

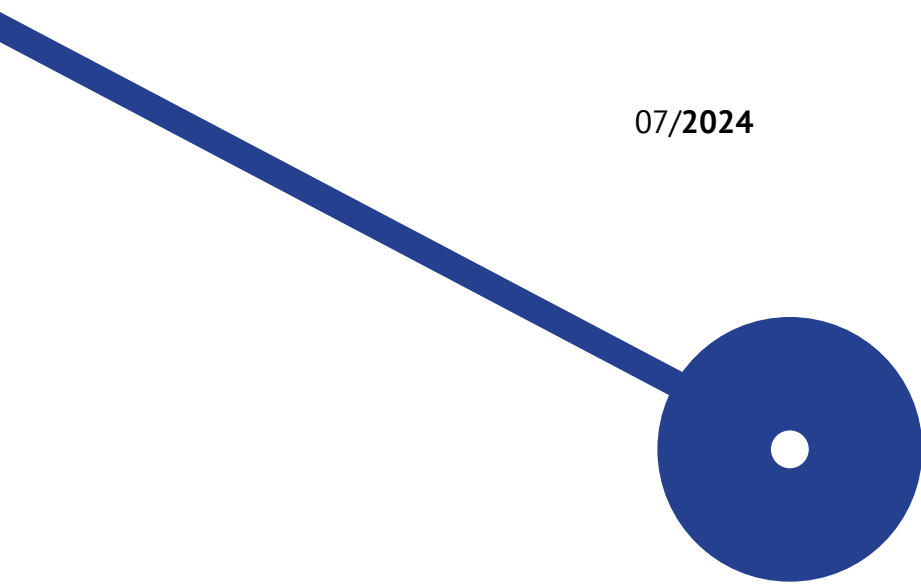
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ENSINO DE INGLÉS NO 1º CICLO DO ENSINO BÁSICO

An Analysis on Adapting EFL Coursebooks in the 1st Cycle of Basic Education

Cláudia Isabel Sousa Teixeira

07/2024



Politécnico do Porto

Escola Superior de Educação

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Education**

Relatório Final de Estágio

Mestrado em Ensino de Inglês do 1º Ciclo do Ensino Básico

Orientação: Prof.^a Especialista Vanessa Reis Esteves

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RESUMO ANALÍTICO

Este Relatório Final de Estágio reflete numa Investigação Ação conduzida durante um estágio focado na adaptação dos manuais escolares no 1º Ciclo do Ensino Básico. O presente estudo investigou a eficácia dos manuais escolares no contexto de sala de aula, particularmente a sua adaptabilidade aos diversos estilos de aprendizagem, assim como o seu papel em promover um processo de ensino mais inclusivo.

Através da recolha de dados como notas de campo, questionários e planos de aula, foram obtidas informações sobre as perceções dos alunos e os níveis de envolvimento com os materiais disponibilizados pelos manuais escolares. A investigação também sublinha o valor dos recursos suplementares, como as atividades interativas e as adaptações personalizadas.

Palavras-chave: Manuais Escolares; Recursos do Manual; 1º Ciclo do Ensino Básico; Investigação Ação; Estilos de Aprendizagem; Adaptação.

ABSTRACT

This Final Internship Report reflects on Action Research conducted during an internship focused on the adaptation of coursebooks in the 1st Cycle of Basic Education. This study investigated the effectiveness of coursebooks in the classroom context, particularly their adaptability to different learning styles, as well as their role in promoting inclusive teaching and learning experience.

Through the collection of data such as field notes, questionnaires and lesson plans, information was obtained on students' perceptions and levels of engagement with the materials provided by coursebooks (coursebook package). The research also highlights the value of supplementary resources, such as interactive activities and personalized adaptations.

Keywords: Coursebooks; Coursebook Package; 1st Cycle of Basic Education; Action Research; Learning Styles; Adaptation.

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LIST OF ACRONYMS

APPI - Associação Portuguesa de Professores de Inglês

CPH – Critical Period Hypothesis

EFL – English as a Foreign Language

ELT – English Language Teaching

FL – Foreign Language

ICT – Information and Communication Technologies

L1 – First Language

L2 – Second Language

PASEO - Perfil dos Alunos À Saída da Escolaridade Obrigatória

PBL – Project-Based Learning

SC – School Cluster

SLA – Second Language Acquisition

UA – Ultimate Attainment

UG – Universal Grammar

YL – Young Learners

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INTRODUCTION

The teaching of English as a Foreign Language to Young Learners has become progressively essential in our globalized world, where English serves as a lingua franca in fields such as business, education, and technology. As the world evolves, so do the resources available for teaching. Consequently, there is a growing abundance of resources for classroom use, used by a new generation of teachers bringing in diverse materials.

Despite this progress, one traditional teaching resource remains fundamental: the coursebook. However, modern coursebooks have evolved beyond being mere textbooks for teachers to follow rigidly. They now come as part of a comprehensive package designed to support both teachers and students (Hughes, 2019). Coursebooks are intended to be adapted and customized to fit the unique needs of each classroom, rather than being adhered to strictly.

During the 2022/2023 academic year, I had the opportunity to participate in an observation internship of 20 hours as part of the Research in Professional Practice course within my Master's Degree in Teaching English in the 1st Cycle of Basic Education. This experience allowed me to evaluate how coursebooks are implemented in real classroom settings. Additionally, the Didactic Resources for Teaching English in the 1st Cycle of Basic Education course provided me with the opportunity to analyze a coursebook in detail according to Cunningsworth's checklist (1995). These experiences led me to choose the adaptation of coursebooks in the classroom as the topic for my Final Internship Report.

This report, a component of the Supervised Teaching Practice course, aims to explore how the coursebook and its package can be adapted in the classroom to address the needs of different types of learners. Part I comprises the theoretical framework that supports the Empirical Design. It begins with a characterization of Young Learners,

followed by an introduction to Coursebooks and its package including an analysis of their advantages and disadvantages and strategies for adaptation. The section concludes with an exploration of additional resources for teaching Young Learners and a discussion on the different learning styles that should be considered.

The Second Part consists of two chapters. The first chapter explores the methodological aspects, detailing the Research Questions and Objectives along with all other constituent elements. The second chapter focuses on analyzing the data obtained during the internship, which includes two questionnaires—one for the cooperating teacher and one for the students—and the lesson plans developed in order to adapt the coursebook to cater for different learning styles. Finally, the report concludes with a reflection that addresses and answers the research questions.

PART I – APPROACHES AND RESOURCES IN TEACHING YOUNG LEARNERS

1. THE GROWING NEED TO TEACH ENGLISH AS A SECOND LANGUAGE TO YOUNG LEARNERS

1.1. DEFINITION OF YOUNG LEARNERS (YL)

There is a noticeable increase in the global trend to introduce Foreign Language learning to Young Learners (hereafter mentioned as YL) early in the school curriculum. Amidst this rising emphasis on early language education, it is important to define the term YL and understand their unique linguistic developmental needs.

Although there is much debate on the issue, in educational contexts, YL are generally defined as pupils between the ages of five to twelve or thirteen, which corresponds to the typical period of primary school education, particularly observed in European school systems (Drew & Hasselgreen, 2008). This age group shows great interest in learning new languages, and they are open to language acquisition. However, the teaching methods for young learners need to be carefully aimed to meet their specific learning needs.

Often, teachers who teach YL tend not to be specialists in language teaching depending on their qualifications: there are generalist teachers, who are qualified to teach most subjects, including foreign languages, but who often lack specific training in language pedagogy; there are also specialist teachers, who have specific training in foreign languages, or to teach two different subjects (one of which is a foreign language). In addition, there are still semi-specialist teachers, who teach several subjects including foreign languages, and finally, one may also speak of unqualified teachers, who are higher teaching assistants teaching a foreign language, who are generally native speakers or who hold university degrees in the target language (Eurydice, 2008). This means that many teachers of YL are generalist teachers without specialized language teaching skills.

1.2. CRITICAL PERIOD HYPOTHESIS (CPH)

The debate surrounding early English as a Foreign Language (hereafter mentioned as EFL) education is heavily influenced by the Critical Period Hypothesis - hereafter mentioned as CPH - (Lenneberg, 1967) which highlights the importance of early exposure to language for young learners. According to the CPH, there is a critical period of time during early childhood when language acquisition occurs most easily and effectively, because the brain shows greater neuroplasticity, allowing the formation of new synaptic connections. This aligns with the need to adapt language teaching methods to the developmental stages and learning abilities of young language learners, ensuring language development during this critical period (Siahaan, 2022).

Research into Second Language Acquisition (hereafter referred to as SLA) is influenced by the CPH and has applied it to second and foreign language learning, giving rise to a series of studies, such as Johnson & Newport (1989) and Birdsong (1999). The CPH for SLA states that people who begin learning a second language early in life and who are consequently exposed to continuous input over years or decades, generally reach a higher level of proficiency than those who start learning a language later in life.

However, scholars differ in defining the age range of the Critical Period. While Lenneberg (1967) proposed that this period lasts until puberty, some argue that critical periods for specific language aspects, such as phonology may end earlier (around 9 years) (Penfield & Roberts, 1959). Furthermore, there is some uncertainty regarding whether the CPH affects implicit learning processes (e.g. untutored language acquisition in immersion environments) or if it also extends to instructed learning. Most researchers agree on the former (DeKeyser, 2000), but some studies include subjects who have received some level of instruction in the second language (L2).

Additionally, researchers agree that a Critical Period is more likely to impact the acquisition of pronunciation and grammar, leading these areas to be the primary focus of these studies (Birdsong, 2006). Finally, it is important to consider that the research on CPH has mainly focused on Ultimate Attainment (UA), which is the final state of L2 proficiency, rather than on the speed or rate of learning (Snow & Hoefnagel-Höhle, 1978). In fact, research shows that adults progress quicker than children in the initial stages of learning a second language (Vanhove, 2014).

1.3. LANGUAGE ACQUISITION VS. LANGUAGE LEARNING

Language acquisition and language learning represent two distinct but complementary processes through which humans acquire and develop language skills. These processes have significant implications for educational practices, namely for understanding how language skills are acquired and promoted in a formal educational context.

According to researchers such as Hoque (2017), learners engage in a subconscious process of language acquisition in which they intuitively absorb grammar patterns without being aware of this, especially when they are acquiring their first language (L1). Through repeated imitation of spoken language, they develop an innate sense of linguistic accuracy. However, acquisition is dependent on increased exposure to authentic communication, often provided by caregivers, mothers, or fathers who nurture the child in their environment. This natural and intuitive process forms the basis for language acquisition in early childhood.

This concept complements Noam Chomsky's Innateness Hypothesis (1965) which suggests that humans are born with an inherent ability to acquire language. Children

naturally and automatically pick up the complex structures of language, even in the absence of formal instruction, supporting the notion of an innate language faculty.

Universal Grammar (hereafter referred as the U.G.), is a key component in Chomsky's theory. O'Grady & Dobrovolsky (1997), Chomsky, (1986) and Pesetsky, (1999), define the concept of U.G. as the "system of categories, mechanisms and constraints shared by all human languages and considered to be innate". Thus, this is a theoretical concept that is based on a universal set of grammatical principles and structures shared by all languages. This belief is supported by the "poverty of the stimulus", which states that the linguistic input received by young children is in itself insufficient to explain their detailed knowledge of their first language, so people must be born with an innate ability to learn a language (Jackendoff, 2020).

On the other hand, language learning involves the direct instruction of language rules. Unlike language acquisition, which occurs subconsciously, language learning requires learners to be aware of the language rules being taught. This process is not usually suitable for very young children, as it assumes that learners have the cognitive ability to consciously understand and articulate their knowledge of the language, including its grammar.

According to Piaget's theory of Cognitive Development (1964), children go through four stages: the sensorimotor stage, in which they develop a basic understanding of objects and their permanence; the preoperational stage, marked by the beginning of the use of language and symbols, but lacking logical operations; the concrete operational stage, in which they begin to manipulate objects and understand basic logical principles; and the formal operational stage, in which they are able to reason about abstract concepts. Young language learners generally acquire a basic understanding of grammar through natural exposure and interaction, rather than through formal instruction (Hoque, 2017).

Traditionally, learners in foreign language contexts have limited exposure to the target language mainly relying on classroom instruction as their major source of input. According to Enever's findings (2011) in the ELLiE¹ report, the number of foreign language (FL) classes per week varies according to national educational policies. Some countries specify the exact number of weekly classes for each subject, while others allow schools more flexibility in determining their schedules.

Some systems use 45-minute periods (often called "hours" in countries like Poland), while others have longer blocks that can be subdivided as needed. In Portugal, for example, the standard exposure YL have to a foreign language is two one-hour lessons per week. Given these restrictions, it becomes mandatory for schools to create and promote language learning while considering the YL characteristics and needs (Muñoz & Cadierno, 2021).

One characteristic that needs consideration in promoting language learning in YL is their shorter attention spans. This represents a challenge in maintaining focus during English classes. To engage students, teachers must apply learning techniques that are interactive and enjoyable, while at the same time engaging the students' interest during the lesson. Additionally, schools play a vital role in language development, by involving the family in the language teaching process at home. This can be achieved by teacher suggesting online resources and other language learning activities that can be incorporated into the family's daily routines.

This cooperative effort between the school and parents guarantees constant English practice outside the classroom (Patanduk et al. 2023). According to a study led by Muñoz & Lindgren (2011), out-of-school exposure, particularly through subtitled television and films, has a significant impact on children's foreign language (FL) achievement. This

¹ English Language Learning in Europe

finding underscores the importance of informal learning environments in shaping language skills.

1.4. THEORIES OF SECOND LANGUAGE ACQUISITION (SLA)

Language acquisition and learning are fundamental aspects of SLA, a field of study that explores how humans learn a nonnative language after the first language - L1 (Miao, 2015). SLA researchers, such as Krashen (1985), have contributed with valuable insights into the processes involved in SLA and how they differ from Language Acquisition in early childhood.

Krashen (1985) presents five hypotheses to explain language acquisition and learning. First, the Natural Order Hypothesis states that learners acquire language in a predictable order. The second hypothesis, the Acquisition/Learning Theory, proposes two distinct approaches to developing competence in a second language: acquisition, where learners use language for real communication, and learning, where learners gain explicit knowledge about the language.

The third hypothesis, the Monitor Hypothesis proposes that L2 learners are conscious of their learning process and this monitor acts as an editor of their language progress. Following this, the fourth is the Input Hypothesis where language learners acquire language by understanding messages or receiving comprehensible input. The fifth hypothesis is the Affective Filter Hypothesis suggests that there is a mental barrier that can hinder language acquisition. The learner's emotional state may affect their receptiveness to comprehensible input (Nor & Rashid, 2018). These hypotheses highlight the conscious learning process, and the subconscious language acquisition and emotional receptivity to linguistic input in second language learning contexts.

In order to understand how EFL is taught to YL in Portugal, it is essential to discuss the application of these concepts within the specific context of language learning in the Portuguese Educational system as this report is based on empirical observations obtained in a School Grouping in northern Portugal, focusing on English as the target language for teaching.

1.5. PRACTICAL APPLICATION IN THE CONTEXT OF PORTUGAL

In recent years, second and foreign language projects in pre-primary institutions across Europe have been shaped by a European language education policy that promotes the importance of learning a second/foreign language at an early age. During 2011, the European Commission published a policy handbook to promote early language learning, current needs, and issues as well as to provide guidelines and recommendations based on the work of a group of national experts (European Commission, 2011).

In Portugal, the Associação Portuguesa de Professores de Inglês (APPI) - Portuguese English Teachers' Association, is responsible for promoting the English language and the culture of English-speaking countries, while supporting English teachers, in shaping education policies and addressing language teaching and learning issues (APPI, 2020). This mission aligns closely with the objectives and recommendations outlined in the European Commission's handbook that was mentioned before.

Since 2015, English has been a mandatory subject in Portuguese primary schools, with English language learning introduced in 3rd and 4th grades (Decreto-Lei nº176, 2014). The professional qualification for teaching was defined, and a new recruitment group (Group 120) was created for this purpose, with classes being taught for at least two hours a week (Orega & Lopes, 2018).

This educational reform reflects a broader commitment to improving education, transitioning from “Metas Curriculares” - Curricular Goals which will be explained later, to the “Perfil dos Alunos À Saída da Escolaridade Obrigatória” (hereafter referred to as PASEO) - Profile of Students Leaving Compulsory Schooling (Martins, et al., 2017). The PASEO serves as a unifying framework for educational decisions in all schools and educational offer within compulsory schooling.

The document aims to promote a comprehensive vision centered on values and competencies, that prepares students not only with academic skills, but also to become active and empowered citizens in contemporary society. Its purpose is to contribute to the organization and management of the curricula, as well as to the definition of effective educational strategies. This holistic approach aims to ensure coherence, continuity and educational excellence at all levels of education, contributing to a more complete and meaningful education for Portuguese students.

In 2018, the “Aprendizagens Essenciais” (Direção Geral da Educação, 2018) – Essential Competences came into force. This curricular document is fundamental with regards to the planning, implementation and assessment of teaching and learning, so as to develop the competences included in the PASEO.

The “Aprendizagens Essenciais” specify what pupils should know (structured disciplinary knowledge content), the cognitive processes they should engage in to acquire this knowledge, and the associated skills within a given discipline and school year, fostering horizontal articulation between different subject areas. It considers the analysis of the current curriculum documents for the subject, namely the Programas (Programmes), and the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001) which are fundamental reference documents for teaching English.

It is important to refer that Despacho n. ° 6605-A/2021 (Diário da República n. ° 129, 2021), repealed the previous curricular documents (Programas and Metas Curriculares) replacing these with the PASEO. When analyzing Metas Curriculares and Aprendizagens Essenciais, it is possible to see that the former are more based on teaching / learning the language itself, while the latter, in articulation with the PASEO, promotes the development of 21st Century Learning Skills. This approach prioritizes Collaboration, Critical Thinking, Creativity, and effective Communication - the 4C's (Brown, 2018).

In the Aprendizagens Essenciais (Direção Geral da Educação, 2018), specifically in the Strategic Competence section, students are encouraged to think critically and work collaboratively in pairs or groups to develop their language skills. This strategic competence emphasizes the application of language in meaningful contexts thereby promoting problem-solving and interpersonal skills.

In contrast, in the former Metas Curriculares (Bravo et al, 2015) the stress was on the definition of specific language objectives that students should identify and achieve in each language area/skill (Listening, Reading, Oral Production and Interaction, Writing, Intercultural Domain, Lexis and Grammar). This change is in line with PASEO's overall goal of preparing students for active participation in society and the workforce by promoting holistic skills that go beyond language proficiency.

2. INTRODUCTION TO COURSEBOOKS

Having explored the theoretical foundations of Second Language Acquisition and the Educational frameworks that guide language learning in Portugal, it is now essential to take a closer look at the practical tools and resources used in language teaching to teach YL. Coursebooks, along with supplementary materials and coursebook packages, form the backbone of language teaching practices around the world. In fact, Hutchinson & Torres (1994), highlight that they are a universal element in English Language Teaching (hereafter mentioned as ELT). This is easily justified, as coursebooks provide most teachers with the main source of ideas for teaching (Richards, 1998). A good coursebook is an essential basis for course content and can greatly enhance successful learning.

2.1. COURSEBOOK DEFINITION

According to Cambridge Dictionary (1999), a coursebook is “a book used by students when they do a particular course of study.” Based on this definition, it is implied that the content, exercises, and assessment within the EFL coursebook, are tailored to match the school curriculum, but also to prepare students with the necessary knowledge and language skills to interact with people from different cultural backgrounds. Moreover, coursebooks typically merge both contemporary and traditional approaches to language teaching, incorporating concepts such as learner development and cross-curricular themes alongside providing comprehensive practice in vocabulary and grammar (Hutchinson & Gault, 2009).

Since the 19th century, they have been fundamental teaching materials in the classroom. In the 21st century, the fast development of information and communication technologies (ICT) had transformed the education landscape. Machines and robots have

expanded their capabilities, being able to do tasks previously done by humans. As a result, the skills needed in the 21st century have shifted from the traditional basic skills, or the 3R's (Reading, wRiting and aRithmetic) to the applied skills known as the 4C's: Critical Thinking, Collaboration, Communication, and Creativity. Although teachers play a key role in developing these skills, they often rely on coursebooks for guidance on what and how to teach, as they remain influential components of teaching (Seitova & Narymbetov, 2021). However, it's important to use them thoughtfully and selectively, rather than simply following them page by page (Ur, 2016).

Hughes (2019), emphasizes the importance of recognizing diverse contexts and target users of coursebooks. Firstly, the author mentions that critics often fail to identify the differences in the target users of coursebooks. It is important to make a distinction between public schools that follow a national curriculum that has to be reflected in the choice of the coursebook and private language schools, where there may be more freedom for teachers to adapt the syllabus. Secondly, global coursebooks that are produced by UK ELT publishers are only one type of coursebooks among many. Some global coursebooks are adapted to a region, but international publishers collaborate with teachers and institutions within regions to create region-specific coursebooks, usually based on the requirements of local ministries. Furthermore, local publishers actively compete with the leading publishers.

2.2. COURSEBOOK PACKAGE DEFINITION

Nowadays, students increasingly express a demand for language materials that extend beyond the classroom and are in accordance with their individual interests. Modern coursebooks reflect this shift, not just as printed textbooks, but as an integral part of comprehensive 'packages' that offer a wide range of supplementary resources. These additional resources include video content, photocopiable activities, online

components, teacher guides (covering ideas for additional / alternative tasks, extensions, and projects), apps, adapted materials for students with learning challenges, workbooks, e-books, interactive presentation tools and extra web-based resources. Modern coursebooks can be seen less as coursebooks and more as a set of resources that teachers can choose to use as they are or adapt, extend or supplement (Hughes, 2019).

This is exemplified in a local Portuguese coursebook for YL: "Easy-Peasy English 4th Grade" (Abreu & Esteves, 2023) provides a wide variety of resources, including digital and physical materials. These resources consist of videos and interactive exercises, which cater for different learning preferences and encourage pupils' engagement with the course content. In particular, the coursebook includes exercises designed to foster emotional intelligence, responding to various educational needs. In addition, the availability of supplementary materials, such as the "Very Easy Peasy" adaptation book, demonstrates a commitment to inclusion, offering adapted resources for students facing significant learning challenges.

More explicitly, this coursebook package includes the following: Firstly, there are the interactive digital coursebooks. These resources are part of a Teacher's Kit and are accessible both in physical form and digitally through the "Escola Virtual" platform. This category includes the Coursebook, Workbook, and Teacher's File. The Teacher's File contains 3rd Year Revision Worksheets, Planning and Evaluation Grids, Worksheets for Fast-finishers, for Mixed-ability classes, for Inclusive Learning and for Cross-curricular Learning. It also contains Picture Book Activities, Arts and Crafts, Film Activities, Preparation for the End of the School Year, and an End-of-the-year Song. Additionally, it includes the Very-Easy Peasy Book (mentioned earlier as an inclusive resource), a Non-fiction Library focused on real-life people and scenarios, the Super Easy Peasy Extensive Reader which integrates a story and a Picture Dictionary—this small book is integrated into the coursebook to aid in consolidate taught subjects (Annex 1). The students have

access to the Coursebook, Workbook, Super Easy-Peasy Extensive Reader, the Picture Dictionary and a name folder.

However, there are materials that are only available online. These resources include Audios, Songs, Games and PowerPoints. Lastly, the physical materials. These include Posters, Flashcards, Word Cards, Pocket Dice Cards, a Picture Book, and a Puppet.

2.3. ADVANTAGES AND DISADVANTAGES OF USING COURSEBOOKS

The use of coursebooks in the classroom elicits different and often polarized opinions, highlighting both their advantages and disadvantages. For many students, the coursebook, along with the teacher's input, constitutes their main contact with the language that is being learned.

We will begin by discussing the advantages of using coursebooks. Hutchinson & Torres (1994), Sheldon (1988) and Cortazzi & Jin (1999), agreed that coursebooks are important tools for language teaching and learning. Coursebooks can help students improve their language skills, learn about the content of the subject, and become familiar with the cultures and ways of life of people from foreign countries. Consequently, they support teachers by serving as a syllabus and helping less experienced teachers gain confidence, test new methodologies, and understand pedagogical issues.

O'Neill (1982) further argues that due to the constraints of school environments, where time for thorough analysis of individual class needs is limited, it becomes more practical to use coursebooks. These resources offer adaptability, easily adjusted to meet the diverse needs of students. The coursebook along with the coursebook package, that is prepared with different resources, provide teachers with a sense of security ensuring access to

quality materials even when faced with last-minute class preparation. Importantly, these materials are well-presented, featuring engaging characters and narratives that capture students' attention effectively. Additionally, Harmer (1991) stresses that the structured framework provided by coursebooks is of paramount importance.

Hughes (2019) complements O' Neill's idea (1982) by stating that coursebooks fulfill the need for standardization across classes within an institution and school district. Another important aspect is that it saves teacher's time: this is less about monetary savings and more about the ability to efficiently plan lessons that align with the curriculum, assess student work, prepare students for examinations, address the needs of struggling learners, and, in some instances, facilitate communication with parents. Lastly, it is important to mention the inclusion of teacher's guide, that offers ideas to adapt the coursebook and is extremely helpful when it comes to supporting inclusive practices in the classroom. A coursebook only really comes to life when it is used by students and teachers, and it is they, not the book, who should determine exactly how and when the material is used (Harmer, 1998, p. 153).

On the other hand, Allwright (1981), Renner (1997) and Cathcart (1989) defended that coursebooks lack authentic texts. These texts reflect the preferences and biases of their authors which can result misconceptions and stereotypical representations of people from other countries. As a result, they state that such teaching materials are unsuitable for classroom use.

