

CETAPS / TEALS Advanced Research Seminar
Research in progress: Looking at the dark side
15 July 2021

A Book of Abstracts

Opening keynote : Carlos Ceia

FCSH, Universidade Nova de Lisboa

Digital Humanities in Education: New Trends for Teaching Languages, Literatures and Cultures

Education digitally globalized in 2020 due to the COVID-19 pandemic and this will have consequences for the future in teaching languages, literatures, and cultures, as well as for the future of all knowledge disciplines. Coincidentally, this was also the year I took on the Chair of Digital Humanities in Education (<<https://www.cetaps.com/cipsh-dhedu>>), from the International Council for Philosophy and Human Sciences, a non-governmental organization from UNESCO, which since 1949 defends the values of the humanities in the international contexts in which we practice and teach them. It is, therefore, the right time to promote the creation of privileged networked spaces that allow the development of digital projects for education at all levels of education. We cannot fail to take advantage of the opportunity that the world of today offers us to create true institutional partnerships so that it is possible to connect tools, research, projects, courses, studies, and agents that explore the potential of digital resources. We must create collaborative work within interdisciplinary structures to promote teacher training, international educational networks, and research projects that value digital education as a means of facing today's global challenges and sustainable development. In this presentation, I will try to connect the best digital resources and policies available today for teaching languages, literatures, and cultures and contribute to better access to new forms of learning and teaching.

Closing keynote: Melina Porto

Universidade Nacional de la Plata, Buenos Aires, Argentina

A community service-learning experience with student teachers of English in Argentina: Challenges and difficulties as sites of opportunity

In this session I will describe a service-learning experience carried out by volunteer university student teachers of English during 2017-2018 in a non-governmental organisation in Argentina. In collaboration with their university teachers, they taught workshops using intercultural literature in English for underserved children aged 8-12. The aim of the service-learning experience was to challenge and improve the conditions of possibility for the children involved. The study was planned as an outreach project in a university context using Byram's (2008) theory of intercultural citizenship and Rauschert and Byram (2017)'s notion of intercultural service learning, which both combine language learning with citizenship goals and a social justice and human rights foundation. The development of the project was threatened at several points during implementation and here I will share with you the challenges and difficulties we faced and the lessons we learned in terms of research.

Catarina Castro

Postdoctoral researcher, Universidade Nova de Lisboa

Towards a version of task-based approach suitable for the development of Portuguese as a Foreign Language around the world

Task-Based Language Teaching (TBL) is becoming increasingly known for its distinct edge in creating an advantageous and motivating language learning environment. However, despite considerable theoretical and empirical support for TBL, there are few analyses of its appropriateness for school contexts, and the great potential of this action-oriented approach is being underexploited. In this respect, several teacher factors have been found to challenge the adoption of TBL, including previous beliefs about effective pedagogy, and lack of teaching expertise in task-based approaches, namely among in-service teachers of Portuguese as a Foreign Language (PFL), for whom TBL is a relatively recent innovation, despite being generally recommended in the national curriculum.

Nevertheless, when teachers' beliefs are acknowledged and addressed, there is evidence to suggest that new understandings can be established successfully, highlighting the importance of adequate in-service training and continued teacher support. This study aims at investigating the beliefs and practices of in-service PFL teachers through a training course set out to give them the opportunity to reflect critically and experiment with TBL in their classrooms.

At this stage, a first version of this teacher training course has already been designed and tested with 60 PFL teachers working abroad for *Camões – Instituto da Cooperação e da Língua*. In this presentation, and based on these primary results, we intend to share some of the challenges we experienced so far, as well as how we intend to proceed and carry out data collection in the second edition of this course, which should start in October with a new group of teachers.

Zita Mendes

PhD candidate, Universidade Nova de Lisboa

Critical thinking and Language competency in EFL classroom through literature reading: A Case study in Cape Verdean Classroom

This qualitative research focuses on developing students' critical thinking skills and language competency in English as a Foreign Language (EFL) classrooms in Cabo Verde. Critical thinking skills are at the forefront of 21st-century skills and should be considered one of the necessary education goals in a world where technology and information are rapidly and constantly changing. Therefore, educating students as influential thinkers and problem solvers should become the primary goal of education policy. This research aims to study the potential of literature reading to develop critical thinking skills and language competency, and subsequently reading for pleasure. Literature reading is a vehicle for language teaching and a great promoter of cultural understanding that enhances the experience of reading in a foreign language. For this study, few strategies will be incorporated: reading strategies to foster comprehension, guided discussions, group presentations. The data will be obtained through a course plan designed for students aged 11-14 from a private English school. The researcher will incorporate pre-reading, during-reading, and post-reading activities into lessons. The pre-reading strategies and activities will include: purpose questions, predicting, anticipating guides, creative drama. During reading, participants will guide questions and use metacognitive strategies. Finally, during post-reading, they will answer questions, make visual representations, and retell and apply what they learned to their own lives. The main text will be *The BFG* by Roald Dahl, along with other texts. Since there is a lack of reading interest in the Cape Verdean classroom and minimal to no use of literature reading in the EFL classroom, this research is expected to propose some practical measures that can be implemented reading strategies that foster thinking skills and advance students' language competency.

