 2001). Cameron (2001) states that there are two types of discourse accessible to young learners: conversation and extended talk (e.g. description). Notwithstanding, in order for children to produce them, the teacher has to help them access their previous knowledge regarding those kinds of speech, organize their ideas and assemble the necessary language components.

Speaking, however, as discussed at the beginning of this section, is demanding, and if young learners are to produce more than one-word utterances in their foreign language, they require several kinds of help (Cameron, 2001). Pictures, for instance, can provide support for understanding (Phillips, 1993; Ur, 2015).

Literacy level appropriate written texts displayed in front of the speakers, reminding them of what they have to say, may help with both understanding and production (Cameron, 2001; Ur, 2015). Topics that relate to their personal interests (Cameron, 2001) allowing them to draw on their own ideas and experiences (Ur, 1996) can provide support for performance. Tasks that give learners something to contribute to, such as a final product (Ur, 2015), or which possess a clear purpose, such as a communicative or interpersonal one (Cameron, 2001), can likewise give them a reason to speak. Moreover, the activity should strike a balance between challenging and achievable (Phillips, 1993; Ur, 2015), so learners feel encouraged to do it.

The structure of the task may support production as well. Before starting the activity, the teacher should explain all its parts, help students with the necessary preparations, such as organizing ideas and rehearsals, and make sure the goal of the activity is clear to everyone (Cameron, 2001). Additionally, the teacher should confirm that learners know the target language they are expected to use (Linse, 2005). These steps are important because when young learners know what they have to do, they feel less need to use their first language (Linse, 2005).

The teacher can also offer support to help the child speak. In a conversation, the teacher may maintain eye contact, nod her/his head and say 'yes' to show s/he is interested in what the student is saying (Scrivener, 2011). In addition, to encourage the learner to continue talking, the teacher can repeat his/her last word in the form of a question. In extended talk, the teacher can support oral production by asking questions of various kinds, such as open ones (starting with 'where', 'what', 'who') (Scrivener, 2011), ski-jump ones (e.g. '...and?') (Cameron, 2001), as well as closed ones (questions that require a 'yes' or 'no' answer) (Cameron, 2001; Scrivener, 2011).

Language practice is yet another way of supporting oral production (Cameron, 2001). Because foreign language learners are usually not in an environment that immerses them in the target language, educators should provide them with many opportunities to practice the language at word, phrase and sentence level, as this contributes to the development of their discourse skills. This kind of practice can be done through repetitive speaking activities (Phillips, 1993). Nevertheless, these should possess a communicative aspect, so they make sense to the child (Cameron, 2001). The contribution of repetition to the development of discourse skills is that by saying things several times, students get to practice the

target structures, increase their confidence about using them and fine-tune their message (Harmer, 2015).

2.2 The benefits of achieving longer responses

Practicing speaking in complete sentences may be one way of getting students to go beyond one-word answers. In fact, when one examines the development stages children go through when they learn a foreign language, it seems that building complete sentences is where they are headed. When young learners begin learning a foreign language, there is usually an initial period where they just listen and do not speak (Dunn, n.d.). Then, depending on how often the foreign language lessons take place, they start producing single words and formulaic or short phrases (*ibid.*). After some time, and with continued exposure to the foreign language, they begin producing progressively longer utterances (Cameron, 2001) until they reach the complete sentence (Dunn, n.d.), i.e. the expression of a thought.

According to Vygotsky (1962, as cited in Linse, 2005), the adult is not able to provide the child with reflection. However, by supplying the child with language and supporting her/his efforts to learn, the adult can boost both the child's language and cognitive development (Linse, 2005). In fact, language development is one of the indicators of intellectual development. As a result, by helping the young foreign language learner go from one-word answers to full sentences, the teacher will be fostering not only the learner's language development, but her/his cognitive development as well.

Teaching children to speak in whole sentences is a strategy adopted by many educators around the world. In the United States of America, the Dallas Independent School District (DISD) even launched a campaign in the fall of 2015 to teach the district students from preschool through second grade how to speak in complete sentences (Chávez, 2015). The initial results were that, in addition to developing their oral production, young learners improved their confidence in using the language, and their spoken interaction became richer (Wanserski, as cited in Chávez, 2015). Furthermore, going beyond one-word answers may improve students' reading, writing (Chávez, 2015) and reading comprehension skills (Dickinson, as

cited in Chávez, 2015). Figure 3 shows the poster the Department of Early Childhood of the DISD created in order to encourage students to speak in complete sentences.

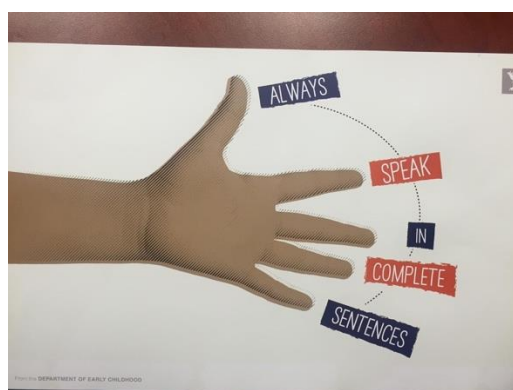


Figure 3 – Poster created by the Department of Early Childhood of the DISD to encourage students to speak in complete sentences (Chávez/KERA News, 2015).

One should note, however, that the above-mentioned campaign targeted learners who had English as their first language as well as learners who had English as their second language. If the same campaign were to be applied in contexts where English is taught as a foreign language, the benefits could differ from the aforementioned ones, since in those contexts students are generally not immersed in the target language.

2.3 Tasks and activities for developing oral skills in young learners

Before starting the activity, it is important to explain it by providing learners with clear instructions (Ur, 2015). Furthermore, to make sure they comprehend what is supposed to be done, it is advisable to perform a trial run, a demonstration or give examples prior to beginning the task (Trowbridge, 2000; Ur, 1996, 2015). In addition, any materials the task may involve should only be handed out after the instructions have been communicated, so learners can pay attention to the procedures without getting sidetracked (Ur, 2015).

The way learners are organized is also crucial (Scrivener, 2011). Usually, in speaking activities, students need to be close enough so they can make eye contact while talking and hear their interlocutors well. The arrangement may be standing or sitting, and it will vary according to the oral activity to be performed; however, not

much time should be spent getting into it. Ur (2015), for instance, mentions that when using speaking activities that require students to work in groups, the teacher can quickly reorganize the class by asking those who are seated in rows to face their classmates behind them.

When deciding on the speaking activities to be carried out, the teacher should consider those that keep learners engaged and focused on task (Linse, 2005), since this will help her/him maintain the class under control throughout the lesson. One way to keep young learners involved in the activity is by including visual materials and objects, such as toys or puppets (Kopzhasarova & Daulet, 2016). Moreover, due to their short attention spans, the activity should not be longer than 15 minutes (*ibid.*). Repeating the activity in a subsequent lesson may also prove to be worthwhile, as students will already be familiar with the instructions and, consequently, give more attention to speaking (Ur, 2015).

In the young learner classroom, speaking activities can also get loud very quickly. Therefore, to manage the noise level, Linse (2005) advises educators to, instead of raising their voice and asking students to be quiet, use a visual signal to call their attention and get them to be silent. This way, the teacher will be managing the class without contributing to the noise level.

While the activities are taking place, learners may make grammar, pronunciation or other mistakes. In order to avoid discouraging and embarrassing them or cutting their speaking flow, Scrivener (2011) recommends that errors be corrected in a non-intrusive way and only when they impede communication. For instance, the teacher can correct mistakes by modeling the correct form (Linse, 2005; Scrivener, 2011) after the student has spoken. It is also important to praise young learners when they speak in the foreign language (Trowbridge, 2000), so they feel motivated to keep using it.

Some of the activities that may be useful to develop foreign language oral skills in young learners are games, role plays, short oral presentations, stories, songs, and videos.

Games are a real-life activity to children (Kopzhasarova & Daulet, 2016; Linse, 2005). When used in the classroom, they may provide purposeful repetition of target language structures and patterns (Nunan, 2011; Linse, 2005). Furthermore, because they are familiar and amusing to young learners, these may feel more at ease to use the foreign language (Kopzhasarova & Daulet, 2016). Games that are fast-

paced and possess a competitive edge are also likely to keep young learners engaged (*ibid.*). Nonetheless, it is essential to make sure they know the models they are supposed to use before starting the game (*ibid.*). And if the aim is to get them to produce longer utterances, according to Ur (2015), guessing games, for instance, in which students have to guess a picture or what is in a bag, are especially beneficial.

Role play is another activity that is authentic and enjoyable to children. Through it, young learners can practice target language structures that may be useful to them now or at a later stage in their lives (Linse, 2005; Ur, 2015). In fact, while playing, children frequently like to imagine they are an adult (e.g. teacher) (Linse, 2005). Moreover, role plays can stimulate fluency and give shy students more confidence to speak, as they can pretend to be someone else (Harmer, 2015). One way of helping young learners perform role plays is by providing them with pre-set texts they can rehearse and then read aloud while performing (Ur, 2015). This type of support allows them to become more familiar with longer texts, which sometimes they end up learning totally or partially by heart, and may contribute to oral fluency (*ibid.*).

Short oral presentations can likewise be used to develop foreign language oral skills in young learners (Ur, 2015). In a presentation, the learner usually stands alone in front of the class and relays a message with the support of written cues and visual materials. This activity is important because students may need to use it further on in their academic or professional lives. However, it should be noted that learners must be given time to prepare and rehearse what they are going to say (Harmer, 2015). Writing their ideas down may help with preparation (Ur, 2015). Nevertheless, to make the activity doable for young learners, the preparation, rehearsal and performance stages should be fully supported. Povolná (2018) suggests that writing the structures that they will have to use on the board might help them with production. The teacher may, therefore, write the full sentence models that s/he would like learners to use on the board, so they can look at them for support while giving their presentation.

Stories are another example of an activity that can be employed to improve young learners' speaking skills. According to Nunan (2011), when using a story, the teacher should engage the group whenever possible. For instance, every now and then the story can be stopped, and learners can be asked questions such as, "What happens next?" (Paul, 2003, as cited in Nunan, 2011). They should, nevertheless, be

familiar with the target language question forms and their respective full sentence answer models so they know which structure to use in their replies. Furthermore, they should also be acquainted with the vocabulary that may be required to produce the answers. Stories are also a rich source of aural target language (Ur, 1996), including sometimes sentence pattern repetition that can facilitate language learning (Nunan, 2001). In fact, stories often include rhythms or chants which the language teacher can invite learners to say along with her/him (Mourão, 2013), so to practice longer passages of speech. Moreover, while reading the story, the teacher can expose students to different stresses, pitches, intonation patterns and tones of voice in the target language (Kopzhasarova & Daulet, 2016).

Songs are also valuable for working on oral production, as they allow young learners to listen to and repeat the target language sounds, rhythm, intonation (Trowbridge, 2000), stress patterns (Phillips, 1993), structures and vocabulary (Nunan, 2001) they hear.

Video clips may improve learners' speaking skills as well (Muslem *et al.*, 2017), since they can be used to present models, reinforce language or start a discussion (Gallacher, 2003a). In addition, they can see the speakers, where they are and what they are doing which supports understanding. Videos also allow the viewer to notice paralinguistic features such as body language, "facial expressions, gestures, tempo, pauses, voice quality changes, and variations in pitch" (Thornbury, 2007, as cited in Muslem *et al.*, 2017, p. 27). Although young learners take pleasure in learning about language through videos (Gallacher, 2003a), in order for them to be appropriate, the clips should be short, their images should contribute to clarify what speakers say, the language speed and level should be within students' reach, and the videos should come with pre-viewing, while viewing and post-viewing tasks. Gallacher (2003b) mentions, for example, that in the pre-viewing stage, educators can ask learners what they think the video is about, a strategy usually used to enhance understanding. While displaying the video, they can stop it and ask oral and visual comprehension questions. And in the post viewing stage, they can ask students to perform activities that are linked to the language spoken in the video.

By considering the examples given, teachers may apply a variety of activities that will stimulate learners' oral production, so they can learn how to build longer utterances in their speech.

Summary

This chapter dealt with the didactic issue identified in the observation period that preceded the STP. First, the development of foreign language oral skills in young learners was analyzed. Then, the benefits of achieving longer responses were enumerated. And, lastly, possible tasks and activities for developing oral skills in young learners were specified. All this information was taken into account in the planning of the didactic unit chosen for the STP, which is presented in the following chapter.

Chapter 3. Didactic unit

This chapter presents the didactic unit chosen for the STP and it is divided into four sections. In the first section, the main topics of the didactic unit as well as the curricular framework are examined. In the second section, the strategies and methodology applied during the STP are discussed. In the third section, the speaking tasks and activities performed are explained in detail. Finally, in the fourth section, the ten classes that were taught are described.

3.1 Main topics and curricular framework

During the classroom observation period, which took place between the 4th of October 2017 and the 27th of March 2018, there were several instances where the class manifested an interest in animals: (a) when being introduced to new vocabulary items through the use of flashcards, learners appeared to have enjoyed a flashcard with a dog immensely; (b) on a field trip to Fundação Calouste Gulbenkian, one student asked me how many dogs one could have at home; (c) at the end of a lesson, a student asked me how *pavão* is said in English; (d) at the end of another lesson, I noticed another student wearing a panda pin on her/his bib; and (e) when watching a film, the group showed empathy for a dog that appeared on screen. These instances led me to choose “Let’s visit the animals!” as the didactic unit for my STP.

The main topics selected for the didactic unit were zoo animals, farm animals, sounds zoo/wild animals make, sounds farm animals make, what farm animals give us, prepositions of place, the use of adjectives in singular and plural sentences, animals’ physical appearance, and my favorite animal. Previously in the school year, the class had studied units related to the body, and places in the neighborhood. With the aforementioned array of topics, students had the opportunity to further explore subjects already worked on (e.g. prepositions of place, parts of the body, adjectives related to physical appearance, and physical description) and learn new topics (e.g. zoo animals, farm animals, sounds zoo and farm animals make, what farm animals

give us, and my favorite animal). In addition, this selection aimed at providing them with interesting matters for speaking tasks and activities, while allowing them to look into two of the themes and work towards some of the goals referred to in the curricular documents of English in the 1st Cycle of Basic Education.

The didactic unit “Let’s visit the animals!” corresponds to the themes “Wild animals” and “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). Furthermore, this didactic unit is also part of the *Smiles 4.º ano Pupil’s Book* (Dooley & Evans, 2016c), the textbook adopted for the class, which is in line with the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015). The *Metas Curriculares* specify the English language level students are supposed to achieve in each grade of primary education (Bravo *et al.*, 2015). According to this document, by the end of the fourth grade, learners are expected to reach the A1 basic user level of *The Common European Framework of Reference for Languages* (Council of Europe, 2001). Pursuant to the above-mentioned framework, the A1 user is the one that:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (Council of Europe, 2001, p. 24)

The *Metas Curriculares* also specify the English language goals they are supposed to fulfill per grade and level in primary education (Bravo *et al.*, 2015). In accordance with them, by the end of the fourth grade, in order to attain the A1 level, learners are expected to achieve 44 goals. These are divided into seven domains, namely: listening, reading, spoken interaction, spoken production, writing, intercultural domain, and lexis and grammar. The didactic unit taught during the STP, “Let’s visit the animals!”, included goals from each domain. For instance, for the listening domain, students had the opportunity to perform tasks that correspond to goals 3.2 “To identify words and phrases in rhymes and songs”, 4.1 “To understand instructions given specifically for the performance of small tasks (pick up the paper, put your hat on)”, and 4.2 “To understand sentences about the studied themes” (Bravo *et al.*, 2015, p. 4, my translation except for the parenthesized phrases). For the reading domain, learners were asked to do exercises that refer to goal 2.1 “To

identify vocabulary accompanied by pictures” (Bravo *et al.*, 2015, p. 6, my translation). For the spoken interaction domain, they engaged in speaking activities that are linked to goals 4.3 “To ask and answer questions about personal preferences (What’s your favorite drink?/Orange juice.)”, and 4.4 “To ask and answer questions about previously presented themes” (Bravo *et al.*, 2015, p. 8, my translation except for the parenthesized sentences). For the spoken production domain, they took part in actions that are connected with goals 3.1 “To say rhymes, chants, and sing songs”, and 4.3 “To speak about the themes worked on in class” (Bravo *et al.*, 2015, p. 10, my translation). For the writing domain, learners were asked to write sentences and texts that are associated with goal 2.1 “To put words in the correct order to make sentences” (a goal established for third graders), and goal 4.3 “To write about preferences (I like pizza, I don’t like fish, I love cats)” (Bravo *et al.*, 2015, p. 11, my translation except for the parenthesized phrases). For the intercultural domain, they performed tasks that refer to goals 4.3 “To participate in games and short role plays” and 5.5 “To identify animals” (Bravo *et al.*, 2015, p. 12, my translation). For the lexis and grammar domain, students engaged in activities that are related to goals 6.5 “To identify vocabulary related to animals/let’s visit the animals: Animals and sounds (cat/meow, mouse/squeak); Animals on the farm (cow/horse); Animals at the zoo (lion/zebra)”, and 7.2 “To use lexical chunks or sentences that include: Prepositions of place – next to, behind, in front of (sit next to João, stand behind the table)” (Bravo *et al.*, 2015, p. 15, my translation except for “let’s visit the animals”, the parenthesized words, “lexical chunks”, “Prepositions of place”, “next to”, “behind”, “in front of”, and the parenthesized phrases).

3.2 Strategies and methodology applied

Two weeks prior to the beginning of the didactic unit, a questionnaire (see Appendix 17 for the questionnaire and results) was applied to get to know the learners’ preferences in terms of wild animals and farm animals. The tasks and activities for the didactic unit were then planned in accordance with the animals they enjoyed, so they could relate to the content.

The STP focused on the development of the students’ oral production, which the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico*

recommends should be worked on often (Bento *et al.*, 2005). To register the learners' oral production progress, their oral skills were measured at the beginning, middle and end of the didactic unit: to record their initial oral skills, students played a guessing game where they had to describe an animal orally, by being prompted with a card that had an animal picture and text, and try to guess the animal by pointing to its picture on the board; to monitor their oral skills in the middle of the didactic unit, learners played a guessing game, where they had to describe a farm animal orally, based on a card that had a picture of an animal and a text, and guess the farm animal by saying, "You're a [insert animal]!"; and to measure their final oral skills, students performed an individual oral presentation, in which they had to draw their favorite animal, write about it by following a model and present it orally to the class. See section 4.1, for more information on the criteria that were used in the above-mentioned activities to monitor the class's oral production progress.

In order to expose the group to as much spoken English as possible, classes were conducted in the target language. However, given that this was just their second year of curricular English, there was a chance they would not be able to understand everything that was said. Thus, to make language (and content) comprehensible for them, several strategies inspired by the Sheltered Instruction Observation Protocol (SIOP) (Echevarria *et al.*, 2004) were applied (see section 2.1 for a more detailed explanation). The SIOP strategies included in the STP were: presenting the learning goals of the didactic unit written on a sheet of paper in both English and Portuguese, so everyone could be acquainted with them through native language support; asking students to look at the pictures before reading a text, as a way to ease their way into it; pre-teaching a story's vocabulary before actually reading it; providing written feedback in Portuguese to draw learners' attention to what needs to be corrected in their homework; and using peer tutoring to allow students to correct their homework with the assistance of a more competent peer.

To help maintain motivation throughout the learning process, the learning goals were presented to the class at the beginning of the didactic unit. Moreover, group work was encouraged on several occasions, opportunities for real communication were provided, and students took a formative test (lesson 8), so they could see how they were doing. The formative test was applied via Plickers, a web tool that allows educators to: project multiple-choice and true or false questions on a big screen; collect the learners' answers with a mobile device by reading answer

cards which they rotate to select the correct option; and display the results on the big screen in real-time – an immediate feedback, which is significantly important to young learners (for more information about Plickers visit their website: get.plickers.com). Plickers was also chosen in order to accommodate the school director's request to try and generate a positive psychological environment, which could have a beneficial effect on the confrontational nature of the class. As argued by Stakanova and Tolstikhina (2014), the use of Information and Communications Technology in foreign language teaching “helps to create a favourable psychological atmosphere in the classroom” (p. 458). Games and group activities were also used to allow students to work with, negotiate with and get to know their classmates better, and hopefully display a less aggressive attitude towards each other with time.

To help prevent discipline problems from arising, a big monkey head helium balloon was used as well to “start the lesson with a ‘bang’” (Ur, 1996, p. 263), and, thus, immediately capture the attention of the class. It was also used as a visual signal for quiet when the noise level became too high.

In addition, to maintain the group's attention throughout the lesson, the activities performed were varied, they tried to stimulate the learners' senses and catered to different learning styles, as recommended by the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005).

The language teaching methods applied in the STP were the Audiolingual Method (ALM), Communicative Language Teaching (CLT) (Richards & Rodgers, 2001), and Task-Based Instruction (TBI) (Larsen-Freeman, 2000).

The ALM is a foreign language teaching method based on structuralism and behaviorism that focuses on spoken production (Nunan, 2011). The teacher usually provides the model, students listen to it and then reproduce it orally (*ibid.*). According to Richards & Rodgers (2001), once the model has been memorized, grammatical structures are isolated and worked on orally in drills and pattern practice exercises. In addition to these types of exercises, the authors also suggest that dialogues, repetition and memorization can be explored, while paying special attention to pronunciation, intonation, stress, rhythm, and fluency. In view of this, learners are imitators who react to the stimuli of the teacher, and do not necessarily need to understand the sentences they are repeating. Pursuant to Richards and Rodgers (2001), “by listening to the teacher, imitating accurately, and responding to

and performing controlled tasks they [students] are learning a new form of verbal behavior” (p. 62).

During the STP, the ALM was mainly used for the presentation of new vocabulary items, in activities in which the class had to listen and repeat (e.g. a song), in substitution drills, and in repetition drills aiming at instilling the complete sentence structure. Young learners may find these drills tedious; hence, whenever possible, these included communicative and meaningful aspects (Nunan, 2011). For instance, at the end of a guessing game in lesson 2, the members of the losing team were asked to congratulate each and every member of the winning team by shaking hands and saying, “Congratulations!”, while the members of the winning team were asked to shake hands with their opponents and reply, “Thank you!” Although this task was based on repetition, students performed it in a context that made repetition meaningful and purposeful. Despite its limitations, the ALM was chosen for the importance it gives to oral production and fluency.

As for CLT, it is an approach to foreign language acquisition that views communication and the expression of personal ideas as the language’s main purpose (Nunan, 2011). The language learning goals focus then on what speakers need to learn in order to communicate (e.g. notions, functions, pronunciation, vocabulary and grammar) and become “active participants” (Nunan, 2011, p. 36), rather than on their ability to apply structure and form (Richards & Rodgers, 2001). According to Nunan (2011), in CLT learners acquire language by using it, so learning takes place normally through engaging tasks that simulate real life situations, thus requiring learners to use authentic language (Richards & Rodgers, 2001). The materials used are, therefore, task-based, aim at supporting communication, and include authentic elements such as *realia* (Nunan, 2011; Richards & Rodgers, 2001). As for the teacher, s/he assumes several roles as a communication facilitator, needs analyst, counselor, and process manager (Richards & Rodgers, 2001).

During the STP, the CLT approach was used, for instance, through group activities, games, and role plays, as a way to allow learners to practice speaking in real communication contexts. For adult learners, games and role plays may not seem like authentic activities; nevertheless, for young learners they are part of the playing activities children engage in every single day (Linse, 2005). Throughout said activities, I acted as a process organizer by, for example, directing students to the places where they had to be, and as a communication facilitator by, for instance,

whispering the correct pronunciation into their ears when their message was incomprehensible, so they could afterwards repeat it.

One of the critiques of CLT, however, is that in peer interaction activities, the correction of mistakes is often overlooked (Richards & Rodgers, 2001), as the teacher may not always be present, and learners – especially younger ones – may not be able to correct each other. Bearing this in mind, the peer interaction activities were performed one pair at a time, so I could support them whenever necessary. Although this strategy limited the opportunities each learner had for peer speaking practice, everyone had access to the correct form at all times.

Finally, TBI is yet another approach where communication takes center stage (Larsen-Freeman, 2000), and that was also applied throughout the STP. While in CLT students learn the target language by using it, in TBI they use the target language to learn it by completing tasks (Larsen-Freeman, 2000).

There are several versions of TBI, and the definition of task is not consensual among authors (Harmer, 2015). For example, in accordance with Nunan (2004), a task is:

(...) a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan, 2004, p. 4)

Other authors, such as Ur (2015), emphasize that the task must have an aim for students to contribute to, which adds to their motivation to participate and use the target language. The STP included examples of both of these definitions, such as presentations and guessing games. The presentations are in line with Nunan's definition of task, while the guessing games correspond to Ur's definition.

TBI was applied in the STP due to the potential it offers for the development of oral skills, since in order to complete a task, students have to communicate in the target language. Moreover, it is a methodology deemed appropriate to be used with young learners, as mentioned in the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005).

3.3 Speaking tasks and activities

In order to get learners to go beyond one-word utterances, the lessons taught included several types of tasks and activities designed for them to practice speaking by building complete sentences. When they were not able to produce complete sentences, I would whisper the correct form into their ears (which they would then repeat), say the correct form after they had spoken (indirect correction) or point to the complete sentence model they had to use and ask them to repeat what they had said by following the model (this option was only used when saying the complete sentence would be key for communication to take place). Given below is a list of the speaking tasks and activities performed.

Teacher-student interaction

In several instances, students were presented with *realia*, such as animal pictures, animal figurines or animal products, and were asked questions in order to practice, review or consolidate the new content. They had to produce answers by using the complete sentence models provided orally or written on the board. In some cases, they had to look at and point to the *realia* to provide the answer. In other cases, they did not have to look at the *realia* to provide the answer, but could rely on it for support. The questions asked were: “Where’s the [insert animal]?”, “What do you see?”, “Where’s the monkey?” and “What do [insert animal in plural] give us?” The model answers included: “The [insert animal] is here.”, “I see a [insert animal].”, “The monkey is [insert preposition of place] the hippo.” and “They give us [insert animal products].” These spoken interaction activities were performed by individual learners with the teacher.

Guessing games

To practice, review and consolidate the new content, the class played guessing games. The first guessing game they played was “What’s in my bag?” (Ur, 2015). A bag with an animal figurine inside was displayed, and they had to guess the animal by using the model “Is it a [insert animal]?” when they asked me the question. Learners took turns asking these questions; however, only some participated in this activity.

The second guessing game played was “Guess the animal!”, in which one student had to describe a farm animal orally, by being prompted by a card with an animal picture and a text, while her/his classmate had to try and guess the animal by looking at the animal pictures on the board and using the model: “You’re a [insert animal]!” Everyone in class had the opportunity to play the game and practice their oral skills.

Role play

In several instances, learners engaged in role play where one of them took on the role of the teacher and asked the questions, while their classmate would answer. The complete sentence models they had to use were written on the board, and there were also *realia*, such as animal pictures and animal products. On some occasions, students had to look at and point to the *realia* to provide the answer. On other occasions, they did not have to look at the *realia* to provide the answer, but could rely on it for support. The model questions were: “Where’s the [insert animal]?” and “What do [insert animal] give us?” The model answers were: “The [insert animal] is here.” and “They give us [insert animal products].” Only some learners performed the role plays.

Presentations

Learners had the opportunity to perform two presentations. The first presentation was about a zoo they had built. Each one of them had to come to the front of the classroom, show their zoo to the class, and talk about it by using the model written on the board. The goal of this presentation was to use the names of the zoo animals and the prepositions of place the class had recently learned.

The second presentation was about their favorite animal and everyone in class had the opportunity to do their own presentation. Each child had to draw their favorite animal and come to the front of the classroom to present it to the group. They had written the presentation text previously by following a model, and had studied it, but during the presentation they could look at the model on the board for support.

Story

In order to introduce learners to the zoo/wild animal sounds *roar*, *whoosh*, *howl*, *snap*, *hiss*, and *growl*, the story *Walking Through the Jungle* (Harter & Penner, 2011) was read out loud to the class. Filled with sentence pattern repetition, it is a story that asks for the reader's or the listener's participation. Every now and then, the story was stopped, and students were asked to look at the illustrations and answer visual comprehension questions, such as: "What do you see?" and "What are they doing?" The aim was for them to produce the answers by using the complete sentence models that were provided orally.

Songs

The story *Walking Through the Jungle* (Harter & Penner, 2011) came with a song with the same name that was used for the identification and practice of the zoo/wild animal sounds learned in the story. The song was presented in an animation video, in which the singer sang the lines and the class, as a whole, repeated them in choral response.

The other song that was introduced through an animation video was "Old MacDonald's got a farm" (Dooley & Evans, 2016b). The class was introduced to the farm animal sounds *moo*, *meow*, *neigh*, *cluck*, *oink*, and *quack* and everyone sang along to the song.

Videos

Learners were introduced to the language chunk "My favorite animal is the..." via two short videos made specifically for the occasion. In the videos, a non-native speaker of English and an Australian English native speaker talked about their favorite animals while holding a drawing and a picture of them. After viewing the videos, students were asked several oral and visual comprehension questions, and they had to produce some of the answers by using the complete sentence models that were provided orally.

3.4 Description of classes

The STP took place between the 9th of April and the 10th of May 2018 with a fourth-grade class, and entailed the teaching of the didactic unit “Let’s visit the animals!” during ten 45-minute lessons. The following descriptions summarize those lessons, which included all the aspects previously mentioned regarding main topics, curricular framework, strategies and methodology, and speaking tasks and activities.

Lesson 1 – 9th of April 2018

This lesson took place on the first day of the third period, right after Easter break. The aim was to introduce the class to a new didactic unit called “Let’s visit the animals!”, and to perform an oral production activity to register the students’ initial oral skills.

I entered the classroom holding a monkey head helium balloon to immediately capture everyone’s attention. I greeted the class and the homeroom teacher, and they greeted me back. I used the balloon to teach the children the visual signal for quiet: when Charlie, the monkey, floats around, they have to stop talking and be quiet. I then proceeded to write the date, lesson number, weather and summary on the board, after which they copied into their notebooks.

In the next stage, I presented the didactic unit’s learning goals to the class by using a sheet written both in English and Portuguese. This way, everyone had the chance to be acquainted with the goals of the module through native language support.

In the final stage, we played a game called “Guess the animal!”, which was used both as a brainstorming activity for the didactic unit (Ur, 1981) and as means to register the learners’ initial oral production. There were two teams of 12 members each and each team member had to describe an animal orally, by being prompted with a card that had an animal picture and text, and the members from the opposite team had to try to guess the animal by pointing to its picture on the board. Students were able to successfully guess the majority of the animals (cheetah, chicken, hippo, cow, horse, cat, whale, monkey, polar bear, wolf and turkey); however, while describing the animals orally, some of them produced deviations in terms of

pronunciation and syntax. Yet, for the most part, these did not impede successful communication. Most of those who participated were able to correctly describe the animals orally in the target language and build complete sentences. Nevertheless, most of them relied on the card, they required “some” to “a lot” of support from me, and produced “some” to “a lot” of pauses and hesitations (see Appendix 11.1 with the observation grid of the 9th of April 2018 where the criteria assessed in this activity and the options for each criterion are listed).

Overall, the learners seemed to be really excited with the game, as they helped their team members guess the animals, and helped me remove the animal pictures from the board. Nonetheless, towards the end of the lesson, they got agitated with the fact that they could not see the animal pictures on the board in order to help their team members guess the animals. In addition, some of them revealed a competitive edge and were verbally aggressive with their classmates. The noise level also rose considerably, and it got to the point where those who were describing and trying to guess the animals could not hear each other. I used the balloon – the visual signal for quiet – to try and quiet the students, but it did not work. Learners probably needed more time to become familiar with this new strategy for discipline, so I decided to remind them of it at the beginning of each and every class of the STP. When the bell rang, I stopped the game, told the class we would finish the game the next lesson, and let them go to recess.

Based on what was done, I believe the aims for this lesson were achieved.

Lesson 2 – 12th of April 2018

This was the first of three lessons on zoo animals and the goal was to introduce the class to the new vocabulary items “lion”, “giraffe”, “elephant”, “hippo”, “cheetah”, “monkey”, and “zebra”, and have the students use them in speaking, listening, and reading and writing exercises.

