

7th International  
Conference on Teaching  
English as a Foreign  
Language



*Intercultural language  
education for increased  
European identity  
and cohesion*

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HUMANAS DA UNIVERSIDADE NOVA DE LISBOA

## BOOKLET OF ABSTRACTS

## **Keynote Plenary talk 1: Competences for Democratic Culture in the Foreign Language Classroom**

**Michael Byram** (University of Durham, UK)

There is little need to emphasise that European countries and society are in flux, a situation which is threatening democratic processes and ways of life.

In this lecture I will discuss the policies which are emerging for language teaching in this situation and how, in some experimental work, teachers have changed their approach to meet the needs of society. I will also suggest how lessons from these experiments can be taken into the ordinary language classroom, before locating them within the bigger societal picture.

The latter includes a new Framework of Competences for Democratic Culture produced at the Council of Europe with the purpose - similar to that of the Common European Framework of Reference for Languages - of providing a common language and approach to all education, including foreign language education. Foreign language education can already put some of the concepts in the new Framework into operation and perhaps point a way forward.

### **Biodata:**

**Michael Byram** studied languages at King's College Cambridge, wrote a PhD in Danish literature, and then taught French and German in secondary and adult education.

At Durham University since 1980, now Professor Emeritus, he is also Guest Professor at the University of Luxembourg. He has trained teachers and researched linguistic minorities and foreign language education. In the 2000s he was Adviser to the Language Policy Division of the Council of Europe. He is now involved in the CoE's work on Competences for Democratic Culture.

His most recent monograph is *From Foreign Language Education to Education for Intercultural Citizenship* (2008). He is also editor with Adelheid Hu of the second edition of the *Routledge Encyclopedia of Language Teaching and Learning*, (2013) currently being translated into Chinese and Arabic. He has also edited, and with colleagues in several countries, two books which demonstrate how foreign language and intercultural citizenship education can be achieved in practice: *From Principles to Practice in Education for Intercultural Citizenship* (2017) and *Teaching Intercultural Competence across the Age Range: from Theory to Practice* (2018).

## **Keynote Plenary talk 2: International universities as intercultural and multilingual discourse spaces**

**Adelheid Hu** (University of Luxembourg)

One of the effects of globalization is the internationalization of universities worldwide. In this context, it is often assumed that "internationalization" means, "use of English", and some even speak about a new monolingualism in Higher Education and Science. In this contribution, I use the example of the international and multilingual University of Luxembourg to show that this widespread discourse about internationalization is hardly able to account for the cultural-linguistic complexity of knowledge construction and research practices at international universities.

Based on seminar notes within a Master course I will provide a closer look on students' plurilingual processes of understanding and cultural-linguistic mediation. As a second empirical example, I will share some insights about plurilingual resources and the role of different academic traditions within in the domain of doctoral education.

I will finally argue that a sociolinguistic and cultural perspective should complement the economic rhetoric, which currently dominates the internationalization discourse. From within a cultural perspective, universities can be interpreted as rich intercultural encounters where "third spaces" are created, identities are shaped and knowledge development can become multi-perspective

**Biodata:**

**Adelheid Hu** is Professor of Multilingual Education and Applied Linguistics at the University of Luxembourg. Her main research interests include plurilingual education; intercultural studies; language policy; migration and globalization. She is currently the director of the Language Center at the University of Luxembourg and is head of the Doctoral Training Unit CALIDIE ("Capitalizing on Linguistic Diversity in Education"). Before working in Luxembourg, she has been Professor for Foreign Language Pedagogy at the University of Hamburg (2001-2011). Her working experience also include a lecturer position at Tunghai University, Taiwan and a visiting appointment at the University of Franche-Comté in Besançon, France.

**1. "...I have woken somewhere else": Language Teachers on the personal and professional impact of the Brexit Referendum.**

**Yolanda Cerdá, Rachel Cole and Jules Winchester** (University of Sussex)

As part of a University Language Centre which teaches modules and courses in English and eight modern languages, we thought it important to consider and reflect on whether and how the Brexit referendum had impacted on our community of practice and how intercultural citizenship is played out in the language classroom.

Using a broad discourse analytical approach (Gregoriou 2009, Meinhof 1997, Kuhn and McPartland 1954), we explored personal written narratives responding to the question 'what has the Brexit referendum meant to you? ...', followed by questionnaires and focus group interviews which sought to establish connections between identities, professional practice and beliefs around the importance of intercultural education.

Our analysis of the data suggests there was a surprising level of cohesion in the social group identities expressed in these personal narratives and the professional identities and practices revealed in the interviews and questionnaires.

This has implications for language teachers' roles and responsibilities in bringing the importance of good intercultural citizenship to the fore in the language classroom. As one colleague commented: 'it [Brexit] has reinforced my beliefs that intercultural competence must become an aim and a learning outcome regardless of the subject we are teaching.'

**Biodata:**

**Yolanda Cerdá, Rachel Cole and Jules Winchester** are Senior Teaching Fellows at the Sussex Centre for Language Studies (SCLS), University of Sussex. They are involved in the collaborative teaching of Intercultural Communication at degree level, run workshops in Cultural Awareness, and have a special interest in language teacher education and development. As part of our interest in the field, in January 2015, we hosted a symposium on Intercultural Communicative Competence.

## **2. Intercultural encounters through telecollaboration in teacher education**

**Margarida Morgado** (Instituto Politécnico de Castelo Branco)

Intercultural core competence development starts with teacher education. One of the strategies that can be used to enhance future teachers' skills in facilitating understanding and promoting cultural practices for living in plural democratic diverse societies and for working in globalized environments, is to include in their education opportunities for intercultural encounters that are monitored. Teacher-guided intercultural encounters will potentially educate teachers to respond appropriately and effectively to demands and challenges of intercultural situations and avoid cultural misinterpretation and miscommunication. Firstly, there will be a presentation of the Intercultural Communicative Competence (ICC) task-sequence design framework described in the EVALUATE\* project's Training Manual on Telecollaboration for Teacher Trainers (Müller-Hartman et al 2017) for involving future primary or secondary student teachers in innovative collaborative approaches (online, TBL, collaborative, and student-centered) to learning that will potentially enhance their intercultural skills while learning a foreign language essentially because they will be interacting with student teachers in partner classes abroad. Secondly, general results will be presented on the EVALUATE experiment during two semesters during the academic year 2017-2018 for two EVALUATE research question: 'does telecollaboration have a positive impact on future teachers' intercultural competence?' and 'does telecollaboration have a positive impact on future teachers' foreign language competence?'. The presentation will conclude with some final reflections on the opportunities and threats posed by telecollaboration based on the EVALUATE experiment.

