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**The Intercultural Skill into Practice: A Key  
Competence of the English Teacher in the  
Primary School**

MESTRADO EM ENSINO DO INGLÊS NO 1º CICLO DO  
ENSINO BÁSICO

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It is worthy to note that this is not a master piece on the topic under discussion but an effort to bring to the fore the intercultural competence of the English teacher at primary schools. As such, there may be some errors. I assume responsibility for any of such errors.

## ABSTRACT

Globalisation is a common term in our modern world. Nobody talks about Portugal, Germany, Spain, or Italy without referring to European Union. Likewise, countries such as Nigeria, Ghana, Cameroon, or South Africa cannot be referred to without mentioning the African continent or African Union (AU).

Because of the interconnectedness of our world today, intercultural approach (Chlopek, 2008) during English lessons for pupils in the primary school is highly recommended. This approach helps pupils become interculturally informed to adapt to our global village filled with different cultures. The intercultural approach helps to broaden the cultural horizons of pupils as well as develop intercultural awareness (Rollings-Carter, 2010).

The work has established that an English teacher who is interculturally competent (UNESCO, 2013) is needed. An English teacher who has the ability or capacity to expose pupils to other cultures (Byram *et al.*, 2002) within English classes is required. A teacher who can prepare pupils as intercultural citizens in order to fit in very well in this our globalised world is highly indispensable for this job.

Bearing these in mind, the aim of this work is to lay emphasis on how to tackle the intercultural competence in the teaching of English at primary schools. The intercultural approach serves as means to tackle the intercultural competence. This type of approach helps the English teacher to prepare pupils as intercultural citizens who can fit in properly in our globalised world (Council of Europe, 2008).

The aims of this project are to: analyse the intercultural competence as a key competence in the teaching of English at primary schools, analyse the relevance of the intercultural competence in a globalised world, investigate the implementation of the intercultural pedagogy in the teaching of English at primary schools, and explore some Nigerian linguistic and cultural varieties to the teaching of English language at Primary schools in Portugal. In order to achieve the aims of this report, a case study using the qualitative methodology would be assumed.

This implies using methodological approaches like observation, questionnaires, and documentary analysis (Walker, 1985) on some of the course books, *Metas Curriculares de Inglês*, and unit and lesson plans made by me. Results from data analysed show that pupils are always motivated to learn each time an intercultural approach is made. Positive attitudes like willingness to participate, promptness and readiness to act are always observed in pupils each time this type of approach is made with the intention of tackling the intercultural competence.

**Key words:** English language, teaching, Primary school, competence, Intercultural skill

## RESUMO

No mundo moderno, a globalização é um termo comum. Não se fala sobre Portugal, Alemanha, Espanha ou Itália sem que se faça referência à União Europeia. De igual modo, países, como Nigéria, Gana, Camarões ou África do Sul, não podem ser mencionados sem que seja feita alusão ao continente Africano ou à União Africana (UA).

Devido à interligação existente atualmente no nosso mundo, uma abordagem intercultural (Chlopek, 2008) durante as aulas de Inglês de alunos do ensino primário é altamente recomendada. Esta abordagem ajuda os alunos a estarem informados interculturalmente para que se possam adaptar à nossa aldeia global, preenchida por diferentes culturas. Este tipo de abordagem também permite aos alunos, alargar os seus horizontes e desenvolver uma consciência intercultural (Rollings-Carter, 2010).

O estudo estabeleceu que é necessário um professor de Inglês ser interculturalmente competente (UNESCO, 2013). Exige-se assim, que um professor de Inglês tenha a habilidade ou a capacidade de expor os seus alunos a outras culturas (Byran *et al.*, 2002) durante as suas aulas. Um professor, que consiga preparar os seus alunos enquanto cidadãos interculturais, de forma a encaixarem neste nosso mundo globalizado, revela-se altamente indispensável para este emprego.

Com isto em mente, o objetivo deste trabalho é enfatizar a forma de abordar a competência intercultural no ensino da língua inglesa nas escolas primárias. A abordagem intercultural serve de meio para abordar essa mesma competência intercultural. Este tipo de abordagem permite que o professor de Inglês prepare os seus alunos como cidadãos interculturais que pertençam ao mundo globalizado (Council of Europe, 2008).

Este trabalho pretende: analisar a competência intercultural como uma competência chave no ensino de língua Inglesa nas escolas primárias, analisar a relevância dessa competência num mundo globalizado, investigar a implementação de pedagogia intercultural no ensino de Inglês em escolas primárias e, finalmente, explorar algumas variedades linguísticas e culturais da Nigéria para o ensino da língua Inglesa nas escolas primárias em Portugal. De forma a atingir os objetivos deste relatório, será assumido um estudo de caso que usa a metodologia qualitativa.

Isto implica o uso de abordagens metodológicas, como observação, questionários e análise documental (Walker, 1985) de alguns manuais, *Metas Curriculares de Inglês*, e planos de aula por mim desenvolvidos. Os resultados da informação analisada revelam que os alunos estão sempre motivados a aprender de cada vez que é feita uma abordagem intercultural. Atitudes positivas tais como vontade de participar e prontidão para agir são sempre observadas nos alunos quando este tipo de abordagem é feito com a intenção de abordar a competência intercultural.

**Palavras-chave:** língua Inglesa, ensino, escola primária, competência, habilidade intercultural.

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## ABBREVIATIONS

CEB	Ciclo do Ensino Básico
CEFR	Common European Framework of Reference
DL	Decree Law
ESE	Escola superior de Educação
EU	European Union
FLT	Foreign Language Teaching
ICC	Intercultural Communicative Competence
IPP	Instituto Politécnico do Porto
PEEP	Primary English Education in Portugal
UK	United Kingdom
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural Organisation
w.d.	Without date
w.p.	Without page
MA	MASTERS OF ART

## INTRODUCTION

English language, in these later days, has been a compulsory subject at primary schools in Portugal. For the effective teaching and learning of this language, some competences are expected of the teacher. An English teacher is expected to have the academic or scientific competence. Based on this idea, it might be argued that a farmer who knows how to speak English cannot just go into the classroom and start teaching English unless he or she is trained academically for that purpose. The English teacher should also have good interpersonal and intercultural skills.

Considering the Language Policies and Education in Europe, it could be found out that the Education Commission promotes literacy and numeracy for all kids. European Education Commission does not impose education policy on any member state of the EU rather it serves as a guide or yard stick for them. Portugal, being a member of the EU, also supports the idea of literacy for all kids hence English today is a compulsory subject in 3rd and 4th grades in Portugal (DL 176/2014).

Living in a world of many cultures, the need to create intercultural awareness (Rollings-Carter, 2010) in pupils is essential. So the intercultural competence is an important skill for the teaching of English at primary schools. When pupils are exposed to other cultures, they become aware of these cultures. Consequently, they develop respect for these differences and for the other (Concelho Nacional de Educação, 2013).

I am a Nigerian. Nigeria is a multicultural and multilingual country. In spite of English language being the official language in Nigeria, there are over 250 other languages that are used in daily activities. The emersion in these different languages and cultures right from childhood in my country of origin

has made me develop likeness and consciousness for other languages and cultures. As a kid, I do speak English language and Igbo language. I have knowledge of Hausa language, one of the languages widely spoken in the northern part of Nigeria. I am not very fluent in this language because of lack of constant practise since I do live in the south-eastern part of Nigeria.

Coming to Portugal, the fantastic experience of living in a religious community where the sisters speak and understand only Portuguese, was a great challenge as I had to learn Portuguese language and culture in order to be able to communicate and interact with the sisters. The fact that I speak English, which the sisters do not understand, was a great barrier in communication. I normally express myself in English each time I have something to say but none of them understands, meaning that, communication did not really take place. This incidence encouraged me so much to learn Portuguese language.

After some time, I had the opportunity to study in Portugal. All these circumstances motivated me to go in for a language course. The barrier in communication between me who speaks English and the sisters who only speak and understand Portuguese, made me to recognise the need to learn other languages. I did languages and culture in my first degree and I had the opportunity to learn French and Spanish. As at now, I am rounding up my master's degree in *Ensino de Inglês no 1º CEB*. As could be seen, my life has been revolving around languages. It is this same love for languages and cultures that motivated me to research on the intercultural skill which I consider a key competence that an English teacher should have for teaching English language.

I must refer to the fact that UK and USA are not the only English speaking countries in the world but most of the time, there is an exaggerated reference

to only these two countries while talking of English language. I think other English speaking countries like Canada, Nigeria, South Africa, Ghana and others should not be left aside. Bearing this in mind, and also coupled with the fact that I am a Nigerian, I would like to contribute to the teaching of English at Primary schools in Portugal, some Nigerian cultural and linguistic varieties, taking into consideration the fact that Nigeria is also an English speaking country.

This work is divided into two parts. Part 1 which contains chapters 1, 2 and 3 is the theoretical part where the theoretical basis would be laid down. The first chapter deals with language policy and education in Europe and in Portugal. The second chapter is on key skills of a 21st century teacher: reconstructing and building bridges across them. Intercultural competence as a key competence for a 21st century teacher is the core of the study in chapter 3. Part 2 is the practical part of the work where I will be exploring the practices I undertook during my internship. This part contains chapters 4 and 5. Chapter 4 is on design of the study, description of context and participants. Chapter 5 deals with the methodology assumed to realise this work followed by conclusions, limitations, and implications for other studies.

## **PART 1 – INTERCULTURAL EDUCATION AND PLURILINGUAL SKILL: THEORETICAL ASSUMPTIONS**

Intercultural competence is an essential competence for survival in our globalised world. This work revolves around the intercultural competence as a key competence in the teaching of English at primary schools. Here some theoretical basis would be established in chapters 1, 2 and 3 in order to solidify the essence in acquiring or developing the intercultural competence. Chapter 1 deals with language policy and education in Europe and in Portugal, whereas chapter 2 covers key skills of a 21st century teacher: reconstructing and building bridges across them. Chapter 3 talks about the intercultural competence as a key competence for a 21st century teacher.

## **1. LANGUAGE POLICY AND EDUCATION IN EUROPE AND IN PORTUGAL**

Language policy has to do with an official effort towards relative status and the use of one or more languages. It is based on this that school children within European countries are often taught two foreign languages in school. Since 1980s the language policy was recommended by the Council of Europe but later became European Union policy in the 1990s. The aim of this policy which supports the idea of school children learning two foreign languages is to help them develop competence and familiarity with two foreign languages and their culture. The policy statement upholds life-long foreign language learning and this is why it is expected to learn two foreign languages in the primary school. It defends the inclusion of minority languages of both local regions and recent immigrants in this life-long foreign language learning policy (Phillipson, 2008).

European Commission does not impose education school system on any member state of the European Union but works with member states to develop their education training system since working together on issues of shared concerns results to enormous benefits. The fact is that each member country is responsible for the organisation and content of its education and training systems. The commission supports member states by working closely with national policy-makers. In this way, it helps them develop their school education policies and systems through gathering and sharing of information as well as analyses and encourages the exchange of good policy practices through the schools policy thematic working groups. So, it is the Commission and Member States that cooperate in form of Working Groups to help Member States address the key challenges of

education and training systems in conjunction with priorities agreed at European Level.

As regards education in Europe, there are some priority areas valued by the education ministers from European Union countries. They support that all pupils acquire the competences they need without leaving aside literacy and numeracy. This is achieved through updating curricula, teaching aids and pupil evaluation. It is on their favour that every pupil (even migrant children) has access to standard education. They also advocate that Pre-school Education should be easily accessed and students or pupils with special needs should be assisted so as to minimise the rate of early school leaving. They are in accord with giving more assistance to teachers, school heads, and teacher educators through effective employment, selection and professional training. In order to evaluate progress on these priority areas, the European Commission provides constant studies on these areas all over Europe.

European Union member countries work collaboratively as regards education and training system. They do this in order to meet up with the standard set up in matters that concern education. This type of attitude has led to some uniformity in some areas as could be seen in the 1971 Common European Framework of References (CEFR) for Language Proficiency. It is obvious that it is this Framework that all European Union member countries use as the basis for measuring the level of proficiency of language learners. Pupils in the 4th grade of basic education in Portugal who are the focus in this research fall within the Level A1 in this framework.

## 1.2. **COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR) FOR LANGUAGE PROFICIENCY**

The CEFR serves as a reference for language learning, teaching and assessment as well as depicts the collaboration of many members of the teaching profession across Europe and beyond. It serves also as a reference in defining and scaling levels of language proficiency and it is not meant to tell practitioners what to do or how to do it. So it is not the duty of the Framework to prescribe goals and methods for users. It does not imply that the Council of Europe does not care about these matters, rather it supports methods of learning and teaching that aid learners to develop attitudes, knowledge and skills which make them independent in thought and action likewise in being responsible and cooperative in relation to other people, thereby, giving way to the promotion of democratic citizenship.

The Framework is made to assist language teachers in their work. It is not concerned in setting out specific method for teachers to follow rather, it is concerned with presenting some options which can help teachers to reflect on their practices by taking the appropriate decisions as well as describe what they do. Beyond Europe, the Common European Framework is made as a reference for the development of language syllabus, curriculum guidelines, examinations, textbooks, among others. The Framework entails in a detailed form what a language learner has to learn to do, the knowledge and skills to develop in order to use a language effectively in communication. The cultural context in which a language is set and the levels of proficiency to measure learners' progress at each stage of learning and on a life-long basis are also found in the Framework.

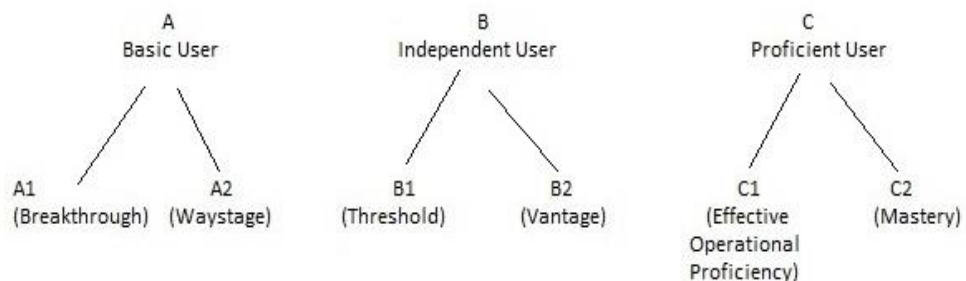
The Council of Europe supports the idea of plurilingualism in the teaching of languages (English language as the focus in this work), that is why there are tools for use by all members of language teaching profession to promote plurilingualism in the Council of Europe's language programme. This could be seen in the European Language Portfolio (ELP) where there is a format in which language learning and intercultural experiences of various types could be documented and officially accepted. So, the Framework does not only provide a grading of overall language proficiency in a particular language, but also shows a breakdown of language use and language competence, which make it easier for practitioners to specify objectives and describe accomplishments of different kinds in relation to the varying needs, characteristics and resources of learners.

Plurilingualism and pluriculturalism work alongside with each other. It could be said that language is not only a main aspect of culture but also a medium to have contact with cultural manifestations. The cultural competence of a pupil or a teacher implies the agglomeration of different cultures such as the national, regional, and social cultures which the pupil or the teacher has been exposed to. These cultural experiences during the English lessons do not simply exist side-by-side rather, they are compared, contrasted, and effectively interact to yield a more enhanced, integrated pluricultural competence. After all language learning is a means to cultural exposure (Council of Europe, 1971).

It should be mentioned that there is a general agreement, though not yet worldwide, on the number and nature of levels pertinent to the organisation of language learning and the public recognition of achievement. For European language learners, there is an outline framework of six broad levels that gives an adequate coverage of the learning space (see Figure 1): *Breakthrough*,

*Waystage, Threshold, Vantage, Effective Operational Proficiency, and Mastery.* The six levels could be interpreted into the class division of basic; intermediate; and advanced. This scheme (Figure 1) adopts a *hypertext* branching principle beginning from an initial division into three broad levels – A, B and C: Basic user, independent user, and proficient user (Council of Europe, 1971).

**Figure 1** - 1971 CEFR for language proficiency



Some of the names such as *Waystage*, and *Vantage* given by the Council of Europe in the specification of the levels are unchangeable. *Breakthrough* can be referred to as *Formulaic Proficiency* (Wilkins, 1978) or *Introductory* (Trim, 1978). *Waystage, Threshold, and Vantage* reflect the Council of Europe (first, second, and third) content specification, respectively. *Vantage* is a level described as *Limited Operational Proficiency* by Wilkins, and *adequate response to situations normally encountered* by Trim. *Effective Operational Proficiency* is an advanced level of competence that is appropriate for more complex work and study tasks. Trim (1978) calls this level *Effective Proficiency* while it is *Adequate Operational Proficiency* for Wilkins. *Mastery* is another level that matches with the top examination objective in the scheme adopted by Association of Language Testers in Europe (ALTE). This level corresponds with a level of a more developed intercultural competence. In fact it is considered as a level above the level obtained by many language

professionals. The Common Reference Levels can be summarised in a simple *global* form as in annex 1. This summarised form provides an easier access to non-specialist users and as well supplies teachers and curriculum planners with orientation points.

Pupils in 3rd and 4th levels here in Portugal have English language as a compulsory subject and they fall within the level A1 in the Framework. The level A1 is under Basic user and it corresponds with what is called *Breakthrough*. Looking at the Framework, there are some stated objectives that pupils in this level should meet such as:

“Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; Can introduce himself or herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (Council of Europe, 1971, p.24).

It is now the duty of the English teacher to be aware of these objectives in order to know the activities to include while planning the lessons and the rightful strategies to apply while teaching so as to help pupils to achieve these objectives which are expected of them by the Framework. So, the Framework is an important reference in the teaching of English language in the primary school and it should not be neglected. Council of Europe (1971) supports the idea that:

“the aims and objectives of language learning and teaching should be based on an appreciation of the needs of learners and of society, on the tasks, activities and processes that the learners need to carry out in order to satisfy

those needs, and on the competences and strategies they need to develop/build up in order to do so” (p.131).

Bearing the above stated in mind, the activities in the English classes should be channelled the way that the needs of pupils and society should be met.

### 1.3. **WHITE PAPER ON INTERCULTURAL DIALOGUE**

The Council of Europe issued a *White Paper on Intercultural Dialogue* on the 7th of May 2008. It argues that the future of Europe relies on their capacity to safeguard and develop human rights preserved in the European Convention on Human Rights, democracy and the rule of law and to uphold mutual understanding. It infers that the intercultural approach provides a leading standard for managing cultural diversity. Here, individual dignity is defended in such a way that common humanity and common destiny could be embraced. Any European identity that is to be considered should be based on shared fundamental values, respect for common heritage and cultural diversity and also respect for equal dignity of each individual.

It should not be forgotten that Europe’s history is rooted in increasing cultural diversity that is enhanced by globalisation. The Council of Europe accepts that respect for cultural diversity and its promotion are important conditions for building societies based on solidarity. For this reason, intercultural dialogue is very important because it prevents ethnic, religious, linguistic and cultural divides. It encourages togetherness which paves the way for the different identities to be handled constructively and democratically under shared universal values.

For the success of intercultural dialogue, the White Paper of 2008 is in support of the idea that there should be a democratic governance of cultural

diversity. This could be achieved by strengthening democratic citizenship and participation. In addition, intercultural competences should be taught and learnt in schools especially in English language lessons. Not only this, room for intercultural dialogue should be created and widened. Furthermore, intercultural dialogue should also be taken to international level and not just be limited to the national level.

The idea of not limiting intercultural dialogue to the national level is what prompted me to integrate some Nigerian linguistic and cultural varieties in my English lessons during my internship. This I achieved by exposing pupils to some Nigerian common fruits and vegetables not commonly grown in Portugal when the topic *food is great* was treated (figures 11 and 12). This type of approach helps pupils to be aware of these diversities, develop respect for them as well as build their identity (Conselho Nacional de Educação, 2013). Besides, exposure to new cultures aids personal and social development of pupils which in turn helps them to adapt very well in the globalised world, in which we live. In this way, we could build a society where we can live together as equals in dignity (Council of Europe, 2008).

#### 1.4. **INTERCULTURAL AND LANGUAGE EDUCATIONAL POLICIES IN PORTUGAL**

The idea of creating awareness on linguistic diversity by the learning of foreign languages in schools is the standard for European Union policy on language and Education. As it has been mentioned, European Commission does not impose Educational policy on any member state but they set the parameters within which each member country could formulate their Educational policy. It is based on the European Union education policy on life-

long language learning that Portugal, a member of the European Union, adapted its own policy standard on language and Education as would be seen in the following documents: *Decreto-Lei n. º 176/2014*, *Programa de Generalização do Ensino de Inglês no 1º Ciclo do Ensino Básico*, and *Metas Curriculares de Inglês*.

Earnestly, intercultural education is a way of helping pupils to have knowledge of different cultures that promotes intergroup relations. I implemented the idea of promoting intergroup relations during my practice through the video conference realised between pupils and their counterparts in Nigeria (figure 7). It is because of the idea of promoting intercultural awareness that the learning of other languages such as English language were included and made compulsory in the 3rd and 4th level school curriculum since knowledge of one language is as well knowledge of that culture (Hymes, 1964).

#### 1.4.1. ***Decreto-Lei n. º 176/2014***

In relation to the teaching of English language in the primary school, some laws were made by the Portuguese government. Initially, English language was an extracurricular subject optionally chosen under curricular enrichment activities by pupils who are interested in learning the language, both in 3rd and 4th grades. By the execution of the decree law 176/2014 of 12th December, English language became a compulsory curricular subject for both 3rd and 4th year pupils in the academic years 2015/2016 and 2016/2017, respectively.

These changes in the national curriculum were made by the Ministry of Education and Science in order to raise the knowledge and skills of pupils,

which is also in conformity with the priorities set in the program of the XIX Constitutional Government. The Ministry of Education and Science assessed since 2011 the success of pupils in English and also the impact of the reforms already made with the intention of giving greater coherence and solidarity to the teaching of this language in this world in which the use of English language is prominent. In effect, measures were gradually implemented to create conditions for pupils to have adequate knowledge of English language that corresponds to one of the levels in the Common European Framework of Reference for Languages after completing the 9th grade. One of these measures was the introduction of English language in the curriculum in order to assure a greater equity in the access of English language by all pupils (DL 176/2014).

Alongside with these measures, curriculum objectives were made as a reference for teaching and for external evaluation thereby leading to a sequential organisation and uniformity across the country. Even, the National Council for Education in September 2013 supports the idea of introducing English in the primary education curriculum beginning from the 3rd grade. It is based on this that the present decree introduced a compulsory teaching of the English language starting from the 3rd year of schooling. So, all pupils in the 3rd year of schooling in the academic year 2015/2016 were obliged to study English at least for two hours a week.

In order to achieve this aim of English language teaching and learning for pupils in 3rd and 4th level, some demands were made of the teachers who will teach this language. Through this Decree Law, a new recruitment group of English teachers for teaching in the primary school was set up. This group is called group 120. Other teachers who are in groups 110, 220 and 330 are expected to also acquire the professional qualification of group 120 by doing a

training complement in accordance with the indications of the member of the government in charge of education.

This qualification could be acquired in institutions for higher education, through continuous training in the specific area of English teaching in the primary school, accredited by the Scientific Pedagogical Council for Continuous Education or through formation for obtaining internationally recognised certificate or through online Courses from British Council. Presently, the master's degree – *Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico* of *Escola Superior de Educação (ESE) do Instituto Politécnico do Porto, Portugal (IPP)* serves the purpose of training English teachers in the primary school. So, the compulsory learning of English language starts from the 3rd year of schooling and continues till the 9th year.