I started the lesson with the routine described in lesson 1. In the following stage, we resumed the “Guess the animal!” game; however, this time they only guessed two animals (pig and elephant). While describing the animals orally, some students produced deviations in terms of pronunciation and syntax, but for the most part these did not impede successful communication. All those who participated were able to describe the animals orally in the target language and build complete sentences. However, all of them relied on the text in the card, required “some” to “a

lot” of support from me, and produced “some” to “a lot” of pauses and hesitations (see Appendix 11.1 with the observation grid of the 12th of April 2018 where the criteria assessed in this activity and the options for each criterion are listed). This concluded the monitoring of the learners’ initial oral production skills. From what I was able to observe, students were able to express themselves by building complete sentences. Nevertheless, they had difficulties when it came to intelligibility, hesitancy, and being able to speak without requiring support. To help the class improve in those areas, special attention was given to them in the speaking activities performed in the following lessons.

In the subsequent stage, I presented the new vocabulary items to the class and called on individual students to answer the question “Where is the [insert animal]?” by using the model “The [insert animal] is here.”, and pointing to the correct picture on the board. Then, I called on individual learners to perform the same exercise, but in a peer-peer variation. In both cases, they used the models correctly and pointed to the correct pictures. These spoken interaction exercises aimed at helping them practice complete sentences and develop discourse skills.

In the next stage, a listening exercise (exercise 1 on page 66 of the pupil’s book) was done, in which they had to listen to the new vocabulary items spoken by a native speaker, point to the corresponding words/animals in their pupil’s book and repeat the spoken words. Then, they had to peel off animal cartoon stickers from the last page of their pupil’s book and stick them in the correct animal spots on page 66. While I was trying to get the audio file to play, students got restless and noisy. Luckily, on their own initiative, they started to do the second part of the exercise (sticking the stickers), and the noise went down to a non-disruptive level. I played the audio file, and they did the exercise without any problems. While the exercise was taking place, I walked around the classroom to see if they were pointing to the correct words/animals and had stuck the stickers in the correct place, which they were and had.

The reading and writing exercise followed (exercise 2 on page 66 of the pupil’s book), in which the class had to read small texts that described animals, write the names of the corresponding animals in front of the texts and match the texts to pictures of animals. To ease learners into the texts, I asked them to first look at the pictures and tell me what they saw, to which they answered in complete sentences with my support. I then called on them individually to read the text out loud. In

general, each one of them was able to read the text clearly and without any major issues; however, there was one who required my support when reading. S/he would not read the text, so I read each sentence and asked her/him to repeat after me, which s/he did. The class afterwards completed the rest of the exercise without difficulties and it was corrected orally by eliciting the answers from individual students.

In the final stage, I gave the class their homework assignment, which consisted in looking at cartoons of animals, reading sentences and saying if the sentences were true or false by putting a tick or a cross next to them (see the homework sheet in Appendix 2.1). There were still a couple of minutes left to the end of the class, so some learners decided to do their homework right away and handed it in. The homework assignment was meant to be done at home, but I did not oppose to them doing it in the classroom and gladly accepted their work. When the bell rang, I let the class go to recess.

Considering all that was done, I believe the aims for this lesson were accomplished.

Lesson 3 – 16th of April 2018

This was the second of three lessons on zoo animals. The aim was to introduce the class to the prepositions of place “next to”, “in front of” and “behind”, and have them apply the prepositions in a listening activity, involving the handling of animal figurines, and in an oral presentation.

I started the lesson with the routine described in lesson 1. Then, I handed back the homework to the students who had handed it in the previous lesson and collected the homework from the rest who finished it at home.

In the next stage, I engaged learners in several spoken interaction activities to review the vocabulary items learned the previous lesson and to help them develop their discourse skills. I stuck several animal pictures on the board (see Appendix 3.1) and asked individual students, “What do you see?” Most were able to answer the question correctly, intelligibly, with little pauses and hesitations, and required little support. Only one student enunciated some of the animals in Portuguese, had trouble pronouncing the word “cheetah”, and required a lot of support. I then asked some learners to take on the role of the teacher and ask the question, “Where is the [insert animal]?”, and asked others to answer, “The [insert animal] is here.”, and to point to the correct picture. The participants in this activity were able to ask and answer the

questions correctly, intelligibly, with little pauses and hesitations, and required little support. After that, I displayed a bag with an animal figurine inside, and asked the class to guess the animal by asking me, “Is it a [insert animal]?” They were not able to use the model; instead, they simply asked, “Lion?”, “Elephant?”

In the following stage, I presented the aforementioned prepositions of place to the class, and used a monkey and hippopotamus figurine to ask individual learners, “Where’s the monkey?” In general, they used the prepositions of place correctly, but some needed support to say “behind” and “in front of”. Then, one by one, I went to every single student’s desk with the figurines and asked them to put the monkey next to, in front of or behind the hippopotamus, which everyone did correctly.

In the final stage, students built their own zoos, and some presented theirs to the class. The goal was to use the prepositions of place orally and work on oral production. In general, they were able to not only use the prepositions of place correctly, but they were also intelligible, able to build full sentences, produce little pauses and hesitations, and required little support. When the bell rang, I told the class that we would continue with the presentations the next lesson and I let them go to recess.

Based on all that was developed throughout the 45 minutes, I believe the aims of the lesson were met.

Lesson 4 – 19th of April 2018

This was the third and last lesson on zoo animals. The aim was to introduce learners to the zoo/wild animal sounds *roar*, *whoosh*, *howl*, *snap*, *hiss* and *growl* through a story, and have them use these words in a song.

I started the lesson with the routine described in lesson 1. At the end of the routine, the class appeared to be mad at me because the time I had given them to copy the summary, which was the same as usual, was not enough for them to finish copying the new words “roar”, “whoosh”, “howl”, “snap”, “hiss” and “growl”. It had not occurred to me that young learners may need more time to copy new words. This created some tension that I was only able to completely dissolve at the end of the lesson with the song. Nevertheless, this made me realize how important it is to respect young learners’ rhythm and give them enough time to perform the tasks, so I decided to give the class more time to copy the summary from this lesson on.

In the next stage, I called on individual students to continue with the zoo presentations. This activity aimed at reviewing the vocabulary items and the prepositions of place learned in the previous lessons, while allowing learners to work on their oral production. Most of them were able to present their zoos intelligibly in the target language, using the prepositions of place correctly, building full sentences, producing little pauses and/or hesitations, and required little support. During the presentations, some of those in the audience commented on how their classmates should begin their presentation, others listened quietly, and no one asked to go next.

In the following stage, they performed a writing task where they had to look at their zoos and say where the animals were by using the prepositions of place (see the zoo worksheet in Appendix 4.1). Many had not brought their own zoos, probably because I forgot to ask them to do so at the end of the previous lesson; thus, I drew a model zoo on the board for them to copy to their worksheets and analyze. A number of them were unable to finish this task within the five-minute time limit, therefore, I asked them to finish it as homework. This added more tension to an already tense atmosphere, which was visible through the learners' clenched facial muscles. Once again, I believe they felt frustrated because they had not been given enough time to complete the task, which led me to pay more attention to the amount of time allocated to each task from this lesson on.

In the subsequent stage, learners were introduced to the zoo/wild animal sounds *roar*, *whoosh*, *howl*, *snap*, *hiss* and *growl* through the reading of the story *Walking Through the Jungle* (Harter & Penner, 2011), which allowed the class to learn the new words/sounds in context. This activity also included visual comprehension questions about the story's illustrations. For example, when I asked, "What do you see?", one student replied, "Animals!"; some replied, "Monkey." or "Snake."; many replied, "A snake.", "A monkey.", "A lion." or "A wolf."; and one of them replied, "I see a snake." When I asked them, "What are they doing?", they replied, "Sleep." However, when I asked, "Who says 'Walking through the jungle?'" "Who says 'I think I see a lion.'?", and "What comes next?", they did not reply, as they were probably unfamiliar with these question forms and their respective answer structures. At this point I realized I should have made sure they were familiar with all the question forms and respective answer structures I was planning on using before starting the activity.

In the final stage, the group practiced the animal sounds through a song. This activity aimed at helping them practice speaking without being self-conscious. They sang along chorally and enthusiastically, and were able to say the animal sounds when the respective animals appeared on screen. As previously mentioned, it was interesting to observe that during this activity the tension dissipated completely. When the song finished playing for the third time, the bell rang, and I let them go to recess.

Despite the tension felt throughout most of the class, which made it more difficult for me to engage the learners, considering what was done, I believe the goals of the lesson were achieved.

Lesson 5 – 23rd of April 2018

This was the first of three lessons on farm animals. The goal was to introduce students to the new vocabulary items “cow”, “sheep”, “chicken”, “horse”, “rabbit”, “duck”, “turkey”, and “goat”, and have them apply these words in a listening exercise and in a guessing game.

I started the lesson with the routine described in lesson 1 with the difference that from this lesson onwards, I gave the class more time to copy the summary. Then, I collected the homework (see the zoo worksheet in Appendix 4.1).

In the following stage, I presented the above-mentioned vocabulary items to the class by sticking pictures of the animals on the board and writing their names below the pictures. Learners repeated “This is a” after me and, on their own initiative, made the sounds of the animals. When I said, “Horses go *neigh*.”, students did not find it strange; however, when I said, “Chickens go *cluck*.”, they looked puzzled, possibly because *cluck* differs from the sound chickens make in Portuguese.

In the subsequent stage, learners performed a listening exercise (exercise 11 on page 70 of the pupil’s book) to identify the new vocabulary items phonologically. They had to listen to the new vocabulary items spoken by a native speaker in an audio file, point to the correct animal pictures in their pupil’s book, and repeat the vocabulary items; then, they had to match the animal’s name to its respective picture by numbering the pictures. While they were waiting for me to play the audio file, they kept themselves busy and started to match the animal names to the animal pictures. During the “listen, point and repeat” part, some students looked bored and did not repeat the name of the animal, perhaps because this exercise had no

communicative aspect to it. When the matching part of the exercise was corrected, learners were able to identify all the animals correctly, with the exception of the duck.

In the final stage, the class played the “Guess the animal!” game in small groups, one row of students against the other. One student in one row had to orally describe a farm animal based on a card that had a picture of an animal and a text, and the classmate in front of them in the other row had to guess the farm animal by saying, “You’re a [insert animal]!” The game was used to develop learners’ oral production skills and register their progress. Everyone who participated was able to describe the farm animals orally in the target language and build complete sentences (there were two learners who had pronunciation issues, but these did not impede communication). Despite these successful achievements, most learners relied heavily on the text, required “some” to “a lot” of support from me, and produced “some” to “a lot” of pauses and hesitations (see Appendix 11.2 with the observation grid of the 23rd of April 2018 where the criteria assessed in this activity and the options for each criterion are listed). While playing, it was interesting to observe that learners helped their row members guess the animals, and asked me to stay close to them, so I could provide them with support for oral production. A couple of them even grabbed my hand, so I would not leave their side. Unfortunately, I forgot to write down how many animals each row guessed and, therefore, was not able to inform them of how many points their teams had scored at the end of the lesson. When the bell rang, I stopped the game and let the group go to recess.

Based on all that was developed throughout the 45 minutes, I believe the goals for the lesson were reached.

Lesson 6 – 26th of April 2018

This was the second of three lessons on farm animals and the goal was to introduce the class to the use of adjectives in singular and plural sentences, and have them apply it in sentence building exercises focusing on the description of farm animals.

I started the lesson with the routine described in lesson 5, after which I delivered the homework (see the zoo worksheet in Appendix 4.1). The worksheet had comments written in Portuguese asking learners to improve their work by making some corrections. Although this was supposed to be done for homework,

several of them did the corrections right away and handed back their work while I was still delivering the worksheets to their classmates.

In the subsequent stage, students resumed to play the “Guess the animal!” game in small groups, one row against the other. This activity was used to review the vocabulary items learned in the previous lesson, help them work on their oral production and register their progress. Half way through the game, some learners who had already played started to talk among themselves, so I asked them to be quiet and they complied. Everyone who participated in the game was able to build complete sentences orally in the target language and was intelligible. Most of them relied “a little” on the text and on my support, and produced “a little” pauses and hesitations (see Appendix 11.2 with the observation grid of the 26th of April 2018 where the criteria assessed in this activity and the options for each criterion are listed). All in all, the class seemed to enjoy the game, and helped their row members guess the animals. Unfortunately, I forgot to write down how many animals each row guessed, and, thus, was not able to inform learners of which team had won the game.

In the following stage, I presented the use of adjectives in singular and plural sentences by drawing several farm animals on the board (chicken, rabbit, sheep, horse, and cow). Then, I wrote phrases next to the animals’ body parts, such as, for instance, “a fat head” next to the chicken’s head or “small ears” next to the horse’s ears. After that, I read those phrases and asked the class to repeat them after me. Subsequently, I built sentences for each one of the phrases, such as “A chicken has got a fat head.”, and asked the class to repeat the sentences after me. These repetition drills aimed at instilling the grammar rule in the students and help them practice complete sentences. Moreover, despite there being no communicative aspect to these drills, learners repeated the phrases and sentences chorally without any problems, maybe because they were connected to the drawings on the board to which I pointed when saying the phrases and sentences. Furthermore, it was interesting to notice that while I was drawing the farm animals on the board, learners, on their own initiative, started saying out loud the names of the animals in English.

In the next stage, they had to build complete sentences in groups, by putting in the correct order slips of paper with words (see Appendix 6.1). This activity was done so they could practice the use of adjectives in singular and plural sentences, as well as sentence building. All groups, with the exception of one, were able to successfully finish the exercise; nonetheless, there was a classmate who helped them

correct the sentence, which demonstrated that that student was aware of the sequence the words should follow and which words had to be switched in order for the sentence to be correct. After each group had built their sentence, I read the sentences out loud and asked the class to repeat them after me. The first two sentences were repeated with enthusiasm by the whole class. However, the remaining sentences were not repeated by everyone, probably because this repetition drill with no communicative aspect or visual stimulus to it did not give everyone a reason to speak.

In the final stage, I gave the class homework (see the homework sheet in Appendix 6.1) so they could practice both the use of adjectives in singular and plural sentences, and sentence building on their own. Seven students did the homework right away and handed it in. The bell rang, and I let the group go to recess.

Considering everything that was developed throughout the 45 minutes, I believe the goals for the lesson were accomplished.

Lesson 7 – 30th of April 2018

This was the third and last lesson on farm animals and the goal was to have learners talk about what farm animals give people, and introduce them to the farm animal sounds *moo*, *meow*, *neigh*, *cluck*, *oink*, and *quack* through a song. In lesson 5, students had already played around with the sounds farm animals make, but this time it was actually one of the topics of the lesson.

When I entered the classroom, on this specific day, there were no students. The cooperating teacher went to see where the students were and found out that they were in 4^o.B's classroom. Because the next day was going to be a bank holiday (the 1st of May), many parents had not taken their children to school. From 4^o.A, only ten students had shown up, so the homeroom teacher decided to join them with 4^o.B. When they started to arrive, I was already writing the summary. They got their books, sat down wherever they wanted to, and copied what was on the board into their notebooks. In order to compensate for the time lost at the start of the lesson, I chose not to do the initial routine.

The homework delivery, correction and collection followed. Since there were only ten students in the classroom, I was able to provide feedback personally to each and every one of them, and they seemed happy to make the corrections to improve

their work. One student even made her/his corrections through peer tutoring, where s/he was helped by a classmate.

In the next stage, I presented what farm animals give people by using a milk carton, salami, a wool beanie and an egg carton (see Appendix 7.1). *Realia* makes the learning experience more memorable since learners can touch, smell and see the objects at the same time as hearing the new word, which appeals to a wider range of learner styles than a simple flashcard picture. When the group realized the eggs were real, they got very excited. They held them, shook them and asked several questions about them. I then called on individual students to answer the question, “What do [insert animal in plural] give us?”, by using the model, “They give us [insert animal products].” After that, I individually called on others to perform the same exercise, but in a peer-peer variation, where one of them assumed the role of the teacher and the other answered. In both cases, the learners relied on the words written on the board and looked a lot at the *realia* to answer the questions. Some produced more pauses and hesitations than others, but everyone was intelligible and able to provide correct and complete answers. These spoken interaction exercises aimed at helping the class practice complete sentences and develop their discourse skills.

In the final stage, the class was introduced to and practiced the aforementioned farm animal sounds through the song “Old MacDonald’s got a farm” (Dooley & Evans, 2016b). This activity aimed at helping them practice speaking without being self-conscious. Since the projector was not working, the song’s animation video was shown on the computer, instead of on the projection screen. Students were able to sing the song, but because there was only enough time to play it once, they sang some lines with more conviction than others. At the end of the song, I went over the farm animal sounds with them and they said all the sounds correctly except for *neigh* and *cluck*. It seemed they found these sounds strange, probably because they are different in comparison with Portuguese sounds. When the bell rang, I let them go to recess.

Given that there were fewer students in class than usual and that they were not able to identify the sounds the horse and the chicken make, I consider the goals for this lesson were partially fulfilled.

Lesson 8 – 3rd of May 2018

This was the first of three lessons on the topic “my favorite animal”, and the goal was to give a formative test and introduce the class to the language chunk “My favorite animal is the...”. This particular lesson was observed by my *Iniciação à Prática Profissional II* university supervisor, who I introduced to the class as one of my teachers at the university who had come to watch our lesson. The class greeted him, and he sat at the teacher’s desk.

I started the lesson with the routine described in lesson 5. In the following stage, I delivered and collected the homework. The corrected assignments (see the zoo worksheet in Appendix 4.1 and the homework sheet in Appendix 6.1) had comments written in Portuguese asking the learners to improve their work by making some corrections. Some students handed in their corrections right away.

In the next stage, the class took a formative test through Plickers so they could see their progress regarding the topics that had been worked on up to that point, and maintain motivation (see the formative test questions in Appendix 8.1). I gave each learner an answer card and explained that they were going to see multiple-choice questions on the projection screen and would have to select the correct answer by rotating their answer card. I would then read their answers with an iPad and display the results on the projection screen. During the trial run, they looked confused, but quickly realized how Plickers worked. The class answered the test questions with 85% accuracy, which was above the 80% accuracy I had initially defined in the goals. The group seemed very excited with the immediate feedback provided by Plickers, and it looked like they thought it was a game. At the end of the formative test, because students were enthusiastic about Plickers, the noise level rose, so I walked around the classroom with the monkey balloon, and they quieted down.

In the final stage, learners were introduced to the language chunk “My favorite animal is the...” through short videos, in which a non-native speaker of English and an Australian English native speaker talked about their favorite animals while holding a drawing and a picture of them. This activity aimed at exposing them to English spoken by another non-native speaker and to an English variety they did not usually hear in class – Australian English. As observed, students were able to understand both speakers. This activity also intended to stimulate their oral

production, therefore, after playing the videos, I asked them several questions. When I asked, “Where does Andreia live?”, “What is Andreia’s favorite animal?”, “Where does Cyndi live?”, and “What’s Cyndi’s favorite animal?”, students provided one or two-word answers. When I asked, “What do giraffes look like?”, they built incomplete sentences such as, “Four legs.”, “Has got a tail.”, or “Has got a long neck.” When I asked, “What do you see?”, some built complete sentences, such as, “I see a butterfly.”, “I see books.”, “I see ears.”, or “I see a white cat.” Others built incomplete sentences, however, such as, “I see book.”, “I see nose.” or “I see cat black.” When I asked, “What’s your favorite animal?”, students produced one-word answers, such as, “Dog.”, “Cat.”, “Wolf.”, “Panda.” This happened because when I was about to introduce students to the model orally, I actually skipped the model “My favorite animal is the...”. The answers were produced intelligibly, with no pauses and/or hesitations, with no written models to look at, and with virtually no support from my side.

After the questions, I gave each student a blank sheet of paper and asked them to draw their favorite animal, which they seemed to enjoy. When the bell rang, I let them go to recess.

Based on the fact that students were not able to use the language chunk “My favorite animal is the...”, because when I was about to introduce them to the model, I actually skipped it, I consider the aims for the lesson were partially achieved.

Lesson 9 – 7th of May 2018

This was the second of three lessons on the topic “My favorite animal” and the goal was to have learners write about their favorite animal and perform an individual oral presentation, so I could assess their final oral skills, in terms of being able to speak in complete sentences.

As usual, I started the lesson with the routine described in lesson 5. Afterwards, in the next stage, I asked learners to look at each of their favorite animal drawings done in the previous lesson, and write about their favorite animal in their notebooks by using the model on the board (see Appendix 9). This task aimed at creating the text the learners would then study, in order to present their favorite animal orally to the class. Not everyone had brought their drawing, probably because I forgot to ask them to do so at the end of the previous lesson, so I gave them blank sheets of paper for them to make new drawings. Regardless, these students were able

to finish everything. While performing the writing task, several of them wrote about other animals, besides those discussed in class, so they asked me what they were called in English, namely the “*lince ibérico*”, “*panda*”, “*leopardo*”, “*coala*” and “*dragão*”. I pronounced these words in English and wrote them on the board.

In the following stage, I called on individual students to present their favorite animal to the class, so I could assess their oral production. All those who did the presentation on this day were able to describe their favorite animal in the target language, build complete sentences, and were intelligible. Most of them required “virtually none” support and produced “virtually none” pauses and hesitations (see Appendix 11.3 with the observation grid of the 7th of May 2018 where the criteria assessed in this activity and the options for each criterion are listed). Some of them would say the first sentence without any problems (“My favorite animal is the...”), but would start the second sentence by saying, “Have got...” or “Has got...”, without mentioning the subject. Another two were shy and hesitant, but I encouraged them, and they did the presentation. Animals, such as the panda, unicorn, polar bear, dog and wolf were presented on this day.

During the presentations, students got agitated twice, possibly because they had already finished their tasks and were not doing anything besides watching their classmates’ presentations, and the noise level rose. I walked around the classroom with the monkey balloon and the majority of them quieted down; however, a few of them did not quiet down completely, but since the noise was not disruptive, I continued on with the lesson. To make them listen to the presentations quietly, I could have asked them to pose questions at the end of each presentation.

In the final stage, I handed back the corrected homework (see the zoo worksheet in Appendix 4.1 and the homework sheet in Appendix 6.1) and provided feedback personally to some learners so they could improve their work. I usually did this at the beginning of the lesson, but was advised by my supervisor to do it at the end, so I decided to try it. I observed that the group had trouble focusing on the corrections they had to make and overlooked many of them. This was probably due to the fact that, since the lesson was coming to an end, they were tired and anxious to go on break. Therefore, I concluded that handing back corrected homework turned out better when done at the beginning of the lesson. When the bell rang, I was still providing feedback to a student; however, the others left for recess, and I ended up

not collecting several homework assignments. I, thus, decided to collect the remaining ones the next lesson.

Despite not being able to manage time properly in the final stage of the class, I believe that, considering all that was done, the aims for the lesson were met.

Lesson 10 – 10th of May 2018

This was the third and last lesson on the topic “My favorite animal”, and the goal was twofold: 1) to finish the individual oral presentations to assess the learners’ final oral skills; and 2) to have learners perform self-assessment.

I started the lesson with the usual routine, as described in lesson 5. In the subsequent stage, the remaining students who had not done their favorite animal presentations last lesson, did theirs today. All those who presented their favorite animal were able to describe it orally in the target language, build complete sentences and were intelligible. Most required “a little” to “virtually none” support, and half of them produced “a little” to “virtually none” pauses and hesitations (see Appendix 11.3 with the observation grid of the 10th of May 2018 where the criteria assessed in this activity and the options for each criterion are listed). There were presentations about diverse animals, such as dragons, sheep, pandas and snakes. The model the learners had to follow (see Appendix 10) did not provide options applicable to all these animals, so there were instances where students said, “Snakes have got four legs.” and “Pandas have got feathers.” To overcome the model’s limitation and the fact that learners did not yet possess the knowledge needed to correctly describe those animals, I helped them rephrase the sentences by providing them with the language chunks and vocabulary they were missing: “no legs” and “fur”. One student, however, was able to correctly use a color option not included in the model by saying, “Snakes are green and yellow.”

In the following stage, I handed back the homework assignments (see the zoo worksheet in Appendix 4.1 and the homework sheet in Appendix 6.1) and students helped their classmates correct their homework through peer tutoring. This activity aimed at allowing learners to improve their work with the assistance of a more competent peer. Unfortunately, the time given for this task was not enough, and, thus, some did not complete it. Nevertheless, and given that this was my last lesson, I collected everybody’s work, corrected it afterwards and asked the cooperating teacher to deliver the corrected assignments.

In the final stage, the group filled in a self-assessment form (see Appendix 10.1) in order to identify the didactic unit's learning goals they had achieved. However, because I was not able to manage time properly and did not tell them what they had to do with the form once they had finished filling it, when the bell rang, some students put the filled form in their backpacks and left for recess. Therefore, I was not able to collect all the self-assessment forms. Moreover, as yet another consequence of my deficient time management, I did not have the opportunity to say goodbye to the class.

Considering that I did not give the class enough time for them to correct their homework through peer tutoring, that I was not able to manage time properly in the final stage of the class, and that I did not collect all the self-assessment forms, I believe that the aims for the lesson were only partially accomplished.

Summary

In this chapter the didactic unit chosen for the STP was presented, providing detailed information on its main topics and curricular framework, the strategies and methodology applied, the speaking tasks and activities performed, and the classes taught. The detailed descriptions of each lesson allow the reader to have a greater understanding of how the didactic unit and the didactic issue addressed in Chapter 2 were worked on and developed accordingly.

In the following chapter, the data collected throughout the STP is analyzed, and a reflection on the STP is undertaken.

Chapter 4. Analysis and reflection

This chapter analyzes the data collected throughout the STP and presents a reflection of the STP as a whole. The chapter is divided into two sections. In the first section, the several assessment tools applied throughout the STP are identified, and the data collected via them is critically discussed; where appropriate, I also suggest how the outcomes of the class could have been better served. In the second and final section, I consider the difficulties I faced during the STP and the learning I am taking with me into my future as a teacher.

4.1 Assessment tools and data analysis

In order to measure the impact the strategies and methodologies adopted had on the students' learning, behavior and oral production, several tools were used to assess them, namely direct observation, observation grids, homework assignments, a formative test and self-assessment. Each one of these will be discussed in detail, so as to afterwards present the final grades.

Direct observation

As mentioned in Chapter 3, the didactic unit "Let's visit the animals!" included goals from each and every reference domain of the *Metas Curriculares* (Bravo *et al.*, 2015). Throughout the ten lessons of said didactic unit, direct observation was used to keep track of which goals were achieved by the students. The following table identifies those goals (Table 1).

Domain	Goals defined for fourth graders	Met	Not met
Listening	3.2 “To identify words and phrases in rhymes and songs.” (Bravo <i>et al.</i> , 2015, p. 4, my translation)	✓	
	4.1 “To understand instructions given specifically for the performance of small tasks (pick up the paper, put your hat on).” (<i>ibidem.</i> , my translation except for the parenthesized phrases)	✓	
	4.2 “To understand sentences about the studied themes.” (<i>ibidem.</i> , my translation)	✓	
Reading	2.1 “To identify vocabulary accompanied by pictures.” (<i>ibid.</i> , p. 6, my translation)	✓	
Spoken interaction	4.3 “To ask and answer questions about personal preferences (What’s your favorite drink?/Orange juice.)” (<i>ibid.</i> , p. 8, my translation except for the parenthesized sentences)	✓	
	4.4 “To ask and answer questions about previously presented themes.” (<i>ibidem.</i> , my translation)	✓	
Spoken production	3.1 “To say rhymes, chants, and sing songs.” (<i>ibid.</i> , p. 10, my translation)	✓	
	4.3 “To speak about the themes worked on in class.” (<i>ibidem.</i> , my translation)	✓	
Writing	2.1 “To put words in the correct order to make sentences.” (<i>ibid.</i> , p. 11, my translation) (a goal established for third graders)	✓	
	4.3 “To write about preferences (I like pizza, I don’t like fish, I love cats).” (<i>ibidem.</i> , my translation except for the parenthesized phrases)	✓	
Intercultural domain	4.3 “To participate in games and short role plays.” (<i>ibid.</i> , p. 12, my translation)	✓	
	5.5 “To identify animals.” (<i>ibidem.</i> , my translation)	✓	
Lexis and grammar	6.5 “To identify vocabulary related to animals/let’s visit the animals: Animals and sounds (cat/meow, mouse/squeak); Animals on the farm (cow/horse); Animals at the zoo (lion/zebra).” (<i>ibid.</i> , p. 15, my translation except for “let’s visit the animals”, and the parenthesized words)		✗
	7.2 “To use lexical chunks or sentences that include: Prepositions of place – next to, behind, in front of (sit next to João, stand behind the table).” (<i>ibidem.</i> , my translation except for “lexical chunks”, “Prepositions of place”, “next to”, “behind”, “in front of”, and the parenthesized phrases)	✓	

Table 1 – Curricular goals met and not met by the students in the didactic unit “Let’s visit the animals!”.

Pursuant to Table 1, learners were able to fulfill all the goals defined for the didactic unit “Let’s visit the animals!” with the exception of goal 6.5 of the lexis and

grammar domain. To fully meet this goal, they would have to be able to identify vocabulary related to animals and sounds, namely farm and zoo animals. Over the course of the aforementioned didactic unit, they were able to identify vocabulary related to farm and zoo animals; however, when it came to identifying animals and sounds, they were unable to recognize the sounds *neigh* and *cluck* as belonging to the horse and the chicken respectively. This may have been because the activities regarding farm animal sounds, performed in lesson 7, were rushed and never properly consolidated. Moreover, since only ten students attended that lesson, I should have created an engaging activity in the following lesson, where everyone would have to produce the farm animal sounds in a fun way, so they could acquire, practice and become more familiar with them.

Overall, during the teaching of the didactic unit “Let’s visit the animals!”, students’ motivation appeared to be high, as they quickly engaged in the tasks and activities assigned, and some even did or corrected their homework assignments immediately upon receiving the homework sheets. There was, however, a listening exercise in lesson 5 during which some learners looked bored. In this exercise they had to repeat the names of farm animals orally, and some did not do so. It seemed that this repetition drill, which had no communicative aspect to it, did not give some of them a reason to speak. As an alternative, another exercise could have been applied, one that possessed a goal for students to contribute to by speaking (Ur, 1996).

Direct observation was also used to monitor the class’s progress regarding understanding, behavior and spontaneous oral production. In terms of supporting learners’ understanding, several SIOP strategies (Echevarria *et al.*, 2004) were employed. These seemed to have worked well, as they had no questions regarding what they had to do when said strategies were applied. In fact, over the course of the STP, the majority of the students appeared to have understood what was being said and asked of them, as they were able to perform the tasks proposed. However, on a few occasions, some mentioned they did not know what they had to do, and in those instances, classmates reached out supportively and explained to them what was being requested. In view of this, it seems that conducting the classes in the target language may have contributed to improve the students’ relationships with their classmates as well as their spontaneity in participating in class.

The games and group activities learners engaged in also appeared to have had a positive impact on their behavior. Although the first time the “Guess the animal!” game was played some students displayed an aggressive attitude towards the opposing team, the second time the game was played they appeared to focus their energy on helping their team members guess the animals. Furthermore, in lesson 6, when students had to make sentences in groups by putting paper slips in the correct order, two promptly accepted to help the group that was missing two members and had one of its members feeling sick. Additionally, in lesson 10 a student volunteered to be her/his classmate’s tutor during the homework correction through peer tutoring.

Still in terms of behavior, a monkey head helium balloon was likewise used at the beginning of each lesson to capture the attention of the class, and was used throughout the STP as the visual signal for quiet. The balloon proved to be a good strategy to start the lessons with, as students immediately stopped talking and looked at me when I entered the classroom with the balloon. However, when using it as the visual signal for quiet, the balloon did not always work with everyone. Instead of using the balloon, sometimes learners were simply asked to be quiet, and that inconsistency may have suggested that it was alright not to comply with the visual signal for quiet. In view of this, the balloon should have been used consistently, since consistency in the application of rules and standards may contribute to classroom discipline (Ur, 1996). Nevertheless, the majority of the class responded to the visual signal for quiet, and the noise level became more manageable. It was also interesting to note that the noise level would usually rise when learners had already finished their work or were waiting for their turn or for the activity to start. This means that keeping them busy could have prevented the noise level from rising.

