5-2023

Integrating Content, Culture, and Language for Portuguese Dual Language Immersion Learners

Aline Reis
Utah State University

Integrating Content, Culture, and Language for Portuguese Dual Language Immersion Learners

by

Aline de Castro Deus Reis

A portfolio submitted in partial fulfillment

of the requirements for the degree

of

MASTER OF SECOND LANGUAGE TEACHING

Approved:

_____   _____

Dr. Sarah Gordon   Dr. Joshua Thoms

Major Professor   Committee Member

_____   _____

Dr. Nolan Weil   Dr. Crescencio López González

Committee Member   Department Head

UTAH STATE UNIVERSITY

Logan, Utah

2022

[Type here]

ABSTRACT

INTEGRATING CONTENT, CULTURE, AND LANGUAGE FOR

PORTUGUESE DUAL LANGUAGE IMMERSION LEARNERS

by

Aline de Castro Deus Reis: Master of Second Language Teaching

Utah State University, 2022

Major Professor: Dr. Sarah Gordon

Department: World Languages & Cultures

This portfolio is the result of the approaches to teaching I have learned through coursework, readings, class observations, and reflections during the Master of Second Language Teaching (MSLT) program. It contains my teaching philosophy, developed from my experiences in the elementary Dual Language Immersion (DLI) program and the Utah State University (USU) MSLT program, as well as examples of work produced in the MSLT program, both theoretical and practical.

First, the professional environment piece provides context and background for reflections on my teaching experience and pedagogy. Second, the teaching philosophy statement (TPS) describes the main theoretical frameworks and approaches that inform my teaching. Third are the reflections on class observations, and the fourth component is a paper on pragmatics and forms of address and politeness; here, an annotated lesson plan is included to illustrate how I have explored important topics in second language acquisition (SLA), such as pragmatics. I provide a brief overview of these select topics and offer broader implications for application of this research in the classroom. Finally, I conclude by looking forward to the future and to my continuing efforts in professional development and improving my teaching, potentially in other contexts, for other ages and proficiency levels. (49 pages)

ACKNOWLEDGMENTS

I always wanted to further my education but being a full-time teacher and a mother of five children, the time never seemed right due to lack of time, money, or both. Three years ago, my sister found out she had brain cancer and started a very painful treatment with several surgeries and stayed almost a year in the hospital. Seeing her in that situation made me realize that our life is so short and gave me the courage to seek my dream of pursuing my master's degree.

I am thankful for the distance education technology that made it possible to study on the USU Tooele campus (only 10 minutes from my house) while interacting with teachers and colleagues on the Logan campus. Not having to drive a long way gave me more time to work on readings and assignments and saved me time and money. Many thanks are also due to my fellow MSLT students and to my fellow teachers for their thoughtful input and support.

I can't stress enough how much I appreciate my husband, Edson Fernando Reis. Concluding this program would not have been possible without his help and support. He always believed in me and encouraged me through hard times. He also went above and beyond driving our children to school and taking them to practices, recitals, and other activities. He helped cook meals and went grocery shopping to ease my burden. I love him and I am so glad to have him in my life.

I would like to express gratitude to all of the teachers in the MSLT program. They are great teachers who are very knowledgeable, capable, and compassionate. I enjoyed all the lessons and all the learning I gained through the readings and assignments throughout the program. They stretched me to become a better language teacher. I also appreciate the opportunities to try new approaches they taught me with my own students in the DLI program.

CONTENTS

ABSTRACT

ACKNOWLEDGMENTS

CONTENTS

LIST OF ACRONYMS

LIST OF ACRONYMS

ACTFL- American Council on the Teaching of Foreign Languages

ALM- Audiolingualism

CLT- Communicative Language teaching

CMC- Computer-Mediated Communication

DLI- Dual Language Immersion

EL- English Learners

ELL- English language learners

L1- First Language

L2- Second Language

MSLT- Master of Second Language Teaching

OCF- Oral Corrective Feedback

SLA- Second Language Acquisition

SPED- Special Education

TPS- Teaching Philosophy Statement

USU- Utah State University

WIDA- World-class Instructional Design and Assessment

INTRODUCTION TO THE PORTFOLIO

Coming from the background of an elementary teacher that graduated from a public University in Brazil, I feel very fortunate to have pursued a master's degree at Utah State University and to learn new theoretical and practical approaches to teaching. I enrolled in the Master of Second Language Teaching (MSLT) program to improve my teaching practices as a second language Portuguese teacher in the Utah K-12 Dual Language Immersion (DLI) program. I also wanted to better understand second language acquisition theories and how to better apply them in my teaching context. As a second language learner myself, I appreciate all the readings/scholarship related to second language teaching and learning and the assignments that helped me improve both my academic English skills and my classroom teaching skills. My current teaching context with DLI focuses on the teaching of language through content. On a personal level with the program, because English is my second language, learning language was actually what happened to me while pursuing this degree. I also appreciate the many practical opportunities to try the latest teaching methodologies, technologies, and techniques I have learned with my students in my own classroom.

This portfolio contains my teaching philosophy, developed from my experiences in the DLI program and the USU MSLT program, as well as examples of coursework produced in the MSLT program, both theoretical and practical. First, the professional environment provides context and background for reflections on my teaching experience and pedagogy. Second, the teaching philosophy statement (TPS) describes the theoretical frameworks and approaches that inform my teaching. The TPS focuses on inclusivity in the classroom, kindness as a form of lowering anxiety, and the use of authentic materials and technological tools to support language learning. These are the main elements of my teaching practice today, and I consider them all

essential to an effective, caring, and authentic teaching practice. Third, I synthesize some of my reflections on the many language learning classrooms I had the opportunity to observe during the course of the MSLT program and related these observations to my own teaching. Fourth, an example paper on pragmatics and forms of address and politeness with annotated lesson plans is included to illustrate how I have explored important topics in Second Language Acquisition (SLA) such as pragmatics. I provide a brief overview of select SLA and pragmatics topics and offer broader implications for application of this research in the classroom. I conclude by looking forward to the future and to my continuing efforts in professional development and improving my teaching, potentially in other contexts, for other ages and proficiency levels.

PROFESSIONAL ENVIRONMENT

For over 20 years, I have been an elementary teacher in different contexts. I began as an elementary teacher for kindergarten, third, and fifth grades in Brazil, and have been teaching Portuguese in the Dual Language Immersion (DLI) program in public schools for over seven years. The Utah DLI program offers a 50/50 model, meaning I teach one group content following state standards (including math, science, social studies, and literacy) 100% in the target language for half of their day while another instructor teaches content in English during the other half. It was a significant change moving to the US and to this model. To begin with, I had to learn the theory and practice of teaching Portuguese as a second language for young students in an immersion classroom. In addition, I had to adapt my approach to teaching to the more student-centered environment in the US. I adapted my teaching techniques and learned new approaches, innovative methods, and a wide range of content in a broad curriculum. By participating in this program, I became passionate about Second Language Acquisition (SLA) theory and the DLI program model. I find this teaching rewarding, especially in the Title I school where I currently teach, because I am able to help many students from low-income families overcome challenges to succeed academically. I also find DLI teaching rewarding because of the appreciation and respect many students have developed for Brazilian culture and the Portuguese language through the program. Through DLI, many young students are growing to be people that respect and embrace differences.

My desire to improve my teaching practice led me to the MSLT program at Utah State University. I learned a lot of theory and practice from interacting with professors and classmates. Looking forward, I plan to continue teaching young learners, probably at different grade levels in K-12 DLI and English Language (EL) in the US. I also could envisage working with EL students in an elementary school setting, helping and supporting them to succeed in school and improve

their English proficiency. I will remain committed to improving my teaching practice throughout my life.