\*EVALUATE is an acronym for Evaluating and Upscaling Telecollaborative Teacher Education. It has been funded under Erasmus+ KA3 for the period 2017-2019. Its project number is 582934-EPP-1-2016-2-ES-EPPKA2-EPPKA3-PI-POLICY. Information can be found on the following website: <http://www.evaluateproject.eu/>

**Bionote:**

**Margarida Morgado** is a teacher of Business English, Intercultural Mediation and Translation as well as researcher in teacher education in the following topics: picturebooks, reading, intercultural issues, intercultural communication and mediation and CLIL from primary to higher education. She is Coordinating Professor of Cultural Studies at Instituto Politécnico de Castelo Branco, Escola Superior de Educação, and has been involved in several Erasmus+ funded projects on reading promotion, foreign language teaching, intercultural education and communication, and teacher education, the most relevant of which for this presentation would be ICCAGE - Intercultural Communicative Competence: an advantage for global employability (2015-2017) and EVALUATE - Evaluating and Upscaling Telecollaborative Teacher Education (2017-2019).

### **3. English as an international language: a study of Brazilian teachers' beliefs and intercultural competence**

**Elisa Mattos** (Universidade Nova de Lisboa; Universidade Federal de Minas Gerais)

This paper discusses the beliefs Brazilian teachers hold in regards to English as an international language, in an attempt to further understand a) the intercultural dimension of their teaching practices and b) their underlying view of English language culture, considering the inherently complex and multitudinous nature of culture (Barrett, 2016). A questionnaire inspired by Siqueira (2008) was designed and then answered by 40 Brazilian teachers of English, yielding the following data: 55% do not feel confident enough to address other English language varieties in the classroom, with only 35% mentioning linguistic and cultural diversity as important components of their practice. These results suggest the importance of intercultural competence in language learning and international communication and that a more critical teacher education is urgently needed. To this end, this paper also presents a proposal from which teachers can autonomously build their own intercultural competence, with a focus on Byram's (1997) framework and on the Freirean perspective of critical literacy.

#### **Bionote**

**Elisa Mattos** teaches Academic English at the Federal University of Minas Gerais (UFMG), where she is currently doing an MA in Applied Linguistics, with a focus on Corpus Linguistics. She is also concluding an MA in English Language Teaching at the NOVA University of Lisbon (UNL). She is a member of the Grupo de Estudos de Corpora Especializados e de Aprendizizes (GELCEA) at UFMG and has been teaching English for 19 years.

### **4. Developing intercultural competence in language teaching education**

**Samúel Lefever** (University of Iceland)

This talk will discuss the importance of preparing pre-service teachers for working with linguistically and culturally diverse student groups and enabling them to work towards social cohesion, mutual understanding and respect in their school settings. The talk will describe how materials developed through an ECML project, the Language Educator Awareness project, were implemented in a teacher education program in Iceland. The objectives of the project were to raise student teachers' awareness of linguistic and cultural diversity and to facilitate curricular changes aimed at incorporating a plurilingual and pluricultural dimension into language classes. The project participants created, developed and piloted a wide variety of activities that centered around four main areas: exploring identity, learning about language and cultures, dealing with intercultural and plurilingual communication, and exploring attitudes towards languages and cultures. Many of the activities have been implemented in language teaching courses at the University of Iceland. The talk will discuss the impact the activities have had on student teachers' development. Student evaluations show how the activities have helped broaden

students' perspectives and increased their awareness and knowledge of multicultural and multilingual issues.

**Biodata:**

**Samúel Lefever** is an Associate Professor at the University of Iceland and teaches language teaching methodology at the School of Education. He holds a BA degree in Sociology and a MA in Education with emphasis on Teaching English as a Second Language. He has done research on the English skills of young children in Iceland and on English teaching at the preschool and compulsory school levels. He has also worked in the areas of multiculturalism and plurilingualism. His most recent publications include articles and chapters which focus on immigrants' language use and participation in Icelandic schools and society.

**5. From European heritage to 21st century European pro-active citizenship:  
"Luko's Journey"**

**Cristina Pinto and Mário Cruz** (Politécnico do Porto - Escola Superior de Educação)

The European Primary Teacher Education programme (EPTE), a joint project from 7 European Higher Education institutions, offers future primary school teachers the opportunity to participate in an international study programme, which includes the development of skills in diverse fields, namely: 'Environment and Sustainable Development', 'Plurilingual and Intercultural Education' and 'Society, Culture and Education'. The main aim of the project is to depart from the local and national environment and make use of a common European heritage in order to build a new European citizen, who is able to participate in and contribute towards a new 21st century Europe within the globalized world.

In 2016, Politécnico do Porto - Escola Superior de Educação had the opportunity to welcome students from the seven countries and offer a "Plurilingual and Intercultural Education" course, amongst others. Focusing on topics such as "education for democratic citizenship", "challenges in multicultural societies" and "21st century methodological approaches", students had the chance to critically reflect on European citizenship, from a linguistic perspective and apply strategies for the promotion of intercultural education, by developing and implementing projects in the primary school contexts.

On the one hand, the aim of this presentation is to introduce the EPTE programme; on the other hand, by following an ethnographic methodological approach and focusing on students outputs, we will reflect upon the building of an international learning community of students within the "Plurilingual and Intercultural Education" course and present an interdisciplinary project work entitled "Luko's Journey". This deals with the creation of an interdisciplinary and collaborative picturebook about refugees in Europe by a group of 4th year primary pupils at a local school in Porto. Results showed that a project work approach can aid in the progression of dialogue, can promote cultural awareness and can expedite pupil's cognitive and affective enthrallment and engagement, fostering the development of 21st century skills.

**Bionotes:**

**Cristina Ferreira Pinto** (PhD) is coordinating professor of the School of Education (Porto Polytechnic), Vice-President of the Technical and Scientific Council (from 2009/10 to 2016/17) and Director of the degree in Foreign Languages and Cultures. She is an Integrated member of the IELT - Institute for the Study of Literature and Tradition of Lisbon's New University (FCSH-UNL) and a collaborating member of InED - Centre for Research and Innovation in Education of the School of Education. Her research focuses on the fields of African literature, from a comparative literature perspective, and on intercultural communication and education.

**Mário Cruz** (PhD) is Assistant Professor at Politécnico do Porto - Escola Superior de Educação, where he teaches Spanish as a Foreign Language, Hispano-American Literature and Culture, Didactics of Languages, Intercultural Education and Educational Technology. Mario is a researcher at both CIDTFF - Research Centre on Didactics and Technology in the Education of Trainers and inED - Centre for Research and Innovation in Education, where he coordinates the research project entitled CLIL 4 U.

## **6. English as a foreign language and the fostering of the notions of citizenship and identity among children in Europe. (Friday)**

**Patrícia Ferreira** (Universidade de Santiago de Compostela/ Escola Superior de Educação do Porto)

The teaching of foreign languages in Europe seems to be increasingly based on the inseparable relationship between language and culture, as a result, inter alia, of educational policies and the migratory movements of our global society. However, even within this promising scenario, there are gaps to be bridged in the teaching of foreign languages to children, gaps created by the fact that children do not seem to be fully considered as individuals and citizens of our society, especially because of their young age and dependence on adults, gaps which may condition their access to a more complete and effective learning experience.

Thus, we seek to recognize the importance of teaching / learning English in this context, since, as several authors refer, this teaching / learning process, when enriched with intercultural factors and opportunities for reflection and discovery of self and of “the other”, may lead to a growing self-knowledge, greater reflexive capacity and critical spirit. This paper tries to demonstrate that it is possible to work on citizenship and identity issues with children by making use of their capacities and interests, to actually foster these notions and promote a more motivating and meaningful teaching / learning experience.