As mentioned at the beginning of this report, the students’ greatest difficulty was with oral production, hence the strategies and methodologies carried out aimed at getting them to start expressing themselves orally by using complete sentences. As classes went by, some started using complete sentences to interact or express themselves without being prompted. Table 2 compiles some examples of those sentences.

Lesson	Complete sentences produced by students spontaneously
2	The class had a small interaction with a school employee who entered the classroom. The class said, "Good morning." The school employee replied, "Good morning." The class then asked, "How are you?" The school employee looked surprised. I told her to say, "I'm fine, thank you. And you?" The school employee produced the sentences. The class replied, "Fine, thank you."
2	Two students had a discussion in English about the monkey balloon. One student was saying, "It's Charlie, the monkey!" The other student was saying, "No! It's the silent monkey!" The first student then asked me, "Is it Charlie? Is the monkey Charlie?"
4	A student asked me, "Do you speak Portuguese?"
6	One student sneezed and another student said, "Bless you!" The first student replied, "Thank you." The other student said, "You're welcome."
6	While I was drawing a cow on the board, one student said, "Cows are fat."
8	After introducing my supervisor to the class and telling them that he was going to observe our lesson that day, one student said, "Nice to meet you!"
8	One student sneezed and another student said, "Bless you!"

Table 2 – Complete sentences produced by students spontaneously during the didactic unit "Let's visit the animals!".

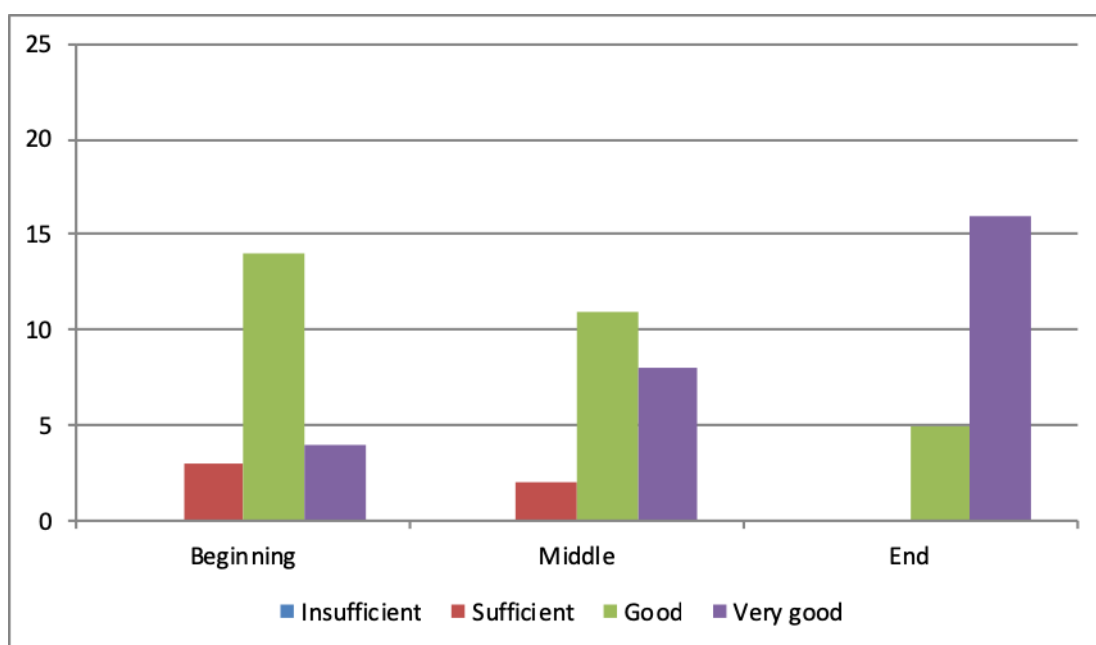
Although learners did not use the complete sentence structures taught during the didactic unit spontaneously, they did start using complete sentence structures previously learned to interact and express themselves orally, and used English independently for small interactions they were familiar with. Moreover, towards the end of the didactic unit, two students who did not usually participate in class started doing so voluntarily.

In conclusion, the data collected through direct observation seems to suggest that the strategies and methodologies applied had a beneficial effect on the students' learning outcomes, understanding, behavior and spontaneous oral production.

Observation grids

This assessment tool was used to register the learners' progress regarding prompted oral production, as well as behavior and attitude. In order to assess their prompted oral skills, six observation grids were used on three different occasions. The first and the second observation grids (see Appendix 11.1) were used at the beginning of the didactic unit to assess the learners' initial oral skills in the "Guess the animal!" game played in lessons 1 and 2. The third and the fourth observation grids (see Appendix 11.2) were used in the middle of the didactic unit to assess their oral production progress, which was measured through the "Guess the animal!" game played in lessons 5 and 6. Lastly, the fifth and sixth observation grids (see Appendix

11.3) were used at the end of the didactic unit to assess their final oral skills in the individual “My favorite animal” presentations performed in lessons 9 and 10. All six observation grids assessed the same five criteria, each one worth 20%, and are divided as follows: “Did the student describe the animal?” (Yes 20%, No 0%), “Was the student intelligible?” (Yes 20%, Not always 10%, No 0%), “Were there any pauses and hesitations?” (Virtually none 20%, A little 15%, Some 10%, A lot 5%), “Did the student build complete sentences?” (Yes 20%, No 10%), and “Did the student require support?” (Virtually none 20%, A little 15%, Some 10%, A lot 5%). The results of the prompted oral production assessments are presented in the observation grids included in Appendices 11.1, 11.2 and 11.3, and can also be seen in the graph below (Graph 2).



Graph 2 – Results of the prompted oral production assessments carried out at the beginning, middle and end of the didactic unit.

As can be observed in Graph 2, it was interesting to see that in the assessments performed at the beginning and middle of the didactic unit there were “Sufficients”, but then, as the lessons progressed, there ended up being no “Sufficients”. In the oral production assessment carried out at the beginning of the didactic unit (see the observation grids in Appendix 11.1), learners were able to express themselves by building complete sentences. However, they had difficulties when it came to intelligibility, hesitancy, and being able to speak without requiring support. To help the class improve in those areas, special attention was given to them

in the speaking activities that followed, as described in Chapter 3. As the observation grids of the assessments executed in the middle and at the end of the didactic unit demonstrate (see Appendices 11.2 and 11.3), over time, learners continued to be able to build complete sentences, but became more intelligible, they started producing fewer pauses and hesitations, and started requiring less support. Consequently, their oral production improved, as illustrated in Graph 2. The data collected through the above-mentioned observation grids, therefore, seems to support the idea that the strategies and methodologies adopted have not only promoted the use of the complete sentence, but also fostered a clearer and more independent prompted oral production.

In order to assess the behavior and attitude of the group, two other observation grids were used in two different moments of the didactic unit. The first observation grid (see Appendix 12.1) was used in lesson 3 when learners were asked to build their own zoo and the second one was used in lesson 9 (see Appendix 12.2) when they were asked to write about their favorite animal. Both observation grids assessed the same criteria and had the following percentages: Responsibility – “Performs the requested task” (Yes 25%, No 0%), Autonomy – “Performs the requested task without constantly being helped” (Yes 25%, No 0%), Participation – “Performs the task without disturbing classmates” (Yes 25%, No 0%), Behavior – “Complies with classroom routines” (Yes 25%, No 0%). It was interesting to note that everyone had “Very good” in terms of behavior and attitude. This happened because when I was going from one desk to another and taking notes in the observation grids, students realized they were being assessed, and focused on performing the task at hand in a responsible, autonomous, quiet, and disciplined way. Thus, the assessment tool itself appeared to have contributed to the group’s very good behavior.

Homework assignments

This assessment tool was used to monitor the students’ learning and to verify whether instruction needed to be adjusted. Over the course of the didactic unit, they were asked to do three homework assignments. For the first homework assignment (see homework sheet in Appendix 2.1), learners had to indicate if sentences about zoo animals were true or false by looking at cartoons of zoo animals, reading sentences, and putting a tick or cross next to them. For the second homework

assignment (see zoo worksheet in Appendix 4.1), they had to answer questions, such as “Where’s the lion?”, by looking at their zoo, and completing answers, such as “The lion...”, by using the prepositions of place “next to”, “in front of” and “behind”. In the third and final homework assignment (see the homework sheet in Appendix 6.1), they had to put scrambled words into the correct order to build complete sentences.

The results of the three homework assignments are registered in the grids included in Appendix 13, and are illustrated in Graph 3.



Graph 3 – Results of the homework assignments.

As Graph 3 indicates, the whole class had “Very good” in Homework 1. Yet, in Homework 2 and 3 the number of “Very goods” was lower, as students faced some difficulties. In Homework 2, almost everyone was able to complete the answers by writing the words in the correct order. Nonetheless, there were spelling mistakes, words missing, and the prepositions of place were not always correctly used. To help them improve their work, two strategies based on the SIOP model (Echevarria *et al.*, 2004) were implemented: 1) written feedback was provided in Portuguese to draw the learners’ attention to what needed to be corrected and how it could be corrected; and 2) peer tutoring was used to correct their work with the assistance of a more competent peer. All those who corrected their homework improved their results. However, their initial difficulties made me realize that the teaching of the

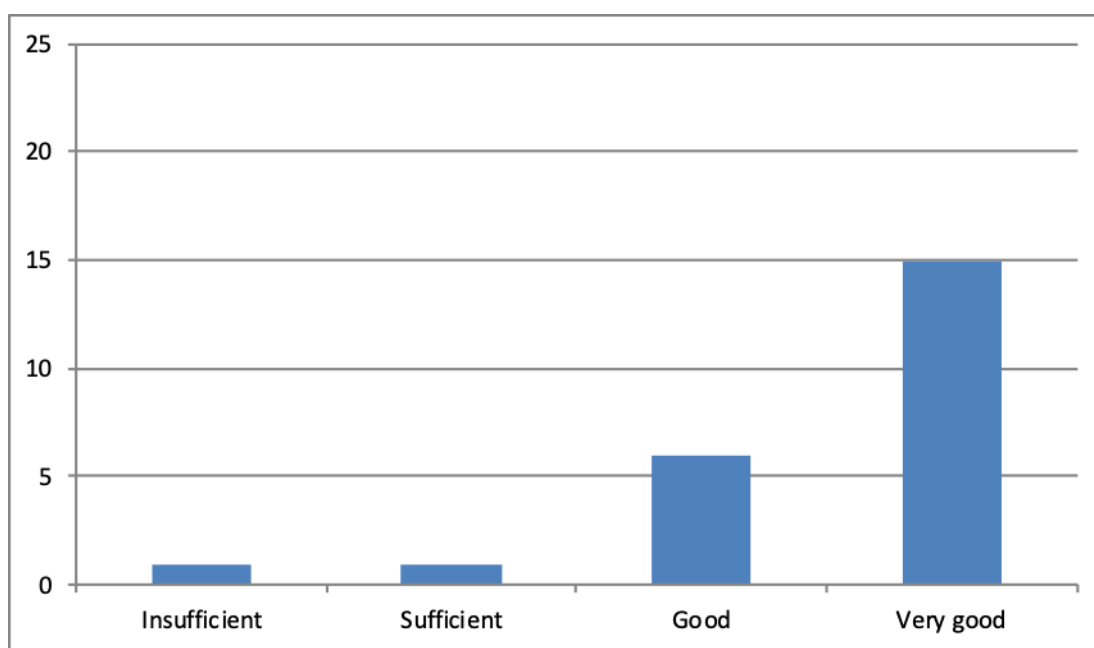
prepositions of place had not been entirely successful, perhaps because the writing task exceeded most students' skills. Bearing this in mind, the prepositions of place should have been revised with the class one more time, and another developmentally appropriate writing task could have also been chosen, such as a gap-filling one, which would be more suitable for young learners (Nunan, 2011).

In Homework 3, most students were able to build sentences by putting the scrambled words into the correct order. Notwithstanding, some of them struggled with the order of the words in the middle of the sentence, so to help them correct their work, the above-mentioned SIOP strategies were employed once again (Echevarria *et al.*, 2004). Those who made the corrections enhanced their results; however, they were very few, as most learners did not make the corrections or deliver their homework, hence there were some "Insufficients" as shown in Graph 3.

Overall, the data collected through homework assignments seem to suggest that the strategies and methodologies used had a satisfactory influence on the learning process.

Formative test

This assessment tool was used to provide learners with evidence of their progress, so as to maintain motivation. The formative test took place in lesson 8 (see the formative test questions in Appendix 8.1), and was applied through the Plickers web tool. The test was composed of multiple-choice questions and made use of complete sentence structures worked on up to that point. It started with a trial run question (so the group could get acquainted with the format, and understand how the tool worked), after which four questions followed, two regarding zoo animals and two farm animals. The results are registered in the grid included in Appendix 14, and are illustrated in Graph 4.



Graph 4 – Results of the formative test.

Most learners answered the majority of the questions correctly, as can be observed in Graph 4 (see detailed grid in Appendix 14). The topics they had the most difficulties with were the prepositions of place and what farm animals give us. The struggle with the prepositions of place had already been identified and was being worked on through the correction of the second homework assignment (see zoo worksheet in Appendix 4.1). As for what farm animals give us, this was a topic that, despite being general knowledge, had only been introduced to ten students in lesson 7, so it should not have been included in the formative test.

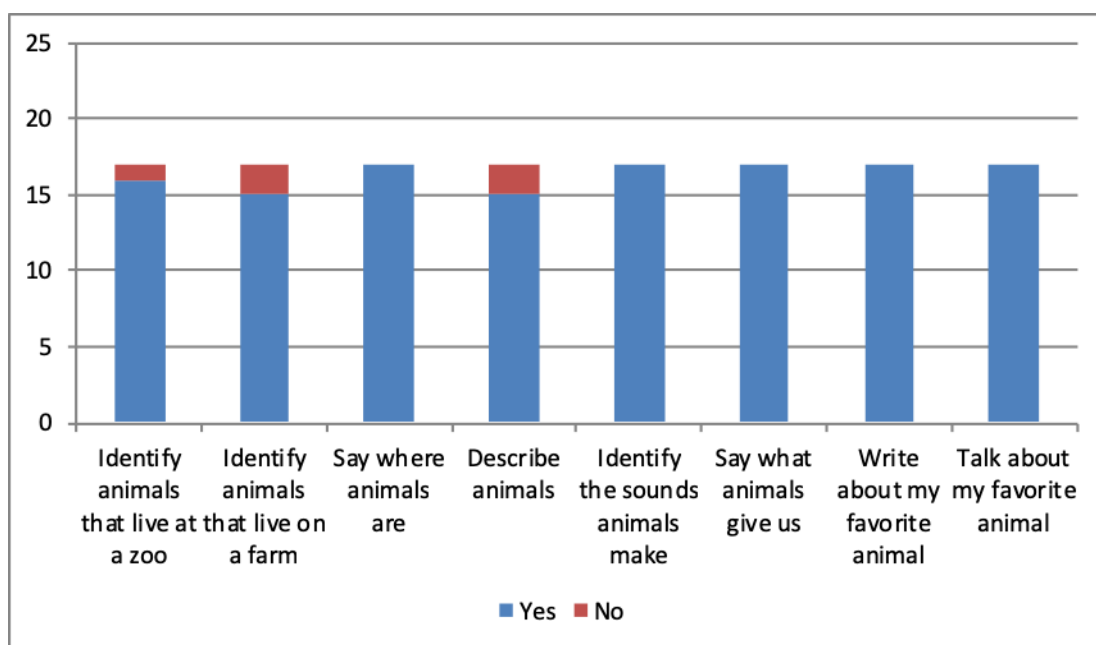
Nevertheless, the data collected through the formative test seems to indicate that the strategies and methodologies implemented had a favorable influence on the students' learning. Furthermore, the use of Plickers seemed to have promoted a positive and lively environment in class.

Self-assessment

In the last lesson of the didactic unit, the class was asked to fill in a self-assessment form (see Appendix 10.1), which aimed at helping them reflect on their progress, so as to encourage them to become autonomous learners. The form presented the table with the learning goals that had been shown in the first lesson of the didactic unit, and students were asked to identify what they could and could not

do by coloring either a smiley face for yes or a frowny face for no. It should be noted, however, that I was not able to consider the whole class since three students were absent and four students did not hand in the self-assessment form.

As it is visible in Graph 5 (see detailed results grid in Appendix 15), most learners felt they were able to achieve all of the learning goals defined; however, it was interesting to notice that, contrary to what the previously mentioned assessment tools had indicated, some felt they were unable to identify animals that live at a zoo or on a farm, or describe animals.



Graph 5 – Results of the self-assessment.

In order to obtain more detailed feedback, a two-level scale may have been too limited for students to accurately assess their learning. As an alternative, an intermediate level, such as “Sometimes/☺”, could have given the class the opportunity to identify partially met goals.

Final grades

The students’ final grades were determined by the oral production assessments performed in the middle and at the end of the didactic unit (40%), the three homework assignments (30%) and the two behavior and attitude assessments (30%). The results are registered in the final grades grid included in Appendix 16. According to these, from the 24 students of the class, nine students finished the

didactic unit with “Good” and fifteen students “Very good”, which indicates that, overall, the group’s performance regarding oral production, homework, and behavior and attitude was very satisfactory.

In conclusion, the data collected through direct observation, observation grids, homework, the formative test and self-assessment appears to indicate that the strategies and methodologies identified in Chapter 3 had a positive impact on the students’ learning outcomes, behavior and attitude, as well as oral production, which is reflected in the final grades.

4.2 Reflection on the STP

Over the course of ten 45-minute lessons, I taught the didactic unit “Let’s visit the animals!”, while focusing on improving the class’s learning outcomes, behavior and attitude, and oral production. Throughout the didactic unit, I maintained the importance the cooperating teacher gave to homework, as well as behavior and attitude, but introduced some changes, such as a visual signal for quiet, conducting the classes in English only, and added new types of activities, like guessing games, presentations, and role plays. As demonstrated by the results presented in the foregoing section, the strategies and methodologies applied seemed to have had a favorable influence on the learners’ performance. Nevertheless, there were a couple of times where, as described in Chapter 3, it was challenging to keep the class under control and deal with time management. Moreover, it was difficult to keep track of all the information students missed when they were absent or arrived late, as well as to adjust the instruction when the teaching proved not to be entirely successful.

In addition, although students’ spoken production improved over time, the learning experience could have been better served had the speaking activities, which were mostly reproductive in nature, allowed for more creative speaking, and if learners had had the opportunity to do more peer speaking interactions without the teacher being present. By speaking with their peers alone, those who might have felt intimidated by the presence of an adult figure could have felt more relaxed, hence improving their performance and realizing that it is okay to make mistakes.

Another strategy that could have been used was to, before showing the “My favorite animal” videos, teach the class the meaning of the words “cute”, “playful”,

and “chasing birds”. In addition, students should have been told that at the end of the videos they were going to have to describe what they had seen. These strategies would have been important to prepare them to watch the videos and enhance their comprehension.

Despite the aforementioned difficulties and shortcomings, the STP was, nonetheless, a very enriching experience where I learned a lot.

One of the most meaningful lessons I am taking with me into my future as a teacher is that routines are important for young learners as they allow them to develop their understanding, and grow. Furthermore, the tasks and activities selected must be developmentally appropriate.

Giving young learners enough time to perform the tasks and activities proposed is also essential, otherwise they may feel frustrated, which can create tension and lead to a negative environment in the classroom. Moreover, it was interesting to notice that the class’s mood could change according to the day of the week (the English class was always at 9:15 a.m.; yet, on Mondays, they were usually calm and cheerful, while on Thursdays, they were a bit agitated and less patient towards my limitations).

With regard to strategies for class management, I had the opportunity to realize that keeping learners busy prevents the noise level from rising.

In terms of oral production, I observed that during the speaking tasks and activities, learners were able to produce complete sentences when they were provided with the model in writing or had been practicing it in the previous lessons. When the model was provided just orally, they were unable to use it to build complete sentences right away, as they needed to practice the complete sentence model a couple of times before they were able to actually use it. Additionally, without a written model, they sometimes went back to producing one-word utterances.

While learners were performing the speaking activities, it was curious to see that having visual aids, *realia*, or pieces of work created by them helped support their understanding and production. In addition, encouraging hesitant or shy learners helped them find the confidence to talk. Finally, allowing students to express their personal views or feelings also motivated them to speak.

Consequently, it seemed that although speaking is difficult for young learners, with engaging tasks and activities that provide a lot of support, they are able to go beyond one-word utterances and build complete sentences.

Summary

This chapter analyzed the data collected throughout the STP, providing detailed information on the assessment tools applied and critically discussing the learners' outcomes. In addition, the difficulties I faced during the STP and what I learned from this experience were also examined.

Conclusion

The STP aimed at developing the young learners' oral skills, so they could go beyond one-word utterances and start expressing themselves by building complete sentences. To fulfill this goal, the topics of the selected didactic unit were taught by making use of several methodologies that stimulate oral production, fluency and communication, namely the Audiolingual Method, Communicative Language Teaching (Richards & Rodgers, 2001), and Task-Based Instruction (Larsen-Freeman, 2000). In order to carry these out, the oral activities performed were based on guessing games, role plays, oral presentations, a story, songs, and videos, all designed for learners to practice speaking by building whole sentences. Furthermore, the teaching-learning process incorporated all the principles referred to in section 2.1 for developing foreign language oral skills in young learners, including the ones related to providing students with a lot of support for understanding and production.

As lessons progressed, the class's oral production improved. In fact, as discussed in section 4.1, when prompted and supported, learners began producing full sentences in a clearer and more independent way. In addition, it was interesting to observe that they also started using whole sentences in a spontaneous and independent way to express themselves orally and for small interactions they were familiar with.

Subsequently, it seems that although speaking presents a challenge to young learners, with tasks and activities that are motivating, model the full sentence and provide participants with a lot of support for understanding and production (e.g. by making use of written text, *realia*, visual aids and a supportive teacher), they are able to go beyond one-word utterances and build complete sentences.

This conclusion, however, is based on the results obtained from the tasks and activities performed, which, overall, were very controlled, guided and reproductive in nature. If there had been more time, I would have introduced students to peer speaking interaction activities without an adult being present, and generated more opportunities for creative speaking, so I could measure the impact these strategies would have on the class's ability to produce longer utterances. Moreover, it would

have been interesting to go back at the beginning of the following school year to see whether learners had gone back to producing one-word answers or if they were still using full sentences orally.

With no previous experience in teaching, the STP was the very first time I assumed the role of the teacher in a real classroom. Bearing this in mind, it would have been more productive if there had been more time to do further research on the didactic issue, before actually starting the STP. Nonetheless, this practical component was crucial, since it helped me understand and implement the principles and methodologies I had read about in the first semester of the Master's in Teaching English in the 1st Cycle of Basic Education.

Moreover, the observation period immediately preceding the practice was similarly vital, as it allowed me to, by getting to know the group, their interests, their learning styles and their classroom layout and resources, gather the data I would then use to decide on the issues to address, plan the lessons, design the tasks and activities, and create the materials. In fact, only by experiencing teaching first hand was I able to realize that the teacher decision-making process does not end with lesson planning; it goes on as the lesson unfolds (e.g. to manage time or decide on which learners to call on) and continues after the lesson ends, given that one must evaluate what went wrong and what went right to try and improve the teaching practice and the learners' outcomes.

In spite of the difficulties regarding class and time management, I consider that the STP was, nevertheless, a most beneficial experience that will allow me to start my new career as a teacher with already some confidence and understanding of what teaching a foreign language to young learners entails.

As for the Master's in Teaching English in the 1st Cycle of Basic Education, it represented the first time I ever came into contact with pedagogical-didactic literature. This means that everything I read during the Master's regarding child psychology, learning theory, language teaching methodology, English didactics, and primary school curriculum was new to me.

While the contact with a real class was extremely important for me to enact the theories I became acquainted with during the Master's, the several seminars at the university were equally instrumental, as they allowed me to lose the fear of experimenting with strategies that I was initially reluctant about. Furthermore, owing to the different courses, I am now equipped with a method based on observation,

research, and reflective practice that I can use to try and improve my future classes' learning outcomes.

Finally, I would like to thank my professors at the university, whose insights were a source of inspiration and guidance throughout the planning and delivering of the STP. I would also like to express my gratitude to the cooperating teacher and the homeroom teacher for their support during the practice, and to 4.^ºA for giving me the opportunity to experience what it is like to teach young learners.

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Appendix 1 – Lesson 1 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 9th of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: Animals

Lesson rationale

From the beginning of the school year up until now, students have reviewed what they learned in the third grade, namely all about me, the English-speaking world, school things, school subjects, classroom language/routine, and school areas. They have also completed Module 1: “My body and the 5 senses” – where they learned the possessive case, how to describe physical appearance, the verb “have got”, and the five senses – and have gone through part of Module 2: “My home and my neighbourhood” – where they have learned “whose”, determiners, singular/plural nouns, prepositions of place, names of furniture pieces, rooms, types of houses, and buildings in the neighborhood. In this lesson, learners will be introduced to a new module called “Let's visit the animals!” and are expected to describe animals orally, by being prompted through cards with a picture and a text, and to identify animals by pointing to the correct animal picture on the board. They will be asked to do this in a guessing game called “Guess the animal!”. This game corresponds to the themes “Wild animals” and “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). Moreover, the game also refers to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), specifically, goals 4.3 – “To participate in games and short role plays” – and 5.5 – “To identify animals” – of the intercultural domain (*ibid.*, p. 12, my translation).

The lesson will be divided into three stages. In the first stage, the student teacher will greet the class, use a monkey head helium balloon to teach students a visual signal for quiet, and write the summary. In the second stage, the student teacher will present the module's learning goals to the class by using a sheet written

both in English and Portuguese, so students can be acquainted with the goals of the module through native language support. In the third stage, students will play the aforementioned guessing game where they will have to describe an animal orally and guess an animal by pointing to its picture (they will not be required to say the names of the animals in English as they do not yet know their names). Real pictures of animals will be used to help them describe and guess the animals. The guessing game will be used both as a brainstorming activity for the module and as an oral production assessment, through which the student teacher will measure the students' initial oral skills. An observation grid will be used for that assessment.

Background information

The class is composed of 24 students, 13 boys and 11 girls, who are between nine and ten years old. There are two students with special educational needs (cognitive difficulties and concentration/attention deficit disorders), two with a PEI (*Programa Educativo Individual*), one with a PAPI (*Plano de Acompanhamento Pedagógico Individual*), and there is one student who is repeating the fourth grade. There is also another one who only started attending this school in the third grade. Before that s/he attended a different school where s/he repeated the third grade.

This is a multicultural class with students from different linguistic and cultural backgrounds, including Eastern European and African. As for their socio-economic background, this group comes from working class families: 17 students come from households that are in income bracket 1 and 2; three come from households that are in income bracket 3; and four come from households that are in income bracket 4.

In terms of grades, there are two students who have "Very good", twenty students either "Good" or "Sufficient" and two students "Insufficient". Four students run the risk of repeating the fourth grade, and there are another two with irregular school attendance, which have been reported to social services. The subjects this group has most difficulties with are Mathematics and *Estudo do Meio*.

Behavior-wise, the class is unstable and confrontational, with frequent episodes of verbal aggression and occasional episodes of physical aggression.

In terms of English, students have class on Mondays and Thursdays, from 9:15 to 10:00 a.m. In addition, it is common for them to arrive late or miss English class, possibly due to morning rush hour traffic.

This group has had one year of curricular English (twice a week) and seem to like English classes, as they are at ease with school procedures and routines. There are some students (two to three) who seem to be especially highly motivated and independent, since they finish the proposed exercises early, move on to the next ones and even ask for more tasks after completing all the exercises.

In terms of materials and resources, as observed, the class likes using visual materials, music, and the listening exercises that are played on the computer (these have jingles that they like to dance to).

As a whole, the class is very communicative and loves interaction. Students are used to the English class being conducted in both English and Portuguese. In accordance with the descriptors included in the *Metas Curriculares* (Bravo *et al.*, 2015) and the global scale of *The Common European Framework of Reference for Languages* (Council of Europe, 2001), the learners' English proficiency corresponds to the A1 basic user level. They seem to understand simple instructions in English, however, they have more difficulties in understanding new expressions in English when the meaning is not literal. When English is spoken in the classroom, the majority of students also seem to understand most of what is said, as long as they are provided with and understand the context. When they do not understand the context and, consequently, do not understand what is being said, they get curious about it, try to guess and/or ask for the meaning.

Despite this curiosity of theirs, as observed, when learners answer in English, they mostly provide one-word answers and do not produce complete sentences.

Overall aims

By the end of this lesson, students will be able to:

- describe animals orally;
- identify animals.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (5 MINUTES)

Specific aims

In this stage, students will be able to:

- stop talking and be quiet when Charlie, the monkey head helium balloon, floats around;
- copy what is on the board in under two minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding a monkey head helium balloon.
- She will greet the students and the homeroom teacher by saying, “Good morning, everyone! Good morning, teacher L.! How did your Easter holidays go?”
- The student teacher will listen to the students’ and the homeroom teacher’s answers.
- She will point to the monkey head helium balloon and ask the students, “Do you know who this is?”
- The student teacher will listen to the students’ answers.
- The student teacher will get the pupil’s book (Dooley & Evans, 2016c), point to the characters Liam and Lily on the cover and ask the students, “Do you remember the pet that Liam and Lilly have got?”
- The student teacher will listen to the students’ answers.
- She will point to the monkey head helium balloon and say, “This is Charlie, the monkey!”
- The student teacher will walk from left to right with the monkey head helium balloon floating above her and say, “Whenever you see Charlie floating around, you have to stop talking and be quiet. So, this is our signal to stop talking and be quiet. OK, let’s try it!”

- The student teacher will ask the class to speak by saying, “Speak! Blah, blah, blah, blah, blah!”
- The student teacher will listen to them saying, “Blah, blah, blah, blah, blah!”
- She will walk around the classroom with the monkey head helium balloon floating above her.
- The students will stop talking and be quiet.
- The student teacher will praise and thank them for their participation.
- She will tie the monkey head helium balloon to one of the coat hangers on the left side of the board.
- The student teacher will write on the board: “Monday, the 9th of April 2018/ 41st lesson/ It’s cloudy./ Summary: Module 5: Let’s visit the animals! Learning goals. Game: Guess the animal!”
- The student teacher will tell the class they have two minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, the student teacher will see who is absent.
- Once the two minutes are up, the student teacher will ask everyone if she may erase the board. If some say, “No.”, the student teacher will ask them to use one of their classmates’ notebooks to finish copying it down.
- The student teacher will erase the board.

Possible problems/solutions: Students may not be able to say, “Blah, blah, blah, blah, blah!”, when the student teacher asks them to. If that happens, the student teacher will ask them to repeat, “Blah, blah, blah, blah, blah!”, after her. The group may also not be able to stop talking and be quiet when they see the monkey head helium balloon floating around. If that happens, the student teacher will pretend to be a student, will say, “Blah, blah, blah, blah, blah!”, and will stop talking and be quiet when she sees the monkey head helium balloon floating around.

Resources/materials: Monkey head helium balloon; cover of *Smiles 4.^o ano Pupil’s Book* (Dooley & Evans, 2016c); board, chalk.

STAGE 2 – PRESENTING THE LEARNING GOALS TO THE CLASS (5 MINUTES)

Specific aim

In this stage, students will be able to:

- become acquainted with the learning goals of module 5, which is called “Let’s visit the animals!”.

Procedures:

- The student teacher will tell the class that the next ten lessons will be dedicated to module 5, which is called “Let’s visit the animals!”.
- The student teacher will show the students a sheet and tell them that it lists the learning goals for module 5, which they are expected to meet by the end of the ten lessons. In addition, they will be told that the learning goals sheet has two columns; the first column is in English and the second column is in Portuguese.
- The student teacher will give a stack of 24 copies of the learning goals sheet to the student on the right end of the first row and will ask her/him to take one sheet and pass the rest. This will be done with every single student in the first row. The students in the other rows will be asked to follow the example of their classmates in the first row, and take one sheet for them and pass the rest.
- Once everyone has a copy of the learning goals sheet, the student teacher will ask a student to read the second column, which lists the learning goals in Portuguese. The student teacher will listen to their reading of the learning goals.
- The student teacher will ask the class if they have any questions regarding the learning goals and will write “Dúvidas?” on the board. She will listen to the students’ questions and answer them.