Skierso (1991) has also argued against the use of coursebooks, claiming that they can weaken teachers' skills and autonomy and limit creative teaching methods. In short, for many educators, a coursebook is not only a useful but often an essential tool.

On the other hand, O'Neill (1982) and Harmer (1991) adopted a balanced staced position regarding coursebooks, as they highlighted both their benefits and drawbacks of using

them in the classroom. Yet, Harmer (1991) has stressed that if coursebooks are used inappropriately, they impose learning styles. Moreover, it is fundamental to bear in mind that coursebooks are often written for global markets and may not reflect the interests and needs of students, requiring adaptation Richards (2001).

Based on my experience during the internship, I found that managing large classes can be challenging, especially when it comes to consistently preparing resources for each class and each student. Due to this, I started to appreciate the practicality of coursebooks, as they provide a set of resources that students also have access to in their coursebook packages. This makes lesson planning easier and ensures that all students have access to the necessary materials, regardless of class size or individual needs.

In addition, I have observed that coursebooks often include interesting elements, such as mascots and stories, which help to create a familiar and enjoyable atmosphere for students during English lessons. Finally, the coursebook should be seen as a valuable tool that provides structure and support, rather than a strict curriculum that must be followed religiously.

2.4. CHOOSING AND ANALYSING A COURSEBOOK

The selection of appropriate coursebooks plays an important role in shaping the learning experience for students. With a plethora of coursebooks options available, teachers are faced with the challenge of selecting which materials best suit their learners needs in accordance with the syllabus. Additionally, it is important to identify the strengths and weaknesses of the coursebooks already in use, so that teachers can maximize their strengths and address their weaknesses by adapting or replacing material from other books.

Besides, learners are becoming more perceptive mainly due to the influence of television and computer games, so there is a growing expectation for coursebooks to meet higher standards in production and presentation, particularly regarding visual elements and appeal. Students now also expect coursebooks to make learning easier and more enjoyable and they can quickly lose interest in unstimulating material, regardless of how it can be methodologically (Cuningsworth, 1995).

In order to evaluate and select the most suitable coursebook, Cunningsworth (1995) provides a checklist (Annex 2), which constitutes a valuable framework that can be used and adapted by teachers to select a coursebook. The author proposed four guidelines for coursebook evaluation, in the aforementioned checklist.

The first guideline states that coursebooks should match the aims and objectives of the language learning programme and correspond to learner's needs. This emphasizes the fact that coursebooks are better servants than masters. The second guideline refers to the fact that coursebooks should be chosen to help students use the language effectively for their own purposes. This implies that teachers pay attention to how which student will use what they have learned. The third guideline mentions that coursebooks should facilitate the learning process, without imposing rigid methods. A coursebook can have different implicit learning styles and strategies, which can influence each student about their own learning process. The fourth guideline asserts that coursebooks should have a clear role as a support for learning because just like teachers, they mediate between the target language and the learner.

Cunningsworth's checklist (1995) consists of eight categories: aims and approaches; design and organization; language content; skills; topic; methodology; teachers' books and practical considerations. Each category contains four to seven guidance items. Additionally, Cunningsworth suggests two approaches to a coursebook analysis: an impressionistic evaluation and an in-depth approach. The impressionistic evaluation

involves a comprehensive yet initial analysis of a coursebook focusing on aspects such as the visuals, overall content of the coursebook package and presentation clarity. This initial evaluation helps to reduce the potential coursebooks to a shorter list of three to five selections. The selected coursebooks are then submitted to an in-depth evaluation, using a shortened checklist adapted to the most relevant needs of students and teachers.

In addition, Harmer (1998), emphasizes the necessity of piloting the chosen materials with a class to assess their strengths and weaknesses. Before making a final decision, it is important to confer with colleagues and seek feedback from various stakeholders, including students, to access valuable information which can help the teacher make a final decision.

2.5. ADAPTING COURSEBOOKS

Despite the plethora of coursebooks available, the challenge to find a perfect fit when it comes to a coursebook capable of fully meeting learners' needs and the curriculum's requirements remains. Each educational context has its own characteristics, influenced by factors such as classroom dynamics, syllabus requirements, availability of resources and student motivation. Therefore, it is essential to adapt coursebooks to meet the diverse needs of learners and ensure alignment with curriculum requirements. Teachers are encouraged to adapt teaching materials to better suit the specific needs of their students and the teaching environment. The adaptation process involves the selection of content, adding materials and replacing others to better suit the teaching objectives or the adaptation of resources to improve their teaching efficiency (Cuningsworth, 1995).

Eventually there will be a need to adapt the coursebooks for various reasons, and there are several areas that require careful attention. For example, methods often need to be adjusted, because exercises can lack meaningful engagement or become too

mechanical. The linguistic content may also need to be revised as coursebooks may put too much emphasis on the easier exercises and neglect the more difficult ones. In addition, the subject matter may not catch the students' interest or may lack authenticity, making it less engaging. The balance of skills is another critical aspect; there can be an excessive emphasis on written or oral language skills, without sufficient attention being given to the effective integration of these skills. Finally, progression and grading may need to change. The sequence of language items may need to be changed to align with an external syllabus, and the level of difficulty may require adjustment to be more gradual or more intensive, depending on students' needs (Cuningsworth, 1995).

A class is not homogeneous, and learners differ from each other. It is common to have students at various levels of proficiency within the same classroom. These mixed-ability classes might seem to complicate the execution of lesson plans, but all classes include students with a range of abilities and language levels. According to Ur (1991, p. 304) learners in heterogeneous classes can also differ in terms of: "language-learning ability, language knowledge, cultural background, learning style, attitude to the language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age or maturity, gender, personality, confidence, motivation, interests, independence, self-discipline and educational level".

In response to these diverse student profiles, teachers need to adopt a differentiated approach to teaching. This means recognizing and responding to the individual needs of each student in the group (Tomlinson, 1995). For instance, teachers might give distinct tasks to different students, thereby exposing them to different materials from those in the coursebook to read or listen to. Additionally, teachers can group students according to their abilities. However, there are cases where differentiation may not be effective. For instance, when giving instructions or introducing new language, the group should be taught as a whole - it reinforces a sense of belonging among the group members,

something which teachers need to foster (Williams & Burden, 1997). Thus, coursebooks need to be adapted to promote a more inclusive learning environment.

In summary, the need to adapt coursebooks is fundamental to bridge the gap between the needs of different students and curriculum requirements. Through careful adaptation, addition and replacement of teaching materials, teachers can create a more engaging and effective learning environment. Recognizing the heterogeneity of student profiles and adopting differentiated teaching strategies further enhances the effectiveness of coursebooks resulting in meaningful and engaging learning experiences.

Moreover, a major point to effectively adapt a coursebook is to carefully review the coursebook at the start of the school year and identify what is pertinent, what is not and what can be included if time allows. This assessment should be repeated in detail at the beginning of each unit. Otherwise, relevant content can be skipped, or certain tasks or texts can be taught badly due to time constraints. Involving students in the decision-making process can be beneficial. By asking them to look at the upcoming units or the whole coursebook and share their preferences, teachers can get information that helps prioritize content and involve students in the learning process (Ur, 2016, p. 9)

To further support these adaptations, the integration of additional resources is essential. The next chapter will explore supplementary resources and approaches that can be used in the classroom to enhance and enrich the learning experience, but due to the limited length of this report, I will only focus on the resources I implemented during my internship.

3. ADDITIONAL APPROACHES AND RESOURCES TO TEACH YLL

3.1. LEARNING STYLES: THE THEORY OF MULTIPLE INTELLIGENCES

Understanding that people are different and learn in diverse ways is fundamental to effective language teaching and learning. The theory of Multiple Intelligences, proposed by Howard Gardner (1983), has been used to emphasize the diversity of human learning and cognitive abilities.

According to Gardner's theory, people possess different types of intelligences that represent different capacities for understanding and interacting with the world. This perception highlights the influences of bio-psychological and cultural factors in the development of skills and abilities. These intelligences include: linguistic intelligence (skilled with language), logical mathematical-intelligence (related with reasoning), spatial intelligence (visual learning), bodily-kinesthetic intelligence (physical and movement abilities), musical intelligence (musically inclined), interpersonal intelligence (understanding of others), intrapersonal intelligence (self-awareness), naturalistic intelligence (related to nature), and possibly existential intelligence (questioning the meaning of existence).

The theory of multiple intelligences is especially focused on the diversity that characterizes individuals, and this leads to a more effective and sensible approach to address students in the classroom. The implications for educators and students are enormous in terms of the richness and flexibility that brings to teaching and learning (McFarlane, 2011).

With this insight in mind, we will now move on to exploring the VARK Fleming's (1995) model which complements Gardner's theory by classifying learning preferences into specific styles.

3.2. THE VARK MODEL: COMPLEMENTING MULTIPLE INTELLIGENCES

Fleming's (1995) VARK assessment tool, classifies learning preferences into four main styles: Visual, Auditory, Read/Write and Kinesthetic. Although widely used, there is debate about its validity and reliability as a tool for identifying learning preferences. Fleming advocates that educators should use a variety of teaching methods to accommodate the diverse learning preferences identified through the VARK assessment. However, he recognizes the tool's limitations and recommends using it as a starting point, rather than relying on it alone to determine teaching strategies.

In the next sections, I will mention some approaches and resources used in my internship that take all learners into consideration, especially kinesthetic learners. These approaches and resources can be used alongside coursebooks to enrich the learning experience.

3.3. METHODOLOGIES AND APPROACHES FOR KINESTHETIC LEARNERS

As discussed throughout this report, YL are characterized by having short attention spans, being open to learning languages and acquiring language even before they are aware of it, and understanding the world primarily through hands, eyes, and ears. With this, we can say that YL can be considered as kinesthetic (Scott & Ytreberg, 1995). These learners, who learn best through physical activities and hands-on experiences, benefit

greatly from methodologies that incorporate movement and tactile engagement (Main, 2023).

Total Physical Response (Asher, 1977) is a widely used method wherein children listen to and physically respond to instructions given by the teacher, often integrated with storytelling and language-teaching songs. By integrating movement and ensuring a sense of enjoyment in lessons, children are more likely to engage with the learning process and retain the content effectively (Shin, 2006).

Considering that the coursebook provides original songs, students must be motivated to dance and create choreographies. This not only makes lessons more dynamic and engaging, but also enriches the students' learning experience by encouraging creative expression and active engagement with the language.

Engaging students in creating visuals or Realia can enhance learning, making it more enjoyable and meaningful. When children participate in creating visuals related to the lesson, they become more involved in the learning process, getting to know the context of the lesson and the relevant vocabulary. In addition, language related to Arts and Crafts activities can be integrated into the lesson while making or drawing the visual objects. This approach fosters the students' interest and encourages them to take better care of the materials (Shin, 2006).

To effectively capture and sustain the attention of young learners during activities, it is beneficial to supplement the lessons with visual aids, and toys. Visuals not only enhance comprehension but also reinforce gestures that facilitate language understanding. Using children's natural physical energy is essential; incorporating movement, whether through storytelling or songs, is highly recommended (Moon, 2000).

3.4. USING PUPPETS

Another valuable resource to teach YL is the use of puppets. A puppet is a movable figure or object used in traditional art forms for entertainment and character education, as described by Yulianti & Latief (2014). As pointed out by Alam (1998), puppets have a particular advantage for nervous and shy students, giving them the confidence to actively participate in activities. By engaging with puppets, these pupils are encouraged to interact and communicate, thus developing their language skills in a supportive and encouraging environment.

This resource can help young learners internalize language patterns, improve listening and speaking skills, develop risk-taking ability, and build students' confidence, providing valuable learning opportunities (Lepley, 2001). Teachers can use puppets to ask children questions and have discussions with them. Puppets are helpful for verifying children's understanding when they answer questions and participate in dialogues (Remer & Tzuriel, 2015). Additionally, they are valuable tools for working with children with special needs. Renfro (1984) emphasizes that puppets help build self-esteem, encourage emotional expression, and serve as visual aids for those with verbal deficits or visual impairments.

Puppets offer several benefits adapted to different learning styles. Visual learners benefit from the visual enhancement provided by observing the puppet's appearance and movements. Auditory learners engage with the language spoken and dialogue communicated through the puppet, improving their listening comprehension (e.g. when using different voices). For kinesthetic learners, puppet activities involve movement and hands-on manipulation. A great example is when students receive a hug from the puppet as positive reinforcement for a correct answer at the end of the lesson. This physical

interaction not only engages kinesthetic learners, but also reinforces learning through tactile experiences.

The inclusion of mascots as puppets in coursebook packages often prompts the creation of classroom scenarios, as students become strongly involved with these characters. For instance, with mascots like Mr. Tricky from “Easy-Peasy English 4th Grade” (Abreu & Esteves, 2023) integrated as puppets, students are motivated to participate in activities and role-plays, creating dynamic learning environments. In chapter 2, this topic will be explored further, since this was the coursebook used during my internship.

3.5. USING FLASHCARDS

Lastly, flashcards are adaptable tools for language teaching, and are suitable for students of all ages by promoting the acquisition of vocabulary and grammatical structures. In the field of learning EFL, the importance of vocabulary cannot be overestimated. According to Baleghizadeh & Ashoori (2011), flashcards incorporate the strategy of illustrated clues, acting as compact pieces of card containing pictures, words or simple phrases. With a typical size of 8x12 cm, flashcards are adaptable to various classroom contexts.

Further defining the concept, Morocho & Zhagüi (2011) describe flashcards as double-sided, with one side presenting the target language and the other the source language. Suyanto (2008) emphasizes the fast movement of flashcards, contributing to their appropriate name. Therefore, these cards facilitate rapid visual learning, helping students to visualize and internalize vocabulary.

There are two main types of flashcards: picture flashcards and word flashcards. Picture flashcards allow students to practice vocabulary through visual demonstration, helping them to identify verbs and improvise dialogues. These cards are designed to be visually

appealing and large enough to be visible throughout the classroom. On the other hand, word cards feature printed words, making it easier to practice the order of words in sentences. These cards can be strategically placed in the classroom for interactive learning experiences. Essentially, flashcards provide a tangible and interactive approach to teaching vocabulary and grammar, offering educators a dynamic tool to engage students and reinforce language acquisition in a variety of classroom settings (Erniwati, 2021).

In addition, flashcards adapt well to VARK learning styles. Visual learners benefit from the flashcard's vivid illustrations with pictures, which enables comprehension and memorization. Auditory learners can benefit from practicing pronunciation when new words are introduced using the flashcards. Students who learn through reading and writing can benefit by looking at the words written in the flashcards. In addition, through interactive activities such as sorting or matching games, kinesthetic learners have the opportunity to move and physically interact with the flashcards, improving their understanding and memorization.

Given their versatility, coursebook packages often include flashcards adapted to the subjects covered in the curriculum. In this way, they can be used at the beginning of the lesson for a brainstorming session or at the end for revision activities. This flexible approach ensures their effective integration into the teaching process, maximizing their utility.

As we conclude the initial segment of this Final Internship Report, we transition to the second section. The empirical part of this report aims to first elucidate the research methods used during the internship to address the Research Questions and Objectives, and subsequently to present the findings derived from these methods.

PART II – RESEARCH METHODS AND FINDINGS

1. EMPIRICAL DESIGN

The present chapter focuses on describing the methodology used in this research. It covers the research questions and objectives, as well as the instruments and techniques used to develop the study. Finally, the context in which this pedagogical practice as a teacher and researcher occurred will be characterized, presenting the setting and the main agents in this research: the school and the class where the intervention happened.

1.1. METHODOLOGIES

The research presented in this Final Report is based on an ethnographic methodology – used to study and describe a group or culture (Fetterman, 1998) -, predominantly qualitative and with action research contours. Additionally, quantitative data is included and presented through graphics. Nonetheless, it is necessary to clarify the definitions of qualitative research, and action research as they are included in this study.

According to Bogdan & Biklen (1998), qualitative research is characterized by its focus on understanding behavior from the subjects' own frame of reference. The collection of data occurs in natural settings, where the researcher can conduct in-depth interviews. The researcher plays an important role through participant observation, which involves not only observing, but also engaging with the participants of the study. In this research, I immersed into the school environment to observe and interact with the students. This approach helped me gain a better understanding of their perspectives and behavior.

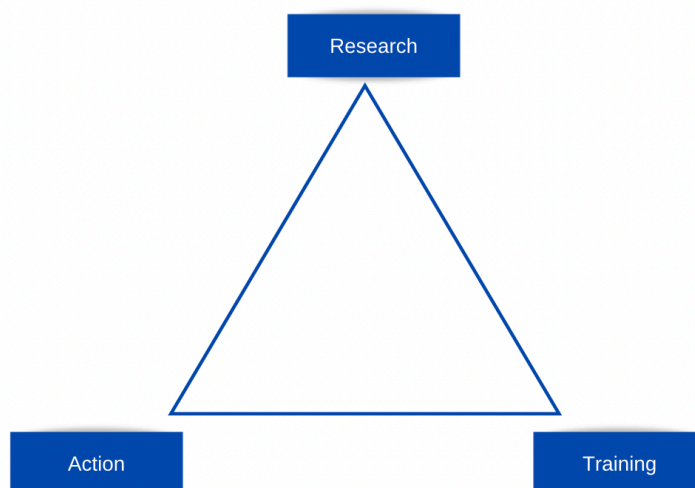
Regarding action research, Lewin (1946) is acknowledged as the pioneer. Nevertheless, there are several authors that present a concise definition that can be used to explain

this methodology. Elliot (1991), for instance, defines action research as a study of a social situation for the purpose of improving the quality of action in that situation. Lomax (1990) adds that is an intervention in professional practice with the aim of improving it (Latorre, 2003). Consequently, it can be assumed that action research is practical, driven by the need to solve real world problems. Furthermore, it encompasses some fundamental characteristics: Participatory and Collaborative; Practical and Interventionist; Cyclical; Critical and Self-evaluative (Cohen et al., 2007). Kemmis & McTaggart (1988), referred that action research must follow an introspective spiral which is a spiral of cycles of planning, action, observation and reflection.

Latorre (2003), stated that Lewin's (1946) triangle is significant because it emphasizes the need for research, action and training as three essential elements for professional development (Fig.1). The three vertices of the triangle must remain united for the benefit of its three components. The interaction between the three dimensions of the reflective process can be represented under the scheme of a triangle.

Figure 1

Lewin's Triangle (1946). Adapted from Latorre (2003, p. 24)



To conclude, action research is a methodology that can be used by teachers to address problems and improve professional practices in their own classrooms. It involves systematic observation and data collection that can be used for reflection, decision-making, and the development of more effective classroom strategies (Parsons & Brown, 2002). Given this context, the following section explicates the Research Questions and Objectives that delineated the action research in which the study was conducted.

1.2. RESEARCH QUESTIONS AND OBJECTIVES

Within the scope of this study, it was necessary to gather and reflect on a set of questions that were seen as starting points to guide the research within the Supervised Teaching Practice (Prática de Ensino Supervisionada). As the research process raises curiosities that turn into questions designed to guide the study, these questions determine the objectives. The latter are oriented towards the empirical achievements necessary to discover ways of answering the questions that motivated the research (Canha, 2013, pp. 147,148).

The research questions and objectives of the current study are duly presented in table 1 below:

Table 1

Research Questions and Objectives

Research Questions	Objectives
1.Are coursebooks a valuable resource in the classroom to help Young Learners learn English as a Foreign Language?	To determine the perceived value of coursebooks as a resource in the EFL classroom to facilitate foreign language learning among young learners.

<p>2.What are the resources in a coursebook package that better promote language learning and cater for the diversity of learning styles?</p>	<p>To identify the resources in coursebook packages that are considered to better promote language learning and cater for different learning styles.</p> <p>To determine students’ opinions regarding the resources they most enjoy and consider to be most productive regarding the promotion of learning.</p>
<p>3.How should the coursebook and its resources be adapted to cater for a more inclusive approach to learning?</p>	<p>To explore strategies for adapting coursebook materials to respond effectively to the diverse learning needs of students in the EFL classroom.</p>

Having outlined the research questions and objectives, that will be answered in Section 2, the data collection techniques and instruments will be presented in subsection 1.3. below.

1.3. RESEARCH INSTRUMENTS

Research instruments are tools used to gather essential information for a research project. They play a key role in the data collection process, ensuring the accuracy and reliability of the data collected (Wilkinson & Birmingham, 2003). This section will mention the research instruments used throughout the Supervised Teaching Practice, which enabled the collection of the necessary objective data on the role of coursebooks in the classroom.

The importance of data in research cannot be overlooked, as it connects theory to practice. Without concrete data, researchers can only rely on assumptions. Some examples of data collection instruments may be questionnaires, various types of tests, observation schemes, among others (Griffiee, 2012). Furthermore, the same author mentions that data must be analyzed and interpreted to be useful for research purposes, stating that “raw data is useless”.

During the internship, the research instruments employed were: 1) participant observation, documented with a logbook containing field notes about the classes and students’ reaction to the proposed activities in the classroom; 2) a questionnaire directed at an experienced cooperating English teacher, who knows the students in question well, and has worked with them in various contexts; 3) Lesson plans prepared based on the coursebook adapted to cater for students’ interests and needs; 4) a questionnaire to students from the 3rd and 4th grade regarding their preferences for learning English.

Firstly, in order for participant observation to rigorously achieve the objectives of the research, it is important that the researcher carefully prepares notes describing all the observed events and interactions. This documentation ensures that the collected data is rich in detail and context, which is relevant for further analysis and interpretation (Selltiz et al., 1976). The notes written during the internship process document observations and impressions of the classes, were aimed at understanding their dynamics and acquainting myself with each student.

Secondly, a questionnaire was given to the cooperating teacher to assess the use of the coursebook in English classes, to determine the students’ familiarity with it and identify preferred learning resources within the coursebook package (Annex 3). Next, the lesson plans were analyzed, to illustrate the various methods and approaches used to meet the needs of all students that implied making adaptations to the coursebook.

At last, a second questionnaire was created aimed at better understanding students' perceptions in two classes (one in the 3rd grade and another in the 4th grade). These were distributed at the end of the internship to gather feedback on their experiences and activities conducted during this period (Annex 4).

After presenting the instruments and data collection techniques, the next section aims to describe the context in which the educational intervention and the corresponding research occurred.

1.4. CHARACTERIZATION OF THE INTERNSHIP CONTEXT

The practical component of this Final Internship Report was developed in the context of an internship in a School Cluster (hereafter mentioned as SC) in the Porto Metropolitan Area. This SC spans from Preschool to Secondary education. At the preschool and primary school level, it includes five schools. During my internship, I had the opportunity to visit and interact with three of these schools, specifically with 3rd and 4th grade classes. In total, I interacted with two 3rd grade classes and three 4th grade classes. From October 2023 to January 2024, my colleague and I engaged with these classes two days a week, with the exception of one 4th grade class. Unfortunately, I didn't have the opportunity to be with this last class consistently, as my time with them often coincided with the holidays or internship meetings. Consequently, I'm going to focus on the other four classes, two in 3rd grade and the other two in 4th grade as well as the school context they were inserted as these were the classes that I worked the most with.

As mentioned earlier, during these months, and given to my status as a full-time working student, I agreed with the cooperating teacher to be present at the SC two days per week, both in the morning and afternoon. Luckily, the classes were the same on both

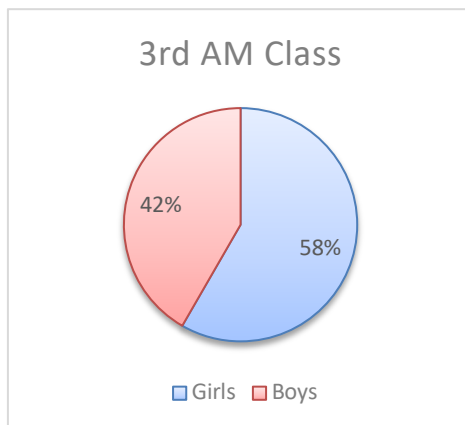
days, which enabled me to become more familiar with them and immerse myself more deeply in their learning context –an important aspect of participant observation (referred in Part II - Subsection 1.1.). Henceforth, I will refer to these classes as 3rd AM and 4th AM classes (AM for the classes in the morning), and as 3rd PM and 4th PM classes (PM for the classes in the afternoon).

To further describe the context, the school which I attended in the morning, is relatively new, having opened around 12 years ago, but it has limited green space for the students' leisure. Despite this, the atmosphere is very welcoming, and the classrooms are equipped with all the materials needed for teaching, including an interactive board and a traditional blackboard. Located in an accessible area, the school attracts a large number of students, resulting in large classes as I will now proceed to describe.

The 3rd AM class consisted of 24 students, composed of 14 girls and 10 boys, resulting in a composition of 58,33% girls and 41,67% boys as may be observed in Graphic 1 below:

Graphic 1

Graphic representing the 3rd AM Class



This class, besides being large, was also energetic with two or three students standing out due to their disruptive behavior. Overall, they were an engaged class that enjoyed interacting with the teacher, both in and out of the classroom. In Annex 5 there are some

notes from my logbook that document my initial interaction with this class. However, I will provide a concise summary of their contents to better aid the reader's understanding.

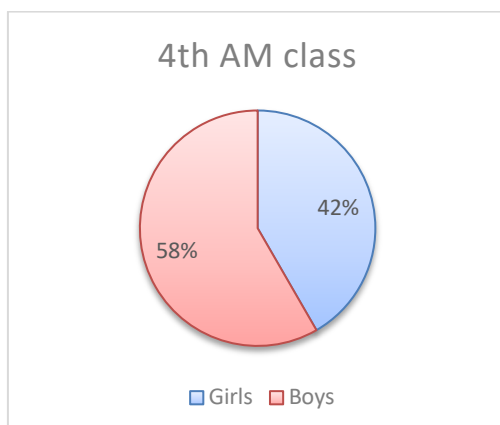
- Large class with several restless students;
- The layout of the tables promotes collaboration along with side conversations;
- Students with learning challenges are seated at the front with the exception of one student.