**Bionote:**

**Patrícia Ferreira** holds a degree in Modern Languages and Literatures from the Faculty of Arts of the University of Porto. She holds a Master's Degree in Early English Teaching from the Superior School of Education of the Polytechnic Institute of Porto. Also, she is currently completing her PhD thesis in Education at the University of Santiago de Compostela, her research being in the area of early English teaching and citizenship and identity among children. She is a trained/certified teacher in Portuguese and English Languages and Literatures, Didactics, and other subjects related to languages and cultures.

## **7. The European Portfolio for Pre-primary educators in practice.**

**Joanna Rokita-Jaskow** (Pedagogical University of Cracow)

The publication of the European Language Portfolio for Pre-primary Educators (December 2015) coincided with an introduction of obligatory foreign language instruction at pre-primary level from 1 September, 2015 in Poland. This decision, which followed the guidelines of the European Commission, as announced in the document *Language learning at pre-primary school-level: making it efficient and sustainable* (2011), fell on a fertile ground and sanctioned an existing situation. Foreign languages (FLs) have been commonly taught to pre-primary learners on a private basis on parental demand.

As a result of a reform, FLs were to be taught widely to all children, thus fulfilling the criteria of equity, quality, consistency and continuity. The reform also regulated who is going to teach very young learners. These were going to be pre-primary educators who were to receive additional training in methodology of teaching a foreign language. Additionally, they were to obtain a certificate of FL competence at B2 level. These requirements precipitated the organisation of postgraduate studies for pre-primary educators where they could obtain training in didactic and language skills. In that situation the European Language portfolio turned out to be a suitable training and reflective tool.

In the paper I present the findings from the application of the portfolio in the Postgraduate course for pre-primary educators. The progress of participants (n=59) was investigated by means of the quantitative survey based on the competency descriptors in the portfolio (p. 104-107). as well as a reflective task, namely the language biography (p. 20). Its aim was to encourage the pre-primary teachers to reflect upon their own experience of foreign languages by drawing their language portraits. By means of this creative activity, the educators were stimulated to reflect upon their emotional relationship with languages, used both by themselves and by the people around them, and to become aware of the many forms that plurilingualism can take. Preliminary survey data analysis shows that supporting awareness of linguistic and cultural diversity was the weakest point in the trainees progress. This may boil down to the fact that the teachers themselves have little intercultural experience themselves, having worked mainly with monolingual children, and therefore may oversee this goal in their teaching.

### **Bionote:**

**Joanna Rokita-Jaśkow** (PhD) is Associate Professor in Applied Linguistics at the Pedagogical University of Cracow, Poland, where she is head of the ELT section. Her main research interests concern child foreign and second language acquisition and foreign language teacher education. She is author of over 40 papers and three books, the most recent one titled: *Foreign language learning at pre-primary level: parental aspirations and educational practice* (2013, Pedagogical University Press). She coordinates the postgraduate programme for pre-primary and primary FL teachers.

## **8. A funds of knowledge approach to intercultural language education**

**Julie Waddington, Carina Siqués, Moisès Esteban-Guitart** (Universitat de Girona)

This paper takes up Michael Byram's argument that "language teaching does not pay sufficient attention to learners' cultural competence". Agreeing entirely with Byram's claim, this paper aims to take the point a step further by highlighting the importance of fostering the intercultural competence of all members of the educational community; not just learners. The crucial point of such an approach is that all members - teachers, students, families – are acknowledged as agents who are already culturally competent and knowledgeable in different ways. The importance of this starting point is that it aims to avoid uncritically reproducing dominant cultural discourses which end up viewing some learners through a deficit lens, paving the way for a culturally sustaining pedagogy which seeks to foster linguistic and cultural pluralism in schools. Within this framework, we will present the Funds of Knowledge approach as a strategy for developing intercultural competence while simultaneously working to generate stronger relations between schools, families and communities. Specific examples will be shown to demonstrate how a theory that emerged to combat deficit thinking in relation to underachieving students from ethnic minority communities in the US has been put into practice recently in Europe (Catalonia), in schools with high ratios of learners from immigrant backgrounds.

### **Biodata:**

**Julie Waddington** (PhD) teaches on the degree programmes in pre-school and primary education at the University of Girona, Catalonia. She also enjoys developing practice with in-service teachers in her role as a trainer for the Catalan Ministry of Education and in her own action research projects. She previously taught at Manchester Metropolitan University, England. Her teaching practice and ELT research interests are informed by her own practical experience as a full-time English teacher in language schools in London, Girona and Barcelona (1991-1997) and her previous training as an EFL teacher (Cambridge University, 1991).

## **9. Intercultural communicative competence and attitudes: pre-requisite or "developable"?**

**Sarah Boye** (Universiti Brunei Darussalam)

This paper will first examine in detail the role of attitudes presented in models of ICC. Byram's model and subsequent illustrations of it (Byram, 1997 and 2009; Spitzberg and Changnon, 2009) will be in particular focus. The following question will be raised: are attitudes such as curiosity and openness better conceived as a precondition necessary for the development of ICC or can these attitudes actually develop during the process of language and intercultural learning? To address the question, findings from a mixed methods study of German university students who participated in a short stay abroad are presented and coupled with an analysis of Byram's original model and subsequent interpretations. This paper concludes that although attitudes of curiosity and openness are likely to exist in language learners who display high levels of ICC, these attitudes can and do develop as part of ICC learning. It recommends that by conceiving such attitudes

as being “developable”, language teachers can be better prepared to facilitate such development.

**Bio Data**

**Sarah Boye** is a lecturer of English and Communication at the Universiti Brunei Darussalam, in Brunei on the island of Borneo. She has worked in language teacher education and TEFL and TESOL at universities in Brunei and Germany. Her research interests include intercultural language learning and English as a medium of instruction (EMI) in higher education. Her recent publications include the chapter “Language Awareness and the Acquisition of Intercultural Communicative Competence” with Michael Byram in the Routledge Handbook of Language Awareness.

**10. Institutionalising the intercultural; Learning objectives, domains and documentation in the Portuguese context.**

**Nicolas Hurst** (CETAPS, Department of Anglo-American Studies, Faculty of Arts and Humanities, University of Porto)

The early years of learning English in the Portuguese state school system have been subject to extensive review within the decision to make English a ‘curricular subject’ at this early stage of learning. The Ministry of Education has issued new programmes containing re-defined curricular learning objectives (*metas curriculares*). These documents are subsequent to much of the discussion and change provoked by the supranational institutionalization of the 2001 publication of the Common Framework of Reference for Language Learning and Assessment (CEFR) and also subsequent to the academic grounding provided by authors such as Byram (2006, 2009) and Guilherme et al (2006) with their work on interculturality and citizenship. This paper will seek to examine the extent to which these intentions and insights were incorporated by the authors of the ‘*metas curriculares*’ which, in turn, structure the English language experiences of younger Portuguese learners. In addition, consideration will be given to the guidelines provided by Ministry of Education for implementing the elements described within the ‘intercultural domain’.