#### **1.4.2. *Programa de Generalização do Ensino de Inglês no 1º Ciclo do Ensino Básico***

This programme serves as guidelines for the teaching and learning of English language at primary schools. It was made with the intention of emphasising the importance of the learning of English language, a language considered as an international language for communication and also an instrument for new information technologies. Another intention is to help pupils build a plurilingual and a pluricultural conscience in conformity with the indications laid down in the Common European Framework of Reference for languages. Furthermore, the early development of a communicative competence in English language facilitates increased mobility of people (pupils) within the European Union and other parts of the world. As such, English language gives a fundamental contribution in the construction of

citizenship (Bento et al., 2005). Considering all these advantages, the English teacher is expected to plan his or her lessons in such a way as to meet up with these goals.

The document, *Orientações Programáticas para o Ensino e a Aprendizagem do Inglês no 1º Ciclo do Ensino Básico*, serves as a practical or didactic support for teachers, stimulates reflection for stated proposals in the programme, and also encourages debate on their implementation in the classroom. This document is not exclusive but inclusive. For this reason, it is flexible in relation to the different contexts of implementation in the teaching and learning of English at primary schools. The Guidelines are evident to the fact that teaching young learners English contributes to the overall development of pupils and not only for their success in language learning just as Bento et al, (2005) stated: “Estas orientações enquadram-se, ainda, na convicção de que ao ensinar-se Inglês aos mais novos se está a contribuir para o desenvolvimento global da criança, não apenas para o seu sucesso na aprendizagem de línguas” (P. 10).

It is with the intention of achieving some specific goals that the teaching of English language was introduced in the primary school. Some of these goals are: a) to raise awareness of linguistic and cultural diversity in pupils; b) to promote the development of awareness of linguistic and cultural identity through confrontation with the foreign language (English) and the culture(s) conveyed by it; c) to foster a positive relationship with language learning; d) to appreciate language (English) as a means for interpreting and communicating with the world around us; e) to promote education for communication, motivating values such as respect for the other, mutual aid, solidarity and citizenship; f) to contribute to the balanced development of pupil's cognitive and socio-affective, cultural and psychomotor skills; g) to

provide meaningful, diversified, inclusive and socializing learning experiences; h) to foster attitudes of self-confidence and commitment in knowing how to do; i) to stimulate the capacity to concentrate and to memorise; j) to promote the development of learning strategies; and k) to foster other learning (Bento *et al.* ,2005, p.11).

Considering the above stated goals, it is now my duty as a future English teacher to place all these goals found in the guidelines for teaching and learning English in the primary school into consideration while planning my English lessons. The English teacher's target should also be to achieve these stated goals while teaching English. It is his or her duty to help pupils to meet up with these goals and develop the competences expected of them during the English classes.

The core thing involved while making proposals for curriculum programme implementation in any language (English) learning programme is to bear in mind the interest of pupils. The programme should be appealing to their emotions, stimulate their active involvement, their imagination and creativity. The English teacher should not neglect the fact that the purpose of including English in the primary school curriculum is to help pupils get involved in an overall development. In order to achieve this aim, pupils should be provided with the possibilities of learning with their senses (Wortman, 1988). Therefore, while selecting the activities to be carried out in the English lessons, the needs of pupils, their levels of development and learning styles should be taken into account. For instance, the first choices may be in *colours*, *numbers*, and *classroom objects*, since they fit, immediately, into the classroom context (Bento *et al.*, 2005). It was based on this that pupils used their classroom building which is familiar to them to identify parts of a house

*roof, wall, window, door* among others by pointing at these respective parts when the topic *My home and my neighbourhood* was treated.

In addition, the selection of these themes should proceed gradually from the personal world of pupils, choosing themes such as *family, home, school,* and *friends,* and moving towards a wider world that includes more distant interests. In all these, the English teacher should not forget using an approach that involves songs and rhymes, games and movement (Ara, 2009), manifestations of dramatic expression, use of stories (Lucarevski, 2016) and project work, as well as methodologies such as Total Physical Response (Asher, 1979) and Task-Based Learning (Bento et al., 2005). Cross-curricular themes such as Festivities/Celebrations should not be placed aside because its inherent motivation, can contribute significantly to pupils' empathy for other cultures. Thus, the essence of bringing up intercultural citizens in a globalised world in which we are today.

As regards evaluation of pupils, the programme of generalisation of English teaching in the primary school supports the idea that pupils should be evaluated in a positive and a supportive environment, in such a way that they will not feel defeated. In conformity with this, evaluation should be formative, use diverse instruments and be adapted to the previously established performances as listener, speaker, reader and for writing. It should not be forgotten that some methods of evaluation are recommended. Some of these methods include: observation, portfolio, self- evaluation, attitudes. I made use of the evaluation methods *observation* and *attitudes* during my internship. Based on my observation, pupils always showed readiness and willingness to learn. They also put up positive attitudes during the learning process.

### 1.4.3. **Metas Curriculares de Inglês**

*Metas Curriculares de Inglês* is a document that presents the objectives to be covered in the teaching of English at the primary school level up to the compulsory nine years of English teaching. *Metas* is divided into different domains: *listening, reading, spoken interaction, spoken production, writing, intercultural domain, and lexis and grammar*. Each of these domains has specific objectives to be achieved as illustrated in annex 2.

All the domains are very important yet the topic of this work revolves around the intercultural skill. For this reason, more attention would be paid to the topics listed under the intercultural domain of *metas curriculares*. Looking at the intercultural domain of *Metas curriculares de Inglês* for 3rd grade, the following objectives were listed by Bravo *et al*, (2015):

*"Conhecer-se a si e ao outro – identificar-se a si e aos outros; identificar elementos da família restrita e alargada; identificar animais de estimação; identificar vestuário e calçado. Conhecer o dia a dia na escolar identificar objetos e rotinas na sala de aula; indentificar jogos e brincadeiras; identificar alguns meios de transporte.*

*Conhecer algumas características do seu país e de outros países – localizar diferentes países no mapa; identificar climas distintos; identificar elementos da natureza; identificar festividades do ano; identificar diferentes tipos de atividades associadas às estações do ano" (p. 12).*

Analysing all the objectives enumerated under the intercultural domain for 3rd grade, which of them has something intercultural about it? What is intercultural in the objective *identificar vestuário e calçado*? It could be argued that the intercultural aspects are somehow missing i.e. they are not vividly shown. The objective that has a direct link to the intercultural domain

is *localizar diferentes países no mapa*. By identifying other countries on the map, pupils would be aware of the existence of other countries and discovers that it is not only their country that exists. Rather there are other countries with different cultures. Apart from this objective, I don't see any direct link to the intercultural domains as regards most of the objectives. This is why I introduced in most of my lessons some intercultural dimension. For instance pupils were exposed to images of buildings in the neighbourhood from Nigeria when the topic *My home and neighbourhood* was taught (figure 4).

Besides, the idea of involving the intercultural dimension in the teaching of English language at Primary schools is not out of my own selfish idea. Already there are many experts in the intercultural realm who support this idea. Aguado (2003) in her book *Pedagogía Intercultural* considers school to be a cultural environment where acculturation takes place. On this note, she emphasised that both teachers and pupils are expected to assimilate some point of views, perceptions and ethos of the other by interacting with them: "... La escuela debería ser un medio cultural donde la aculturación tenga lugar. Tanto profesores como alumnos deberían asimilar algunos puntos de vista, percepciones y ethos del otro al interactuar entre sí" (p.104).

She goes further to say that the development of intercultural competencies in educators and pupils should be an objective of any training program: "... El desarrollo de competencias interculturales en educadores y estudiantes debería ser un objetivo de todo programa de formación" (p.142). This does not mean only incorporating elements of reflection and awareness raising in an isolated way. It demands pervading the curriculum with experiences that allow the development of intercultural competence which accompany the teacher, the pupil, the educator, in a process that allows him or her to reach the stage of adaptation and integration. In other words, the basic elements

needed in the training process in order to achieve the desired competence should be taken into consideration while designing the curriculum (Aguado, 2003).

The view of Byram *et al.* (2002) is not too different from Aguado's. They advocate that language teaching in the intercultural dimension helps pupils to acquire the linguistic competence required to communicate in correct and appropriate ways (both in written and spoken forms). In this way they also develop their intercultural competence, i.e, the ability to interact with people with diverse identities. Therefore, the best English teacher, i.e. the native or the non-native speaker, is one who helps pupils to see the relationships between their own culture and that of others. Of course, an English teacher who "can help pupils acquire interest in and curiosity about "otherness", and an awareness of themselves and their own cultures seen from other people's perspective" (Byram *et al.*, 2002, p. 10). This I achieved by engaging pupils in a video conference with their colleagues from Nigeria (figure 7).

Scarino & Liddicoat (2009) support the idea of Aguado (2003) and Byram *et al.*, (2002) as mentioned. For Scarino & Liddicoat (2009), the fundamental thing in the process of learning another language is to understand the nature of the relationship between language and culture. This is because, in the use of language, it is not only the forms of language that communicate meaning but also it is language in its cultural context that produces meaning: "creating and interpreting meaning is done within a cultural framework" (p.18). This context is never a single culture because both the target language and culture and learner's own language and culture are at the same time present and engaged (Scarino & Liddicoat, 2009). They went further to acknowledge that knowledge of cultures is essential for promoting communication with people. In other words, learners of languages ought to learn about cultures and

understand cultures. Therefore, effective intercultural learning takes place as pupils engage in the relationships between the cultures that are involved in the language classroom.

Based on these ideas from the different specialists in the intercultural realm, it could be obviously seen that the intercultural aims were not clearly or vividly stated in *Metas Curriculares de Inglês* for 3rd and 4th grade. It would be of utmost importance if the intercultural domain is taken into profound consideration while making the curriculum because language learning without its cultural aspects is futile (Hymes, 1964).

As regards 4th level, the objectives listed under the intercultural domain of *Metas curriculares de Inglês*, according to Bravo *et al.*, (2015) are as follows:

*“Conhecer-se a si e ao outro – identificar festividades em diferentes partes do mundo; identificar atividades relacionadas com as festividades; participar em jogos e pequenos dramatizações.*

*Desenvolver o conhecimento do seu mundo e do mundo do outro - identificar o espaço escolar; identificar partes do corpo humano; identificar comidas e bebidas; identificar os espaços à nossa volta; identificar animais; identificar os cinco sentidos; identificar atividades ao ar livre”(p.12).*

Analysing the stated objectives (Bravo *et al.*, 2015) for 4th level, it could be said that *identificar festividades em diferentes partes do mundo* has something intercultural in it. Of course, if pupils are exposed to the different festivities in different parts of the world, they will be aware of these festivities and understand that it is not only Portuguese festivities that are celebrated in all parts of the world. It is based on this line of thought that I included some Nigerian cultural varieties by exposing pupils to some common vegetables in Nigeria when the the topic *Food is sweet* was treated (figure 11).

Apart from this objective – *identificar festividades em diferentes partes do mundo* as stated in *Metas Curriculares*, which other objective has a direct link to intercultural domain? Examining the objective, *identificar partes do corpo humano*, one could ask: what is intercultural about this objective? Is there in any part of the world that parts of human body are different? I think parts of the human body are the same all over the world. A Portuguese has head likewise a British or a Nigerian and human head is human head in any part of the world. Therefore, the intercultural aspect is not so vivid in this objective *identificar partes do corpo humano*. Under the intercultural domain for both 3rd and 4th levels, it could be observed that there were some objectives which do not have direct link to intercultural domain. Objectives which deal authentically with the intercultural area are left out. If the objective *identificar vestuário e calçado* is reconsidered, instead of limiting the objective to this, it could be extended to *identificar vestuário e calçado de vários países do mundo*, bearing in mind the fact that the mode of dressing differs from country to country. For example, regarding Nigeria, ladies tie wrappers, scarf, with specially made blouses as one of the mode of dressing (Figure 2) but this type of lady's clothing does not apply in Portugal. It would be nice if pupils could be exposed to other ways of clothing different from their own. Such an approach will help increase their cultural horizons.

**Figure 2** - One of lady's modes of dressing in Nigeria



The same thing applies to 4th grade. The objective *identificar comidas e bebidas* could be extended to *identificar comidas e bebidas típicas de várias países do mundo*. In this way pupils could discover some foods and drinks typical of some countries other than Portugal. For instance, what could be breakfast in Nigeria is not thought of in Portugal. Palm wine is a drink in Nigeria which is not seen in Portugal (annex 3). So pupils should be exposed to these differences about foods and drinks in different countries. More illustrations will be given to this aspect in the second part which is the practical aspect of the work, focusing on examples from my own practise.

## 2. KEY SKILLS OF A 21ST CENTURY TEACHER: RECONSTRUCTING AND BUILDING BRIDGES ACROSS THEM.

The main objective of this chapter is to highlight the main competences of a 21st century teacher based on the ideas derived or deduced from some bibliographies consulted. For instance, authors like: a) Lüdtke & Boing (2004) who advocate that the professionalism of a teacher is a living experience of his or her professional life in which, through collaboration, he or she co-builds knowledge, skills, and attitudes to act professionally, b) Byram, *et al.* (2002) who encourages language teaching in the intercultural dimension coupled with Aguado (2003), who upholds that school is a cultural environment where acculturation takes place, and c) Read (2005) who promoted so much on managing children positively.

Furthermore, 21st century skills are set abilities that pupils need to develop so as to succeed in the formation age. The Partnership for 21st Century Skills recognises three types: learning skills, literacy skills, and life skills (Thoughtful Learning, 2017). *Learning skills* involve critical thinking, creative thinking, collaborating, and communicating. *Literacy skills* include information literacy, media literacy, and technology literacy whereas *life skills* encompass flexibility, initiative, social skills, productivity, and leadership.

The European Commission (2006) goes further to recommend eight key competences for lifelong learning based on knowledge, skills, and attitudes. Learners (pupils) are expected to develop these key competences in order to become fulfilled as a person, find work and participate actively in the society

where they live. These eight key competences include: a) communication in the mother tongue, b) communication in foreign languages, c) mathematical competence and basic competences in science and technology, d) digital competence, e) learning to learn, f) social and civic competences, g) sense of initiative and entrepreneurship, and h) cultural awareness and expression (European Commission, 2006).

These eight key competences are grouped into three broad skills: traditional skills, basic/digital skills, and horizontal skills. *Traditional skills* include communication in the mother tongue, and communication in foreign languages. *Basic/digital skills* cover literacy, numeracy, science and technology, and *horizontal skills* encompasses learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression.

For the English teacher to be able to help pupils develop these competences, he or she should also be well acquainted with these skills. Based on all these and in conjunction with the idea of reconstructing and building bridges across these skills, I would be elaborating on the following concepts, competences, and skills which I consider necessary for a 21st century teacher (the English teacher) to be able to carry out his or her teaching profession effectively, thereby helping pupils to develop the above stated skills that are expected of them.

## 2.1. **PROBLEMATISING THREE MAIN CONCEPTS: TEACHER, COMPETENCE, AND SKILL**

It is a common knowledge that the word *teacher* comes to one's mind whenever a reference is made to *one who teaches or one whose occupation is to instruct*. Based on this notion, it could be said that a teacher is one who causes the other to know something, one who guides the studies of the other and also one who imparts knowledge to the other. Connecting these ideas to the English teacher in the primary school, it could be said that the English teacher is one that helps pupils to learn English as he or she guides their studies and also imparts English knowledge in them without leaving aside the intercultural aspect involved in the learning of any language.

In addition, a teacher (the English teacher) is one who helps pupils to discover what is unknown to them. So it is the English teacher that guides pupils to discover other cultures different from theirs since the learning of any language is the learning of the culture embedded in this language (Hymes, 1964)<sup>1</sup>.

Charlot (2006) mentioned that a teacher is taken as one who helps pupils to acquire the minimum knowledge level expected of them. Due to this belief, when pupils fail to achieve this goal, the teacher is blamed without considering the fact that it could also be as a result of a weak education system. He goes further to refer to Lüdi & Boing (2004) saying that the

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<sup>1</sup> Hymes describes ethnography of communication as: "descriptive study of the use of language, deeply embedded in its cultural context"

professionalism of a teacher could be understood as the living experience of his or her professional life in which, through collaboration, he or she co- builds knowledge, skills, and attitudes to act professionally.

Coppieters (2005) emphasises that it is expected of a teacher to provide pupils with the educational background that facilitates them to understand the world as it is today, i.e., understanding the world in their interactive dynamics and demands. The role of a teacher is to stimulate in pupils the potential as authors of knowledge and the protagonist of a consequent action for himself or herself and for the society. A teacher helps pupils to use and to reconstruct the resources and instruments that their contemporaneousness makes available. Regarding school education, there is the assumption that citizens who are able to learn from change will be able to live with change (Coppieters, 2005). Therefore the core task of a teacher is to promote the development of the lifelong learning skills in pupils.

Shulman (1986) identified three different knowledges which a teacher should possess: *subject matter knowledge*, *pedagogical content knowledge*, and *general pedagogical knowledge*. *Subject matter knowledge* implies the knowledge a teacher has about his or her disciplinary area. The knowledge that enables a teacher to lead pupils to the learning related to a given curricular subject is what is referred to as *pedagogical content knowledge* while *general pedagogical knowledge* has to do with the management of aspects of learning that go beyond disciplinary specificity. So, it is expected of the English teacher to have all these knowledge for the effective functioning of his or her work.

Peralta (2010) advocates that a teacher needs to understand the world and make use of the resources that science and technology provide to build knowledge and to manage its performance as a person, as a citizen and as a

professional. It is also expected of a teacher to organise the learning process in such a way that pupils assume the leading role in their conduction. For instance, when the topic *Food is great* was taught, during my internship, it was this idea that led me into engaging pupils in a role play of buying and selling of food as could be seen in the lesson plans annexed in this work (annex 7). In this way pupils were able to assume a leading role in their studies. Therefore, a teacher is above all a supervisor of the learning process of his or her pupils just as Snow-Gerono (2008) acknowledged. By so doing, the teacher is integrating his or her competences in a convergent manner in helping pupils in the learning process.

It is true that the words *competence* and *competency* sound alike but they are not certainly synonyms. Schroeter (2008) defining competence and competency says: "Competence refers to a potential ability and/or a capability to function in a given situation. Competency focuses on one's actual performance in a situation" (p. 2). This implies that competence is needed before attaining competency. Therefore, competence is the capacity of executing one's job responsibilities effectively. Van Kalsbeek (2008), on her part, sees competence "as adequately and integrated implementing (general) knowledge and skills in a professional context" (w.p.).

It should not be forgotten that competency incorporates a skill though it is more than a skill because it includes abilities, behaviours, and knowledge that is fundamental to the use of a skill. Sturgess (2012) notes that skill is: "the learned capacity to carry out pre-determined results" (p. 1). So, skill is learned in order to carry out job functions (Sturgess, 2012).

Linking this to the teaching field, competence is the capacity of a teacher (the English teacher) to fulfil his teaching responsibilities efficiently. Based on this, one could argue that if an English teacher in the primary school obtains

competence and competency, he or she can expand his or her range of teaching skills and provide pupils with the required motivation to learn.

## 2.2. **SCIENTIFIC OR ACADEMIC COMPETENCE**

One may argue that scientific or academic competence is the educational qualification expected of the English teacher. In the teaching of English language at primary schools, some scientific or academic qualifications are demanded of the English teacher. As at now, group 120 is the official group for English language teaching in the primary school. As mentioned earlier, teachers who belong to groups 110, 220, and 330 are expected to undergo some complementary formation. It is expected of them to have master's degree in teaching English and another foreign language. Besides, during their period of formation, they are expected to undergo a supervised internship of practical teaching within the scope of English language teaching in primary schools (DL 176/2014).

*Escola Superior de Educação (ESE) do Instituto Politécnico do Porto (IPP)* Portugal, is one of the selected few institutions in the country that offers this specific master's degree (MA) *Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico* for the training of teachers. It is this master's degree that qualifies the English teacher to group 120 (DL 176/2014).

Apart from *ESE* there are other Polytechnics and Universities that offer this masters degree (MA) in teaching English at Primary schools. I would be looking at the subjects that each Polytechnic and University offer, i.e., the subjects that the English teacher need to undertake in order to be academically qualified for teaching young learners in the primary school.

*ESE, Instituto Politécnico de Castelo Branco, Universidade do Porto, Universidade Nova de Lisboa*, to mention but a few would be taken into consideration.

**Table 5 – Institutions and Key Subjects**

Institutions →	ESE <sup>2</sup>	Instituto <sup>3</sup> Politécnico de Castelo Branco	Universidade <sup>4</sup> do Porto	Universidade <sup>5</sup> Nova de Lisboa
Subjects ↓	Psicologia da Educação  Cidadania e Comunicação Intercultural  Linguagem, Cognição e Interfaces Linguísticas  Teoria da Educação  Didática de Línguas  Sociologia da Educação  Recursos Didáticos Para o Ensino do Inglês no 1º ciclo do Ensino Básico  Inglês - C2  Investigação na Prática Profissional  Didática do Inglês no 1º Ciclo do Ensino Básico  Culturas em Língua Inglesa  Prática de Ensino Supervisionada  Política Educativa e Administração Escolar  Seminário de Acompanhamento da Prática de Ensino	Psicologia do Desenvolvimento e Aprendizagem  Necessidades Educativas Especiais - Distúrbios de Linguagem  Organização, Desenvolvimento Curricular e Avaliação no 1º CEB  Aprendizagem Integrada de Conteúdos e Língua  Língua Materna e Língua Estrangeira - Aquisição e Desenvolvimento  Recursos Materiais Didáticos  Inglês Para o Ensino I & 2 (C2)  Metodologias de Investigação em Educação  Didática do Inglês  Oficina de Planificação e Reflexão  Prática de Ensino Supervisionada em Ensino de Inglês no 1º Ciclo I & 2  Seminário de Acompanhamento do Relatório de Estágio	Desenvolvimento da Criança  Psicolinguística e Ensino de Línguas  Dinâmicas Culturais e Interculturais para o Ensino do Inglês no 1º Ciclo  Aprendizagem integrada de Estudos e Língua  Literatura Inglesa para a Infância  Didática de Inglês para crianças  Inglês C2.  Investigação Educacional  Didática do Inglês  Didática de Inglês para crianças  Iniciação à Prática Profissional I & 2  Políticas Educativas e Currículo	Desenvolvimento da Linguagem nas Crianças  Intercultural Education in ELT  <b>Formação na área de docência (1 seminário)</b>  Inglês C2  Teaching English to Young Children  Prática de Ensino Supervisionada I & 2  Sistemas Educativos e Culturas Escolares  Seminário de Orientação da P.E.S. I & II

<sup>2</sup> <https://www.esep.ipp.pt/cursos/mestrado/30001296>

<sup>3</sup> <http://www.ipcb.pt/esecb/ensino/mestrado-em-ensino-de-ingles-no-1o-ciclo-do-ensino-basico>

<sup>4</sup> [https://sigarra.up.pt/flup/pt/cur\\_geral.cur\\_planos\\_estudos\\_view?pv\\_plano\\_id=15981&pv\\_ano\\_lectivo=2017&pv\\_tipo\\_cur\\_sigla=&pv\\_origem=0](https://sigarra.up.pt/flup/pt/cur_geral.cur_planos_estudos_view?pv_plano_id=15981&pv_ano_lectivo=2017&pv_tipo_cur_sigla=&pv_origem=0)

<sup>5</sup> <http://fch.unl.pt/ensino/mestrados/ensino-de-ingles-no-1.o-ciclo-do-ensino-basico>

Table 5 contains the names of some of the institutions that offer MA in teaching English at primary schools and the major subjects which the English teacher must study to be academically competent in this specialised area of education. It is the formation received through the different subject areas that qualify the English teacher academically to teach English at primary schools. Analysing the table, it could be seen that all the institutions support the idea of having level C2 in English according to the CEFR. Most of these institutions advocate that the English teacher should study the following subjects during their period of formation: *Psicologia da Educação, Didática do Inglês, Recursos Didáticos Para o Ensino do Inglês, Seminário de Acompanhamento da Prática de Ensino.*

As could be seen in the table, there is much emphasis on intercultural education for students who are being trained as English teachers at primary schools. The English teacher during her formation should undergo an intercultural formation. This could be achieved through the subjects *Cidadania e Comunicação Intercultural* and *Culturas em Língua Inglesa* as underlined by ESE. *Universidade do Porto* attains this through the subject *Dinâmicas Culturais e Interculturais para o Ensino do Inglês no 1º Ciclo* and *Universidade Nova de Lisboa* accomplishes this through the subject *Intercultural Education in ELT.*

They are also expected to have knowledge of school administration and how the educational system functions under the subject *Política Educativa e Administração Escolar.* The table has shown that students undergoing this course must be involved in professional investigation under the subject *Investigação na Prática Profissional.* As such, they are prepared towards action research at the end of their studies which could be in the form of final report. It can be deduced from the table that supervision of lesson notes and

teaching practise of trainee teachers by supervisors is very important in all the institutions. Of course, a special attention is given to observation and preparation on the part of the trainee teacher before he or she starts intervening in the didactical process under the subject area *Prática de Ensino Supervisionada*. This prepares them to be efficient as teachers in the field after their studies.