The professional environment I had in mind while taking classes in the MSLT program and when writing this portfolio was primarily third-grade DLI students. On a daily basis, I apply the knowledge obtained from this master's program to my Portuguese DLI classes and use it to support individual students to develop language, cognitive, and cultural skills in a positive, enthusiastic, authentic, inclusive, and safe environment. Topics shown in this teaching portfolio reflect this approach.

TEACHING PHILOSOPHY STATEMENT

Introduction

My journey as a teacher started when I was only 17 years old and first enrolled in an education degree in Brazil. At a young age, I decided to become a teacher and this was a good decision because it gave me the opportunity to be a lifelong learner. A good teacher is always willing to learn, try new things, and to improve her practice. I have had the opportunity to teach diverse students in various institutional contexts and in different countries. These ongoing experiences and my research related to the scholarship of L2 teaching and learning inform my teaching philosophy and associated practices. I teach language and content in a meaningful way so that my students may gain skills and perspectives that they can use outside the classroom or in their future career paths. I endeavor to provide students with an immersion education within an inclusive, engaging, authentic, and positive learning environment. I use an effective combination of strategies to engage them, as discussed below.

Moving to Utah, I experienced being an L2 learner and a mother of five English language learners (ELL), ranging in age from 3 to 14 years old. I had taken five years of English classes in Brazil, typically with teachers who made use of the Audiolingualism (ALM) approach, and with teaching personas that essentially could be described by the Atlas Complex (Lee & VanPatten, 2003). With the Atlas Complex, the teacher is the center of the classroom, and the students have to simply follow, repeat, and obey because this model is focused on repeating highly structured sequences of linguistic forms with formal, explicit grammar explanations. Drills and repetition are also the heart of this approach (Hinkel & Fotos, 2002) and much of my education in Brazil focused on drills and rote memorization.

My first experiences with learning English in the US echoed the adage, "If you can't use a language, you don't know a language" (Liskin-Gasparro, 1987, p. 26). I had memorized some sentences in English but found I could not easily follow a conversation or express my opinion effectively. I could not communicate. Realizing today that the ALM model has its limitations, I have been working in my third-grade classroom to ensure that my students receive the language content in context, in a student-centered classroom environment that promotes meaningful oral and written communication. For that my teaching philosophy includes the following elements that I explain below: inclusivity, kindness, a welcoming classroom environment, authentic materials, storytelling, and technological tools.

Inclusivity

During my undergraduate years in Brazil, I learned the importance of inclusion. I discovered how learning also meant the freedom to express myself and to affect change. Decades ago, Freire's *Pedagogy of the Oppressed* (1972) began to explore how "Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." (p. 49). Indeed, freedom, and the freedom involved in creativity, critical thinking, and self-expression are vital for all students in my language classroom.

As a teacher, my responsibility is to help all students express themselves, reflect on their reality, and see ways in which they are free to transform it. Working in a Title I school in Tooele, Utah means that many of my students come from a low-income background. Some are from a bilingual or ESL background and some are from rural communities or communities of immigrants. I need work to ensure equitable educational opportunities for them and to help them meet

challenging state standards. The DLI program and learning a new language shows the students they can break patterns. They may gain the confidence they can do hard things in life in general, like learning a new language. They also can dare to dream big. I see storytelling as one way to bolster my inclusive approach, for example. Research has shown that storytelling can boost engagement in low-income students (for instance, in Temiz 2019). In addition to the storytelling activities described below, classroom and school-wide cultural activities that value being bilingual and becoming more educated help students to have a mindset of they can be whatever they put their mind to.

When I moved from Brazil to Utah over six years ago to become a DLI teacher, I noticed that inclusivity and access are important parts of the DLI program. All students are allowed to enroll in this free public school program, and all students can learn at their own pace. I have taught Autistic students and Special Education (SPED) students, and it has been amazing to see the improvement their language skills and their confidence in using the target language. This is confirmed by Genesee (2007), when he reports that, "Below-average students in early immersion scored just as well as average and above-average early immersion students on speaking and listening tests in L2." Some detractors have suggested that DLI is a privilege and that students experiencing behavioral issues should be taken out of the program. However, "In a review by Genesee (2007), it was found that students who engaged in challenging behaviors and were consequently moved to an L1-only classroom engaged in higher rates of challenging behaviors; developed more negative view and attitudes toward schooling, their own success, and immersion programs; and had lower self-esteem than who remained in the L2 classroom." (Hansen, Caldarella, Williams, & Wills, 2017, p. 628). The DLI program in my school values inclusivity and advocates for access and equity for all learners.

My main focus as a teacher is the students' learning. First, I begin with creating a space conducive to learning. I believe that teaching and learning needs to be a pleasant activity for students and for the teacher, even if the teacher needs to have high expectations for the students. Moreover, I believe that the physical classroom space can contribute to the students' learning. Having a clean, organized, and even well-decorated classroom with useful visual aids helps to provide context and promotes a setting that supports meaningful learning experiences.

Making the class environment fun and engaging for all learners at the elementary level is important to me, and that is why I use games, play-based activities, music, and technological tools to help address different learning styles and backgrounds. Games and gamification have been shown to facilitate SLA. In addition, games can help with engagement and even a feeling of belonging for all; for example, "the application of gamification in a pedagogical context provides some remedy for many students who find themselves alienated by traditional methods of instruction. The use of gamification could provide a partial solution to the decline in learners' motivation and engagement the schooling system is facing today." (Alsawaier, 2018, p. 56) Furthermore, I try to engage students in interactive activities or motivating competitions. Play and competition (with elements such as rewards, scores, prizes or levels) facilitate learning because, "Gamification prepares learners to be active and take responsibility for their own learning. Lessons filled with fun games are believed to be more effective in producing a positive outcome as learners are motivated to play more although they do not realize the fact that they are learning subconsciously." (Mee, Shahdan, Ismail, Ghani, Pek, Von, & Rao, 2020, p. 684). I find that games and varied types of fun and motivating activities, along with chunking of material, are all useful in the elementary context because young students often are able to focus for only short periods of time and are more likely to engage when play is incorporated.

In a similar vein, I believe in making my classroom a welcoming, inclusive, safe space for all learners. It is important to get to know the students as individuals and to consider their different learning styles and diverse backgrounds, identities, and interests to personalize instruction and better address each student's needs. Further, we must be intentional in including everyone in activities and discussions, to give everyone a voice, and help each learner to progress at their own pace. Effective classroom management tools are another key to keep students engaged and accountable, to keep everyone on task, and to better use the classroom time so that diverse voices may all be heard. A thoughtfully managed student-centered classroom gives learners more opportunities to interact with each other and with the target language; it also allows for inclusivity, and for every voice to be heard, not just the teacher's voice. Preparing detailed and flexible lesson plans using American Council on the Teaching of Foreign Languages (ACTFL) guidelines and daily objectives posted in the classroom in the form of simple "I can" sentences, known as "Can-Do" statements, help students be active learners that take responsibility for their learning. Can-do statements support inclusivity and learning because "Some of the benefits associated with can-do statements are that they are positive, concrete, clear, brief, and can promote independence" (Fang, Yang, & Zhu, 2011, p. 247).

Everyone learns in a different way, and this needs to be respected. On a personal note, my own children are a good example of that difference. They have taken the WIDA tests for English language proficiency, academic language development, and academic achievement for children and youth who are culturally and linguistically diverse; over the last four years it has been amazing—as a parent and a teacher—to see how much they have improved and how they have learned differently from one another. Even though children may have a comparable time of instruction and background, as my own children do, their personal characteristics, abilities,

motivations, and effort make each child unique in acquiring a second language. Looking at my own children's scores last year, I saw that my introvert daughter scored higher than her siblings in reading but lower in speaking, for example. Again, validating what the students learn with "Can-do" statements and encouraging them to progress will help them to be confident and achieve a higher level of proficiency. Kindness can help in their growth as language learners.