**Bionote:**

**Nicolas Hurst** (PhD) is an Assistant Professor in English Studies and Course Director of the MA in English Language Teacher Education. Currently he is responsible for the delivery of general English courses to first year undergraduates with additional responsibilities related to post-graduate teacher education courses and practicum supervision. He has published numerous articles/chapters in Germany, Poland, Spain, Switzerland, the UK, the USA and Portugal.

## **11. Intercultural Education and the New ‘Metas’ – Where are we at?**

**Rúben Constantino Correia** (CETAPS, Universidade Nova. Lisboa)

The advent of global citizenship in the 21st century has posited intercultural education as one of the aims of foreign-language teaching (FLT). Teachers are now expected to prepare learners to communicate beyond the threshold of national frontiers with people from culturally and linguistically diverse backgrounds, particularly within the multi-ethnic space of Europe. It, then, could be argued that FLT cannot confine its interest to grammar, vocabulary or knowledge of the rules of language use, as it has hitherto. An integral learning of English as a foreign-language must encompass the cultural elements of the society whose language students strive to speak. In this talk I will discuss: a) - what changes have been implemented in Portugal’s national curriculum to meet the wants of future generations and equip them with the ability to understand cross-cultural difference and negotiate life in an increasingly globalised Europe, and b) – if the attempt to fully integrating intercultural education within the English language classroom context has been successful amongst practitioners. This last part of the talk is based on a small-scale questionnaire carried out during the month of June to Portuguese EFL teachers across the country. Three years after the new “Metas” of English approval, it is worth understanding how do teachers feel and cope with this new domain in their educational milieu.

### **Biodata**

**Rúben Constantino Correia** is a Portuguese and English Lower Secondary teacher, who started his teaching career in the Portuguese public educational system in Lisbon in 2003. He holds a teaching degree from the Algarve University and a Master’s in English and North-American Studies from Nova University of Lisbon – FCSH. Currently, he continues teaching Portuguese and English (5<sup>th</sup> to 9<sup>th</sup> graders) and is a PhD student on English Didactics at Nova University of Lisbon – FCSH. He is a CETAPS member and TEALS team researcher. He is also a member of the European Association for Language Testing and Assessment.

## **12. Interculturality in English Language Teaching – a small study with Portuguese teachers**

**Ana Leao** (CETAPS, Universidade Nova, Lisboa)

UNESCO and many other organisations worldwide have been working on approaches in education to develop tolerance, respect for cultural diversity, and intercultural dialogue. Particularly, the Council of Europe has laid out guiding principles in several documents to promote intercultural competence, following Byram’s and Zarate’s efforts in integrating this important component in language education. The commitment to developing the notion of intercultural competence has been so influential that many countries, e.g., Portugal, have established the intercultural domain as a goal in the foreign language curricula. However, this commitment has been questioned by researchers worldwide who consider that action is needed to effectively promote intercultural competence. The research coordinated by Sercu, for example, suggests that, although foreign language teachers are willing to comply with an intercultural dimension, their profile is more compatible with that of a traditional foreign language teacher, rather than

with a foreign language teacher, who promotes intercultural communicative competence. In this study, I propose to examine teachers' perceptions and beliefs about intercultural communicative competence in a cluster of schools in Portugal and compare these findings with Sercu's study. Despite a twelve-year gap, the present study draws similar conclusions.

**Biodata:**

**Ana Leão** has an MA in English Teaching Methodology and has been teaching English to young learners and teenagers for more than 25 years in Portugal. She has also been vice-president and tutors' coordinator at a cluster of schools in Setúbal, where she has been developing new learning projects for teenagers with special needs or at risk of dropping out. She also has experience as a foreign language teacher to adults from different cultures and origins: she worked as an English teacher at Languages Institutes in Madrid and Reykjavik. She was also an invited translator and interpreter at Iceland University and Islandsstofa. She is interested in the areas of intercultural education and global citizenship education. She is a PhD candidate.

### **13. Teaching “Social Studies in English”: A case study of Education for Democratic Citizenship from Austria**

**Shaima Muhammad** (University of Innsbruck)

Democratic citizenship education has been increasingly promoted worldwide in an attempt to provide the kind of education that is capable of safeguarding and sustaining peace, plurality and democracy. Many voices have highlighted the importance of foreign language teaching in promoting citizenship education and intercultural understanding. The present study investigates an innovative course designed by a group of English teachers to teach about democracy and human rights. The study investigates the implication of such initiatives on education for democratic citizenship and how the English medium may or may not have an influence on the process and what kind of learning and assessment occurs when citizenship education is taught through a foreign language. Primarily dealing with the teachers' approach and understanding of democracy and good citizenry, the study highlights some of the challenges and tensions facing education for democracy in increasingly diverse contexts, such as dealing with controversial issues.

Using a qualitative methodology utilizing discourse analysis to approach a variety of data that is being collected through interviews and classroom observation and materials, initial findings have revealed that the content of the course was a source of motivation and an eye-opening experience for both students and teachers. Data also revealed that teachers' own democratic dispositions and beliefs highly influenced their pedagogical approaches in the classroom and the way they approached the topics and assessed the students. Moreover, the use of English in such a course, although for pragmatic reasons, may have facilitated the discussion of controversial issues in a language that is not the mother tongue, which might have made emotional distance more possible.

**Bionote:**

**Shaima Muhammad** is currently a PhD student and an early stage researcher in the European Doctorate in Teacher Education (EDiTE) at the University of Innsbruck and the University of Lisbon. She completed an Erasmus mundus MA in lifelong learning in 2015. She also completed an MA in Applied Linguistics

(TESOL) at Bond University, Australia. She graduated with a BA in International Studies and English from Central College, IA, USA. She worked as an English teacher for five years and was involved in teacher training programs and curriculum design.

#### **14. Trans-foreign-languaging for the promotion of global discourse competence in CLIL classes in Politics & Economics**

**Subin Nijhawan** (Goethe University Frankfurt)

This paper presents the concept of 'trans-foreign-languaging' as a new pedagogical approach to CLIL classes with the L2 as a foreign language. The idea of 'trans-foreign-languaging' was developed on the basis of García's and Li's (2014) seminal work on translanguaging. Initially, translanguaging had been developed as an innovative pedagogy for bi- and multilingual language education with English as a second language for a Hispanic student population in the United States. Local circumstances, however, vary in accordance with specific language contexts and aims of CLIL education, rendering the global application of the genuine translanguaging concept not always seamlessly possible. The German setting has distinct merits for the further development of CLIL and FL education, respectively and trans-foreign-languaging can be applied in certain settings where the L2 is a foreign language.

I will present results from a classroom research project in a 10th grade CLIL class in Politics & Economics, where I developed and later examined different micro-methodologies to systematically and functionally integrate the L1 into teaching and thus create 'trans-foreign-languaging spaces' for the negotiation of meaning as well as the emergence of a 'bilingual surplus'. Observations, student feedback and evaluations and the analysis of learner products constituted the body of data for the development of a teaching model that includes differentiated trans-foreign-languaging strategies to cater the needs of an increasing heterogeneous and multilingual student population.