A critical look at the table shows that there are differences between the course content in each of the institutions mentioned above. For instance, *ESE* offers 14 subjects, *Instituto Politécnico de Castelo Branco* offers 12 subjects, *Universidade do Porto* offers 12 subjects while *Universidade Nova de Lisboa* offers 8 subjects. *ESE* offers *Teoria da Educação*, *Sociologia da Educação* and *Culturas em Língua Inglesa* which none of the other institutions offer.

It could be seen that *ESE* offers more subjects as compared to other institutions. Some of the subjects like *Língua Materna e Língua Estrangeira - Aquisição e Desenvolvimento* and *Literatura Inglesa para a Infância*, which *Instituto Politécnico de Castelo Branco* and *Universidade do Porto* offer respectively are subjects that *ESE* has in its first degree program under the the course *Linguas e Culturas Estrangeiras*. Therefore, it is my observation that among the institutions listed above, *ESE* is more demanding as compared to others like *Universidade Nova de Lisboa* in terms of their course content.

### **2.3. INTERCULTURAL COMPETENCE**

Before proceeding to what intercultural competence is all about, the meaning of the word *intercultural* would be attended to. First, the question that arises is: What is culture? What are the elements of culture? Culture is the way of life of a particular group of people that is transmitted

from generation to generation (Hofstede, 1997). Culture includes language, food, dressing, behaviour, religion, values, and music, to mention but a few (Farooq, 2011). The prefix *inter* means *between*. Therefore, the word *intercultural* means *between cultures*. UNESCO (2013) defining intercultural competence states:

"intercultural competences refer to having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures" (p.16).

This means that intercultural competence is the ability to have sufficient and necessary knowledge about some cultures and the knowledge of some possible issues which may arise while members of different cultures interact. As a result, this type of capacity leaves one prepared in putting on the rightful attitude while dealing or interacting with people from other cultures. Furthermore, one of the intentions of having master's degree in English as one of the academic qualifications for teaching English in primary school is to ensure that the English teacher has a good command of the English language and a good knowledge of the culture of English-speaking countries (Cameron, 2007). This type of qualification helps the English teacher to carry out the teaching job more effectively as he or she exposes pupils to other cultures.

Here in Portugal, the English teacher should have knowledge of Portuguese language and culture since there may arise some issues which by their nature require the mother tongue of pupils for better understanding. The ages of pupils in 3rd and 4th grade, fall between the ages 8 and 9. At this age one has

not dominated his or her mother tongue very well let alone English, a foreign language (Nunes, 2011).

The intercultural competence is demanded of the English teacher in the primary school for other reasons. He or she may have pupils from other cultures in his or her class. This way, pupils of this sort could be handled very well despite the cultural differences. Not only this, the English teacher with the intercultural competence will efficiently expose pupils to other cultures and as a result create intercultural awareness in them as well as help them develop respect for others and their different cultures (Concelho Nacional de Educação, 2013; Rollings-Carter, 2010).

An intercultural competent teacher should be competent plurilingually, has intercultural communicative competence, and critical cultural awareness. Plurilingual competence is the ability to use languages for the purpose of communication in varying degrees of proficiency. Plurilingual competence is not a fixed competence. One develops competences in some languages because of the need or desire to communicate with others (Zarate *et al.*, 2009). For instance, my personal effort as a beginner in learning Portuguese language to be able to communicate with the sisters in my community supports this argument. Also, during my internship, effort was made to engage pupils in a plurilingual activity. This was done during the process of making Christmas post cards for their counterparts in Nigeria where they wished them Merry Christmas in three languages: Portuguese language – *Feliz Natal*, English language – *Merry Christsmas*, and Igbo language - *Ekeresimesi Oma*.

Plurilingual competence is constructed as one pursues his or her life. Py (1991) states that: “the concept of plurilingual competence is closely linked to the construction of interlanguages” (p.150). This type of construction is not

static rather it is dynamic. It is a process, i.e., a continuous process. Not only this, the competence of a plurilingual teacher in one of his or her language is never achieved in isolation from his or her other languages.

A plurilingual person is one who has a linguistic capital or a set of linguistic assets that is operated based on situation and the interlocutor. Plurilingual competence is never mere addition of two or more monolingual competences in several languages rather it allows combinations and alternation of different kinds. It permits switch in code during message and the use of bilingual forms of speech (Zarate, *et al.*, 2009).

It should be stated that bilingualism is not only the dual practice of language but of two languages at least. Bilingualism includes and is included in plurilingual competence though other dimensions are involved in plurilingual competence. Bilingualism can be considered in different ways. It could be used to describe a person who speaks at least two languages. It could also mean institutions and societies in a wider geo-political space (Zarate, *et al.*, 2009).

A bilingual person is one who has a native-speaker fluency in two linguistic codes, i.e., *the native-like control of two languages* (Bloomfield, 1935). Macnamara (1967) describes a bilingual person as one who has a minimum competence in at least one of the four language competences (comprehension and expression, writing and speaking). For Grosjean (1982), a bilingual person is one who regularly uses two languages in daily life and not one who has mastery in both languages. Therefore, bilingual competence should not be mistaken as addition of two languages that are equally mastered at advanced levels.

Based on the above stated ideas on Plurilingual competence, there is the need for the English teacher in the primary school to have the plurilingual

competence. In this way, he or she would be able to expose pupils to other languages during the English lessons. At the same time, he or she is fulfilling one of the aims of Council of Europe i.e, promoting learning of other languages and plurilingualism (Council of Europe, 1971).

Intercultural communicative competence (ICC) is the ability to communicate and interact across linguistic and cultural boundaries. Based on this definition, it could be deduced that ICC has two dimensions: linguistic competence and intercultural competence. It should be noted that foreign language teaching (FLT) is not the only way that ICC is taught or assessed. Learners (pupils) can be introduced to other worlds and the experience of otherness through other subject areas such as geography, history or literature. The experience of otherness is the main concern of FLT because learners should be engaged with familiar and unfamiliar experience through another language. Another aim of FLT is to prepare learners in such a way that they can use the language to interact with native speakers of the language or as a *lingua franca* which our globalised world demands at times (Byram, 1997).

FLT is therefore concerned with communication which has its perception and interpretation in another cultural context. It is not just a mere exchange of information or message sending which is the focus of communicative language teaching. Communication is interaction among people of complex cultural and social identities.

Cruz (2011) acknowledges that ICC is concerned with the intercultural nature of a communicative situation that considers language learning as commitment to citizenship. This permits development of a set of skills that allow learners not only to situate themselves in their cultural identity, but

also, from their linguistic-communicative repertoire, that provides spaces of communication with the *Other*:

“o conceito de Competência Comunicativa Intercultural (CCI), que se centra na natureza intercultural da situação comunicativa, permitindo equacionar a aprendizagem de línguas como um compromisso para a cidadania e envolvendo o desenvolvimento de um conjunto de competências que permitem ao sujeito não só situar-se na sua identidade cultural, mas também, a partir do seu repertório linguístico-comunicativo, criar espaços de comunicação com o Outro” (p. 22).

FLT should take into consideration the ways of living of people that constitutes the basis in which the other speak and write. It is only in this way that FLT serves as a means to prepare learners to communicate and interact with foreigners *others* as well as accept them as they are instead of reducing them to people who are almost *like us* (Byram, 1997).

Critical cultural awareness is at the centre of Byram’s (1997) Model for Intercultural Communicative Competence. Byram (1997) defines critical cultural awareness as “an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries” (p. 53). Promotion of critical cultural awareness in foreign language learning brings about some advantages. It helps pupils to develop the skills they require to participate actively in local and global communities. They also develop the skill of evaluation (Byram, 1997). This awareness helps pupils understand more the subject topic of the class since there is room for them in the classroom to link the notion of awareness to realities. In this way, they gain experience in using their critical thinking skill thereby increasing the level of intellectual motivation in foreign language

classroom (Osborn, 2006). Within the English classes, room should be created for pupils to get involved in a critical evaluation. Therefore, it is essential for the English teacher in the primary school to provide room in creating critical cultural awareness in pupils thereby allowing them the opportunity to evaluate critically the culture they interacted with.

Intercultural competence, plurilingual competence, intercultural communicative competence, and critical cultural awareness, are essential competences that the English teacher in the primary school should possess bearing in mind that we live in an intercultural global village. Therefore, pupils should be educated in such a way that they would be interculturally fit in order to face the challenges in our globalised world.

#### **2.4. INTERPERSONAL COMPETENCE**

Interpersonal competence is the capacity to interact with others. Interpersonal competence is considered an interactive social competence and not merely a kind of intellectual competence. It is the capacity of creating a social atmosphere of inquiry that helps in bringing to the fore both personal and communal purposes and relationships coupled with accomplishing specific tasks (Torbert, 1981).

In relation to the teaching field, the English teacher in the primary school needs the interpersonal competence to interact and relate positively with his or her pupils. It is his or her duty to make the class room a social environment where personal purposes, communal purposes, relationship and tasks related to the teaching and learning of English language could be achieved. Even, Read (2005) in her article, *Managing Children Positively*, affirms that “the relationships that you establish with the class as a whole, and with the

individuals that make up each class, lie at the heart of establishing a healthy and happy working environment and managing children positively” (p. 5).

Moreover, it is expected of the English teacher in the primary school to have good rapport with his or her pupils. There should be a cordial and affective relation between the English teacher and the pupils, vice versa. Honestly, much is expected of the English teacher, but the collaboration of pupils is also highly and essentially needed. Knowledge of Portuguese language (Despacho n. º 12 591/2006) by English teachers in Portugal is essential because it promotes teacher-pupil relation and also serves to solve problems that can only be solved in the mother tongue. When there is good relation between the English teacher and pupils, they will be more motivated to learn this foreign language. Therefore, it is important that the English teacher knows how to establish good relation with his or her pupils so as to promote good learning (Nunes, 2011).

Even in the English classroom, the English teacher can use a bit of Portuguese during the English lessons in some areas where it is needed, like in giving some instructions on activities to be carried out. Nunes (2011) emphasised so much on the fact that it is not a taboo to use the mother tongue (Portuguese) of pupils in an English lesson since there are situations that naturally demands that, for a better understanding of pupils:

“...Quanto à língua materna, ela não será tabu dentro da sala de aula, pois esta servirá sempre para situações de relativa emergência em se fornecer um significado a um aluno numa situação em que o uso da língua alvo consuma demasiado tempo da aula ou o conceito seja difícil de compreender. A língua materna servirá também para se interagir com os alunos em caso de indisciplina

e em situações em que o uso da língua alvo se torne pouco eficaz, dando azo a falsas interpretações” (p.106).

Above all, the interpersonal competence is an essential competence which the English teacher needs in order to establish good relation with pupils and help to make the English classroom a lively and motivating environment where learning can take place (Sieberer-Nagler, 2016).

### **3. THE INTERCULTURAL COMPETENCE AS A KEY COMPETENCE FOR A 21ST CENTURY TEACHER**

The intercultural competence, as defined above, is the ability to cultivate targeted knowledge, skills and attitudes which induces effective and appropriate behaviour and communication in intercultural interactions (Deardorff, 2006). The English teacher of the 21st century is expected to acquire the intercultural competence so as to train pupils for global citizenship who will be interculturally fit in our globalised world. Exposure to other cultures during English lessons offers pupils the opportunity to have intercultural awareness, and develop respect for other cultures and the other, i.e., the capacity to understand others' world view as well as uphold respect for other world views (Deardorff, 2006).

An English teacher, who is interculturally competent, without much doubt, carries his or her pupils along in this same direction by making them interculturally competent in our pluricultural world. Intercultural competence is very essential in the 21st century because of its vast benefits. An English teacher who is interculturally competent will help his or her pupils realise that they live in a globalised world embedded with different cultures. Therefore, to interact with other cultures and its people, it is necessary to have a minimum knowledge of the culture of the country.

The act of the English teacher creating intercultural awareness in pupils during the English classes helps them to understand that their language and culture is not superior to other languages and cultures. All languages and cultures are important and valued (Griffiths, 1990). This way, pupils will also get to know that there is equality in the human race. Whether white, black, or red, they are all equals, no race is better than the other. As a result, this curtails racism and promotes respect for humanity. It also encourages efforts

towards peace and mutual understanding as Stavenhagen (2008) acknowledges:

“the idea of intercultural citizenship points to the building of political and social institutions by which culturally diverse communities within a multiethnic and multilingual nation can solve their differences democratically by consensus without tearing apart the common structures and values or having to abandon their particular cultural identities, such as language, culture and ethnicity” (p. 176).

It is recommended that the English teacher in the 21st century should plan his or her lessons in such a way as to touch other cultures and not just restrict pupils to only one culture (may be Portuguese or British culture). Exposure to other cultures during the English lessons is very essential and it has many benefits. Whoever in the primary school is exposed to other cultures during the English language lessons will have a wider cultural horizon as compared with another pupil who was limited to a culture without being exposure to other cultures. Knowledge of other cultures increases adaptability rate to survive in a country which is not our country of origin just as Jervis (2006) confirms: “Culture is furthermore adaptive, which harkens back to how cultures - and subcultures - are formed. Modes of behavior, social institutions, and technologies all foster our adaptation to the particular niche of the ecological world we inhabit (p.4)”.

An English teacher who is interculturally competent will likewise guide his or her pupils to acquire the same competence. Pupils who have been exposed to other cultures would have at least some ideas about these cultures. This knowledge about other cultures aids pupils in the future to have the capacity to handle some epistemological crises (Lutz, 2004). In other words,

intercultural competence of the English teacher will not only be beneficial to the teacher but also helps pupils in resolving epistemological crisis within and between cultures.

Explaining further this concept, one could say that an English teacher who has intercultural competence would be able to question cultures, i.e. the capacity to question the *why* in a culture. For example, why do people do things this way? Why do people behave this way and not that way? An English teacher with the intercultural competence helps his or her pupils develop the same capacity. In this way, they may as well question what they do not understand about any culture, thus, promoting the development of critical thinking and problem solving skill and also communicative skill that are recommended as 21st century learning skills (CRUZ, & ORANGE, 2016).

This type of attitude can lead to a debate over a practice in a particular culture. Through this debate, a better idea about that culture is established. It is this moment of questioning that could be referred to as a moment of epistemological crisis. Intercultural competence helps pupils to develop the capacity to know why a group of people do things the way they do it. It also helps them in the development of a cognitive skill in respecting cultural differences just as Hurley (2011) citing Piaget mentioned: "Language is considered an indicator of cognitive development" (w.p). Furthermore, they also acquire the capacity to analyse and tolerate cultural differences, thereby, promoting peace and mutual understanding (Stavenhagen, 2008).

Because of cultural differences, what is virtue in one culture may not be virtue in another culture. Of course, virtue in ancient Greek societies varies from a city state to a city state. But with time, this idea of virtue and the concept of society or community were challenged by various schools of thought including the Sophists, Socrates, Aristotle and the Greek tragedians -

Sophocles. Consequently, epistemological crises emerged i.e., questions arose within those traditions about what is considered virtue. Debates within and between traditions, lead to the emergence of conflicting rationalities out of which those involved in the debate come to discover or develop a “new standards of rationality that can overcome the challenges that brought their old standards into question” (Lutz 2004, p.87). Uncertainty leads to crisis in a tradition hence, pupils need to be prepared with the tools to confront cultural shocks and to be able to discover the rationality within and between traditions including their own tradition.

This will help them understand the reasons why one acts differently from the other. For instance, pupils got to know why the structure of the building *post office* in Nigeria (figure 8) is different from the structure in Portugal. Post office buildings in Nigeria has inbuilt boxes in the fore front of the building. This does not apply in Portugal. The reason for this is that in some areas in Nigeria the postman does not move from house to house to deliver mails, rather he delivers them in the different inbuilt boxes according to the addresses of their owners. From time to time, the owners of these inbuilt boxes go to the post office, open their boxes and collect their mails. If, these pupils in any day of their life happen to be in Nigeria, they have already known why this cultural difference regarding the structure of the post offices exist, hence, the need to use an intercultural approach during the English lessons.

Intercultural awareness promotes mobility. This could be mobility of people or mobility of goods and services. Pupils who are exposed to other cultures right from the early age while in the primary school will never hesitate to move to other countries and make their living if there is need for such, whether for job purposes or for further studies. For further studies, we

should not forget to mention that international mobility demands only pupils who are interculturally competent and are willing to move from one culture to another (Van Kalsbeek, 2008). So, intercultural awareness enhances openness, freedom, trust, and friendship.

As regards mobility of goods and services, interaction between people of different cultures encourages international trade. Transaction of goods and services from one country to the other is facilitated when there is good rapport between countries of different cultures. This type of relationship increases the economic output of both countries involved since there will be more hand to buy the goods and services as compared with local customers.

Knowledge of other cultures facilitates job opportunities. It is advantageous to interact with people from other cultures. If a pupil after his or her studies did not get employed as a worker in his or her state or country of origin, he or she can easily look for a greener pasture in another country whose culture he or she was exposed to during the English language lessons and make his or her living there. Therefore, intercultural awareness gets pupils prepared for future job opportunities in other countries. This is true because in most of the international settings, people who are competent interculturally and can really establish good interpersonal relation with clients of different cultural diversity are needed. Stiftung (2006) supporting this idea said:

”... the ability to deal constructively on an interpersonal level with cultural diversity and the multitude of attitudes and values will not only become a key qualification required of business executives working in international settings, it will also be required generally of each individual as a key factor for

ensuring that cultural diversity can be experienced positively and productively (p.5).”

One who is aware of other cultures has the tendency to understand more one’s culture and as well value where one belongs to. Awareness of this sort enhances easier acceptance and understanding of other cultures as Scarino & Liddicoat (2009) affirmed: “Intercultural language learning involves developing with learners an understanding of their own language(s) and culture(s) in relation to an additional language and culture” (p. 33).

Neglecting the fact that by learning other languages one becomes (pupils) familiar with other cultures would be neglecting a fundamental truth. In fact, such awareness encourages respect and tolerance which contributes to other ways of thinking. As a result, it enhances pupils’ understanding of their own culture thereby strengthening their own identity as Byram (2015) stated:

“By learning languages, pupils have opportunity to become familiar with other cultures. Such insight provides the basis for respect and increased tolerance, and contributes to other ways of thinking and broadens pupils’ understanding of their own cultural belonging. In this way pupils’ own identity is strengthened” (p.7).

Bringing this to the teaching of English in the primary school, one could say that this type of awareness helps pupils to understand their culture better by comparing and contrasting the similarities and differences existent in this culture and the other cultures they might have encountered while interacting with people from different cultures. Bearing this in mind, pupils had the opportunity to compare and contrast *buildings in my neighbourhood* in *Smiles*, their course book with *buildings in my neighbourhood* from Nigeria.

Opportunities like this helps pupils become more enriched pluriculturally just as Council of Europe (1971) established:

“...in a person’s cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence...” (p.6).

This type of interaction with people from other countries with different cultures promotes globalisation. Globalisation also has its rich benefits. It has led to the creation of new nations and nations states. For example, the European Union which is not a nation state or a country with the characteristics of a nation rather, it is an agglomeration of independent states with independent characteristics. The intercultural approach during English lessons is essential in order to help pupils get to know all these realities of our 21st century globalised world. When pupils get to understand that they live in a globalised world, definitely, they have clearer vision of what is meant by international organisation. International organisations are nation states with different geographical boundaries and cultural differences but because of economic union, they belong to the same nation state. Hence, there is the need to help pupils to be aware of these realities.

As it has been seen, intercultural awareness brings about many benefits. It is expected of the English teacher in the primary school in this 21st century to be competent interculturally. This type of competence helps the teacher to succeed in creating intercultural awareness in his or her pupils. In this way, pupils would be interculturally fit in this our globalised world that is embedded with different cultures. Pupils should be made to know that they

live in a globalised village. Hence, there is the need to have knowledge of other cultures. For this reason, the English teacher in the primary school is expected to be familiar with other cultures i.e., being interculturally competent in order to carry out his or her teaching responsibilities more efficiently

## Part 2 – Intercultural Education into Practice

Having laid out in the first part of the work the theoretical basis where I reflected on the importance of the intercultural competence in the teaching of English at primary schools, I would like to present and fundament the methodological options taken to achieve the defined objectives. In this second part of the work that contains chapters 4 and 5, I would be focusing on the aspects of my research that has pupils in the 4th grade of Basic Education who learn English as a compulsory curricular subject and some English teachers who responded to my questionnaires as participants.

Chapter 4 deals with design of the study. This involves description of context and participants, i.e. it explores *Colégio do Sardão*, my centre of internship, its Socio-economic and historical background, and the characterisation of pupils in class 4A, the group I worked with during my internship. Chapter 5 focuses on methodology procedures used in this research, followed by research question and aims, data collection tools, presentation, analysis and discussion of data.

## 4. DESIGN OF THE STUDY

This chapter has its main focus on Colégio do Sardão, my centre of internship. Under this chapter there would be discussion based on description of context and participants, socio-economic environment in which the school is located, historical background that deals with the history of the school, and characterisation of class- 4A which has to do with the composition of the class

### 4.1 DESCRIPTION OF CONTEXT AND PARTICIPANTS

I had the opportunity to do my internship in *Colégio do Sardão*, a private school owned by *Instituto das Irmãs de Santa Doroteia*. The religious institute was founded in *Quinto-Génova* in 1834 by Paula Frassinetti, a citizen of *Génova*. The purpose of the congregation was education in accordance with the perspectives of the time. The intended activities were for: the education of females in colleges and schools; Catechesis in the Parishes; retreats and meetings for girls and women through the pious work of *Santa Doroteia*; and also meetings for boys.

The primary aim in the work of *Santa Doroteia* is to re-build a simple and flexible social fabric where poor children and adolescents can be supported. A social fabric framed by adult women and supported by neighbourhood girls in which the role of the sisters was to give some encouragement to girls and women during their periodic meetings. It was this idea that gave origin to the establishment of the school - *Colégio do Sardão* (Colégio do Sardão, 2016).

## 4.2. BRIEF OVERVIEW OF THE SCHOOL

This section deals with the socio-economic status and historical background of the school.