Kindness

Kindness is another characteristic of quality teaching of which I remain mindful my daily classroom activities and interactions with students. Kindness also entails cultural sensitivity and empathy for others. I also encourage my students to be kind to each other, and to be respectful of all other learners. My teaching is informed by empathetic approaches linked to what many educators have begun to refer to during the era of COVID as "Pedagogies of Care" or as *Pedagogies of Kindness and Respect* (Gorlewski, Porfilio, & Thomas, 2015). I am supportive and I care deeply about each individual student. Being a student in the USU MSLT program helped me become more empathetic of my students' limitations in the target language and challenges they may face both inside and outside of the classroom. In addition, my extremely varied experiences in my own education and my pedagogical training have helped me to be aware of causes of anxiety or discomfort in the language learning classroom, and to find effective ways of helping all learners to lower their anxiety so that language learning is facilitated with kindness.

Authentic materials

My current DLI elementary students are learning another language and they need to be able to communicate and interact in the target language and culture. On another level, using authentic material and teaching cultural aspects of Brazil will enrich their experience and make it meaningful

and even remarkable. Using authentic literary texts, music, images, and other media or materials also helps students to become familiar with aspects of the many different cultures that speak Portuguese and with pragmatic and linguistic nuances of the language.

Music is the type of authentic material that I incorporate the most into my teaching. Songs are a very valuable pedagogical tool. Song lyrics and melodies can help students to improve both their listening skills and phonetic skills such as intonation and pronunciation. "Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures" (Nadera, 2015, p. 371). Moreover, beyond just introducing vocabulary words or reinforcing grammar structures, music activates memory while promoting positivity in language studies, because: "given that musical text can be used to reinforce subject matter taught in traditional language learning courses (e.g., grammar and vocabulary), promote cultural literacy, facilitate a multimodal learning experience, encourage positivity towards language studies, and generate cognitive benefits to learning and memory, it can be deduced that musical text has the potential to be an invaluable tool in enhancing Second Language Acquisition" (McIntire, 2020, p. 199). Perhaps the greatest benefit of using songs in the classroom is that they can be fun, because "pleasure for its own sake is an important part of learning a language" (Nadera, 2015, p. 370). Again, making the classroom experience enjoyable increases confidence, engagement, and motivation, while lowering students' anxiety. This ultimately helps students progress in their learning and meet their language learning goals.

Furthermore, "In the younger age groups, in which learning only occurs when the aim of the lesson is tied in with the children's interests. Given that primary interests of children are play, discovery, and socializing, giving them tasks to perform in the context of a physical game, as well as the association of sung and mimed songs, would seem to be a stimulating approach" (Calavalle,

Izo, Raimond, Rocchi, Sisti, & Stochi, 2014, p. 268). Music can connect the students with the linguistic and cultural knowledge they need and incorporate movement to increase learning retention and promote a relaxed and informal atmosphere, since "By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment rather than study and therefore find learning through songs fun and enjoyable" (Nadera, 2015, p. 371). In listening to music, singing and miming, students are being exposed to comprehensible input and are negotiating meaning, all while having fun.

In addition, I have been able to teach classroom procedures through music to guide my students and help them succeed. Music can be powerful to teach classroom expectations and routines at the elementary level. "Songs can add interest to the classroom routine and potentially improve student motivation" (Nadera, 2015, p. 370). In my classroom routines, for instance, there are Portuguese lyrics for every transition. They take about 40 seconds and explain all the expectations for that procedure. These tunes save precious minutes of instructional time. Music also is a valuable tool to teach school subjects and content in the target language. We can teach multiplication facts or science content using songs. Additionally, music allows for movement to be incorporated, making it both more active and more meaningful through kinesthetic learning.

On another level, I feel that it is a privilege to represent my home country's culture in the United States. I see the love the students develop for songs, stories, and other aspects of Brazilian culture. Culture is so important; it builds our identity and the way we see others. Culture is one of the "5 Cs" recommended by ACTFL's "World Readiness Standards for Learning Languages" (ACTFL, 2012). Culture can be taught in part using stories, which are very beneficial to teach language to young children.

Storytelling

Teaching language with literary texts is also very helpful because: "...story stimulates children's imagination and forces creativity. Since the development of language comes along with the development of thought, then storytelling does not only develop language but also creativity and imaginative thinking skill" (Sehan, 2018, p. 130). Thus, I use storytelling to help students improve both critical thinking and creative thinking. Storytelling (whether verbal or digital) is a proven, effective way to incorporate authentic text and image to engage students and to promote more structured narratives. When using authentic texts, I have found it is important to give examples, models, and sentence frames to guide their understanding of stories and narratives. Storytelling provides model structures and patterns that can be useful for young learners writing activities or in developing their own creative process, because (...) "children produce more structured narratives after being involved in storytelling activities" (Temiz, 2018, p. 16). Reading and discussing stories builds comprehension, analytical, interpretive, and speaking skills. Ultimately, my teaching philosophy relies on storytelling because I want to encourage inclusivity and invite my students to be able to tell their own stories and express themselves freely in the L2. I try to empower all of my students with the freedom and knowledge to tell their own stories in Portuguese, because "An inclusive classroom approach encourages students to bring meaningful personal experiences into the classroom" (Vinogradova, Linville, & Bickel, 2011, p. 188).

Technological tools

The use of technological tools can help students to experience other countries and cultures even without being there. I have found that activities such as online, real-time chats with Brazilian students, or exchanging letters or videos they write in Portuguese asynchronously, enrich the in-

class experience. In addition, technological tools offer engaging activities through gamification because competition, goals, and achievements can be motivating for students. Given that research has shown that play and gamification using technology can be very effective in language learning, I use for example gamed-based platforms such as: Quizlet Live, Duolingo, Wordwall, and activities in Nearpod. Again, "Gamification and interactive activities help teachers fulfill their students' expectations and achieve the outcomes in a desirable manner" (Govindarajan, 2020, p. 247). Applications like Nearpod can provide students with gamification. Many teachers recognize that "there are many benefits of using gamification and interactive activities if the activities are carefully selected, designed and used in teaching/learning. For instance, Nearpod and Kahoot! are considered good choices for gamification" (Govindarajan, 2020, p. 247). I use these for practice to augment activities or to review content or grammatical structures of the language.

I use video sharing platforms such as Flipgrid for speaking practice and formative assessment. Video sharing platforms are useful in engaging students in learning, especially in group tasks and project-based learning. Last year, for example, I divided my class into small groups, and each group was responsible for writing one math content lesson and recording it in a video. It was a very engaging project, because all students interacted with the content and with the language creatively to write their scripts and record their videos. I could also see positive learning outcomes in this student-centered activity as they were learning from their classmates' videos.

There are countless ways in which research has shown that technology can help in the language classroom as effective tool (far too many ways to enumerate here). On a very basic level, technology helps provide access to resources and authentic materials. Technology also helps me make my classroom more inclusive by providing access to educational materials for all. In my Portuguese classroom, we have a limited variety of books due to budgetary constraints, but we are

fortunate to have access to an online library where kids can read, listen to audiobooks, record their own reading out loud, and answer quizzes. These online resources help them to get in touch with valuable literature and popular culture and offer many affordances, for example: "Interactive reading programs use both narrative and expository texts that are well illustrated, engaging, and provide good background information. Finally, the participating children usually have the opportunity to engage in play activities centered on the readings" (Kim & Hall, 2002, p.333).

