

## Teacher Education and Applied Language Studies (TEALS) Advanced Research Seminar: Languages in Education

### Seminar: Approaches to Researching Languages in Education

9 October 2019

20:00 – 22:00

Room S2

Colégio Almada Negreiros - Campus de Campolide

Universidade Nova de Lisboa

1099-085 Lisboa

The TEALS Advanced Research Seminars will take place two or three times a year with the objective of providing avenues of interaction between established and young researchers to address areas of research associated with languages in education. As scientific seminars, they aim to contribute towards breaking new ground in language education and involve the presentation and discussion of both recently published work and research in progress.

This first seminar, ‘Approaches to Researching Languages in Education’, brings three CETAPS researchers together to share different approaches to data collection and systematic reviewing.

### Programme

20:00 – 20:10	Introduction	Carlos Ceia
20.10 – 20.45	Intertwining ELT and Intercultural Communicative Competence: The implications of a qualitative research methodology	Noémia Rodrigues (CETAPS)
20.45 - 21.20	Digital Literary Education in the learning of Portuguese as a Second Language: A focus on classroom observations	Elda Tomé (CETAPS)
21.20 – 21.55	A scoping study: The effectiveness of borrowing approaches from other academic fields	Sandie Mourão (CETAPS)
21.55 – 22.00	Closing	Carlos Ceia

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**Intertwining ELT and Intercultural Communicative Competence: The implications of a qualitative research methodology**

Noémia Rodrigues (CETAPS)

The ever-increasing globalized world brings everyday challenges to all professional areas and the teaching English strives to keep up with these challenges, especially those which imply working with transnational teams, to develop not just language ability, but the more complex concept of linguistic interoperability. This is paramount in the specific professional context of focus research group in this study: military personnel working in multinational teams.

The general goal of this research project is to argue for a change of perspective with regard to the scope of foreign language teaching in the Portuguese Armed Forces, considering the fundamental role of military personnel in a future world of global conflicts and asymmetrical warfare. In my research, I argue for the need to adapt current methodologies to include principles of intercultural training (Guilherme, Glaser and Méndez-Garcia, 2010) so as to intertwine linguistic, communicative and intercultural competences in training military personnel for intercultural encounters.

In my presentation, I will discuss how my research questions have driven my choice of research methodology and how the chosen qualitative data collection approach draws directly from the base theories underlying the project. These approaches range from document analysis - collecting and cross- analysing official documents, such as curricula, syllabuses, contents and assessment criteria – to focus group interviews with a sample of military personnel who have experience of missions abroad. I will also discuss some of the challenges and limitations I have come across during the data collection stage, as well as those I expect to encounter as I move forward with my research.

**References**

Guilherme, M., Glaser, E., & Méndez-Garcia, M.C (2010). *The Intercultural Dynamics of Multicultural Working*. Bristol: Multilingual Matters.

**Noémia Rodrigues** is a teacher of English as a foreign language with experience in a variety of contexts. She has worked with the Portuguese Air Force and, most recently, in the Army Language Centre, where she is responsible for the Intensive Courses of Language Proficiency of military personnel appointed to go on missions abroad. She is also a coursebook developer, publishing coursebooks for secondary and vocational learners. She holds a degree in English and German and is a PhD student at FCSH, Nova University Lisbon and a member of CETAPS. Her research interests focus on foreign language education, English for specific purposes, intercultural communicative competence and the development of teaching material which can intertwine the three fields.

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**Digital Literary Education in the learning of Portuguese as a Second Language: A focus on classroom observations**

Elda Tomé (CETAPS)

This action-research project is focused on the learning of literature by non-natives students using digital resources, namely mobile phones, in a Portuguese Public School of lower secondary education. It is based on the design and application of a didactic unit based on short literary texts of the current National Reading Plan and those provided digitally by the Community of Portuguese Speaking Countries.

My study relies on a comprehensive paradigm, taking advantage of qualitative research such as interviews, observation and documental analysis.