##### **Bionote:**

**Subin Nijhawan** is a PhD-candidate in the Department of English and American Studies (Teaching Degree English) with Prof. Dr. Daniela Elsner at Goethe University Frankfurt. Furthermore, he is a research associate in the PolECulE-project ([www.polecule.com](http://www.polecule.com)) - a joint undertaking of the Departments of Modern Languages and Social Sciences - and a teacher at a local secondary school. He has developed a competence model for CLIL classes in Politics & Economics for his classroom research directed at designing innovative teaching methods and material that should promote "global discourse competence" with young learners.

## **15. Intercultural competence in the multicultural ELF classroom: teachers' perceptions and materials analysis**

**Luis Guerra** (Universidade de Évora / CEAUL)

**Ricardo Pereira** (ESTG-IPLeiria / CEAUL)

**Lili Cavalheiro** (Universidade de Lisboa / CEAUL)

In 2017, the Portuguese High Commission for Migrations (Oliveira and Gomes, 2017: 86), indicated that in the academic year 2015/2016 there were students from 180 different nationalities enrolled in Portuguese basic and secondary education. For that reason, it is crucial to analyse the impact of the multicultural classroom on English language teaching (ELT) as far as the pedagogical practices and the choice of teaching materials and activities are concerned. As Byram (2018) notes, it is important to focus on learners' cultural competence, which is generally not the case. However, English as a Lingua Franca (ELF), in the words of Baker (2015: 43), "is by definition intercultural in nature since ELF communication is typically defined as involving speakers from different linguacultures." Therefore, considering the complexities of the multicultural classroom, there is a growing need to promote intercultural awareness so as to improve communication in English.

The aim of this paper is then to present relevant findings in two studies carried out under the ERASMUS+ International Language Teacher Education Research Group (ILTERG) Project, one on Portuguese teachers' awareness of the notion of ELF and another on the identification of ELF-oriented activities in ELT coursebooks in Portugal. These help to determine to what extent learners from immigrant families can shape their multilingual and multicultural identities in the English as a foreign language classroom when teachers and materials may or may not encourage awareness of the role of English as a lingua franca involving users of different cultural backgrounds and moving away from the sole emphasis on native cultures.

### **Bionote:**

**Luis Guerra** (PhD) is an Assistant Professor at the Department of Linguistics and Literatures, Director of the Language Centre of the School of Social Sciences, at the University of Evora and researcher at ULICES – University of Lisbon Centre for English Studies. His research interests are English as a Lingua Franca/an International Language, native/non-native varieties, World Englishes, interculturality/intercultural communication, the role of English in the Expanding Circle, and language learning motivation.

**Lili Cavalheiro** (PhD) is a reader on the English Language Teaching Masters' program. She is currently a researcher at the University of Lisbon Centre for English Studies (ULICES) and is a member of two Erasmus+ projects focusing on teacher education and ELT: "The International Language Teacher Education Research Group - ILTERG" and "English as a lingua franca practices for inclusive multilingual classrooms - ENRICH". Her research interests include: English as a Lingua Franca, English Language Teaching, Teacher Education and Materials Development.

**Ricardo Pereira** (PhD) is an Adjunct Professor of English and Portuguese at the Polytechnic Institute of Leiria and a researcher at University Lisbon Centre of English Studies. His research interests include English as a Lingua Franca, curriculum and materials development, language teacher education and computer-mediated communication.

## **16. Fostering intercultural awareness in ELT: a plural approach**

**Ana Margarida Costa** (Research Centre on Didactics and Technology in the Education of Trainers, University of Aveiro)

**Gillian Moreira** (Languages, Literatures and Cultures Research Centre, University of Aveiro)

**Ana Sofia Pinho** (Instituto de Educação, University of Lisbon)

In the past decades, European institutions have reinforced the importance of language education in the process of European integration by promoting active citizenship and a sense of European identity. In this sense, language education should focus not only on the development of linguistic competences, but also on the speakers' ability to act 'interculturally'. Developing speakers' intercultural competence (Byram, 1997) and intercultural awareness (Baker, 2011) in the language classroom needs, therefore, to be taken seriously, and all languages have a part to play, English included. Moreover, considering its status as global language, its predominant position in the education systems across Europe and its internal diversity, the English classroom provides the necessary conditions for the promotion of the attitudes, knowledge and skills needed to experience cultural otherness. Having this in mind, we will present and discuss some results achieved during the implementation of a didactic plan, based on the linguistic and cultural diversity of English, with 9th grade students in a Portuguese school. The discussion will highlight hints of a potential development of students' intercultural awareness in terms of the knowledge and attitudes exhibited in the contact with different Englishes and its speakers.

### **Biodata:**

**Ana Margarida Costa** holds a degree in Language Teaching (Portuguese and English) from the University of Aveiro and, presently, she is completing her PhD. She has been an teacher of English at the University of Aveiro since 2013, and she has worked with English learners from different CEFR levels (mostly B1 and B2). She is a non-PhD integrated researcher at CIDTFF / UA.

## **17. The convergence of intercultural communicative competence and ELF in English language teaching.**

**Enrico Grazzi** (University of Roma Tre, Italy)

Globalization, once the key to a promising future, has shown its controversial nature in the aftermath of the financial crisis of 2007-09, which has been characterised by economic instability, warfare and international tensions. Hence, it seems appropriate to stimulate teachers' critical thinking and reaffirm our beliefs and commitment to inclusive education and intercultural citizenship (Byram, 2008), with a vision of the strategic role that English as a lingua franca (ELF) could play to enhance mutual understanding, promote social engagement and help negotiate conflicts.

The aim of this talk is to explore the possibility of devising a blended approach to English language teaching (ELT) whereby the development of learners' intercultural communicative competence and the reality of ELF as a contact language (Mauranen,

2012) may converge within a comprehensive pedagogical framework based on the notions that a) English is plurilithic (Pennycook, 2009); b) it suits the different voices of international speakers; and c) it is developed cooperatively as a mediational affordance. The presenter will show the results of a survey that was administered to members of CultNet, the international network of interculturalists founded by Professor Michael Byram, in 1996. Findings foreground the fundamental link between ELF and the linguacultural identity of non-native speakers, although they also indicate that the dominance of the exonormative Standard English model in foreign language education and the primacy of the native speaker are still perceived as axiomatic. CultNet respondents' ambivalent attitude towards the pedagogical implications of ELF are representative of how problematic the transition towards an ELF-aware learning curriculum may be. Finally, the CultNnet survey may be useful to find out what the most urgent priorities seem to be for the reconceptualisation of the English subject in the light of ELF theory.

**Bionote:**

**Enrico Grazzi** is associate professor of English at the University of 'Roma Tre'. His main interests are English as a lingua franca (ELF), educational linguistics, sociocultural theory (SCT), and intercultural telecollaboration. His main research projects are based on a Vygotskian approach to second language development that incorporates ELF theory and Network-based Language Teaching (NBLT). His latest monograph associated with these areas of research is: Grazzi, E. 2018, *Trajectories of Change in English Language Teaching. An ELF-Aware Approach*, Trento: Tangram Edizioni Scientifiche, ISBN: 978-88-6458-178-1. Enrico Grazzi is also a qualified teacher trainer and a textbook writer.