Conclusions

My experience as a language teacher in the US and Brazil and as a student in the MSLT program has shown me that to have an efficient teaching practice, it needs to be done in an interactive and collaborative environment where the students are immersed in the target language and have a positive learning experience. With this in mind, the main components of my teaching philosophy are the inclusion of all students; kindness; the incorporation of authentic music, stories and storytelling, along with the use of technological tools in meaningful lessons. I believe that all students are important and unique individuals that all need to feel accepted and special. The best way to be inclusive and foster a sense of belonging is by making the students the focus of the classroom, in an engaging, safe, and enjoyable environment.

PROFESSIONAL DEVELOPMENT THROUGH CLASSROOM OBSERVATION

Observation is an effective tool to improve and refresh teaching practice. Teachers can always learn something new from positive and also from negative teaching examples. I have been observing many DLI teachers from different languages and levels (in Portuguese, Spanish, and Chinese) since I joined the Utah DLI team as a third-grade teacher in 2016. I have also learned from observing college-level literature lessons at USU and Spanish high school lessons. Below I synthesize my reflections on one select observation that made an impact in my daily practice.

Using the target language with the students as much as possible and providing as much comprehensible input in the L2 as possible makes a significant difference in the students' ability to communicate in the target language. It is also very important to have a good curriculum in place and lessons well prepared and organized with warm-up and follow-up activities. Effective lessons will include all the students and use different strategies and skills since every student learns differently. The DLI program is a very inclusive program, where any student may enroll. I have seen countless times in observations that having a lesson plan that presents the content using visuals, gestures, and games will help diverse students develop their language potential.

DLI teachers in Utah use a variety of good teaching practices while teaching language through content. Authentic materials and technological tools engage students and provide access to the culture of the target language in a meaningful way. For this Portfolio, among all the observations I made for different classes and also in the DLI program, I chose to share a fourth-grade Portuguese DLI class observation. I opted for this class due to the age proximity to the third-grade class that I am currently teaching.

Context

This observation was conducted in a Portuguese DLI fourth-grade classroom in Utah. The lesson was about 45 minutes and the classroom had 22 students present, ages 9 and 10 years old. The ACTFL Proficiency level of the class was Intermediate Low. This DLI class was conducted 100% in the target language.

Instructional procedure

The teacher went outside and got the students in line after recess. Students knew the routine and started working in a self-start computer-aided (CALL) activity. The class was quiet, on task, and everyone was engaged. After 10 minutes, the teacher called on one student in front to say the Calendar in Portuguese: "Today is Friday, 16 of September of 2022. Today is the 17th day of school, etc." Other students repeat it in a brief, audiolingual-style drill as part of their daily routine.

The teacher showed a short video about a Brazilian legend of the Vitória Régia. Students watched the video then he introduced the lesson topic. "Today we are going to talk about legends, more specifically, about the legend of the Vitória Régia (…)". The teacher sent each line of students to grab their workbooks. Some students couldn't find it. The teacher was patient and helped them out with the L2 and gestures. The students opened their workbooks to the topic and the teacher led discussion of the first couple of questions. The class was arranged in lines with 2 students in each line. Students did think-pair-share time in between each question. The teacher modeled the expectations of the sharing time using a puppet. After student interaction the teacher used attention signals and asked two students to share their thoughts with the whole group.

In a deeper dive into the text and its cultural significance, the teacher first defined terms. He explained in the L2 that a Legend is a belief that some have, and some don't, and that there are different versions of the same legend. Then, he showed another cartoon video about the Vitória Régia Legend, with some differences. Students discussed the similarities and differences between

the two videos (and therefore two different versions of the legend) and answered the other written questions by writing in the notebook. The teacher discussed with the whole group using the Promethean board. This instructor found and provided additional authentic resources to explain the legend that were not in the textbook. Finally, students read part of the legend in the textbook aloud as a group reading (chorus).

Evaluation

I found very efficient the routine of self-start that was well established; it was evident students knew exactly what to do in the first minutes of class and that the instructor had good time management throughout, with clear instructions. I found the videos to be at an appropriate age and proficiency level with authentic and simple language that the teacher used to introduce the topic. I appreciated the multimodal approach and use of legends and authentic texts and stories in both video and printed text. If sudents would just read it in the textbook, students might think it was boring, and some students would struggle to understand what the text was about. I liked that the teacher used a puppet to work as his pair and model the discussion and think-pair-share activities. The puppet is very helpful because the students can hear first-person verb conjugation and third-person verb conjugation and how the verbs change, along with the visual that is age appropriate. I also think it was smart to organize the class in pairs, so the students already had an assigned partner for think-pair-share time. It saved a lot of time and improved the flow of the lesson. Most students seemed engaged and the pacing seemed good for this grade level.

If I were the teacher, I might have done some things differently. The teacher was patient and helped students to find the material in the beginning of the lesson, but I would work to set

a routine to clean the classroom and organize materials, saving time during the lesson. The problem that caused missing books might be related to not having a clear system for students to put material back at the end of the day. Having it in place will work better than trying to find missing books during the lesson. I also appreciate the calendar time in the beginning of the lesson. A calendar is a very rich time of the day. He could have explored more or expanded. They could talk about the current weather, or seasons, or holidays (along with cultural comparisons), the pattern in the calendar (math patterns), or the school expectations or announcements events in Portuguese. He could make them talk a lot more. Perhaps this depends on the day and the relevant topics to a given day. Taking about the calendar is an opportunity to have all the students on the rug space and it is possible to improve speaking and listening during this time. Giving them each rotating roles to play during the calendar might help them with the confidence to express themselves in the target language. One more thing I that would also incorporate if time allowed would be to add some differentiations during the reading to keep them engaged (some students read a first sentence and stopped). For example: only students wearing a certain color read, then another color, etc., thereby rotating the students for different paragraphs would help them to keep motivated. I also like to use this strategy because it is a vocabulary review (I can recycle the vocabulary they need in the questions).

I learned that even a good lesson has areas that we can improve in the future, from classroom management to reading strategies. I will be more attentive to wisely use time in class, allowing the students to express themselves in the target language, and engage them during reading, video watching, and writing.

Reflection

Observing great teachers, I have learned that even a good lesson has points to improve and that this is a good thing about our profession. I will be more attentive to wisely using the time in class, allowing the students to express themselves in the target language, and engaging them during reading or writing. The use of authentic materials such as videos and texts make the lesson meaningful or even remarkable. I have learned from viewing negative examples that if the teacher only reads the text in the textbook, it would be boring, and some students would struggle to understand what the text was about.

Being kind is another aspect of a good teacher that I would like to consider, because kindness is central to my own teaching philosophy. Empathy is part of kindness, so as an English learner I often put myself in my students' shoes. Introducing a topic with a pre-reading and a post-reading activity, using puppets for young students, using gestures and images, are ways the teacher can help students to succeed. Using a puppet for example, is a way the teacher can model the students' answers, as I observed in elementary classes. The students are able to hear the first-person verb conjugation and the third-person verb conjugation and how the verbs change. I also observe that, to have more interaction, it is positive to organize the class in pairs, so the students have an assigned partner to work during, think, pair and share time. It saves a lot of time and improves the flow of the lesson. I saw that no matter the L2 being taught, being a happy, approachable, and positive teacher also makes the students more willing to try, gaining confidence in the process of using the language in different tasks.

In sum, a good lesson needs to have a well-prepared lesson plan, with varied activities to engage learners with texts and authentic materials. Activities may involve games and need to be aimed at specific goals and learning outcomes. The activities and tools need to be selected in a very

intentional way, according to the students' needs, levels, and backgrounds. The lesson should use a variety of materials and technological tools to achieve the goal, thereby engaging and motivating students. The target language should be used as the primary way of communication. Oral corrective feedback should happen often in a natural and kind way. The teacher should also create a safe and positive environment, where the students feel comfortable sharing ideas and using the language in task-based activities. The use of authentic material will also make the lesson meaningful and teach aspects of the culture while teaching language.