Possible problems/solutions: Students may not be able to take one sheet for them and pass the rest to the classmate sitting next to them. If that happens, the student teacher will pretend to be a student, take one sheet for herself and pass the rest to the student sitting next to her, so the rest can follow her example.

Resources/materials: Learning goals sheet.

STAGE 3 – “GUESS THE ANIMAL!” GAME (35 MINUTES)

Specific aims

In this stage, students will be able to:

- describe animals orally by being prompted by cards with a picture and a text;
- identify animals by pointing to the correct animal picture on the board after listening to an oral description provided by a classmate.

Procedures:

- The student teacher will ask the class what animals they know in English and will listen to their answers.
- She will write the title “Guess the animal!” on the board and will stick 25 pictures of animals below it.
- She will tell the class they are going to play a game called “Guess the animal!” where there will be two teams of 12 members each.
- The student teacher will explain that each team member will be given an animal card with a picture and a text, and that they will have two minutes to study the card. The student teacher will show the group one of the animal cards while saying this (the texts on the animal cards include vocabulary students already know, such as colors, numbers, parts of the body, adjectives related to physical appearance and action verbs like fly or swim; the animals selected for the game include animals students like, as per the results of a questionnaire applied two weeks prior to the beginning of the unit). Once the two minutes are up, each team will form a line next to the board, with the animal pictures between them.
- The student teacher will then explain how the game is played: a member of the team on the right and a member of the team on the left will come forward. The member of the team on the right will describe an animal orally for the member of the team on the left to try and guess, and the member of the team on the left will try and guess the animal by pointing to one of the animal pictures on the board (the student teacher will point to the pictures on the board while saying this). Then, the member of the team on the right will show

her/his animal card, and the member of the team on the left will be able to see if s/he pointed to the correct animal. If the member of the team on the left correctly guesses the animal, her/his team gets a point, in which case the student teacher will write the name of the animal on the left side of the board, and place a check mark next to the animal's name. If s/he is incorrect, the team does not get a point, in which case the student teacher will write the name of the animal on the left side of the board, and place a cross next to the animal's name. The student teacher will then remove the correct animal picture from the board. Next, the member of the team on the left describes an animal orally for the member of the team on the right to try and guess. Students may help their team members guess the animals. Once both members have described an animal orally and tried to guess it, they will go to the end of their respective team's line and the next members will come forward. The teams will take turns until all their members have described and tried to guess an animal orally. Once all members of both teams have had their turn, the game will come to an end, and the team with the most points wins.

- The student teacher will provide an example: she will stand on the left side of the animal pictures on the board, holding the panda card in her hand, and will ask a student to stand up and come stand on the right side of the animal pictures on the board, facing the student teacher. The student teacher will pretend to read the panda card several times, as if she were studying it. Then, she will say the text on the panda card without looking at it ("I am black and white. I eat bamboo. I live in Asia. What am I?") and will ask the student to guess the animal by pointing to its picture on the board. If s/he points to the correct animal, the student teacher will say, "Very good, it's the panda!", and will remove the panda picture from the board; if s/he points to the incorrect animal, the student teacher will say, "I'm sorry, it was the panda.", point to the panda picture on the board and remove it. The student teacher will praise and thank her/him for her/his participation.
- Now that everybody knows how the game works, it is time for them to form two teams. The student teacher will ask two students to stand up and come to the front of the class, where one will stand on the right side of the animal pictures on the board, while the other stands on the left side. The student

teacher will tell them they are going to be the team leaders and that each one of them will need to pick eleven classmates to form their teams.

- Once the teams are formed, the student teacher will give an animal card to everyone on the team and will tell them they have two minutes to study their cards. She will ask the students to hold their animal cards close to them, so the other team is not able to see them.
- Once the two minutes are up, the student teacher will ask the students to line up behind their respective team leader, holding their cards close to them. Then, she will ask the team standing on the right of the animal pictures on the board to pick a name for their team. The student teacher will write the name of the team on the right side of the board. Then, she will ask the team standing on the left side to do the same and will write the team's name on the left side of the board.
- The student teacher will ask both team leaders to come forward, and will ask the leader of the team on the right to start the game by describing the animal on her/his card orally.
- The student teacher expects that there will be enough time in the lesson for them to play at least six rounds of the "Guess the animal!" game. The remaining rounds will be played in the following lesson.
- As students play the game, the student teacher will help them describe the animals orally whenever needed and will assess their oral production by using an observation grid.
- When there is one minute remaining to the end of the lesson, the student teacher will stop the game, make a note of the students who did not have a chance to play, of the animal cards they are holding, and of the team they belong to. Before letting the class go to recess, she will collect everyone's cards and tell them they will finish the game the next lesson.

Possible problems/solutions: While studying the animal cards, some students may say that they cannot read English and, therefore, will not be able to read the text on their animal card. If that happens, the student teacher will help them by reading their cards sentence by sentence and asking them to repeat after her.

Resources/materials: Animal pictures; animal cards; board and chalk; observation grid.

Appendix 1.1 – Lesson 1 materials

Monkey head helium balloon



Cover of *Smiles 4.º ano Pupil's Book*

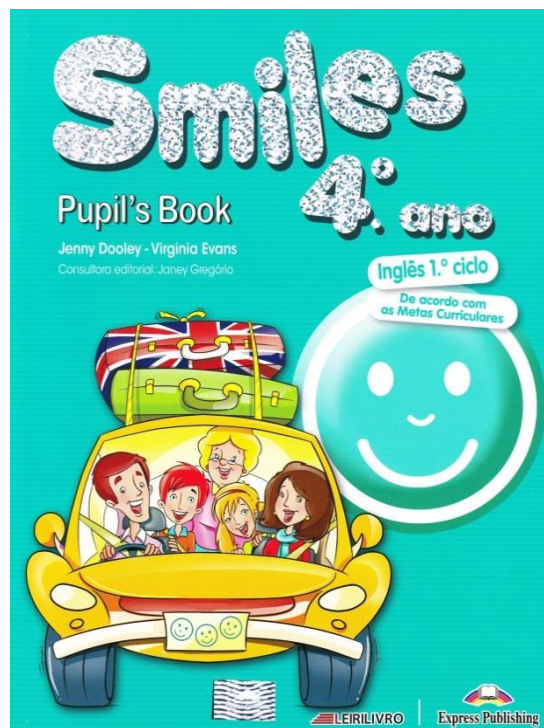


Image retrieved from: Dooley & Evans (2016c).

Learning goals sheet (Student teacher created.)

CED Nossa Senhora da Conceição

School year 2017-2018

Module 5: Let's visit the animals!

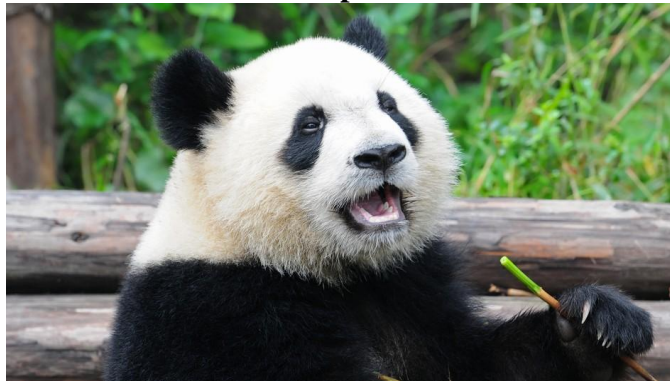
Learning goals
At the end of this module, you will be able to:
- identify animals that live at a zoo
- identify animals that live on a farm
- say where animals are (for example: the elephant is behind the giraffe)
- describe animals
- identify the sounds animals make
- say what animals give us (for example: milk, meat, eggs)
- write about your favorite animal
- talk about your favorite animal
in English 😊

Objetivos de aprendizagem
No final deste módulo, serás capaz de:
- identificar animais que vivem no jardim zoológico
- identificar animais que vivem na quinta
- dizer onde estão os animais (por exemplo: o elefante está atrás da girafa)
- descrever animais
- identificar os sons que os animais fazem
- dizer o que os animais nos dão (por exemplo: leite, carne, ovos)
- escrever sobre o teu animal favorito
- falar do teu animal favorito
em inglês 😊

Goals adapted from: Dooley & Evans (2016c).

Animal pictures

Panda picture



Retrieved from: <https://kids.nationalgeographic.com/animals/giant-panda/#giant-panda-eating.jpg> (accessed on the 2nd of April 2018)

Lion picture



Retrieved from: <https://kids.nationalgeographic.com/animals/lion/#lion-male-roar.jpg> (accessed on the 2nd of April 2018)

Giraffe picture



Retrieved from: <https://kids.nationalgeographic.com/animals/giraffe/#giraffe-baby.jpg> (accessed on the 2nd of April 2018)

Elephant picture



Retrieved from: <https://kids.nationalgeographic.com/animals/african-elephant/#moms5.png> (accessed on the 2nd of April 2018)

Cheetah picture



Retrieved from: <https://kids.nationalgeographic.com/animals/cheetah/#cheetah-running.jpg> (accessed on the 2nd of April 2018)

Hippo picture



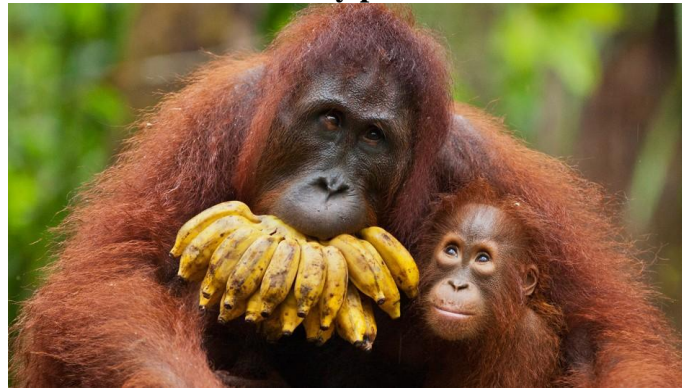
Retrieved from:
<https://kids.nationalgeographic.com/animals/hippopotamus/#hippopotamus-jaws-open.jpg> (accessed on the 2nd of April 2018)

Zebra picture



Retrieved from: <https://kids.nationalgeographic.com/animals/zebra/#h2h-zebra-sm.jpg> (accessed on the 2nd of April 2018)

Monkey picture



Retrieved from: <https://kids.nationalgeographic.com/explore/wacky-weekend/primates/#ww-primates-orangutans.jpg> (accessed on the 2nd of April 2018)

Crocodile picture



Retrieved from: <https://kids.nationalgeographic.com/animals/nile-crocodile/#crocodile-teeth.png> (accessed on the 2nd of April 2018)

Whale picture



Retrieved from: <https://kids.nationalgeographic.com/animals/orca/#orca-jumping.jpg>
(accessed on the 2nd of April 2018)

Wolf picture



Retrieved from: <https://kids.nationalgeographic.com/animals/gray-wolf/#photoark-graywolf.jpg> (accessed on the 2nd of April 2018)

Snake picture



Retrieved from:
<https://kids.nationalgeographic.com/animals/rattlesnake/#rattlesnake-tongue.jpg>
(accessed on the 2nd of April 2018)

Polar bear picture



Retrieved from: <https://kids.nationalgeographic.com/animals/polar-bear/#polar-bear-cub-on-mom.jpg> (accessed on the 2nd of April 2018)

Horse picture



Retrieved from: <https://kids.nationalgeographic.com/animals/przewalskis-horse/#przewalskis-horse-colt.jpg> (accessed on the 2nd of April 2018)

Pig picture



Retrieved from: <https://kids.nationalgeographic.com/animals/pig/#pig-fence.jpg> (accessed on the 2nd of April 2018)

Chicken picture



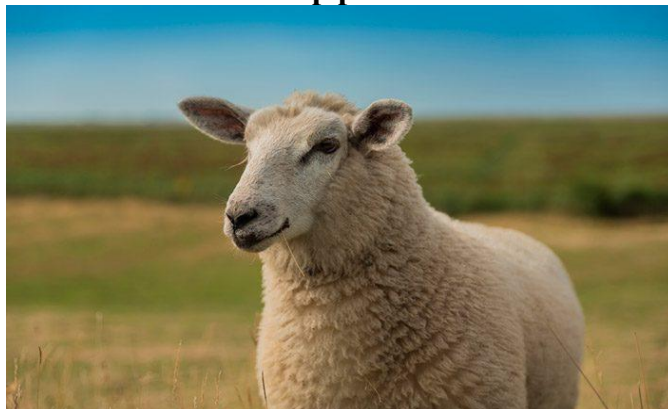
Retrieved from: <https://www.quora.com/Whats-the-difference-between-chicken-and-hen> (accessed on the 2nd of April 2018)

Cow picture



Retrieved from: <http://www.agroportal.hr/veterinarstvo/page/2> (accessed on the 2nd of April 2018)

Sheep picture



Retrieved from: <https://igrejauniversal.pt/mensagens/bispo-edir-macedo/caracteristicas-da-ovelha/> (accessed on the 2nd of April 2018)

Goat picture



Retrieved from: <https://www.dunya.com/sektorler/tarim/ciftcilere-keci-destegi-haberi-343334> (accessed on the 2nd of April 2018)

Rabbit picture



Retrieved from: <http://www.veterinaria-actual.pt/no-campo/febre-hemorragica-dizima-populacao-coelhos-bravos-portugal/> (accessed on the 2nd of April 2018)

Peacock picture



Retrieved from: <http://leandronazareth.blogspot.pt/2011/09/pavao-e-sua- vaidade-positiva-e-estagios.html> (accessed on the 2nd of April 2018)

Duck picture



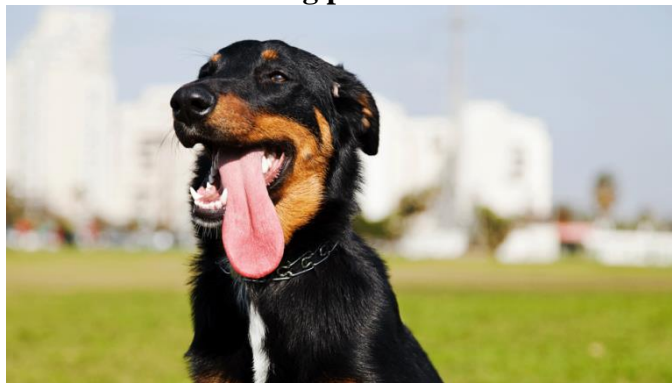
Retrieved from: <https://kids.nationalgeographic.com/animals/mallard-duck/#mallard-male-swimming.jpg> (accessed on the 2nd of April 2018)

Cat picture



Retrieved from: <https://kids.nationalgeographic.com/explore/moment-of-galleries/moment-of-meow/#cat-stalking-prey.jpg> (accessed on the 2nd of April 2018)

Dog picture



Retrieved from: <https://kids.nationalgeographic.com/explore/moment-of-galleries/moment-of-woof-2/#MOwoof-tongue.png> (accessed on the 2nd of April 2018)

Turkey picture




Retrieved from: <https://www.indiamart.com/proddetail/naatu-kodi-chicken-16705799930.html> (accessed on the 2nd of April 2018)

Animal cards (Student teacher created.)

Texts on each of the cards student teacher created and adapted from:
Dooley & Evans (2016c), pp. 66, 70, 71, 72, 73, 75 and 77.

Panda card

<p>I'm black and white.</p> <p>I eat bamboo.</p> <p>I live in Asia.</p> <p>What am I?</p>	 A giant panda sitting on a log, eating bamboo. The panda is black and white, with its mouth open, holding a piece of bamboo.
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Lion card

I am very strong!

I live in Africa.

I am the king of the
jungle!

What am I?



Giraffe card

I am very tall.

I am yellow and
brown.

I eat vegetables.

I live in Africa.

What am I?



Elephant card

I am very big.

I've got very big
ears and a long
nose.

What am I?



Cheetah card

I am yellow and black.

I eat other animals.

I am very fast.

What am I?



Hippo card

I am very heavy.

I'm grey.

I live in Africa.

I love water!

What am I?



Zebra card

I look like a horse,
but I am not a
horse.

I've got black and
white stripes.

What am I?



Monkey card

I am very funny.
I've got long arms
and legs.
I love bananas!
What am I?



Crocodile card

I've got sharp
teeth.
I can swim.
I lay eggs.
What am I?



Whale card

I am very big.
I live in the ocean.
I've got a hole on
the top of my head.
What am I?



Wolf card

I've got four legs.
I look like a dog,
but I am not a dog.
I go *howl*.
What am I?



Snake card

I've got no arms
and no legs.
I smell with my
tongue.
What am I?



Polar bear card

I am white.
I can swim.
I live in the Arctic.
What am I?



Horse card

I've got four legs.

I like carrots.

You can ride on my back.

What am I?



Pig card

I've got four legs.

I am pink.

I go *oink*.

I live on a farm.

What am I?



Chicken card

I've got wings, but I don't fly.

I lay eggs.

I live on a farm.

What am I?



Cow card

I've got four legs.

I give meat and milk.

I go *moo*.

What am I?



Sheep card

I've got four legs and a short tail.

I am usually white.

I give meat, milk and wool.

What am I?



Goat card

I've got four legs.

I've got two horns.

I give meat, milk and wool.

What am I?



Rabbit card

I've got four legs.
I've got a short tail.
I've got two long ears.
What am I?



Peacock card

I'm a bird.
I can fly.
I've got beautiful feathers.
What am I?



Duck card

I've got two legs.
I've got feathers.
I can swim.
I go *quack*.
What am I?



Cat card

I've got four legs.

I am very cute.

I go *meow*.

What am I?



Dog card

I've got four legs.

I am the man's best friend.

What am I?



Turkey card

I've got two legs.

I've got feathers.

I've got a funny head.

I live on a farm.

What am I?



Appendix 2 – Lesson 2 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 12th of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: Zoo animals (lion, giraffe, elephant, hippo, cheetah, monkey, and zebra)

Lesson rationale

In the previous lesson, students played a guessing game that worked both as a brainstorming activity for the module and as an oral production assessment, through which the student teacher measured their initial oral skills. In this lesson, they are expected to acquire new vocabulary items, such as “lion”, “giraffe”, “elephant”, “hippo”, “cheetah”, “monkey” and “zebra”, and use them in speaking, listening, and reading and writing exercises. These exercises correspond to the theme “Wild animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these exercises also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 4.4 “To ask and answer questions about previously presented themes.” (*ibid.*, p. 8, my translation) of the spoken interaction domain; goal 5.5 “To identify animals.” (*ibid.*, p. 12, my translation) of the intercultural domain; goal 6.5 “To identify vocabulary related to animals/let’s visit the animals. Animals and sounds (cat/meow, mouse/squeak). Animals on the farm (cow/horse). Animals at the zoo (lion/zebra).” (*ibid.*, p. 15, my translation except for “let’s visit the animals” and the parenthesized words) of the lexis and grammar domain; and goal 2.1 “To identify vocabulary accompanied by pictures.” (*ibid.*, p. 6, my translation) of the reading domain.

The lesson will be divided into six stages. In the first stage, the student teacher will greet the class, remind students of the visual signal for quiet by using the monkey head helium balloon and write the summary. In the second stage, learners will finish the “Guess the animal!” game. In the third stage, the student teacher will present the above-mentioned new vocabulary items to the class and engage them in a

speaking exercise. In the fourth and fifth stages, students will use the new vocabulary items in a listening exercise, and in a reading and writing exercise. Finally, in the sixth stage, the homework assignment will be given. The lesson includes authentic materials, such as real pictures of animals, and comprises exercises that took into consideration the likes of the class.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- describe animals orally;
- identify animals;
- acquire the new vocabulary items, “lion”, “giraffe”, “elephant”, “hippo”, “cheetah”, “monkey”, and “zebra”, and use them in listening, speaking, and reading and writing exercises.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- stop talking and be quiet when they see the monkey head helium balloon floating around;
- copy what is on the board in under two minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey head helium balloon and greet the students and the homeroom teacher by saying, “Good morning, everyone! Good morning, teacher L.! How are you doing today?”

The student teacher will listen to the students' and the homeroom teacher's answers.

- The student teacher will point to the balloon and tell the class, "Look who is joining us again! It's Charlie, the monkey! Remember, Charlie is our signal to stop talking and be quiet [the student teacher will do the quiet gesture]. So, when you see Charlie floating around [the student teacher will walk from left to right with the monkey head helium balloon floating above her], you have to stop talking and be quiet [the student teacher will do the quiet gesture]. OK, let's try it!" The student teacher will ask everyone to speak by saying, "Everybody say: 'Blah, blah, blah, blah, blah!'" The student teacher will listen to them saying, "Blah, blah, blah, blah, blah!", and will walk around the classroom with the balloon floating above her. The students will stop talking and be quiet. The student teacher will praise and thank them for their participation, and tie the monkey balloon to one of the students' portfolios on the right side of the board.
- The student teacher will write on the board: "Thursday, the 12th of April 2018/ 42nd lesson/ It's rainy./ Summary: Module 5: Let's visit the animals! Game: Guess the animal! Lion, giraffe, elephant, monkey, cheetah, hippo, zebra." She will afterwards tell the class they have two minutes to copy what is on the board into their notebooks (while they are copying what is on the board, the student teacher will see who is absent).
- Once the two minutes are up, the student teacher will ask them if she may erase the board. If some say, "No.," she will ask them to use one of their classmates' notebooks to finish their copy, while she erases the board.

Possible problems/solutions: Students may not be able to say, "Blah, blah, blah, blah, blah!", when the student teacher asks them to. If that happens, she will ask them to repeat, "Blah, blah, blah, blah, blah!", after her. Students may also not be able to stop talking and be quiet when they see the monkey balloon floating around. If that happens, the student teacher will pretend to be a student, will say, "Blah, blah, blah, blah, blah!", and will stop talking and be quiet when she sees the monkey balloon floating around.

Resources/materials: Monkey balloon; board, chalk.

STAGE 2 – “GUESS THE ANIMAL!” GAME (10 MINUTES)

Specific aims

In this stage, students will be able to:

- describe animals orally by being prompted by cards with a picture and text;
- identify animals by pointing to the correct animal picture on the board after listening to an oral description provided by a classmate;
- correctly congratulate the winning team by shaking hands with its members and saying, “Congratulations!”;
- correctly thank the losing team for their congratulations by shaking hands with its members and saying, “Thank you!”.

Procedures:

- The student teacher will write the title “Guess the animal!” on the board and stick six animal pictures (giraffe, pig, elephant, peacock, snake, and goat) below it. Next, she will write “Team Dog – 5 points” on the right side of the board and “Team Wolf – 6 points” on the left side.
- Afterwards, the student teacher will tell the class they are going to continue the “Guess the animal!” game. She will ask the Team Dog and Team Wolf leaders to stand up, come to the front of the class and stand on the right side and left side of the board, respectively.
- The student teacher will call the students who did not have a chance to play the game the previous lesson, ask them to join their respective team leader, and give them their respective animal cards.
- The student teacher will ask the remaining students to watch the game and keep score.
- The student teacher will ask the member of Team Wolf who was describing the animal when the game stopped the previous lesson to come forward and ask the member of Team Dog, who was trying to guess the animal when the game stopped the previous lesson, to come forward as well. The member of Team Wolf will describe the animal on his card and the game will continue.
- As the students play the game, the student teacher will help them describe the animals orally whenever needed and will assess their oral production by using an observation grid. Once everyone has played the game, the student teacher

will review the score, announce the winning team, congratulate them, and encourage them to celebrate.

- The student teacher will praise and thank the losing team for their participation, and will ask them to congratulate every single member of the winning team by shaking hands and saying, “Congratulations!” The students on the winning team will have to reply in return, “Thank you!”
- The student teacher will praise and thank everyone for their participation and will ask the students standing next to the board to go back to their seats, while she erases the board.

Possible problems/solutions: Some students may say that they cannot read English, and, therefore, will not be able to study the text on their animal card. If that happens, the student teacher will help them by reading their cards sentence by sentence and asking them to repeat after her.

Resources/materials: Animal pictures; animal cards; board, chalk; observation grid.

STAGE 3 – NEW VOCABULARY ITEMS PRESENTATION AND SPEAKING EXERCISE (10 MINUTES)

Specific aims

In this stage, students will be able to:

- say the sentence, “This is a lion/giraffe/elephant/monkey/cheetah/hippo/zebra.” by repeating it chorally after the student teacher has pronounced it;
- say the sentence, “This is a strong/tall/big/heavy/fast/funny lion/giraffe/elephant/monkey/cheetah/hippo/zebra.” by repeating it chorally after the student teacher has pronounced it;
- use the model, “Where’s the ...?” to ask a classmate where the lion/giraffe/elephant/monkey/cheetah/hippo/zebra is;
- point to the correct animal picture on the board and use the model, “The ... is here.” to say where the lion/giraffe/elephant/monkey/cheetah/hippo/zebra is.

Procedures:

- The student teacher will write the title “At the zoo” on the board, stick seven pictures of animals (lion, giraffe, elephant, monkey, cheetah, hippo, and zebra) below it and write the names of the animals below the pictures.
- The student teacher will point to the picture of the lion and say, “Repeat after me: This is a lion!” The students will say, “This is a lion!”, chorally.
- The student teacher will point to the picture of the lion and say, “Repeat after me: This is a strong lion!”, and make gestures with her arms to illustrate the word “strong”. Students will say, “This is a strong lion!”
- The student teacher will carry out the same procedure for the remaining six animal pictures on the board, and the class will repeat the sentences chorally after the student teacher has pronounced them. At the end she will praise and thank them for their participation.
- Next, the student teacher will write “Where’s the ...?” on the left side of the board and write “The ... is here.” on the right side of the board. Next, she will go to the left side of the board, point to the question and ask, “Where’s the lion?” Then she will go to the right side of the board, point to the model answer “The ... is here.” and say, “The lion is here.”, while pointing to the lion picture.
- The student teacher will go back to the left side of the board, and ask a student to stand up, come to the front of the class and stand on the right side of the board. She will then ask, “Where’s the elephant?”, and s/he will point to the elephant picture on the board and say, “The elephant is here.” The student teacher will afterwards ask, “Where’s the cheetah?”, and s/he will point to the cheetah picture on the board and say, “The cheetah is here.” The student teacher will praise and thank her/him for her/his participation.
- The student teacher will ask another student to stand up, come to the front of the class and stand on the right side of the board. She will ask, “Where’s the giraffe?”, and s/he will point to the giraffe picture on the board and say, “The giraffe is here.” Next, she will ask, “Where’s the hippo?”, and s/he will point to the hippo picture on the board and say, “The hippo is here.” The student teacher will praise her/him and ask her/him to come to the left side of the board.

- The student teacher will ask another student to stand up, come to the front of the class and stand on the right side of the board. She will ask her/him on the left side of the board to ask the questions, and will ask the student on the right side to answer them, which they will do so accordingly.
- The student teacher will praise the student on the left side of the board, thank her/him for her/his participation and ask her/him to go back to her/his seat.
- The student teacher will then ask the student on the right side of the board to go to the left side of the board and she will ask another student to stand up, come to the front of the class and stand on the right side of the board.
- The student teacher will ask the student on the left side of the board to ask the questions and will ask the student on the right side to answer them, which they will do so accordingly.
- The student teacher will praise the student on the left side of the board, thank her/him for her/his participation and ask her/him to go back to her/his seat.
- The student teacher will then ask the student on the right side of the board to go to the left side of the board and will tell her/him to ask the questions, while another student on the right side of the board answers them. Students will do so accordingly.
- The student teacher will praise and thank them for their participation and will ask them to go back to their seats, while she removes the animal pictures and erases the board.

Possible problems/solutions: Students may not be able to ask the question, “Where’s the ...?”, or provide the answer, “The ... is here.” If that happens, the student teacher will remind them that they can look at the models on the board for support. The student teacher will also help them ask the questions and say the answers whenever needed.

Resources/materials: Animal pictures; board, chalk.

STAGE 4 – LISTENING EXERCISE (5 MINUTES)

Specific aims

In this stage, students will be able to:

- recognize the new vocabulary items, both phonologically and visually, by listening to the new vocabulary items spoken by a native speaker in an audio file and pointing to the correct words/animals in their pupil's book;
- stick animal cartoon stickers in the correct animal spot in their pupil's book.

Procedures:

- The student teacher will ask the group to open their pupil's book to page 66 and do exercise 1 "Listen, point and repeat. Then find the stickers!". In this exercise, learners will listen to the new vocabulary items spoken by a native speaker, will have to point to the corresponding words/animals in their pupil's book and repeat those vocabulary items. Then, they will have to peel off animal cartoon stickers from the last page of their pupil's book and stick them in the correct animal spots on page 66 of their pupil's book.
- During this exercise, the student teacher will walk around the classroom to see if everybody is pointing to the correct words/animals and sticking the stickers in the correct place.

Possible problems/solutions: If learners do not point to anything in their pupil's books or point to the incorrect words/animals, the student teacher will ask them to point to the correct words/animals.

Resources/materials: Exercise 1 on page 66 of *Smiles 4.º ano Pupil's Book* (Dooley & Evans, 2016c); *Smiles 4.º ano ieBook* (Dooley & Evans, 2016b); classroom computer, sound system.

STAGE 5 – READING AND WRITING EXERCISE (5 MINUTES)

Specific aims

In this stage, students will be able to:

- correctly identify animals by reading small texts that describe animals and writing the names of the corresponding animals in front of the texts;
- correctly match small texts that describe animals to their respective pictures.

Procedures:

- The student teacher will ask the class to continue on page 66 of their pupil's book and look at the pictures of exercise 2 "What am I? Read and write the animal. Then match to the pictures." She will first point to an animal in the pictures and say, "I see a monkey." Next, she will call on individual students and ask them, "What do you see?" The student teacher will listen to their answers, and praise and thank them for their participation.
- The student teacher will tell the group that in this exercise they will read small texts that describe animals and write the names of the corresponding animals in front of the texts. Then, they will have to match the texts to the animal pictures. Before starting the exercise, the student teacher will provide them with an example: "For example, Text 1 reads: 'I am very tall. I am yellow and brown. I eat vegetables. I live in Africa'. This text corresponds to the giraffe. And it also corresponds to picture F, the picture of a giraffe."
- The student teacher will tell them they have two minutes to do the exercise. While they are doing the exercise, she will walk around the classroom to see if they need any help.
- Once the two minutes are up, the student teacher will call on individual students and ask them to read the texts, say the animals the texts correspond to and say which animal picture the texts correspond to.
- The student teacher will listen to the students' answers and will ask the class to provide feedback on their answers. The correct answers will be written on the board and at the end, the student teacher will praise and thank students for their participation.

Possible problems/solutions: Students may not be able to build complete sentences when answering the question, “What do you see?” They might just say, for instance, “Giraffe.” If that happens, the student teacher will say, “Good! Now say the complete sentence: ‘I see a giraffe.’” and praise them for their efforts.

Resources/materials: Exercise 2 on page 66 of *Smiles 4.º ano Pupil’s Book* (Dooley & Evans, 2016c); chalk, board.

STAGE 6 – HOMEWORK (5 MINUTES)

Specific aim

In the homework, students will be able to:

- say if sentences are true or false by looking at cartoons of animals, reading sentences and putting a tick or a cross next to them.

Procedures:

- At the end of the lesson, the student teacher will tell the class they have homework.
- The student teacher will show them a homework sheet and tell them that they are going to look at the animal cartoons on the sheet, read the sentences and then say if the sentences are true or false. If the sentences are true, they will have to put a tick in front of them (the student teacher will do the tick gesture). If the sentences are false, they will have to put a cross in front of them (the student teacher will do the cross gesture). The student teacher will provide an example: “For example, here we have a lion and the sentence reads ‘This is a lion.’. The sentence is true, so we put a tick in front of it (the student teacher will do the tick gesture).”
- The student teacher will give a stack of 24 copies of the homework sheet to the student on the right end of the first row and will ask her/him to take one sheet and pass the rest. The student teacher will wait for her/him to take one sheet and pass the rest to her/his classmate. She will ask the remaining students in the first row to do exactly the same and afterwards for the other rows to follow the example of their classmates. Once everyone has a copy of

the homework sheet, the student teacher will praise and thank them for their participation.

- Before letting students go to recess, the student teacher will also show the class a pair of scissors and glue, and asks them to bring scissors and glue to the next lesson.