Over the months that I had the opportunity of working with this class, there was a positive evolution in their learning, including the students in the notes mentioned above, in particular one of them, who I was able to help more during lessons and who, after becoming more dedicated, no longer needed my support. It's important to note that both third-year classes didn't have English as a compulsory subject in the 1st and 2nd grades and only a few had it as an extra-curricular activity.

Regarding the 4th grade class from this same school (4th AM), it also consisted of 24 students: 10 girls and 14 boys, resulting in a composition of 41,67% girls and 58,33% boys respectively as may be observed in Graphic 2 below:

Graphic 2

Graphic representing the 4th AM class



As is the case of the 3rd AM class, which had the same number of students, this class was also large. However, they were quiet, except for one student who had the ability to occasionally unsettle the entire class. It was a good class to work with because they were very participative and enthusiastic. There were four students who had been identified by the school who received additional support, including in evaluations: one had dyslexia and the other three had unspecified learning challenges. In Annex 6 there are some notes from my logbook that document one of the first interactions with this class. However, I will once again provide a concise summary of their contents.

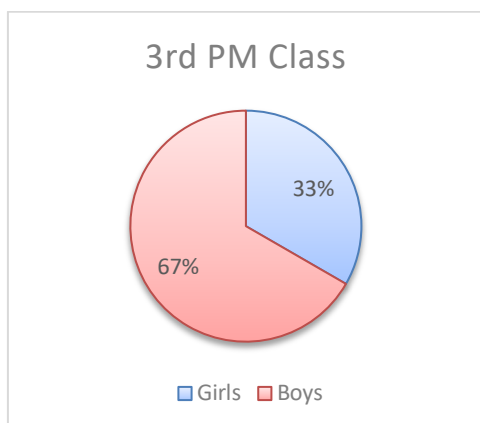
- The class is large yet calm and responds well to the activities proposed by the teacher, perhaps because of they have been her students in the previous year;
- One student, although participative, remains somewhat isolated and occasionally disrupts class dynamics;
- Additionally, there are students facing learning challenges, including one with dyslexia and another potentially with Asperger's Syndrome.

Regarding the school in which lessons were in the afternoon, this school is located in a less central area compared to the one mentioned earlier, and in a community where residents have limited financial resources. Though the actual school is not a modern building, it is the warmest school I have ever visited, with exceptionally kind and friendly teachers and staff. The classes are smaller, as were the rooms, and the internet connection was poor, which caused difficulties when Internet access was necessary.

The 3rd PM class initially consisted of 16 students. During the school year, a girl joined the class but subsequently left. By the end of my intervention at this school, two twin brothers had joined the class, raising the total number of students to 18. The final composition of the class was 6 girls and 12 boys, resulting in a distribution of 33,33% girls and 66,67% boys as is shown in Graphic 3 below:

Graphic 3

Graphic representing the 3rd PM Class



During the months of this internship, this class experienced some changes in behavior. Initially, there were only one or two students who were more talkative. However, towards the end, the two students who joined the class had behavioral issues that required more monitoring. This class was very participative and, although some pupils needed detailed attention, they were kind and playful. This playful spirit had both positive and negative aspects: on the one hand, the students responded well to the activities, but on the other hand, it was necessary to be firm with them to prevent their behavior from escalating as is documented with some notes from my logbook, that were taken during my interaction with the class that may be consulted in Annex 7. However, I will provide a concise summary of their contents.

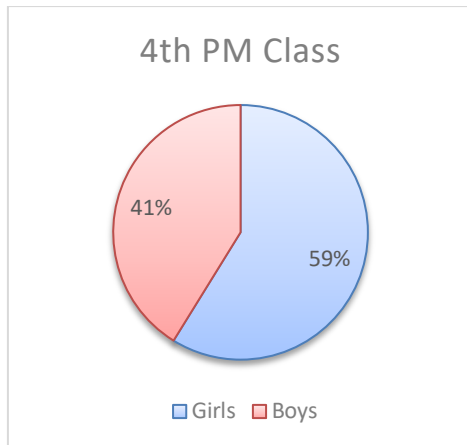
- Smaller class, with two elements always in conflict;
- There are quieter students who understand the subjects and others who are also quiet but display learning difficulties;
- One student may be color blind and another may have a stutter.

The last class I had the opportunity of working with during this internship was the 4th PM, a delightful yet challenging group. Their composition consisted of 17 students: 10 girls

and 7 boys, which corresponds to 58,82% girls and 41,18% boys respectively as shown in Graphic 4 below:

Graphic 4

Graphic representing the 4th PM Class



This class was generally very calm, sometimes needing encouragement to have fun. They seemed united, except for the occasional negative comment from one or two members. On entering this class, it became evident that the students had different learning paces. Some students' completed exercises and understood concepts easily, while others needed more patience and further explanation and practice. One student in particular faced significant challenges: despite being in 4th grade, she was still learning 1st grade content and struggled with reading and writing. Her classmates were incredibly supportive, and I never observed any discrimination towards her (inside or outside the classroom). One of my main goals in this class was to foster her inclusion in the lessons. In Annex 8 there are some notes from my logbook that document my perception about this class. However, as before, I will provide a concise summary of their contents.

- The classroom lacks an interactive whiteboard;
- The class is calm, and students have varying learning paces;
- There is one student with motricity challenges;
- There is one student without a notebook or coursebook;

- There is one student who learns different content from classmates and struggles with reading and writing.

Now that the research methodologies, the internship context and the actors involved have been presented, the data analysis will be duly presented in the following chapter.

2. ANALYSIS AND DISCUSSION OF THE DATA

This chapter provides an in-depth analysis of data collected through the following methods: an initial questionnaire for the cooperating teacher about the adopted coursebook use in the classroom; lesson plans that reflect the adaptations made to the coursebook to cater for the students' concrete learning needs; and a final questionnaire given to students at the end of the Supervised Teaching Practice to gather feedback.

It is pertinent to emphasize that the logbook - already mentioned in Part II: Subsections 1.1. and 1.4., - was used to describe the classes and document the students' reactions to different exercises implemented whether by me, the cooperating teacher, or my trainee colleague. Moving forward, the analysis will center specifically on the questionnaires and lesson plans.

2.1. QUESTIONNAIRE FOR THE COOPERATING TEACHER

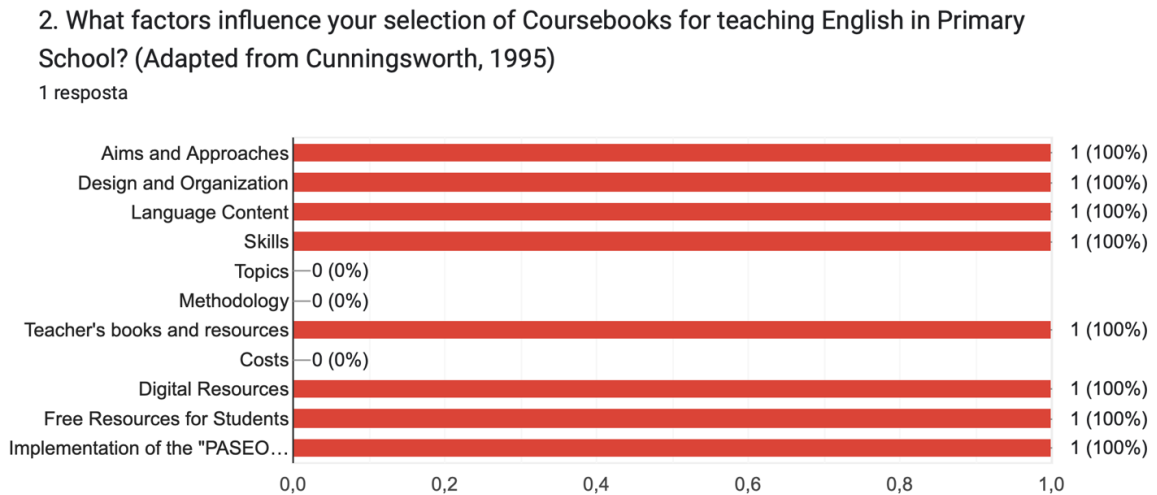
In the first few weeks of the Supervised Teaching Practice, in light of the topic I would address in this Final Internship Report, I conducted a questionnaire with the cooperating teacher to discover how she implemented the coursebook in the classroom. Based on my observations, the coursebook was widely used in these classes, so I aimed to understand the teacher's opinion of the coursebook and its package along with which methods she used most often when adapting it.

The questionnaire consisted of 10 questions and was created using Google Forms (see Annex 3). In question 1, the teacher was asked to determine on a Likert Scale from 1 to 5 (as 1 being never and 5 always) how often she uses the coursebook, and the answer was 4. In question 2, the teacher was asked to choose from a list of factors that influence her

decision when selecting an English coursebook. Out of 11 options, 8 of them were chosen, with "Topics", "Methodology" and "Costs" not being chosen, as can be seen in Figure 2 below.

Figure 2

Response to question 2 from the Questionnaire to the cooperating English Teacher (Retrieved from Google Forms)



Question 3 aimed to assess how the English coursebook adopted to that SC contributed to the students' engagement in learning English, to which the teacher responded that "the English coursebook has motivated activities such as: catchy songs that students love to sing and dance; animated videos; the opening pages with the hidden words and the differences; the stickers; the stories; the magic tricks; the mini flashcards; the picture book suggestions; the puppet."

Question 4 was intended to determine which resources are typically used to engage students in learning English, as it was essential to understand their familiarity with various tools. For example, if the teacher had never used "Mr. Tricky" before and I wanted to implement the use of the puppet in the classroom, the approach would differ from the one adopted if the students had previous experience with it. Out of 12 options, 9 of them

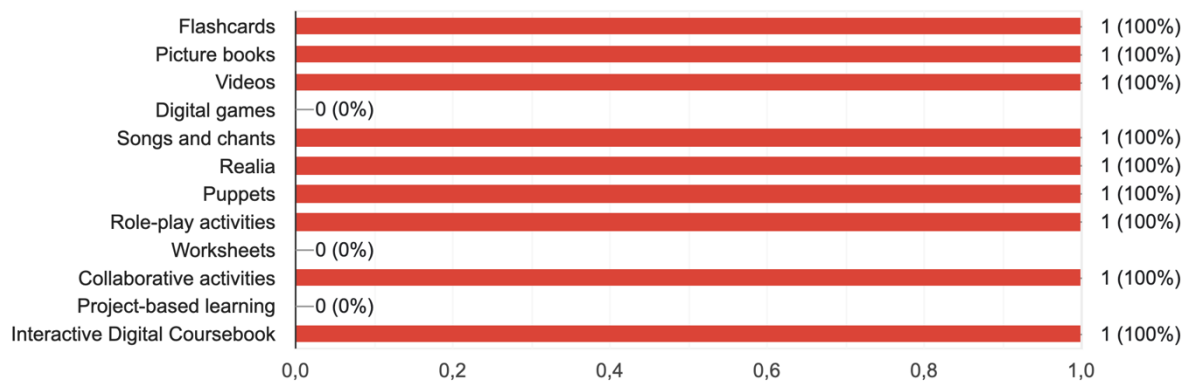
were chosen, with “Digital games”, “Worksheets” and “Project-based Learning” not being chosen. Below is the graphic showing the responses provided by the teacher.

Figure 3

Response to question 4 from the Questionnaire to the cooperating English Teacher (Retrieved from Google Forms)

4. Which teaching resources do you usually use to engage your students to learn English?

1 resposta



Question number 5 was intended to find out about the challenges encountered when using the adapted English coursebook and teaching students with different learning styles, as well as to understand how these challenges could be overcome. The teacher provided the following response: “I choose some exercises and adapted them to the different classes. For instance, regarding role-play activities, instead of doing pair work, I make a circular dialogue: the student choose another student and answers the question; I use stories or songs to introduce the topic; Bring different material to the class - different posters, flashcards, objects related to the topic...; different activities using movement and gestures.”

From my perspective, the teacher chooses these approaches because they are more interactive and effectively engage students easily in classes. Additionally, these strategies

foster inclusivity and encourage active participation among all students, as they learn from each other and accomplish a sense of belonging in the classroom.

In question 6, the teacher was asked to rate on a Likert scale from 1 to 5 (where 1 is not effective and 5 is extremely effective) the effectiveness of the coursebook in terms of language skills, and the answer was 4. Question 7 used the same scale to assess the effectiveness of implementing the syllabus, where the response was 5. Question 8 applied the same scale to evaluate the effectiveness of the coursebook when catering for different learning styles, with a response of 5. Question 9 once again used the scale to assess the effectiveness of the coursebook in terms of promoting an inclusive learning environment, with a response of 5.

The last question asked for recommendations for the production of future English primary school coursebooks to better meet the needs of all learners, to which the following response was given: "In my opinion, the coursebooks don't need so many worksheets and writing activities, mainly in 3rd grade. Less is more! The coursebooks should give more suggestions of PBL." The teacher's response suggests that coursebooks could benefit from reducing the number of writing exercises, especially in 3rd grade, and that it should include more Project-Based Learning ideas to adapt in the classroom. From my perspective, based on what I could experience during the internship, 3rd grade students often prefer activities involving play and movement rather than doing formal exercises, as these can be challenging to follow sometimes. Introducing PBL, could be a great approach to keep students engaged and interested.

This questionnaire and the corresponding responses were crucial for me to understand how the coursebook and its package were implemented with the students I would be working with. The cooperating teacher provided my colleague and I with a coursebook and access to "Escola Virtual," allowing us to analyze the materials and

resources in depth. With this analysis, I was prepared to adapt them to the classes I was responsible for teaching, which will be further explained in the next section.

2.2. LESSON PLANS ANALYSIS

The practical application of the knowledge obtained through the literature review and classroom observation were fundamental elements in this research. Only by implementing the lesson plans would be possible to understand how to adjust the coursebook to cater for the needs of the different classes and classroom dynamics. As mentioned earlier, I had the opportunity to intervene in the classes I attended, being assessed in twelve by the cooperating teacher and in three by the cooperating supervisor. I was also able to intervene in classes alongside my trainee colleague and the cooperating teacher. The first of these interventions was on World Food Day, which happened on October 16th, a few days after the internship began. This was the best opportunity to get the students used to the presence of the trainees and to familiarize ourselves with the dynamics of the four classes.

Later that month, my colleague and I organized a lesson about colors for the 3rd grade classes. The coursebook served as a support, and students engaged in various exercises related to this topic, including pair work. The lesson had moments of listening, writing, and collaboration (Annex 9). However, after this lesson, I felt more confident to take more risks in my teaching approaches, which I mentioned in my Digital Portfolio. In Annex 10, there is a comment that reflects my perception about these lessons. It states that, even though the classes corresponded well to the lesson, I believe we could have approached the topic differently to make it more challenging. Furthermore, there was insufficient scaffolding in the activities. If I had to address colors today, I would change the way the topic was introduced and also the listening and pointing exercise, opting instead to say the colors in different voices and ask the students to repeat them.

In November, there was the opportunity to independently teach a lesson to a 3rd grade class (Lesson Plan 0 - Annex 11). The primary objective was to consolidate previously covered topics (colors and shapes, countries and nationalities, greetings and farewells, emotions) in preparation for an upcoming formative task on these subjects. With this in mind, I reviewed the contents of the coursebook, especially the revision pages, and decided to make flashcards on the topics previously mentioned. After beginning the lesson with the usual routine, I started a brainstorming session using the flashcards. I posed questions such as "What color is this?" and "Which country is this?" and covered the answers with my hand and only revealed them after the students provided the correct responses.

The flashcards for emotions were clouds with either a happy, sad, tired, fine, angry and one of them had no face at all (the sleepy face was missing). I asked a student (if they guessed which emotion was missing) to come to the board and draw it on the flashcard. This moment was very positive, and based on the feedback received after the class, it was also positive for the student involved, as it was a child that never enjoyed participating. In this particular lesson, I opted to create flashcards and not use the one's provided in the Coursebook Package, as I wanted one student to draw an emotion, which would not have been possible with the coursebook flashcards. Besides, instead of using only the revision pages from the coursebook to review the contents, I opted for a more interactive approach. By using the flashcards, I adapted the content of the coursebook to create an engaging revision, making it more dynamic and suited to the students' learning styles.

Figure 4

Emotion drawn by one student in the flashcard



Following this activity, I asked the students to complete a page from the coursebook, intending to correct it together afterwards. However, the interactive board, which requires an Internet connection, was slow even with my own Internet. Consequently, I had to resort to correcting the exercises on the blackboard instead. This experience highlighted the need for better time management on my part and reconsidering the number of coursebook exercises practiced consecutively. Additionally, this experience made me realize that some schools have limited technological resources, and it is essential to have a backup plan. As a result, I am more careful and I will always carry with me flashcards and an anti-stress ball, in case I want to play a turn-based game. If I want to show a video and the Internet connection is unreliable, I will ask the students for help to create a chant about that specific theme or look in the coursebook for suggestions about the topic and adapt them with the students.

An important aspect that I sought to implement in my classes (Lesson Plan 1 – Annex 12) was to monitor the use of Portuguese. To do this, I created a language barometer in which, depending on the color, students could speak Portuguese (green), speak it to some extent (yellow), or not speak it at all (red). This reinforced the need to use the language that they read in the coursebook, plus it gave the students more exposure to the target language.

Figure 5

Linguistic Barometer



Another aspect I focused on was gathering student feedback. To facilitate this, I provided them with cardboard blocks. When I asked if they understood the subject, they could respond by showing the green color for “yes”, the yellow color for “more or less”, and the red color for “no”. Interestingly, the students responded positively to this tool and used it to explain their understanding of the subject.

Figure 6

Cardboard blocks delivered to students



Although the English coursebook adopted for 3rd grade provides engaging tools such as posters and allows students to provide feedback on the contents by filling in grids at the end of a unit, I felt the need to make 3rd grade classes more challenging to increase their interest. The previously mentioned tools were the methods I employed to make classes more engaging and to obtain prompt feedback from the students regarding their perceptions on the contents. This feedback was essential to support students and to make sure that all of them could follow the contents in the coursebooks and that no child was left behind.

One tool used to review questions and answers with students (Lesson Plans 1 and 2 – see Annexes 12 and 13) was an anti-stress ball. I would ask a question and then throw the ball to a student or a pair (as in the second lesson plan, where students worked in pairs) for them to answer. This approach kept everyone attentive since they didn't know who would be chosen next. Whilst the coursebook provides a solid foundation to work from, innovation is required in introducing topics, exercises and activities. For instance, when selecting a student to participate, I employed strategies beyond simply calling out names. I used methods such as tossing an anti-stress ball or using an online name wheel, where a student chosen as the “Helper” (I chose a student that had learning challenges) clicked the mouse to spin the wheel. Both strategies proved effective and can be easily adapted for various classes.

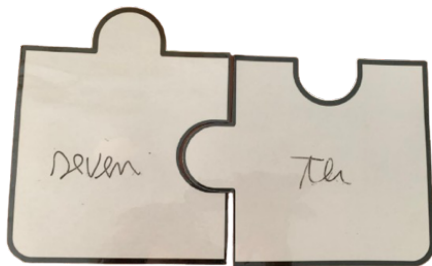
As I mentioned in Part I, in subsection 3.3, when discussing the theoretical aspect of the approaches implemented in the internship, Total Physical Response was a strategy that I implemented in one of the classes (Lesson Plan 1 – see Annex 12) using a video about the months of the year, the topic to be introduced in that lesson. While the digital coursebook package provides a video about the months of the year, I found the video and its lyrics less user-friendly compared to the one I selected. The chosen video involved students clapping their hands and stomping their feet while syllabically saying the months of the year enhancing engagement and comprehension.

The use of the puppet, Mr. Tricky, was instrumental in the development of the lessons. The students enjoyed this element, and I decided to explore it further. Consequently, the puppet was present in all the lessons, helping to create a common thread and a context. For example, in lesson plan 3 (developed in the 4th grade) where the topic was birthdays and reviewing ordinal numbers, it was Mr. Tricky's birthday. I introduced the question "When is your birthday?" through a "dialogue" with Mr. Tricky (in which I reproduced his answers, as puppets don't speak).

In this lesson, to review the ordinal numbers previously introduced by my colleague, I used two puzzle pieces: one with the cardinal number and the other with the suffix "-th". This provided the students with visual support and encouraged interaction by having them come to the board to write an ordinal number, an approach I implemented in all my classes. I also opted for creating a chant for the exceptions of ordinal numbers, which we all sang together, in order to help the students memorize them, as it is necessary to adapt the target contents of the coursebook to better suit students with an auditory learning style. As discussed in Part I, in subsections 3.1. and 3.2., there are several learning styles, and this approach is visual, and appeals to logical mathematical students. By gluing puzzle pieces on the board, all students can observe how words are formed as they piece together the components.

Figure 7

Two puzzle pieces used during the brainstorming session



In this lesson, I also explored the use of Realia to provide a relatable context for students and to create a transition from ordinal numbers to birthdays. I brought in a box containing various objects associated with birthdays and the students took one in turns from the box and I asked questions about the object. This activity continued until all the students had an object and deduced that the theme was birthdays. Since one of the goals in this lesson dedicated to reviewing the ordinal numbers was to say the sentence “My birthday is on the (ordinal number) of (month)”, the coursebook had a suggestion that involved pair work in which the students had to ask and answer this question (see Annex 13). I decided to

adapt this suggestion by introducing cards that students must fill out with their birthdays: On the one side the following question was written "When is your birthday?" and on the other side was "My birthday is on the (space) of (space)". After practicing in their places, in pairs, students were then required to come to the front of the class and engage in a dialogue. The order was determined by the member of the pair who caught the stress ball. While the coursebook suggested a simple role-play (see Annex 14), I included the cards and the requirement to come to the front to better meet the needs of the learners and engage them to learn the target language. This approach also aimed to help students overcome their fear of speaking in front of others and to feel more comfortable, as they need to present in front of the class for formative tasks.

Although exercises from the coursebook were always included in my lesson plans, during the lesson, I preferred to focus more on other strategies that I adapted (such as coming to the board or working in pairs) rather than on the actual coursebook exercises. Often, since these exercises were not completed during class, I suggested that they would do them at home. As mentioned in the classroom's description an element from the 4th PM faced several learning challenges, and by adapting the classes and working more in pairs or as a group, the student in question had the opportunity to learn the same content as her colleagues. However, in terms of worksheets, when I intended students to further practice the target language in their workbook, I would use the "Very Easy Peasy book", with this student instead because although the subject was the same, the level required was more adapted to the aforementioned student's learning challenges (as can be seen on Lesson Plan 2 – annex 13, about ordinal numbers and birthdays).

The last class (Annex 15 – Lesson Plan 3) developed with the students, was the most challenging because the topic addressed was one that students often struggle with even in their native language: telling time. To tackle this, I decided to involve Mr. Tricky and created a context where he didn't know how to tell time, and we were going to help him.

I used scaffolding techniques on the board to introduce the question "What time is it?". I chose to have a helper² (identified with a badge) to explain to his classmates how to read time on a clock (since I had previously asked some students if they knew how to read analog clocks and realized many did not).

Figure 8

Badge created for the helpers



Following this, there was a "visit to London" using the Big Ben tower from the coursebook adopted to display different times. This activity facilitated the creation of an intercultural link and fostered the development of Intercultural Competence, as outlined in "Aprendizagens Essenciais" (2018), by asking students if they know why the clock's name is Big Ben and by providing them with a few interesting facts about this monument. Then, students were asked to help to put the hour on the Big Ben on the clock projected on the board. The lesson also involved students gluing a clock into their notebooks and working in pairs. However, the students were having difficulty understanding the concept of telling time, so I decided to explain it thoroughly instead of strictly following the lesson plan.

² In this lesson, the student chosen had to be one who knew the time.

Figure 9

Big Ben Tower from the Coursebook



This lesson was certainly the most challenging because, unlike the others where time management was the main issue, but students responded well to the approaches used, in this case, the students were hesitant about the content. I chose to prioritize further explanation and scaffolding to ensure their understanding over moving on to another exercise. While this approach ensured clarity and understanding, it also highlighted the importance of adapting teaching methods to deal effectively with student apprehension. I consider it important to find a balance between covering the planned content and maintaining student engagement in order to optimize learning outcomes in these situations.

Although there is room for improvement, I feel that in this lesson I began in the right direction, but the approach could have been more effective. Reflecting on the events, I would reverse the sequence: I would start by exploring what the students already know about time and let them engage with the timecards that I created. Based on their questions and observations, I would then explain the concepts of time and clocks on the board. By implementing this strategy, students would be familiarized with the upcoming content and perhaps they would not feel so hesitant, therefore encouraging them to ask questions. This approach would provide a base to work from.

2.3. QUESTIONNAIRE TO OBTAIN STUDENTS FEEDBACK

Feedback from the students is fundamental for implementing new practices in the classroom, and also for teachers to adapt lessons and strategies to the students' needs. At the end of the lessons, I tried to understand if the students had enjoyed the lesson and if they had learned or at least remember the topics. However, at the end of the internship I decided to create a questionnaire (Annex 4) and distribute it to a 3rd year and a 4th year class to obtain more objective feedback and data.