REFLECTION PAPER

**USING COMPUTER-MEDIATED COMMUNICATION
TO LEARN POLITENESS PRAGMATICS FOR PORTUGUESE L2 LEARNERS**

In spring 2022, I took a course on L2 pragmatics with Dr. Karin DeJonge-Kannan. This paper is a product of my research and learning from that class. I chose it include in my Portfolio because the importance of teaching pragmatics was one of the new things that I have learned from this graduate program. Pragmatics is the branch of linguistics that investigates the use of language in an everyday communicative context. We need to explicitly teach pragmatics in the DLI classroom, because "there is a general agreement among L2 pragmatics researchers that at least some pragmatic features of language can be taught; that instruction in this area is clearly superior to exposure alone" (Vásquez & Sharpless, 2009, p. 6). Here, I offer a brief overview of some of the existing research in the area, summarizing key points. Then I explore examples of practical application in my own professional environment teaching K-12 DLI Portuguese and include an appendix with lesson plans.

In a broad sense, in exploring the field of pragmatics, we learn that there are countless nuances of any language that need to be addressed and explicitly taught in a L2 classroom because "pragmatic failure in intercultural communication may result in embarrassment, laughter, misunderstandings, or even outrage" (Milleret, 2007, p. 30). We also learn that cultural context is crucial in pragmatics. For example, I found that in the vast amount of linguistics research on Portuguese, much of the work in pragmatics is comparative in nature, talking about the system of forms of address in Brazilian versus European Portuguese. Although the topic of address is just one example of pragmatics that may be taught explicitly, it is a particularly relevant topic to my teaching practice, because my students need to be able to properly address people from different cultures and parts of the world in the target language. Below, I explore the importance and

implementation of teaching addressing and teaching politeness in a summary of the existing research, along with two annotated lesson plans that I have developed and tested.

From the extensive literature review I conducted, I learned that the system of forms of address in European and Brazilian Portuguese have experienced several developments throughout history. Historically, the words "Você" and "tú" have different meanings, which can be interpreted as pejorative, offensive, or friendly, depending on different social contexts. Essentially, the pronouns Você and tú demonstrate "de-traditionalized and "de-ritualized" social relations and show that the language is far from being static as linguists have shown. Moreover, learners need to recognize how Portuguese is always developing and evolving in different social and cultural contexts, and addressing pragmatics openly in the classroom can help them begin to understand this.

Because speakers often engage in negotiation of meaning using forms of address to accomplish specific communicative goals, I believe that teaching it in the classroom context is very important. For example, Você (you) is a very common informal pronoun in Brazilian Portuguese, but its use is not always clear in European Portuguese. Other forms of address are also being used differently in different Portuguese-speaking countries and regions. "Tu" has a polite usage in some regions, but it is considered informal or even impolite in others, just to give a general example. Even the use of the pronoun "Nós" (We) has been substituted for the form "a gente" simplifying the inflection of the verb. All these nuances of the language, such as how and when to use each address pronoun, need to be explicitly taught to give the student the communicative skills necessary for competent communication (as seen in the annotated lesson plans I have provided in the Appendix below).

I remember learning nouns and verbal inflexions as a child in my L1 and having to conjugate the forms of tú and vós through explicit grammar instruction and audio-lingual drills. We practiced, drilled, and memorized how to use it but barely found authentic examples of it in our readings or even in our daily interactions with others. This is because those forms are becoming increasingly less common, especially in Brazil. There were historical transitions from the original "tú-vós" system to the more recent "você- o Senhor/ a Senhora." I also want my students to see how language is something that is ever changing and "alive" and that the transition is still happening in this and many other pragmatics examples. These two forms of address, "vós" and "tú" and how their choice is influenced by the community and the level of intimacy or formality with the interlocutor is a pragmatic matter. The interesting thing about it is that there is no clear rule. While "você" shows intimacy or informality in Brazilian Portuguese, the option "tú," will show intimacy or informality in European Portuguese. Because I teach Portuguese in the US, and my students will be exposed to Portuguese speakers and materials from different countries in the future, explicitly explaining these differences will help students to avoid miscommunication.

The context of forms of address in European Portuguese can be explored fruitfully in an online setting. I did my own anecdotal research in looking for multimedia teaching materials and there are publications that also cite social media pragmatics, of course. Blogs and other social media show the potential to facilitate verbal aggression in the choice of address and that implies that students must be careful. Age-appropriate examples of negative usage in social media may be shared in class. The choice of the addressing form can either be collaborative or not in the communication. Because of globalization and the facility of sharing information and communicating online, some regions of Portugal are increasing the use of the pronoun "você."

Some of the reasons are the engagement with Brazilian communities in the area or with the popularity of Brazilian TV series, soap operas, music videos, and other pop culture. This just reinforces the necessity of teaching both "tú" and "você" in the school setting. For example, in my DLI school, two of our teachers are from the Rio Grande do Sul, a state that often uses "tú" instead of "você," and my students come to third grade using "tú" in their interactions, which would be very common for most of Portugal and a few places in Brazil.

It is important to show students that, "At some point last century, você was allowed to express an intermediate degree of formality somewhere between the overly formal o senhor and the apparently far too intimate tu." (Lara & Guilherme, 2018, p. 349). It seems that over time, the use of null subjects are becoming more common options to show formality: "We realize the tendency toward 3sg *(verb in the third person of singular)* plus null subject grows more and more as the time advances" (Lara & Guilherme, 2018, p. 348). The data provided by several different research studies such as those above, as well as in three corpora consulted by the authors, demonstrate that the use of "você" is no longer considered as polite (contrary to what several grammars and textbooks of Portuguese as a foreign language state), showing that authentic material is often a better option than just a textbook.

Thinking about how to teach pragmatics for younger learners in particular, my teaching is now informed by a helpful article by Margo Milleret (2007) about teaching speech acts. Milleret is an advanced-level Portuguese teacher and researcher in pragmatics. In her article, she reviews the research of pragmatics, especially talking about explicit teaching and methods for teaching it. She also describes the importance of Speech Acts in SLA and how the failure of communication could result in speaker embarrassment or verbal misunderstanding. She offers steps of scaffolding during the teaching process. She suggests the use of authentic material and

practicing speech acts by writing, performing, and filming their skits of speech act situations. Many articles advocate for explicit pragmatic teaching, but only a few give practical insights into how to do it. I appreciated the suggestions on how to explicitly teach pragmatics in the classroom setting given by Milleret. Her theoretical framework and practical suggestions for implementation in the classroom inform my pragmatics lesson plans (see Appendix).

Using computer mediated communication to learn Politeness in a DLI Classroom

Teaching pragmatics for children needs to be engaging and interactive or they will rarely retain the information received. The DLI program uses the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL) testing as a yearly assessment of students' progress towards proficiency in the target language. Third grade, the grade I teach, is the first year when they take the assessment. The proficiency goal, or "Can-do" for the eight- and nine-year-old students is to be able to ask and answer oral questions about themselves and their routine in a natural way. For the last five years, our practice for this test was using questions or standardized prompts on the board. I would read the prompt and use a modeling cycle (I do, we do, you do) to model what a "good" answer sound like. Then, we divide the students in pairs to practice, giving them time to answer the questions. One listens and counts how many words the other was able to produce and after the time is up, they switch. It was fun and most of the students appeared engaged in this kind of interactive practice. However, the big problem about it was that the actual AAPPL test uses a computer-mediated platform, where the students will ask and answer questions with an avatar. Because the test does not have any demos in Portuguese available yet, every year I had students experiencing anxiety that froze in front of the computer and were unable to produce any language due to stress, unfamiliarity with the computer program, or test anxiety. It was not accessible, nor inclusive for all learners. The computer standardized testing format

was the challenge, and it was stressful and frustrating for teachers to see that they've missed their once-a-year chance to measure their improvement, learning outcomes, and good work.