Possible problems/solutions: Upon receiving the stack of copies of the homework sheet, students may take one sheet for themselves, start to do the homework, and forget to pass the rest of the sheets to their classmates. If that happens, the student teacher will say, “Please, pass the rest to your classmate. Thank you!”, and will do a gesture with her hand to illustrate the passing action.

Resources/materials: Homework sheet.

Appendix 2.1 – Lesson 2 materials

Monkey head helium balloon

(see Appendix 1.1)

Animal pictures for the “Guess the animal!” game

Pictures used: Giraffe, pig, elephant, peacock, snake and goat.

(see Appendix 1.1)

Animal cards for the “Guess the animal!” game (Student teacher created.)

Cards used: Giraffe, pig, elephant, peacock, snake and goat.

(see Appendix 1.1)

Animal pictures for the new vocabulary items presentation

Pictures used: Lion, giraffe, elephant, hippo, cheetah, monkey and zebra.

(see Appendix 1.1)







Homework sheet (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Homework

1 Look, read and put a tick (✓) or a cross (X).

1		This is a lion.	<input checked="" type="checkbox"/>	4		This is a giraffe.	<input type="checkbox"/>
2		This is an elephant.	<input type="checkbox"/>	5		This is a hippo.	<input type="checkbox"/>
3		This is a cheetah.	<input type="checkbox"/>	6		This is a monkey.	<input type="checkbox"/>

Name: _____ Date: _____

Adapted from: Dooley & Evans (2016a).

Appendix 3 – Lesson 3 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 16th of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: Zoo animals, prepositions of place (next to, in front of, behind)

Lesson rationale

In the previous lesson, students were introduced to the new vocabulary items “lion”, “giraffe”, “elephant”, “hippo”, “cheetah”, “monkey”, and “zebra”, and used them in speaking, listening, and reading and writing exercises. In this lesson, they are expected to acquire the prepositions of place “next to”, “in front of” and “behind”, and apply them in a listening activity involving the handling of animal figurines, and in an oral presentation. These activities correspond to the theme “Wild animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 4.1 “To understand instructions given specifically for the performance of small tasks (pick up the paper, put your hat on).” (*ibid.*, p. 4, my translation except for the parenthesized phrases) of the listening domain; goal 4.3 “To speak about the themes worked on in class.” (*ibid.*, p. 10, my translation) of the spoken production domain; and goal 7.2 “To use lexical chunks or sentences that include: Prepositions of place: next to, behind, in front of (sit next to João, stand behind the table)” (*ibid.*, p. 15, my translation except for “lexical chunks”, “Prepositions of place”, “next to”, “behind”, “in front of”, and the parenthesized phrases) of the lexis and grammar domain.

The lesson will be divided into four stages. In the first stage, the student teacher will greet the class, remind students of the visual signal for quiet by using the monkey balloon, and write the summary. In the second stage, students will review the vocabulary items “lion”, “giraffe”, “elephant”, “hippo”, “cheetah”, “monkey”,

and “zebra” through several spoken interaction exercises. These will include both student-teacher and peer interaction. In the third stage, the student teacher will present the prepositions of place “next to”, “in front of”, and “behind” to the class and engage learners in a listening activity which will involve the handling of animal figurines. Finally, in the fourth stage, students will build their own zoo and present it to the class. By doing so, they will have the opportunity to use the aforementioned prepositions of place orally and work on their spoken production.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- use the new vocabulary items (lion, giraffe, elephant, monkey, cheetah, hippo, and zebra) in spoken interaction exercises;
- acquire the prepositions of place “next to”, “in front of”, and “behind”, and apply them in a listening exercise and in an oral presentation.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- copy what is on the board in under two minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon and greet the class and the homeroom teacher by saying, “Good morning,

everyone! Good morning, teacher L.! How was your weekend?” The student teacher will listen to the students’ and the homeroom teacher’s answers.

- The student teacher will next point to the balloon and tell students, “Look who is joining us today! It’s Charlie! Last lesson, Student 21 suggested that we call Charlie ‘the silent monkey’. And why is that? Well, it’s very simple. Charlie doesn’t speak. Charlie is always silent. And remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher will do the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher will walk from left to right with the monkey balloon floating above her], what do you have to do?” The students will reply, “Stop talking and be quiet.” The student teacher will praise the class for their answer and will tie the balloon to one of the student’s portfolios on the right side of the board.
- The student teacher will write on the board: “Monday, the 16th of April 2018/ 43rd lesson/ It’s sunny./ Summary: Module 5: Let’s visit the animals! Next to, behind, in front of. Build your own zoo.” Next, she will tell the class they have two minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, the student teacher will see who is absent, deliver the homework to those who handed it in at the end of the previous lesson, and collect the homework from the others.
- Once the two minutes are up, the student teacher will ask students if she may erase the board. If some say, “No.”, the student teacher will ask them to use one of their classmates’ notebooks to finish copying, while she erases the board.

Possible problems/solutions: Students may not be able to say, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?” If that happens, the student teacher will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk.

STAGE 2 – SPOKEN INTERACTION EXERCISES (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer the question, “What do you see?”, by using the model, “I see a [insert animal].”, and pointing to the correct animal picture on the board;
- answer the question, “Where is the [insert animal]?”, by using the model, “The [insert animal] is here.”, and pointing to the correct animal picture on the board;
- ask the question, “Where is the [insert animal]?”, to a classmate;
- guess which animal is in the bag by asking the question, “Is it a [insert animal]?”.

Procedures:

- The student teacher will write the title “At the zoo” on the board and stick seven pictures of animals (lion, giraffe, elephant, monkey, cheetah, hippo, and zebra) below it.
- The student teacher will review the names of the animals by pointing to each animal picture and saying, “This is a [insert animal]!” Afterwards, she will write “What do you see?” on the left side of the board and “I see a” on the right side of the board.
- The student teacher will first go to the left side of the board, point to the model question written on it and ask, “What do you see?” Then she will go to the right side of the board, point to the model answer and say, “I see a lion.”, while pointing to the lion picture.
- Then the student teacher will go back to the left side of the board and ask a student to stand up, come to the front of the class and stand on the right side of the board. The student teacher will say, “I see a lion.”, point to the lion picture on the board and ask, “What do you see?” The student will say, for instance, “I see a zebra.”, and point to the zebra picture.
- The student teacher will say, “I see a cheetah.”, point to the cheetah picture on the board and ask, “What do you see?” S/he will say, for instance, “I see a hippo.”, and point to the hippo picture.

- The student teacher will praise and thank the student for her/his participation and ask her/him to sit down.
- The student teacher will call on individual students to do the same spoken interaction exercise with her, and at the end of each intervention, she will praise and thank them for participating and ask them to sit down.
- The student teacher will erase the model question and the model answer on the board and now write “Where’s the ...?” on the left side of the board and “The ... is here.” on the right side.
- The student teacher will go to the left side of the board, point to the module question written on it and ask, “Where’s the elephant?” She will then go to the right side of the board, point to the model answer “The ... is here.”, and say, “The elephant is here.”, while pointing to the elephant picture on the board.
- The student teacher will go back to the left side of the board, and ask a student to stand up, come to the front of the class and stand on the right side of the board.
- The student teacher will ask, “Where’s the giraffe?” The student will point to the giraffe picture and say, “The giraffe is here.” The student teacher will ask, “Where’s the hippo?” The student will point to the hippo picture on the board and say, “The hippo is here.” After this the student teacher will praise the student and ask her/him to come to the left side of the board.
- The student teacher will ask another student to stand up, come to the front of the class and stand on the right side of the board. She will ask the student on the left side of the board to be the teacher and ask the questions, and will ask the student on the right side to answer the questions.
- After doing so, the student teacher will praise the student on the left side of the board, thank her/him for her/his participation and ask her/him to sit down. The student teacher will ask the student on the right side of the board to go to the left side of the board.
- The student teacher will ask another student to stand up, come to the front of the class and stand on the right side of the board. The student teacher will ask the student on the left side of the board to be the teacher and ask the questions, while the student on the right side answers the questions.

- The student teacher will call on other students to do the same peer interaction exercise, and praise and thank them at the end for their participation.
- The student teacher will show the students a bag and tell them, “I’ve got an animal in my bag. It’s one of these animals on the board [the student teacher will point to the animal pictures on the board]. Can you guess which animal it is? To try and guess the animal, you have to ask, ‘Is it a ...?’ [the student teacher will write the model question on the board]. For example, ‘Is it a lion?’” The student teacher will look inside the bag and say, “No, it’s not a lion.” She will then listen to the students’ guesses in the form of “Is it a [insert animal]?” When a student asks, “Is it a monkey?”, the student teacher will take a monkey figurine out of the bag, and say, “Yes, it’s a monkey. Everybody say, ‘It’s a monkey!’” The students will say, “It’s a monkey!”, chorally.
- The student teacher will put another animal figurine in the bag and repeat the process. When a student asks, “Is it a hippo?”, the student teacher will take the hippopotamus figurine out of the bag, and say, “Yes, it’s a hippo. Everybody say, ‘It’s a hippo!’” The students will say, “It’s a hippo!”, chorally. The student teacher will praise and thank them for their participation.
- The student teacher will give the monkey and hippopotamus figurines to the student on the right end of the first row and will ask her/him to take a look at the figurines and then pass them on to the next student [the student teacher will do a gesture to illustrate the passing action]. The student teacher will ask the others to do the same: see the animal figurines and then pass them on.
- While they take a look at the animal figurines and pass them around, the student teacher will remove the animal cards, erase the board, and set up the next activity.

Possible problems/solutions: Learners may not be able to ask the model questions or provide the model answers. If that happens, the student teacher will remind them that they can look at the models on the board for support, and she will also help them ask the questions and respond whenever needed.

Resources/materials: Animal pictures; board, chalk; bag; monkey figurine, hippopotamus figurine.

STAGE 3 – NEW PREPOSITIONS OF PLACE PRESENTATION AND LISTENING EXERCISE (10 MINUTES)

Specific aims

In this stage, students will be able to:

- say the sentence, “The monkey is next to the hippo.”, by repeating it chorally after the student teacher has pronounced it;
- say the sentence, “The monkey is in front of the hippo.”, by repeating it chorally after the student teacher has pronounced it;
- say the sentence, “The monkey is behind the hippo.”, by repeating it chorally after the student teacher has pronounced it;
- answer the question, “Where’s the monkey?”, by looking at animal figurines and using the model, “The monkey is next to/in front of/behind the hippo.”;
- put the animal figurines in the correct place after listening to the student teacher’s oral instructions.

Procedures:

- The student teacher will write the title “Where’s the monkey?” on the board and draw three pairs of smiley faces below it.
- For the first pair of smiley faces, the student teacher will draw two smiley faces side by side, draw an arrow pointing to the smiley face on the right and write the sentence “The monkey is next to the hippo.” underneath it; the preposition of place “next to” will be highlighted in red.
- For the second pair of smiley faces, the student teacher will draw two smiley faces – one in front of the other –, draw an arrow pointing to the smiley face at the front and write the sentence “The monkey is in front of the hippo.” underneath it; the preposition of place “in front of” will be highlighted in red.
- For the third pair of smiley faces, the student teacher will draw two smiley faces – one in front of the other –, draw an arrow pointing to the smiley face at the back, and write the sentence “The monkey is behind the hippo.” underneath it; the preposition of place “behind” will be highlighted in red.

- The student teacher will go to the last row, get the monkey and the hippopotamus figurines from the student who last saw and held them, and come back to the front of the class.
- The student teacher will point to the first pair of smiley faces on the board and say, “The monkey is next to the hippo.” The student teacher will place the animal figurines on the palm of her hands – side by side –, lift the palm of her hand with the monkey on it and say, “The monkey is next to the hippo.” She will tell the class, “Repeat after me: ‘The monkey is next to the hippo.’”, and they will repeat the sentence chorally.
- The student teacher will point to the second pair of smiley faces on the board and say, “The monkey is in front of the hippo.” She will place the animal figurines on the palm of her hands – with the monkey in front of the hippo –, lift the palm of her hand with the monkey on it and say, “The monkey is in front of the hippo.” The student teacher will tell the class, “Repeat after me: ‘The monkey is in front of the hippo.’”, and they repeat the sentence chorally.
- The student teacher will point to the third pair of smiley faces on the board and say, “The monkey is behind the hippo.” She will place the animal figurines on the palm of her hands – with the monkey behind the hippo –, lift the palm of her hand with the monkey on it and say, “The monkey is behind the hippo.” The student teacher will tell the class, “Repeat after me: ‘The monkey is behind the hippo.’”, and they repeat the sentence chorally.
- Then the student teacher will place the monkey next to/in front of/behind the hippo on individual students’ desks and ask them, “Where’s the monkey?” She will point to the board and ask the learners to use the models when responding. She will place the monkey next to/in front of/behind the hippo on every student’s desk and ask them to put the monkey/hippo next to/in front of/behind the hippo/monkey by saying, for instance, “Put the hippo next to the monkey.”, and they will have to put the animal figurines in the correct place. At the end, the student teacher will praise and thank learners for their participation.

Possible problems/solutions: Learners may not be able to answer the question “Where’s the monkey?” by building a complete sentence. If that happens, the student

teacher will remind them that they can look at the models on the board for support and will help them formulate the sentences whenever needed.

Resources/materials: board, chalk; monkey figurine, hippopotamus figurine.

STAGE 4 – BUILD YOUR OWN ZOO AND ORAL PRESENTATION (15 MINUTES)

Specific aims

In this stage, students will be able to:

- present their own zoo orally to the class by using the model, “This is my zoo! It’s got a hippo, an elephant, a monkey, a lion, a cheetah, and a giraffe. The lion is next to the cheetah. The giraffe is in front of the monkey. The monkey is behind the giraffe.”;
- correctly use the prepositions of place “next to”, “in front of”, and “behind” in their zoo oral presentations.

Procedures:

- The student teacher will tell students that each one of them is going to build their own zoo and that they need scissors and glue for that. The student teacher will display a pair of scissors and glue.
- The student teacher will tell them that each one of them is going to be given a zoo handout, which she displays.
- The student teacher will also indicate that first they are going to cut the zoo handout along the dashed line (which she points to) to separate the zoo from the animals and that afterwards they are going to cut out each one of the animals along the dark line (which she circles with her finger). Once they have cut out the animals, they can glue them wherever they want on their zoos (teacher displays her own zoo with the animals glued).
- The student teacher will tell students that once they have finished their zoos, they will come to the front of the class and present them. Before doing so, she will provide an example: “For example, you can say ‘This is my zoo! [The student teacher will point to her zoo.] It’s got a hippo, an elephant, a monkey, a lion, a cheetah, and a giraffe. [The student teacher will point to the animals

in her zoo.] The lion is next to the cheetah. The giraffe is in front of the monkey. The monkey is behind the giraffe. [The student teacher will point to the animals in her zoo while saying these sentences.]”

- The student teacher will give a stack of 24 copies of the zoo handout to the student on the right end of the first row and ask her/him to take one handout and pass the rest. The remaining students will be asked to follow the example of their classmate. Once everybody has a copy of the handout, the student teacher will inform them they have five minutes to build their zoos.
- While learners are building their zoos, the student teacher will write the oral presentation model on the board and walk around the classroom to assess their behavior and attitude (an observation grid will be used for that assessment), and see if they need any help.
- Once the five minutes are up, the student teacher will call on individual students to come to the front of the class and present their zoos. At the end of each presentation, the student teacher will praise and thank them for their participation.
- Before letting the group go to recess, she will ask them to bring their zoos the next lesson.

Possible problems/solutions: Students may not be able to finish their zoos in five minutes. If that happens, the student teacher will start the presentations by calling only on those who have already finished their zoos, so the others have more time to finish theirs. Students may also not be able to use the prepositions of place correctly while presenting their zoos to the class. If that happens, the student teacher will remind them they can look at the prepositions of place presentation that is still on the board (the one with the smiley faces) for support. In addition, the student teacher will help learners with their oral presentations whenever needed.

Resources/materials: Scissors, glue; zoo handout, student teacher’s zoo; chalk, board; observation grid.

Appendix 3.1 – Lesson 3 materials

Monkey head helium balloon

(see Appendix 1.1)

Animal pictures for the spoken interaction activities (vocabulary items review)

Pictures used: Lion, giraffe, elephant, hippo, cheetah, monkey and zebra.

(see Appendix 1.1)

Monkey and hippopotamus figurines

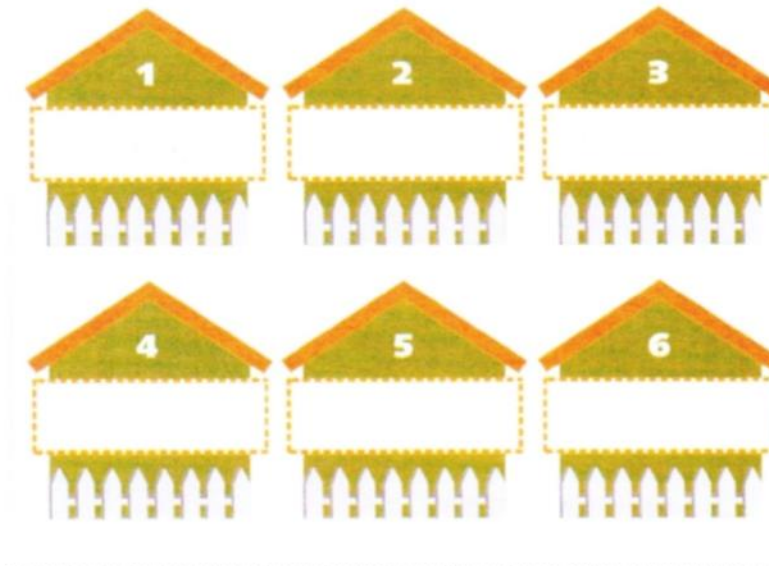


Zoo handout (Student teacher created.)

CED Nossa Senhora da Conceição
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Module 5: Let's visit the animals!

1. Build your own zoo. Then present it to the class.



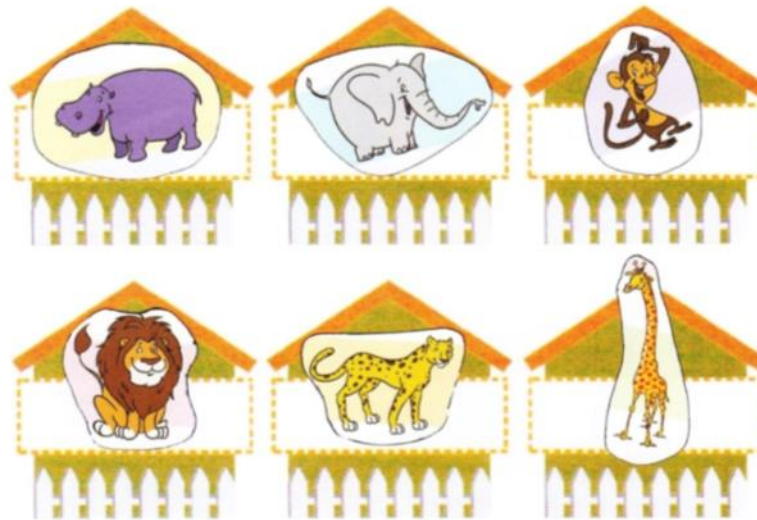
Images retrieved from: Dooley & Evans (2016a, 2016c).

Student teacher's zoo (Student teacher created.)

**CED Nossa Senhora da Conceição
School year 2017-2018**

Module 5: Let's visit the animals!

1. Build your own zoo. Then present it to the class.



Images retrieved from: Dooley & Evans (2016a, 2016c).

Appendix 4 – Lesson 4 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 19th of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: Sounds zoo/wild animals make (*roar, whoosh, howl, snap, hiss, growl*)

Lesson rationale

In the previous lesson, the class learned the prepositions of place “next to”, “in front of” and “behind”, and applied them in a listening activity involving the handling of animal figurines, and in a zoo oral presentation. In this lesson, they are expected to acquire the zoo/wild animal sounds *roar, whoosh, howl, snap, hiss, and growl* through a story and use them in a song. These activities are associated with the theme “Wild animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 3.1 “To say rhymes, chants, and sing songs.” (*ibid.*, p. 10, my translation) of the spoken production domain; goal 3.2 “To identify words and phrases in rhymes and songs.” (*ibid.*, p. 4, my translation) of the listening domain; and goal 6.5 “To identify vocabulary related to animals/let’s visit the animals. Animals and sounds (cat/meow, mouse/squeak). Animals on the farm (cow/horse). Animals at the zoo (lion/zebra).” (*ibid.*, p. 15, my translation except for “let’s visit the animals” and the parenthesized words) of the lexis and grammar domain.

The lesson will be divided into five stages. In the first stage, the student teacher will greet the class, remind students of the visual signal for quiet, and write the summary. In the second stage, learners will finish their zoo oral presentations. In the third stage, they will perform a writing task where they will have to look at their zoos and say where the animals are. This task will give them the chance to write down some of the sentences they produced in their oral presentations. In the fourth

stage, they will be introduced to the zoo/wild animal sounds *roar*, *whoosh*, *howl*, *snap*, *hiss*, and *growl* through a story that will allow them to learn the new words/sounds in context. And in the fifth stage, students will practice the animal sounds by singing a song. The song will allow them to practice speaking without being self-conscious. The lesson includes authentic materials such as real pictures of animals, student-produced materials (the students' zoos) and comprises activities that were selected taken into consideration the likes of the class.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- use the vocabulary items “lion”, “giraffe”, “elephant”, “monkey”, “cheetah”, and “hippo”, and the prepositions of place “next to”, “in front of”, and “behind” in an oral presentation and in a writing task;
- acquire the animal sounds *roar*, *whoosh*, *howl*, *snap*, *hiss*, and *growl*, and use them in a song.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under two minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and greet the class and homeroom teacher by saying, “Good morning, everyone! Good morning, teacher L.! How are you doing today?” The student teacher will listen to the students’ and the homeroom teacher’s answers.
- The student teacher will then point to the monkey balloon and tell the class, “Look who is joining us today! It’s Charlie, the silent monkey! Say ‘Hello, Charlie!’” Students say, “Hello, Charlie!”, chorally.
- She will afterwards tell them, “Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie floating around [the student teacher walks from left to right with the balloon floating above her], what do you have to do?” Students reply, “Stop talking and be quiet.”
- The student teacher will praise them for their answer and tie the balloon to one of the students’ portfolios on the right side of the board.
- The student teacher will write on the board: “Thursday, the 19th of April 2018/ 44th lesson/ It’s sunny. Yay!/ Summary: Module 5: Let’s visit the animals! Zoo presentations. Roar, whoosh, howl, snap, hiss, growl.”
- The student teacher will tell students they have two minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent, and deliver the homework to those who handed it in the previous lesson.
- Once the two minutes are up, the student teacher asks them if she may erase the board. If some say, “No.”, she will ask them to use one of their classmates’ notebooks to finish, while she erases the board.

Possible problems/solutions: Students may not be able to say, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?” If that happens, the student teacher will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk.

STAGE 2 – ZOO ORAL PRESENTATIONS (5 MINUTES)

Specific aims

In this stage, students will be able to:

- present their own zoo orally to the class by using the model shown by the teacher;
- correctly use the prepositions of place “next to”, “in front of”, and “behind” in their zoo oral presentations.

Procedures:

- The student teacher will write the oral presentation model on the board: “This is my zoo! It’s got a hippo, an elephant, a monkey, a lion, a cheetah, and a giraffe. The lion is next to the cheetah. The giraffe is in front of the monkey. The monkey is behind the giraffe.”
- Below the model, the student teacher will draw three pairs of smiley faces. The first pair will have two smiley faces side by side, an arrow pointing to the one on the left and written underneath it “next to”. The second pair will have two smiley faces – one in front of the other –, an arrow pointing to the one in front, and written underneath it “in front of”. The third pair will have two smiley faces – one in front of the other –, an arrow pointing to the one in the back, and written underneath it “behind”.
- The student teacher will tell learners they are going to continue with the zoo presentations. When she calls their names, they have to stand up, bring their zoo [the student teacher will display her zoo], come to the front of the class, and present their zoo. She says the model to be used is on the board and that they can also look at the example of the prepositions of place.
- The student teacher will provide learners with an example while pointing to her zoo and the animals in it: “For example, you can say ‘This is my zoo! It’s got a hippo, an elephant, a monkey, a lion, a cheetah, and a giraffe. The lion is next to the cheetah. The giraffe is in front of the monkey. The monkey is behind the giraffe.’”
- The student teacher will call on individual students to present their zoos, which they will do so accordingly.

- The student teacher will help them with their pronunciation and sentence building whenever needed, and will praise and thank them for participating.

Possible problems/solutions: Learners may not be able to use the prepositions of place correctly while presenting their zoos. If that happens, the student teacher will remind them that they can look at the prepositions of place example on the board for support, and she will point to the correct preposition whenever needed.

Resources/materials: Chalk, board; student teacher’s zoo, students’ zoos.

STAGE 3 – WRITING TASK (5 MINUTES)

Specific aims

In this stage, students will be able to:

- answer the questions, “Where’s the lion/ giraffe/ elephant/ hippo/ cheetah/ monkey?”, by looking at their own zoo and completing the answers, “The lion/ giraffe/ elephant/ hippo/ cheetah/ monkey...” in writing;
- correctly use the prepositions of place “next to”, “in front of” and “behind” in writing to say where the animals are in their zoo.

Procedures:

- The student teacher will display a worksheet and tell the class they are going to answer some questions in writing about their zoo.
- The student teacher will tell them they are going to look at their own zoo [the student teacher will display her own zoo] and answer the questions by using “next to”, “in front of”, and “behind” [the student teacher points to the prepositions of place on the board]. She will provide learners with an example, “For example, ‘Where’s the lion?’ ‘The lion is next to the cheetah.’ [while pointing to the lion and the cheetah in her zoo].”
- The student teacher will give a stack of 24 copies of the zoo worksheet to the student on the right end of the first row and will ask her/him to take one sheet and pass the rest. The remaining students will be asked to follow the example of their classmate. Once everyone has a worksheet, the student teacher will inform them that they have five minutes to answer it.

- While they are answering the zoo worksheet, the student teacher will set up the next two activities, and will walk around the classroom to see if anyone needs help.
- Once the five minutes are up, the student teacher will ask students to write their names on their zoos, and will collect both the zoos and the worksheets. At the end, she will thank them for their work.

Possible problems/solutions: The worksheet does not include any example of an answer, so learners may not be able to answer the questions by building complete sentences. If that happens, the student teacher will help them phrase their answers by calling their attention to any missing words.

Resources/materials: Zoo worksheet; student teacher’s zoo; students’ zoos; board.

STAGE 4 – ANIMAL SOUNDS PRESENTATION THROUGH STORYTELLING (15 MINUTES)

Specific aims

In this stage, students will be able to:

- answer the question “What do you see?” orally by looking at the story’s illustrations and building complete sentences such as, “I see a”;
- answer the question “What are they doing?” orally by looking at the story’s illustrations and building complete sentences such as, “They are... -ing.”;
- say *roar*, *whoosh*, *howl*, *snap*, *hiss*, and *growl* by repeating the words chorally after the student teacher has pronounced them.

Procedures:

- In the previous activity, while students were completing the worksheet, the student teacher stuck six pictures of animals (lion, whale, wolf, crocodile, snake, and polar bear) on the board, and wrote the names of the animals below the pictures (students have already seen these animal pictures in the “Guess the animal!” game). The student teacher also drew a jungle, an ocean, a mountain, a river, a desert and an iceberg scenery, and wrote the names of

the sceneries below the drawings. The student teacher will now use these materials to pre-teach the story's vocabulary.

- The student teacher will point to the picture of the lion and say, "Repeat after me: This is a lion!" Students will say, "This is a lion!", chorally. She will repeat the same procedure for the remaining animal pictures.
- The student teacher will point to the jungle scenery and say, "Repeat after me: This is the jungle!" Students will say, "This is the jungle!", chorally. She will repeat the same procedure for the remaining sceneries.
- Once the student teacher has pre-taught the story's vocabulary, she will ask those sitting in the two front rows to stand up and sit on the floor in the back of the classroom right in front of the projection screen. The remaining students will be asked to face the projection screen.
- The student teacher will sit on a chair in front of the projection screen and display the *Walking through the Jungle* (Harter & Penner, 2011) picture book. She will tell the class they are going to read a story about a little girl who goes for a walk and will place the book on her lap facing the learners.
- The student teacher will point to the cover of the book, read its title and say, "I see a tree. What do you see?" Students will reply, for instance, "I see a monkey/ a girl/ a flower.", and she will praise them for responding.
- The student teacher will then open the book to the first page and read the text aloud, slowly and expressively, "Walking through the jungle,/ Walking through the jungle,/ What do you see?/ What do you see?" The student teacher will use her finger to guide students' eyes along the text. She will ask learners to look at the page and tell her what they see, to which they will respond, for instance, "I see an elephant/ a girl/ a lion.", and she will praise them.
- The student teacher will turn the page and continue reading the text aloud, slowly and expressively, "I think I see a lion,/ Roar! Roar! Roar!/ Chasing after me,/ Chasing after me." The student teacher will use her finger to guide students' eyes along the text.
- The student teacher will point to the lion in the book and say, "The lion goes *roar!* Everybody say, 'Roar! Roar! Roar!'", and they repeat chorally. She will repeat the same procedure for the following pages, which pertain to the whale, the wolf, the crocodile, the snake and the polar bear.

- For the three last pages, the student teacher will ask learners, “What do you see?”, and also, “What are they doing?”, to which they will reply, for instance, “I see a cat/ a house.” and “They are running/ eating/ sleeping.” She will praise and thank them for their participation, and ask those sitting on the floor to go back to their seats.

Possible problems/solutions: Without having a written model to look at, learners may not be able to build complete sentences orally. If that happens, the student teacher will correct them indirectly, by saying the correct form after they have spoken. For example, if she asks, “What are they doing?”, and they reply, “Eat.,” she will say, “That’s right! They are eating.”

Resources/materials: Animal pictures; board, chalk; chair; *Walking through the Jungle* (Harter & Penner, 2011) picture book.

STAGE 5 – ANIMAL SOUNDS PRACTICE THROUGH A SONG (10 MINUTES)

Specific aims

In this stage, students will be able to:

- sing along to a song by listening to and/or reading its lyrics on the music video and repeating the lyrics chorally after the lead singer has sung them;
- match the animal to the sound it makes by saying *roar*, *whoosh*, *howl*, *snap*, *hiss*, and *growl* when they see the lion, the whale, the wolf, the crocodile, the snake, and the polar bear respectively on the music video.

Procedures:

- The student teacher will tell students that now they have read the story and learnt the animal sounds, they are going to sing the story’s song and practice the animal sounds.
- The student teacher will display the *Walking Through the Jungle* music video (Barefoot Books, 2012) on the projection screen, and will play the song. Everyone will sing along by listening to and/or reading the lyrics on the music video and repeating the lyrics chorally. They will say *roar*, *whoosh*,

howl, snap, hiss, and growl when they see the lion, the whale, the wolf, the crocodile, the snake, and the polar bear respectively on the video.

- The student teacher will invite everybody to vertically open and close their arms when they see the crocodile and say, “Snap! Snap! Snap!”
- The student teacher will play the song twice for them to sing along and say the animal sounds. Before letting the class go to recess, she praises and thanks them.

Possible problems/solutions: Learners may not be able to say the sounds animals make when they see them on screen. If that happens, the student teacher will stop the song, say, for example, “Repeat after me: ‘Howl! Howl! Howl!’”, and put her hand against her ear so they know in that part of the song they are supposed to say the sound the animal makes.

Resources/materials: Classroom computer, projector, projection screen, sound system; *Walking Through the Jungle* music video (Barefoot Books, 2012).

Appendix 4.1– Lesson 4 materials

Monkey head helium balloon

(see Appendix 1.1)

Student teacher's zoo (Student teacher created.)

(see Appendix 3.1)

Zoo worksheet (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

1. Look at your zoo and answer the questions. Use: **next to**, **behind** and **in front of**.

Where's the lion?
The lion _____.

Where's the giraffe?
The giraffe _____.

Where's the elephant?
The elephant _____.

Where's the hippo?
The hippo _____.

Where's the cheetah?
The cheetah _____.

Where's the monkey?
The monkey _____.