- a) Guided interviews (Guerra, 2016), which allow non-native students to express their experience while being oriented in their speech due to their restricted knowledge of vocabulary. The interview guide was simplified several times and elaborated bearing in mind the use of technologies in the learning process and the student's reaction to the unit, exploring dimensions such as curriculum, literary education, collaboration and m-learning.
- b) Participant direct and systematic observation (Cohan, 2002) of the unit, capturing a wide variety of phenomena in the pedagogical interaction. The elaboration of grids (Reis, 2011) was complex and intended to capture behaviour evidence of collaborative aspects and the response to both literary stimulus and digital competence. Therefore, some of the performance indicators were based on European Digital Competence Framework for Educators (Redecker, 2017).
- c) Documental analysis (Bowen, 2009) of the students' sociolinguistic sheets - when existing - of their written productions and of the digital post-session reports provided by *Nearpod*, the main selected application to stress out cultural aspects, and students' linguistic proficiency.

In my presentation I will focus on discussing my experience with participant, direct and systematic observation.

**References**

- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Cohan, L., Manion, K., & Morrison, K. (2000). *Research Methods in Education*. London: RoutledgeFalmer.
- Guerra, I. C. (2016). *Pesquisa Qualitativa e Análise de Conteúdo: Sentidos e formas de uso*. Estoril: Principia Editora, Lda.
- Reis, P. (2011). *Observação de Aulas e Avaliação do Desempenho Docente*. Lisboa: Ministério de Educação. Available online: <https://repositorio.ul.pt/bitstream/10451/4708/1/Observacao-de-aulas-e-avaliacao-do-desempenho-docente.pdf>
- Redecker, C. (2017). *Digital Competence Framework for Educators: DigCompEdu* (No. JRC107466). Joint Research Centre (Seville site). Available online: <https://ec.europa.eu/jrc/en/digcompedu>

**Elda Marisa Serrão e Silva Tomé** is a teacher of Portuguese Language and Literature in a public Portuguese Secondary School where she also acts as advisor to the board for secondary education. Elda has a degree in Modern Languages and Literature and a master's degree in Literature. Furthermore, she has a postgraduate degree in Special Needs Education (cognitive limitations). She is currently developing a doctoral research project at Nova University Lisbon, in the area of Portuguese as a second language and digital literary education. One of her intervention areas is school libraries, where she has been working as a pedagogical partner for several years.

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**A scoping study: The effectiveness of borrowing approaches from other academic fields**

Sandie Mourão (CETAPS)

Over a decade ago Amos Paran (2008) noted an increase in use of children's and young adult literature in the language classroom. This has been confirmed in a range of conceptually-grounded publications since then, which have shown the potential of children's literature for contributing to the development of a variety of aspects of language learning. The data presented here investigates picturebooks, which afford a unique experience for the language learner. It is widely accepted that picturebooks are particularly useful in supporting the development of an intercultural stance, however, there is little empirical evidence that supports this.

My presentation presents a scoping study, a qualitative approach to creating a systemic literature review. I will explain what a scoping study is, how it differs from traditional literature reviews, and describe its five-stage framework, which includes a 'charting data' stage (Arksey and O'Malley, 2005). As I looked to answer the question, 'What is known from the existing literature about the effectiveness of picturebooks for developing an intercultural awareness in the language classroom?', this scoping study enabled me to synthesize and interpret data by sifting, charting and sorting material according to key issues and themes. As such, I was able to chart the field, identify patterns and pinpoint gaps in existing evidence. In this session I will present examples from my findings, but also evaluate this qualitative approach to going about such a review.

**References**

- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory & Practice*, 8(1), 19-32.
- Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, 41:4 pp. 465-49

**Sandie Mourão** (PhD) is a research fellow at CETAPS, Nova University Lisbon, with over 30 years of experience in ELT as a teacher, teacher educator and educational consult. Sandie contributes regularly to edited volumes on the topic of early language learning and children's literature. She is co-editor of *Early Years Second Language Education: International Perspectives on Theory and Practice* (Routledge, 2015), *Fractures and Disruptions in Children's Literature* (Cambridge Scholars Publishing, 2017) and is the co-founder of *Children's Literature in English Language Education e-journal* [<http://clejournal.org/>]. At present she is researching intercultural citizenship education in early language education. Her other research interests include early language learning, picturebooks in language education, assessment practices and classroom-based research.