After reading different articles about how to help students practice the pragmatic skills necessary to succeed, I decided to prepare a computer mediated practice, so the students would feel comfortable with the tool they are using to be assessed. The first article I read was about reshaping some practices to help students improve. It investigates how pedagogical intervention reshapes participation practice(s). It was relevant to my practice once I was looking for ways to reshape the pragmatics practices in class for an oral interview. One of the valuable suggestions was to expand students' oral production by asking more questions about the theme. It is important to remember the importance of face-to-face instruction and that the technology will be only a tool to engage students and to help the teacher to achieve the desired outcome, because: "In the foreign language context, where opportunities for input and interaction outside the classroom are highly limited and formal instruction serves as the main source of L2 knowledge, pragmatic instruction plays a more prominent role" (Eslami, Mirzaeim, & Dini, 2015, p. 99). In some DLI classrooms, this is exactly the context. The teacher is the primary and sometimes the only source of language instruction and comprehensible input. Knowing that pragmatics competence is one of the major components of language ability, it is important to take advantage of the new possibilities for pragmatics instruction promoted by different technology tools. There are different possibilities of use for synchronous and asynchronous instruction, such as: wiki, video conferencing, online discussions, texting, Flipgrid, and voice chats. Technology offers many affordances and also many challenges for the teaching, learning, and assessment of pragmatics in context.

Furthermore, it is important to note that there are many limitations in using technology: "There have been constant improvements in the usability of e-learning systems, but in essence they are still compared relatively poorly with traditional face-to-face learning activities" (Katuk, Kim & Ryu, 2015, p. 747). On the whole, I agree with this statement as it relates to my own professional environment. I understand the use of e-learning systems as a complement of the teacher activity instead of the lesson itself. The teacher is the most important component of the classroom but the evolution of the e-learning systems with gamification and adaptive learning systems, turn them into exciting and engaging tools specially for young students. Getting in touch and using engaging tools is relevant to my practice, because it can motivate the students.

Pragmatics could be defined as the study of "how-to-say-what-to-whom-when" (Bardovi-Harlig, 2013, p. 68) and, again, is one of the most important aspects of second language acquisition. Awareness of pragmatic norms is better understood and incorporated when students receive explicit instruction. Several studies reported the improvement of pragmatic performance with the incorporation of computer-mediated tools. Using computer-mediated communication, students have the opportunity to perform a variety of discourse functions that wouldn't be done in a face-to-face class. Studies comparing synchronous and asynchronous groups concluded that both had a positive impact in learning speech acts but there was no significant difference in performance between them. This suggests that the teacher needs to decide the best mode depending on the language learning goals and class objectives.

A computer-simulated conversation can also help students to gain content and linguistic forms from expert speech models and the interactions with scenario-based simulations raising pragmatic awareness. It describes the tool (Simcon) and describes positive feedback from students that had used this tool saying the interactions were quite authentic. The study finds that

"People potentially perceive interactions with virtual conversational agents as similar to interactions with real people" (Sydorenko, Daurio, & Thorne, 2018, p. 174). This reinforces the idea that using a computer to simulate conversations will help students to acquire fluency and will promote the necessary practice to enhance pragmatic use. I have included an example of how I go about teaching politeness using CMC tools along with a sample annotated pragmatics lesson plan using CMC (see Appendix).

Reflection

Pragmatics is a very important part of a language and it needs to be taught explicitly to learners at every level and needs to be practiced often in context. There are many possibilities for teaching pragmatics explicitly and in a cultural context; thus, in a meaningful way. The role of the teacher to select and use appropriate material and expose students to different, authentic, everyday speech acts in real situations is vital. The five annotated lesson plans in the appendix below illustrate some examples of how I teach pragmatic topics in my current teaching environment.

I believe that many teachers do not feel comfortable to explicitly teach speech acts in class for many reasons. Some of those reasons include the lack of appropriate examples in most of the textbooks, or because of their dedication to the communicative approach to language teaching that does not emphasize explicit instruction of grammar or pragmatics. Another possible reason is that for non-native L2 teachers, they might not know themselves what is pragmatically correct/appropriate in all situations/scenarios. Thus, they might simply avoid teaching it. However, if we want our students to communicate effectively in the target language they need to incorporate aspects of pragmatics in their language use in a variety of contexts.

After studying and learning more about the topic, I am feeling much more confident to teach aspects of pragmatics for my young learners of Portuguese. Knowing that most textbooks do

not generally have a very extensive pragmatic curriculum, the classroom setting needs to become a safe "practice" environment where students can role play, discuss and communicate ideas. In this process, the teacher can and should use technology to expose students to accents, terms, formalities and all possible experiences that would enhance their learning. Using, for example, gamification, props, video conferencing, chats, and other computer-mediated tools will help teachers to engage students in a meaningful learning process surrounding pragmatics and provide context in which topics such as address and politeness may be explored.

STATEMENT OF FUTURE GOALS

Undertaking the MSLT program while simultaneously teaching K-12 DLI full time was the greatest, most challenging educational experience I have ever had. Granted, it was very difficult and time consuming, but I had the opportunity to learn extensively from others, to create materials for my classroom, and to apply current pedagogical theory in my own teaching. I had the opportunity to experience with my students communicative activities, collaborative task-based projects, pragmatics-based lesson plans, PACE lessons, and a variety of technological tools that all serve to enhance the learning experience of my young third-grade students.

Moving forward, I intend to continue teaching language in the United States. I envision myself teaching Portuguese or ESL in the high school setting as well. I saw in my own family the struggles immigrant teenagers have to adapt and keep going with their education. I am committed to advocating for access and inclusion in education. I consider myself a compassionate person that would help immigrants and second language learners to have a better high school experience and gain the confidence to keep going with their education even after high school graduation. I also would like to help other immigrants to learn the language skills necessary to succeed in the working world, teaching in adult education classes or courses in English and job skills for refugees. I would also like to find more opportunities to participate actively in community advocacy in these areas.

I consider myself a life-long learner and I plan to keep participating in program building, curriculum development, and preparation for DLI. I also plan in the future to keep going with my education through a doctorate program in education. I look forward to presenting at local teaching conferences and to sharing materials and experiences with other language teachers through future professional development.

REFERENCES

Ajabshir, Z.F. (2019). The effect of synchronous and asynchronous computer-mediated communication (CMC) on EFL learners' pragmatic competence. *Computers in Human Behavior, 92*, 169-177. http://doi.org/10.1016/j.chb.2018.11.015

Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. *Language Learning & Technology, 5*(1), 202-232.

Alsawaier, R. S. (2018). The effect of gamification on motivation and engagement. *International Journal of Information and Learning Technology*, *35*(1), 56–79. https://doi.org/10.1108/IJILT-02-2017-0009

American Council on the Teaching of Foreign Languages (2012). "World Readiness Standards for Learning Foreign Languages." https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

Bland, J. (2019). Teaching English to young learners: more teacher education and more children's literature! *CLELE Journal, 7*(2), 79-103.