Name: _____ Date: _____

Animal pictures for pre-teaching the story's vocabulary

Pictures used: Lion, whale, wolf, crocodile, snake and polar bear.

(see Appendix 1.1)

***Walking through the Jungle* picture book**

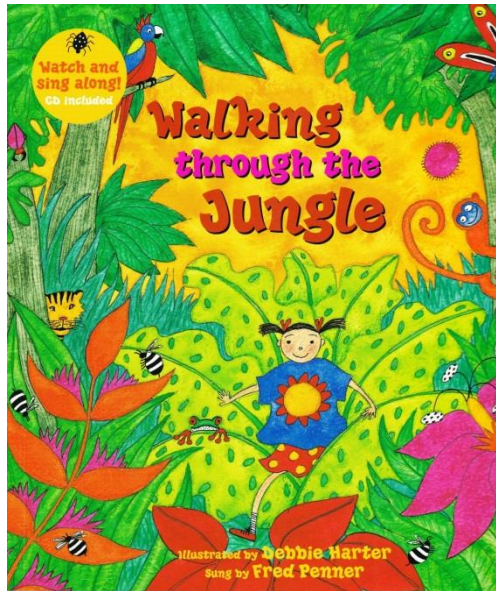


Image retrieved from: Harter, D. & Penner, F. (2011). *Walking through the Jungle*.

Cambridge, MA: Barefoot Books.

Appendix 5 – Lesson 5 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 23rd of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: Farm animals (cow, sheep, chicken, horse, rabbit, duck, turkey, and goat)

Lesson rationale

In the previous lesson, students acquired the zoo/wild animal sounds *roar*, *whoosh*, *howl*, *snap*, *hiss*, and *growl* through a story and used them in a song. In this lesson, students are expected to acquire the new vocabulary items “cow”, “sheep”, “chicken”, “horse”, “rabbit”, “duck”, “turkey”, and “goat”, and apply them in a listening exercise and in a guessing game. These activities are associated with the theme “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 6.5 “To identify vocabulary related to animals/let’s visit the animals. Animals and sounds (cat/meow, mouse/squeak). Animals on the farm (cow/horse). Animals at the zoo (lion/zebra).” (*ibid.*, p. 15, my translation except for “let’s visit the animals”, and the parenthesized words) of the lexis and grammar domain; and goals 4.3 “To participate in games and short role plays.” and 5.5 “To identify animals.” (*ibid.*, p. 12, my translation) of the intercultural domain.

The lesson will be divided into four stages. In the first stage, the student teacher will greet the class, remind them of the visual signal for quiet, write the summary, and collect the students’ zoos and zoo worksheets. In the second stage, the student teacher will present the new vocabulary items to the class. In the third stage, students will perform a listening exercise where they will have to apply the new vocabulary items. And in the fourth stage, they will play the aforementioned guessing game in small groups where they will have to describe a farm animal orally and guess it. Real pictures of farm animals will be used to help students describe and

guess the farm animals. The guessing game will be used to register their oral production progress, and an observation grid will be used for assessment.

Background information

See lesson 1 plan.

Overall aim

By the end of this lesson, students will be able to:

- acquire the new vocabulary items “cow”, “sheep”, “chicken”, “horse”, “rabbit”, “duck”, “turkey” and “goat”, and apply them in a listening exercise and guessing game.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (15 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under three minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and she will greet the students and the homeroom teacher by saying, “Good morning, everyone! Good morning, teacher L.! Happy Monday!”. She will listen to the students’ and the homeroom teacher’s greetings.
- The student teacher will point to the monkey balloon and tell students, “I brought Charlie, the silent monkey, with me today! Say ‘Hello, Charlie!’” Students will say, “Hello, Charlie!”, chorally.

- She will afterwards tell them, “Remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher walks from left to right with the balloon floating above her], what do you have to do?”. Students reply, “Stop talking and be quiet.”
- The student teacher will praise them for their answer and tie the balloon to one of the students’ portfolios on the right side of the board.
- The student teacher will write on the board: “Monday, the 23rd of April 2018/ 45th lesson/ It’s cloudy./ Summary: Module 5: Let’s visit the animals! On the farm: cow, sheep, chicken, duck, horse, rabbit, turkey, goat.”.
- The student teacher will tell them they have three minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent.
- Once the three minutes are up, the student teacher asks them if she may erase the board. If some say, “No.”, she will ask them to use one of their classmates’ notebooks to finish copying, while she erases the board.
- The student teacher will tell the class that in the previous lesson she forgot to collect their zoos [she will display her zoo], so she asks them to put their zoos on their desks and write their names on it, which they do so accordingly.
- The student teacher will then write on the board: “I used my zoo = usei o meu zoo/ I used the zoo on the board = usei o zoo do quadro”. She will tell students, “Those of you who have used your own zoo to answer the worksheet [the student teacher will display her zoo and the zoo worksheet], please write ‘I used my zoo’ on your zoo handout [while pointing to the sentence]. Those of you who have used the zoo on the board to answer the worksheet, please write ‘I used the zoo on the board’ [while pointing to the sentence “I used the zoo on the board = usei o zoo do quadro”].”
- After the class does this, the student teacher asks them to put the zoo worksheets on their desks.
- The student teacher will return the zoo worksheets that were collected the previous lesson to students.
- The student teacher will then ask them to place their zoos on top of the worksheets, by demonstrating what they have to do with her zoo and zoo worksheet. Students will do so accordingly for her to go to their desks, staple

the two documents, check if they wrote their name on the zoo, if they indicated which zoo they used, and collects everything. After this is done, the student teacher thanks them for their help and erases the board.

Possible problems/solutions: Students may not be able to answer, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?” If that happens, she will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk; student teacher’s zoo, zoo worksheet; stapler.

STAGE 2 – NEW VOCABULARY ITEMS PRESENTATION (10 MINUTES)

Specific aims

In this stage, students will be able to:

- say the sentence, “This is a cow/ sheep/ chicken/ duck/ horse/ rabbit/ turkey/ goat.”, by repeating it chorally after the student teacher has pronounced it;
- copy the names of the animals into their notebooks in under two minutes.

Procedures:

- The student teacher will write the title “On the farm” on the board and stick eight pictures of farm animals (cow, sheep, chicken, duck, horse, rabbit, turkey, and goat) below it with their respective names.
- The student teacher will point to the picture of the cow and say, “Repeat after me: This is a cow!” Students will say, “This is a cow!”, chorally.
- Then she will say, “Cows have got four legs, and a long tail [the student teacher will hold up four fingers, point to her legs and mimic a tail with her arm]. Cows give us meat and milk [the student teacher will drink an imaginary glass of milk]. Cows go *moo*.” The student teacher will carry out the same procedure for the remaining seven farm animal pictures on the board and the class will repeat the sentences, “This is a...”, chorally after the student teacher has pronounced them. At the end, she will praise and thank them for their participation.

- The student teacher will then tell them they have two minutes to copy the names of the animals into their notebooks. Meanwhile, she will go to the classroom computer and queue the audio track for the next activity.
- Once the two minutes are up, she will ask the class if she may erase the board. If someone says, “No.”, she will ask them to use one of their classmates’ notebooks to finish their copy, while she erases the board.

Possible problems/solutions: Learners may not be able to pronounce some of the animals’ names, such as “chicken”. If that happens, the student teacher will ask them to repeat the names of the animals after her several times.

Resources/materials: Animal pictures; chalk, board.

STAGE 3 – LISTENING EXERCISE (5 MINUTES)

Specific aims

In this stage, students will be able to:

- recognize the new vocabulary items phonologically by listening to the new vocabulary items spoken by a native speaker in an audio file, and pointing to the correct animal pictures in their pupil’s book;
- match the animal’s name to the animal’s picture by numbering the pictures.

Procedures:

- The student teacher will ask students to open their pupil’s book to page 70 and do exercise 11 “Listen, point and repeat. Then number the pictures”. They will listen to the new vocabulary items spoken by a native speaker and point to the corresponding animal pictures in their book. Then, they will match the animals’ names to the animals’ pictures by numbering the pictures. The student teacher will play the audio file on the classroom computer and walk around the classroom to see if they are pointing to the correct animal pictures in their book.
- Afterwards, the student teacher will call on individual students to match the animals’ names to the animals’ pictures, and at the end, praise and thank them for their participation.

Possible problems/solutions: If learners do not point to anything in their pupil's books or point to the incorrect animals, the student teacher will ask them to point to the correct animals.

Resources/materials: Exercise 11 on page 70 of *Smiles 4.º ano Pupil's Book* (Dooley & Evans, 2016c); *Smiles 4.º ano ieBook* (Dooley & Evans, 2016b); classroom computer, sound system.

STAGE 4 – “GUESS THE ANIMAL!” GAME (15 MINUTES)

Specific aims

In this stage, students will be able to:

- describe farm animals orally by being prompted through cards with a picture and text;
- identify farm animals by saying, “You’re a [insert animal]!”, after listening to an oral description provided by a classmate.

Procedures:

- The student teacher will write the title “Guess the animal!” on the board, stick eight pictures of farm animals below it (cow, sheep, chicken, duck, horse, rabbit, turkey, and goat) and write the names of the respective animals below the pictures. Then she will write “What am I?” on the left side and “You’re a ...!” on the right side.
- The student teacher will afterwards tell the class they are going to play the “Guess the animal!” game, but this time they will play it in small groups: the students in the first row will play against the students in the second row, the students in the second row will play against the students in the third row, the students in the third row will play against the students in the fourth row, the students in the fourth row will play against the students in the fifth row, and the students in the fifth row will play against the students in the first row [the student teacher will point to each one of the rows while saying this].
- The student teacher will explain how the game works: each student in the first row is going to be given an animal card with a picture and a text, and will

have one minute to study the card (one of the animal cards is shown while explaining). While the first-row students are studying the card, the second-row students will look at the animal pictures on the board and study them (the student teacher will point to the animal pictures on the board). Once the minute is up, each front row student will have to describe a farm animal orally for the student in front of them to try and guess. The students trying to guess the animal may look at the pictures of farm animals on the board for support and will have to say, “You’re a ...!”, when they try to guess the animal [the student teacher will point to “You’re a ...!” on the board]. The students trying to guess the animal may ask their row classmates for help. The game will continue row by row until all rows have tried to guess the animals, and the row that guesses more animals wins.

- The student teacher will provide one example: She will ask a student to stand up and stand in front of her; she will pretend to read the cow card several times, as if she were studying it; then, she will say the text on the cow card without looking at it (“I’ve got four legs. I give meat and milk. I go *moo*. What am I?”) and will ask the student to guess the animal by saying, “You’re a ...!” Once s/he has made a guess, the student teacher will turn the animal card for the student to see. If s/he correctly guesses the animal, she will say, “Very good, it’s the cow!”, and point to the cow picture on the board. If s/he does not guess the animal, she will say, “I’m sorry, it’s the cow.”, and point to the cow picture on the board. The student teacher will praise and thank the student for her/his participation, and ask her/him to sit back down.
- The student teacher will ask: 1) the students in the first row to stand up, turn and face their classmates; and 2) those in the second row to stand up and face their classmates in the first row. She will give an animal card to every student in the first row, and tell them they have one minute to study the card. Meanwhile, those in the second row study the animal pictures on the board.
- Once the minute is up, the student teacher will ask those with an animal card to describe their farm animal for the student in front of them to guess.
- As they play the game, the student teacher will help them describe the animals whenever needed, make a note of how many animals each row guesses, and assess their oral production by using an observation grid.

- Once everyone in the first row has described a farm animal orally and every student in the second row has tried to guess one, the student teacher will collect the animal cards from those in the first row. She will praise and thank the students in the first row, and ask them to sit down.
- Next, she will ask the students in the second row to turn and face their classmates in the third row, and the students in the third row to stand up and face their classmates in the second row.
- The student teacher will shuffle the animal cards, give a card to every student in the second row and repeat the procedure.
- Once everyone in the second row has described a farm animal orally and their classmates in the third row have tried to guess a farm animal, the student teacher will collect the animal cards from the students in the second row. She will praise and thank the students in the second and third rows, tell them they will continue the game the next lesson and let them go to recess.

Possible problems/solutions: While studying the animal cards, some learners may say they cannot read in English, and, therefore, will not be able to read the text on their animal card. If that happens, the student teacher will help them by reading the sentence on their cards and asking them to repeat after her.

Resources/materials: Animal pictures; animal cards; board, chalk; observation grid.

Appendix 5.1 – Lesson 5 materials

Monkey head helium balloon

(see Appendix 1.1)

Student teacher’s zoo (Student teacher created.)

(see Appendix 3.1)

Zoo worksheet (Student teacher created.)

(see Appendix 4.1)

Animal pictures for the new vocabulary items presentation and the “Guess the animal!” game

Pictures used: Cow, sheep, chicken, horse, rabbit, duck, turkey and goat.

(see Appendix 1.1)

Animal cards for the “Guess the animal!” game (Student teacher created.)

Cards used: Cow, sheep, chicken, horse, rabbit, duck, turkey and goat.

(see Appendix 1.1)

Appendix 6 – Lesson 6 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 26th of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: Describing farm animals, use of adjectives in singular and plural sentences

Lesson rationale

In the previous lesson, learners acquired the new vocabulary items “cow”, “sheep”, “chicken”, “horse”, “rabbit”, “duck”, “turkey” and “goat”, and applied them in a listening exercise and guessing game. In this lesson, they are expected to acquire the use of adjectives in singular/plural sentences and apply them in sentence building exercises. These activities are associated with the theme “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to one of the goals established for third graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 2.1 “To put words in the correct order to make sentences.” (*ibid.*, p. 11, my translation) of the writing domain.

The lesson will be divided into five stages. In the first stage, the student teacher will greet the class, remind them of the visual signal for quiet, write the summary, and deliver the students’ stapled zoos and zoo worksheets. In the second stage, they will finish the “Guess the animal!” game. In the third stage, the student teacher will present the use of adjectives in singular and plural sentences and use repetition drills to instill the grammar rule in the students (implicit grammar teaching). In the fourth stage, the class will practice the use of adjectives in singular and plural sentences through sentence building exercises, which they will do in groups. And in the fifth stage, they will be given homework where they will have the opportunity to practice the use of adjectives in singular and plural sentences, and practice sentence building on their own. The activities of stages 3 to 5 focus on the description of farm animals, and include vocabulary learners already know, such as numbers, parts of the body and adjectives related to physical appearance.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- apply the vocabulary items “cow”, “sheep”, “chicken”, “horse”, “rabbit”, “duck”, “turkey”, and “goat” in a guessing game;
- acquire the use of adjectives in singular and plural sentences and use it in sentence building exercises.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under three minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and greet the students and the homeroom teacher by saying, “Good morning, everyone! How is everybody doing today? How was your holiday yesterday, was it good?” She will listen to the students’ and the homeroom teacher’s answers.
- The student teacher will point to the monkey balloon and tell students, “Look who is here today! It’s Charlie, the silent monkey! Say ‘Hello, Charlie!’” Students will say, “Hello, Charlie!”, chorally.

- She will afterwards tell them, “Remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher walks from left to right with the monkey balloon floating above her], what do you have to do?” Students reply, “Stop talking and be quiet.”
- The student teacher will praise them for their answer and tie the balloon to one of the students’ portfolios on the right side of the board.
- The student teacher will write on the board: “Thursday, the 26th of April 2018/ 46th lesson/ It’s sunny! Yay!/ Summary: Module 5: Let’s visit the animals! Guess the animal! Describing farm animals.”
- The student teacher will tell the class they have three minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent and deliver the homework (the stapled zoo and zoo worksheet), which includes comments in Portuguese asking them to go over their work, correct the highlighted mistakes and/or write the missing words, and hand in the work again.
- Once the three minutes are up, the student teacher asks students if she may erase the board. If some say, “No.”, she asks them to use one of their classmates’ notebooks to finish, while she erases the board.

Possible problems/solutions: Students may not be able to answer, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?”. If that happens, she will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk; students’ stapled zoos and zoo worksheets.

STAGE 2 – “GUESS THE ANIMAL!” GAME (15 MINUTES)

Specific aims

In this stage, students will be able to:

- describe farm animals orally by being prompted by cards with a picture and a text;

- identify farm animals by saying, “You’re a [insert animal]!”, after listening to an oral description provided by a classmate.

Procedures:

- The student teacher will write “Guess the animal!” on the board, stick eight pictures of farm animals below it (cow, sheep, chicken, duck, horse, rabbit, turkey, and goat) and write the names of the animals below the pictures. She will then write, “What am I?”, on the left side of the board and “You’re a ...!” on the right side.
- The student teacher will afterwards tell the class they are going to continue playing the “Guess the animal!” game. She will ask the third-row student, who was describing the animal when the game stopped the previous lesson, to stand up and ask the fourth-row student standing behind her/him, who was trying to guess the animal when the game stopped, to stand up as well. She will give the third-row student the animal card s/he was holding the previous lesson and ask her/him to resume the game.
- As students play the game, the student teacher will help them describe the animals when needed, make a note of how many animals each row guesses, and assess the students’ oral production with an observation grid.
- Once everyone in the other rows has described and tried to guess a farm animal orally, the student teacher will bring the game to an end and announce the winning row.
- The student teacher will praise and thank everyone for their participation, and ask those standing up to sit down.
- The student teacher will remove the animal cards and erase the board.

Possible problems/solutions: While studying the animal cards, some learners may say that they cannot read in English, and, therefore, will not be able to read the text on their card. If that happens, the student teacher will help them by reading the sentences on their card and asking them to repeat after her.

Resources/materials: Animal pictures; animal cards; board, chalk; observation grid.

STAGE 3 – USE OF ADJECTIVES IN SINGULAR AND PLURAL SENTENCES PRESENTATION (10 MINUTES)

Specific aims

In this stage, students will be able to:

- say the phrases, “a small head/ a fat body/ two thin legs/ long ears/ a short tail/ two short ears/ four legs/ two small ears/ a long tail/ a big head”, by repeating them chorally after the student teacher has pronounced them;
- say the sentences, “A chicken has got a small head./ A chicken has got a fat body./ A chicken has got two thin legs./ A rabbit has got long ears./ A rabbit has got a short tail./ A sheep has got two short ears./ A sheep has got four legs./ A horse has got two small ears./ A horse has got a long tail./ A horse has got four legs./ A cow has got a big head./ A cow has got a short tail./ A cow has got a fat body.”, by repeating them chorally after the student teacher has pronounced them;
- say the sentences, “A chicken has got a small head, a fat body and two thin legs./ A rabbit has got long ears and a short tail./ A sheep has got two short ears and four legs./ A horse has got two small ears, a long tail, and four legs./ A cow has got a big head, a short tail and a fat body.”, by repeating them chorally after the student teacher has pronounced them.

Procedures:

- The student teacher will draw a chicken, rabbit, sheep, horse, and cow on the board, and then write: “a small head” next to the chicken’s head, “a fat body” next to the chicken’s body and “two thin legs” next to the chicken’s legs; “long ears” next to the rabbit’s ears and “a short tail” next to the rabbit’s tail; “two short ears” next to the sheep’s ears, and “four legs” next to the sheep’s legs; “two small ears” next to the horse’s ears, “a long tail” next to the horse’s tail and “four legs” next to the horse’s legs; “a big head” next to the cow’s head, “a short tail” next to the cow’s tail and “a fat body” next to the cow’s body.
- The student teacher will point to the chicken’s head and say, “Repeat after me: a small head.”, and the class will reply, “A small head.”, chorally. She will then point to the chicken’s body and say, “Repeat after me: a fat body.”,

and the class will repeat, “A fat body.”, chorally. Next, she will point to the chicken’s legs and say, “Repeat after me: two thin legs.”, and they will say, “Two thin legs.”, chorally. The student teacher will use gestures to illustrate the words “small”, “fat”, and “thin”.

- The student teacher will repeat the same procedure for the remaining animal drawings on the board and the class will repeat the phrases chorally.
- Then the student teacher will point to the chicken’s head and say, “Repeat after me: A chicken has got a small head.”, and the class will repeat, “A chicken has got a small head.”, chorally. Afterwards, she will point to the chicken’s body and say, “Repeat after me: A chicken has got a fat body.”, and the class will say, “A chicken has got a fat body.”, chorally. Next, she will point to the chicken’s legs and say, “Repeat after me: A chicken has got two thin legs.”, and they will say, “A chicken has got two thin legs.”, chorally. The student teacher will repeat the same procedure for the remaining animal drawings on the board and the class will repeat the sentences chorally.
- To make things a bit more complicated, the student teacher will next point to the chicken and say, “Repeat after me: A chicken has got a small head, a fat body and two thin legs.” (while pointing to the chicken’s head, body, and legs), and the class will say, “A chicken has got a small head, a fat body and two thin legs.”, chorally. Then she will point to the rabbit and say, “Repeat after me: A rabbit has got long ears and a short tail.” (while pointing to the rabbit’s ears, and tail), and they will say, “A rabbit has got long ears and a short tail.”, chorally. Afterwards, she will point to the sheep and say, “Repeat after me: A sheep has got two short ears and four legs.” (while pointing to the sheep’s ears, and legs), and the class will repeat, “A sheep has got two short ears and four legs.”, chorally. Next, she will point to the horse and say, “Repeat after me: A horse has got two small ears, a long tail and four legs.” (while pointing to the horse’s ears, tail, and legs), and the class will say, “A horse has got two small ears, a long tail and four legs.”, chorally. Lastly, she will point to the cow and say, “Repeat after me: A cow has got a big head, a short tail and a fat body.” (while pointing to the cow’s head, tail, and body as she says the sentence), and the class will say, “A cow has got a big head, a short tail and a fat body.”, chorally.

- At the end, the student teacher will praise and thank students for their participation, and erase the board.

Possible problems/solutions: Learners may not be able to pronounce some of the animals' names, such as "chicken". If that happens, the student teacher will ask them to repeat the names of the animals several times.

Resources/materials: Chalk, board.

STAGE 4 – SENTENCE BUILDING PRACTICE (5 MINUTES)

Specific aim

In this stage, students will be able to:

- build complete sentences by putting slips of paper with words on them into the correct order.

Procedures:

- The student teacher will tell the class they are going to make sentences and that they will be working in groups. She explains that each group will be given a set of paper slips with words on them (the student teacher will display a set of paper slips) and that they will have to put the paper slips into the correct order to make a sentence. Once they make the sentence, they will have to copy it into their notebooks (the student teacher will do the writing gesture and point to a student's notebook). After this explanation, the student teacher will give a set of paper slips to the first row of students and explain they are group 1. The same will be done for rows two, three, four and five, respectively. She will then tell them they have two minutes to make the sentence and write it in their notebooks.
- While they are putting the paper slips into the correct order, the student teacher will walk around the classroom to see if groups need any help.
- Once the two minutes are up, the student teacher will ask one of the groups to come to the front of the class and get in line to form their sentence, which they will do so accordingly. She will ask an individual student to read the

sentence and say if it is correct, and ask another student if s/he agrees with her/his classmate's opinion.

- If the sentence is incorrect, the student teacher will ask an individual student to say which of her/his peers need to change place. If necessary, the student teacher will correct the sentence, by asking students to switch places and to also make the correction in their notebooks once they sit down.
- Once there is a correct sentence, the student teacher will read and ask the class to repeat it chorally, which they will do so accordingly.
- The student teacher will thank and praise the group, and ask them to go back to their seats. The same procedure will be repeated with the remaining groups, and at the end, the student teacher will collect the paper slips, and praise and thank everybody for their participation.

Possible problems/solutions: Some learners may not understand what they should do with the paper slips. If that happens, the student teacher will ask one of their classmates, who is already ordering the paper slips, to explain the instructions.

Resources/materials: Slips of paper with words on them.

STAGE 5 – HOMEWORK (5 MINUTES)

Specific aim

In the homework, students will be able to:

- build complete sentences by putting scrambled words into the correct order.

Procedures:

- At the end of the lesson, the student teacher will tell the class they have homework. She will show them a homework sheet and tell them they are going to read the scrambled words and put them into the correct order to make sentences. She will also provide them with an example: "For example, 'has/ A/ got/ sheep/ short/ two/ ears.' is 'A sheep has got two short ears.'"
- The student teacher will give a stack of 24 copies of the homework sheet to the student on the right end of the first row and ask her/him to take one sheet

and pass the rest. The student teacher will ask the remaining students to follow their classmate's example and take one sheet and pass the rest.

- Once everyone has a copy of the homework sheet, the student teacher will praise and thank everyone for participating, and lets them go to recess.

Possible problems/solutions: Upon receiving the stack of copies of the homework sheet, students may take one sheet, start doing the homework, and forget to pass the rest of the sheets to their classmates. If that happens, the student teacher will say, "Please, pass the rest to your classmate. Thank you!", and will do a gesture with her hand to illustrate the passing action.

Resources/materials: Homework sheet.

Appendix 6.1 – Lesson 6 materials

Monkey head helium balloon

(see Appendix 1.1)

Animal pictures for the “Guess the animal!” game

Pictures used: Cow, sheep, chicken, horse, rabbit, duck, turkey and goat.

(see Appendix 1.1)

Animal cards for the “Guess the animal!” game (Student teacher created.)

Cards used: Cow, sheep, chicken, horse, rabbit, duck, turkey and goat.

(see Appendix 1.1)

Paper slips for sentence building practice (Student teacher created.)

Sentences adapted from: Dooley & Evans (2016c).

has got	A chicken	thin legs.
two		

Correct sentence: A chicken has got two thin legs.

short tail.	and a	has got
A rabbit	long ears	

Correct sentence: A rabbit has got long ears and a short tail.

two	ears.	short
has got	A sheep	

Correct sentence: A sheep has got two short ears.

has got A horse small

ears. two

Correct sentence: A horse has got two small ears.

a head. has got

A cow big

Correct sentence: A cow has got a big head.

Homework sheet (Student teacher created).

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Homework

1. Make sentences.

1 has/A/got/sheep/short/two/ears.

A sheep has got two short ears.

2 A/funny/turkey/a/got/head./has

3 has/A/horse/a/got/tail./long

4 A/has/chicken/fat/got/body./a

Name: _____ Date: _____

Adapted from: Dooley & Evans (2016a).

Appendix 7 – Lesson 7 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 30th of April 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: What farm animals give us, sounds farm animals make (*moo, meow, neigh, cluck, oink, quack*)

Lesson rationale

In the previous lesson, learners acquired the use of adjectives in singular and plural sentences and applied it in sentence building exercises focusing on describing farm animals. In this lesson, they are expected to talk about what farm animals give to people, and acquire the farm animal sounds *moo, meow, neigh, cluck, oink, and quack* through a song. These activities are connected to the theme “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 3.1 “To say rhymes, chants, and sing songs.” (*ibid.*, p. 10, my translation) of the spoken production domain; goal 4.4 “To ask and answer questions about previously presented themes.” (*ibid.*, p. 8, my translation) of the spoken interaction domain; and goal 6.5 “To identify vocabulary related to animals/let's visit the animals. Animals and sounds (cat/meow, mouse/squeak). Animals on the farm (cow/horse). Animals at the zoo (lion/zebra).” (*ibid.*, p. 15, my translation except for “let's visit the animals”, and the parenthesized words) of the lexis and grammar domain.

The lesson will be divided into four stages. In the first stage, the student teacher will greet the class, remind students of the visual signal for quiet and write the summary. In the second stage, she will deliver the homework and students will correct it based on the feedback received. In the third stage, they will talk about what farm animals give to people. This stage's activities will include both student-teacher and peer interaction, and will use *realia* “to make the learning experience more

memorable” (Budden, 2011, par. 3) and support the students’ oral production. In the fourth stage, students will acquire and practice the farm animal sounds *moo*, *meow*, *neigh*, *cluck*, *oink*, and *quack* through a song. The song includes vocabulary they already know (e.g. farm animals) and farm animal sounds they have already come across in the “Guess the animal!” game.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- say what farm animals give to people;
- identify the sounds the cow, cat, horse, chicken, pig, and duck make.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under three minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and greet the students and the homeroom teacher by saying, “Good morning, everyone! How was your weekend, was it good?” She will listen to the students’ and the homeroom teacher’s answers.

- The student teacher will point to the monkey balloon and tell students, “Look who’s here! It’s Charlie, the silent monkey! Say ‘Hello, Charlie!’” Students will say, “Hello, Charlie!”, chorally.
- She will afterwards tell them, “Remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher walks from left to right with the balloon floating above her], what do you have to do?” Students reply, “Stop talking and be quiet.”
- The student teacher will praise them for their answer and ties the balloon to one of the students’ portfolios on the right side of the board.
- The student teacher will write on the board: “Monday, the 30th of April 2018/ 47th lesson/ It’s sunny! Yay!/ Summary: Module 5: Let’s visit the animals! What do farm animals give us? Meat, milk, eggs and wool. Moo, meow, neigh, cluck, oink, quack.”
- The student teacher will tell students they have three minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent.
- Once the three minutes are up, the student teacher asks them if she may erase the board. If some say, “No.”, she will ask them to use one of their classmates’ notebooks to finish, while she erases the board.

Possible problems/solutions: Students may not be able to answer, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?” If that happens, she will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk.

STAGE 2 – HOMEWORK DELIVERY, CORRECTION AND COLLECTION (10 MINUTES)

Specific aims

In this stage, students will be able to:

- read the comments in their homework and correct the highlighted mistakes and/or write the missing words and/or put them in the correct order.

Procedures:

- The student teacher will tell students that she is going to deliver the zoo worksheet and the homework sheet. She will explain to them that in their homework they will see a comment in Portuguese, while displaying and pointing to a student's zoo worksheet with a comment written on it. They will have to read the comment in Portuguese and follow the instructions to correct their work in pencil (which she will show).
- After the explanation, the student teacher will deliver the homework and tell learners they have five minutes to correct their work. She will ask those who got everything right to sit next to those who have not yet delivered their zoo worksheets and help them finish. While they are making the corrections, the student teacher will walk around to see if anyone needs help. Once the five minutes are up, the student teacher will collect the students' corrections and praise them for their work.
- Then, the student teacher will collect the other homework sheets they took home the previous lesson.

Possible problems/solutions: Some learners may not understand what they have to do. If that happens, the student teacher will ask one of her/his peers who is already doing her/his corrections to explain what they have to do.

Resources/materials: Zoo worksheet, homework sheet, student's zoo worksheet; pencil.

STAGE 3 – WHAT DO FARM ANIMALS GIVE US PRESENTATION AND SPEAKING EXERCISE (15 MINUTES)**Specific aims**

In this stage, students will be able to:

- say the sentences, "Sheep give us meat, milk and wool./ Goats give us meat, milk and wool./ Chickens give us meat and eggs./ Cows give us meat and milk./ Ducks give us meat and eggs.", by repeating them chorally after the student teacher has pronounced them;

- answer the question, “What do [insert animals] give us?”, by looking at the animal product words on the board and/or the animal products on display, using the model, “They give us [insert animal products].”, and naming the correct animal products;
- ask the question, “What do [insert animals] give us?”, to a classmate.

Procedures:

- The student teacher will write the title “What do farm animals give us?” on the board. On the left side of the board, she will then write “Sheep”, “Goats”, “Chickens”, “Cows” and “Ducks” in a column, in the center she will write “give us” and on the right side of the board she will write “meat”, “milk”, “eggs” and “wool”. Near this column on the right side of the board, the student teacher will put on display a carton of milk with the label “milk” on it, a package of sliced meat with the label “meat”, an egg carton with eggs inside and the label “eggs” and a beanie made of wool with the label “wool” on it.
- The student teacher will tell the class, “We are going to talk about what farm animals give people. And here we’ve got some of those things. We’ve got milk (she points to the milk carton). Everybody say, ‘milk’! We’ve got meat (she points to the package of sliced meat). Everybody say, ‘meat’! We’ve got eggs (she points to the egg carton). Everybody say, ‘eggs’! And we’ve got a beanie made of wool. Everybody say, ‘wool’!” Students will listen to the student teacher and repeat chorally.
- The student teacher will afterwards point to the word “Sheep” on the board and say, “Sheep give us (she points to the words “give us”) meat, milk and wool (she points to the words “meat”, “milk” and “wool”).”
- She will also point to the package of sliced meat, the milk carton and the beanie, and say, “Milk, meat and wool. Repeat after me: ‘Sheep give us meat, milk, and wool.’”, to which everyone will repeat chorally.
- The student teacher will repeat the same procedure for the remaining farm animals on the board, i.e. goats, chickens, cows and ducks. Students will listen to the student teacher and repeat chorally. At the end, she will praise and thank them for their participation.