### 4.2.1. Socio-economic characterisation

*Colégio do Sardão* is located in *freguesia de Oliveira do Douro* under the municipality of *Vila Nova de Gaia* within the district of Porto. The college is a property of the Portuguese province of the *Instituto das Irmãs de Santa Doroteia*. The school is situated in a very pleasant area and interesting tourist zone that has the following interesting sites: *Arcos do Sardão* which is a National Monument located in *Quinta do Sardão*; *Monte da Virgem*; *Areinho*; the Place of Registration; as well as the farms by the river. The declaration of the status of parish of *Oliveira do Douro* dates from the middle of the 13th century. The first census of the population of the parish was in the 16th century, by *Carta Régia de D. João III* of July 17, 1527 (*Colégio Sardão, 2013/2014*).

*Freguesia de Oliveira do Douro* is a center of attraction for people coming from different parts of the country. Its proximity to the city of Porto explains the phenomenon of housing construction that makes it one of the largest parishes in the metropolitan area of Porto. Its main socio-economic characteristics have been linked, for many years, to *Areinho* Fishermen, Millers, Glass Mills, Millers of *Quebrantões*, *Lavadeiras* and agriculture in general. At present, it has diverse industries, such as the industries of footwear, paints, metallurgy, car assembly plant, real estate and commerce in general. As a result, the rate of unemployment in *Sardão* is very low and the

parents of pupils in *Colégio Sardão* are people who belong to middle or high socio- economic class (Colégio Sardão, 2013/2014).

#### **4.2.2. Historical background**

*Colégio do Sardão* was founded in 1879. By this time, the founder, of the *Instituto das Irmãs de Santa Doroteia*, Paula Frassinetti was still alive. The maternal aunts of Almeida Garrett, a Portuguese popular writer were the owners of the *Quinta do Sardão*. They donated these assets to the institute bearing in mind the education of the youth and the Christian life of the local population. Garrett, in his work, fondly remembers the years of his boyhood spent in this *Quinta do Sardão*. In fidelity to the intention of the origin of the school, the school seeks not only to carry out a joint action of the whole educational community, but also involves itself in an exchange between schools and other organisation of cultural matrix by integrating in the initiatives of the Culture of the Municipality of *Vila Nova de Gaia* (Colégio do Sardão, 2016).

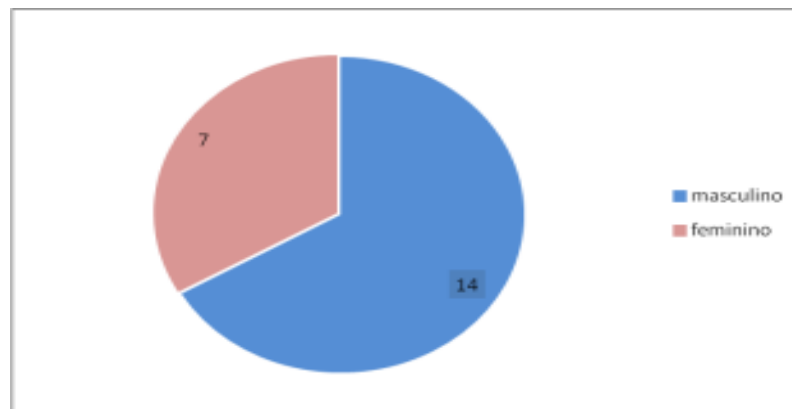
The school is celebrating its 138th anniversary this year (2017) and it could be noted that pupils from all over the regions attend this school. Records have shown that in the past 100 years about 13000 pupils passed through the school. Initially, the school was attended by girls alone and for eleven years, i.e., between 1910 and 1921, the school was closed by the power of the political and social phenomena of the time. After a while, the school was reorganised in three forms: a male school, a female school for external pupils, and another female school for internal pupils. After an interregnum due to a change in the Portuguese political regime from 1910 to 1921, the school reopened with an organisation of two types: a school for external pupils and

another one for internal pupils of which both were for female. In 1969, kindergarten was introduced under co-education and later was extended to primary school. The structure of the school has been in successive changes. As at now the school population includes the kindergarten and the 1st Cycle of Basic Education education (Colégio do Sardão, 2016).

#### 4.3. CLASS CHARACTERISATION - CLASS 4A

During my internship in *Colégio do Sardão*, I worked with the pupils in class 4A in the academic year 2016/2017. This class is made up of 21 pupils of whom 7 are girls and 14 are boys (figure 3).

Figure 3 - Gender of Pupils

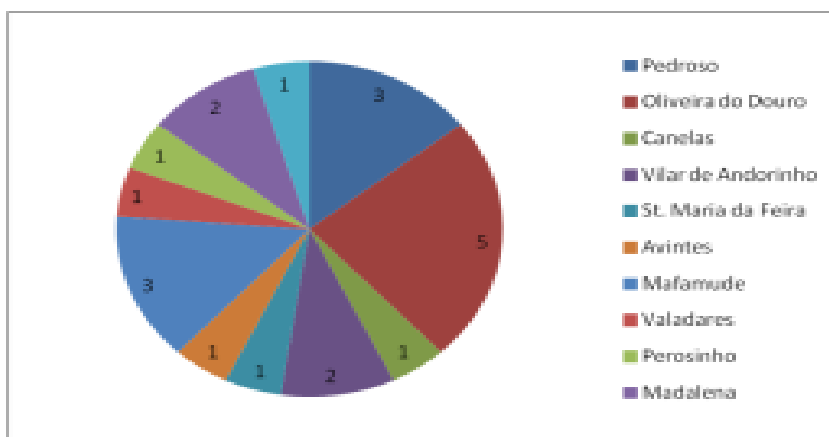


They fall between the ages 8 and 10. I had 12 sessions of English language classes with them. Each of the session lasted for 45 minutes. As was noted under the brief history of the school, it could be seen that pupils from different regions study in this school. Among the 21 pupils in this class, 7 did their kindergarten in *Colégio do Sardão*, 6 came from *Passinhos de Rei*, 1 from

*Risquinhas*. Another one from the *Externato Nossa Senhora de Fátima*, 4 from public school and the last pupil that arrived came from *Colégio do Gaia* (Colégio do Sardão, 2017).

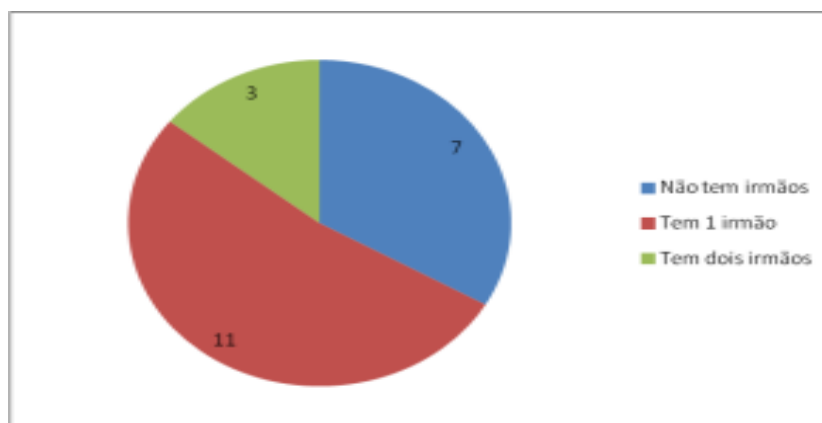
As regards where these pupils live, it is verified that 20 live in the municipality of *Vila Nova de Gaia*. It is obvious that majority of these pupils live within this municipality although distributed by different *freguesias*. It is only a pupil that lives in the district of *Aveiro, S.João de Ver – St. Maria da Feira* (figure 4).

Figure 4 - Residence of pupils



Regarding the phratry of these pupils, seven of them are single children, eleven have only one brother and three have two brothers (figure 5).

Figure 5 - Phratry of pupils





It was with this group of pupils characterised above that I experienced what it means to be in the teaching field as an English teacher in Portugal. It was really an interesting opportunity which helped me to get more prepared for my future profession as an English teacher. During this internship, I had the opportunity to discover many things in this professional area. These include the need for collaboration among colleagues, humility in order to learn from co-teachers, pupils, and the entire school community.

As a novice in the teaching field, it was not so easy to start planning the unit and lesson plans. But after making the first unit and lesson plans coupled with the indications made by my supervisor, Professor Mário Cruz, there was a progressive evolution in this area. Evidence of this is shown on the annexed unit and lesson plans (annex 7). Of course, the first unit and lesson plans were not as good as the ones that followed. A notable improvement was made, thus pointing to the indispensable need for internship (Lorreto, 2017) before embracing any profession especially the teaching profession.

As it has been said, I had the opportunity to work with 21 pupils and I had twelve official<sup>6</sup> sessions with them. The duration for each session is 45 minutes. Six sessions were dedicated to the topic *My home and my neighbourhood* and the other six sessions were spent on the topic *Food is sweet*. Based on the different experiences I had during the internship, I would not hesitate to mention that the teaching profession is more of practice than theory. The more one practises, the more perfect one becomes in the field. Therefore, I can conclude that teaching is learning.

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<sup>6</sup> Official in the sense that it was the number of sessions demanded in this internship though there were extra sessions due to other programmes which my colleague and I considered relevant together with the cooperating teacher.

## 5. METHODOLOGY, PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

The chapter deals with the methodology used in this work, presentation of data, its analysis and discussion.

### 5.1. METHODOLOGY

Action research, as Vieira (2017) mentioned during the PEEP'17 conference at ESE, is what teachers do as their investigation. Action research has three stages: designing the project, developing the project, and reporting the project. For her, *designing the research* implies “analysis of content, problematisation, focus of inquiry, readings, and intervention plan”. *Developing the project* is of “learner-centredness, teaching to learn, learning to teach, and reflection on or for action, data collection or analysis”. *Reporting the project* demands teacher voice, learner voice, narrative of experience, and dissemination” (Vieira, 2017). So, after my internship, I am now reporting my project having already designed it before my internship and developed it during my internship.

Basing on what has been said, the present action research demands a qualitative methodology using a case study that describes and analyses the practices developed during my internship. Comparing qualitative method with quantitative method, Walker (1985) in his book *Doing Research* mentioned that: “qualitative method is subjective, unreliable, unsystematic, lacks adequate checks on their validity and are generally speaking unscientific” while quantitative method is “counter-argued, technically inadequate in the face of real problems, usually inappropriately used and fail to explain most of

the variance they do reveal” (p.88) . Taking into account the *subjective* nature of the qualitative method, it is made clear that it has to do with the subject, i.e., the researcher. Consequently I feel that this methodology is more appropriate for my research work since I intend as a future English teacher to understand or assimilate how efficient and effective the intercultural approach could be in the teaching of English at primary schools. This will also help me improve on my practice as a future English teacher in Portugal.

Recently, qualitative methodology gains enthusiasm in educational research because of its flexibility as compared with the quantitative methodology. Certainly, it can be adapted and changed as a project progresses because of the presence of the researcher who is also a participant observer and has access to different methods (Walker, 1985). Therefore, I intend in this work to describe, and analyse the data collected through observation, questionnaires and documentary analysis using the above mentioned methodology.

### 5.1.1. **Research question**

The research question in this work is: *How can intercultural competence be tackled in the teaching of English at primary schools?* This research revolves around this question. In any research work, the research question points to some answers already documented in the literature that is meant to help review the theoretical texts, but it will not help much to conduct the empirical process. Relating the research question to the objectives, one can identify what one intends to achieve or know with the research work. It is difficult to proceed in a research work without first knowing the research question which

is the focal point of a research work. It is difficult to know the documents to read when the research question is also not yet known (Walker, 1985).

### 5.1.2. **Aims**

The aims of any research work serve as an empirical means of getting some responses to the research question. Therefore, the aim of this work is to:

- Analyse the intercultural competence as a key competence in the teaching of English at primary schools.
- Analyse the relevance of the intercultural competence in a globalised world.
- Investigate the implementation of the intercultural pedagogy in the teaching of English at primary schools
- Explore some Nigerian linguistic and cultural varieties to the teaching of English language at Primary schools in Portugal

## 5.2. **DATA COLLECTION TOOLS**

Having the above stated aims as the focus in this research, the case study assumed some scientific techniques in educational research to achieve these aims. The techniques used are:

- Observation grids on the reaction, behaviour or attitude of pupils each time the intercultural dimension is involved.
- Questionnaires responded to by selected English teachers from various schools

- Documentary analysis on some of the course books for 4th grade, *Metas Curriculares de Inglês* for 4th grade, and the unit and lesson plans made by me.

### 5.2.1. Observation

Observation is one of the techniques used in this research. Most often research techniques look for problems rather than being reasonably or logically chosen as the best for the task. This type of impression is also applicable to *observation* as a research technique since the teacher is keen in observing pupils in order to come across the issue he or she wants to research on. Therefore, *observation* provokes awareness of researchable problem instead of just pursuing the origin or source of the problem. This is still the situation because as soon as a problem is spotted, some work may help to reformulate it into researchable terms thus, determining the techniques that could be applied in order to yield a usable and relevant data (Walker, 1985).

Boehm and Weinberg (1977) advocate the use of observation as a technique to investigate some class room situations. They went further to illustrate how such observation could be carried out using a table (annex 4). Bento *et al.*, (2005) also acknowledge that observation is a method of evaluation by excellence at primary schools. It is based on their examples that I also made my own table of observation during my internship. I made use of this type of table to record my observations about the behaviours and attitudes of pupils during my internship each time the intercultural dimension is introduced in the classroom (Table 1).

**Table 1 – Observation Record**

**30/11/16**

Pupils	Activity	Topic	Time	Observation
All	Interaction between counterparts from Nigeria	Video Conference	60 minutes	Willingness, readiness and promptness on the part of pupils to present themselves as well as interact with colleagues from Nigeria.
	Songs from both parties	Presentation of oneself (information on personal data)		All participated without hesitation
	Dance from pupils from Nigeria			Great zeal to go to Nigeria and interact with colleagues face to face

Based on the above table, it is obvious that pupils always showed willingness, readiness, and promptness, to participate each time the intercultural aspect is introduced just as could be confirmed in the video conference (figure 7) that went on between them and their counterparts in Nigeria.

**Figure 7 – Video Conference**



This type of positive attitude is evidently seen in the question which one of the pupils asked at the end of the video conference – *Teacher, quando podemos ir a Nigéria para interagir cara a cara com esses alunos em vez de*

*apenas conversar com eles através do Skype?* Based on the reaction of these pupils one could see that the intercultural approach leaves pupils motivated for further studies. It was the motivation they derived from the video conference that led them into deciding with their parents and their English teacher to send a *Cultural Bag* to their colleagues in Nigeria. The cultural bag bears Christmas postcards designed by pupils in which Merry Christmas was expressed in three languages: Portuguese – *Feliz Natal*, English – *Merry Christmas* and Igbo<sup>7</sup> – *Ekeresimesi Oma*.

In line with previous comment, it is of utmost importance to always implement the intercultural pedagogy while teaching English at primary schools since it motivates pupils for further learning. Furthermore, engagement of this sort using the interactive white board creates room for the sharing of knowledge between two different schools, with distinct cultural and linguistic background (Cruz, *et al.* 2008). In this way pupils' intercultural communicative competence is promoted (Byram, 1997).

### 5.2.2. Questionnaires

Questionnaire as considered by Walker (1985) is “a formalised and stylised interview or interview by proxy” (p.91). The form is somewhat similar to a face-to-face interview though the interviewer is not present rather presents a structured transcript without responses. Questionnaire takes the form of interviewing-by-numbers or painting-by-numbers. For this reason, there is a mass production and lack of interpretative opportunity. Besides it provides

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<sup>7</sup> *Igbo* being the native language of the pupils they interacted with in Nigeria.

the researcher with an easy accumulation of data since it arouses interest in a large number of people who come across them and can give their responses simultaneously. Questionnaires are demanding as they are always in huge quantities. They are not superficial levels of questioning or least questions that are made in such a way as to give already foreseen answers. They can be used in confined and intimate settings (Walker, 1985).

According to Browning et al., (w.d.), questionnaires can be used to investigate some conditions or situations in the area of education. It is based on this idea that I also used questionnaires (annex 5) in this research work to investigate how effective and essential the intercultural competence could be in the teaching of English language at primary schools. Through the results of the questionnaires, I will get to know the extent to which teachers who responded to the questionnaires value the intercultural skill and how they implement it in their English lessons. The responses given to my questionnaires are as seen in tables 2 and 3 below:

Table 2 – Social and Professional Data

Table of Respondent ↓

Respondents to Questionnaires →

	Age Group	Duration in Profession	Professional Qualification	Native Language	Other Languages	Refresher Course	No. of Refresher Course	Topics on Refresher Course
<b>Respondent 1</b>	41-50	1-5	Post-secondary Certificate "A"	English	Portuguese	Yes	4	Technology Applied to Languages
<b>Respondent 2</b>	41-50	16-20	First Degree + <i>Complemento de Formação para o grupo 120</i>	Portuguese	French Spanish English German	Yes	3	Technology applied to languages  Oral Communication Skill  Teaching methodologies
<b>Respondent 3</b>	31-40	6-10	First Degree + <i>Complemento de formação para o grupo 120</i>	Portuguese	English	Yes	1	Teaching methodologies
<b>Respondent 4</b>	31-40	6-10	_	Portuguese	Spanish	Yes	5 or more	Teaching methodologies
<b>Respondent 5</b>	41-50	16-20	Masters	Portuguese	French English German	Yes	5 or more	Intercultural education  Technology applied to languages  Oral Communication skills  Teaching methodologies
<b>Respondent 6</b>	31-40	11-15	<i>Prof. 1º Ciclo</i>	Portuguese	English	Yes	1	Teaching methodologies

**Table 3 – Intercultural Skill**

**Respondent to Questionnaires ↓**

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	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
<b>Teach Intercultural Skill</b>	Yes	Yes	No	No	Yes	Yes
<b>Use Intercultural Realia, Videos, Literatures, Songs, from English Speaking Countries</b>	UK Realia Videos Audios Literatures Songs	UK Realia Videos Audios Literatures Songs	USA Realia Videos Audios Literatures Songs	-	UK Realia Videos Audios Literatures Songs and EU Countries	-
<b>Consider Self Intercultural teacher</b>	Yes	Yes	No	No	Yes	Yes
<b>In what way are you an intercultural teacher</b>	Convergent and divergent use of learning/teaching aids/materials in literature, cultural studies	use of intercultural approach to broaden the cultural horizons of pupils	-	-	Use of Cultures and traditions all over the world	Discuss different cultures with pupils and show different realities
<b>Teach Language Varieties</b>	Yes	Yes	No	No	No	No
<b>Which Language Varieties</b>	Akan Dagbani Zulu (South Africa)	UK USA	-	-	-	-
<b>Teach Cultural Varieties</b>	Yes	Yes	No	-	Yes	Yes
<b>Which Stories you use</b>	By-the-fire-side stories, Sogas, Tales Folk-tales within Ghana and UK	American and British traditional stories	-	No	Traditional stories	-
<b>Place Pupils in Contact with Cultures of English Speaking Countries</b>	No	Yes	No	No	Yes	Yes
<b>Which English Speaking Cultures</b>	-	UK culture	-	-	UK Culture European Countries	-
<b>Help Pupils Understand Relationship between Different Cultures</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Restrict Pupils to one Culture (Portuguese Culture)</b>	No	No	No	Yes	No	No
<b>Provide Means for Pupils to Interact with Pupils from other English Speaking countries</b>	Yes	Yes	No	No	Yes	Yes
<b>Which English Speaking Countries</b>	UK USA	UK	-	-	UK and European Countries	-
<b>What is Plurilingual</b>	Ability to speak and understand more than one well known language apart from your mother tongue	Ability to Speak more than one language	-	Não sei	-	Use of various languages
<b>Allow Pupil to Develop Plurilingual Skill</b>	Yes	Yes	-	-	-	Yes
<b>In Which way do you allow them to Develop Plurilingual Skill</b>	Use of words from French, Portuguese, Spanish	Finding Exercises That allow that	-	-	-	-
<b>Use of Learner's Native Language during Classes</b>	Yes	Yes	-	-	Yes	No

The above two tables contain the responses given to the questionnaires by different respondents. Table 2 records the socio-professional data of participants. Analysing this table, it is seen that out of the six respondents three fall within the ages of 31 to 40, and the other three within the ages 41 to 50. One of the respondents has been in the teaching profession between 1 to 5 years. Two of them have 6 to 10 years while other two have 16 to 20 years experience in the field. The last respondent has 11 to 15 years experience.

On professional qualifications, two of the respondents have First Degree and *Complemento de Formação para o grupo 120*. One has masters. Another one is *professor do 1<sup>o</sup> Ciclo* and the other has Post-secondary Certificate "A". One of them did not specify his or her qualification. Five of the respondents have Portuguese as their native language while the 6th respondent has English as his or her native language.

In relation to other languages, one speaks Portuguese, another one speaks French, Spanish, English, and German. Two speak only English while one speaks French, English, and German. The last respondent speaks Spanish. Six of them participate regularly in refresher courses. Two participated in one refresher course which was on the topic *teaching methodologies*. Another two participated in five or more refresher courses. Among these two teachers, one participated in the topic *teaching methodologies* and the other one in the topics *intercultural education, technology applied to languages, oral communication skills, and teaching methodologies*. One participated in four refresher courses of which one of the topics were on *technology applied to languages*. The other teacher participated in three refresher courses in which the topics were on *technology applied to languages, oral communication skill, and teaching methodologies*.

Looking at *table 3*, it is vivid that among the six respondents, four of them consider themselves intercultural teachers. Two of them do not consider themselves intercultural teachers who implement intercultural skill. Among the four respondents who consider themselves intercultural teachers, three make use of UK Realia, videos, audios, literatures, and songs in teaching intercultural skill, though one among them included Realia, videos, audios, literatures, and songs from European Union countries. Only one respondent uses USA Realia, videos, audios, literatures, and songs.

The outcome has revealed that only UK and USA are used as examples. This, in my opinion is an exaggeration because there are other English speaking countries. For instance, countries like Australia, Canada, South Africa, India, and Nigeria to mention but a few can be used. I would suggest that other English speaking countries should be involved while dealing with the teaching and learning of English. Pupils should be exposed to other English speaking countries and not just to UK and USA. It is because of this gap that I took the initiative of involving some Nigerian linguistic and cultural varieties in my English lessons during my internship bearing in mind the fact that school is a cultural environment where acculturation takes place (Aguado, 2003).

As regards the ways in which these teachers teach the intercultural skill, one of the respondents does it through convergent and divergent use of learning/teaching aids/materials in literature, cultural studies among others. The other teacher mentioned that it is through the use of intercultural approach to broaden the cultural horizons of pupils. Another teacher stated that it is through the use of cultures and traditions all over the world that he or she teaches intercultural skill while the other teacher does it through discussing different cultures with pupils and showing them different realities.

Regarding teaching language varieties, four of the teachers do not teach language varieties. Two respondents teach language varieties, of which one uses only UK and USA language varieties. The other teacher teaches *Akan, Dagbani, Zulu* (South Africa) language varieties. Concerning teaching cultural varieties, it is four of the teachers that indulge in it. Two of them do not implement it. Among these four teachers, one did not identify the stories he or she uses to achieve this but three identified the stories they use. Out of these three teachers, one uses *By-the-fire-side stories, Sagas, Tales, Folk-tales* within Ghana and UK. Another one uses American and British traditional stories and the other does it through traditional stories, thus, proving to the exaggerated emphasis on UK and USA whenever the teaching and learning of English is referred to.