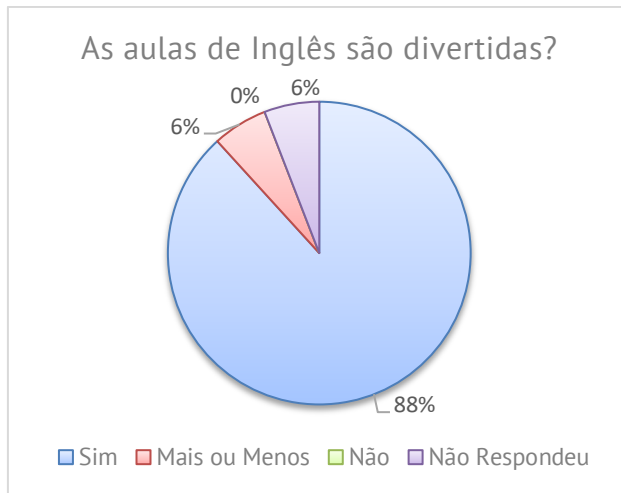
This questionnaire was designed with the practices included with the lesson plans in mind, and the resources provided in the coursebook to obtain more answers to my research questions and objectives. The questionnaire was the same for both classes and contained 5 questions, 3 of which were to reply with a direct answer "Yes", "More or less" and "No" and the other two questions involved the students choosing the options that best suited their opinions.

The initial results which will now be presented pertain to the 3rd grade class. Although this class is composed of 18 students, only 17 responded, as 1 was absent.

The first question asked whether students found English classes enjoyable, and they were instructed to mark their answer with an X. 15 students (88,24%) replied that "Yes", English lessons are fun, while 1 (5,88%) answered "More or Less" and one did not answer as can be observed in Graphic 5 below.

Graphic 5

Graphic representing if 3rd grade students find English classes enjoyable



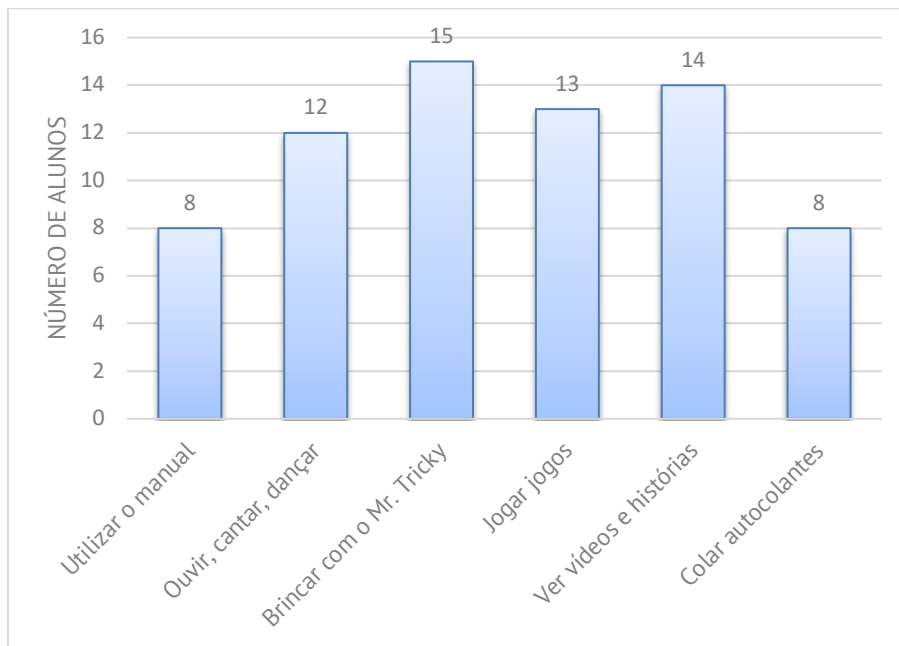
The second question aimed to understand how students prefer to learn English in class. Students could choose their preferred answers from 6 options: "Using the coursebook", "Listening, singing, and dancing", "Playing with Mr. Tricky", "Playing games", "Watching videos and stories", and "Sticking stickers". It is evident that "Playing with Mr. Tricky" and "Watching videos and stories" are the most preferred activities, with 15 students (88.24%) and 14 students (82.35%) choosing these options, respectively. The hypotheses that yielded the fewest results were "Using the coursebook" and "Sticking stickers", both with 8 students (47.06%).

In 3rd grade I had the opportunity to personally experience these results, as I used Mr. Tricky in the lessons and students had the opportunity to dance while watching a video about the months of the year (Lesson Plan 1 - see Annex 12). It became clear that these students preferred active engagement over coursebook exercises. One activity that they particularly disliked was "sticking stickers," as they found it challenging to remove them from the coursebook pages. Apart from the lesson developed with my colleague and the first that I did one coursebook exercise, no further coursebook exercises were done during

the lessons, although some were included in the lesson plans. Instead, I primarily focused on the resources that I had adapted for the lessons. The above-mentioned results can be observed in Graphic 6 below.

Graphic 6

Graphic representing how 3rd grade students prefer to learn English



The third question in the questionnaire asked students whether they enjoyed Mr. Tricky's visits to the classes, as he frequently appeared during the lessons I actively intervened in. The response was unanimous, with all students answering "Yes", as can be observed in Graphic 7 below.

Graphic 7

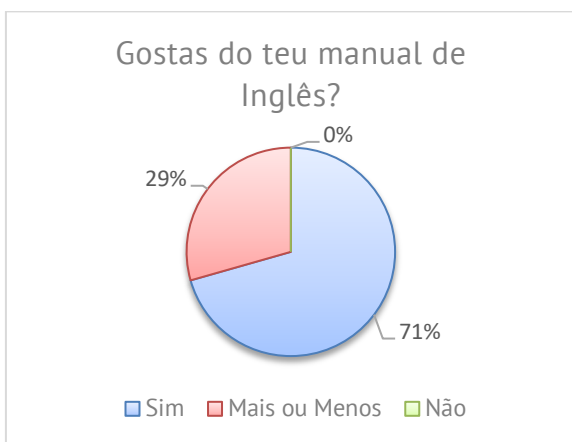
Graphic representing if students from 3^d grade enjoy Mr. Tricky's visits



The fourth question aimed to estimate students' enjoyment of their coursebook with options "Yes," "More or less," or "No". Out of 17 students surveyed, 12 (70.59%) replied "Yes" and 5 (29.41%) replied "More or less"; none responded with "No". This result didn't surprise me because while many students may apparently not enjoy using the coursebook due to associating it with doing exercises, it doesn't necessarily mean they dislike it entirely as it also contains child-friendly activities like playing games and singing songs. This nuanced view is probably the reason why some students responded with "more or less" in the questionnaire. The results can be observed in Graphic 8 below.

Graphic 8

Graphic representing whether 3^d grade students enjoy their coursebook

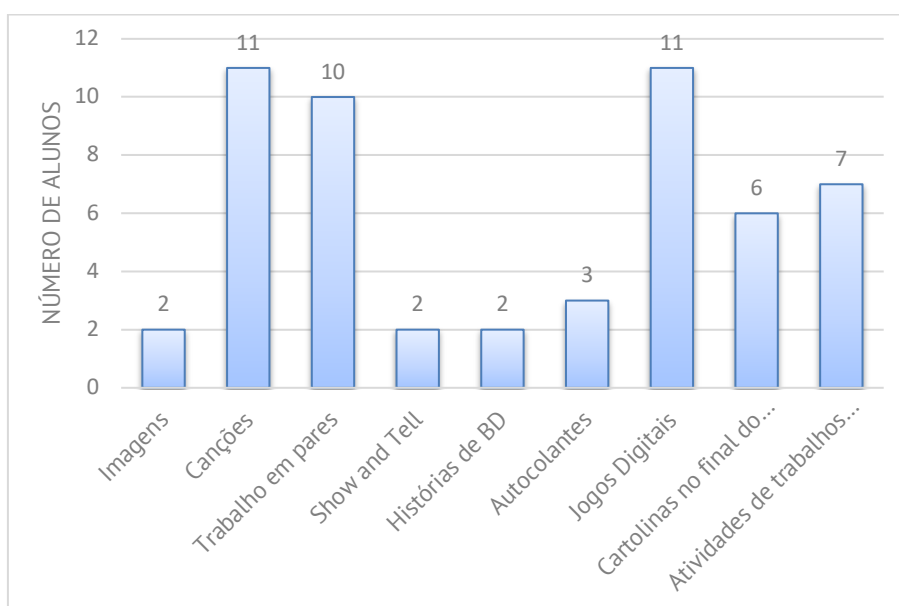


The last question aimed to identify the three aspects of the coursebook that students enjoy the most. The possible options were: Images; Songs; Pair work; Show and Tell; Comic Book Stories; Stickers; Digital Games; Cardboard sheets at the end of the coursebook; Arts and Crafts. The most preferred aspects of the coursebook were Songs and Digital Games with 11 students (64,71%), and Pair Work with 10 students (58,82%). The least preferred are Images, Show and Tell, and Comic Book stories each with 2 students (11,76%).

From my perspective, Show and Tell was identified as one of the least favorite activities likely due to its association with formative assessment. As for Images and Comic Book stories, students may not pay much attention to them, which explains why they were not chosen. Throughout the lessons I taught I used pair work, which I adapted to suit the classroom environment. Although I had planned to incorporate a video about the months of the year in Lesson Plan 1 (see Annex 12), I opted not to show it, as a video had already been presented earlier and I wanted to avoid a repetition of resources. The results can be observed in Graphic 9 below.

Graphic 9

Graphic representing 3rd grade preferences regarding their coursebook



Based on my understanding of the class, these results were predictable. For example, stickers can pose challenges when they need to be removed from the coursebook, which might be difficult for students. This could be a reason why stickers are not among the most favored activities. The preferences of the students clearly emphasize their preference for learning activities that are interactive and engaging, which is unsurprising as these activities cater for the needs of young learners.

Having examined the feedback from the 3rd grade class, we will now focus on the feedback from the 4th grade class. The class consists of 17 students, and all 17 students responded to the questionnaire.

Regarding the first question, which asked whether the students found English classes enjoyable, all the students (100%) answered “Yes”, as can be seen in Graphic 10 below.

Graphic 10

Graphic representing if 4th grade students find English classes enjoyable

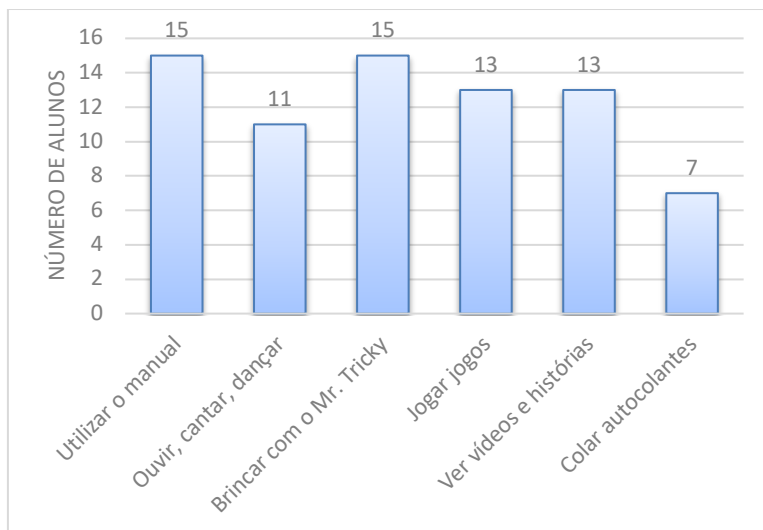


The second question aimed to understand how students prefer to learn English in class. Contrary to the 3rd grade class, the vast majority of students in this class (88.24%) prefer using the coursebook. However, they also enjoy playing with Mr. Tricky. Since this

question allowed for multiple choices, it's evident that the students selected several options. In my opinion, when comparing the 3rd grade with the 4th grade results, the latter generally enjoy using coursebooks more, because they are often more familiar with structured learning materials. In contrast, 3rd graders, being younger and less used to structured approaches, may find traditional coursebook exercises less engaging. They tend to thrive more on interactive, hands-on activities that allow for movement, play, and experiential learning. The results can be observed in Graphic 11 below.

Graphic 11

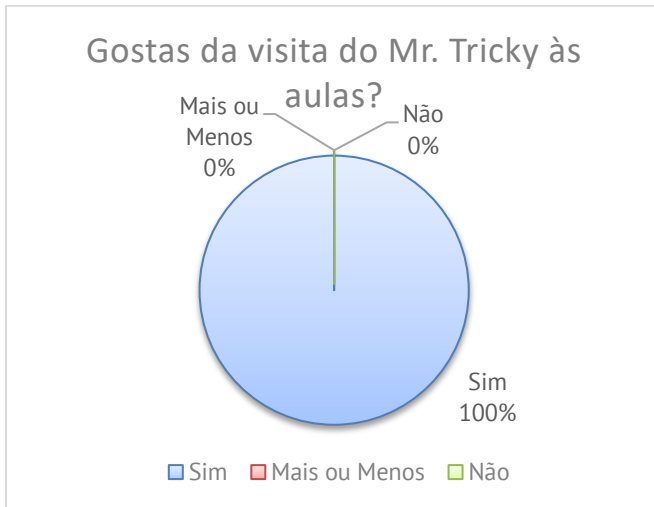
Graphic representing how 4th grade students prefer to learn English



The third question in the questionnaire aimed to assess whether students enjoyed Mr. Tricky's visits to the classes, as he frequently appeared and actively intervened during lessons. Just like the 3rd grade class, all students unanimously answered "Yes", as can be seen in Graphic 12 below.

Graphic 12

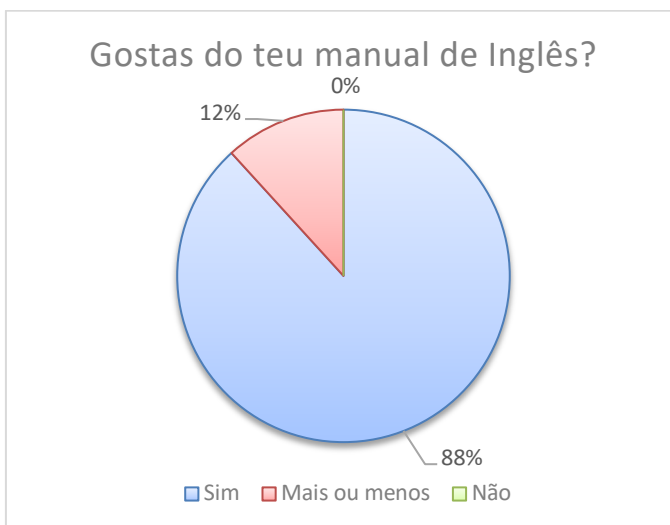
Graphic representing if students from 4th grade enjoy Mr. Tricky's visits



The fourth question aimed to determine whether the students like the adapted English coursebook, with responses showing a nearly opposite trend compared to the 3rd grade. 15 students (88.24%) answered affirmatively, while only two students (11.76%) responded “More or less”. In my view, the results reflect the fact that the 3rd graders tend to associate the coursebook with exercises, which they find less engaging for them than other approaches that require more movement and experiential learning.

Graphic 13

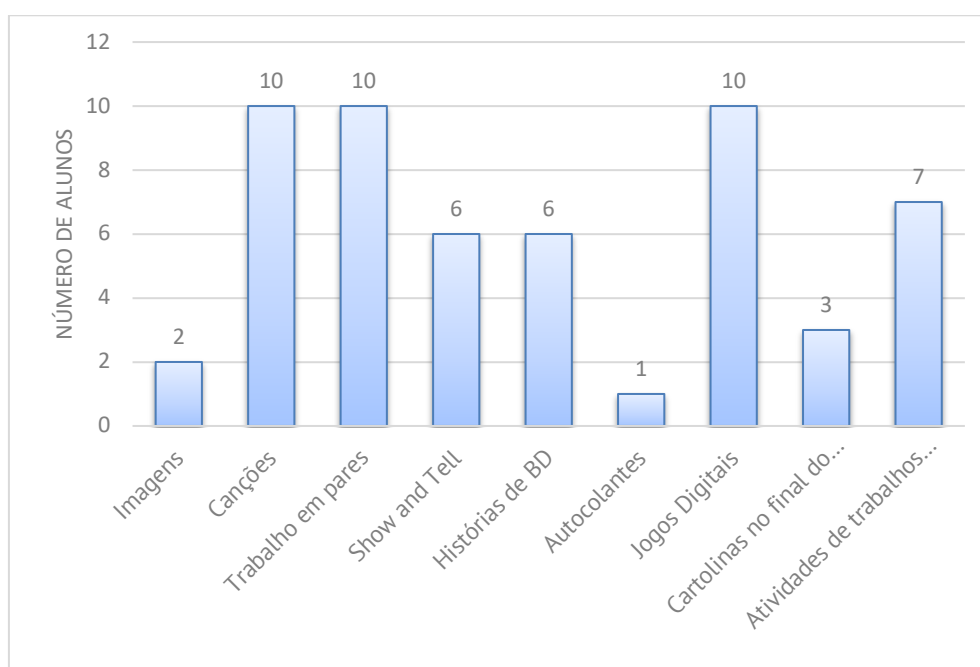
Graphic representing whether 4th grade students enjoy their coursebook



The last question sought to identify the three aspects of the coursebook that the students found most enjoyable. The answers were very similar to those in 3rd grade, as the following graphic clearly demonstrates.

Graphic 14

Graphic representing 4th grade preferences regarding their coursebook



As a final analysis of this questionnaire, I conclude that the students prefer collaborative and interactive activities, as well as those involving physical movement. A notable difference lies in the use of the coursebook: 4th grade students show a preference for using the coursebook compared to 3rd grade students, aligning with feedback from the cooperating teacher's questionnaire, which noted that fewer coursebook exercises for the 3rd grade are needed. Reflecting on the lessons I developed with the students, I feel that I significantly diversified the resources used and adapted the coursebook rather than strictly following it. However, I found that my lesson plans were consistently detailed and too ambitious as I became more familiar with the classes. Therefore, I made the decision to set aside coursebook exercises and instead focus on using the tools I had developed to facilitate learning through alternative methods, which confirms Cunningham's (1995)

previously presented view that coursebooks need to be adapted to better cater for students' needs.

CONCLUSION AND FINAL THOUGHTS

This final internship report and the work I have completed within it have allowed me to deepen my understanding not only regarding coursebooks but also in relation to coursebook packages. Before pursuing my Master's degree, I had only perceived coursebooks through the common stereotype of being solely composed of exercises. However, once I saw them being used in the classroom and had the opportunity to use them myself, I realized that coursebooks can and should be extended to better cater for students' needs. This experience has naturally contributed significantly to my growth as both a teacher and an individual.

Through my experience in this internship in public schools, particularly included in areas that face greater socio-economic challenges, I have come to understand that not all resources are readily available: Internet access in classrooms can be unreliable, and students may not always be fully engaged due to personal and familiar responsibilities; many families lack the time, and resources needed to support their children adequately with their schoolwork. During this internship, alongside my responsibilities as a teacher researcher—collecting data for my research, documenting reactions, and gathering students' feedback—I emphasized to students the importance of embracing mistakes and assured them of my support whenever needed. Deep down, I believe that engaging in this internship has allowed me to uncover and challenge several misconceptions that my 8-year-old self once held.

Additionally, one of the aspects that captivated me most about this experience was the opportunity to adapt the coursebook and implement various strategies tailored to different learning styles and students. Mr. Tricky became my great ally during these months, as he played an active role, and being the main character. Using this puppet as a central figure, help me developed unique themes that aligned with the content students

needed to cover, not to mention the fact that this whole experience brought back and stimulated my creativity. That being stated, I shall now proceed to answer to the research questions posed for this report:

1.Are coursebooks a valuable resource in the classroom to help Young Learners learn English as a Foreign Language?

2.What are the resources in a coursebook package that better promote language learning and cater for the diversity of learning styles?

3.How should the coursebook and its resources be adapted to cater for a more inclusive approach to learning?

Regarding the first question, based on the data collected from field notes, the questionnaire answered by the cooperating teacher and the subsequent implementation of lesson plans, it is possible to conclude that coursebooks contribute to students' learning English as a Foreign Language, whether directly or indirectly. This conclusion is supported by the analysis of the questionnaire responses from the students. It revealed that most 3rd graders dislike using the coursebook, as they associate it primarily with exercises. In contrast, 4th graders show a preference for coursebooks, as they are more acquainted to structured materials. As discussed in subsection 2.3., this difference arises from the greater familiarity 4th graders have with these resources compared to 3rd graders. However, coursebooks provide a solid foundation to work from, which is what I sought to implement during this internship. Instead of simply instructing students to complete a specific exercise, we can modify and adapt it to cater for students' characteristics and needs and engage them in the learning process. As mentioned in subsection 2.2. and Annex 14, I adapted a role-play exercise from the coursebook by incorporating the use of cards and asking students to go to the front of the class in pairs.

As for the second question, throughout the report I was able to refer the resources in the coursebook package used that promote language learning and cater for different styles. I believe Mr. Tricky is versatile and can be used in various contexts, effectively capturing students' attention, particularly when he has accessories. For example, in lesson plan 2, Mr. Tricky wears a birthday hat because it's his birthday, and in lesson plan 3, he wears a large watch but cannot tell the time. By creating this storyline, students can comprehend the context and the idea that is being conveyed, even if they do not understand all the words spoken in English. Videos and songs, as could be seen in the questionnaire answered by the students, are one of the methods by which they prefer to learn, and the online and interactive coursebook provides several songs, many of them with well-known instrumentals, which help in promoting TPR in the classroom. Although I did not use the flashcards included in the coursebook package, as I wanted to write on one of them and thus opted to create my own, this tool is useful and can be utilized for brainstorming sessions or games. For instance, flashcards can be scattered around the room, and students can be asked to find them.

Finally, I believe that the answer to the last question is articulated in the previous subsections. From my perspective, my approach involved precisely adapting the coursebook and its resources and including some additional resources such as Realia that are not part of the coursebook package. Initially, I analyzed the specific classes and tried to include all the students in every exercise. Given my familiarity with the class dynamics, I aimed to make thoughtful decisions, which I feel were successful. The fact that my lesson plans were extensive and, with the exception of one lesson and the collaborative lesson with my colleague, I was unable to get the students to complete any coursebook exercises included in the lesson plans, demonstrates that it is indeed possible to integrate the coursebook into lessons and adapt it appropriately without resorting to exercises.

Regardless of the results obtained, this action research process has certain limitations, one of which is the limited duration the study, which could have obtained more comprehensive results had it been longer. The process of analysis and reflection can be time-consuming and not always immediate. Additionally, the amount of data collected can be considered limited. However, this data has enabled me to validate findings from the literature review and to critically analyze them in order to answer my research questions.

To conclude, I hope that in the future I'll be able to tweak and improve my teaching strategies, and implement new methodologies and approaches, like mastering the art of storytelling. When I began this internship, I was a trainee with less confidence and fear of exposing myself to a class. However, at the present time, I can say that I have more confidence in my ability to explore and implement diverse resources and ideas in the classroom and to adapt the coursebook so as to better cater for my students' needs and engage them to learn English by making it a memorable experience for all my students regardless of their preferred learning styles.

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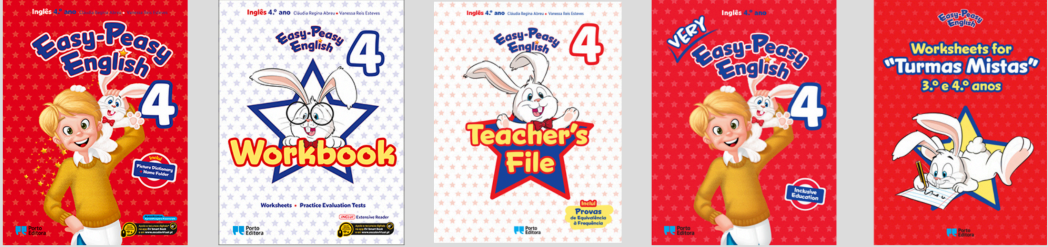
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ANNEXES

ANNEX 1

Resources available on “Escola Virtual” for teachers of Easy-Peasy 4th Grade


Easy-Peasy English - Inglês - 4.º Ano ←



Interactive Manual Interactive Workbook Teacher's File Very Easy-Peasy Book Turmas Mistas

● ●

Easy-Peasy English - Inglês - 4.º Ano ←



Turmas Mistas Non-fiction Library 3rd Year Revision Worksheets Super Easy-Peasy Extensiv... Picture Dictionary

● ●

ver versão aluno

ANNEX 2

Cunningworth's checklist (1995)

Quick-reference checklist for evaluation and selection

Aims and approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the coursebook suited to the learning/teaching situation?
- How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

- What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?
- How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Is there adequate recycling and revision?
- Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
- Is it easy to find your way around the coursebook? Is the layout clear?

Language content

- Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?

- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?
- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the coursebook?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

- What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- What techniques are used for presenting/practising new language items? Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?
- Does the material include any advice/help to students on study skills and learning strategies?
- Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

- Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- Do the writers set out and justify the basic premises and principles underlying the material?
- Are keys to exercises given?

Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

ANNEX 3

Questionnaire to the cooperating teacher to assess the use of coursebook in the classroom

Coursebooks and Learning Styles

This questionnaire is being conducted as part of the Supervised Teaching Practice for the approval of the Master's degree in English Teaching in Primary School by Escola Superior de Educação do Porto. It is part of a study on the role and usage of English Coursebooks in YL EFL classroom. The questionnaire contains 10 questions and will take 7 to 10 minutes to complete. All the data is confidential and will be duly coded.

O email do inquirido [REDACTED] foi gravado ao enviar este formulário.