Calavalle, A. R., Izzo, R. E., Raimondi, R., Rocchi, M. B. L., Sisti, D., & Stocchi, V. (2014). Music and physical activity for L2 vocabulary acquisition in first graders. *Sport Science Review, 23*(5-6), 267-286. https://doi.org/ 10.1515/ssr-2015-0005

Cook, M. (2013). Portuguese pronouns and other forms of address, from the past into the future-structural, semantic and pragmatic reflections. *The American Portuguese Studies Association, 11*, 267-290.

Chun, D. M., & Plass, J. L. (1996). Effects of multimedia annotations on vocabulary acquisition. *The Modern Language Journal, 80*(2), 183–197.

Eslami, Z.R., Mirzaei, A., & Dini, S. (2015). The role of asynchronous computer mediated communication in the instruction and development of EFL learners' pragmatic competence. *System, 48,* 99-111. http://doi.org/10.1016/j.system.2014.09.008

Fang, X., Yang, H., & Zhu, Z. (2011). The background of and approach to Can-Do description of language ability: Taking CEFR as an example. *Shijie Hanyu Jiaoxue/Chinese Teaching in the World*, *25*, 246–257

Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum.

Genesee, F. (2007). French immersion and at-risk students: A review of research evidence. *The Canadian Modern Language Review/La revue Canadienne des langues vivantes, 63*(5), 654-687. https://doi.org/10.1353/cml.2008.0004

Govindarajan, R. (2020). Exploiting gamification and interactive activities to achieve better students' engagement in ELT classes. *Arab World English Journal (AWEJ):* Proceedings *of 2nd MEC TESOL Conference 2020*. 238-251. https://dx.doi.org/10.24093/awej/MEC2.17

Hansen, B.D., Caldarella, P., Williams, L., & Wills, H.P. (2017). Managing student behavior in dual immersion classrooms: A study of class-wide function-related intervention teams. *Behavior Modification, 41*, 626-646. https://doi.org/10.1177/0145445517698418

Hinkel, E., & Fotos, S. (2002). *New perspectives on Grammar Teaching in Second Language Classrooms*. Routledge.

Himmele, P., & Himmele, W. (2011). *Total participation techniques: Making every student an active learner*. Association for Supervision & Curriculum Development.

Katuk, N., Kim, J., & Ryu, H. (2013). Experience beyond knowledge: Pragmatic E-learning

    systems design with learning experience. *Computers in Human Behavior, 29,* 747-758.

    https://doi.org/10.1016/j.chb.2012.12.014

Kim, D., & Hall, J.K., (2002). The role of an interactive book reading program in the

    development of second language pragmatic competence. *The Modern Language Journal,*

    86(3)*,* 332-348.

Lara, V., & Guilherme, A. (2018). The politeness of *você* in European Portuguese. *Studies in*

    Hispanic and Lusophone Linguistics, 11(2). 337-366. http://doi.org/10.1515/shll-2018-

    0012

Liskin-Gasparro, J. (1997). The acquisition of temporality in Spanish oral narratives: exploring

    learners' perceptions. *Paper presented at the Annual Meeting of the American*

    Association for Applied Linguistics, *Orlando, Florida.*

Mee Mee, R. W., Shahdan, T. S. T., Ismail, M. R., Ghani, K. A., Pek, L. S., Von, W. Y., Woo,

    A., & Rao, Y. S. (2020). Role of gamification in classroom teaching: Pre-service

    teachers' view. *International Journal of Evaluation and Research in Education*, *9*(3),

    684–690.

Mayer, E., & Sim, K. (1994). For whom is a picture worth a thousand words? Extension of a

    dual-coding theory of multimedia learning. *Journal of Educational Psychology*, *86*(3),

    389-401.

McIntire, A.M. (2020). Musical text: An effective instrument in teaching language and culture.

    Journal of Visual Literacy, 39(3-4). 185-200.

    http://doi.org/10.1080/1051144x.2020.1826221

Milleret, M. (2007). Teaching speech acts. *Journal of the Council of Less Commonly*

Taught Languages, 4, 29-52.

Nadera, B. (2015). Promoting student motivation in the EFL classroom: Through extended music

education. *Procedia: Social and Behavioral Sciences, 199,* 368-371. https://doi.org/

10.1016/j.sbspro.2015.07.52

Pereira, R. (2021). Formality and second person singular pronouns in Gaucho Portuguese: Data

from interpretation. *Revista de Estudos da Linguagem, 29*(3), 1651-1684.

Pires, M. D. J. (2021). Decline of Portuguese *Vose o* in northeast Trás-os-Montes. *Fórum*

Linguístico, 18(3), 6706-6716. http://dx.doi.org/10.5007/1984-8412.2021.e79093

Ro, E. (2021). The reshaping of participation practices in a second language book club. *Journal*

of Pragmatics, 184, 89-106. http://doi.org/10.1016/j.pragma.2021.07.024

Sehan, Z. (2018). An investigation on the last year EFL university students' ideas on using story

in teaching English to young learners. *Journal of Language and Linguistic Studies, 14*(1),

125-138.

Sydorenko, T., Daurio, P., & Thorne. S.L. (2018). Refining pragmatically-appropriate oral

communication via computer-simulated conversations. *Computer Assisted Language*

Learning, 31(1-2), 157-180.

http://doi.org/10.1080/09588221.2017.1394326

Tagushi, N. (2016). Contexts and pragmatics Learning: Problems and opportunities of the study

abroad research. *Language Teaching: Surveys and Studies*, *51*(1)*,* 124-137.

http://doi.org/10.1017/S0261444815000440

Temiz, Z. (2019). Storytelling intervention to improve the narrative skills of bilingual children

coming from low socio-economic status. *Early Child Development and Care, 189*(1), 16-

30. http://doi.org/ 10.1080/03004430.2018.1529033

Vásquez, C., & Sharpless, D. (2009). The role of pragmatics in the master's TESOL curriculum:

Findings from a nationwide survey. *TESOL Quarterly, 43*(1)*,* 5-28.

Vinogradova, P., Linville, H., & Bickel, B. (2011). "Listen to my story and you will know me:"

Digital stories as student-centered collaborative projects. *TESOL Journal, 2*(2), 173-201.

http://doi.org/10.5054/tj.2011.250380

Zhang, Y. (2021). Combining computer-mediated communication with data-driven instruction:

EFL learners' pragmatic development of compliment responses.

System, 103, 1-15. http://doi.org/10.1016/j.system.2021.102624

APPENDIX

5 SAMPLE ANNOTATED LESSON PLANS

LESSON PLAN 1		
Teaching Addressing to L2 Portuguese learners		
Grade/ Grade Band: 3rd Grade	**Topic:** Teaching Addressing	Lesson 1/2
Brief Lesson Description: Teach the relationship between two people and the best address form using Você, tú, Senhor and Senhora. Explore context and cultural differences.		
Performance Expectation(s): I can use different form of addressing properly I can identify formal and informal situations of addressing	**Language Expectation(s):** I can list the most common form of address I can write sentences using this form in a context	
Vocabulary: brasileiros, portugueses, tu, o senhor, a senhora.	**Language Structures:** Pode me ajudar? _____, pode por favor,_____?	
Materials: Powerpoint presentation, props and objects to represent different professions such as glasses, hats, ties, etc. Name tags. Tech: Nearpod activities.		
Specific Learning Outcomes: Using the knowledge obtained from this lesson, students will be able to ask and answer simple questions addressing the interlocutor in the right way, within the cultural context.		
Narrative / Background Information		
Prior Student Knowledge: Students know how to use você in their questions and answers. This lesson is to expand this knowledge and teach them to address people that are not in their circle of friends.		
Possible Preconceptions/Misconceptions: I can use você to address anyone		
Lesson		
Raising awareness **Activity 1: asking questions and comparing** The teacher will ask questions and discuss with the group about formal and informal dressing. How would you dress to visit the president, a queen, or a princess? Would you dress differently to go to your neighbor's house or visit a classmate? Why? Like dressing, there are some formal and informal ways to address people. Today we are going to learn them.		