In relation to the question that has to do with the placing of pupils in contact with cultures of English speaking countries, three of these teachers provide means to achieve this and the other three do not engage in it at all. Among the three that show concern in this, one did not identify in which way he or she accomplishes it. For the other two teachers, one carries it out by using UK culture and the remaining teacher fulfils this by using UK culture, and other European cultures. In most of the aspects of the intercultural dimension found under this questionnaire, it could be observed that most teachers depend solely on UK cultural varieties. Worthy of note is that all these teachers always provide room for pupils to understand the relationship between different cultures. Five of them do not restrict pupils to only one culture but one does, i.e., Portuguese culture.

Regarding providing means for pupils to interact with colleagues from other English speaking countries, four of the teachers create room for this while two do not do it at all. Among this four, one did not mention how he or

she fulfils this but the other three did. One does it using UK and USA, another does it using UK alone while the third carries it out using both UK and other European countries. As could be seen, UK and USA are never left out when it comes to such intercultural interactions, hence pointing out to the excessive reference to UK and USA each time the teaching and learning of English is involved.

In respect to what plurilingual is, one of the teachers was direct, bold and straightforward enough to respond *não sei* to the question. Three responded to the question. One mentioned that plurilingual is *the ability to speak and understand more than one well known language apart from your mother tongue*. Another teacher says it is *the ability to speak more than one language*. The remaining respondent describes it as *the use of various languages*. Concerning the question on *allowing pupils to develop Plurilingual Skill*, three respondents answered in the affirmative, though one did not state how he or she achieves it. Out of the two that responded in the affirmative, one does it through the use of words from French, Portuguese, and Spanish while the other does it by the use of exercises that allow pupils to develop the plurilingual skill.

In relation to the question on the use of pupils' native language during the English lessons, three of the teachers use the native language while one does not. The other two teachers did not respond to this question.

Commenting further on this analysis, it could be noted that most of the teachers know the need to use intercultural pedagogy in their English classes. The problem is that among these teachers who make effort to apply the intercultural approach, majority of them still restrict or limit themselves only to UK and USA cultural and linguistic varieties. Yet they exclude other English speaking countries. It would be beneficial if the English teacher could try to

include other English speaking countries other than UK and USA. As a Nigerian, I have tried this during my internship by involving some Nigerian linguistic and cultural varieties because Nigeria is also an English speaking country.

### 5.2.3. **Documentary Analysis**

Walker (1985) in his book *Doing Research* considers the use of documentary sources as research technique. He refers to the use of documentary sources as “Intraviews”. Therefore, “Intraviews” implies the use of documentary sources “that speak from within the institution or from the viewpoint of the people who are the subjects of study” (p.90). These documentary sources may include looking at diaries, log books, narratives, and timetables. It is based on his idea that I am going to undertake documentary analysis on some course books for the 4th grade, *Metas Curriculares de Inglês* for the 4th grade, and the unit and lesson plans made by me.

#### 5.2.3.1. **Analysis of some course books for 4th grade**

There are various course books for the teaching of English in the 4th grade at primary schools but most of the time each school selects the course book they would like to use. Among these, I will be analysing four that are frequently used in most schools. During my observation period before the internship, the course book used in the academic year 2015/2016 was *Fairyland*. In the next academic year, 2016/2017 when I did my internship at that same centre, the course book used was *Smiles*.

The four course books I will be analysing are: *Smiles 4° ano*, *Let's Rock 4° ano*, *Fairyland 4° ano*, and *Stars 4° ano*. The idea of analysing them is to weigh the frequency at which the intercultural dimension appeared in these books and also to analyse the different English speaking countries and cultures that were under listed each time the teaching of the intercultural skill is referred to. The table below bears the different pages where the intercultural dimensions were mentioned in these course books.

**Table 4** – Some of the Course books for 4th grade

**Pages on Intercultural Dimension →**  
**Course Books →**

<b>Smiles</b>	5, 24, 50, 76, 92-93, 94
<b>Let's Rock</b>	15, 30, 44, 58, 72, 86, 100
<b>Fairyland</b>	8, 9, 38, 54, 70, 86, 102, 105
<b>Stars</b>	32, 56, 80, 128, 176, 188, 189, 190, 191

As could be seen in the column for the teacher's course book *Smiles*, the intercultural dimension appeared in five places (pages 5, 24, 50, 76, 92-93, and 94). Activities on these pages were on: *the English speaking countries, our world, our world, our world, Happy New Year* and *Easter around the world* respectively. In these five places, UK was mentioned in four places (pages 5, 24, 92-93, and 94). USA in two places (pages 50 and 76). Among other English speaking countries that were mentioned, Canada, South Africa, Australia and New Zealand appeared only once (page 5). Philippines was also referred to only once (page 93). The outcome is evident that UK and USA are excessively referred to when it comes to the teaching of English, leaving aside other English speaking countries. As could be seen, Nigeria was not mentioned

anywhere in this course book, thus, the motive to bring in some Nigerian cultural and linguistic varieties during my internship.

In the teacher's course book, *Let's Rock*, it could be seen that among the English speaking countries that were mentioned each time *culture* is been treated, UK and USA surfaced several times. There were references to *culture* in pages 15, 30, 44, 58, 72, 86, and 100. The activities on these pages were: *culture on British school*, *culture on famous clocks*, *culture on typical animals in English speaking countries*, *culture on stereotypes*, *culture on breakfast*, *culture on houses around the world*, and *culture on what the English do on a rainy or sunny day* respectively. Under these pages, UK appeared seven times, which means that it was referred to in all the pages. USA appeared four times on pages 30, 44, 58, and 72. Other English speaking countries that were referred to were Canada and Australia but they appeared only once. Some non-English speaking countries (Japan, Thailand, Portugal, African continent, European continent) were also mentioned in this manual. Still, Nigeria was not referred to in any of these pages, hence the need to introduce Nigerian linguistic and cultural varieties.

There were references on the intercultural dimension on pages 8, 9, 38, 54, 70, 86, 102, and 105 of the course book, *Fairyland*. The activities on these pages are: *countries*, *counntires*, *our world and currency*, *our world*, *our world*, *our world*, *our world*, *Happy New year* respectively. Analysing the teacher's course book *Fairyland*, there were several reference to UK and USA each time the intercultural aspect is mentioned. On pages 8, 9, 38, 54, 70, 86, 102, and 105 where the intercultural dimension were referred to, UK appeared seven times, USA, two times and other English speaking countries that were mentioned were India, Singapore and Canada. Some non-English speaking countries (Germany, Greece, Italy, México, Peru, Poland, Portugal, Spain,

Morocco, and France) were also referred to in this manual. Yet, Nigeria has not appeared.

Regarding the teacher's course book *Stars*, it is vivid that there were references to the intercultural dimension on pages 32, 56, 80, 128, 176, 188, 189, 190, and 191. The activities on these pages are: *culture*, *culture on sports*, *school lunches around the world*, *pets around the world*, *summer celebrations*, and *English speaking countries on the other 4 pages*, respectively. In all these pages, UK was cited four times, USA was spoken of two times. Other English speaking countries like Australia, New Zealand, South Africa, and India were also mentioned. Japan, France, Italy, China, Peru, Portugal, Poland, and Russia were the non-English speaking countries that emerged. All the same, Nigeria has not surfaced yet, therefore, the urge to put forward some Nigerian cultural and linguistic varieties.

Normally, course books affect the way teachers undertake and focus on topics while teaching. In most schools, the topics in the course books should be strictly respected and sequentially followed because most parents like cross checking what their kids do in school every day. This type of rigidity in following the topics in course books implies leaving aside other English speaking countries which are never referred to in the course books each time the intercultural dimension is involved, thus limiting pupils' intercultural knowledge to only what is in the course books.

### 5.2.3.2. **Analysis of *Metas Curriculares de Inglês***

Based on the idea of Walker (1985) that documentary sources can be used as research technique, a brief analysis on *Metas curriculares de Inglês* for the 4th grade would be made. This analysis would be made only on the topics I

dealt with under *Metas* during my internship as scheduled by the school. *Metas curriculares de Inglês* is a reference document incorporated with different recommended topics and domains as regards the teaching of English at primary schools. During my internship, I dealt with the topics: *My home and my neighbourhood*, and *Food is great* as stated in *Metas curriculares de Inglês* for the 4th grade.

On the topic *My home and my neighbourhood*, I would be focusing on the objectives stated in *Metas curriculares de Inglês* under the intercultural domain since this project is centred on the intercultural skill. The objectives stated under this domain regarding the topic *My home and my neighbourhood* are as follows:

**5. Desenvolver o conhecimento do seu mundo e do mundo do outro**

**4. Identificar os espaços à nossa volta.**

If the above stated objectives are strictly followed the way they appear, from my own analysis, it may imply limiting pupils to mere identification of spaces around them, within their country without thinking of comparing it with how these spaces may look like in other countries. The broad topic, *to develop the knowledge of your world and the world of the other* sounds very intercultural but the sub-topic *to identify the spaces around us* may not lead one to any intercultural domain. It is only of a mere identification and not more than that. I would be illustrating how I handled this topic involving more intercultural aspects while performing a documentary analysis on my unit and lesson plans.

Regarding the topic *Food is great*, the objectives stated in *metas curriculares de Inglês* under the intercultural domain are:

## **5. Desenvolver o conhecimento do seu mundo e do mundo do outro**

### **3. Identificar comidas e bebidas.**

What has been mentioned above regarding the topic *My home and my neighbourhood* also applies under this subheading. *Identifying foods and drinks* only would likely not be enough material for an intercultural channelled class. The English teacher restricting himself or herself to the objective stated *identificar comidas e bebidas*, implies only helping pupils to identify *foods and drinks* and nothing more than that. But a dynamic teacher who is interculturally competent would include something more intercultural to these objectives. For instance, he or she may achieve this by considering the different foods and drinks from other English speaking countries and not just restricting the lessons to what was stated in *Metas Curriculares de Inglês* alone. It would be shown below under the documentary analysis of my unit and lesson plans how I dealt with this topic.

Despite the intercultural objectives not being vividly displayed under the intercultural domain of *Metas curriculares*, it is the duty of the English teacher to be creative and make use of his or her initiative to involve more intercultural techniques or dynamics during the English lessons.

### **5.2.3.3. Analysis of unit and lesson plans**

The zeal to know more about what is expected of me as a future English teacher in our globalised world with many cultures led me into researching around the intercultural competence. My primary aim has always been to evaluate or discover how important, relevant, effective, efficient or productive the intercultural approach could be in the teaching of English at primary schools and also the possible positive results or effects it can bring to

the cultural growth or awareness of both teachers and pupils. Bearing this in mind, I tried to make most of my lessons interculturally inclined as could be seen in the annexed unit and lesson plans (annex 7). Therefore, I would be elaborating only the areas where the intercultural approaches (Chlopek, 2008) were made in my lessons during my internship.

In the treatment of the topics *My home and my neighbourhood* and *Food is great* in *Metas Curriculares de Inglês* during my internship, I tried to approach them interculturally. Regarding the topic *My home and my neighbourhood*, I did not just limit pupils to only identifying the spaces around them, I made them have the opportunity of comparing and contrasting *buildings in my neighbourhood* in their course book *Smiles* (annex 6) and in Portugal with *buildings in my neighbourhood in Nigeria* (figure 8). As pupils were engaged in this activity, they were able to identify and state some similarities and differences between these buildings. In this way their cultural world view would be increased thereby creating intercultural awareness in them (Rollings-Carter, 2010).

**Figure 8** – Images of buildings in my neighbourhood from Nigeria



I did not just end this topic here. I went further to engage pupils in a project of constructing with a cardboard paper one of these *buildings in my neighbourhood*. They presented these buildings to the class and as well stated their respective functions as could be seen in figure 9. The construction of these buildings offered pupils the opportunity to improve in their artistic skill.

**Figure 9** – Project on buildings in my neighbourhood and presentation by pupils



Pupils were also exposed to the word *Ụlọ*, a linguistic variety from Igbo language in Nigeria. This word in Igbo designates the three words: *Home/House/Building*. Pupils were challenged with the phenomenon on how a particular word in Igbo language could be used to designate three words in English language. The strangeness in this created some curiosity (Byram *et al.*, 2002) in knowing more words in Igbo language to the extent that when they made the Christmas post cards for their colleagues in Nigeria whom they had a video conference with, a request was made to know how *Merry Christmas* is said in Igbo. The intention here is to wish their colleagues Merry Christmas in Igbo bearing in mind the fact that their colleagues are from the Igbo region where the Igbo language is spoken. I would affirm that the intercultural pedagogy leaves pupils motivated to discover more about other languages and cultures. This is vividly seen in the behaviour of these pupils

longing to know more Igbo words when they were making the Christmas post cards.

Another way I applied the intercultural pedagogy in my lessons was the introduction of *naira* which is the medium of exchange in Nigeria when the building *bank* was treated. The idea here was to widen pupils' cultural horizon by not just limiting them to only *euro*, Portuguese currency or *pounds*, UK's currency. In this lesson, my pupils went to the extent of touching *naira* as shown in figure 10.

**Figure 10** – Pupils holding and observing *naira*, Nigerian currency

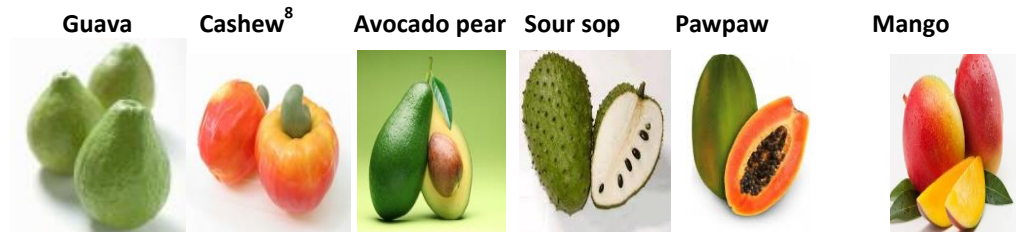


Handling the topic *Food is great*, I expanded this topic a bit to the intercultural dimension, by exposing pupils to some typical foods from Nigeria. For instance, they got to know some common vegetables (figure 11) and fruits (figure 12) in Nigeria which they might have not seen since it is not commonly grown here in Portugal.

**Figure 11** – Some common vegetables in Nigeria



**Figure 12 – Some common fruits in Nigeria**



Apart from being exposed to common fruits and vegetables in Nigeria as has been stated above, they also listened to a Nigerian folk tale since pupils learn through story telling (Lucarevschi, 2016). In the folk tale, there is a song that we sang. The ending part of the folk tale was left out for them to get involved in a critical thinking (Puchta, 2012) as they guess on how the tale ended. Tortoise, the hero in the folk tale succeeded in deceiving the three wives of lion through the rhythm of a music accompanied by membranophone (drum). During the lesson, I assumed the character of the hero *tortoise*, the lead vocalist, and the drummer. I taught pupils the chorus *Shirikpa*. So, as I sang, pupils sang the chorus. During the performance I observed that pupils were so enthusiastic and motivated to the extent that most of them volunteered to play the typical Nigerian membranophone as depicted in figure 13.

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<sup>8</sup> Apart from the nut, the reddish-yellowish part of the fruit is a succulent part that is eaten fresh in Nigeria

**Figure 13** – Pupils’ reaction and willingness to beat the drum during the folk tale



The next session was reserved for the baking of scones and taking of afternoon tea (figure 10). Parents were invited while teachers with their pupils come in turn to the English classroom to take their tea with scones and other snacks. Taking of scones and afternoon tea has Scottish origin (UK). The idea of baking scones with my pupils was to implement a practical part of the theoretical basis involved when the topic *Food is sweet* was treated. Of course, theory without practice is useless just as Paulo Freire asserted: “*A teoria sem a prática vira ‘verbalismo’, assim como a prática sem teoria, vira ativismo. No entanto, quando se une a prática com a teoria tem-se a práxis, a ação criadora e modificadora da realidade*” (w.p., w.d.).

Another reason for the baking of scones and the taking of afternoon tea was to help pupils know how to say in English language the different ingredients (flour, baking powder, water, salt, butter, egg, milk, grated cheese) needed in baking scones, thus promoting their plurilingual skill. A third motivation is to promote intercultural awareness by implementing UK’s cultural variety of taking scones and afternoon tea in order to balance the Nigerian cultural varieties which have been elaborated so far.

**Figure 14** – Baking of scones and taking of afternoon tea



An extra intercultural intervention which was not in the lesson plans was made. There was an opportunity for the learning and singing with pupils some Christmas songs in English language for example Silent Night for parents as shown in figure 15.

**Figure 15** – Christmas carol for parents



With the above references to some of the sessions realised during my internship, I would affirm that the intercultural approach is really effective and it works positively in the teaching of English at primary schools as could be seen in pupils' readiness and willingness to participate each time the intercultural dimension is introduced in a lesson.

I must go further to clarify that I am not just trying to be partial by introducing some Nigerian linguistic and cultural varieties in my lessons. A strong motivation for its implementation originated from the fact that Nigeria

is an English speaking country. Based on the documentary analysis made on the course books, it could be seen that in all the course books for the 4th grade, no reference was made to Nigeria each time English speaking countries are being listed (Dooley & Evans, 2016, p.5; Lindade et al., 2016, pp.188-191). As a Nigerian being formed as an English teacher in Portugal, serves as a bona fide opportunity to introduce some Nigerian cultural and linguistic varieties in the teaching of English at primary schools in Portugal. It also gives me an opportunity to introduce without hesitation some Portuguese cultural and linguistic varieties which I have so far acquired living and studying in Portugal any day I find myself teaching in Nigeria. If I were exposed to Portuguese language and culture during my primary school years in Nigeria, the difficulties I encountered in my first year in Portugal due to language barrier between me and the sisters would not have been much.

I went further to exchange some e-mail with professor emeritus Michael Byram, an expert in the intercultural realm on how to proceed with my idea of implementing in my project, some Nigerian cultural and linguistic varieties in the teaching of English at Primary schools. He responded by affirming that it is something doable (figure 16).

**Figure 16** - Professor Michael Byram's affirmation

**BYRAM, MICHAEL** <m.s.byram@durham.ac.uk>

**To:** Lilian Ojiugo

Dec 22, 2016 at 6:39 AM

Dear Anya,

I don't think you have a problem. It is quite proper to focus on other varieties of English than British or American and on other countries. This is done for Spanish in the USA where the focus is on Latin America. There have been also textbooks in Germany which focus on Indian English. But just as the focus should not only be on Britain or the USA, similarly the focus should not only be on Nigeria and Nigerian English. A curriculum for the whole of the primary school period should for example focus on Britain in one year and Nigeria in another – or vice versa.

But the focus on 'knowledge about' is only one aspect of intercultural communicative competence. It is just as important to build skills and attitudes. I will attach a couple of articles in which teacher in primary/elementary school in the USA changed the existing curriculum to one which is ICC oriented. I hope this gives you some ideas. She did not do this as a full research project and you could improve on it =by thinking about ways in which to make this the basis for an action research project – if your supervisor agrees. (You have to be aware that Action Research is not accepted by everyone as 'research' but many of my students have used this approach in their doctoral theses.

I hope this helps

Best wishes

Mike Byram

## **CONCLUSIONS, LIMITATIONS AND IMPLICATIONS FOR OTHER STUDIES**

Literacy and numeracy are priority areas under the European language and Educational Policy. The European Union language policy advocates life-long foreign language learning. Portugal being part of the EU has adapted its own language and Educational Policy based on this idea. Today, English language is a compulsory subject in the 3rd and 4th grade in Portugal (DL 176/2014).

Globalisation has raised many challenges, hence there is the need to adapt to the signs of the time. This report has sort to explore how to tackle the intercultural competence in the teching of English at primary schools in Portugal. It also seeks to bring to the fore and analyse the benefits of the intercultural competence in the teaching of English at primary schools. The report has established that intercultural competence is highly essential in our globalised world. For this reason, the English teacher should be formed in such a way that he or she can become interculturally competent so as to help pupils develop the intercultural competence as well. For instance, the methodology, the teaching aids and materials used in the lesson plans as well as in the classroom should be culturally diversified. This will help pupils to be able to live in and confront the challenges of our globalised world.

The intercultural competence, as has been established has many benefits: It facilitates mobility from one country to the other since knowledge of a culture of a country increases the adaptability rate in that country. It also favours job opportunities to those who acquired it and to those who were exposed to it in the early stages of their lives to be able to adapt to the realities of other cultures or to the signs of the time. The project has established that intercultural approach during the English classes is a way to

meet up with these benefits which the intercultural competence englobes. This type of approach during English lessons helps to widen pupil's cultural horizon. Exposure to other cultures gives pupils the opportunity to get accustomed to many cultures. In this way, they would be able to appreciate the *why* in any particular culture. This will help them have the capacity to handle epistemological crisis (Lutz, 2004) that they may come across in life.

Furthermore, the work has shown that exposure to other cultures helps pupils to appreciate their own culture and value the community they belong because it is one's community or environment that makes one what one is just as Boucher (2008) affirms: "we live our life in the social institutions which are constitutive of our identity. Who we are is bound up with what we do and who we do it with" (p.378).

It has been mentioned that exposure to other cultures provides the opportunity for pupils to compare and contrast cultures thereby detecting some similarities and differences between cultures (Council of Europe, 1971). In addition, pupils can identify the good practices within their culture that help them acquire the virtues in it. Analysing the above stated ideas, one can easily conclude that the intercultural competence in the teaching of English language at primary schools is relevant because of its vast benefits as mentioned earlier. Therefore, it should not be neglected.

The development of this project has encountered some difficulties. The gathering of materials for the integration of the aspect of the Nigerian culture was difficult. Some online researches were made and most of the time I do not get access to exactly what I wanted, and I have to call Nigeria for help. For instance, I researched online several times for the Nigerian folk tale on food. I could not get exactly the one I narrated. I had to call Nigeria asking for help in getting access to this particular folk tale.

Not only this, schools in Nigeria normally close at 2 p.m. and English classes in Colegio Sardão starts from 2 p.m. So in order to realise the video conference, the time for the English class was changed to the morning hour when pupils in Nigeria will still be around in school. Some financial expenses were made in making calls to Nigeria in order to get in contact with the teacher whose pupils were involved in the video conference.

I also had some difficulties in getting back the responses to the questionnaires because some participants were reluctant in responding. Up till now, I have not gotten back all the questionnaires. Some teachers did not respond and they don't even know where the questionnaires are.

Then, considering the number of pages available for submission of the work as demanded by the institution, greater effort is needed to reduce the number of pages and sizes of images. As such images seen in the work are blur. Because of the limited pages, I was obliged to delete most of the things I have written in order not to exceed the recommended number of pages.

Having mentioned the difficulties encountered, I will state that this work is not a finished work because intercultural competence is a wide area that cannot be fully explored in this project. I will suggest that there is room for more investigation to be carried out in this area in order to bring out the richness that are hidden or are not yet explored in this room.