Donzília Soares

PhD candidate, Universidade Nova de Lisboa

A b-learning in-service training model for Cape Verdean EFL teachers

My proposed research project focuses on the study of in-service EFL teacher training in Cape Verde, and it aims to resolve two main issues observed. The first issue, the lack of systematic and effective in-service EFL teacher training as a tool to help practicing teachers overcome specific classroom challenges, including those brought about by globalization and new technology trends. The second issue, insularity. Cape Verde is an archipelago with 9 inhabited islands, which prevents teachers to have equal access to in-service training opportunities. Thus, the goals of my research are to understand the specific needs for in-service training, including teachers' perception and attitudes towards it, to identify specific content that should be included in an EFL in-service training program for Cape Verdean teachers, and to design a blended-learning training model that solves the insularity problem and provides systematic and effective training using technology. Mixed methods were chosen and will be applied through the exploratory sequential design, which allows for the collection of bibliographical and qualitative data related to teachers' perceptions and attitudes towards teacher training in a first stage. This data will inform the development of a proposed model to be implemented and tested in the last stage through pre and post-test, which will provide quantitative data. The proposed research is expected to have a positive impact at the national level by bridging the gap between pre-service and in-service teacher training and providing quality EFL learning experiences to students across the country. Although this study's potential is clear, we predict limitations, including possible difficulties in finding available and documented data related to teacher training in Cape Verde.

Rúben Correia

PhD candidate, Universidade Nova de Lisboa

Heading back to school: the hurdles of empirical research in the classroom

Scientific research demands for a solid methodological approach that meets the researcher's needs, whether they are an early career researcher or otherwise. Thus, after choosing the topic or area to study, it is important to think carefully about how to go about the research without violating key principles of scientific inquiry. How the topic or area to study is perceived and how it can be studied will influence the researcher's research methodology and design. Whether we are aware of it or not, our views and beliefs about how we perceive and frame the problem impinge on the choices we make in relation to our research methodology. Considering these considerations, it is appropriate to assert that there is no such thing as the accurate paradigm and/or methodology to best answer the central questions of a study, despite the perpetuated dichotomy, often fuelled in academic journals, between qualitative and quantitative research methodology. In this talk I will discuss a) – the adopted procedures to tackle the research questions that shaped my PhD study both in and outside the classroom, b) – the steps and decisions taken, c) – the justifications for the choices made, and d) – the practical implementation and limitations of the data collection instruments. I will share the procedural contingencies of my empirical research, highlighting the unpredictability that characterises research.

Ana Leão

PhD candidate, Universidade Nova de Lisboa

Taking advantage of viruses and other maladies to enhance empirical research

This presentation intends to describe how a research plan may take unpredictable directions when viruses and other maladies strike without mercy. Literature on methods suggests that researchers decide on sound philosophical assumptions regarding epistemology and the methodology to explore and interpret phenomena. Very briefly this presentation describes a plan that intended to explore a symbiosis between Citizenship and English as a Foreign Language in mainstream schooling in Portugal. The initial plan intended to draw on the learners' dialogic interaction in the traditional English classroom and the citizenship CLIL classes. Yet, due to the Covid-19 and other maladies, the empirical research plan changed. The research model and design draw on different tools and methods to collect and analyse data before and during the Covid lockdown. It implies a comparison between two different CLIL models and the learners-generated textual data selected from a systematic and ongoing collection of materials. The new research approach provides evidence which otherwise would have resulted in a distinct study. In this presentation it is argued that research plans should require contingency scenarios and a flexible mindset.

Ana Matos

FCSH, Universidade Nova de Lisboa

The dark side of research? 'May the Force be with you'

Researching the intercultural dimension of foreign language education implies the ability to delve into a messy, confused, and even perplexing terrain. This presentation will reflect on how this 'dark' side requires paying attention to detail, noticing dissonance, listening to the invisibility of otherness and difference behind the norm. Some of the necessary insights for dealing with these complex issues can be made possible through readings of literary texts in conversation with readings from different academic areas and key concepts. Moreover, the reading of literary texts offers the possibility of contacting languages with a soul, languages that become embodied. A plea for greater dialogue with the objective of contributing to transformative cross-cultural encounters, therefore, requires noticing, deep reading, reflectivity, mediation. All these are dimensions that form part of the intercultural project.