## **18. Citizenship and language education: promoting democratic principles in the EFL classroom**

**Helena Mota Lopes** (Agrupamento de Escolas de Miranda do Corvo; FCSH-UNL, CETAPS)

Learning a foreign language has become more and more important in the European context, not only as a means of communication, but also has a means of promoting integration and a sense of belonging to a larger community that goes beyond national borders. It is the aim of this paper to address the issue of how we can promote European democratic principles in the EFL classroom and bring citizenship and language together.

In this presentation, I focus on the Portuguese context and analyze the reference documents and how they relate to the Council of Europe's "Reference Framework of Competences for Democratic Culture" (April 2018) to demonstrate the many changes that language teachers have had to face regarding the teaching and learning of the cultural competence and citizenship. It is important for teachers to understand which democratic principles can be promoted in the classroom and how students can be engaged in that process and as such I argue that much of the promotion of citizenship in language education is their responsibility and based on their decision to knowingly develop activities that engage students in action, creativity or critical thinking, giving them a voice to speak for themselves.

**Biodata**

**Helena Mota Lopes** is an EFL teacher in Portuguese state schools. She has also been involved in teacher training. She holds an MA in English Studies and is a PhD student at the Nova School of Social Sciences and Humanities, Nova University Lisbon. She is a junior researcher at CETAPS, joining the TEALS (Teacher Education and Applied Language Studies) research group. Her current interests include citizenship and language education, the use of picturebooks in the classroom and teaching teenagers.

**19. Introducing Intercultural Awareness and Intercultural Communicative Competence for English Learners**

**Ana Patrícia Lopes** (Universidade de Lisboa)

Intercultural Awareness (IA) and Intercultural Communicative Competence (ICC) are important issues that are usually not fully addressed nor effectively discussed within the English as Foreign Language (EFL) classroom. Schools tend to educate students who might become grammatically proficient in a language, but who are unable to communicate effectively with other native or non-native speakers of English, due to the lack of real-life communicative situations provided within classrooms. Accordingly, the main goal of this presentation is to present the importance of implementing IA and ICC with English language learners.

This presentation shares a classroom research project during a teaching practicum (STP) in Portugal where IA and ICC were developed. These notions were developed with the learners through the exposure to new cultures, research into certain cultural topics and presented in a final oral presentation, communication with students from other countries through e-mails, and discussion about what are the main differences between cultures and how to overcome difficulties. Taking into consideration these aspects, I describe how students were led through activities to help them take a more critical stance and further develop their IA, thus giving them the tools to communicate and use the language in diverse intercultural situations once outside the classroom.

**Biodata:**

**Ana Patrícia Mateus Lopes**, has a degree in European Languages and Literature from The University of Minho and is a teacher of English in the 3rd cycle of Portuguese education. She has recently completed her MA in Teaching English and German as a foreign language, at Universidade de Lisboa.

**20. Intercultural learning in the Foreign Language Classroom: Families today- an intercultural perspective**

**Brigitte Antunes** (Agrupamento de Escolas do Cadaval)

This paper presents a critical analysis of a short intervention around a unit plan entitled “Families today – an intercultural perspective”, which was implemented in a secondary school in Portugal as part of the author’s MA research. The objective of the plan was to go beyond simple language learning and take the students on a real investigative journey, encouraging them to reflect on their own realities and those of others, as such contributing to the development of intercultural citizenship.

When preparing a unit plan of this nature it was important to keep in mind John Corbett's description of intercultural learning as involving three main steps: observation, description and evaluation (2010, p. 1-2). The activities involved students collecting information from a variety of sources that would later help them identify and reflect upon the trends and patterns in the media's depiction of the family and argue for and against the traditional nuclear family in a formal classroom debate. Students were also encouraged to interview their elders so as to decentre from their own personal beliefs and consider different points-of-view, developing their Intercultural Communicative Competence. Intercultural Citizenship was promoted in so far as the students were encouraged to come into contact with others that were culturally different from themselves, evaluate these intercultural experiences and make informed guesses about the future of the traditional nuclear family and how the family, as a social institution, can be protected. In general, the students showed interest in the proposed activities and were able to successfully interpret the data collected and use English confidently in both the oral and written tasks, obtaining higher than average grades in assessment.

Taking such an approach to planning has shown that it is possible to both enhance foreign language learning and encourage students to question their preconceived ideas about the family, as such developing as reflexive intercultural citizens.

**Bionote:**

**Brigitte Antunes** was born and raised in Toronto, Canada. In 2004, she graduated with Distinction from the University of Toronto with a double Major in Sociology and Portuguese Studies. She became a member of the Golden Key International Honour Society in 2001 and was the recipient of various awards and scholarships including the Robson Scholarship in Languages and the CIRV Prize in Portuguese. In 2004, she moved to Portugal and has since completed a Degree in English and Spanish at the Universidade Nova de Lisboa, as well as, a Masters in Teaching. She received awards for academic excellence for both her Under-graduate and Graduate work. Brigitte is currently teaching English at the Pre-school, Primary and Secondary levels.

## **21. Higher Education teachers' perceptions of intercultural competence development through a CLIL context**

**Mónica Régio, Margarida Morgado and Marcelo Gaspar** (Instituto Politécnico de Castelo Branco)

The need to prepare students for a globalized working environment requires learning and teaching to respond to intercultural, multilingual and cultural diversity. The growing internationalisation of Higher Education Institutions (HEI) has also created opportunities to engage students in meaningful virtual exchanges with students in other countries or contexts. This is done in the hope that virtual exchanges will contribute to plurilingual and intercultural competence development. However, internalization and the development of students' intercultural competence also increases when interdisciplinary and cross-disciplinary bilingual approaches, such as CLIL are part of their learning context.

From the point of view of the lecturers involved in bilingual or adjunct CLIL teaching in HEIs, there is a need to rethink ways of teaching in collaboration, since the majority are subject specialists. There is also a growing consciousness of how teaching and learning needs to cater for skills and attitudes of an intercultural nature to meet the imperative of globalized work.

This paper shares results from a four-year adjunct CLIL project led by the School of Engineering, in Castelo Branco, using English and Portuguese as languages for instruction. The data collected included journal reflections of the two adjunct HEI lecturers involved. These were analysed for evidence of an emerging intercultural communicative competence. Results showed that, while redefining the disciplinary boundaries and learning outcomes for students, both lecturers realized they needed to progressively integrate intercultural skill and attitude development into their planning. The communicative purpose of planning was extended to include the negotiations of both lecturers on their perceptions of what students' future needs are/will be in work placements and in the international job market as industrial engineers.

**Bionotes:**

**Mónica Régio** is a PhD candidate in English Travel Literature. She is a Lecturer at the Polytechnic Institute of Castelo Branco, Portugal. Research interests: CLIL, EMI, Telcollaboration, Intercultural and cross disciplinary skills.

**Marcelo Gaspar**, PhD, is a Senior Lecturer of Industrial Engineering at the Polytechnic Institute of Castelo Branco, Portugal.