Email *

[REDACTED]

1. How frequently do you use Coursebooks as a primary resource in your English lessons? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

2. What factors influence your selection of Coursebooks for teaching English in Primary School? *

(Adapted from Cunningsworth, 1995)

- Aims and Approaches
- Design and Organization
- Language Content
- Skills
- Topics
- Methodology
- Teacher's books and resources
- Costs
- Digital Resources
- Free Resources for Students
- Implementation of the "PASEO" and "Aprendizagens Essenciais"

3. In your opinion, how did the adopted English Coursebooks contribute to engaging the students to learn English? Please provide one or two examples. *

The English coursebook has motivated activities such as:

- catchy Songs that students love to sing and dance
- animated videos
- The opening pages with the hidden words and the differences
- The stickers
- The stories
- The magic tricks
- The mini flashcards
- The picture book suggestions
- The puppet

4. Which teaching resources do you usually use to engage your students to learn English? *

- Flashcards
- Picture books
- Videos
- Digital games
- Songs and chants
- Realia
- Puppets
- Role-play activities
- Worksheets
- Collaborative activities
- Project-based learning
- Interactive Digital Coursebook

5. What challenges did you face when using the adopted Coursebooks and the Coursebook package to teach your students with different learning styles? How did you overcome these challenges in your teaching practice? *

- I choose some exercises and adapted them to the different classes. For instance, the role-play, instead of doing pair work, I make a circular dialogue: the student choose another student and do the question;
- I use stories or songs to introduce the topic;
- Bring different material to the class - different posters, flashcards, objects related to the topic...
- different activities using movement and gestures

6. On a scale of 1-5 how effective is the Coursebook you are using when it comes to Language Skills? *

	1	2	3	4	5	
Not Effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Extremely Effective

7. On a scale of 1-5 how effective is the Coursebook you are using when it comes to implementing the Syllabus? *

	1	2	3	4	5	
Not Effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Extremely Effective

8. On a scale of 1-5 how effective is the coursebook you are using when it comes to catering for diverse learning styles? *

	1	2	3	4	5	
Not Effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Extremely Effective

9. On a scale of 1-5 how effective is the Coursebook you are using when it comes to promoting an inclusive learning environment? *

	1	2	3	4	5	
Not Effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Extremely Effective

10. Based on your experience, what recommendations would you make for the production * of future English Primary School Coursebooks to better meet the needs of all learners? Please explain.

In my opinion, the coursebooks don't need so many worksheet and writing activities, mainly in 3rd grade. Less is more! The coursebooks should give more suggestions of PBL.

Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

ANNEX 4

Questionnaire directed to students in order to obtain feedback about classes, the coursebook and different resources

Questionário

Ano:

1. As aulas de Inglês são divertidas? Escolhe uma resposta e coloca um X.

SIM 😊 MAIS OU MENOS 😊 NÃO 😊

2. Como é que preferes aprender Inglês nas aulas? Coloca um X nas respostas (podes escolher mais que uma).



Utilizar o manual



Ouvir, cantar e dançar



Brincar com o Mr. Tricky



Jogar jogos



Ver vídeos e histórias



Colar autocolantes

3. Gostas da visita do Mr. Tricky às aulas? Coloca um X na resposta correta.

SIM 😊 MAIS OU MENOS 😊 NÃO 😊

4. Gostas do teu manual de Inglês? Coloca um X na resposta correta.

SIM 😊 MAIS OU MENOS 😊 NÃO 😊

5. Escolhe **3 coisas** que mais gostas no teu manual. Coloca um X nas respostas.

Imagens Canções Trabalho em pares Show and Tell

Histórias de banda desenhada Autocolantes Jogos digitais

Cartolinas no final do manual Atividades de trabalhos manuais

ANNEX 5

Notes taken from my logbook about the 1st interaction with 3rd AM

02/10/2023

Turma extensa, com vários alunos inquietos, o que é típico dada a faixa etária. A disposição das mesas é colaborativa mas também às conversas. Os alunos considerados com desafios de um modo geral estão sentados à frente, e alguns da [redacted], que está à frente pra) pra ser repreendida pelo seu comportamento. O [redacted] é um pouco preguiçoso, mas pode perceber que percebe a matéria. O [redacted] demonstra dificuldades além de estar sempre em conversas com o [redacted] e com a sua irmã, [redacted].

ANNEX 6

Notes taken from my logbook about one of the first interactions with 4th AM

Esta turma tem muitos alunos, mas de um modo geral é calma. Os alunos respondem bem às atividades (pode ser por conhecerem bem a prof. do ano anterior). Um aluno, o [redacted] está um pouco isolado da turma porque apesar de participativo, consegue destabilizar um pouco os colegas e a si mesmo, mesmo estando sozinho. Após a professora se ausentar, tive de o repreender devido ao seu comportamento. De um modo geral é uma turma que gosta de aprender.

A [redacted] e a [redacted] têm dificuldades em acompanhar a aula mas ajudam-se uma à outra.

[redacted] → dislexia, mas dedicado

[redacted] → Talvez Asperger (sinalizado mas não diagnosticado)

ANNEX 7

Notes taken from my logbook about 3rd PM

Turma mais pequena, com dois elementos sempre em conflito. Existem alunos mais calados que fizeram as atividades e outros mais calados que têm dificuldades.

[redacted] → talvez daltónico

[redacted] → problema de gaguço

ANNEX 8

Notes taken from my logbook about the first interactions with 4th PM

→ Sala sem quadros interativa
→ turma calma, com diferentes ritmos de aprendizagem.
→ [redacted]: dificuldade na motricidade
→ [redacted] sem caderno e livro
→ [redacted]: não aprende no mesmo ritmo que os colegas; dificuldade em ler e escrever
→ [redacted] → resolveu os exercícios rápidos e participou muito. Talia.

ANNEX 9

Lesson Plan prepared for the 3rd grade classes about colors

Classes: 3 rd Grade	Number of students: -	Trainee Teachers: Cláudia Teixeira Inês Pinheiro
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ The names of colours and shapes in their native language.✓ Some names of colours in English.✓ Greetings.✓ The days of the week.✓ The weather.		
Summary: Introducing colours and shapes.		
Time: 60 minutes		
Introduction: This lesson plan aims to introduce the subject of colours and consolidate it throughout the lesson. This is a theme that students can easily identify and that has many ways of being explored. Throughout the lesson, students will be able to watch a video about colours as well as sing. They will then do an exercise from the textbook to point and listen to the colours. After this, they will be asked to show the colours with the crayons.		

Next, they will do exercise 2 on page 18 and finally, a roleplay with the question and answer "What is your favourite colour?" "It's ____."

As it's a topic that needs to be well understood, it won't be possible to cover the shapes. However, it's a topic that will be covered in a future lesson.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
<p>Lexical</p> <ul style="list-style-type: none"> ▪ Colours ▪ Greetings ▪ Days of the week ▪ Weather <p>Grammar</p> <ul style="list-style-type: none"> ▪ Understanding the question "What is your favourite colour?" ▪ Answering a complete 	<p>Greetings</p> <ul style="list-style-type: none"> ▪ Hello ▪ How are you? ▪ Good morning ▪ Good afternoon ▪ Good night ▪ Good evening ▪ Goodbye! ▪ See you next lesson! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday 	<p>Brainstorming</p> <p>Repeating words/phrases</p> <p>Asking/answering questions in order to train grammar and vocabulary.</p> <p>Collaborating for solving tasks</p>	<p>Pupils' engagement in the classroom activities</p> <p>Collaboration</p> <p>Respect</p> <p>Pupils' engagement with the rest of the class (colleagues and teacher)</p>

<p>answer: “It’s black.”</p>	<ul style="list-style-type: none">▪ Thursday▪ Friday▪ Saturday▪ Sunday <p>The Weather</p> <ul style="list-style-type: none">▪ cloudy▪ sunny▪ rainy▪ snowy▪ windy▪ stormy▪ cold▪ hot. <p>Colours</p> <ul style="list-style-type: none">▪ red▪ yellow▪ blue▪ green▪ pink▪ black▪ brown▪ white▪ orange▪ purple▪ grey		
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Aims:

- ✓ To introduce colours
- ✓ To express what their favourite colour is.
- ✓ To develop speaking skills
- ✓ To develop collaboration skills
- ✓ To develop autonomy

Resources:

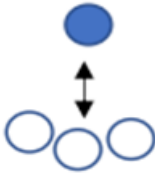
- ✓ Computer
- ✓ Internet
- ✓ Projector
- ✓ YouTube Video “What is your favourite colour?” by Super Simple Songs
- ✓ Pen
- ✓ Pencil
- ✓ Notebook
- ✓ Students’ book “Easy Peasy – 3rd Year”

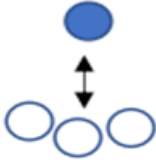
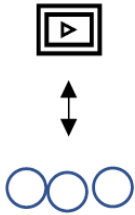
Assessment/ Success indicators:


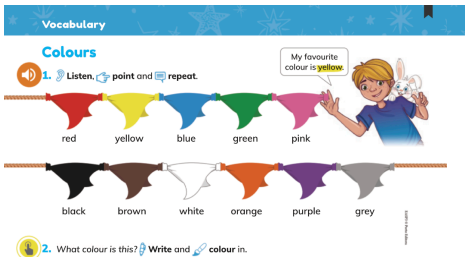
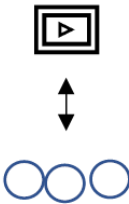
- ✓ Observation
 - Check if pupils are engaged in the video they are watching.
 - If pupils repeat the vocabulary demonstrated in the video
 - If they can answer what their favourite colour is.
 - If they can say the colours without seeing the name (at least 6 from the total of 11).

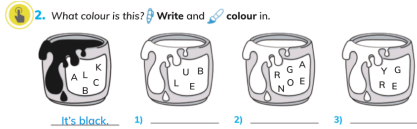

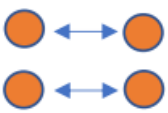
- ✓ Asking questions to them
 - Checking if they know the colours and if they understood the video.
 - Asking what their favourite colour is.
- ✓ Checking their interest and engagement
 - By looking at their posture, motivation, and participation.
- ✓ Giving feedback during and at the end of the class
 - Asking if they liked the activities, what was their favourite part of the lesson.

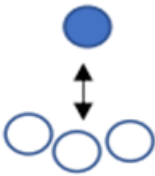
- Skills Developed:**
- ✓ Communication skills: questioning and speaking.
 - ✓ Creativity.
 - ✓ Collaboration.
 - ✓ Flexibility.
 - ✓ Appropriate behaviour.
 - ✓ Autonomy.

Lesson Procedures			
Strategies	Social Forms	Skills	Time
<p>Step 0 - Greetings and beginning routine.</p> <p>The class begins with the teacher greeting the pupils. Then the “Hello” song is sung and the poster with the days</p>		<p>Language</p> <p>Skills: learning, listening, and speaking.</p>	<p>5'</p>

<p>of the week and the weather is displayed.</p> <p>After the pupils have repeated the days of the week, they are asked who the captain is today. In other words, who says what day of the week is, and how's the weather like.</p> <p>Then, the teacher writes on the board the number of the lesson with pupils' help.</p>		Social Skill	
<p>Step 1 - Warm-up and Brainstorming.</p> <p>The teachers ask what they think the topic will be today. The students are intrigued and the teachers say they're going to watch a video to find out.</p>		<p>Language Skills: learning, listening, and speaking.</p>	3'
<p>Step 2 – Watching a video.</p> <p>The teachers play the video about favourite colours twice and the students are expected to sing along.</p>		<p>Language Skills: learning, listening and speaking.</p>	5'

 <p>(Appendix 1: a sample of the video.)</p>		Social Skill	
<p>Step 3 – Show me!</p> <p>After the video has been played, the teachers ask the students to open the coursebook to page 18 and do the Listening and Point exercise together. After repeating it twice, the teachers ask the students to take out their crayons and get ready because the teachers are going to ask the students to show the colour they are going to say in English.</p>  <p>(Appendix 2: Exercise 1, page 18.)</p>		<p>Language Skills: learning, listening, and speaking.</p> <p>Communication Skill</p>	15'

<p>Step 4 – Let’s practise!</p> <p>After the teachers ask the students to show various colors, they ask the students to carry out exercise 2 in the coursebook and explain that the students have to put it as it is in the example: answer completely and paint in the corresponding color.</p> <p>Once the exercise has been completed, the teachers correct it on the interactive whiteboard.</p>  <p>(Appendix 3: Exercise 2 on page 18.)</p>		<p>Language Skills: learning, listening, and</p> <p>Creativity</p>	<p>10’</p>
<p>Step 5 – Let’s collaborate!</p> <p>After the correction of exercise 2 is done, the teachers explain that the students are going to roleplay with their classmate and in turn they have to ask "What is your favorite color?" "It's ___." The teachers write it on the board so that the students can see it.</p>		<p>Language Skills: learning, listening and speaking.</p> <p>Communication skill</p>	<p>15’</p>

<p>Then, when all the students have done the exercise, the teachers ask them to write down the question and answer in their notebooks and ask them to write down their favorite color.</p>		<p>Collaboration Skill</p>	
<p>Step 6 - Summary of the lesson, homework, and goodbye!</p> <p>The teachers ask the students if they enjoyed the lessons, to which the students give their feedback. The teachers say that anyone who hasn't finished colouring their drawing can do so at home.</p>		<p>Communication Skill</p> <p>Language Skills: learning, listening, and speaking.</p>	<p>7'</p>

ANNEX 10

Reflection regarding the lessons about colors, included in the Digital Portfolio

Segundo os meus apontamentos, as duas turmas em que dinamizamos esta aula corresponderam bem ao conteúdo e visto que as acompanhamos, posso dizer que adquiriram conhecimento relativo às cores. Contudo, ao rever o plano de aula, não me revejo atualmente nele porque apesar de ser uma aula que resulta, era um conteúdo em que poderíamos ter arriscado mais e ter feito algo diferente. Parece-me que há muita repetição e pouco *scaffolding*. Se fosse atualmente, mudava a forma de como introduzimos o tema e o exercício de *listening and point*. Este último substitua por dizer cada cor com uma voz diferente.

ANNEX 11

Lesson Plan 0 – 3rd grade

Class: 3 rd Grade	No. of students: 17	Trainee teacher: Cláudia Teixeira
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings, farewells, and name.✓ The days of the week.✓ The weather.✓ Emotions and feelings.✓ Countries and nationalities.✓ Colours and shapes.		
Summary: Brainstorming with flashcards about the subjects given before. Study time: Students' book pages 24, 25, 26 and 27. Interactive quiz to consolidate the knowledge.		
Time: 60 minutes		
Introduction: This lesson plan aims to reinforce and consolidate the contents acquired in the first unit. It focuses on greetings, farewells, feelings, countries, nationalities, colours, and shapes, because the pupils are going to do a formative task in the next lesson.		

First, the greetings will be made, by asking what day it is and what the weather is like. After that, we'll dive into a brainstorming session with flashcards to refresh pupils' memory on what they have learnt over the past few weeks. Following the brainstorm, we'll tackle some exercises in the students' book to strengthen the knowledge and pinpoint areas that need more practice. Then, we are going to play an interactive quiz on Escola Virtual.

As a little reward for good behaviour and effort, everyone will get a sticker. The main goal is to figure out any questions or uncertainties the pupils might have and address them together.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
Lexical <ul style="list-style-type: none"> ▪ Greetings, farewells, and name ▪ The days of the week ▪ The weather ▪ Emotions and feelings ▪ Countries and nationalities ▪ Colours and shapes Grammar	Greetings, farewells, and name <ul style="list-style-type: none"> ▪ Hello! / Hi! ▪ Good morning! ▪ Good afternoon! ▪ Good night! ▪ Good evening! ▪ Goodbye! ▪ Bye! Days of the week <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday 	Brainstorming Repeating words/phrases Asking/answering questions in order to revise and train the target grammar and vocabulary	Pupils' engagement in the classroom activities Collaboration Respect Pupils' engagement with the rest of the class

<ul style="list-style-type: none"> ▪ Interrogative questions and answers related to the topic: <p><u>Greetings and farewells:</u></p> <p>“What’s your name?” “My name is Maria.”</p> <p><u>Emotions and feelings:</u></p> <p>“How are you today?” “I’m happy.”</p> <p><u>Countries and nationalities:</u></p> <p>“Where are you from?” “I’m from Portugal.”</p> <p>“What’s your nationality?” “I’m Portuguese.”</p> <p><u>Colours and shapes:</u></p> <p>“What colour is this?” “It’s orange.”</p>	<ul style="list-style-type: none"> ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p> <ul style="list-style-type: none"> ▪ Cloudy ▪ Sunny ▪ Rainy ▪ Snowy ▪ Windy ▪ Stormy ▪ Cold ▪ Hot <p>Emotions and feelings</p> <ul style="list-style-type: none"> ▪ Happy ▪ Tired ▪ Sleepy ▪ Fine ▪ Sad ▪ Angry <p>Countries:</p> <ul style="list-style-type: none"> ▪ Portugal ▪ Japan ▪ China ▪ Ukraine ▪ Brazil ▪ Italy ▪ Angola ▪ U.S.A ▪ Spain ▪ England 	<p>Collaboration for solving tasks</p> <p>Gamified activity</p> <p>Giving Homework</p>	<p>(colleagues and teacher)</p>
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<p>“What’s your favourite colour?” “It’s pink.”</p> <p>“What’s that?” “It’s a blue triangle.”</p>	<ul style="list-style-type: none"> ▪ France ▪ Germany <p>Nationalities:</p> <ul style="list-style-type: none"> ▪ Portuguese ▪ Japanese ▪ Chinese ▪ Ukrainian ▪ Brazilian ▪ Italian ▪ Angolan ▪ American ▪ Spanish ▪ English ▪ French ▪ German <p>Colours:</p> <ul style="list-style-type: none"> ▪ Red ▪ Blue ▪ Black ▪ White ▪ Orange ▪ Grey ▪ Yellow ▪ Green ▪ Brown ▪ Pink ▪ Purple <p>Shapes:</p> <ul style="list-style-type: none"> ▪ Circle ▪ Triangle ▪ Square ▪ Star 		
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	▪ Heart		
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Aims:

- ✓ To revise the contents learned in the unit
- ✓ To clarify doubts about the content learned
- ✓ To develop speaking skills
- ✓ To develop collaboration skills
- ✓ To stimulate critical thinking
- ✓ To develop learning to learn strategies

Resources:

- ✓ Notebook
- ✓ Pen
- ✓ Pencil
- ✓ Poster with days of the week and weather
- ✓ Flashcards
- ✓ “Patafix” gluepads
- ✓ Board
- ✓ Interactive board

- ✓ Escola Virtual website with the interactive game
- ✓ Students' book "Easy Peasy 3rd year"
- ✓ Stickers

Assessment/ Success Indicators

- ✓ Observation
 - Pupils being engaged in all the activities for the lesson.
 - Pupils repeating the vocabulary demonstrated in the flashcards correctly.
 - Pupils saying what their favourite colour is.
 - Pupils saying (13 out of 24) countries and nationalities without seeing
 - Pupils identifying emotions on the flashcards.
- ✓ Correctly answering these questions:
 - Where are you from? What is your nationality?
 - What is your favourite colour?
 - Can you tell me the name of this shape?
- ✓ Correctly doing a listening/colouring exercise related to the shapes.
- ✓ Correctly putting words in order to make a sentence.
- ✓ Checking their interest and engagement
 - By looking at their posture, motivation, and participation.
- ✓ Feedback during and at the end of the class
 - Ask if they liked the activities, and what was their favourite part of lesson.

Skills Developed:

- ✓ Critical thinking
- ✓ Communication skills

- ✓ Problem solving
- ✓ Questioning
- ✓ Speaking
- ✓ Collaboration
- ✓ Flexibility
- ✓ Knowledge about contents of the first unit
- ✓ Appropriate behaviour
- ✓ Autonomy

Additional notes:

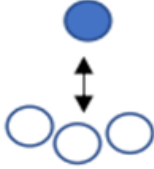
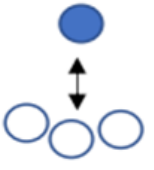
This class is a revision class for the formative task.


There is a pupil who joined the class two weeks ago and comes from a Latin American country.

In a previous English lesson, we suspected that there may be a pupil who is colour blind. However, both the head teacher and the parents have not confirmed this information.

Lesson Procedures

Strategies	Social Forms	Skills	Time
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<p>Step 0 - Greetings and beginning routine.</p> <p>The class begins with the teacher greeting the pupils. Then the “Hello” song is sung and the poster with the days of the week and the weather is displayed.</p> <p>After the pupils have repeated the days of the week, they are asked who the captain is today. In other words, who says what day of the week is, and what the weather is like.</p> <p>Then, the teacher writes on the board the number of the lesson with pupils’ help.</p>		<p>Language Skills: listening and speaking.</p> <p>Social Skill</p>	<p>7’</p>
<p>Step 1 - Warm-up and Brainstorming.</p> <p>Once the pupils have copied the lesson and the teacher has checked that everyone has done so, the next step begins: Brainstorming using flashcards.</p>		<p>Strategic Skill</p> <p>Language Skills: learning,</p>	<p>8’</p>

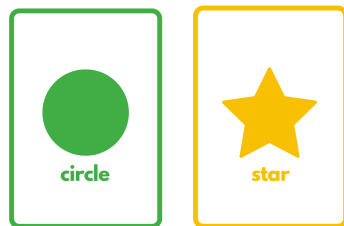
<p>Flashcards will be shown about the contents previously covered: emotions, colours, shapes, countries, and nationalities. In this way, it is possible to identify whether the pupils are familiar with the terms.</p> <p>The flashcards will be displayed on the board and the teacher will point them out for the pupils to repeat. They it will be asked questions such as "Which country has this flag?", "What is your favourite colour?", "What is this shape?" and "Tell me an object that reminds you of x colour."</p> <p>The teacher will also play with the flashcards, such as putting them all on the board and then asking the pupils to close their eyes and identify which flashcard is missing.</p> <p>On the flashcards about emotions, there is one that has no emotion shown and a pupil will be asked to</p>		<p>listening, and speaking.</p>	
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stand up and draw on the flashcard the face that represents the missing word: which is sleepy.

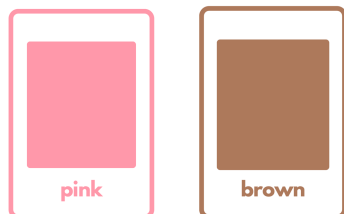
Pupils can be expected to interact and participate in the questions, in a way to revise the contents.



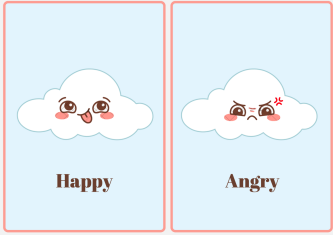
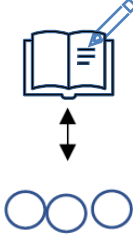
(Appendix 1: Two sample flashcards about countries and nationalities.)

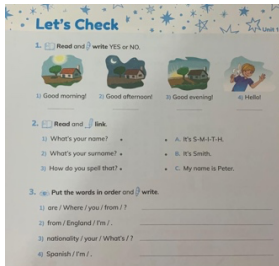


(Appendix 2: Two sample flashcards about shapes and colours.)



(Appendix 3: Two sample flashcards about colours.)

 <p>(Appendix 4: Two sample flashcards about feelings and emotions.)</p>			
<p>Step 2 – Time to study!</p> <p>After the brainstorming session, it's time for the pupils to develop their learning to learn strategies and identify their doubts. To do this, they will use the coursebook and carry out exercises 1, 2 and 3 on page 25, with the help of the revision page (page 24). This work will be done individually. During this time, the teacher will move around to help the pupils.</p> <p>Once everyone has done it, the correction will be made on the interactive whiteboard (and on the chalkboard if necessary).</p>		<p>Language Skills: learning, listening, and writing.</p> <p>Strategic skill</p>	<p>15'</p>



(Appendix 5: Page 24 and 25 on Student's book.)

Step 3 – Time to listen and colour!

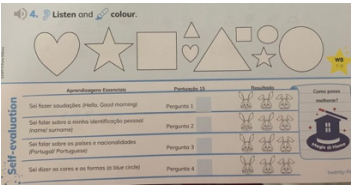
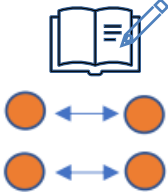
After the exercises 1, 2 and 3 on page 25 have been corrected, there will be a listening and painting exercise, which is exercise 4. This is because shapes are still something pupils have difficulties with, as well as identifying the size (big and small).



Language Skills:
learning,
listening, and
writing.

Communication Skill

7'

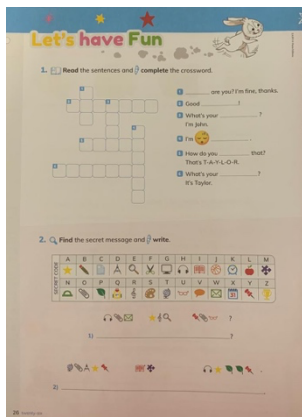
<p>After they listened the exercise, pupils will come to the interactive board, to colour the shape. They will be chosen randomly, but the teacher will try to give those who have the most difficulty a chance to build confidence, through repetition and explanation.</p> <p>After the correction of these exercises, pupils will do the self-evaluation at the end of the page.</p>  <p>(Appendix 6: Exercise 4 and self-evaluation on page 25.)</p>			
<p>Step 4 – Collab-fun-tion!</p> <p>Once page 25 is done, it's time to move on to pages 26 and 27, but this time it will be done in pairs to encourage mutual help. Pupils will solve in pairs the exercises because they are more interactive such as completing a crossword or</p>		<p>Language Skills: learning, listening, speaking, writing.</p>	<p>10'</p>


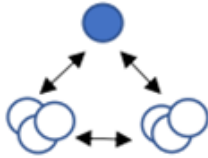
finding a secret message. It's important that the pupils know how to help their colleague and explaining concepts to each other.