Explicitly Instruction and whole group practice
Activity 2: complete the sentences
Students will watch the video about tu versus você:
https://www.youtube.com/watch?v=ul2w7o4iWcA&t=11s
Teacher will Present a PowerPoint and go over the forms of addressing and when to use each one. Students will see different professions on the visual aids and substitute them with the right address form in a sentence. Once the whole group understands the process, divide them in groups for the next activity.

Group practice
Activity 3: Asking and answering questions
Students will pick from a box a costume clothing item to represent a profession, title, or personality. They will have a name tag to write who they are. After all the students have their own "personality" they will walk around the room asking and answering questions. The teacher will have a list of possible questions on the board, but the students will be free to ask their own questions. This will go on until they talk to at least 10 different personalities.

Independent practice
Activity 4: Nearpod review (Formative Assessment)
Students will review the lesson individually on the computer (Nearpod) and show their understanding through activities such as drag and drop and matching pairs:
https://docs.google.com/presentation/d/1eYE2UVN0c2hxvJ2Z6DFYbfG_cq1q3u24VcHOFXeVn-I/edit?usp=sharing

Assessment
Last question in the Nearpod presentation will be a **self-evaluation** of the concept taught today.

LESSON PLAN 2
Teaching Addressing to L2 Portuguese learners

Grade/ Grade Band: 3rd Grade	**Topic:** Teaching Addressing	Lesson 2/2

Brief Lesson Description: Teach the difference between a gente and nós.

Performance Expectation(s):	**Language Expectation(s):**
I can use different form of addressing properly	I can talk about myself and others
I can identify formal and informal situations of addressing	I can write sentences using nós and a gente form in a context

Vocabulary: Nós, a gente.	**Language Structures:** verbs and forms: vai/vamos pode/podemos come/comemos brinca/brincamos, etc…

Materials: PowerPoint presentation, Nearpod activities.

Specific Learning Outcomes: Using the knowledge obtained from this lesson, students will be able to talk formally or informally about a group of people they are part of.

Narrative / Background Information
Prior Student Knowledge: Students know that there are different forms of addressing and that some are formal and some are informal.

Lesson
Raising awareness **Activity 1: What does a gente mean?** The teacher will ask students if they've heard the word a gente, and what they think it means. Then, she will play a video explaining the difference between agente and a gente. https://www.youtube.com/watch?v=w9O294xwzBg
Explicit Grammar Instruction and whole group practice **Activity 2: complete the sentences** Students will receive a list of sentences in the board all in first person, and they will use them to model it using nós and a gente. Each student will have a puppet to "talk" with them in a dialogue. Example/model: eu como feijão/ nós comemos feijão/ a gente come feijão.
Group practice **Activity 3: Game 4 corners** The teacher will have four numbered corners in the classroom. She will make a statement like: I prefer… and four options: 1. pizza / 2. Hamburger / 3. tacos / 4. chocolate. The students will get together with other students with the same preference and say in chorus: "We prefer ….!" (It's up to the group to use nós or a gente) Teacher will keep asking questions about sports, animals, colors etc…
Independent practice **Activity 4: Nearpod review (formative assessment)** Students will review the lesson individually and show their understanding through activities such as fill in the blanks and matching pairs. https://app.nearpod.com/?pin=26A7B80C99A3F4D52AAD668E5D00E28A-1
Assessment Last question in the Nearpod presentation will be a self-evaluation of the concept taught today.

LESSON PLAN 3
Using Computer-Mediated Communication to Learn Politeness

Grade/ Grade Band: 3rd Grade	**Topic:** Responding questions politely using CMC	Lesson 1/3

Brief Lesson Description: Students will practice most common question forms and answer simple questions in a polite way.	
Performance Expectation(s): I can answer simple questions with 3 details. I can use bom dia, por favor, obrigado e de nada in simple conversations	**Language Expectation(s):** I can differentiate the wh questions (Quem, qual, quando, como) I can use complete sentences.
Vocabulary: Bom dia, de nada, obrigada, por favor, desculpe, com licença, quem, quando, como, onde, quem, qual.	**Language Structures:** Por favor, onde é o banheiro? Bom dia, qual o número da sua sala?

Materials: Nearpod questions, Hand out of common questions, Flipgrid.

Specific Learning Outcomes: Using the knowledge obtained from this lesson, students will be able to ask and answer simple questions in a polite way using computer-mediated practice.

Lesson
Raising awareness **Activity 1: using the magic words** The teacher will list the polite words on the board and play a song for the children to practice. https://www.youtube.com/watch?v=jZ6dt2n5KtQ
Explicit Instruction and whole group practice **Activity 2: Questions** The teacher will have one "magic word" on every side of a dice. The students will sit in a circle and will use the hand outs and the dice to ask and answer questions using the "magic" words in a game.
Group practice **Activity 3: Answering questions on Flipgrid** Teacher will ask a question and students will answer using polite words. Students will be able to watch classmates' responses and have the chance to respond. https://flipgrid.com/cc1e156a https://flipgrid.com/59e58715
Independent practice **Activity 4: Nearpod review** Students will work in a live session, recording answers for questions
Formative Assessment The teacher will play some of the answers and give feedback on positive aspects and improvement suggestions.

LESSON PLAN 4

Using Computer-mediated communication to learn politeness

Grade/ Grade Band: 3rd Grade	**Topic:** Responding questions politely using CMC	Lesson 2/3

Brief Lesson Description: Practice politeness using CMC	

Performance Expectation(s):	**Language Expectation(s):**
I can answer questions in a polite way I can communicate properly using computer-mediated communication	I can talk about myself and others I can use por favor, obrigado, com licença, desculpe in sentences.

Vocabulary:	**Language Structures:**
Com licença Por favor Obrigado desculpe	Com licença, ……? Por favor, ……? desculpe,........? ……, Obrigado.

Materials: PowerPoint presentation, Nearpod activities.

Lesson

Raising awareness
Activity 1: Practicing polite vocabulary
Using the Nearpod feature of matching pairs, students will match the polite words with a sentence they could use.

Activity 2: complete the sentences
Because one of the lesson objectives is to expose students to computer- mediated communication, students will keep practicing using their Chromebooks. This time they will complete the texts with the words missing.

Independent practice
Activity 3: Nearpod review

Students will answer orally and in the written form the questions.

Formative Assessment
The teacher will play some of the answers and give feedback on positive aspects and improvement suggestions.

LESSON PLAN 5

Using Computer-mediated communication to learn politeness

Grade/ Grade Band: 3rd Grade	**Topic:** Teaching Politeness using CMC	**Lesson 3/3**

Brief Lesson Description: AAPPL Practice

Performance Expectation(s): I can use Politeness and my vocabulary knowledge to answer questions about myself.	**Language Expectation(s):** I can answer questions using complete sentences and giving 3 details.
Vocabulary: Review of the two previous lessons vocabulary.	**Language Structures:** Review of the two previous lessons vocabulary.

Materials: Nearpod presentation, headphones with microphones for all the students.

Specific Learning Outcomes: Using the knowledge obtained from this lesson, students will be able to perform a conversation with an avatar in the AAPPL test.

Lesson

AAPPL Practice
Part 1:
Students will record oral answers to the most common AAPPL questions. Teacher will give individual feedback this time.

Part 2: Writing about myself
students will write their answers in complete sentences adding as many details as possible.

Summative Assessment
The teacher will evaluate students for speaking and writing, considering the amount of language produced, if the answers were coherent with the topic, and if they used politeness while answering.