## **22. (Un)Predictable Selves: (Un)Reasonable expectations from an ICC learning module...**

**María del Carmen Arau Ribeiro** (Instituto Politécnico da Guarda / CETAPS)

Given that written self-assessment of an ICC learning module provides rich qualitative and quantitative insight into the depth of learner engagement, this study proposed to consider reflections on the related materials, classroom environment and its virtual extension via telecollaboration, as well as aspects of identity, otherization, and representation. The learner perspectives on their acquisition of intercultural communicative competences are analyzed using the overlapping approaches of post-structuralist discourse, ecology, and complexity based on Blommaert (2005), Kramsch and Whiteside (2008) and Larsen-Freeman and Cameron (2008), among others, to identify a discursive dimension of intercultural communication that reveals what Kramsch (2008) identified as the construction of their unpredictable selves. In describing their learning experiences with negotiating meaning across languages and cultures, some of these learners in higher education focused on similarities and differences between the two HEIs/countries – Polytechnic of Guarda (IPG)/Portugal and Mazaryk Institute of Advanced Studies (MIAS)/Czechia – while others identified some topics as more beneficial than others – from learning about their own listening styles and creating guidelines for best listening practices to considerations on working in a multinational company or understanding the nature of work-family balance. Learners recognized

becoming more keenly aware of habits specific to their own culture as a constructive aspect of their newly acquired repertoire of ICC skills.

**Bionote:**

**María del Carmen Arau Ribeiro** (PhD) teaches at the Polytechnic Institute of Guarda. She has been president of Aprolínguas (2004-2014) and is currently president of the Network Association of Language Centers in Portuguese HE (ReCLes.pt, 2009-present). She is an expert consultant for the DAAD in Germany on HE (2015-2018), and also participates on the coordinating council of the European Association of Language Centers in HE (CercleS, 2010-present). Her publications focus on language learning and teaching practice, CLILing, language policy, interculturality, divergent thinking, interdisciplinarity, and metacognition.

### **23. Integrating Intercultural competence in ELT classes of tourism courses**

**Paula Rama da Silva** (Estoril Higher Institute for Tourism and Hotel Studies / CETAPS)

In 2006 the UNESCO's Assistant Director General for Culture, Mounir Bouchenaki, stated that "never before in the history of humanity have the inhabitants of this planet travelled as much, or been as much engaged in the discovery of other cultures." Even though twelve years later we easily acknowledge this as a fact, how are educators, universities and syllabi prepared for yet another dramatic change? To empower communities and their cultures is a highly demanding and ongoing task which needs the participation of all stakeholders. Students, who also take the role of host communities and future staff, need to be alert to the high demand of the industry nowadays. Poussin argued that "tourism can be a source for intercultural dialogue" (2009:106) but this will only work if younger generations are aware of what to expect when working in the area of tourism. This paper aims at highlighting how intercultural language education can play a role in promoting an inclusive and forward-looking Europe while simultaneously casting some light on how one can raise awareness in students of tourism to this complex and yet vast phenomenon of tourism creativity and intercultural dialogue as to making it an imperishable hub of intellectual and cultural curiosity of what others have to offer us. We intend to show how English language classes can be used as platforms to motivate students to get to know more about other cultures and use their knowledge in the promotion of creative activities for tourists.

**Bionote:**

**Paula Rama da Silva** is a Lecturer in English Language and Culture at the Estoril Higher Institute for Tourism and Hotel Studies (ESHTE), Portugal, and a Researcher at the Centre for English Studies, University of Lisbon in the Cultural Studies (ULICES) research group. Her academic background was undertaken at the Faculty of Letters (FLUL), University of Lisbon between 1993 and 2003, and at the Faculty of Social Sciences and Humanities (FCSH), Universidade NOVA de Lisboa. In 1997 she completed her 4-year Undergraduate Degree in English and German Studies and in 1998 her Postgraduate Certificate in Education (PGCE), in partnership with Nottingham Trent University. From 2001 to 2003 she completed a post-graduation in English Culture. In 2009 she concluded her Masters' Degree in English Teaching (Hons), with a dissertation entitled *The Assessment of the InService EFL Teacher In The Portuguese System - A Proposed Model*. In 2010 she embarked upon her PhD research in Literary and Cultural Studies, specialisation in English Studies. Her main research interests include cultural studies and language teaching and training

## **24. ICC meets ESD: Shaping cultural learning for the 21st century**

**Grit Alter** (University of Innsbruck)

This paper examines the question how young learners of English can be prepared for the challenges and potential of living in a multicultural and globalized world. In order to do so, the paper reviews current educational and political strategy papers such as “Global Citizenship Education” (2014) and the “Education for Sustainable Development Goals” (ESD, 2017) to analyse central learning objectives that extend the concept of intercultural communicative competence (ICC). The paper also considers the Companion Volume to the new Common European Framework (CEF; 2018) to discuss in how far central elements of ICC (e.g. empathic and discursive competences) are now framed within this foundational document for learning, teaching and assessing languages. It will suggest that picturebooks such as *One Plastic Bag* (Paul 2015), despite their already established potential for the primary and lower secondary level, support not only intercultural learning but also an understanding and awareness of one’s situatedness within a larger global frame. Due to the interplay of visual and verbal narrative, reflections also touch upon visual and literary literacy.

### **Biodata**

**Grit Alter** (PhD) currently holds a post-doc position at the School of Education/Department of Foreign Language Teacher Education at Innsbruck University, Austria. Her research interests include literature for young readers in foreign language education, developing a CEF-based literary competence model, concepts of cultural learning, textbook analysis, media and means of differentiation in ELT.

## **25. Teaching politically contentious issues in an intercultural context**

**António Lopes** (Universidade do Algarve)

In June 2018, the author was invited to teach a seminar at the International Summer Academy for Intercultural Communication, the Ionian University, Greece. The class was composed mostly of graduate and undergraduate students from countries of the former Soviet bloc (Belarus, Georgia, Russia, Poland) and the theme proposed was “Constructing the enemies of the people: the roots of intolerance and prejudice in contemporary Britain and how the media propagates them.” The seminar was divided into three parts. The first one (theoretical framework), covered topics such as the other, identity construction, and symbolic violence. The second part was about the historical and political context, where the author sought to shed some light on the causes of intolerance and prejudice in British political discourse and their effects in society (hate crime; multicultural tensions; rise of the far right). The third part was dedicated to an analysis of the language used by British newspapers (The Guardian, New Statesman and The Independent, on the one hand, and Daily Mail, Daily Express, The Sun and Sunday Express, on the other). This presentation aims to discuss the students’ reactions and the ideas exchanged during the debates, especially in terms of the way in which they positioned themselves in relation to

the political background of their own countries, the idea of Europe, the influence of the state on the media, and the impact of the latter on public opinion.

**Bionote:**

**António Lopes** (PhD) is Coordinating Professor of English Studies at the School of Education and Communication, University of Algarve, where he teaches English language, literature and culture, cultural studies and ELT. He is currently the deputy director of the School, as well as director of the master's degree in the Teaching of Portuguese and English in Basic Education. He is the international coordinator of the European-funded project PETALL (Pan European Task-based Activities for Language Learning; <http://petallproject.eu>) and a member of CETAPS /TEALS.