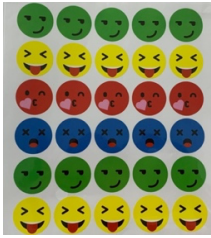
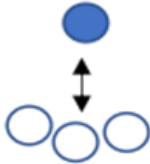
This is a powerful way to solidify their own knowledge, as so as skill building, such as problem solving and collaboration itself.

Collaboration Skill

Strategic Skill



(Appendix 7: Pages 26 and 27 from the Students' book.)			
<p>Step 5 – Quiz o'clock!</p> <p>Finally, there will be a quiz on Escola Virtual with reviews of the whole contents. This way, the pupils can have fun and it requires active participation.</p> <p>This means that they are actively recalling and applying what they've learned. In order to avoid bad behaviour before the game starts the teacher will tell the pupils that they have to behave well. If they do, they get a reward (which is the sticker explained in the next step).</p>  <p>(Appendix 8: A sample of the revision quiz from Escola Virtual.)</p>		<p>Language Skills: learning, listening, speaking.</p> <p>Strategic Skill</p> <p>Communication Skill</p> <p>Social Skill</p> <p>Critical Thinking</p>	<p>8'</p>

<p>Step 6 – Summary of the lesson, homework, and goodbye!</p> <p>To end the lesson, the teacher tells pupils that they have a task to do at home: to study for the formative task and that they can use their notebook to write their summaries.</p> <p>The teacher will ask what they most enjoyed doing in that lesson and what they need to go home and study. And at last, what they think they know better than in the beginning of the class.</p> <p>Finally, as a reward, the teacher gives each pupil a sticker for their hard work in class and good behaviour, that they can stick to their notebooks.</p>  <p>(Appendix 9: Stickers given to pupils.)</p>		<p>Language Skills: learning, listening.</p> <p>Communication skill</p> <p>Writing Skill</p>	<p>5'</p>
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Appendix List:

 <p>Ukraine China</p>	<p><u>Appendix 1:</u> Two sample flashcards about countries and nationalities.</p>
 <p>circle star</p>	<p><u>Appendix 2:</u> Two sample flashcards about shapes and colours.</p>
 <p>pink brown</p>	<p><u>Appendix 3:</u> Two sample flashcards about colours.</p>
 <p>Happy Angry</p>	<p><u>Appendix 4:</u> Two sample flashcards about feelings and emotions.</p>

Study Time

Greetings, farewells & name (Saudações, despedidas e nomes)

Hello! Hi! / Olá
 Goodbye! / Adeus
 Good morning / Bom dia
 Good afternoon / Boa tarde
 Good evening / Boa noite

Bye! / Tchau
 Good night / Boa noite
 fine / bom
 sad / triste
 angry / zangado

– What's your name? / My name is Tom.
 – Como te chamas? / Chamo-me Tom.
 – How are you today? / I'm happy.
 – Como estás hoje? / Estou feliz.

happy / feliz
 tired / cansado
 sleepy / sonolento

Countries & nationalities (Países e nacionalidades)

– Where are you from? / I'm from England.
 – De onde és? / Sou de Inglaterra.
 – What's your nationality? / I'm English.
 – Qual é tua nacionalidade? / Sou inglês.

Country	Nationality	Country	Nationality	Country	Nationality
Portugal	Portuguese	Brazil	Brazilian	Spain	Spanish
Japan	Japanese	Italy	Italian	England	English
China	Chinese	Angola	Angolan	France	French
Ukraine	Ukrainian	USA	American	Germany	German
				Alemoanha	alemão(a)

Colours & shapes (Cores e formas)

– What colour is this? / It's black.
 – Qual é a cor deste objeto? / É preto.
 – What's your favourite colour? / It's green.
 – Qual é a tua cor preferida? / É verde.

red / vermelho
 blue / azul
 black / preto
 white / branco
 orange / laranja
 grey / cinzento
 yellow / amarelo
 green / verde
 brown / castanho
 pink / rosa
 purple / roxo

circle / círculo
 triangle / triângulo
 square / quadrado
 star / estrela
 heart / coração

– What's that? / It's a blue circle.
 – O que é isso? / É um círculo azul.

Appendix 5: Page 24 and 25 on Student's book.

Let's Check

Unit 1

1. Read and write YES or NO.

1) Good morning! 2) Good afternoon! 3) Good evening! 4) Hello!

2. Read and link.

1) What's your name? A. It's S-M-I-T-H.
 2) What's your surname? B. It's Smith.
 3) How do you spell that? C. My name is Peter.

3. Put the words in order and write.

1) are / Where / you / from / ?
 2) from / England / I'm / .
 3) nationality / your / What's / ?
 4) Spanish / I'm / .

4. Listen and colour.

Self-evaluation

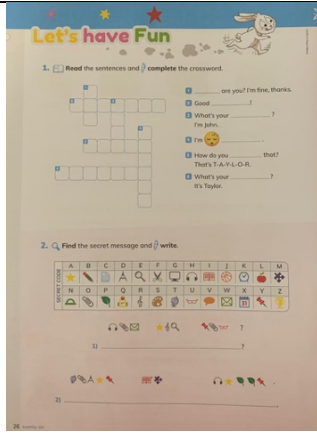
Aprendizagens Essenciais	Pontuação 15	Resultado	Como posso melhorar?
Ser fazer saudações (Hello, Good morning)	Pergunta 1	🐰 🐰 🐰	Melhorar em:
Ser falar sobre a minha identificação pessoal (name/ surname)	Pergunta 2	🐰 🐰 🐰	
Ser falar sobre os países e nacionalidades (Portugal/ Portuguese)	Pergunta 3	🐰 🐰 🐰	
Ser dizer as cores e as formas (a blue circle)	Pergunta 4	🐰 🐰 🐰	

Appendix 6: Exercise 4 and self-evaluation on page 25.

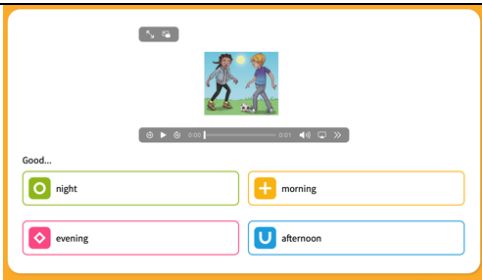
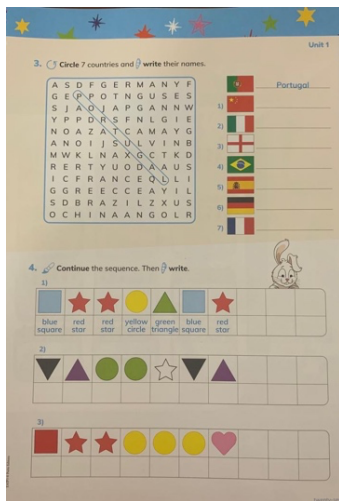
4. Listen and colour.

Self-evaluation

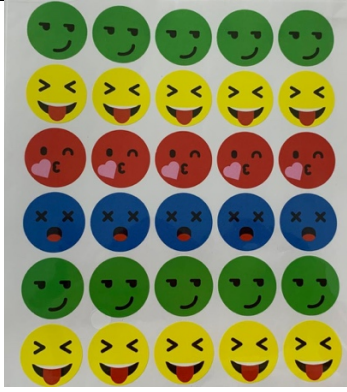
Aprendizagens Essenciais	Pontuação 15	Resultado	Como posso melhorar?
Ser fazer saudações (Hello, Good morning)	Pergunta 1	🐰 🐰 🐰	Melhorar em:
Ser falar sobre a minha identificação pessoal (name/ surname)	Pergunta 2	🐰 🐰 🐰	
Ser falar sobre os países e nacionalidades (Portugal/ Portuguese)	Pergunta 3	🐰 🐰 🐰	
Ser dizer as cores e as formas (a blue circle)	Pergunta 4	🐰 🐰 🐰	



Appendix 7: Pages 26 and 27 from the Students' book.



Appendix 8: A sample of the revision quiz from Escola Virtual.



Appendix 9: Stickers given to pupils.

ANNEX 12

Lesson Plan 1 – 3rd grade

Class: 3 rd Grade	No. of students: 16	Trainee teacher: Cláudia Teixeira
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings and farewells.✓ The days of the week.✓ The weather.✓ Emotions and feelings.✓ Numbers.✓ Age.		
Summary: Days of the week: Revision. Asking and answering about favourite day of the week. Introduction to the months of the year. Watching videos related to the topic.		
Time: 60 minutes		
Introduction: This lesson plan aims to reinforce and consolidate the days of the week and introduce the months of the year. It's a class more focused on speaking, with lots of repetition, and on writing, so that the pupils learn to write and spell the correct vocabulary.		

First, the greetings will be made, by asking what day it is and what the weather is like. Two tools will be introduced into the classroom that will help the pupils and achieve the objectives of this lesson. The first is a cardboard block which aims to make both the students and the teacher aware of the challenges they encounter. The second serves to increase the use of English in the classroom.

After that, we'll dive into a brainstorming session about the day of the week, doing page 34. Following the brainstorm, a new theme that are the months of the year will be introduced using interactive videos and activities in which the content is repeated to help the students memorize the target vocabulary.

To finish the lesson, the pupils will be given homework and as a reward if they behave well, they will receive a sticker. The main objective of the lesson is for the students to remember the days of the week, and to learn the months of the year, since next year they will review and learn how to say their birthday.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
Lexical <ul style="list-style-type: none"> ▪ Greetings and farewells ▪ Emotions and feelings ▪ The weather ▪ The days of the week 	Greetings and farewells <ul style="list-style-type: none"> ▪ Hello! / Hi! ▪ Good morning! ▪ Good afternoon! ▪ Good night! ▪ Good evening! ▪ Goodbye! 	Brainstorming Repeating words/phrases Asking/answering questions in order to revise and train	Pupils' engagement in the classroom activities Collaboration

<ul style="list-style-type: none"> Months of the year <p>Grammar</p> <ul style="list-style-type: none"> Interrogative questions and expected answers related to the topic: <p><u>Emotions and feelings:</u></p> <p>“How are you today?” “I’m wonderful.”</p> <p><u>The Weather:</u></p> <p>“What’s the weather like?” “It’s rainy”.</p> <p><u>The days of the week</u></p> <p>“What day is it today?” “It’s Thursday.”</p> <p>“What’s your favourite day of the week?” “It’s Friday.”</p> <p><u>Months of the year:</u></p>	<ul style="list-style-type: none"> Bye! <p>Emotions and feelings</p> <ul style="list-style-type: none"> happy tired sleepy fine sad angry <p>The Weather</p> <ul style="list-style-type: none"> cloudy sunny rainy snowy windy stormy cold <p>Days of the week</p> <ul style="list-style-type: none"> Monday Tuesday Wednesday Thursday Friday Saturday Sunday <p>Months of the year:</p> <ul style="list-style-type: none"> January February March April 	<p>the target</p> <p>grammar and vocabulary</p> <p>Collaborating to solve tasks</p> <p>Using a puppet to help pupils memorize the content</p> <p>Singing and mimicking</p> <p>Giving Homework</p>	<p>Respect</p> <p>Pupils’ engagement with the rest of the class (colleagues and teacher)</p>
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<p>“When’s your birthday?” “It’s in January.”</p> <p><u>Note:</u> In this type of question, it is always explained that the “is” is abbreviated with an apostrophe followed by an “s”.</p>	<ul style="list-style-type: none"> ▪ May ▪ June ▪ July ▪ August ▪ September ▪ October ▪ November ▪ December 		
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<p>Aims:</p> <ul style="list-style-type: none"> ✓ To revise the days of the week ✓ To introduce the months of the year ✓ To develop speaking skills ✓ To develop collaboration skills ✓ To cultivate a relaxed learning environment through videos and active mimicry.
<p>Resources:</p> <ul style="list-style-type: none"> ✓ Notebook ✓ Pen ✓ Pencil ✓ Poster with days of the week and weather ✓ Poster with the months of the year

- ✓ Marker
- ✓ “Patafix” gluepads
- ✓ Board
- ✓ Interactive board
- ✓ Students’ book “Easy Peasy 3rd year”
- ✓ Linguistic barometer
- ✓ Cardboard block
- ✓ YouTube Video by “Jack Hartmann Kids Music Channel” about months of the year with phonological awareness: <https://www.youtube.com/watch?v=SSL-SbVz2oA>
- ✓ Video from Escola Virtual regarding the months of the year
- ✓ Mr. Tricky
- ✓ Stickers
- ✓ Anti-stress ball

Assessment/ Success Indicators

- ✓ Observation
 - Pupils being engaged in all the activities for the lesson.
 - Pupils repeating the days of the week and the months of the year.
 - Pupils saying what their favourite day of the week is.
 - Pupils saying when their birthday is.
- ✓ Correctly answering these questions:
 - What day is it today? What day is it tomorrow?
 - What is your favourite day of the week?
 - When is your birthday?

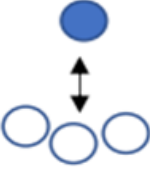
- ✓ Identifying their difficulties and strengths associating it with a colour in the corresponding cardboard.
- ✓ Memorizing at least 6 of 7 days of the week.
- ✓ Memorizing at least 5 of 12 months of the year.
- ✓ Correctly putting words in order to make a sentence.
- ✓ Checking their interest and engagement
 - By looking at their posture, motivation, and participation.
- ✓ Feedback during and at the end of the class
 - Ask if they liked the activities, and what their favourite part of lesson was.

- Skills Developed:**
- ✓ Communication skills: questioning and speaking.
 - ✓ Collaboration
 - ✓ Memorization
 - ✓ Appropriate behaviour
 - ✓ Autonomy

Additional notes:

Although the pupils had already learned the days of the week, I thought it was necessary to revise it as this content was taught before the break.

Lesson Procedures			
Strategies	Social Forms	Skills	Time

<p>Step 0 - Greetings and beginning routine.</p> <p><u>Portuguese level – Red (no Portuguese)</u></p> <p>The class begins with the teacher greeting the pupils. Then the “Hello” song is sung and the poster with the days of the week and the weather is displayed.</p> <p>After the pupils have repeated the days of the week, they are asked who the captain is today. In other words, who says what day of the week it is, and what the weather is like.</p> <p>Then, the teacher writes the number of the lesson with pupils’ help on the board.</p> <p><u>Portuguese level – Green (Portuguese allowed)</u></p> <p>After the lesson has been written, the teacher gives each pupil a card block with three colours: red,</p>		<p>Language Skills: listening, speaking, and writing.</p> <p>Strategic Skill</p> <p>Social Skill</p>	<p>10’</p>
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yellow, and green. The teacher explains that this is for the pupils to place in front of their desk and that it has to do with how comfortable they are with answering in English: green for 100% comfortable, yellow for more or less comfortable and red for not comfortable at all.

The teacher also says that they will try to speak as much English as possible and to do this they will use a tool to help them. The tool is a linguistic barometer (Appendix 1). If the arrow points to the green section, they can speak Portuguese; if it points to the yellow, section they can speak a little Portuguese; if it points to the red section, they are only allowed to use English.



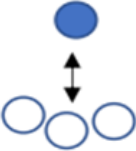

(Appendix 1 – Linguistic barometer.)



(Appendix 2 – Cardboard block.)

Instructions: Meninos, trouxe umas ferramentas para utilizarmos na aula de hoje e para nos ajudarem. The first one is a cardboard block. (Após mostrar as cores, pergunto: “Can you tell me the name of the colours? The first one is..., the second is, and the last one is...”) Enquanto distribuo, explico que é para colocarem em frente à sua secretária, e sempre que estivermos a falar sobre a matéria e eu perguntar “How do you feel about this?” e traduzo “Como te sentes em relação a este tema?”, os alunos terão de colocar a cor com a qual se identificam: verde significa que sabem, amarelo que significa que sabem mais ou menos e vermelho que não se sentem mesmo confortáveis.

The second tool, a segunda ferramenta (uso inglês e português), serve para controlarmos o uso do português na sala de aula. Ou seja, há temas e palavras que não

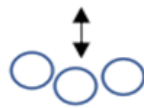
<p><i>precisamos do português, right? Então vamos tentar usar mais o inglês! Se o “nosso amigo” estiver verde, podem falar português à vontade. Se ele estiver amarelo, you have to be careful! You can use so-so. se estiver Vermelho, forget Portuguese! Let’s try to use English!</i></p> <p><i>While I explain, I will use gestures to be easier for pupils to understand what I say in English.</i></p>			
<p>Step 1 - Warm-up and Brainstorming.</p> <p><u>Portuguese level - Yellow</u></p> <p>Once the teacher has finished explaining the new tools in class, and checked that everyone has copied down the lesson, the next step begins: Brainstorming about the days of the week.</p> <p>The teacher asks the pupils to call their friend, who they will know is Mr. Tricky (Mr. Tricky, where are you? Mr. Tricky, where are you?).</p> <p>After that, the teacher says that Mr. Tricky is asking what they</p>	 	<p>Language Skills: learning, listening, and speaking.</p> <p>Strategic Skill</p>	<p>15’</p>

learned last year (which was a long time ago!), which they are expected to answer about the days of the week. If the pupils don't remember, the teacher will say that we speak about it at the beginning of every lesson.

After an answer is given, Mr. Tricky tells the teacher that he wants to hear them say the days of the week out loud. They repeat three times with different voices.

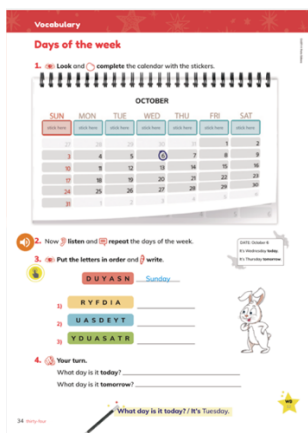
After this moment, the teacher and Mr. Tricky "talk" and agree that students should open their coursebook on page 34 and do the exercises, apart from exercise two, which is a listening exercise.

The aim is for the pupils to learn to correctly write the days, because they have already heard them at the beginning of the lesson. Next, the teacher does the listening exercise 2, which is to repeat the days of the week.



Instead of playing the audio, the teacher will use Mr. Tricky, who says the days and the pupils repeat them. Finally, the teacher and pupils correct exercises 3 and 4 on the board.

At the end, the teacher asks how comfortable they feel regarding the days of the week and to indicate using the colours of the cardboard: green for “I know”, yellow for “So-so” and red for “I need to practise more”.



(Appendix 3 – page 34 of the coursebook)



(Appendix 4 – Mr. Tricky)


Instructions: Nós temos um “friend” que nos visita de vez em quando... Can you tell me who is he? Conseguem dizer-me quem é?...

(S: Mr. Tricky!) Let’s call Mr. Tricky! Mr. Tricky, where are you? x2

Mr. Tricky: Hello boys and girls! (C: How are you, Mr. Tricky? / Mr. Tricky whispers that he is sleepy because of the parties). O Mr. Tricky está tired (mimic), devido às festas... E também porque comeu muito, right Mr. Tricky? You ate a lot of chocolates!

(Mr. Tricky whispers to the teacher) Mr. Tricky wants to know what you have learned last lesson. O Mr. Tricky quer saber o que vocês aprenderam na aula passada, que por acaso foi no ano passado!

(After an answer: Mr. Tricky wants to hear you telling him the days of the week! O Mr. Tricky quer ouvir-vos a dizer os dias da semana! Let’s start! Monday... Agora, vamos escolher outra voz para dizer os dias da

<p><i>semana! A princess voice! A voz de uma princesa! Monday...And now, a dragon voice! E agora, a voz de um dragão! Monday...</i></p> <p><i>(Mr.Tricky and the teacher whisper to each other...) Now, Mr. Tricky and I agree that you should open your student's book on page 34! Let's do exercise 1, 3 and 4. Exercise 2 will be Mr. Tricky! O exercicio 2 vai ser o Mr. Tricky.</i></p>			
<p>Step 2 – Time to speak!</p> <p><u>Portuguese level – Yellow</u></p> <p>After the brainstorming session, it's time for the pupils to develop their speaking skills. Mr. Tricky asks the teacher to ask a student "What's your favourite day of the week?".</p> <p>The pupils are expected to be intrigued and the teacher asks if they don't remember a similar structure that we use to say our favourite colour.</p> <p><i>(Instructions: Mr. Tricky whispers and the teacher asks a student "What's your</i></p>		<p>Language Skills: learning, listening, and speaking.</p> <p>Strategic skill</p> <p>Collaboration skill.</p>	<p>6'</p>

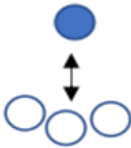
favourite day of the week?" Do you know what that means? Do you remember when I asked what your favourite colour? Lembras-te quando te perguntei qual era a tua cor ...(and I expect them to complete). So, I am asking what is your favourite day of the week. Qual é o teu... "It's ..." (encouraging them to reply)

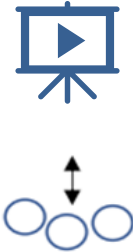
(Portuguese level – Yellow)


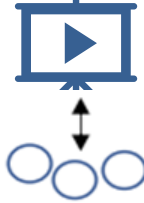
After a brief explanation, the teacher demonstrates that the pupils have to practice with the classmate next to them and ask them what their favourite day of the week is, and the answer must be "It's...".

This exercise will be done in turns and out loud. To choose the order of the pairs, the teacher will throw an anti-stress ball and whoever it goes to, the pair must repeat the dialog.

(Instructions: (student), Vem cá ajudar-me! Stand up! What's your favourite day of the week?S: It's...

<p><i>Very good! Now, Mr. Tricky will ask X...</i></p> <p><i>Mr. Tricky: What is your favourite day of the week? X: It's...</i></p>			
<p>Step 3 – Introduction to the months of the year</p> <p><u>Portuguese level: Yellow</u></p> <p>After the speaking exercise, the teacher asks the pupils if they know how many weeks there are in a month.</p> <p><i>(Instructions: Do you know how many weeks are there in a month? Vocês sabem quantas semanas tem um mês? (...) More or less 4 weeks! Mais ou menos 4 semanas!</i></p> <p>After the word month is introduced, the teacher asks if the students know what month we are in. They are expected to answer in Portuguese and the teacher says in English (January).</p> <p><i>(Instructions: Do you know what month of the year it is? Vocês sabem em que mês do</i></p>		<p>Language Skills: learning, listening, speaking.</p> <p>Communication Skill</p>	<p>2'</p>

<p><i>ano estamos? We are in January! And last month? (mimic) We were in De...cem...ber.</i></p> <p>The teacher writes the numbers 1 to 12 on the board and ask the students to help complete the months of September, October, November, December, and January.</p> <p>After this, the teacher says that the students are going to listen to a song about the months of the year and they have to pay attention.</p> <p><i>(Instructions: Now, let's listen to a song about the months of the year! Vamos ouvir uma música sobre os months of the year!)</i></p>			
<p>Step 4 – Shake it up!</p> <p><u>Portuguese level: Yellow/Red</u> <u>(because it's just repetition)</u></p> <p>The teacher puts a song about the months of the year on the interactive board, in which syllabic division is done. The pupils are asked to stand up and in the first part, clap their hands to</p>		<p>Language Skills: learning, listening, speaking.</p>	<p>3'</p>

<p>make the syllabic division and in the second part, they do it with their feet.</p> <p>In this way, the students have a fun time in class and memorization is encouraged through gestures and repetition (TPR method).</p>  <p>(Appendix 5 – Video about the months of the year by Hartmann Kids Music Channel.)</p>		Strategic Skill	
<p>Step 5 – When’s your birthday?</p> <p><u>Portuguese level - Yellow</u></p> <p>After watching the video, the teacher asks the pupils if they liked it and hands out a card with the months of the year for the pupils to keep. And then, the teacher asks pupils to help her complete the months on the</p>			2’



<p>board with the card they've been given.</p> <p><i>(Instructions: Did you like the video? And did you understand? Put it on your card if you understood what was said: green if you understood well, yellow if you understood more or less and red if you didn't understand. Gostaram do video? E perceberam? Coloquem no vosso cartão, se perceberam o que é dito: verde se perceberam bem, amarelo se perceberam mais ou menos e vermelho se não perceberam.</i></p> <p><i>Vou agora distribuir um "card" que vocês têm de guardar muito bem! Vai server para para marcar os vossos livros! Mas primeiro, vamos olhar para o cartão e tentar "fill-in" on the board. So, what's month number 2? And number 3? (...)</i></p> <p>Next, Mr. Tricky reappears and whispers to the teacher that he has chosen a video for the students to watch, but that they have to turn on their detective mode to find out an important question that is said in the video.</p> <p><i>(Instructions: Mr. Tricky whispers to teacher... Mr. Tricky has something for you!</i></p>		<p>Language Skills: learning, listening, speaking.</p> <p>Strategic Skill</p> <p>Critical Thinking</p>	
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He wants to show you a video! Turn on your detective mode! Liguem o vosso modo detective, o Mr. Tricky quer mostrar-vos um vídeo! He wants you to find out an important question that is said in the video. Ele quer que descubramos uma questão importante que é dita no vídeo. Let's go!)

Once the video is over, the teacher asks what question and answer the students heard in the video. The pupils are expected to be able to answer what they heard and together they come to the conclusion that it is the question "When is your birthday?" with the answer "It's in", followed by an explanation of the meaning.



(Appendix 6 – Sample card with the months of the year delivered to pupils.)