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## ANNEXES

### Annex 1 - The Common Reference Levels summarised in a simple *global* form.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Annex 2 – Metas Curriculares de Inglês for 3rd and 4th grade**

Compreensão Oral/Listening

3.º ano A1	1. Compreender sons, entoações e ritmos da língua
	<p>1. Identificar sons e entoações diferentes na língua estrangeira por comparação com a língua materna.</p> <p>2. Identificar ritmos em rimas, chants e canções em gravações áudio e audiovisuais.</p> <p>2. Compreender palavras e expressões simples</p> <p>1. Identificar diferentes formas de cumprimentar (hi, good morning).</p> <p>2. Identificar diferentes formas de se despedir (bye, see you later).</p> <p>3. Identificar diferentes formas de agradecer (thanks, thank you).</p> <p>4. Identificar diferentes formas de elogiar e de incentivar (good, well done).</p> <p>5. Identificar formas de aceitar e de rejeitar (yes, please/no, thank you). 5. Identificar formas de aceitar e de rejeitar (yes, please/no, thank you).</p> <p>6. Entender instruções breves dadas pelo professor (come in, colour the sun yellow)</p> <p>7. Identificar números e data</p> <p>8. Reconhecer vocabulário simples referente aos temas estudados</p>
4.º ano A1	3. Compreender palavras e expressões simples
	<p>1. Identificar as horas.</p> <p>2. Identificar palavras e expressões em rimas e canções</p> <p>3. Identificar palavras e expressões em pequenas histórias conhecida</p> <p>4. Compreender frases simples, articuladas de forma clara e pausada</p> <p>1. Entender instruções dadas diretamente para completar pequenas tarefas (pick up the paper, put your hat on</p> <p>2. Entender frases sobre os temas estudado</p> <p>3. Acompanhar a sequência de pequenas histórias conhecidas</p>

Leitura/Reading

3.º ano A1	1. Compreender palavras e frases simples
	1. Identificar números.
	2. Identificar nomes de pessoas e de países
	3. Identificar vocabulário familiar acompanhado por imagens
	4. Ler pequenas frases com vocabulário conhecido
4.º ano A1	2. Compreender frases e textos muito simples
	1. Identificar vocabulário acompanhado por imagens
	2. Ler pequenas histórias ilustradas, com vocabulário conhecido

Interação Oral/Spoken Interaction

3.º ano A1	1. Expressar-se, com ajuda e de forma adequada, em diferentes contextos
	1. Utilizar interjeições/expressões para expressar alegria e surpresa (Great! Wow!).
	2. Interagir com o professor, utilizando expressões/frases simples
	1. Cumprimentar (good morning Miss Santos, bye James)
	2. Agradecer (thanks, thank you).
	3. Despedir-se (bye, see you later)
	4. Responder sobre identificação pessoal (When is your birthday, Pedro? /In May.)
5. Responder sobre preferências pessoais (I love summer. And you? /Me too!).	
	6. Responder sobre temas previamente apresentados e com a ajuda de imagens
4.º ano A1	3. Expressar-se de forma adequada em contextos simples
	1. Utilizar formas de tratamento adequadas quando se dirige ao professor (Mr Silva, Miss Costa)
	4. Interagir com o professor e/ou com os colegas em situações simples e previamente preparadas
	1. Utilizar palavras e expressões para concordar (me too, so do I).
	2. Utilizar palavras e expressões para aceitar e recusar (sure/no, thank you).
	3. Perguntar e responder sobre preferências pessoais (What's your favourite drink? /Orange juice.).
	4. Perguntar e responder sobre temas previamente apresentados.

Produção Oral/Spoken Production

3.º ano A1	1. Produzir, com ajuda, sons, entoações e ritmos da língua
	1. Repetir as letras do alfabeto.
	2. Repetir sons e vocábulos conhecidos e memorizados.
	3. Pronunciar, com alguma clareza, palavras conhecidas.
	4. Repetir rimas, chants e canções ouvidos em meios áudio e audiovisuais
	2. Expressar-se, com vocabulário muito limitado, em situações previamente preparadas
	1. Comunicar informação pessoal elementar: name, age, family
4.º ano A1	3. Produzir sons, entoações e ritmos da língua 1. Dizer rimas, chants e cantar canções
	1. Dizer rimas, chants e cantar canções
	4. Expressar-se, com vocabulário limitado, em situações previamente preparadas
	1. Exprimir agrado e desagrado (I love Christmas pudding, I don't like turkey).
	2. Descrever o que é/não é capaz de fazer (I can ride a bike, I can't swim)
	3. Falar sobre os temas trabalhados.

Escrita/Writing

3.º ano A1	1. Utilizar, com ajuda, palavras conhecidas
	1. Legendar imagens.
	2. Ordenar letras para escrever palavras associadas a imagens
	3. Preencher espaços lacunares, em frases simples, com palavras dadas.
	2. Produzir, com ajuda, frases simples
	1. Ordenar palavras para escrever frases
	2. Preencher espaços lacunares em postais e convites
4.º ano A1	3. Utilizar palavras conhecidas
	1. Legendar sequências de imagens.
	2. Preencher espaços lacunares, em textos muito simples, com palavras dadas.

	4. Produzir um texto muito simples com vocabulário limitado
	1. Preencher balões de fala em sequências de imagens
	2. Escrever sobre si (My name is Pedro. I'm 9 years old...)
	3. Escrever sobre preferências (I like pizza, I don't like fish, I love cats).

Domínio Intercultural / Intercultural Domain

3.º ano A1	1. Conhecer-se a si e ao outro
	1. Identificar-se a si e aos outros
	2. Identificar elementos da família restrita e alargada
	3. Identificar animais de estimação.
	4. Identificar vestuário e calçado.
	2. Conhecer o dia a dia na escola
	1. Identificar objetos e rotinas na sala de aula.
	2. Identificar jogos e brincadeiras.
	3. Identificar alguns meios de transporte
	3. Conhecer algumas características do seu país e de outros países
	1. Localizar diferentes países no mapa.
	2. Identificar climas distintos.
	3. Identificar elementos da natureza.
	4. Identificar festividades do ano
	5. Identificar diferentes tipos de atividades associadas às estações do ano.
4.º ano A1	4. Conhecer-se a si e ao outro
	1. Identificar festividades em diferentes partes do mundo.
	2. Identificar atividades relacionadas com as festividades.
	3. Participar em jogos e pequenas dramatizações.
	5. Desenvolver o conhecimento do seu mundo e do mundo do outro
	1. Identificar o espaço escolar.
	2. Identificar partes do corpo humano.

	3. Identificar comidas e bebidas.
	4. Identificar os espaços à nossa volta.
	5. Identificar animais.
	6. Identificar os cinco sentidos.
	7. Identificar atividades ao ar livre.

Léxico e Gramática/Lexis and Grammar

3.º ano A1	4. Identificar vocabulário relacionado com o verão/summer
	1. Reconhecer nomes próprios (António, Sue)
	2. Reconhecer nomes de alguns países (England, USA).
	3. Reconhecer diferentes origens (Portuguese, English)
	4. Identificar membros da família restrita e alargada (mother, grandfather).
	5. Identificar números até 20
	6. Identificar os dias da semana
	7. Identificar os meses do ano
	2. Conhecer vocabulário relacionado com a escola
	1. Identificar pessoas dentro da sala de aula (teacher, student
	2. Identificar objetos dentro da sala de aula (desk, chair)
	3. Identificar atividades e jogos dentro e fora da sala de aula (reading, playing hide and seek)
	4. Identificar meios de transporte de e para a escola (car, bus). 3. C
	3. Conhecer vocabulário simples, de forma contextualizada, com base nas estações do ano
	1. Identificar vocabulário relacionado com o outono/autumn
	● Condições climatéricas (chilly, cloudy)
	● Vestuário e calçado (jumper, shoes).
	● Cores (grey/clouds, brown/leaves)
	● Atividades (collecting leaves, eating chestnuts).
	● Festividades (Halloween).

	2. Identificar vocabulário relacionado com o inverno/winter
	<ul style="list-style-type: none"> <li>● Condições climatéricas (raining, snowing).</li> </ul>
	<ul style="list-style-type: none"> <li>● Vestuário e calçado (coat, boots).</li> </ul>
	<ul style="list-style-type: none"> <li>● Cores (white/snow, brown/mud)</li> </ul>
	<ul style="list-style-type: none"> <li>● Atividades (skiing, drinking hot chocolate).</li> </ul>
	<ul style="list-style-type: none"> <li>● Festividades (Thanksgiving, Christmas)</li> </ul>
	3. Identificar vocabulário relacionado com a primavera/spring.
	<ul style="list-style-type: none"> <li>● Condições climatéricas (warm, mild)</li> </ul>
	<ul style="list-style-type: none"> <li>● Vestuário e calçado (dress, sandals)</li> </ul>
	<ul style="list-style-type: none"> <li>● Cores (black/bees, red/flowers)</li> </ul>
	<ul style="list-style-type: none"> <li>● Atividades (picking flowers, having a picnic)</li> </ul>
	<ul style="list-style-type: none"> <li>● Festividades (Easter).</li> </ul>
	4. Identificar vocabulário relacionado com o verão/summer
	<ul style="list-style-type: none"> <li>● Condições climatéricas (hot, sunny).</li> </ul>
	<ul style="list-style-type: none"> <li>● Vestuário e calçado (t-shirt, shorts)</li> </ul>
	<ul style="list-style-type: none"> <li>● Cores (yellow/sun, blue/sea). am)</li> </ul>
	<ul style="list-style-type: none"> <li>● Atividades (swimming, eating ice cream)</li> </ul>
	4. Conhecer, de forma implícita, algumas estruturas elementares do funcionamento da língua
	1. Usar lexical chunks ou frases que contenham
	<ul style="list-style-type: none"> <li>● Nouns in the singular and in the plural (boot/boots, pen/pens)</li> </ul>
	<ul style="list-style-type: none"> <li>● Adjectives (brown dog, sunny day, hot chocolate)</li> </ul>
	<ul style="list-style-type: none"> <li>● Determiners (this is my book, that's your pencil)</li> </ul>
	<ul style="list-style-type: none"> <li>● Personal Pronouns (I'm from Portugal, he's 8 years old, they're English)</li> </ul>
	<ul style="list-style-type: none"> <li>● Prepositions of Place: in, on, under, near (put a tick in the box, the pen is on the table)</li> </ul>
	<ul style="list-style-type: none"> <li>● Prepositions of Time: in, on, at (in the morning, on my birthday)</li> </ul>
	<ul style="list-style-type: none"> <li>● Imperative (clap your hands, stand up, look at the picture).</li> </ul>
	<ul style="list-style-type: none"> <li>● Verb to be.</li> </ul>

	<ul style="list-style-type: none"> <li>● Verb to have (got).</li> </ul>
	<ul style="list-style-type: none"> <li>● Present Simple (I love summer, he hates winter).</li> </ul>
	<ul style="list-style-type: none"> <li>● Present Continuous (the man is wearing boots, they are playing hide and seek)</li> </ul>
	<ul style="list-style-type: none"> <li>● Question Words: what, where, when, how, how old (What's your name? How are you?)</li> </ul>
4.º ano A1	5. Conhecer vocabulário simples do dia a dia
	1. Identificar numerais cardinais até 100.
	2. Identificar numerais ordinais nas datas
	3. Identificar as horas (eight o'clock, half past nine)
	6. Conhecer vocabulário com base nos temas apresentados
	1. Identificar vocabulário relacionado com o espaço escolar/at school
	<ul style="list-style-type: none"> <li>● Diferentes espaços na escola (playground, library).</li> </ul>
	<ul style="list-style-type: none"> <li>● Atividades na escola (singing, running).</li> </ul>
	<ul style="list-style-type: none"> <li>● Reciclagem na escola (don't litter, pick up papers).</li> </ul>
	<ul style="list-style-type: none"> <li>● Ecopontos (yellow bin, green bin).</li> </ul>
	2. Identificar vocabulário relacionado com o corpo humano/our body
	<ul style="list-style-type: none"> <li>● Rosto (eyes, mouth).</li> </ul>
	<ul style="list-style-type: none"> <li>● Corpo (legs, arms)</li> </ul>
	3. Identificar vocabulário relacionado com comidas e bebidas/food is great
	<ul style="list-style-type: none"> <li>● Alimentação saudável (fruit, milk).</li> </ul>
	<ul style="list-style-type: none"> <li>● Snacks (sandwiches, juice).</li> </ul>
	4. Identificar vocabulário relacionado com os espaços à nossa volta/where we live.
	<ul style="list-style-type: none"> <li>● Tipos de casa (house, flat).</li> </ul>
	<ul style="list-style-type: none"> <li>● Divisões da casa (kitchen, bedroom).</li> </ul>
	<ul style="list-style-type: none"> <li>● Locais e edifícios (park, hospital).</li> </ul>
	5. Identificar vocabulário relacionado com animais/let's visit the animals.
	<ul style="list-style-type: none"> <li>● Animais e sons (cat/meow, mouse/squeak).</li> </ul>
	<ul style="list-style-type: none"> <li>● Animais na quinta (cow, horse).</li> </ul>

	<ul style="list-style-type: none"> <li>Animais do jardim zoológico (lion, zebra).</li> </ul>
	6. Identificar vocabulário relacionado com os cinco sentidos/the five senses.
	<ul style="list-style-type: none"> <li>Taste (taste the sweet orange).</li> </ul>
	<ul style="list-style-type: none"> <li>Touch (feel the fluffy dog).</li> </ul>
	<ul style="list-style-type: none"> <li>Sight (look at the photos).</li> </ul>
	<ul style="list-style-type: none"> <li>Hearing (hear the dog barking).</li> </ul>
	<ul style="list-style-type: none"> <li>Smell (smell the flowers).</li> </ul>
	7. Identificar vocabulário relacionado com o sol/the sun is shining
	<ul style="list-style-type: none"> <li>Atividades ao ar livre (playing on the beach, having a picnic).</li> </ul>
	<ul style="list-style-type: none"> <li>A praia (sand, sea, sun).</li> </ul>
	<ul style="list-style-type: none"> <li>Proteção contra o sol (hat, sunscreen, sunglasses).</li> </ul>
	7. Compreender algumas estruturas elementares do funcionamento da língua
	1. Reconhecer e utilizar as estruturas dadas, de forma implícita, no 3.º ano
	2. Usar lexical chunks ou frases que contenham:
	<ul style="list-style-type: none"> <li>Articles: a/an, the</li> </ul>
	<ul style="list-style-type: none"> <li>Nouns in the singular and in the plural -s/-es.</li> </ul>
	<ul style="list-style-type: none"> <li>Possessive Case: 's/</li> </ul>
	<ul style="list-style-type: none"> <li>Connectors: and, but, or.</li> </ul>
	<ul style="list-style-type: none"> <li>Determiners: this, that, these, those.</li> </ul>
	<ul style="list-style-type: none"> <li>Prepositions of Place: next to, behind, in front of (sit next to João, stand behind the table).</li> </ul>
	<ul style="list-style-type: none"> <li>Prepositions of Time: at, on, after (at two clock, after school).</li> </ul>
	<ul style="list-style-type: none"> <li>May, can/can't.</li> </ul>
	<ul style="list-style-type: none"> <li>Let's (Let's go to the beach!)</li> </ul>
	<ul style="list-style-type: none"> <li>Positive, negative, question forms and short answers with to do</li> </ul>
	<ul style="list-style-type: none"> <li>Question Words: who, whose (Who is your teacher? Whose book is this?).</li> </ul>

**Annex 3 – Nigerian Palm wine**



**Annex 4 - Sample Recording Sheet for Observation in Resource Centre**

Week 1, Day 1 period		Date:			20 – minute	
Child	Activity selected	Frequency of requests for assistance from*				Requests for check of completed activity
		Teacher	Aide	Other child	Total	
Total						

\*Use sign system and wait for instances of behaviour to occur

(Boehm and Weinberg, 1977, 73)

## Annex 5 – Questionnaire



### Questionnaire

#### Part 1 – Social and Professional Data

Circle the letter before the chosen answer

1. How old are you?
  1. 20-30 years
  2. 31-40 years
  3. 41-50 years
  4. 51-60 years
  5. 61 years and above
  
2. How long have you been in the teaching profession?
  - A. 1-5 years
  - B. 6-10 years
  - C. 11-15 years
  - D. 16-20 years
  - E. 21 years and above
  
3. What is your professional qualification?
  - A. First Degree + “Complemento de formação para o grupo 120”
  - B. Masters
  - C. PhD
  - D. Others .....
  
4. What is your native language?
  - A. Portuguese
  - B. Spanish
  - C. French
  - D. German
  - E. Others .....

5. Which other languages do you speak?
- A. French
  - B. Spanish
  - C. English
  - D. German
  - E. Others -----

- 6(a). Do you participate in refresher courses after your formation?
- A. Yes.
  - B. No.

- (b). How many courses do you participate in?
- A. 1 course
  - B. 2 courses
  - C. 3 courses
  - D. 4 courses
  - E. 5 or more courses

- (c). About which topics were these courses?
- A. Intercultural education
  - B. Technology applied to languages
  - C. Oral communication skills
  - D. Teaching methodologies
  - E. Others-----

## Part 2 – Intercultural Skill

Circle the letter before the chosen answer

1. Do you teach intercultural skill in your class?
- A. Yes
  - B. No
2. Which intercultural realia, videos, audios, literature, and songs from English speaking countries do you use?
- A. USA realia, videos, audios, literature, and songs
  - B. UK realia, videos, audios, literature, and songs
  - C. South African realia, videos, audios, literature, and songs
  - D. Others-----
- 3(a). Do you consider yourself an intercultural teacher?
- A. Yes.

B. No.

(b). In which way do you consider yourself an intercultural teacher? -----  
-----  
-----  
-----

4(a). Do you teach your pupils language varieties?

A. Yes

B. No.

(b). Which language varieties do you show them?

A. South African language varieties

B. UK language varieties

C. USA language varieties

D. Others -----

5(a). Do you teach your pupils cultural varieties?

A. Yes.

B. No.

(b). Which stories do you use?

-----  
-----  
-----  
-----

6(a). Do you place your pupils in contact with cultures of English-speaking countries through interchange program or video conferencing?

A. Yes

B. No.

(b). Which English- speaking cultures?

A. USA culture

B. UK culture

C. South African culture

D. Others-----

7. Do you help your pupils to understand the relationship between different cultures?

A. Yes.

B. No.

8. Do you restrict your pupils only to one culture? (Portuguese culture for example)

A. Yes.

B. No.

9(a). Do you provide means for your pupils to interact with pupils from other English speaking countries?

A. Yes.

B. No.

(b). Which English speaking countries?

A. USA

B. South Africa

C. UK.

D. Others -----

10. What is plurilingual?

-----  
-----  
-----  
-----

11(a). As an English teacher, do you allow pupils to develop their plurilingual skill?

A. Yes.

B. No.

(b). In which way do you allow them develop plurilingual skill? -----

-----  
-----  
-----  
-----

12. While teaching English do you leave aside the learners native language or do you use it since it gives confidence to pupils and trigger interest in some topics in the classroom.

A. Yes

B. B. No

Annex 6 – Images of buildings in my neighbourhood from Course book *Smiles*



**Annex 7 – Unit and Lesson Plans**



**Unit:** Home-Sweet Home/Buildings in My neighbourhood



**Dates:** 21<sup>st</sup>, 23<sup>rd</sup> and 30<sup>th</sup> of November 2016

**Number of Lessons:** Three

**Class:** 4A

**Teacher:** Anya Ojiugo Lilian

**Coordinators:** Doutor Paulo Silva and Doutor Mário Cruz

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## INTRODUCTION

The topic *Home/Sweet Home* and *buildings in my neighbourhood* will be treated in three sessions with each of the sessions lasting for 45 minutes. Pupils will be exposed to different parts of a house (roof, wall, window, door... floor). They will also learn the names of rooms in a home (bathroom, bedroom, living room, dining room, and kitchen) and the names of other buildings in the neighbourhood (bank, baker's, butcher's, hospital, supermarket, greengrocer's, post office, restaurant) with their respective functions. As a home work, each pupil constructs one of the buildings in the neighbourhood, presents it in the next class and as well says its function.

### 1. DIDACTIC AND PEDAGOGICAL AIMS

The idea of teaching English in the primary school is to help kids experience other ways of interpreting the world (Superfine, 2002). This type of experience helps them to be aware of other cultures and have knowledge of other languages. So in this lesson, they will learn how to say parts of a house, rooms in the home and the names of other buildings in the neighbourhood in English language.

Activities in this unit will be approached in an interdisciplinary form. In order to help kids improve in their artistic skill, each and every one of them is expected to build one of the buildings in the neighbourhood as a home work using cardboard papers. Some emphasis on Interculturality will be made. This takes us to other geographical countries like Nigeria whose currency will be shown while treating the building *bank*, which is one of the buildings in the neighbourhood. Kids will as well know how to say “*Ụlọ*”, the only word in Igbo language (one of the languages in Nigeria) designating *house*, *home*, and *building*. Having known and seen the different images of buildings in the neighbourhood, they will also see how the correspondent buildings look like in Nigeria

Listening, speaking, reading, and writing, which are the four basic skills in foreign language, will be worked on. Of course, these four skills play vital role in any language learning quest. They are considered the pinnacles of language which takes one to greater heights. It is true that they are separate but are highly bound together with inseparable bond (Lorena Manaj Sadiku, 2015).

As kids listen to the house music where parts of a house are mentioned and as well reproduce the music, they are already practising their listening and speaking skills. AS we know, these two skills are highly interrelated and work hand- in- hand in real life situations. They favour real-life and purposeful oral communication (Lorena Manaj Sadiku, 2015). The same is applicable when they watch, listen to the picture dictionary video and as well repeat the names of the rooms in the home being mentioned. The listening and speaking skills are being practised when they form simple questions and answers using rooms in the home as illustrated/shown in one of the picture dictionary videos.

In this unit, pupils are expected to read and fill some gap-filling exercises on pages 13 and 21 of the picture dictionary and activity book respectively. As they do these exercises, they practise their reading and writing skills. It cannot be forgotten that there is a great relationship between reading and writing. So through reading and writing exercises, pupils develop effective written communication. Obviously, the integration of listening and speaking with reading and writing will make pupils good listeners, speakers, readers and writers. When these four skills are well integrated, pupils are as well prepared for effective communication (Lorena Manaj Sadiku, 2015).

## 2.UNIT PLAN

TOPIC: Home/Sweet Home; Buildings in my neighbourhood					
CONTENT	METAS/OBJECTIVOS	STRATEGIES	AIMS	RESOURCES	EVALUATION
<p><b>Lexical</b></p> <p>Vocabulary on :</p> <p><b>-parts of a house/building:</b> roof, walls, windows, door...floor</p> <p><b>-rooms in the house:</b> bedroom, bathroom , living/ sitting room, dining room, ... kitchen</p> <p><b>- other buildings in the neighbourhood</b> Example: bank, baker's, butcher's, hospital, supermarket, greengrocer's, post office, restaurant.</p> <p>Other buildings in my neighbourhood that were not mentioned. For example Church, school etc.</p>	<p><b>LISTENING</b> Compreender frases simples, articuladas de forma clara e pousada -entender frases sobre os temas estudados</p> <p><b>READING</b> Compreender frases e textos muito simples -Identificar vocabulário acompanhado por imagens</p> <p><b>SPOKEN INTERACTION</b> Interagir com o professor e/ou com os colegas em situações simples e previamente preparadas -perguntar e responder sobre temas previamente apresentados</p> <p><b>SPOKEN PRODUCTION</b> Expressar-se, com vocabulário limitado, em situações previamente preparadas - falar sobre os temas trabalhados</p> <p><b>WRITING</b> Produzir um texto muito simples com vocabulário limitado Preencher balões de fala em seqüências de imagens</p> <p>-(preencher espaços em seqüências de imagens)<sup>9</sup>.</p> <p><b>INTERCULTURAL DOMAIN</b> Desenvolver o conhecimento do seu mundo e do mundo do outro -identificar os espaços à nossa volta.</p> <p><b>LEXIS AND GRAMMAR</b> Conhecer vocabulário com base nos temas apresentados -identificar vocabulário relacionado com os espaços à nossa volta *Divisões da casa (kitchen,bedroom) *Locais e edifícios (park,hospital)</p>	<p>listening to song -singing some songs -repeating some words</p> <p>-Dialogue in pairs</p> <p>-Asking and responding to simple questions: what's this?/ it's a bedroom</p> <p>-construction of the different buildings in the neighbourhood by pupils using cardboard papers</p>	<p>To know parts of a house and how to say them in English</p> <p>To be aware of the different rooms in the home and their different functions</p> <p>To train their speaking skills</p> <p>To have knowledge of the different buildings in the neighbourhood and their respective functions</p>	<p>Realia (classroom building,)</p> <p>Power point showing a house</p> <p>Video song where parts of the house are shown</p> <p>Mp4 Picture dictionary Computer, video projector</p> <p>Interactive board, Chalkboard, chalk, tablet computer, cell phones</p> <p>Posters and picture dictionary showing the different images of the buildings in the neighbourhood</p> <p>Images of the correspondent buildings in Nigeria</p> <p>Realia (portuguese and Nigeria currency note, envelop)</p> <p>Pupil's book Smiles 4°ano (Exercises on p.21 of activity book and p.13 of picture dictionary book ) or kahoot quiz</p>	<p>Behaviour, listening skill, reading skill, speaking skill, writing skill,</p> <p>Direct Observation, Participation,</p> <p>Singing skills, Kinaesthetic skills</p>
<b>TYPE OF WORK:</b> individual work or group work , pair work, exercises in the activity book p.21 and picture dictionary book p.13 or kahoot quiz					
<b>COMMUNICATION:</b> dialog in pairs by forming simple questions and responses using rooms in the home					
<b>INTERCULTURAL:</b> Pupils will at least know how to say house/home /building in Igbo language, mother tongue of the trainee teacher (House /Home/Building →"Ụlọ"). While treating bank which is, one of the buildings in my neighbourhood, they will have the opportunity to see and touch Nigerian currency. Pupils will also see how the correspondent images of buildings in my neighbourhood look like in Nigeria.					
<b>ART:</b> Construction of the different buildings in the neighbourhood using cardboard papers					

<sup>9</sup> Changed by me to suit the exercises that pupils will be doing on pages 13 and 21 of the picture dictionary book and activity book respectively.