## **26. Developing intercultural competence through Task-Based Language Teaching**

**Catarina Castro** ( CETAPS, Universidade Nova Lisboa)

Intercultural awareness-raising and intercultural communication training should be systematically integrated in the language teaching process. Nevertheless, second language instruction has traditionally paid little attention to developing the knowledge, skills and attitudes that are necessary for learners to appropriately use the target language in a linguistically, socially, and culturally diverse society. And even though there seems to be an increase in attempts to include intercultural activities in language coursebooks, the goal of culture teaching is usually subordinated to other goals. Language was, and in many cases still is, simply understood as a system made up of words and grammar rules, the knowledge and mastery of which presumably are the necessary and sufficient condition to achieve language proficiency.

On the other hand, in terms of second language acquisition research, there are both theoretical grounds and empirical evidence to support a belief that task-based language teaching (TBLT) is a pedagogical approach able to meet all the requirements for successful second language learning and acquisition in a variety of contexts and among a range of learners. Moreover, current trends to language education, such as a TBLT approach, have started to change those traditional conventions in English as a Second Language where they had thus far proven ineffective. Given that language teacher education can have a significant impact in ensuring high quality language teaching, the aim of this paper is to assist trainers and teachers in integrating the best of TBLT and intercultural education without compromising the ultimate objectives of developing an appropriate and effective language proficiency together with an intercultural awareness, by providing them with examples of tasks with an intercultural focus, designed for adult and young adult ESL students.

**Bionote:**

**Catarina Castro** (PhD) has worked as a lecturer of Portuguese (Instituto Camões) in East Timor (National University of East Timor), Berlin (Humboldt University and Freie University), and recently as a visiting teacher in Barcelona (Universitat Autònoma de Barcelona), where she has also been the responsible for the Centro de Língua Portuguesa/Camões I.P. in Barcelona. Currently, she is a postdoctoral researcher at CETAPS, where she integrates the research group on Teacher Education and Applied Language Studies (TEALS).

## **27. Teaching “Treason” in the Classroom: Public Discourse and Critical Language Awareness**

**Jeffrey Childs**, (Universidade Aberta / Centro de Estudos Comparatistas, Universidade de Lisboa)

As Norman Fairclough sets out in his introduction to the seminal work *Critical Language Awareness* (1992), an underlying goal of CLA is to put forward “the general case for making knowledge about language a significant element in language education” (2). In practice this requires examining language in use, drawing to the fore assumptions and stakes that particular language users bring with them to specific instances of linguistic practice. In the spirit of this endeavor, I propose to analyze the debate between two Pulitzer Prize-winning journalists – James Risen and Glenn Greenwald – over the involvement of Russian forces in the 2016 US Presidential elections, a debate that hinges on the nature and definition of the word “treason.” As such, the dispute between Risen and Greenwald revolves as much around questions of linguistic authority as it does around the political circumstances it ostensibly address. In addition to clarifying the terms of this dispute, I aim to show how such a public debate might be used in the language classroom to advance the project of making CLA an integral component of language learning in general.

### **Biodata**

**Jeffrey Childs** is currently an Assistant Professor of English and American Studies at Universidade Aberta and a researcher at the Center for Comparative Studies and at the Centre for English Studies at the University of Lisbon. Recent publications include “Poets in Glass Houses: Carlos Drummond de Andrade, Wallace Stevens, Mark Strand” (Cambridge Scholars Publishing, 2016), “Alegoria e Imagem no Filme *Broken Blossoms*, de D. W. Griffith” (Cotovia, 2016) and “Style, Narrative, and Cultural Politics in *Bullitt*” (Húmus, 2017). He has recently completed a translation of *Cleypysdra* by the Portuguese symbolist poet Camilo Pessanha (Lisbon Poets, forthcoming).

## **28. Comenius and Erasmus projects: routes for an intercultural perspective of the world**

**Luís Nunes** (Agrupamento de Escolas do Fundão)

With this communication I want to show the positive results the Comenius and Erasmus projects I have involved my students in have had in their educational preparation towards the world of work and also in what concerns the building of their character. The European program for the mobility of youth has allowed many youngsters to develop an intercultural perspective of their growth as human beings, thus making it possible for them to see themselves as stakeholders of the bigger picture, able to embrace differences and transform them in potential for global growth. Students have seen other realities, have had the chance to look inside from different angles and have then followed different routes from the ones first thought as possible. I will also speak about the great importance the English language has had in this transformation inside the students, which is documented by their answers to a questionnaire about their reflections on the projects they took part in.

**Bionote:**

**Luís Nunes** (PhD) is an English and German teacher with 31 years of experience in secondary schools of Portugal, the last 25 in Escola Secundária do Fundão. He has been a teacher trainer, the head of his department, mentor and coordinator of the Conflict Management Office, among other relevant duties. He has coordinated several Comenius and Erasmus programmes. He has been the director of Instituto de Línguas do Fundão, Bristol School in Fundão and Covilhã since 2001. He has a special interest in the use of emotional intelligence in the teaching of foreign languages and also in psycholinguistics, themes he has talked about publicly both nationally and internationally.

**29. Human rights and critical literacy through literary texts in ELT**

**Janice Bland** (Nord University, Norway)

There is an ongoing struggle to resolve the difficulty of mapping the widely accepted CEFR framework onto school settings, specifically for the age groups 7-10 and 11-15. While the new CEFR Companion Volume with New Descriptors (2018) still focuses on adults, the Collated Representative Samples of Descriptors of Language Competences developed 'as a first step towards the possible future development' for young learners and teenagers are also available online (<https://www.coe.int/en/web/common-european-framework-reference-languages/bank-of-supplementary-descriptors>). These are as yet incomplete, for where the descriptors are either missing or inadequate in the 2018 Companion Volume, they remain missing in the Samples of Descriptors for the age groups 7-10 and 11-15. For example, the Companion Volume offers very limited descriptors for Expressing a Personal Response to Creative Texts (Including Literature) at each level, such as: 'Can use simple words and phrases to say how a work of literature or art made him/her feel' (A1) or 'Can explain in some detail which character he/she most identified with and why' (B2).

This paper will suggest a way forward, illustrating the manifold opportunities for working with creative texts in ELT with young learners and teenagers, showing examples of use with Suzanne Collins's *The Hunger Games* trilogy (2008-2010) and David Almond's picturebook/graphic novel *Mouse Bird Snake Wolf*, illus. Dave McKean (2013) for the young learner category. Work with these texts will illustrate how the competence areas critical literacy and human rights, ecopedagogy, intercultural competence and deep reading can be mediated in the ELT classroom.

**Bionote:**

**Janice Bland** is Professor of English Education, Nord University, Norway. Her core interests are concerned with creativity in primary and secondary-school ELT: teacher education, children's literature, visual and critical literacy, creative writing, global issues and intercultural competence. Her publications include *Children's Literature and Learner Empowerment – Children and Teenagers in English Language Education* (2013), and the edited volumes *Teaching English to Young Learners – Critical Issues in Language Teaching with 3-12 Year Olds* (2015) and *Using Literature in English Language Education: Challenging Reading for 8–18 Year Olds* (2018) all Bloomsbury Academic. Janice co-edits the open-access journal *Children's Literature in English Language Education*. [janice.m.bland@nord.no](mailto:janice.m.bland@nord.no)