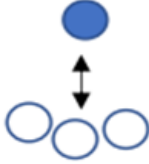
 <p>(Appendix 7 – Video from Escola Virtual regarding the months of the year.)</p>			
<p>Step 6 – Fill in your birthday!</p> <p><u>Portuguese level: Yellow</u></p> <p>As soon as the explanation is given, the teacher shows a large card with the months of the year on it and demonstrates that the students are going to the board and that Mr. Tricky is going to ask when their birthday is. The chosen student answers with the correct structure "It's in..." and writes their name with a marker in the month of their birthday.</p> <p><i>(Instructions: Look what I have here! It's a card with the months of the year! Mr. Tricky and I are working a lot together! O Mr. tricky quer falar com vocês...E para isso... Ele vai-me dizer os nomes dos alunos que vamos chamar para vir ao quadro... e cada vai write their name, escrever o nome, no</i></p>		<p>Language Skills:</p> <p>Listening, speaking, and writing.</p>	<p>17'</p>

mês em que faz anos. Mas para isso, precisa de answer to a magic question: When is your birthday? E vocês têm de responder como está escrito: It's in.... Podem olhar para o quadro. Vamos chamar o first student!)

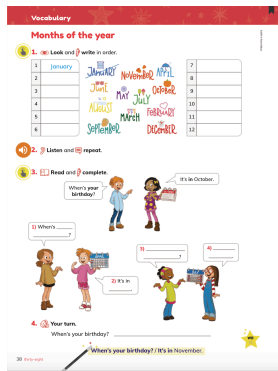
The teacher writes the question "When is your birthday?" and the answer "It's in (their birthday month)." on the board for the students to write in their notebooks.



(Appendix 8 – Sample card used for pupils to complete.)

<p>Step 7 – Summary of the lesson, homework, and goodbye!</p> <p><u>Portuguese level: Yellow</u></p> <p>To end the lesson, the teacher tells pupils that they have a task to do at home: exercises on page 38 of the student’s book.</p> <p>The teacher will ask what they most enjoyed doing in that lesson and what they have learned.</p> <p><i>(Instructions: Our lesson is finishing, so for homework please do page 38. Façam a página 38 como homework! Vou escrever no quadro, apontem por favor!</i></p> <p><i>O que mais gostaram na aula de hoje? Sentem que já sabem dizer alguns meses do ano? Vamos dizer mais uma vez? January...</i></p> <p><i>Did you like having Mr. Tricky in the classroom? Gostaram de ter o Mr. Tricky na aula? He wants to give you something!</i></p> <p>Finally, as a reward, Mr. Tricky gives each pupil a sticker for their hard work in class and good</p>		<p>Language Skills: learning, listening.</p> <p>Communication skill</p> <p>Writing Skill</p>	<p>5'</p>
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behaviour, that they can stick to their notebooks.

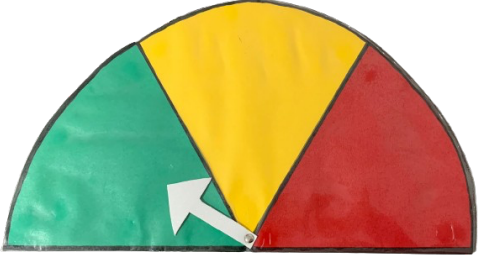



(Appendix 9 – Homework.)



(Appendix 10 - Stickers given to pupils.)

Appendix List:

	<p><u>Appendix 1:</u> Linguistic barometer.</p>
	<p><u>Appendix 2:</u> Cardboard block.</p>

Vocabulary

Days of the week

1. Look and complete the calendar with the stickers.

2. Now listen and repeat the days of the week.

3. Put the letters in order and write.

↓

D U Y A S N Sunday _____

1) **R Y F D I A** _____

2) **U A S D E Y T** _____

3) **Y D U A S A T R** _____

4. Your turn.

What day is it today? _____

What day is it tomorrow? _____

What day is it today? / It's Tuesday.

34 thirty-four

Appendix 3: Page 34 of the coursebook.



Appendix 4: Mr. Tricky.



Appendix 5: Video about the months of the year by Jack Hartmann Kids Music Channel.



Appendix 6: Sample card with the months of the year delivered to pupils.



Appendix 7: Video from Escola Virtual regarding the months of the year.



Appendix 8: Sample card used for pupils to complete.

Vocabulary

Months of the year

1. Look and write in order.

1	January	JANUARY	NOVEMBER	APRIL	7
2		JUNE	MAY	JULY	8
3		AUGUST	MARCH	FEBRUARY	9
4		SEPTEMBER		DECEMBER	10
5					11
6					12

2. Listen and repeat.

3. Read and complete.

When's your birthday? It's in October.

1) When's _____?

2) It's in _____.

3) _____?

4) _____.

4. Your turn.
When's your birthday? _____

When's your birthday? / It's in November.

Appendix 9: Homework.



Appendix 10: Stickers given to pupils.

ANNEX 13

Lesson Plan 2 – 4th grade

Class: 4 th Grade	No. of students: 17	Trainee teacher: Cláudia Teixeira
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings and farewells.✓ The days of the week.✓ The weather.✓ Emotions and feelings.✓ Cardinal numbers 1 to 100.✓ Ordinal numbers 1st to 31st.✓ The months of the year.		
Summary: Ordinal numbers: Revision. Answering the question “When is your birthday?” using ordinal numbers.		
Time: 60 minutes		
Introduction: This lesson plan aims to reinforce and consolidate the ordinal numbers and introduce answering when the date of the student’s birthday is using ordinal numbers. It’s a class more focused on speaking, and listening with lots of repetition and drilling, so that the pupils learn to spell correctly.		

First, the greetings will be made, then the summary will be written with the help of the pupils. As they learned about ordinal numbers last week, a brainstorming session will take place to help with the pronunciation of -th, and to see if the pupils have understood the rule of how ordinal numbers are written by trying to write a number they remember on the board.

After that, it a new content will be introduced in which pupils have to use ordinal numbers to say the date of their birthday and month. Hence the importance of more intensive brainstorming with ordinal numbers.

The lesson will end with a listening exercise to help students with this component. It's worth noting that there is one student who has significant learning challenges, and this lesson will help him/her (and the students who missed the previous lesson) to understand how ordinal numbers are created. As he/she needs more help, and since there are four teachers in the room, it is necessary to have a teacher beside him/her to repeat the instructions. However, it will be possible to carry out the lesson with colleagues, with the exception of the listening exercise, which is replaced by another, which helps to train fine motor skills.

Contents			
Concepts	Vocabulary	Strategies	Attitudes

<p>Lexical</p> <ul style="list-style-type: none"> ▪ Greetings and farewells ▪ The days of the week ▪ The weather ▪ Emotions and feelings ▪ Months of the year ▪ Ordinal numbers <p>Grammar</p> <ul style="list-style-type: none"> ▪ Interrogative questions and answers related to the topic: <p><u>Emotions and feelings:</u></p> <p>“How are you today?” “I’m happy.”</p> <p><u>Days of the week:</u></p>	<p>Greetings and farewells</p> <ul style="list-style-type: none"> ▪ Hello! / Hi! ▪ Good morning! ▪ Good afternoon! ▪ Good night! ▪ Good evening! ▪ Goodbye! ▪ Bye! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p> <ul style="list-style-type: none"> ▪ cloudy ▪ sunny ▪ rainy ▪ snowy ▪ windy ▪ stormy ▪ cold 	<p>Brainstorming</p> <p>Repeating words/phrases</p> <p>Using Realia</p> <p>Asking/answering questions in order to revise and practise the target grammar and vocabulary</p> <p>Collaborating to solve tasks</p> <p>Using a puppet to help pupils memorize the target language</p> <p>Repeating/drilling</p> <p>Giving Homework</p>	<p>Pupils’ engagement in the classroom activities</p> <p>Collaboration</p> <p>Respect</p> <p>Pupils’ engagement with the rest of the class (colleagues and teacher)</p> <p>Critical Thinking</p>
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<p>“What day is it today?”</p>	<ul style="list-style-type: none"> ▪ hot ▪ chilly 		
<p><u>The weather:</u></p>	<p>Emotions and feelings</p>		
<p>“What is the weather like?”</p>	<ul style="list-style-type: none"> ▪ happy ▪ tired 		
<p><u>Months of the year and ordinal numbers:</u></p>	<ul style="list-style-type: none"> ▪ sleepy ▪ fine ▪ sad ▪ angry 		
<p>“When is your birthday?”</p>	<p>Months of the year</p>		
<p>“It’s on the 6th of January.”</p>	<ul style="list-style-type: none"> ▪ January ▪ February ▪ March ▪ April ▪ May ▪ June ▪ July ▪ August ▪ September ▪ October ▪ November ▪ December 		
	<p>Ordinal numbers:</p> <ul style="list-style-type: none"> ▪ 1st - first 		

	<ul style="list-style-type: none">▪ 2nd - second▪ 3rd - third▪ 4th - fourth▪ 5th - fifth▪ 6th - sixth▪ 7th - seventh▪ 8th - eighth▪ 9th - ninth▪ 10th - tenth▪ 11th - eleventh▪ 12th - twelfth▪ 13th - thirteenth▪ 14th - fourteenth▪ 15th - fifteenth▪ 16th - sixteenth▪ 17th - seventeenth▪ 18th - eighteenth▪ 19th - nineteenth▪ 20th - twentieth▪ 21st - twenty- first		
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	<ul style="list-style-type: none">▪ 22nd - twenty-second▪ 23rd - twenty-third▪ 24th - twenty-fourth▪ 25th - twenty-fifth▪ 26th - twenty-sixth▪ 27th - twenty-seventh▪ 28th - twenty-eighth▪ 29th - twenty-ninth▪ 30th - thirtieth▪ 31st - thirty-first		
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Aims:

- ✓ To revise the ordinal numbers
- ✓ To introduce the ordinal numbers using the context of students' birthdays.
- ✓ To develop collaboration skills
- ✓ To develop speaking skills

- ✓ To develop listening skills

Resources:

- ✓ Notebook
- ✓ Pen
- ✓ Pencil
- ✓ Board
- ✓ Projector
- ✓ Students' book "Easy Peasy 4th year"
- ✓ Mr. Tricky
- ✓ Box
- ✓ Badge
- ✓ Pieces of a puzzle
- ✓ "Patafix" gluepads
- ✓ Marker
- ✓ Party items (birthday candles, birthday hat, plastic plates, and cups)
- ✓ Anti-stress ball
- ✓ Stickers

Assessment/ Success Indicators

- ✓ Observation
 - Pupils being engaged in all the activities for the lesson.
 - Pupils repeating the ordinal numbers and making an effort to learn the pronunciation -th

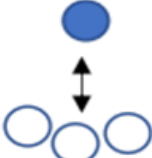
- Pupils identifying the theme of the lesson through the objects taken out of the box.
- Pupils correctly writing on the card the day (ordinal number) and month in which they were born.
- ✓ Correctly answering these questions:
 - What day is it today?
 - When is your birthday?
- ✓ Understanding how to write an ordinal number with the teacher's help.
- ✓ Memorizing at least 8/18 numbers.
- ✓ Getting 2/3 questions right in a listening about dates.
- ✓ Correctly putting words in order to make a sentence.
- ✓ Checking the students' interest and engagement
 - By looking at their posture, motivation, and participation.
- ✓ Giving feedback during and at the end of the class
 - Asking if they liked the activities, what their favourite part of the lesson was and what could have been done differently.

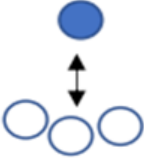
Skills Developed:

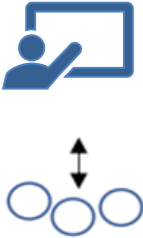
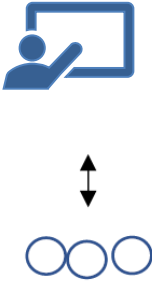
- ✓ Communication skills: questioning, speaking, and listening.
- ✓ Collaboration
- ✓ Memorization
- ✓ Appropriate behaviour
- ✓ Autonomy
- ✓ Critical Thinking

Additional notes: In this class, there is one student that faces significant learning challenges, needing close monitoring by the teachers. As this lesson is a brainstorming session on the topic covered in the previous lesson, it's a way for the student (and the other students who were absent) to catch up on what was learnt.

There will be exercises that require participation and the teacher's help can always be requested. The homework will be adapted, which will be pages 13 and 14 of the book "Very Easy Peasy." That is because page 13 explains ordinal numbers and it is necessary to trace the words, which helps to train fine motor skills.

Lesson Procedures			
Strategies	Social Forms	Skills	Time
<p>Step 0 - Greetings and beginning routine.</p> <p>The class begins with the teacher greeting the pupils. Then the Hello song is sung and after this brief moment, the teacher writes the summary of the previous lesson with the help of the students on the board.</p> <p>Since they learned the ordinal numbers last week, the teacher explains that they will learn to write the day of the month in full.</p> <p>After this, the teacher asks who the captain is and asks him/her to help her by telling the class the</p>		<p>Language Skills: listening and speaking.</p>	<p>7'</p>

<p>number of the lesson and describing the weather. Then, the teacher writes this with pupils' help.</p> <p><i>(Instructions: Now that you know the ordinal numbers, we can start writing it in full! So, we write 11th and in brackets (parenthesis), eleventh!</i></p>			
<p>Step 1 - Warm-up and Brainstorming.</p> <p>The teacher asks pupils what they talked about in their lesson with teacher Inês. The students are expected to answer that it was ordinal numbers and the teacher asks a student if they can remember an ordinal number.</p> <p>The student is expected to say the number, but if he/she can't remember, the teacher gives hints and reinforces the pronunciation of the -th at the end.</p> <p>After this moment, the teacher writes on the board the numbers</p>		<p>Language Skills: learning, listening, and speaking.</p> <p>Strategic Skill</p>	<p>5'</p>

<p>from 1st to 18th and repeats them one by one with the pupils.</p> <p>*18 numbers have been chosen because there are 17 pupils, plus the number that the teacher fills in. In this way, all of the students get the opportunity to write on the board.</p> <p><i>(Instructions: Last week, some students were absent (name them.) Can you tell me what we talked about last class?) (mimicking, so they can know what we did.)</i></p> <p><i>Don't forget! -th! Têm de encostar a língua contra os dentes e empurrar o ar que vem! I wanna see! (mimicking)</i></p>			
<p>Step 2 – Your turn!</p> <p>After this moment, the teacher takes two puzzle pieces and glues them to a part of the board. Next, the teacher asks a student to tell her a number from 0 to 20. If the student chooses a cardinal number which in ordinal number ends with the prefix -th, the teacher writes the number on one</p>		<p>Language Skills: learning, listening, speaking, and writing.</p> <p>Strategic skill</p>	<p>13'</p>

<p>piece of the puzzle (e.g. eight) and writes -th on the other piece. And put them together so that the students understand that most ordinal numbers are formed with the cardinal number.</p> <p>However, there are exceptions that they have to memorize, which are first, second, third, twelfth and twentieth (from 1st to 20th). To do this, the teacher helps to create a chant with these ordinal numbers, by snapping their fingers.</p> <p><i>(Instructions:Now, X, choose a number. Escolhe um número qualquer. Ok, you chose seven. Nesta peça do puzzle, vou escrever seven. E nesta, -th.</i></p> <p><i>Como vêm, se juntarmos as peças do puzzle, fica o número ordinal "seventh" (sétimo).</i></p> <p><i>Agora, se o fizermos com as exceções, isso já não acontece. Essas exceções, temos de as decorar. Podemos criar um ritmo. Vamos lá First, second, third, first, second third, Now, click your fingers... FIRST, SECOND, THIRD, FIRST, SECOND, THIRD. There is one more exception:</i></p>			
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twelfth. First, second, third, twelfth...first, second, third, twelfth...)

Thereafter, the teacher explains that the students will go to the board to try to write an ordinal number in full and the teacher gives the example and writes the number twelfth (because it's the trickiest). To choose the order, a digital tool will be used, which is a wheel of names.

This wheel has all the students' names on it and when you press the computer's mouse, it spins around and chooses a name.

The teacher will ask a student (who she knows has more challenges) to be her helper, pressing the mouse to make the roulette wheel spin. She will also put a "helper" badge on him/her.

(Instructions: Now, you have to come to the board to write an ordinal number. You can choose any number to write.)

Ask X student to stand up and puts the badge:
Can you be my helper today? Can you help me?

Temos aqui uma wheel of names, with your names! And, when X student press the mouse, this will pick one of you. Ok? Quando o/a X carregar no rato, a wheel vai selecionar um de vocês. Estão prontos? X, you can start! (mimicking)

Then, the chosen student on the wheel of names, comes to the board and writes down the number they feel the most comfortable with. It is to be expected that the students will have some difficulties when doing this exercise, but the brainstorming involving the ordinal numbers and the puzzle pieces will help them feel more comfortable writing an ordinal number on the board. In this way, they will also remember how to write cardinal numbers.

If the teacher notices that the student at the board has doubts about writing, she can use the

puzzle pieces again, as the marker can be erased.

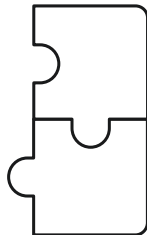
(Instructions: Ok, you want to write number 8th... Mas não sabes como, right? Let me show you: One piece of a puzzle (write eight) e agora another piece of the puzzle (-th). Se tu as unires,if you put them together, you have eighth.. now repeat: EighTH.)



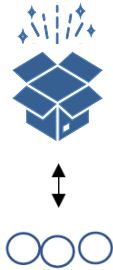
(Appendix 1: Wheel of names.)



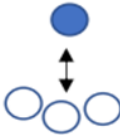
(Appendix 2: Badge given to the student.)





(Appendix 3: Samples used as pieces of a puzzle.)

<p>Step 3 – Setting expectations and enthusiasm.</p> <p>The teacher shows a large box containing various items which the students can't see: a birthday hat, birthday plates, candles, a "gift", ... She explains that today's lesson will be related to the objects inside the box. The teacher then asks a member of the class to put their hand inside the box and touch an object... then asks another member to do the same...</p> <p><i>(Instructions: I have a huge box here. What colour is the box? and it has stickers on it! Lots of smiles! What do you think is inside? (mimicking) Let's find out. Z, you can start.)</i></p> <p>Meanwhile, the teacher asks if the object is soft, big, small, etc. The students have to guess what the object is and what its purpose is. The teacher will ask questions to stimulate critical thinking, such as "Okay, you think this object is part</p>		<p>Language Skills: learning, listening, and writing.</p> <p>Communication Skill</p> <p>Strategic Skill</p> <p>Critical Thinking</p>	<p>5'</p>
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<p>of a birthday party. What makes you say that?".</p> <p><i>(Instructions: Put your hand inside and touch. What do you feel? What do you think is inside? Is it soft? macio? Does it have texture? Tem textura? In what shape? Take one object. Hmmm candy... Where do you eat candy? Em ocasiões festivas... What makes you say that? (mimicking) O que te faz dizer isso?)</i></p> <p>Finally, she asks a student to take an object out of the box and asks what the student thinks the lesson is about.</p> <p>The student or the rest of the class is expected to answer about birthdays and the teacher says yes, today they're going to talk about birthdays!</p> <div data-bbox="379 1406 555 1581" data-label="Image"> </div> <p>(Appendix 4: Box with birthday items.)</p>			
<p>Step 4 – Birthday boy!</p>			

<p>The teacher tells the students that they should call their friend (who they know is Mr. Tricky) and the teacher picks him up, who is wearing a birthday hat today.</p> <p>The teacher talks to Mr. Tricky and asks why he's wearing a birthday hat. Mr. Tricky whispers that it's because he's going to a birthday party. The teacher makes a surprised face and then asks the question "When is your birthday, Mr. Tricky?" and Mr. Tricky whispers in her ear "It's on the 11th of January."</p> <p><i>(Instructions: Wow, Mr. Tricky you look so happy today! He's wearing something... he's wearing a hat! But, isto não a normal hat... It's a birthday hat! Why, Mr. Tricky? He is saying that he is going to a birthday party! OMG! When is your birthday, Mr. Tricky? (...))</i></p> <p>The teacher passes the information on to the students, and it is expected that one of the students will say that Mr. Tricky's birthday is today, but if this</p>		<p>Language Skills: learning, listening, and speaking</p> <p>Strategic Skill</p>	<p>3'</p>
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<p>doesn't happen, the teacher gives a clue and asks what day it is.</p> <p><i>("Instructions: OMG, it's on the 11th of January! Mr. Tricky is saying that is on the 11th of January!! (if they don't associate) But calm down... When is the 11th of January...?")</i></p>  <p>(Appendix 5: Mr. Tricky.)</p>			
<p>Step 5 – When is your birthday?</p> <p>The teacher writes the structure "When is your birthday?" "It's on the 11th of January" on the board and explains that while the Portuguese say "no dia 11 de janeiro", the English say "no décimo primeiro dia de janeiro". They also write the months of the year in capital letters.</p> <p>In other words, they use ordinal numbers for birthdays.</p>		<p>Language Skills: learning, listening, speaking and writing.</p> <p>Strategic Skill</p> <p>Communication Skill</p> <p>Social Skill</p>	<p>10'</p>

(Instructions: Meninos, uma coisa importante: Nós dizemos que o aniversário é no dia 11 de janeiro, mas quem fala Inglês diz no décimo primeiro dia de janeiro. Assim como na data: no decimo primeiro dia do mês do janeiro. Ou seja, eles usam ordinal numbers for birthdays, dates...E escrevem sempre in capital letters)

Then, the teacher hands out a card with the question "When is your birthday?" on one side and "It's on the ___ of ____ . And yours?" on the other.

The teacher explains that they will have to fill in their day (in ordinal form) and their month and form pairs to roleplay a dialogue.

(Instructions: Now, I have some cards with me and these are for you. De um lado, it says "When is your birthday? which means what? (...) and on the side it says "My birthday is on the (space) of (space). What do you think you have to write? Raise your hand! Vocês têm de colocar o dia em que nasceram (ordinal number e por extenso!) e o mês.)

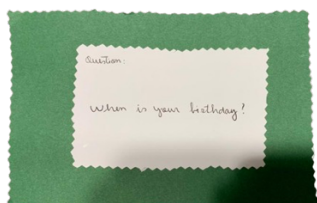
After this moment, the teacher gives the students time to practice at their seats. Then, the teacher explains that she will

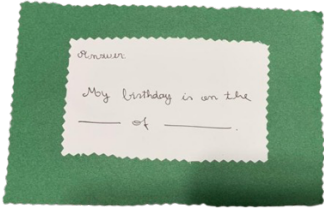

throw the ball to a pair and that pair must come to the front to repeat the dialogue.

(Instructions: I will give you some time to practice with your colleague. Depois, I will throw this ball and the person who catches it, has to come here and repeat this dialogue with their card. Ok, quem apanhar a bola tem de vir cá à frente com o seu par e repetir as frases que estão escritas.)

The teacher demonstrates using Mr. Tricky and a chosen student, throwing the ball at him/her, and calling him/her to the front to read his/her card. Mr. Tricky transmits the information into the teacher's ear, and she repeats it.

(Instructions: Come here, Z! You will do with Mr. Tricky! are you ready Mr. Tricky? Mr. Tricky is asking when is your birthday?)



 <p>(Appendix 6: Cards delivered to students: front & back, respectively.)</p>			
<p>Step 6 – Time to listen!</p> <p>After this, the teacher asks the pupils to open the student’s book on page 35. The teacher asks them to do exercise 2 together, which is a listening exercise. exercises 1 and 3 will be homework.</p> <p><i>(Instructions: Now, I want you to open your student’s book (shows cover) on page 35. Let’s do exercise 2, as is a listening exercise. The rest is homework. O resto é homework (the teacher writes on the board.)</i></p> <p>While the rest of the pupils are doing this listening exercise, the student that faces significant challenges starts doing exercise 1 on page 13 of the “Very Easy Peasy” book. The teacher also explains to the student what has</p>		<p>Language Skills: learning, listening, and writing.</p>	<p>4’</p>

to be done and to the teacher who will be standing next to him/her.

(Instructions: X, como faltaste na última aula, lê os números ordinais que estão aqui, que como vês tem sempre um th no fim. Olha diz os números em inglês. Agora, tens de acrescentar o -th no fim. Faz o exercício 1 em que tens de passar por cima para criar a palavra. Depois, repetes com a professora (I,S,V) a palavra. Pode ser?)

HAPPY BIRTHDAY Unit 2

5. Look, read and write.

JANUARY 2 - John	FEBRUARY 3 - Tom 5 - Peter	MARCH 1 - Tom 4 - Peter	APRIL 2 - Anna 11 - Rita 13 - Maria	MAY 11 - Rita 13 - Maria	JUNE 3 - David
JULY 1 - Maria 5 - Peter	AUGUST 2 - John 18 - Steven	SEPTEMBER 1 - Tom 18 - Steven	OCTOBER 17 - Rita 22 - Clery	NOVEMBER 17 - Rita 22 - Clery	DECEMBER 22 - Clery

Tom's birthday is on 1st March.

1. John's birthday is on _____

2. Rita's birthday is on _____

3. Peter's birthday is on _____

4. David's birthday is on _____

5. Chang's birthday is on _____

6. Listen and circle.

1. Write.

Mary: 11/7/06, 01/7/06, 11/7/11, 19/7/11

Lily: 02/02, 12/02

7. Read and write. Use the words in the box.

I'm _____ years old. I'm Tom's sister.
My hair is _____ and brown.
I've got long _____ hair and brown _____ eyes.
I've got long _____ hair and brown _____ eyes.
I've got long _____ hair and brown _____ eyes.

birthday, six, eyes, brown, 2nd, in

(Appendix 7: Page 35 of the students' book.)

Ordinal numbers Unit 2

It's 2nd October. It's 10th October. It's 31st October.