- The student teacher will then write, “What do ... give us?”, above the farm animals column on the left side of the board and “They give us ...” above the animal products column on the right side. Next, she will go to the left side of the board, point to the model “What do ... give us?” and say, “What do chickens give us?” In order for the class to answer, she will go to the right side of the board, point to the model “They give us ...” and say, “They give us meat and eggs”, while pointing to the words “meat” and “eggs”. The student teacher will also point to the package of sliced meat and the egg carton and repeat, “They give us meat and eggs.”
- After this, the student teacher will ask an individual student to stand up, stand on the right side of the board, and answer the question, “What do cows give us?” S/he will look at the words on the board and at the animal products on display, and answer, “They give us meat and milk.” The student teacher will then ask, “What do goats give us?” S/he will look at the words on the board and at the animal products on display and answer, “Goats give us meat, milk and wool.” The student teacher will praise and thank her/him, and ask her/him to sit down.
- The student teacher will call on other students and repeat the same procedure.
- Next, the student teacher will call on individual students to be the teacher and ask the questions, while others be the students and provide the answers. While the activity is taking place, the student teacher will urge them to build complete sentences by using the models on the board, and remind them they can look at the animal products on display for support. At the end of the activity, the student teacher will praise and thank them for their participation, and ask them to go back to their seats, while she erases the board.

Possible problems/solutions: Learners may not be able to say all the animal products that farm animals give us. For instance, they may say that sheep give us just meat and wool. If that happens, the student teacher will ask them to look at the animal products on display and say one more product that sheep give us. If they do not mention the missing product, the student teacher will tell them that sheep also give us milk, and will point to the milk carton.

Resources/materials: Chalk, board; milk carton, a package of sliced meat, an egg carton with eggs, a beanie made of wool.

STAGE 4 – FARM ANIMAL SOUNDS PRESENTATION AND PRACTICE THROUGH A SONG (10 MINUTES)

Specific aims

In this stage, students will be able to:

- sing along to the song by reading the lyrics on the music video;
- identify the sound the animal makes by saying, “The cow/ cat/ horse/ chicken/ pig/ duck goes *moo/ meow/ neigh/ cluck/ oink/ quack.*”, when the student teacher points to the animal picture on the board and asks, “How does the cow/ cat/ horse/ chicken/ pig/ duck go?”;
- identify the sounds the pig and the duck make by replacing ... with “Oink, oink/ Oink!” and “Quack, quack/ Quack!” when the student teacher sings, “Old MacDonald’s got a farm,/ E-I-E-I-O!/ And on his farm he’s got a pig/ duck,/ E-I-E-I-O!/ With a ... here and a ... there,/ Here a ..., there a ..., everywhere a .../ Old MacDonald’s got a farm,/ E-I-E-I-O!”.

Procedures:

- The student teacher will tell the class they are going to sing a song about farm animal sounds. She will ask them if they know the “Old MacDonald’s got a farm” song, by singing a bit of the song. She will listen to their answers.
- Next, she will display the “Old MacDonald’s got a farm” video (Dooley & Evans, 2016b) on the projection screen and will play the song. Everyone will sing along to the lyrics on the video subtitles. The song will be played twice. Once they finish, the student teacher will praise and thank them for participating.
- Then the student teacher will write the title “Sounds farm animals make” on the board and below the title she will stick six pictures of animals (cow, cat, horse, chicken, pig, and duck). She will point to the cow picture and ask, “How does the cow go?”, and next answer, “The cow goes *moo.*” She will write “moo” in front of the cow picture. The following picture she will point to is the cat and she will ask the class, “How does the cat go?”, and they will

answer chorally, “The cat goes *meow*.” The student teacher will write “meow” in front of the cat picture. The same procedure will be repeated for the remaining animal pictures on the board. At the end of this activity, the student teacher will praise and thank them for their participation.

- Next, to consolidate what they have learned, the student teacher will sing, “Old MacDonald’s got a farm,/ E-I-E-I-O!/ And on his farm he’s got a pig,/ E-I-E-I-O!/ With a ...” The student teacher will pause and put her hand against her ear to prompt students to say the sound the pig makes, and they will say chorally, “Oink, oink!” The student teacher will continue singing, “...here and a...”, and students will say chorally, “Oink, oink!” The student teacher will continue singing, “...there,/ Here a...”, and students will say chorally, “Oink!” The student teacher will continue using the same format until the end and repeat the same procedure with the duck and the sound it makes. At the end, she will praise and thank the group for their participation and let them go to recess.

Possible problems/solutions: Learners may not be able to say the horse or chicken sounds when they are asked, “How do horses/chickens go?” If that happens, the student teacher will say, “Repeat after me: Chickens go cluck. Cluck, cluck, cluck!”

Resources/materials: Classroom computer, projector, projection screen, sound system; *Smiles 4.º ano ieBook* (Dooley & Evans, 2016b); chalk, board; animal pictures.

Appendix 7.1 – Lesson 7 materials

Monkey head helium balloon

(see Appendix 1.1)

Zoo worksheet (Student teacher created.)

(see Appendix 4.1)

Homework sheet (Student teacher created.)

(see Appendix 6.1)

Realia for the spoken interaction exercises

(A milk carton, a package of sliced meat, an egg carton and a wool beanie.)



Animal pictures for farm animal sounds practice

Pictures used: Cow, cat, horse, chicken, pig and duck.

(see Appendix 1.1)

Appendix 8 – Lesson 8 plan

CED Nossa Senhora da Conceição
School year 2017-2018

4th grade – A1 level

Date: 3rd of May 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: My favorite animal

Lesson rationale

In the previous lesson, learners talked about what farm animals give to people and acquired the farm animal sounds *moo*, *meow*, *neigh*, *cluck*, *oink*, and *quack*. In this lesson, they will take a formative test through a web tool called Plickers and will be introduced to the language chunk “My favorite animal is the...” by watching short videos. After that, they will use “My favorite animal is the ...” orally in a sentence. These activities are linked to the themes “Wild animals” and “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 4.2 “To understand sentences about the studied themes.” (*ibid.*, p. 4, my translation) of the listening domain; goal 2.1 “To identify vocabulary accompanied by pictures.” (*ibid.*, p. 6, my translation) of the reading domain; goal 4.3 “To ask and answer questions about personal preferences (What’s your favorite drink?/Orange juice.)” (*ibid.*, p. 8, my translation except for the parenthesized sentences) of the spoken interaction domain; goal 5.5 “To identify animals.” (*ibid.*, p. 12, my translation) of the intercultural domain; and goal 6.5 “To identify vocabulary related to animals/let’s visit the animals. Animals and sounds (cat/meow, mouse/squeak). Animals on the farm (cow/horse). Animals at the zoo (lion/zebra).” (*ibid.*, p. 15, my translation except for “let’s visit the animals”, and the parenthesized words) of the lexis and grammar domain.

The lesson will be divided into four stages. In the first stage, the student teacher will greet the class, remind them of the visual signal for quiet, and write the summary. In the second stage, the student teacher will deliver and collect the

homework. In the third stage, students will see how they are doing by taking a formative test through Plickers, which provides them with immediate feedback. And in the fourth stage, they will watch two short videos where speakers will talk about their favorite animal in English. In the first video, they will be exposed to English spoken by a non-native speaker and in the second video, they will be exposed to an English variety they do not usually hear in class – Australian English. This stage will also include oral comprehension questions where learners will have the opportunity to use vocabulary and language chunks they already know (e.g. objects in the house, physical description and “I see a ...”), and learn the new language chunk “My favorite animal is the...”. After that, they will draw their favorite animal.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- take a formative test with Plickers;
- answer simple questions orally about short videos;
- acquire the language chunk “My favorite animal is the...” and use it in a sentence.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under three minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and will greet the students and the homeroom teacher by saying, “Good morning, everyone! How are you doing today?” She will listen to the students’ and the homeroom teacher’s answers.
- The student teacher will point to the monkey balloon and tell students, “Look who is joining us today! It’s Charlie, the silent monkey! Say ‘Hello, Charlie!’” Students will say, “Hello, Charlie!”, chorally.
- She will afterwards tell them, “Remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher walks from left to right with the balloon floating above her], what do you have to do?” Students will reply, “Stop talking and be quiet.” The student teacher will praise them for their answer and tie the balloon to one of the students’ portfolios on the right side of the board.
- The student teacher will write on the board: “Thursday, the 3rd of May 2018/ 48th lesson/ It’s sunny! Yay!/ Summary: Module 5: Let’s visit the animals! Formative test. My favorite animal.”
- The student teacher will tell students they have three minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent and set up the formative test activity.
- Once the three minutes are up, the student teacher asks students if she may erase the board. If some say, “No.”, she will ask them to use one of their classmates’ notebooks to finish, while she erases the board.

Possible problems/solutions: Students may not be able to answer, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?” If that happens, she will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk.

STAGE 2 – HOMEWORK DELIVERY AND COLLECTION (5 MINUTES)

Specific aims

In this stage, students will be able to:

- get feedback on their homework;
- hand in their homework.

Procedures:

- The student teacher will tell the class she is going to deliver the homework, while displaying both the zoo and the homework sheets. She will also tell them that in their homework they will see a comment written in Portuguese, and she will display and point to a student's zoo worksheet with this. They will have to read the comment in Portuguese and follow the instructions in order to correct their work. The student teacher will also display a pencil and ask learners to use a pencil to make the corrections. She ends by telling them that they will have to make the corrections at home, as homework.
- Next, the student teacher will tell them that if they have not handed in their zoo worksheets and/or their homework sheets yet, they should do it now. She will deliver and collect the homework, and thank them for their cooperation.

Possible problems/solutions: Some learners may say they have left their homework at home. If that happens, the student teacher will ask them to bring their homework the next class.

Resources/materials: Zoo worksheet, homework sheet, student's zoo worksheet; pencil.

STAGE 3 – FORMATIVE TEST WITH PLICKERS (15 MINUTES)

Specific aims

In this stage, students will be able to:

- answer the formative test questions with 80% accuracy by choosing the correct answer via an answer card.

Procedures:

- The student teacher will tell the class that now that they have had three lessons about zoo animals and three lessons about farm animals, they are going to take a formative test with Plickers to see which topics they already know and which topics they need to go over. She will also tell them the test questions are going to be displayed on the projection screen (she will point to the projection screen) and they will have to respond with an answer card (she will display an answer card).
- The student teacher will then distribute the answer cards among the group. Next, she will ask those seated in the first two rows to stand up and sit on the floor in front of the projection screen and for the remaining students to face the projection screen.
- The student teacher will display the trial run question on the projection screen and read the question, “I am very big. I’ve got very big ears and a long nose. What am I?”, as well as the answers, “A – You’re a cheetah. B – You’re an elephant. C – You’re a giraffe.” She will display an answer card and tell students, “If you think that the correct answer is A, rotate the card so the A side is up (the student teacher will rotate the card so that the A side is up, and will point to the letter A on the card). If you think that the correct answer is B, rotate the card so the B side is up (the student teacher will rotate the card so that the B side is up, and will point to the letter B on the card). If you think that the correct answer is C, rotate the card so the C side is up (the student teacher will rotate the card so that the C side is up, and will point to the letter C on the card).” After the explanation, the student teacher will tell the class, “Now, rotate your card to choose your answer.” Once this is done, she will tell them, “Now put your cards in front of you so I can scan them (the student teacher will demonstrate what students have to do with an answer card).” She will scan the cards with an iPad.
- Once all the cards are scanned, the student teacher will tell them, “Now let’s see what the correct answer is.” The results will be displayed on the projection screen and she will say, “The correct answer is ‘B – You’re an elephant.’. If your square is green, it means you chose the right answer. If your square is red, it means you chose the wrong answer.” The student teacher will listen to their reactions.

- To exemplify what should have been done, the student teacher will display an answer card and tell them, “The correct answer is B. So, you had to rotate your card to put the B side up (she will rotate the card so that the B side is up).”
- The student teacher will display the next question on the projection screen, and say, “Now that we know how Plickers works, let’s start the formative test.” On a desk next to the screen, the student teacher will place a monkey figurine in front of a hippopotamus figurine and ask the class to look at the animal figurines on the desk. Next, she will read the question and answers on the projection screen: “Where’s the monkey? A – The monkey is next to the hippo. B – The monkey is behind the hippo. C – The monkey is in front of the hippo.” The students will have to choose their answers and put their cards in front of them so the student teacher can scan them with the iPad. Once all the cards are scanned, the student teacher will display the results on the projection screen and say, “The correct answer is ‘C – The monkey is in front of the hippo.’ If your square is green, it means you chose the right answer. If your square is red, it means you chose the wrong answer.” The student teacher will listen to their reactions.
- She will then display the next question and answers on the projection screen, and read them, “Walking through the jungle, what do you see? – I think I see a lion... A – Roar! Roar! Roar! B – Snap! Snap! Snap! C – Hiss! Hiss! Hiss!” The student teacher will ask the class to choose their answers and put their cards in front of them so she can scan them with the iPad. Once all the cards are scanned, the student teacher will display the results on the projection screen and say, “The correct answer is ‘A – Roar! Roar! Roar!’. If your square is green, it means you chose the right answer. If your square is red, it means you chose the wrong answer.” She will listen to their reactions.
- The student teacher will display the next question on the projection screen, which is accompanied by a picture of a horse. She will read the question and answers, “What do you see? A – I see a chicken. B – I see a horse. C – I see a rabbit. D – I see a cow.” She will ask students to choose their answers and put their cards in front of them so she can scan them with the iPad. Once all the cards are scanned, the student teacher will display the results on the projection screen and say, “The correct answer is ‘B – I see a horse.’ If your

square is green, it means you chose the right answer. If your square is red, it means you chose the wrong answer.” She will listen to their reactions.

- The student teacher will then display and read the following question and answers on the screen, “What do cows give us? A – They give us meat and eggs. B – They give us meat and wool. C – They give us meat and milk.” She will ask the students to choose their answers and put their cards in front of them so she can scan them with the iPad. Once all the cards are scanned, she will display the results on the projection screen and say, “The correct answer is ‘C – They give us meat and milk.’. If your square is green, it means you chose the right answer. If your square is red, it means you chose the wrong answer.” She will listen to their reactions.
- They have reached the end of this activity, so the student teacher will praise and thank them for their participation, and ask those sitting on the floor to go back to their seats and face the projection screen.

Possible problems/solutions: Learners may not be able to realize that when showing their answers via their answer cards, the side with the letters on the card must face the student teacher, so she can scan their answers with the iPad. If that happens, the student teacher will ask them to turn their cards, so the side with the letters faces her, which she will demonstrate.

Resources/materials: Classroom computer, projector, projection screen; iPad with the Plickers application, Plickers’ answer cards; monkey figurine, hippopotamus figurine.

STAGE 4 – MY FAVORITE ANIMAL VIDEOS (15 MINUTES)

Specific aims

In this stage, students will be able to:

- watch two short videos and answer simple questions orally about them;
- answer the question, “What do you see?”, by building complete sentences starting with, “I see ...”;
- answer the question, “What’s your favorite animal?”, by building complete sentences starting with, “My favorite animal is the ...”.

Procedures:

- The student teacher will tell the class they are going to watch two short videos.
- The student teacher will play the first video where a Portuguese native speaker will talk about her favorite animal in English. Once the video ends, the student teacher will display a freeze-frame where one can see the speaker holding a drawing of a giraffe and say, “Andreia is my classmate at the university. Where does Andreia live?” The student teacher will listen to the students’ answers. She will also ask them, “What is Andreia’s favorite animal?”, and “What do giraffes look like?” She will also say, “I see a white wall behind Andreia. What do you see?”, and she will call on individual learners to answer the question. Once they have done this, she will praise and thank them for their participation.
- The student teacher will play the second video where an Australian native speaker talks about her favorite animal in English. Once the video ends, the student teacher will display a freeze-frame where one can see the speaker holding pictures of cats and she says, “Cyndi is a friend of mine. Where does Cyndi live?” The student teacher will listen to their answers. Then she will say, “Cyndi comes from Australia, a country next to New Zealand. What animals do you know from Australia?”, and she will listen to the students’ answers. Next, she will ask, “What is Cyndi’s favorite animal?”, and “What do cats look like?” After listening to their responses, she will say, “This is Cyndi’s art room. I see a painting (and points to the painting on the freeze-frame). What do you see?” The student teacher will call on individual learners to answer the question.
- Afterwards, the student teacher will say, “Andreia’s favorite animal is the giraffe. Cyndi’s favorite animal is the cat. My favorite animal is the hippo. What’s your favorite animal?”, and she will call on individual students to answer the question. At the end, the student teacher will praise and thank them for their participation.
- For the following activity, the student teacher will show the class a hippo drawing. She will point to the drawing and say, “My favorite animal is the hippo. Hippos have got four legs, a short tail and two small ears,” while pointing to each of the body parts.

- She will then show the class a blank sheet of paper and ask them to draw their favorite animal. She will give a stack of 24 blank sheets of paper to the student on the right end of the first row. She will ask the student to take one sheet and pass the rest. She will ask the remaining to follow the example.
- Once everyone has a sheet of paper, the student teacher will tell them they have five minutes to draw their favorite animal. While they are drawing, the student teacher will walk around the classroom to see if they need any help. Once time is up, the student teacher will ask them to bring their drawings the next class and lets them go to recess.

Possible problems/solutions: Without having a written model to look at, learners may not be able to build complete sentences orally. If that happens, the student teacher will correct them indirectly by saying the correct form after they have spoken. For example, if the student teacher asks, “Where does Andreia live?”, and a student replies, “Lisbon.”, the student teacher will say, “That’s right! Andreia lives in Lisbon.”

Resources/materials: Classroom computer, projector, projection screen, sound system, videos; hippo drawing, 24 blank sheets of paper.

Appendix 8.1 – Lesson 8 materials

Monkey head helium balloon

(see Appendix 1.1)

Zoo worksheet (Student teacher created.)

(see Appendix 4.1)

Homework sheet (Student teacher created.)

(see Appendix 6.1)

Trial run question of the formative test with Plickers (Student teacher created.)

I am very big. I've got very big ears and a long nose. What am I?

A: You're a cheetah.
B: You're an elephant.
C: You're a giraffe.
D:

Students | Graph

Reveal Answer

Sort by: Card number

1 Ana	2 André	3 Beatriz	4 Carolina
5 Catarina	6 Daniel C.	7 Daniel N.	8 David
9 Eric	10 Érica	11 Eugeniy	12 Fábio
13 Inês	14 Ivo	15 Leonor	16 Lourenço
17 Malara	18 Lara	19 Martim	20 Miguel
21 Rafael D.	22 Rafael O.	23 Rita	24 Sara

Text adapted from: Dooley & Evans (2016c).

Monkey and hippopotamus figurines for the first question of the formative test with Plickers

(see Appendix 3.1)

First question of the formative test with Plickers (Student teacher created.)

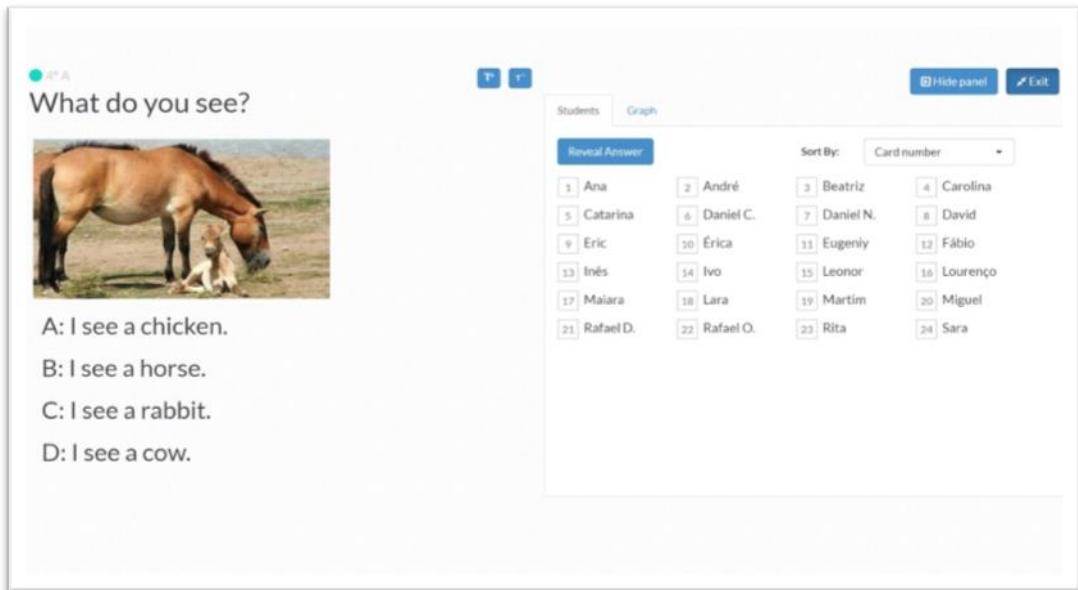
The screenshot shows a Plickers interface. On the left, a question is displayed: "Where's the monkey?" with four options: A: The monkey is next to the hippo, B: The monkey is behind the hippo, C: The monkey is in front of the hippo, and D: . On the right, a "Students" panel is visible, showing a list of 24 students' names, each with a small square icon next to it. The students are: 1. Ana, 2. André, 3. Beatriz, 4. Carolina, 5. Catarina, 6. Daniel C., 7. Daniel N., 8. David, 9. Eric, 10. Érica, 11. Eugeniy, 12. Fábio, 13. Inês, 14. Ivo, 15. Leonor, 16. Lourenço, 17. Malara, 18. Lara, 19. Martim, 20. Miguel, 21. Rafael D., 22. Rafael O., 23. Rita, 24. Sara. The interface also includes a "Reveal Answer" button and a "Sort By" dropdown menu set to "Card number".

Second question of the formative test with Plickers (Student teacher created.)


The screenshot shows a Plickers interface. On the left, a question is displayed: "- Walking through the jungle, what do you see?" with a student response: "- I think I see a lion..." and four options: A: Roar! Roar! Roar!, B: Snap! Snap! Snap!, C: Hiss! Hiss! Hiss!, and D: . On the right, a "Students" panel is visible, showing a list of 24 students' names, each with a small square icon next to it. The students are: 1. Ana, 2. André, 3. Beatriz, 4. Carolina, 5. Catarina, 6. Daniel C., 7. Daniel N., 8. David, 9. Eric, 10. Érica, 11. Eugeniy, 12. Fábio, 13. Inês, 14. Ivo, 15. Leonor, 16. Lourenço, 17. Malara, 18. Lara, 19. Martim, 20. Miguel, 21. Rafael D., 22. Rafael O., 23. Rita, 24. Sara. The interface also includes a "Reveal Answer" button and a "Sort By" dropdown menu set to "Card number".

Text adapted from: Harter, D. & Penner, F. (2011). *Walking through the Jungle*. Cambridge, MA: Barefoot Books.

Third question of the formative test with Plickers (Student teacher created.)



What do you see?



A: I see a chicken.
B: I see a horse.
C: I see a rabbit.
D: I see a cow.

Students Graph

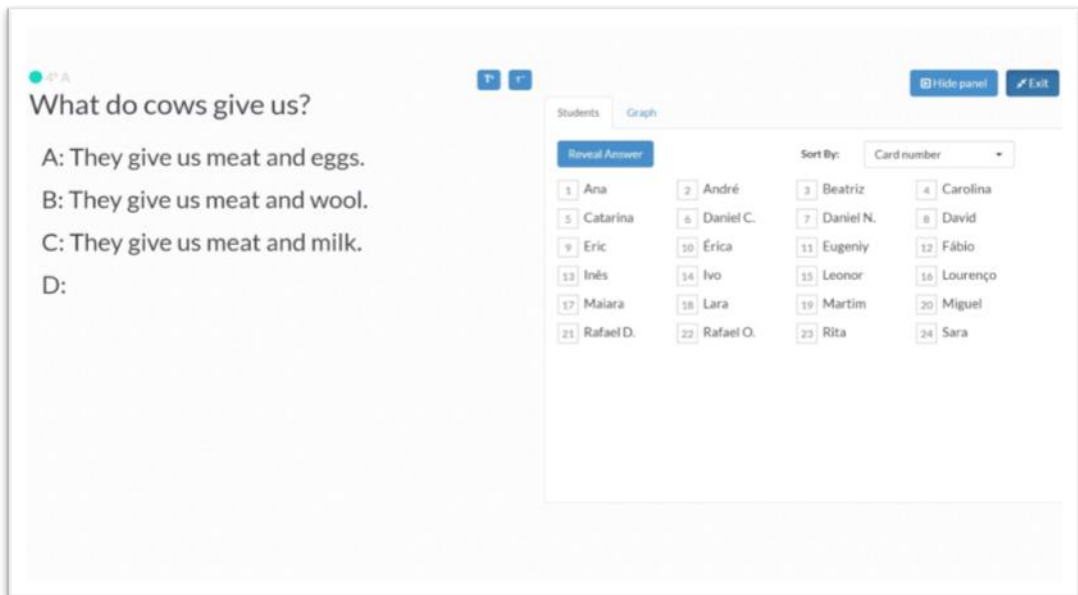
Reveal Answer

Sort By: Card number

1 Ana	2 André	3 Beatriz	4 Carolina
5 Catarina	6 Daniel C.	7 Daniel N.	8 David
9 Eric	10 Érica	11 Eugeniy	12 Fábio
13 Inês	14 Ivo	15 Leonor	16 Lourenço
17 Maiara	18 Lara	19 Martim	20 Miguel
21 Rafael D.	22 Rafael O.	23 Rita	24 Sara

Image retrieved from: <https://kids.nationalgeographic.com/animals/przewalskis-horse/#przewalskis-horse-colt.jpg> (accessed on the 2nd of April 2018)

Fourth question of the formative test with Plickers (Student teacher created.)



What do cows give us?

A: They give us meat and eggs.
B: They give us meat and wool.
C: They give us meat and milk.
D:

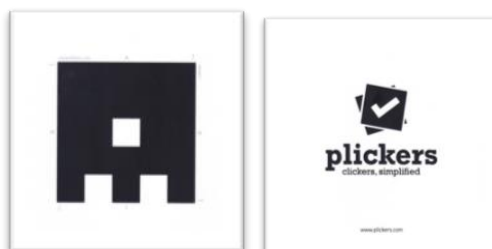
Students Graph

Reveal Answer

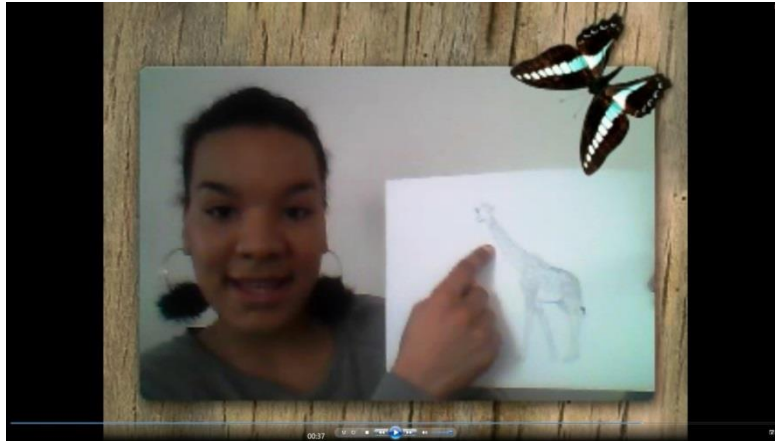
Sort By: Card number

1 Ana	2 André	3 Beatriz	4 Carolina
5 Catarina	6 Daniel C.	7 Daniel N.	8 David
9 Eric	10 Érica	11 Eugeniy	12 Fábio
13 Inês	14 Ivo	15 Leonor	16 Lourenço
17 Maiara	18 Lara	19 Martim	20 Miguel
21 Rafael D.	22 Rafael O.	23 Rita	24 Sara

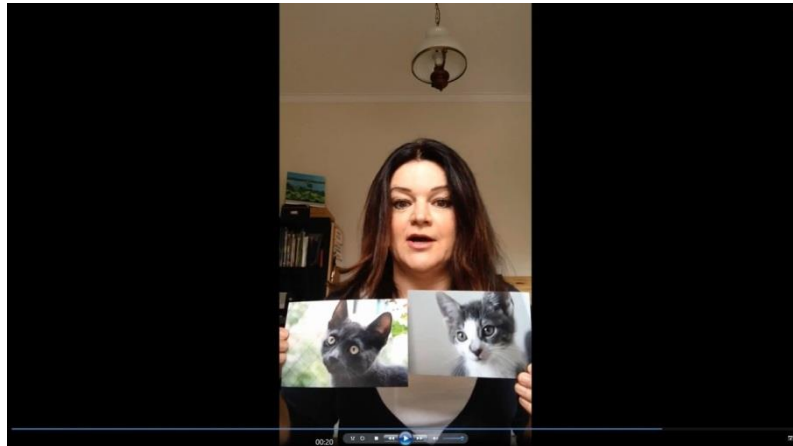
Sample of answer card for the formative test with Plickers (front and back)



Freeze-frame from Andreia’s “My favorite animal” video
(Andreia Alves created.)



Freeze-frame from Cyndi’s “My favorite animal” video
(Cyndi Fontyn created.)



Hippo drawing (Student teacher created.)



Appendix 9 – Lesson 9 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 7th of May 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: My favorite animal

Lesson rationale

In the previous lesson, learners took a formative test through a web tool called Plickers, they were introduced to the language chunk “My favorite animal is the...” and drew their favorite animal. In this lesson, they are expected to write about their favorite animal and present it orally to the class. These activities are linked to the themes “Wild animals” and “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to some of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 4.3 “To write about preferences (I like pizza, I don’t like fish, I love cats).” (*ibid.*, p. 11, my translation except for the parenthesized phrases) of the writing domain; and goal 4.3 “To speak about the themes worked on in class.” (*ibid.*, p. 10, my translation) of the spoken production domain.

The lesson will be divided into four stages. In the first stage, the student teacher will greet the class, remind them of the visual signal for quiet and write the summary. In the second stage, the student teacher will ask them to write about their favorite animal by selecting the correct options and/or creating their own options and writing them in the blanks of a model. In the third stage, they will present their favorite animal orally. This will be the oral production assessment through which the student teacher will measure the learners’ final oral skills (an observation grid will be used). In the fourth stage, the student teacher will deliver and collect the homework.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- write about their favorite animal;
- present their favorite animal orally to the class.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under three minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and greet the students and the homeroom teacher by saying, “Good morning, everyone! How was your weekend? Good or bad? How was your weekend teacher L.?” The student teacher will listen to the students’ and the homeroom teacher’s answers.
- The student teacher will point to the monkey balloon and tell students, “Look who is here today with us! It’s Charlie, the silent monkey! Say ‘Hello, Charlie!’” Students will say, “Hello, Charlie!”, chorally.
- She will afterwards tell them, “Remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher walks from left to right with the balloon floating above her], what do you have to do?” Students reply, “Stop talking and be quiet.” The student

teacher will praise them for their answer and tie the balloon to one of the students' portfolios on the right side of the board.

- The student teacher will write on the board: “Monday, the 7th of May 2018/ 49th lesson/ It’s sunny! Yay!/ Summary: Module 5: Let’s visit the animals! Describing my favorite animal. My favorite animal presentations.”
- The student teacher will tell students they have three minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent.
- Once the three minutes are up, the student teacher asks them if she may erase the board. If some say, “No.,” she will ask them to use one of their classmates’ notebooks to finish, while she erases the board.

Possible problems/solutions: Students may not be able to answer, “Stop talking and be quiet.,” when the student teacher asks them, “What do you have to do?” If that happens, she will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk.

STAGE 2 – WRITING ABOUT A FAVORITE ANIMAL (10 MINUTES)

Specific aim

In this stage, students will be able to:

- write about their favorite animal by selecting the correct options and/or creating their own options and writing them in the blanks.

Procedures:

- The student teacher will write on the board with two colors:
“My favorite animal is the _____.
_____s have got _____ (two/four) legs, a _____ (short/long) tail and two _____ (big/small) ears.
_____s have got _____ (wings/feathers).
_____s are _____ (black and yellow/grey/pink/black and white/white/brown).”