### 3. FIRST LESSON PLAN

Pupils already know:

-names of some articles in a room (armchair, chair, sofa...)

-how to form simple questions using articles in a room (Whose box is it?/It's Vicky's)

**Date:** 21-11-16

**Class:** 4A

**Topic:** Home/ Sweet Home

**Duration** 45 minutes

#### 3.1 SUMMARY:

Vocabulary on parts of a house (roof, wall, window, door)

Rooms in the home (bedroom, kitchen...) and their different functions (bedroom – where we sleep, kitchen – where we cook)

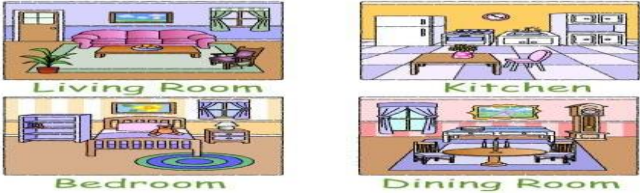
Gap filling exercise on p.21 of the activity book using parts of a house (roof, door...)

#### 3.2 CONTENTS, AIMS, RESOURCES AND TYPES OF WORK

CONTENTS	AIMS	RESOURCES
<p><b>Lexical</b></p> <p>-Vocabulary on parts of a house (roof, walls, windows, doors, ...floor)</p> <p>-Vocabulary on rooms in the home and their different functions (bedroom, bathroom, living/ sitting room, dining room, ... kitchen)</p> <p><b>Communication</b></p> <p>-Formation of simple questions and responses using rooms in the home: What's this? / It's a bedroom</p>	<p>To identify parts of a house and also know how to say them in English: roof, walls, windows, doors, ...floor</p> <p>To know the different rooms in the home and their respective functions</p> <p>Practice their singing skill by learning how to sing the video/song</p> <p>To practice their speaking skills as they ask and respond to questions in pairs using rooms in the room</p>	<p>Realia (the classroom building)</p> <p>Power point showing a house</p> <p>Video song showing the different parts of a house</p> <p>Picture dictionary, Mp4</p>
<b>Type of Work:</b>	Pair work	

### 3.3 LESSON PROCEDURE

STEPS	STRATEGIES	TIME
<p><b>Step 0</b> (Warm up )</p>	<p>The teacher starts the lesson by greeting the pupils. Asks them how they are and if they are ready to learn. Then ask them what the last lesson was about. They will tell the teacher if they still remember. But if they don't remember, the teacher will give them ideas that will help them remember.</p>	<p>5 minutes</p>
<p><b>Step 1</b> (parts of a house)</p>	<p>The teacher asks the pupils if they slept well last night. Where did they sleep? They may say they slept in their homes. She tells the pupils that the topic today will be on "Home/ Sweet home". After which projects an image of a house. She asks the kids to say what they can see in the image (roof, walls, windows, door ... floor).</p> <div data-bbox="603 875 1008 1081" data-label="Image"> </div> <p>When they might have attempted saying something, the teacher writes down on the chalkboard the following parts of a house - roof, walls, windows, door, and floor. She pronounces them one after the other and pupils repeat after her. As they pronounce these parts of the house, the teacher asks pupils to show her the respect parts using the classroom building. If they don't get it right, the teacher shows them the respective parts of the house by pointing at them.</p> <p>Through the house song, kids consolidate their knowledge on parts of a house. They will learn how to sing the house song using gestures which shows the different positions of the parts of a house on their body. By learning the house song, they also practice their singing skills and kinaesthetic skills.</p>	<p>5 minutes</p>
<p><b>Step 2</b> Projection of video/ song where parts of a house are shown</p>	<p>The teacher asks kids If they do see different rooms in their homes. They may say yes. She now asks them to mention some of the rooms.</p> <p>When they might have tried mentioning some of the rooms in the home, the teacher now displays the picture dictionary video where rooms in the home are shown. Kids listen, watch and repeat. At the end of the video, she writes down on the chalkboard the different rooms in the home. She asks kids to</p>	<p>10 minutes  5 minutes</p>

<p><b>Step 3</b> Rooms in the home</p>	<p>pronounce them to see if they still remember how to pronounce them. The teacher intervenes in any of them they did not pronounce well.</p>	
<p><b>Step 4</b> (picture dictionary video)</p>	<div style="text-align: center;">  <p>Living Room      Kitchen</p> <p>Bedroom      Dining Room</p> </div> <p>At the end of the video, the teacher evaluates how attentive the kids were by asking them to mention the rooms that were shown and mentioned in the video. As they do that, they will at the same time learn the different functions of the rooms listed.</p> <p>In any of the rooms they mention, the teacher asks them to say what is done in the room. They will try and if they don't get it right, the teacher will tell them the function of the room mentioned. For example, bedroom – where we sleep; kitchen – where we cook etc.</p>	<p>7 minutes</p>
<p><b>Step 5</b> (evaluation)</p>	<p>The teacher reemphasizes on the simple question formation and response that were displayed in the video. As she projects the rooms one after the other. kids dialogue in pairs by one of them asking this question: What's this? And the other responds: it's a living room or...</p>	<p>5 minutes</p>
<p><b>Steps 6</b> Dialogue in pairs (a consolidating activity)</p>		<p>8 minutes</p>

#### 4. SECOND LESSON PLAN

Pupils already know:

- Parts of a house (roof, wall, window, door)
- rooms in the home (bedroom, bathroom, kitchen...) and their respective functions (bedroom – where we sleep, kitchen – where we cook)
- how to form and respond to simple questions using rooms in the home (what’s this?/ It’s a bedroom)

**Date:** 23-11-16

**Class:** 4A

**Topic:** Buildings in my neighbourhood

**Duration** 45 minutes

##### 4.1 SUMMARY:

Vocabulary on buildings in my neighbourhood (bank, baker’s, butcher’s, hospital...)

Functions of the different buildings (bank – where money is kept or saved)

Gap filling exercise on page 13 of the picture dictionary book using buildings in my neighbourhood or Kahoot quiz.

##### 4.2 CONTENTS, AIMS, RESOURCES AND TYPES OF WORK

CONTENTS	AIMS	RESOURCES
<b>Lexical</b> Vocabulary on buildings in my neighbourhood (bank, baker’s, butcher’s, hospital, supermarket, greengrocer’s, post office, restaurant)	Kids will identify the different buildings in their neighbourhood, know how to pronounce them and as well know their respective functions	Realia (Portuguese and Nigerian currency note, envelop)  Poster and picture dictionary using interactive board  Power point showing the different functions of the buildings  Kahoot quiz
<b>Type of work:</b> Group work or individual		

##### 4.3 LESSON PROCEDURE

STEPS	STRATEGIES	TIME
<b>Step 0</b> (Warm up)	The teacher greets the kids, asks them how they are and as well asks them if they are prepared for the lesson.  She now asks them what they did in the last lesson.	<b>5 minutes</b>
<b>Step 1</b>	The teacher asks the pupils if they know about other buildings apart from their homes/houses. Kids will mention some of buildings they know	<b>5 minutes</b>

<p><b>Step 2</b> (projection of the poster with the different buildings in the neighbourhood)</p>	<p>The teacher projects the poster having the drawings and names of the different buildings in the neighbourhood.</p> <p>She then tells the kids that these are the buildings that they are going to deal with in this lesson: bank, baker's, butcher's, hospital, supermarket, greengrocer's, post office, restaurant. The teacher then tells them to watch, listen and repeat.</p>	<p><b>5 minutes</b></p>
<p><b>Step 3</b> <b>Evaluation exercise</b></p>	<p>Having known how to pronounce the different buildings. She projects the picture dictionary where the buildings are displayed without names and asks them to guess their names</p>	
<p><b>Step 4</b>  Different functions of the buildings</p>	<p>They will as well learn the different functions of the buildings  <b>Supermarket</b> – Where people do shopping  <b>Hospital</b> – where sick people are treated  <b>Bank</b>- Where money is saved/kept  <b>Butcher's/Butchery</b> –where meat is sold  <b>Post office</b>- where letters are posted or received  <b>Baker's/ Bakery</b>- where bread, cake, and other pastries are baked and sold  <b>Greengrocer's</b> - where fruits and vegetables are sold  <b>Restaurant</b> –where meals are prepared and served.</p> <p>As they guess the names of the buildings, the teacher then asks them to say what is done in each of the buildings they mention. They will try and if they don't get it right, the teacher tells them the function of the building.  While talking of bank – where money is kept or saved, they will see and touch Portuguese and Nigerian currency</p>	<p><b>5 minutes</b></p> <p><b>7 minutes</b></p>

<p><b>Step 5</b> Kahoot quiz consolidating activity/exercise</p> <p><b>Step 6</b> Other buildings in the neighbourhood that were not mentioned Ex. Church , School etc.</p>	<div data-bbox="762 443 1072 609" data-label="Image"> </div> <div data-bbox="740 667 1094 833" data-label="Image"> </div> <p>While talking about post office, they will also be shown envelop which is used in posting letters.</p> <div data-bbox="769 967 1066 1115" data-label="Image"> </div> <p>Having known the different functions of the buildings, kids respond to the quiz using their tablets to see to what extent they understood the different functions of the different buildings in the neighbourhood:</p> <p>Where can money be saved? A. Butcher's B. Hospital C. Bank D. Restaurant. ...</p> <p>Pupils will be asked during the class to think of other buildings in the neighbourhood that were not mentioned (For example, church, school etc.)</p>	<p><b>13 minutes</b></p> <p><b>5 minutes</b></p>
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### 5. THIRD LESSON PLAN

Pupils already know:

- Some buildings in the neighbourhood (bank, baker's, butcher's, hospital, supermarket, greengrocer's, post office, restaurant)

-the respective functions of the different buildings in the neighbourhood

**Date:** 05-12-16

**Class:** 4A

**Topic:** Buildings in my neighbourhood

**Duration** 45 minutes

#### 5.1 SUMMARY:

-Showing pupils how the correspondent buildings in my neighbourhood look like in Nigeria by showing them the images of these buildings in a power point presentation.


-Show time for the different buildings in my neighbourhood constructed by kids

#### 5.2 CONTENTS, AIMS, RESOURCES AND TYPES OF WORK

CONTENTS	AIMS	RESOURCES
<p><b>Show time</b></p> <p>- how the correspondent buildings in my neighbourhood look like in Nigeria</p> <p>-Pupils present the different buildings in my neighbourhood constructed by them</p>	<p>to have an idea of how the buildings in my neighbourhood look like in Nigeria.</p> <p>to appreciate the artistic skill of each kid as they display the buildings designed/made by them using cardboard paper</p>	<p>Power point presentation showing the different buildings in my neighbourhood in Nigeria</p> <p>Chalk board Constructed buildings Power point where the functions of each building is written Projector Interactive board</p>

#### 5.3 LESSON PROCEDURE

STEPS	STRATEGIES	TIME
<p><b>Step 0</b> (Warm up)</p>	<p>The teacher starts the lesson by greeting the pupils. After which, she asks them some questions about the last lesson to see if they still remember.</p>	<p><b>8 minutes</b></p>
<p><b>Step 1</b> <b>Singing of the House song</b></p>	<p>When they might have responded to the questions, they sing the house song they learnt in the first lesson, a way of getting them prepared for the show time.</p>	<p><b>5 minutes</b></p>
<p><b>Step 2</b> <b>(show time)</b></p>	<p>The teacher reminds pupils of the buildings in my neighbourhood which they learnt in the last lesson. She shows them again the images of these buildings using poster. After which, she shows them the correspondent images of these buildings in my neighbourhood from</p>	<p><b>25 minutes</b></p>

<p><b>Step 3 (appreciation)</b></p>	<p>Nigeria by projecting in a power point pictures of these buildings. For example: Bank building...</p>  <p>Since they have come across the words: house, home, and building, the teacher tells them that in Igbo language, the mother tongue of the trainee teacher that it is only a word “Ulo” that is used to represent these three words. After which pupils begin to show one after the other the different buildings in the neighbourhood which they constructed.</p> <p>As they show the buildings, they also tell the class the name of the building that is being presented and their respective functions.</p> <p>The teacher congratulates the kids for the work well done and ask them to sing the house song again, as a way of ending the lesson</p>	<p><b>7 minutes</b></p>
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**Unit: Food - Food is great**



**Dates:** 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 13<sup>th</sup>, 16<sup>th</sup> and 18<sup>th</sup> January 2017

**Number of Lessons:** six

**Class:** 4A

**Level –** A1

**Teacher:** Anya Ojiugo Lilian

**Coordinators:** Professor Paulo Silva and Professor Mário Cruz

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## INTRODUCTION

The topic *food* is the focus in this unit and the unit is divided into six lessons. Each of the lessons will be lasting for 45 minutes. The core of the first lesson is on presentation, identification and pronunciation of some food items. The second lesson will be on how to use the verb *like* and the negative form *don't like* to express the food we like and don't like. There will be a Nigerian folk tale about food in the third lesson. Then, the definite and indefinite articles *a*, *an*, and *the* respectively will be treated. Healthy food, junk food and the different meals in a day will be the target in the fourth lesson. Furthermore, the fifth lesson will be talking about fruits and vegetables, and the baking of scones and afternoon tea will be the sixth lesson.

In addition, this plan is organized in 4 parts, namely: pedagogical and didactic justification, unit plan, lesson procedures of each session, and bibliography.

### 1.0. PEDAGOGICAL AND DIDACTIC JUSTIFICATION

All creatures, even human beings need food to survive. So, it could be said that food is one of the basic necessities of mankind. Based on this concept, it is wise pupils learn about food in school. This will help them have knowledge of healthy and junk food so that they will always go for healthy food whenever they want to eat. For the sake of good health, it is advisable to eat healthy food.

Healthy food could be defined as food that is good for our health, for example: *fish, salad* ... Unhealthy food is also called junk food. This is food that isn't good for our health. Food like chips, burgers ... are considered junk foods (Dooley & Evans, 2016).

Since we are in a globalised world, it is good pupils know about the food they eat in their country and also have knowledge of the food that other English and non-English speaking countries eat. This way, an intercultural awareness is created in them (Language learning portal, 2014).

Based on the idea of promoting intercultural awareness, pupils will be exposed to some Nigerian foods which are not commonly seen in Portugal especially fruits and vegetables. They will also have knowledge of some food typical of USA, Cape Verde and Mozambique.

Pupils are also expected to learn how to use the definite article *the* and indefinite articles *a* and *an* before some food items. For instance: *a carrot, an egg, the carrot or the egg*. They will also learn how to express the food they like and don't like by using the verb *like* and the negative form *don't like*. For example: *I like hot dogs/ I don't like burgers*. Grammar is one of the essential parts in the learning of a language (Saaristo, 2015). So it should be implicitly introduced while teaching pupils English language or any other language.

As a consolidating exercise for the verb *like/don't like*, pupils will make food poster using different food brochure from various supermarkets. In the poster, they are expected to cut from the food brochure the food they like and don't like and then paste it in their respective columns. After making the poster, they present it to the class by stating the food they like and don't like. This way, they also practise their communicative skill (Lorena Manaj Sadiku, 2015). They do not only practise their communicative skill, but they also practise their artistic skill by making the poster.

Politeness is very crucial among human beings because it helps them socialise, interact and relate well with each other. For this reason, pupils will learn how to ask politely for some food stuff in any shop where food is sold. For instance: *Can I have some chips please? / Here you are/ Thank you*. Whoever does not know how to be polite with the other finds it difficult to integrate and live happily in the world. Somebody like this will always have problems with

other people. By teaching kids how to be polite while dealing with the other make them develop social skill.

Normally, pupils learn through storytelling (Lucarevschi, 2016). For this reason, a Nigerian folk tale about food will be told. The ending part of this folk tale will be left out for pupils to guess on how the story ended. By guessing on how the story ended, they will practise their thinking skills (Puchta, 2012). The idea of narrating a Nigerian folk tale which is unknown to pupils is to introduce some strangeness. This may help them be curious and pay more attention since it is not a folk tale already known to them.

This folk tale is about a tortoise that married one wife and a tiger that married three wives. One day the villagers wanted a king who would rule them and they decided that it would be the animal that finished preparing lunch first for the whole villagers. It is obvious that the tiger that has three wives is likely going to be the one to finish cooking first, since there would be many hands to help in preparing the meal. But unexpectedly it was tortoise that had only one wife that finished cooking first for the villagers and eventually became the king for the villagers. And how did this happen? Tortoise being so wise brought out the food items for its wife and as it started cooking, tortoise went to tiger's house and had hidden very close to the kitchen where the first wife of tiger was cooking. Tortoise sang and played a nice music with his drum:

<i>Nwunye enyi m Agu</i>	....	<i>Shirikpa</i>	2X
<i>Bia n'aka tere nkwa</i>	.....	<i>Shirikpa</i>	
<i>O te nkwa n'akwka ada</i>	....	<i>Shirikpa</i>	
<i>Q da kon ko ko ya</i>	....	<i>Shirikpa</i>	
<i>Q da shikpakwa shikpakwa</i>	....	<i>Shirikpa</i>	

(The music is saying in English: the wife of my friend lion, come and dance. Be careful not to fall...).

Then what happened next? The first wife of tiger left the food it was preparing and danced the sweet and nice music. The second wife of tiger went to check on the first wife, heard the nice music and as well joined in dancing. The same happened to the third wife of the tiger. This means that none of the three wives of tiger were cooking. They were all distracted by tortoise's music and they danced till the hour the food was to be served.

Ali, the wife of the tortoise had finished cooking on time, served the villagers the food and eventually, tortoise, Ali's husband became the king of the villagers. What could pupils learn from this folk tale? First, it is always wise to be dedicated to our duties even in the midst of distractions. Secondly, in any competition or game, we can easily apply some strategies which are not detrimental to any human life to win the competition just as the tortoise did. So, the need for wisdom is very important in our day to day life.

It would be so unbalanced if we only talk about food theoretically without involving any practical aspect by at least preparing some food which we can taste or eat. This is why the last lesson is for the baking of scones and taking of afternoon tea with the baked scones. Paulo Freire will say : *"A teoria sem a prática vira 'verbalismo', assim como a prática sem teoria, vira ativismo. No entanto, quando se une a prática com a teoria tem-se a práxis, a ação criadora e modificadora da realidade"*

Thus, a theory without practical aspect does not hold or function. It is reasonable to have an opportunity to prepare some food since the practical aspect completes the theoretical part of the different lessons on food.

In the above things stated, we are going to work on the artistic, communicative, thinking, writing, speaking, reading, and social skills in this unit.

The idea of not deviating so much in making reference to the manual, *Smiles* for the 4th grade which is the recommended manual in this school is somehow restricting. The reason being that parents like to know, check pupils book to see what their kids are doing in school.

## 2.0. UNIT PLAN

**Group of pupils** – Portuguese-speaking young learners, aged 9-10 years old, they have English classes as a Curricular Activity.

General aims					
To identify some food items, know how to pronounce them and practise how to ask for food politely in any shop where food is sold; know how to use the verb <i>like</i> and <i>don't like</i> to express the food they like or don't like; folk tale on food and the use the articles <i>a</i> , <i>an</i> and <i>the</i> before some food items; to differentiate healthy food from junk food and to know how to say the different meal hours (breakfast, lunch, dinner and snacks) in English; to learn about fruits and vegetables; to learn how to bake scones.					
Contents					
Strategies	Theoretical			Intercultural	Attitudes
	Communicative	Lexical	Grammar		
<p>To identify some food items</p> <p>Knowing how to pronounce some food items in English</p> <p>To differentiate healthy food from junk food</p> <p>Listening to others</p> <p>Learning how to say the different meal hours in English (breakfast, lunch, dinner and snacks)</p> <p>Reading simple sentences</p>	<p>dialog in pairs on how to ask for food in a shop where food is sold</p> <p>to read some simple words or phrases</p> <p>to name some food items in English</p>	<p>Names of food items</p> <p>Names of the characters in the folk tale</p>	<p>Writing simple sentences using the verb <i>like/don't like</i></p> <p>Knowing how to use the articles <i>a</i>, <i>an</i> and <i>the</i> before some food items</p>	<p>Nigerian folk tale about food</p> <p>Fruits and vegetables from Nigeria and food from other countries</p>	<p>Behaviour</p> <p>Respect for others</p> <p>Development of creativity while making the food poster</p> <p>Autonomy</p> <p>Collaboration</p>
Resources					
Realia (some food items) , white board, projector, pupils book, computer, chalk board, PowerPoint, plain sheets of papers, food brochures from different supermarkets, Nigerian musical instrument <i>drum</i> , ingredients for baking scones and tea...					
Time			Type of Work		
6 sessions: 45minutes x 6 times			Individual, pair work		
Evaluation					
Oral and written					

### 3.0. FIRST LESSON PLAN

Pupils already know:

Some food which they have eaten before

**Date:** 04-01-17

**Class:** 4A

**Topic:** To identify some food items, how to pronounce them and how to ask politely for food in a shop where food is sold.