1 st first	11 th eleventh	21 st twenty-first
2 nd second	12 th twelfth	22 nd twenty-second
3 rd third	13 th thirteenth	23 rd twenty-third
4 th fourth	14 th fourteenth	24 th twenty-fourth
5 th fifth	15 th fifteenth	25 th twenty-fifth
6 th sixth	16 th sixteenth	26 th twenty-sixth
7 th seventh	17 th seventeenth	27 th twenty-seventh
8 th eighth	18 th eighteenth	28 th twenty-eighth
9 th ninth	19 th nineteenth	29 th twenty-ninth
10 th tenth	20 th twentieth	30 th thirtieth

1. Trace the words and link. Circle on pictures a flag.

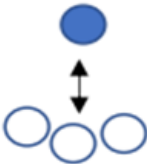
first, second, third, fourth

2nd, 3rd, 1st, 20th

4th, 23rd, 10th, 3rd

first, second, twenty-third, third

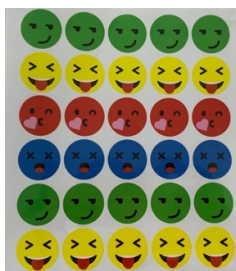
(Appendix 8: Page 13 of the "Very Easy Peasy" book.)

<p>Step 7 – Summary of the lesson, homework, and goodbye!</p> <p>To end the lesson, the teacher tells pupils what they have to do at home: to finish page 35. Regarding the pupil that faces significant learning challenges, the teacher gives the student a photocopy of page 14 of the book "Very Easy Peasy" to do at home.</p> <p>The teacher asks each student for one thing they liked about the lesson and one thing that could have been done. This way, the teacher has feedback to use in the next lesson.</p> <p>As a reward, the teacher gives each pupil a sticker for their hard work in class and good behaviour, that they can stick in their notebooks.</p> <p>Finally, the teacher stands at the door of the classroom and tells the students that to leave, she will ask "When is your birthday?" and</p>		<p>Language Skills: learning, listening.</p> <p>Communication skill</p>	<p>3'</p>
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they will have to answer, "It's on the ___ of ___." The teacher will have a helper, Mr. Tricky, who will give each student a hug.



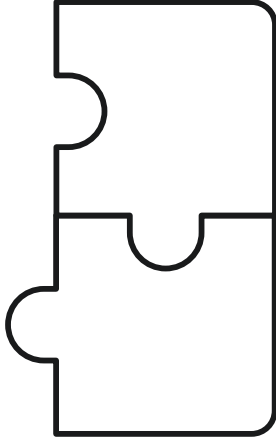




(Appendix 9: Page 14 of the "Very Easy Peasy" book.)



(Appendix 10: Stickers given to pupils.)

Appendix List:

	<p><u>Appendix 1:</u> Wheel of names: https://wheelofnames.com/22m-tmn.</p>
	<p><u>Appendix 2:</u> Badge given to the student.</p>
	<p><u>Appendix 3:</u> Sample used as pieces of a puzzle.</p>

	<p><u>Appendix 4:</u> Box with birthday items.</p>
	<p><u>Appendix 5:</u> Mr. Tricky.</p>
	<p><u>Appendix 6:</u> Cards delivered to students (front & back, respectively).</p>

Unit 2

HAPPY BIRTHDAY

5. Look, read and write.

JANUARY 2 - Julia	FEBRUARY	MARCH 1 - Tom 5 - Peter	APRIL 2 - Anna	MAY 11 - Rui 13 - Mark	JUNE 3 - David
JULY	AUGUST 5 - Miss Miller	SEPTEMBER	OCTOBER 2 - Zuri 18 - Steven	NOVEMBER 17 - Mr Patel	DECEMBER 22 - Cheng

Tom's birthday is on 1st March.

- Julia's birthday is on _____.
- Rui's birthday is on _____.
- Peter's birthday is on _____.
- David's birthday is on _____.
- Cheng's birthday is on _____.

6. Listen and circle.

- William
11 / 06 01 / 06
- Mary
31 / 11 13 / 11
- Lucy
02 / 02 12 / 02

7. Read and write. Use the words in the box.

Hi, my name is 1 Anna.
I'm 2 years old. I'm Tom's sister.
My 3 is on the 4 of April.
I've got long 5 hair and brown 6.

birthday
six
eyes
brown
2nd
is

35

Appendix 7: Page 35 of the students' book.

Unit 2

Ordinal numbers

1 st first	11 th eleventh	21 st twenty-first
2 nd second	12 th twelfth	22 nd twenty-second
3 rd third	13 th thirteenth	23 rd twenty-third
4 th fourth	14 th fourteenth	...
5 th fifth	15 th fifteenth	30 th thirtieth
6 th sixth	16 th sixteenth	31 st thirty-first
7 th seventh	17 th seventeenth	...
8 th eighth	18 th eighteenth	
9 th ninth	19 th nineteenth	
10 th tenth	20 th twentieth	

1. Trace the words and link. (Cobre as palavras e liga.)

first second third fourth

2nd 30th 1st 20th

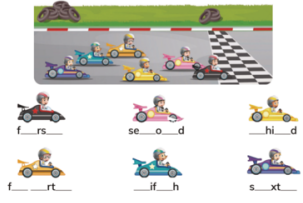
4th 23rd 10th 3rd

tenth twentieth twenty-third thirtieth


13

Appendix 8: Page 13 of the "Very Easy Peasy" book.

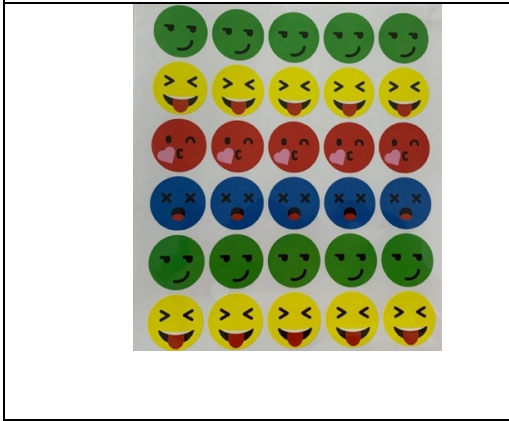
2. Look and complete the ordinal numbers. (Observa e completa os números ordinais.)



3. Look and complete. (Observe e completa.)



Appendix 9: Page 14 of the “Very Easy Peasy” book.



Appendix 10: Stickers given to pupils.

ANNEX 14

Adapted exercise from the coursebook about Q&A on birthdays

3. Role-play.



4. Your turn. When's your birthday?

34 thirty-four

When's your birthday? / It's on (the) 5th (of) May.



ANNEX 15

Lesson Plan 3 – 4th grade

Class: 4 th Grade	No. of students: 17	Trainee teacher: Cláudia Teixeira
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings and farewells.✓ The days of the week.✓ The weather.✓ Emotions and feelings.✓ Cardinal numbers 1 to 100.		
Summary: Vocabulary: Telling the time. Collaboration task.		
Time: 60 minutes		
Introduction: This lesson plan aims to introduce telling the time. As this is a new topic and it can be confusing, the lesson will be divided into stages. First, the greetings will be made, then the summary will be written with the help of the pupils. Mr. Tricky is going to be the leader of this class because he will introduce telling the time due to the huge watch he will wear on his wrist.		

After a brief dialogue with Mr. Tricky to set the content for the topic of telling the time, the teacher will first explain how to tell the time on the clock (with a student's help), linked to how the Portuguese tell the time. Next, the teacher will explain how the English tell the time, explaining the concepts "half" "past", "to" "a quarter", "midday", and "midnight".

To consolidate the new content, there will be a lot of repetition throughout the lesson, and the students make up their own clocks as they see the teachers on the board. The fact that they collaborate at the end makes them identify their doubts.

It's worth noting that there is one student who has significant learning challenges, so as he/she needs more help, and since there are four teachers in the room, it is necessary to have a teacher beside him/her to repeat the instructions. However, it will be possible to carry out the lesson with colleagues.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
Lexical <ul style="list-style-type: none"> ▪ Greetings and farewells ▪ The days of the week ▪ The weather ▪ Emotions and feelings 	Greetings and farewells <ul style="list-style-type: none"> ▪ Hello! / Hi! ▪ Good morning! ▪ Good afternoon! ▪ Good night! ▪ Good evening! 	Repeating words/phrases Using scaffolding Asking/answering questions in order to revise and practice the target	Pupils' engagement in the classroom activities Collaboration Respect

<ul style="list-style-type: none"> ▪ Ordinal numbers <p>Grammar</p> <ul style="list-style-type: none"> ▪ Interrogative questions and answers related to the topic: <p><u>Emotions and feelings:</u></p> <p>“How are you today?” “I’m happy.”</p> <p><u>Days of the week:</u></p> <p>“What day is it today?”</p> <p>“It’s Thursday.”</p> <p><u>The weather:</u></p> <p>“What is the weather like?”</p> <p>“It’s rainy and chilly.”</p>	<ul style="list-style-type: none"> ▪ Goodbye! ▪ Bye! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p> <ul style="list-style-type: none"> ▪ cloudy ▪ sunny ▪ rainy ▪ snowy ▪ windy ▪ stormy ▪ cold ▪ hot ▪ chilly <p>Emotions and feelings</p> <ul style="list-style-type: none"> ▪ happy ▪ tired ▪ sleepy 	<p>grammar and vocabulary</p> <p>Collaborating to solve tasks</p> <p>Using a puppet to help pupils memorize the target language and contextualize the topic.</p> <p>Repeating/drilling</p> <p>Giving Homework</p>	<p>Pupils’ engagement with the rest of the class (colleagues and teacher)</p>
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<p><u>Time:</u></p> <p>“What time is it?”</p> <p>“It’s half past eight.”</p>	<ul style="list-style-type: none"> ▪ fine ▪ sad ▪ angry <p>Time:</p> <ul style="list-style-type: none"> ▪ half past ▪ o’ clock ▪ midnight ▪ midday ▪ a quarter to ▪ a quarter past 		
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<p>Aims:</p> <ul style="list-style-type: none"> ✓ To introduce telling the time ✓ To develop collaboration skills ✓ To develop speaking skills ✓ To develop listening skills
<p>Resources:</p> <ul style="list-style-type: none"> ✓ Notebook

- ✓ Pen
- ✓ Pencil
- ✓ Board
- ✓ Projector
- ✓ Students' book "Easy Peasy 4th year"
- ✓ "Very Easy Peasy" book
- ✓ Mr. Tricky
- ✓ Watch
- ✓ Markers
- ✓ Cardboard
- ✓ Badge

Assessment/ Success Indicators

- ✓ Observation
 - Pupils being engaged in all the activities for the lesson.
 - Pupils answering the questions the teacher asks.
 - Pupils correctly writing what time it is on the card.
- ✓ Correctly answering the following question:
 - What time is it?
- ✓ Understanding how Portuguese tell time.
- ✓ Starting to understand how English tell time.
- ✓ Repeating the vocabulary
- ✓ Correctly putting words in order to make a sentence.
- ✓ Checking the students' interest and engagement.
 - By looking at their posture, motivation, and participation.
- ✓ Giving feedback during and at the end of the class.

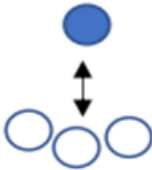
- Asking if they liked the activities.

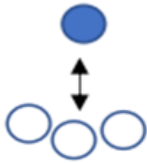
Skills Developed:

- ✓ Language and Communication skills: questioning, speaking, writing, and listening.
- ✓ Collaboration.
- ✓ Memorization.
- ✓ Appropriate behaviour.
- ✓ Autonomy.

Additional notes: In this class, there is one student that faces significant learning challenges, needing close monitoring by the teachers. However, it will be possible to carry out the lesson with colleagues.

Lesson Procedures

Strategies	Social Forms	Skills	Time
<p>Step 0 - Greetings and beginning routine.</p> <p>The class begins with the teacher greeting the pupils. Then the Hello song is sung and after this brief moment, the teacher writes the</p>		<p>Language Skills: listening and speaking.</p>	<p>7'</p>





<p>summary of the previous lesson with the help of the students on the board.</p> <p>After this, the teacher asks who the captain is and asks him/her to help her by telling the class the number of the lesson and describing the weather. Then, the teacher writes this with pupils' help.</p>			
<p>Step 1 – Mr. Tricky is late!</p> <p>After writing the summary and opening the lesson, the teacher asks if the pupils miss their friend: Mr. Tricky. The students are expected to say yes, and the teacher tells them to call him.</p> <p>The teacher notices Mr. Tricky's beautiful watch and compliments it. The teacher then asks Mr. Tricky what time it is. Mr. Tricky is embarrassed and says he can't tell the time in English... The teacher asks the students if Mr. Tricky can stay in class with them and that we'll help him tell the time.</p>		<p>Language Skills: learning, listening, and speaking.</p> <p>Strategic Skill</p>	<p>3'</p>

The main goal is to introduce the question “What time is it?” as so as the word “watch”, since pupils have to learn how to say different types of clocks.

(Instructions: Do you miss your friend? Let's call Mr. Tricky! Mr. Tricky, where are you? Mr. Tricky, where are you?" "Hello boys and girls!". "Ask Mr. Tricky how he is today!" (...) How are you, Mr., Tricky? (Mr. Tricky whispers that he is happy) (mimicking.) I love your watch, Mr. Tricky! What time is it? (Mr. Tricky whispers) Oh, ok I will them. Meninos, temos um problema. O Mr. Tricky has a cool watch (points at it) but he doesn't know how to tell time. Let's help Mr. Tricky? So, Mr. Tricky, you can sit here next to X! (If there's any chairs that are not in use, the teacher will put Mr. Tricky in one.)



(Appendix 1: Mr. Tricky.)

 <p>(Appendix 2: Watch that Mr. Tricky uses.)</p>			
<p>Step 2 – Introduction to a new theme: telling the time.</p> <p>The teacher puts Mr. Tricky in a chair. Then, she asks if they remember which question, she had asked Mr. Tricky.</p> <p>It's expected that they won't remember, so the teacher draws 4 lines on the board and puts the determiner "What" on the first line. Then, the teacher gestures to her wrist as if she had an imaginary watch and asks what the next word is. If the pupils still can't guess, the teacher puts the word "time" on the second line and asks if they know what "time" means.</p>	  	<p>Language Skills: learning, listening, and speaking</p> <p>Strategic skill</p>	<p>7'</p>

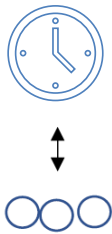
(Instructions: Well, I asked something to Mr. Tricky. Do you remember what I asked him? Era uma question com four words. Ok, the first word is What. And the second, a segunda (mimicking pointing to her wrist).


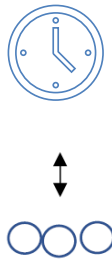
It was time. Do you know what time means? (again, pointing to her wrist).

The students are expected to say the word "tempo", but if they don't know, the teacher says that it means "tempo". She then asks them if they know what the question was. They can say it in Portuguese.

The teacher completes the remaining lines (with "is" and "it") and reads aloud: what time is it? and asks the students to repeat. And asks again, what does "What time is it" mean? the students are expected to be able to say that it means "Que horas são?"

Instructions: Vocês sabem qual era a question? Ok, you still have no clue. Time means tempo. Here is "is" and "it". Now, repeat: What time is it? What time is it? Now, with your fingers: What, time, is, it?. Good! Então, o que quer esta questão dizer? Que horas são, muito bem!

<p>Step 3 – A little help!</p> <p>The teacher says she's going to ask another question now. And with that, she projects a huge clock. Then, she asks students if they know how to tell the time in Portuguese. It's expected that the students won't know very well, but the teacher will ask for a "helper" (as in the previous lesson) who knows the time very well to help explain it in Portuguese.</p> <p>The teacher calls a student to the board who she knows that he/she knows the time well and asks him/her to explain it to the class. In this way, the students will be able to understand in a simpler way because it will be explained by a classmate of the same age as them, as this is not an unfamiliar subject, but one they haven't mastered so well. The teacher asks questions and supports the student who is explaining to make sure everyone is following. It's important to mention and explain to students that the hour hand is small,</p>		<p>Language Skills: learning, and listening</p> <p>Strategic Skill</p>	<p>6'</p>
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<p>and the minute hand is large. This step will be useful to distinguish between watch (which Mr. Tricky has) and Clock (wall clock).</p> <p><i>(Instructions: Ok, now I have a question for you: vocês sabem ver as horas num relógio? Ok, you know so-so. Eu vou precisar de um helper para me ajudar e também aos colegas a explicar as horas, pode ser? Podes vir tu. Aqui está o teu badge! So, x, diz-me lá como vemos as horas no relógio.)</i></p>  <p>(Appendix 3: Badge given to the student.)</p>			
<p>Step 4 – Let’s go travel!</p> <p>After the teacher has been helped by the student to explain the time in Portuguese, now we’re going to visit Mr. Tricky’s country to see how to tell the time in English! With that, the teacher tells pupils to close their eyes and she puts the Big Ben poster from the textbook next to the board and asks the pupils where they are now, because we see that beautiful and</p>		<p>Language Skills: learning, and listening</p> <p>Strategic Skill</p>	<p>10’</p>

well-known clock. The students are expected to know the name of the country and perhaps the name of the clock.

Then, the teacher hands out a clock for the students to stick in their notebooks, while asks them if they know that the clock isn't called Big Ben, but the bell (intercultural competence is thus addressed).

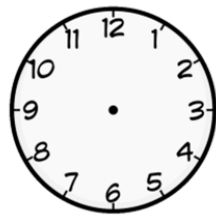
After this, the teacher moves on to the projected clock and asks the students if they know/can remember how many minutes there are in an hour. The students are expected to answer that an hour is 60 minutes long and the teacher asks what half of 60 minutes is. To which the students are expected to say 30.

With this, the teacher draws a vertical line to divide the clock (past 12 and 6) and asks the students to do the same on their sheet. Next, the teacher asks what half of 30 is, to which the students are expected to

answer 15. The teacher then draws a horizontal line on the clock (which passes 3 and 9) and asks the students to do the same.



(Appendix 4: Big Ben tower from the coursebook "Easy Peasy".)



(Appendix 5: Clocks given to students.)

Step 5 –Let’s learn!

After this, the teacher puts the time four o'clock on Big Ben clock and asks, "What time is it?". The students are expected to say "são quatro horas" and the teacher writes above the number twelve "It's___ o'clock"



Language Skills: learning, listening, speaking and writing.

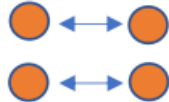
15'

<p>and asks the students to write it in their clocks as well. The teacher repeats it three times with different hours to make sure, they understand what “It’s ___ o’ clock.” means.</p> <p>Then, the teacher places the minute hand on number 3 and repeats the process: “What time is it?” The students are expected to answer in Portuguese and the teacher says in English and writes next to the number three “It’s a quarter past___”. The teacher explains and translates it into Portuguese as “passaram quinze minutos ou um quarto de hora das dezasseis”. The teacher repeats it three to four times with different hours to make sure, they understand what “It’s a quarter past ___.” means.</p> <p>Then the teacher puts the minute hand on the number 6 and asks, “What time is it?”. The students are expected to say, “São quatro e trinta ou quatro e meia”. And the teacher explains that thirty is half of sixty, and half means “metade”. So, we say</p>		<p>Strategic Skill</p> <p>Communication Skill</p> <p>Social Skill</p>	
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it's half past four. In other words, "passou metade das quatro horas." The teacher asks the students to write "It's half past ___" on the corresponding place in their notebook. The teacher repeats it three to four times with different hours to make sure, they understand what "It's half past ___." means.

Finally, the teacher puts the minute hand on the number 9 and asks, "What time is it?". The students are expected to say that it's "quatro e quarenta e cinco" and the teacher says that after half an hour, the English say how long it is until the next hour. In other words, they say is 15 minutes to five o'clock, and fifteen minutes is a quarter. The teacher asks students how we said fifteen in that moment, to help them remember. Then, the teacher writes "It's a quarter to" next to the number nine and asks the students to do the same on their clocks.

<p>Here, the teacher says to be careful. Because now, two things have changed instead of saying past, we have to say “to” and we can’t forget that the clock always moves forward, so if the hour hand is between 2 numbers, the number that comes after is the number we have to say. The students will have to repeat this example at least 6 times.</p> <p>The teacher then asks them to repeat the terms one by one out loud with her and to paint the "past" half (which she writes on the board) with colour green, and the "to" half (which she also writes on the board) with colour red, because means danger!</p> <p>The aim is for the students to do the steps on their notebook clock like the clock the teacher has on the board.</p> <p>This way, they do all the steps, so they don't get lost. The Big Ben clock is an element that brings dynamism to the lesson and helps to introduce intercultural competence. The</p>			
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<p>teacher asks them to color just a little so they can do the next activity.</p>			
<p>Step 6 – Let’s Clock ‘in together!</p> <p>After the students have colored the halves, the teacher shows them a bag and says that the next step will have to be done in pairs.</p> <p><i>(I have a bag here... with some things... I want you to make pairs: two. two, two, two)</i></p> <p>The teacher explains that there are several cards in the bag and that each pair will put their hand in the bag and choose one. The teacher says that each card tells the time and that she's going to give each pair a card and wants them to do two things: the first is to draw the correct clock hands according to the time that is in the card.</p> <p>The teacher takes the opportunity to ask the students how they say “meia noite and “meio dia” after which she reveals that they say midnight and midday.</p>		<p>Language Skills: learning, listening, and writing.</p>	<p>9'</p>

(Now, you will have to put your hand in the bag. (mimicking) Ok, que hora te saiu? Can you try to read? Ok, now listen: vocês têm estas cartolinas que tem uma pergunta. Qual é a pergunta? What time is it, very good. What does it mean? Mr. Tricky, what time is it? (mimicking and pointing to the watch) Mr, Tricky answers. "Exato significa que horas são. Então, vocês têm de colocar na cartolina, a hora que vos saiu no cartão. Têm de colocar os ponteiros no local correto.)

The second is to answer the question written on the card above the clock. That question is "What time is it?", and the teacher asks them if they know what it means (while mimicking). The students are expected to be intrigued and the teacher goes to get Mr. Tricky, who is still wearing his watch on his wrist, and asks Mr. Tricky "Mr. Tricky what time is it?". Mr. Tricky checks the time and whispers in the teacher's ear "It's ...". The teacher repeats what Mr. Tricky says and writes it on the board.

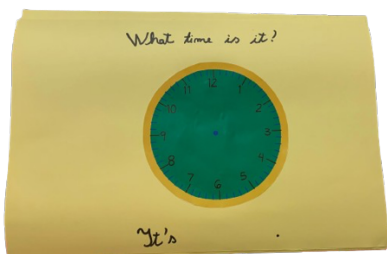
At this point, she asks the students if they already know what it means, and they are expected to understand.

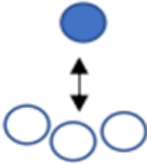
Then, the teacher says that after placing the clock hands in the correct hour and minute on the card, the students have to write the answer to the time below the clock. The answer is "It's" and the time they got on the card they took out of the bag. After everyone has finished, the teacher tells them to practice the question and answer with their classmate.

(Após fazerem isso, têm de responder à pergunta. A frase começa com It's portanto It's... e a hora que escreveram. Depois gostava que treinassem a pergunta e a resposta à vez...)



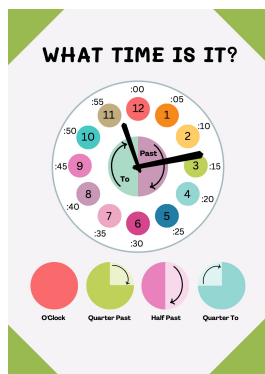
(Appendix 6: Cards delivered to students with the time they have to put on the cardboard.)



<p>(Appendix 7: A sample of the cardboard delivered to students.)</p>			
<p>Step 7 – Summary of the lesson, homework, and goodbye!</p> <p>To end the lesson, the teacher tells pupils what they have to do at home: Workbook page 19, exercises 1 and 3. The teacher explains that they don't do exercise 2 because it's a listening exercise. Regarding the pupil that faces significant learning challenges, the teacher gives the student a photocopy of page 15 of the book "Very Easy Peasy" to do at home.</p> <p>The teacher also gives the students a card explaining the time. This way, they can use it as a guide when they want to practice telling the time.</p> <p><i>(Este cartão é para vocês usarem quando quiserem dizer as horas. Guardem no meio dos livros, muito bem guardadinho!)</i></p> <p>The teacher asks students if they enjoyed the lesson and that has a surprise for them. The teacher then explains that it was Mr. Tricky's</p>		<p>Language Skills: learning, listening.</p> <p>Communication skill</p>	<p>3'</p>


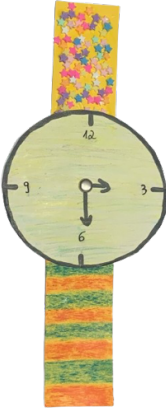

birthday last class, but it's her birthday today.


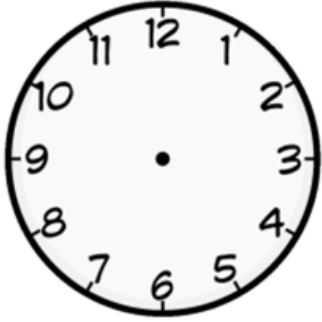

The teacher explains that it was Mr. Tricky's birthday last class, but it's her birthday today. So the teacher says she's brought cake for everyone and, with the help of the teachers, distributes it.



(Appendix 8: Card delivered to students about telling the time.)

Appendix List:

	<p><u>Appendix 1:</u> Mr. Tricky.</p>
	<p><u>Appendix 2:</u> Watch that Mr. Tricky uses.</p>
	<p><u>Appendix 3:</u> Badge given to the student.</p>

	<p><u>Appendix 4:</u> Big Ben tower from the coursebook “Easy Peasy”.</p>
	<p><u>Appendix 5:</u> Clocks given to students.</p>
	<p><u>Appendix 6:</u> Cards delivered to students with the time they have to put on the cardboard.</p>
	<p><u>Appendix 7:</u> A sample of the cardboard delivered to students.</p>



WHAT TIME IS IT?

O'Clock **Quarter Past** **Half Past** **Quarter To**

Appendix 8: Card delivered to students about telling the time.

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