- She will also draw a pair of wings next to the word “wings” and a feather next to the word “feathers”.
- The student teacher will tell the class that in the previous lesson they drew their favorite animal and now they will have to write about their favorite animal. She will display her hippo drawing and say, “For example, my favorite animal is the hippo. So I write (she will point to the model on the board) ‘My favorite animal is the hippo. Hippos have got four legs, a short tail and two small ears. Hippos are grey.’” (while saying this, she will use her hand to guide students’ eyes along the text on the board).
- She will tell them they have five minutes to copy the model on the board into their notebooks and fill in the blanks with the options that apply to their favorite animal. While they are copying the model and filling in the blanks, she will walk around the classroom to assess their behavior and attitude by using an observation grid, and see if they need any help.
- Once the five minutes are up, the student teacher will tell them they are going to move on to the next activity: presenting their favorite animal to the class.

Possible problems/solutions: Some learners may not know the name of their favorite animal in English. If that happens, the student teacher will say the name of the animal in English and write it on the board so everyone can see it.

Resources/materials: Hippo drawing; board, chalk; observation grid.

STAGE 3 – MY FAVORITE ANIMAL PRESENTATION (20 MINUTES)

Specific aims

In this stage, students will be able to:

- describe their favorite animal orally to the class by using the model provided by the student teacher in the previous stage;
- build complete sentences orally during their presentation.

Procedures:

- The student teacher will tell the class they are now going to use the text they wrote and the drawing they made to present their favorite animal to the class.

She will display her hippo drawing, point to the different body parts of the hippo and give the class an example, “For example: My favorite animal is the hippo. Hippos have got four legs, a short tail and two small ears. Hippos are grey.”

- They will have two minutes to study their text. Once time is up, the student teacher will call on individual students to come to the front of the class with their drawing and present their favorite animal. The model will stay on the board, so they may look at it for support and the student teacher may refer to it whenever necessary.
- The student teacher will tell the class they have to pay attention to their classmates’ presentations because she is going to ask questions at the end.
- As students present their favorite animal, the student teacher will help them describe the animals orally whenever needed and will assess their oral production by using an observation grid.
- When there are five minutes remaining to the end of the lesson, the student teacher will stop the presentations and tell students they will continue with the presentations the next lesson. Those who did not present their favorite animal will need to bring their drawings the next lesson. She will praise and thank them for their participation.

Possible problems/solutions: Learners may not be able to build complete sentences orally. If that happens, the student teacher will correct them indirectly by saying the correct form after they have spoken. For example, if they say, “Have got four legs.”, the student teacher will say, “That’s right! Horses have got four legs.” Furthermore, if they mention options that do not apply to their animal, the student teacher will ask them to look at the model and their drawing, and choose the correct option.

Resources/materials: Hippo drawing, students’ favorite animal drawings; board; observation grid.

STAGE 4 – HOMEWORK DELIVERY AND COLLECTION (5 MINUTES)

Specific aims

In this stage, students will be able to:

- get feedback on their homework;
- hand in their homework.

Procedures:

- The student teacher will tell students that she is going to deliver the homework, while displaying both the zoo and homework sheets. She will tell them they will see a comment written in Portuguese, while showing a student's zoo worksheet with a comment written on it. She will explain that they will have to read the comment and follow the instructions to correct their work. She will also hold up a pencil and ask students to use a pencil to make the corrections. They will have to make the corrections at home, as homework.
- The student teacher will tell them that if they have not handed in their zoo worksheets and/or their homework sheets yet, they should do it now. She will go around the classroom and collect their work.
- She will also deliver the homework and provide feedback to two/three students who have been overlooking some of the suggested corrections.
- At the end, the student teacher will thank them and let them go to recess.

Possible problems/solutions: Some learners may say they have left their homework at home. If that happens, the student teacher will ask them to bring it the next class.

Resources/materials: Zoo worksheet, homework sheet, student's zoo worksheet; pencil.

Appendix 10 – Lesson 10 plan

CED Nossa Senhora da Conceição

School year 2017-2018

4th grade – A1 level

Date: 10th of May 2018

Didactic unit: Let's visit the animals!

Timing: 45 minutes

Topic: My favorite animal

Lesson rationale

In the previous lesson, learners wrote about their favorite animal and presented it orally to the class. In this lesson, they are expected to finish the favorite animal oral presentations and fill in a self-assessment form. These activities are connected to the themes “Wild animals” and “Farm animals” of the *Programa de Generalização do Ensino de Inglês no 1.º Ciclo do Ensino Básico* (Bento *et al.*, 2005). In addition, these activities also refer to one of the goals established for fourth graders in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), namely: goal 4.3 “To speak about the themes worked on in class.” (*ibid.*, p. 10, my translation) of the spoken production domain.

The lesson will be divided into four stages. In the first stage, the student teacher will greet the class, remind students of the visual signal for quiet and write the summary. In the second stage, students will finish presenting their favorite animal orally to the class. This will be the second and last part of the oral production assessment through which the student teacher will measure the learners’ final oral skills (an observation grid will be used for that assessment). In the third stage, students will help their classmates correct their homework through peer tutoring. And finally, in the fourth stage, learners will fill in a self-assessment form (which lists the module’s learning goals) to identify what they can and cannot do.

Background information

See lesson 1 plan.

Overall aims

By the end of this lesson, students will be able to:

- present their favorite animal orally to the class;
- fill in a self-assessment form.

Development of the lesson

STAGE 1 – GREETING THE CLASS AND WRITING THE SUMMARY (10 MINUTES)

Specific aims

In this stage, students will be able to:

- answer, “Stop talking and be quiet.”, when asked the question, “What do you have to do?”;
- say the sentence, “Hello, Charlie!”, by repeating it chorally after the student teacher has pronounced it;
- copy what is on the board in under three minutes.

Procedures:

As a warmer:

- The student teacher will enter the classroom holding the monkey balloon, and greet the students and the homeroom teacher by saying, “Good morning, everyone! How are you doing today?” She will listen to the students’ and the homeroom teacher’s answers.
- The student teacher will point to the monkey balloon and tell students, “Look who’s here! It’s Charlie, the silent monkey! Say ‘Hello, Charlie!’” Students will say, “Hello, Charlie!”, chorally.
- She will afterwards tell them, “Remember, Charlie, the silent monkey, is our signal to stop talking and be quiet [the student teacher does the quiet gesture]. So, when you see Charlie, the silent monkey, floating around [the student teacher walks from left to right with the balloon floating above her], what do you have to do?” Students reply, “Stop talking and be quiet.” The student teacher will praise them for their answer and tie the balloon to one of the students’ portfolios on the right side of the board.

- The student teacher will write on the board: “Thursday, the 10th of May 2018/ 50th lesson/ It’s sunny! Yay!/ Summary: Module 5: Let’s visit the animals! My favorite animal presentations. Self-assessment.”
- The student teacher will tell students they have three minutes to copy what is on the board into their notebooks.
- While they are copying what is on the board, she will see who is absent and deliver the homework.
- Once the three minutes are up, the student teacher asks them if she may erase the board. If some say, “No.”, she will ask them to use one of their classmates’ notebooks to finish, while she erases the board.

Possible problems/solutions: Students may not be able to answer, “Stop talking and be quiet.”, when the student teacher asks them, “What do you have to do?” If that happens, she will tell them the answer is, “Stop talking and be quiet.”

Resources/materials: Monkey head helium balloon; board, chalk.

STAGE 2 – MY FAVORITE ANIMAL PRESENTATIONS (20 MINUTES)

Specific aim

In this stage, students will be able to:

- describe their favorite animal orally to the class by using the model provided;
- build complete sentences orally during their presentation.

Procedures:

- The student teacher will write on the board again using two different colors: “My favorite animal is the _____. _____s have got _____ (two/four) legs, a _____ (short/long) tail and two _____ (big/small) ears. _____s have got _____ (wings/feathers). _____s are _____ (black and yellow/grey/pink/black and white/white/brown).”
- The student teacher will also draw a pair of wings next to the word “wings” and a feather next to the word “feathers”.

- The student teacher will tell students that they are going to continue with the favorite animal presentations. She will display once again her hippo drawing, point to the different body parts of the hippo and give them the same example, “For instance: My favorite animal is the hippo. Hippos have got four legs, a short tail and two small ears. Hippos are grey.”
- Those who have already presented their favorite animal can come to the front of the classroom and take a blank sheet of paper to draw another animal.
- As for those who have not yet presented their favorite animal, the student teacher will tell them they have two minutes to study the text they wrote in the previous lesson. While they are studying their text or making another animal drawing, the student teacher will walk around the classroom to see if anyone needs help.
- Once the two minutes are up, the student teacher will call on individual students to come to the front of the class with their drawing and present their favorite animal, which they will do so accordingly. The model will remain on the board, so they may look at it for support and the student teacher may refer to it whenever necessary.
- The student teacher will remind them that they have to pay attention to their classmates’ presentations because she is going to ask questions after each presentation.
- As learners present their favorite animal to the class, the student teacher will help them describe the animals orally whenever needed and assess their oral production by using an observation grid.
- Once everyone has presented their favorite animal, the student teacher will praise and thank them for their participation, and erase the board.

Possible problems/solutions: Learners may not be able to start the second and the fourth sentences of the model with their favorite animal in the plural form. If that happens, she will say for example, “That’s right! Pandas are black and white. Now say the complete sentence starting with Pandas.”

Resources/materials: Board, chalk; hippo drawing; 24 blank sheets of paper; students’ favorite animal drawings; observation grid.

STAGE 3 – HOMEWORK CORRECTION AND COLLECTION (10 MINUTES)

Specific aims

In this stage, students will be able to:

- help their classmates correct their homework through peer tutoring;
- deliver their homework corrections.

Procedures:

- The student teacher will hold up both the zoo and homework sheets, and tell students she is going to collect the homework corrections they have been working on. They have to put the homework corrections on their desks for the student teacher to collect.
- As for those who got everything right on their homework (which was delivered at the beginning of the class), the student teacher will ask them to sit next to those who have not yet delivered their zoo and/or homework sheets and help them finish or make the suggested corrections. They have five minutes to help their peers.
- While this is being done, the student teacher will go to the remaining students' desks and collect their homework corrections.
- Once the five minutes are up, the student teacher will collect the homework corrections done through peer tutoring, ask those who were helping their classmates to go back to their seats, and praise and thank everyone for their hard work.

Possible problems/solutions: The learners being supported through peer tutoring may not have their zoo worksheet or homework sheet with them. If that happens, the student teacher will provide them with a new zoo/homework sheet.

Resources/materials: Zoo worksheet, homework sheet.

STAGE 4 – SELF-ASSESSMENT (5 MINUTES)

Specific aims

In this stage, students will be able to:

- identify what they can and cannot do by coloring smiley and/or frowny faces on a self-assessment form.

Procedures:

- The student teacher will tell the class that they have arrived at the end of the ten lessons dedicated to module 5, which is called “Let’s visit the animals!”.
- The student teacher will show them a self-assessment form and tell them that the form lists the learning goals for module 5, which students were expected to meet by the end of the ten lessons. She will explain that the self-assessment form has got two columns; the first column is in English and the second column is in Portuguese.
- She will give a stack of 24 copies of the self-assessment form to the student on the right end of the first row and ask her/him to take one sheet and pass the rest. The remaining students will follow their classmate’s example.
- Once everyone has a copy of the self-assessment form, the student teacher will ask a student to read out loud the second column, which lists the learning goals in Portuguese. Next, she will ask them to go through each one of those goals and say if they can or cannot do them by coloring the smiley or frowny face in front of them (the student teacher will point to the smileys in the self-assessment form). She explains they will have three minutes to fill in the self-assessment form.
- While they are filling in the form, the student teacher will walk around the classroom to see if anyone needs help. Once time is up, she will collect the self-assessment forms, thank students for their participation and let them go to recess.

Possible problems/solutions: Some students may not understand what they have to do with the self-assessment form. If that happens, the student teacher will ask one of their classmates who is already coloring her/his form to explain the instructions.

Resources/materials: Self-assessment form.

Appendix 10.1 – Lesson 10 materials

Monkey head helium balloon

(see Appendix 1.1)

Hippo drawing (Student teacher created.)

(see Appendix 8.1)

Zoo worksheet (Student teacher created.)

(see Appendix 4.1)

Homework sheet (Student teacher created.)

(see Appendix 6.1)

Self-assessment form (Student teacher created.)

**CED Nossa Senhora da Conceição
School year 2017-2018**

Module 5: Let's visit the animals!

Self-assessment			Autoavaliação		
Now I can:	Yes	No	Agora, sou capaz de:	Sim	Não
- identify animals that live at a zoo	☺	☹	- identificar animais que vivem no jardim zoológico	☺	☹
- identify animals that live on a farm	☺	☹	- identificar animais que vivem na quinta	☺	☹
- say where animals are (for example: the elephant is behind the giraffe)	☺	☹	- dizer onde estão os animais (por exemplo: o elefante está atrás da girafa)	☺	☹
- describe animals	☺	☹	- descrever animais	☺	☹
- identify the sounds animals make	☺	☹	- identificar os sons que os animais fazem	☺	☹
- say what animals give us (for example: milk, meat, eggs)	☺	☹	- dizer o que os animais nos dão (por exemplo: leite, carne, ovos)	☺	☹
- write about my favorite animal	☺	☹	- escrever sobre o meu animal favorito	☺	☹
- talk about my favorite animal	☺	☹	- falar do meu animal favorito	☺	☹
in English			em inglês		

Name: _____ **Date:** _____

Adapted from: Dooley & Evans (2016c).

Appendix 11 – Results of the oral production assessments

Appendix 11.1 – Observation grids of initial oral production

(Student teacher created.) Adapted from: Dooley & Evans (2016d); Ur (1996).

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Observation grid for the "Guess the animal!" game

Student's name	Did the student describe the animal?	Was the student intelligible?	Were there any pauses and hesitations?	Did the student build complete sentences?	Did the student require support?	%
	Yes 20% No 0%	Yes 20% Not always 10% No 0%	Virtually none 20% A little 15% Some 10% A lot 5%	Yes 20% No 10%	Virtually none 20% A little 15% Some 10% A lot 5%	
Student 1	Yes 20%	Yes 20%	Some 10%	Yes 20%	A little 15%	85
Student 4	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 5	Yes 20%	Yes 20%	Some 10%	Yes 20%	A little 15%	85
Student 6	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 9	Yes 20%	Yes 20%	A lot 5%	Yes 20%	A lot 5%	70
Student 10	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 11	Yes 20%	Yes 20%	Some 10%	Yes 20%	A little 10%	80
Student 12	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 13	Yes 20%	Yes 20%	A little 15%	Yes 20%	Some 10%	85
Student 15	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 18	Yes 20%	Yes 20%	Virtually none 20%	Yes 20%	Virtually none 20%	100
Student 20	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 21	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 22	Yes 20%	Not always 10%	A lot 5%	Yes 20%	A lot 5%	60
Student 23	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 24	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 9th of April 2018

CED Nossa Senhora da Conceição

School year 2017-2018

Module 5: Let's visit the animals!

Observation grid for the "Guess the animal!" game

Student's name	Did the student describe the animal?	Was the student intelligible?	Were there any pauses and hesitations?	Did the student build complete sentences?	Did the student require support?	%
	Yes 20% No 0%	Yes 20% Not always 10% No 0%	Virtually none 20% A little 15% Some 10% A lot 5%	Yes 20% No 10%	Virtually none 20% A little 15% Some 10% A lot 5%	
Student 2	Answered the question "What am I?" 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 3	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 4	Yes 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 5	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 8	Absent	Absent	Absent	Absent	Absent	A
Student 9	Feeling sick	Feeling sick	Feeling sick	Feeling sick	Feeling sick	FS
Student 10	Answered the question "What am I?" 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 11	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 13	Changed seat	Changed seat	Changed seat	Changed seat	Changed seat	CS
Student 16	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90
Student 17	Answered the question "What am I?" 20%	Yes 20%	Some 10%	Yes 20%	Some 10%	80
Student 19	Answered the question "What am I?" 20%	Yes 20%	Some 10%	Yes 20%	A little 15%	85
Student 24	Yes 20%	Yes 20%	A little 15%	Yes 20%	A little 15%	90

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 26th of April 2018

Appendix 12 – Results of the behavior and attitude assessments

Appendix 12.1 – Observation grid for the “Build your own zoo” task

(Student teacher created.) Adapted from: Dooley & Evans (2016d).

CED Nossa Senhora da Conceição

School year 2017-2018

Module 5: Let's visit the animals!

Observation grid for the “Build your own zoo” task

Student's name	Responsibility	Autonomy	Participation	Behaviour	%
	Performs the requested task	Performs the requested task without constantly being helped	Performs the task without disturbing classmates	Complies with classroom routines	
	Yes 25% No 0%	Yes 25% No 0%	Yes 25% No 0%	Yes 25% No 0%	
Student 1	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 2	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 3	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 4	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 5	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 6	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 7	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 8	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 9	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 10	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 11	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 12	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 13	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 14	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 15	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 16	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 17	Absent	Absent	Absent	Absent	A
Student 18	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 19	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 20	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 21	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 22	Absent	Absent	Absent	Absent	A
Student 23	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 24	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 16th of April 2018

**Appendix 12.2 – Observation grid for the
“Write about your favorite animal” task**

(Student teacher created.) Adapted from: Dooley & Evans (2016d).

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let’s visit the animals!

Observation grid for the “Write about your favorite animal” task

Student’s name	Responsibility	Autonomy	Participation	Behaviour	%
	Performs the requested task	Performs the requested task without constantly being helped	Performs the task without disturbing classmates	Complies with classroom routines	
	Yes 25% No 0%	Yes 25% No 0%	Yes 25% No 0%	Yes 25% No 0%	
Student 1	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 2	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 3	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 4	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 5	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 6	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 7	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 8	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 9	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 10	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 11	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 12	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 13	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 14	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 15	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 16	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 17	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 18	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 19	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 20	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 21	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 22	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 23	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100
Student 24	Yes 25%	Yes 25%	Yes 25%	Yes 25%	100

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 7th of May 2018

Appendix 13 – Results of the homework assignments

Appendix 13.1 – Homework 1 results grid (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Homework 1 results grid

Student's name	The 2 nd sentence is false. Did the student put a cross?	The 3 rd sentence is true. Did the student put a tick?	The 4 th sentence is false. Did the student put a cross?	The 5 th sentence is true. Did the student put a tick?	The 6 th sentence is true. Did the student put a tick?	%
	Yes 20% No 0%	Yes 20% No 0%	Yes 20% No 0%	Yes 20% No 0%	Yes 20% No 0%	
Student 1	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 2	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 3	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 4	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 5	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 6	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 7	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 8	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 9	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 10	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 11	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 12	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 13	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 14	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 15	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 16	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 17	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 18	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 19	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 20	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 21	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 22	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 23	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100
Student 24	Yes 20%	Yes 20%	Yes 20%	Yes 20%	Yes 20%	100

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4^o A

Date: 12th of April 2018

Appendix 13.2 – Homework 2 results grid (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Homework 2 results grid

Student's name	Is the order of the words correct?	Are there any spelling mistakes?	Are there any words missing?	Were the prepositions of place used correctly?	Did the student make the suggested corrections?	4.16666666666667% for each correctly used word (spelling mistakes are not penalized)
Student 1	Yes	No	Yes	Yes	No	75%
Student 2	Yes	Yes	Yes	Not always	Yes	100%
Student 3	Yes	Yes	Yes	Yes	No	75%
Student 4	Yes	Yes	Yes	Not always	Yes	100%
Student 5	Yes	Yes	Yes	Yes	No	50%
Student 6	Yes	No	Yes	Not always	No	71%
Student 7	Yes	No	Yes	Not always	Some (with a more competent peer)	58%
Student 8	Yes	No	Yes	Yes	Some (with a more competent peer)	75%
Student 9	Yes	No	Yes	Not always	Some (with a more competent peer)	46%
Student 10	No	Yes	Yes	Not always	Some	75%
Student 11	Yes	No	No	Yes	Not applicable	100%
Student 12	Yes	Yes	Yes	Yes	No	75%
Student 13	Yes	No	Yes	Yes	Yes	100%
Student 14	Yes	No	Yes	Not always	No	67%
Student 15	Yes	No	Yes	Yes	Some	96%
Student 16	No	No	Yes	Yes	Yes	100%
Student 17	Yes	Yes	Yes	Yes	Some (with a more competent peer)	67%
Student 18	Yes	No	Yes	Not always	No	58%
Student 19	Yes	Yes	Yes	Yes	No	50%
Student 20	Yes	Yes	Yes	Yes	No	50%
Student 21	Yes	No	Yes	Not always	Yes	100%
Student 22	Yes	No	Yes	Not always	Some	92%
Student 23	Yes	Yes	Yes	Not always	Yes	100%
Student 24	Yes	No	Yes	Yes	Yes	100%

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 19th of April 2018

Appendix 13.3 – Homework 3 results grid (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Homework 3 results grid

Student's name	How many words are in the correct place?	What part of the sentence is in the wrong order?	Are there any words missing?	Did the student make the suggested corrections?	How many words are in the correct place now?	4.166666666666667% for each correctly placed word
Student 1	18 out of 21	None	Yes	No	N.a.	86%
Student 2	10 out of 21	Middle	No	No	N.a.	48%
Student 3	17 out of 21	Middle	Yes	No	N.a.	81%
Student 4	21 out of 21	None	No	N.a.	N.a.	100%
Student 5	21 out of 21	None	No	N.a.	N.a.	100%
Student 6	21 out of 21	None	No	N.a.	N.a.	100%
Student 7	13 out of 21	Middle	No	No	N.a.	62%
Student 8	21 out of 21 (with a more competent peer)	None	No	N.a.	N.a.	100%
Student 9	Undelivered	Undelivered	Undeliv.	Undelivered	Undelivered	0%
Student 10	12 out of 21	Middle	Yes	No	N.a.	57%
Student 11	21 out of 21	None	No	N.a.	N.a.	100%
Student 12	8 out of 21	Middle	No	Yes	21 out of 21	100%
Student 13	21 out of 21	None	No	N.a.	N.a.	100%
Student 14	21 out of 21	None	No	N.a.	N.a.	100%
Student 15	19 out of 21	Middle	No	Yes	21 out of 21	100%
Student 16	Undelivered	Undelivered	Undeliv.	Undelivered	Undelivered	0%
Student 17	Undelivered	Undelivered	Undeliv.	Undelivered	Undelivered	0%
Student 18	14 out of 21	Middle	No	No	N.a.	67%
Student 19	Undelivered	Undelivered	Undeliv.	Undelivered	Undelivered	0%
Student 20	Undelivered	Undelivered	Undeliv.	Undelivered	Undelivered	0%
Student 21	12 out of 21	Middle	No	No	N.a.	57%
Student 22	Undelivered	Undelivered	Undeliv.	Undelivered	Undelivered	0%
Student 23	21 out of 21	None	No	N.a.	N.a.	100%
Student 24	16 out of 21	Middle	Yes	Yes	21 out of 21	100%

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 26th of April 2018

Appendix 14 – Formative test results grid (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Formative test results grid

Student's name	Where's the monkey? (Right answer: C)	– Walking through the jungle, what do you see? – I think I see a lion... (Right answer: A)	What do you see? (Right answer: B)	What do cows give us? (Right answer: C)	%
	Right answer 25% Wrong answer 0%	Right answer 25% Wrong answer 0%	Right answer 25% Wrong answer 0%	Right answer 25% Wrong answer 0%	
Student 1	25%	25%	25%	25%	100
Student 2	0%	25%	25%	25%	75
Student 3	25%	25%	25%	25%	100
Student 4	25%	25%	25%	25%	100
Student 5	25%	25%	25%	25%	100
Student 6	25%	25%	25%	25%	100
Student 7	0%	25%	25%	25%	75
Student 8	Absent	Absent	Absent	Absent	A
Student 9	0%	25%	0%	0%	25
Student 10	25%	25%	25%	25%	100
Student 11	25%	25%	25%	25%	100
Student 12	25%	25%	25%	25%	100
Student 13	25%	25%	25%	25%	100
Student 14	25%	25%	25%	25%	100
Student 15	25%	25%	25%	25%	100
Student 16	25%	25%	25%	0%	75
Student 17	0%	25%	25%	0%	50
Student 18	0%	25%	25%	25%	75
Student 19	25%	25%	25%	25%	100
Student 20	25%	25%	25%	25%	100
Student 21	25%	0%	25%	25%	75
Student 22	25%	25%	25%	25%	100
Student 23	25%	25%	25%	25%	100
Student 24	25%	25%	25%	0%	75

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 3rd of May 2018

Appendix 15 – Self-assessment form results grid (Student teacher created.)

**CED Nossa Senhora da Conceição
School year 2017-2018**

Module 5: Let's visit the animals!

Self-assessment results grid

Student's name	Now I can...							
	Identify animals that live at a zoo	Identify animals that live on a farm	Say where animals are (for example: the elephant is behind the giraffe)	Describe animals	Identify the sounds animals make	Say what animals give us (for example: milk, meat, eggs)	Write about my favorite animal	Talk about my favorite animal
	in English							
Student 1	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.
Student 2	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Student 3	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.
Student 4	Absent	Absent	Absent	Absent	Absent	Absent	Absent	Absent
Student 5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 8	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Student 9	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 10	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 12	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 13	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 14	Absent	Absent	Absent	Absent	Absent	Absent	Absent	Absent
Student 15	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 16	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Student 17	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 18	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 19	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.
Student 20	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Student 21	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student 22	Absent	Absent	Absent	Absent	Absent	Absent	Absent	Absent
Student 23	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.	Undelivered	Undeliv.	Undeliv.
Student 24	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Class: 4º A

Date: 10th of May 2018

Appendix 16 – Final grades grid (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Module 5: Let's visit the animals!

Final grades grid

Student's name	Oral production (middle and end) 40%	Homework (three assignments) 30%	Behavior and attitude (two assessments) 30%	%
Student 1	80, 100 = 90, 36	100, 75, 86 = 87, 26	100, 100 = 100, 30	92
Student 2	90, 95 = 93, 37	100, 100, 48 = 83, 25	100, 100 = 100, 30	92
Student 3	80, 90 = 85, 34	100, 75, 81 = 85, 26	100, 100 = 100, 30	90
Student 4	80, 100 = 90, 36	100, 100, 100 = 100, 30	100, 100 = 100, 30	96
Student 5	90, 100 = 95, 38	100, 50, 100 = 83, 25	100, 100 = 100, 30	93
Student 6	95, 90 = 93, 38	100, 71, 100 = 90, 27	100, 100 = 100, 30	95
Student 7	75, 80 = 78, 32	100, 58, 62 = 73, 22	100, 100 = 100, 30	84
Student 8	90 (Absent), 90 = 90, 36	100, 75, 100 = 92, 28	100, 100 = 100, 30	94
Student 9	70, 85 = 78, 32	100, 46, 0 = 49, 15	100, 100 = 100, 30	77
Student 10	90, 90 = 90, 36	100, 75, 57 = 77, 23	100, 100 = 100, 30	89
Student 11	90, 100 = 95, 38	100, 100, 100 = 100, 30	100, 100 = 100, 30	98
Student 12	90, 100 = 95, 38	100, 75, 100 = 92, 28	100, 100 = 100, 30	96
Student 13	85, 95 = 90, 36	100, 100, 100 = 100, 30	100, 100 = 100, 30	96
Student 14	80 (beginning), 85 (middle) = 83, 32	100, 67, 100 = 89, 27	100, 100 = 100, 30	89
Student 15	65, 100 = 83, 33	100, 96, 100 = 99, 30	100, 100 = 100, 30	93
Student 16	90, 80 = 85, 34	100, 100, 0 = 67, 20	100, 100 = 100, 30	84
Student 17	80, 80 = 80, 32	100, 67, 0 = 56, 17	100 (Absent), 100 = 100, 30	79
Student 18	85, 100 = 93, 37	100, 58, 67 = 75, 23	100, 100 = 100, 30	90
Student 19	85, 100 = 93, 37	100, 50, 0 = 50, 15	100, 100 = 100, 30	82
Student 20	80, 100 = 90, 36	100, 50, 0 = 50, 15	100, 100 = 100, 30	81
Student 21	85, 100 = 93, 37	100, 100, 57 = 86, 26	100, 100 = 100, 30	93
Student 22	60 (beginning), 65 (middle) = 63, 25	100, 92, 0 = 64, 19	100 (Absent), 100 = 100, 30	74
Student 23	80, 85 = 83, 33	100, 100, 100 = 100, 30	100, 100 = 100, 30	93
Student 24	90, 100 = 95, 38	100, 100, 100 = 100, 30	100, 100 = 100, 30	98

0% - 49%: Insufficient; 50% - 69%: Sufficient; 70% - 89%: Good; 90%-100%: Very good.

Class: 4º A

Date: 21st of May 2018

Appendix 17 – Questionnaire and results

Appendix 17.1 – Questionnaire (Student teacher created.)

CED Nossa Senhora da Conceição
Ano letivo 2017-2018

Inquérito sobre animais

Este inquérito é para eu vos conhecer melhor e planejar as nossas aulas de uma forma divertida. Não há respostas certas nem erradas. O inquérito é anónimo (não escrevas o teu nome).

1. Gostas de animais selvagens?

Sim Não

2. Indica 3 animais selvagens de que gostes. Começa por indicar o teu animal selvagem favorito.

♥ _____

3. Gostas de animais da quinta?

Sim Não

4. Indica 3 animais da quinta de que gostes. Começa por indicar o teu animal da quinta favorito.

♥ _____

Muito obrigada! ☺

Appendix 17.2 – Results of the questionnaire (Student teacher created.)

CED Nossa Senhora da Conceição
School year 2017-2018

Results of the questionnaire

Do you like wild animals?	Favorite wild animal	Another wild animal that you like	Another wild animal that you like
19 students like wild animals; 3 students do not like wild animals.	8 students: lion; 2 students: cheetah; 2 students: wild dog; 1 student: hippo; 1 student: snake; 1 student: crocodile; 1 student: panther; 1 student: shark; 1 student: tiger; 1 student: dog; 1 student: lynx; 1 student: wolf; 1 student: rabbit.	6 students: tiger; 3 students: lion; 2 students: giraffe; 2 students: zebra; 2 students: wolf; 2 students: wild boar; 1 student: lioness; 1 student: jaguar; 1 student: cat; 1 student: wild squirrel; 1 student: panther.	3 students: elephant; 3 students: lion; 2 students: giraffe; 1 student: gorilla; 1 student: eagle; 1 student: hippo; 1 student: shark; 1 student: horse; 1 student: peacock; 1 student: tiger; 1 student: hamster; 1 student: dog; 1 student: wild cat; 1 student: puma; 1 student: leopard; 1 student: dragon; 1 student: snake.
Do you like farm animals?	Favorite farm animal	Another farm animal that you like	Another farm animal that you like
22 students like farm animals.	6 students: pig; 5 students: donkey; 3 students: chicken; 2 students: dog; 2 students: cow; 2 students: horse; 1 student: goat; 1 student: sheep.	6 students: horse; 3 students: donkey; 3 students: chicken; 3 students: pig; 3 students: cow; 2 students: sheep; 1 student: mare; 1 student: goat.	3 students: cow; 3 students: rabbit; 2 students: horse; 2 students: sheep; 2 students: goat; 2 students: donkey; 2 students: cock; 2 students: chicken; 1 student: pig; 1 student: peacock; 1 student: chick; 1 student: buck.

Number of times each animal is mentioned

Wild animals			Farm animals	
Lion: 14	Shark: 2	Jaguar: 1	Horse: 11	Rabbit: 4
Tiger: 8	Snake: 2	Leopard: 1	Donkey: 10	Cock: 2
Giraffe: 4	Wild boar: 2	Lioness: 1	Pig: 10	Peacock: 2
Elephant: 3	Wild dog: 2	Lynx: 1	Chicken: 8	Buck: 1
Wolf: 3	Zebra: 2	Puma: 1	Cow: 8	Cat: 1
Cheetah: 2	Crocodile: 1	Wild cat: 1	Sheep: 5	Chick: 1
Hippo: 2	Eagle: 1	Wild squirrel: 1	Dog: 4	Hamster: 1
Panther: 2	Gorilla: 1	Dragon: 1	Goat: 4	Mare: 1

Class: 4^ª A

Date: 23rd of March 2018