**Duration:** 45 minutes

#### 3.1 SUMMARY:

- identifying some food items
- pronouncing some of the food items
- asking politely for food in a shop where food is sold
- identifying some words referring to food from the word puzzle

#### 3.2 CONTENT

Concepts	Metas/Objectivos	Strategies	Attitude
<b>Lexical</b> Names of some food items (chips, chicken, chocolate...)	<b>Listening</b> <b>Compreender frases simples, articuladas de forma clara e pausada</b> - entender instruções dadas diretamente para completar pequenas tarefas -entender frases sobre os temas estudados  <b>Reading</b> <b>Compreender frases e textos muito simples</b> -Identificar vocabulário acompanhado por imagens.  <b>Spoken Interaction</b> <b>Interagir com professor e/ou com os colegas em situações simples e previamente preparadas</b> -perguntar e responder sobre temas previamente apresentados.  <b>Spoken production</b> <b>Expressar-se, com vocabulário limitado,</b>	Presentation of images of some food items (chips, chicken, chocolate...)  Learning how to pronounce these food items.  Learn and practise how to ask politely for food in a shop where food is sold ( <i>Can I have some chips, please? / Here you are! / Thank you/Do you want a burger, too?/ No, thank you</i> ).  Listening to instructions needed in doing the dialogue in pairs.  Writing simple words	Behaviour  Pupil's creativity while dialoguing in pairs  Autonomy  Interest and respect for other

	<p><b>em situações previamente preparadas</b> -falar sobre os temas trabalhados</p> <p><b><u>Writing</u></b> <b>Utilizar palavras conhecidas</b> -preencher espaços lacunares, em textos muito simples, com palavras dadas.</p> <p><b><u>Intercultural Domain</u></b> <b>Desenvolver o conhecimento do seu mundo e do mundo do outro</b> -identificar comidas e bebidas.</p> <p><b><u>Lexis and Grammar</u></b> <b>Conhecer vocabulário com base nos temas apresentadas</b> -Identificar vocabulário relacionado com comidas e bebidas/<i>food is great.</i></p>		
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**Specific aims:**

To identify some food items

To know how to pronounce some food items in English

**Transversal aims:**

To enforce respect towards the other while asking for food in a shop where food is sold

To develop group working skills

**Material:**

Realia (food items), computer, projector, white board, chalk board and chalk, teachers and pupils book

**Grammar:**

Using polite words like *can, please, thank you...*

**Skills:**

Language skill, sociocultural skill, learning skill, thinking skill, communicative skill

### 3.3 LESSON PROCEDURES

STEPS	STRATEGIES	SKILLS	TIME
<p><b>0</b> (Warm up)</p>	<p>The teacher greets the pupils and asks them how they are. Pupils will also be asked to say what they ate in the morning and in the afternoon. After which the teacher tells them that the topic today will be on food</p>	Speaking skill	5 minutes
<p><b>1</b> (Projection of some images of food from the E-book interactive)</p>	<p>Some food items will be projected by the teacher. By the help of the teacher, pupils will identify the different food items and as well know how to pronounce them.</p>		
<p><b>2</b> (Polite way of asking for food in a shop where food is sold)</p>	<p>Pupils will learn about a polite way of asking for food in a shop where food is sold. The teacher tells them the need to be polite while dealing with the other. Some food items will be placed on a table in the classroom. Pupils will be told how to ask for some of the food politely</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><b>A.</b>Can I have some chips, please?  <b>B.</b>Here you are!  <b>A.</b>Thank you!  <b>B.</b>Do you want a burger, too?  <b>A.</b> No, thank you.</p> </div>	Listening skill	5 minutes
<p><b>3</b> (Dialogue in pairs)</p>	<p>Having learnt how to ask for food politely in a shop where food is sold. They now practise in pairs what they have learnt</p>	Communicative skill	23 minutes
<p><b>4</b> Cross word puzzle on p.40 of the manual)</p>	<p>Each pupil does the cross word puzzle on page 40 of the pupils book</p>	Thinking and Writing Skills	12 minutes

### **Evaluation**

#### **Pupils**

To assess their behaviours during the activity

To assess if they can dialogue properly

To assess if they can identify the correct words in the cross word puzzle

#### **Teacher:**

To reflect if the topic and material have been adequate

To reflect if the time was enough

#### 4.0 SECOND LESSON PLAN

Pupils already know:

Some food items and how to pronounce them

**Date:** 09-01-17

**Class:** 4A

**Topic:** Use of the verb *like/ don't like*.

**Duration:** 45 minutes

#### 4.1 SUMMARY:

Making sentences with the verb *like/don't like*

#### 4.2 CONTENTS

Concepts	Metas/Objectives	Strategies	Attitude
<p>Use of the verb <i>like/don't like</i></p> <p>Making of food poster</p> <p><i>Listen and match</i> exercise on page 41 of pupils' book</p>	<p><b><u>Listening</u></b>  <b>Compreender frases simples, articuladas de forma clara e pousada</b>            -entender frases sobre os temas estudados.</p> <p><b><u>Reading</u></b>  <b>Compreender frases e textos muito simples</b>            -identificar vocabulário acompanhado por imagens.</p> <p><b><u>Spoken Interaction</u></b>  <b>Interagir com professor e/ou com os colegas em situações simples e previamente preparadas</b>            -perguntar e responder sobre temas previamente apresentados.</p> <p><b><u>Writing</u></b>  <b>Produzir um texto muito simples com vocabulário limitado</b>            -escrever sobre preferências (<i>I like pizza, I don't like fish</i>)</p> <p><b><u>Intercultural Domain</u></b>  <b>Desenvolver o conhecimento do seu</b></p>	<p>Pupils will learn how to use the verb <i>like/don't like</i> to express the food they like or don't like</p> <p>Making of food poster using food brochures from some supermarkets</p> <p>Doing the <i>listen and match</i> exercise in page 41 of pupils; book</p>	<p>Behaviour</p> <p>Interest while doing the exercises</p> <p>Respect for the other</p> <p>Autonomy</p>

	<p><b>mundo e do mundo do outro</b> -identificar comidas e bebidas.</p> <p><b><u>Lexis and Grammar</u></b> <b>Conhecer vocabulário com base nos temas apresentados</b> -identificar vocabulário relacionado com comidas e bebidas/<i>food is great</i>)</p>		
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**Specific aims:**

To help pupils know how to use the verb *like/don't like* while expressing the food they like or don't like

**Transversal aims:**

To find out at what extent they still remember the lexical items associated to food  
To develop individual working skill

**Material:** pupils' book, computer, projector, food brochures, plain sheets of paper

**Grammar:**



Writing simple words by relating pictures with images

**Skills:**

Language Skill, Writing Skill, Learning Skill, listening skill, communicative skill

**4.3 LESSON PROCEDURES**

STEPS	STRATEGIES	SKILLS	TIME
<b>0</b> (Warm up)	The teacher greets the pupils and asks them how they are. She asks them what the last lesson was about and pupils will be given some time to respond.	Speaking skill	5 minutes
<b>1</b> (Use of the verb <i>like/don't like</i> )	<p>She explains to them how to use the verb <i>like/don't like</i> to express the food they like or don't like</p> <div style="border: 2px solid red; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b><u>Verb (<i>like /don't like</i>)</u></b> I <b>like</b> hot dogs/ I <b>don't</b> like burgers</p> </div>	Listening and speaking skills	5 minutes
<b>2</b> (Making of food poster)	Pupils make food poster using food brochures from different supermarkets. They are expected to come	Thinking and	15 minutes

<p>3 (Presentation of the food poster made by each pupil)</p> <p>4 <i>Listen and match</i> exercise on page 41 of the pupils' book)</p>	<p>along with their food brochure and then cut and paste in a plain sheet of paper the images of food they like or don't like.</p>  <p>The food poster looks like this</p>  <p>Each pupil then presents to the class the food poster made by him or her. Reads out the food he or she likes or doesn't like by using the first person singular. <i>I like.../I don't like...</i></p> <p>The teacher displays the exercise on the interactive board and plays the exercise for pupils to listen to and do the exercise. At the end, the correct answers to the questions will be given.</p>	<p>artistic skills</p> <p>Reading skill</p> <p>Listening and writing skills</p>	<p>10 minutes</p> <p>10 minutes</p>
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### **Evaluation**

#### **Pupils**

To assess their behaviours during the exercise

To assess how correctly they can do the exercise

#### **Teacher:**

To reflect if the exercises and materials were adequate

To reflect if the time was enough

### 5.0. THIRD LESSON PLAN

Pupils already know how to:

Express the food they like or don't like

**Date:** 11-01-17

**Class:** 4A

**Topic:** Nigerian Igbo folk tale on food, and the use of the articles *a*, *an*, and *the*

**Duration:** 45 minutes

#### 5.1 SUMMARY:

Listening to the Nigerian folk tale

Guessing on how the tale ended

Stating the lessons learnt from the tale

The use of the articles *a*, *an*, and *the*

#### 5.2 CONTENTS

Concepts	Metas/Objectives	Strategies	Strategies
<p>Nigerian Igbo folk tale on food.</p> <p>The articles <i>a</i>, <i>an</i> and <i>the</i></p>	<p><b><u>Listening</u></b>  <b>Compreender frases simples, articuladas de forma clara e pousada</b>                      -acompanhar a sequência de pequenas história.</p> <p><b><u>Spoken Interaction</u></b>  <b>Interagir com professor e/ou com os colegas em situações simples e previamente preparadas</b>                      -perguntar e responder sobre temas previamente apresentados.</p> <p><b><u>Spoken Production</u></b>  <b>Produzir sons, entoações e rimas da língua</b>                      -dizer rimas, chants e cantar canções  <b>Expressar-se, com vocabulário limitado, em situações previamente preparadas</b>                      -falar sobre os temas trabalhados</p>	<p>Pupils will listen to the teacher as she tells the tale</p> <p>Guessing on how the tale ended and which animal became the king.</p> <p>Stating the lessons learnt from the tale</p>	<p>Behaviour</p> <p>Interest while the tale is being told</p> <p>Respect for the other</p> <p>Autonomy</p>

	<p><b><u>Intercultural Domain</u></b>  <b>Desenvolver o conhecimento do seu mundo e do mundo do outro</b>          -identificar animais (in the folk tale)</p> <p><b><u>Lexis and Grammar</u></b>  <b>Compreender algumas estrutura elementares do funcionamento da língua</b>          -usar lexical chunks ou frases que contenham:          Articles: <i>a/an, the</i></p>		
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**Specific aims:**

To help pupils have knowledge of a folktale from Nigeria.

**Transversal aims:**

To weigh their thinking and reasoning capacity as they guess how the folk tale ended

To develop a listening skill

**Material:**

Computer, projector, images of the different animals involved in the folk tale, copy of the Igbo song, the drum.

**Grammar:** Articles: *a/an* and *the*

**Skills:** Listening skill, Language Skill, Writing Skill, Learning Skill

**5.3 LESSON PROCEDURES**

STEPS	STRATEGIES	SKILLS	TIME
<b>0</b> (Warm up)	The teacher greets the pupils and asks them how they are. She asks them what the last lesson was about. She gives them some time to respond.	Speaking skill	5 minutes
<b>1</b> (Narration of Nigerian Igbo folk tale)	The teacher narrates the folk tale to the pupils using puppets as a way of captivating their attention.		12 minutes



Listening  
skill

Once upon a time, there was a tortoise



who married one wife




and a tiger who married three wives. One day the villagers wanted a king who would rule them and they decided that it would be the animal that finished cooking lunch first for the whole villagers. It is obvious that the tiger which has three wives would likely be the one to finish cooking first since there would be many hands to help in preparing the meal.

Tortoise being so wise had given Ali the food to cook. Ali started cooking, and then tortoise went to tiger's house and had hidden very close to the kitchen where the first wife of tiger was cooking. The tortoise sang and played with its



drum  
music:

a nice

<p><b>2</b> (Guessing on how the tale ended)</p> <p><b>3</b> (Expressing the lessons derived from the tale)</p> <p><b>4</b> (Articles: <i>a/an</i> and <i>the</i>)</p>	 <p><i>Nwunye enyi m Agu .... Shirikpa</i> 2x <i>Bia n'aka tere nkwa ..... Shirikpa</i> <i>O te nkwa n'akwa ada .... Shirikpa</i> <i>Q da kon ko ko ya .... Shirikpa</i> <i>Q da shikpakwa shikpakwa .... Shirikpa</i></p> <p>(The music is saying: the wife of my friend tiger, come and dance. Be careful not to fall...) Then what happened next? The first wife of tiger left the food it was preparing and danced the sweet and nice music that was being played by tortoise. The second wife of tiger went to help the first wife in the kitchen, heard the nice music and as well joined in dancing. The same happened to the third wife of tiger. This means that none of the three wives of tiger was cooking. (As the teacher is telling the tale, she intermittently bits the drum in place of the tortoise). In order to involve pupils into a critical thinking, the teacher leaves the ending part of the tale and asks pupil to guess how it ended. When they might have attempted saying something, she continues with the tale and tells them how it ended: So the three wives of the tiger were all distracted by tortoise's music and they danced till it got to the hour for the food to be served. Ali, the wife of tortoise had finished cooking on time, served the villagers the food and eventually the husband became the king of the villagers.</p> <p>At the end of the story, pupils will be given the opportunity to express what they learnt from the story. After which the teacher tells</p>	<p>Thinking and speaking skills</p> <p>Speaking skill</p>	<p>7 minutes</p> <p>7 minutes</p> <p>7 minutes</p>
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## 6.0. FOURTH LESSON PLAN

Pupils already know:

How to use the articles *a/an* and *the*.

**Date:** 13-01-17

**Class:** 4A

**Topic:** Healthy and junk food, and meals of the day

**Duration** 45 minutes

### 6.1 SUMMARY:

To differentiate healthy food from junk food

To know the different meals of the day and how to say them in English

### 6.2 CONTENTS

Concepts	Metas/Objectives	Strategies	Attitude
<p>Healthy food</p> <p>Junk food</p> <p>Meals of the day (breakfast, lunch, dinner, snacks)</p>	<p><b><u>Listening</u></b>  <b>Compreender frases simples, articuladas de forma clara e pousada</b>                      -entender frases sobre os temas estudados.</p> <p><b><u>Spoken Interaction</u></b>  <b>Interagir com professor e/ou com os colegas em situações simples e previamente preparadas</b>                      -perguntar e responder sobre temas previamente apresentados.</p> <p><b><u>Spoken Production</u></b>  <b>Expressar-se, com vocabulário limitado, em situações previamente preparadas</b>                      -falar sobre os temas trabalhados</p> <p><b><u>Writing</u></b>  <b>Produzir um texto muito simples com vocabulário limitado</b>                      -escrever sobre preferências (I like pizza, I don't like fish)</p> <p><b><u>Intercultural Domain</u></b>  <b>Desenvolver o conhecimento do seu mundo e do mundo do</b></p>	<p>Knowing what a healthy food is and some examples of healthy food</p> <p>Learning about junk food and some examples of it</p> <p>Knowing the different meals of the day</p>	<p>Behaviour</p> <p>Interest while doing the exercises</p> <p>Respect for the other</p> <p>Autonomy</p>

	<p><b>outro</b> -identificar comidas e bebidas.</p> <p><b><u>Lexis and Grammar</u></b> <b>Conhecer vocabulário com base nos temas apresentados</b> -identificar vocabulário relacionado com comidas e bebidas/<i>food is great</i>)</p> <ul style="list-style-type: none"> <li>• Alimentação saudável (fruit,milk)</li> <li>• Snacks (sandwiches, juice)</li> </ul>		
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**Specific aims:**

To help pupils have knowledge of healthy and junk food

**Transversal aims:**

To create awareness so that pupils will always go for healthy food whenever they want to eat

To develop individual working skills

**Material:**

Pupils' book, computer, projector, plain sheets of papers

**Grammar:**

Writing simple words to indicate the favourite food for breakfast, lunch, dinner, snacks

**Skills:**

Language Skill, Writing Skill, Learning Skill, listening skill, communicative skill

**6.3. LESSON PROCEDURES**

STEPS	STRATEGIES	SKILLS	TIME
<b>0</b> (Warm up)	The teacher greets the pupils and asks them how they are. Pupils will also be asked to say what the last lesson was about.	Speaking skill	5 minutes
<b>1</b> (Healthy food)	<p>Pupils will be told that healthy food is food that is good for our health.</p> <div style="border: 1px solid blue; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; color: blue;">Healthy food</p> <p style="text-align: center;">Fish, salad, fruits, vegetables, cereals, milk, yoghurt</p> </div>	Listening skill	5 minutes

<p><b>2</b> (Junk food)</p>	<p>The teacher tells pupils that junk food is food that isn't good for our health</p> <div style="border: 1px solid red; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Junk food</b></p> <p style="text-align: center;">Chips, burger, cola, pizza, hot dog, crisps</p> </div>	<p>listening skill</p>	<p>5 minutes</p>
<p><b>3</b> (Meals of the day)</p>	<p>Pupils will know the different meals of the day in English (breakfast, lunch, dinner, and snack)</p>	<p>Listening skill</p>	<p>5 minutes</p>
<p><b>4</b> (My favourite food for breakfast, lunch, dinner, and snack)</p>	<p>Each pupil writes, draws, designs his or her favourite food for each of the meal time in a plain sheet of paper as a sort of a consolidating exercise</p>	<p>Writing and artistic skills</p>	<p>8 minutes</p>
<p><b>5</b> (Presentation of the favourite food chosen by each pupil)</p>	<p>Each pupil presents to the class his or her favourite food in each of the meal time.</p>	<p>Speaking skill</p>	<p>9 minutes</p>
<p><b>6</b> (Exercises on page 48 of pupil's book)</p>	<p>Pupils do the exercises in the pupil's book and at the end, the correct answers will be given.</p>	<p>Speaking skill</p>	<p>8 minutes</p>

### Evaluation

#### Pupils

To assess if they can differentiate between healthy and junk food

To assess if they can identify their favourite food in each of the meal time

#### Teacher:

To reflect if the topic and material were adequate

To reflect if the time was enough

## 7.0. FIFTH LESSON PLAN

Pupils already know about:

Healthy and junk food

The different meals of the day

**Date:** 16-01-17

**Class:** 4A

**Topic:** Fruits and vegetables.

**Duration:** 45 minutes

### 7.1 SUMMARY:

Identifying fruits and vegetables, and knowing their benefits

Fruits and vegetables from Nigeria

Food from other countries and traditional Portuguese breakfast

### 7.2 CONTENTS

Concepts	Metas/Objectives	Strategies	Attitude
Fruits and vegetables	<b>Listening</b> <b>Compreender frases simples, articuladas de forma clara e pousada</b> -entender frases sobre os temas estudados.	Pupils will identify fruits and vegetables and will as well know their benefits.	Behaviour Interest while doing the exercises
Fruits and vegetables from Nigeria		Have knowledge of fruits and vegetables from Nigeria	Respect for the other
Food from other countries	<b>Reading</b> <b>Compreender frases e textos muito simples</b> -identificar vocabulário acompanhado por imagens.	Know about food from other countries	Autonomy
Portuguese traditional breakfast	<b>Spoken Interaction</b> <b>Interagir com professor e/ou com os colegas em situações simples e previamente preparadas</b> -perguntar e responder sobre temas previamente apresentados.		
	<b>Spoken Production</b> <b>Expressar-se, com vocabulário limitado, em situações previamente preparadas</b> -falar sobre os temas trabalhados		

	<p><b><u>Intercultural Domain</u></b>  <b>Desenvolver o conhecimento do seu mundo do outro</b>          -identificar comidas e bebidas.</p> <p><b><u>Lexis and Grammar</u></b>  <b>Conhecer vocabulário com base nos temas apresentados</b>          -identificar vocabulário relacionado com comidas e bebidas/<i>food is great</i>)</p>		
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**Specific aims:**

To help pupils identify food and vegetables and to know their respective benefits

**Transversal aims:**

To have knowledge of fruits and vegetables from Nigeria

To have knowledge of food from other countries

**Material:**

Pupils' book, computer, projector, power point

**Grammar:**

Writing simple words by relating pictures with images

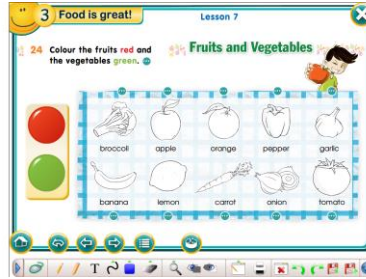
**Skills:**

Writing Skill, Learning Skill, listening skill

**7.3. LESSON PROCEDURES**

STEPS	STRATEGIES	SKILLS	TIME
<b>0</b> (Warm up)	The teacher greets the pupils and asks them how they are. She asks them what the last lesson was about and pupils will be given some time to respond.	Speaking skills	5 minutes
<b>1</b> (Projection of the images of fruits and vegetables )	She projects the images of fruits and vegetables for pupils to see. They identify the fruits and vegetables and also learn how to pronounce them. She tells them the need to always eat fruits and vegetables for they play great role in disease prevention.	Listening and speaking skills	12 minutes

2  
(Fruits and  
vegetables  
from  
Nigeria)



Pupils will also be exposed to fruits and vegetables from Nigeria

**Some common fruits in Nigeria**



Guava



Cashew



Avocado pear



Sour sop



Pawpaw







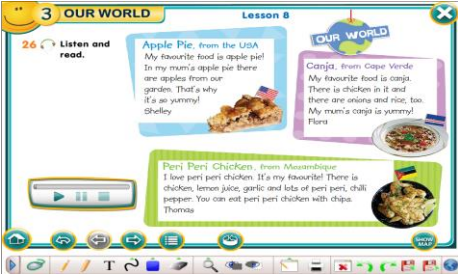
Mango

Intercultur  
al skill

12  
minutes

8  
minutes

Intercultur  
al skill

<p><b>3</b> (Food from other countries)</p>	<p><b>Some common vegetables in Nigeria</b></p>  <p>Fluted pumpkin</p>  <p>Water leaf</p>  <p>Bitter leaf</p>  <p>Scent leaf</p> <p>The teacher exposes pupils to food from other countries. For example: Apple pie from USA, Canja from Cape Verde, and Peri Peri Chicken from Mozambique</p>  <p>Pupils do the exercise on page 49 of their book</p>	<p>Artistic skill</p>	<p>8 minutes</p>
<p><b>4</b> (Exercise on page 49 of pupil's book)</p>	<p>Pupils will be told to find out what a traditional Portuguese breakfast looks like</p>		
<p><b>5</b> (Home work)</p>			

### **Evaluation**

#### **Pupils**

To assess their behaviours during the class

#### **Teacher:**

To reflect if the exercises and materials were adequate

To reflect if the time was enough



	<p><b>Lexis and Grammar</b>  <b>Conhecer vocabulário com base nos temas apresentados</b>          -identificar vocabulário relacionado com comidas e bebidas/<i>food is great</i>)</p>		
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**Specific aims:**

For pupils to have knowledge on how to bake scones

**Transversal aims:**

Have knowledge of how an afternoon tea looks like

To develop individual working skills

**Material:**

Flour, baking powder, water, salt, butter, egg, milk, grated cheese (optional), baking pans, oven

**Grammar:**

Knowing some vocabularies involved in baking scones.

**Skills:**

Language Skill, Learning Skill, listening skill,

### 8.3. 4.3 LESSON PROCEDURES

STEPS	STRATEGIES	SKILLS	TIME
0 (Warm up)	The teacher greets the pupils and asks them how they are. She asks them what the last lesson was about and tells them that the lesson today will be on baking of scones.	Speaking skill	5 minutes
1 (Display of ingredients for baking scone)	She displays the ingredients, shows pupils one after the other and as well tells them the name of each ingredient: flour, baking powder, water, salt, butter, egg, milk, grated cheese	Listening skill	5 minutes
2 (Mixing of the ingredients)	The teacher tells pupils that the first step is to sift flour, salt, and baking powder. Then rub in butter. After which, beat egg with water, add milk and then mix together with the cheese.		7 minutes
3 (Baking of the scones)	At this time the mixture is ready for baking. Place in patty pans and bake at 200°C for 5 minutes		15 minutes
4 (Serving the scones with tea)	After 15 minutes, the teacher removes the scones from the oven and serve with hot tea  <b><i>Yummy!</i></b>		13 minutes

#### Evaluation

##### Pupils

To access their behaviours during the baking

##### Teacher:

To reflect if the baking process worked out well

To reflect if the time was enough

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