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Developing Vocabulary in English as a Foreign Language through Music

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To my son for being patient while I was not
very present and my partner who
played a major role in motivating and
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Developing Vocabulary in English as a Foreign Language through Music

ABSTRACT

Vocabulary is the backbone of foreign language acquisition and an essential tool for effective communication, whether in spoken or written form, because words are central to listening, speaking, reading, and writing. Due to its importance, vocabulary teaching deserves special attention in the English as a Foreign Language (EFL) classroom.

Paul Nation (2001 and subsequent work) proposes a framework for vocabulary learning and teaching known as the four strands approach, which, according to the author, offers a well-balanced approach to vocabulary learning throughout a language course. Each strand has a specific role, and for each, different types of activities are recommended. The meaning-focused input strand focuses on listening and reading activities, promoting incidental vocabulary learning, while the meaning-focused output strand involves writing and speaking activities, which aim to develop learners' productive knowledge of vocabulary. The language-focused learning strand involves deliberate vocabulary learning, and fluency development, as the name indicates, focuses on developing fluency in language use.

Music is also a powerful tool for learning new vocabulary, due to its rhythm, melody and repetition, which aid in memorizing words. Song lyrics expose learners to authentic language, while motivating them to learn, since they often feel emotionally connected to the topic.

This report presents an action-research project on vocabulary teaching and learning conducted with 7th-grade and 11th-grade students at a school in the Greater Lisbon area. The project aimed to address the following research questions: How can Nation's (2001) four strands be used as a framework for teaching and learning vocabulary in the EFL classroom?; How can music be used to develop

students' vocabulary within the four-strands approach?; Can the four-strands framework promote effective vocabulary learning in the EFL classroom?

The report reviews existing research on vocabulary learning and teaching in EFL, as well as the role of music in EFL teaching. It also details the various phases of the action-research project, including observation, planning, teaching intervention, and reflection on the outcomes.

Key-words: Four strands approach, vocabulary, music, EFL.

RESUMO

O vocabulário é a espinha dorsal na aprendizagem de uma língua estrangeira e uma ferramenta essencial para uma comunicação eficiente, quer seja na forma oral ou escrita, porque o conhecimento lexical é fundamental para a compreensão oral, a produção oral, a leitura e a escrita. Devido à sua importância, o vocabulário merece uma atenção especial no ensino e aprendizagem de inglês como língua estrangeira.

Paul Nation (2001 e trabalho subsequente) propõe uma abordagem para a aprendizagem e o ensino do vocabulário conhecida como a abordagem dos quatro pilares, que, de acordo com o autor, permite uma aprendizagem equilibrada de vocabulário ao longo de um curso de línguas. Cada pilar tem o seu papel e, para cada um deles, diferentes atividades são recomendadas. O pilar input com foco no significado (*meaning-focused input*) centra-se em atividades de audição e leitura, promovendo a aprendizagem incidental de vocabulário, enquanto que o output com foco no significado (*meaning-focused output*) envolve atividades de escrita e oralidade, que visam desenvolver o conhecimento produtivo do vocabulário por parte dos alunos. Por outro lado, a aprendizagem focada na língua envolve aprendizagem deliberada de vocabulário e o desenvolvimento da fluência, tal como o nome indica, refere-se ao desenvolvimento da fluência aquando do uso de uma língua.

A música é igualmente uma ferramenta poderosa para aprender vocabulário novo, devido ao seu ritmo e melodia, assim como também à repetição, que ajuda a memorizar palavras. As letras das músicas expõem os alunos a contextos autênticos e diferentes, enquanto os motivam a aprender, já que, muitas vezes, eles se sentem emocionalmente ligados ao tema.

Este relatório apresenta um projeto de investigação-ação sobre o ensino e a aprendizagem do vocabulário realizado com alunos do 7.º ano e do 11.º ano de uma escola da região da Grande Lisboa. O projeto visava responder às seguintes questões de investigação: Como é que os quatro pilares de Nation (2001) podem ser utilizados

como uma abordagem de ensino e aprendizagem de vocabulário nas aulas de inglês como língua estrangeira?; Como é que a música pode ser utilizada para desenvolver o vocabulário dos alunos no quadro da abordagem dos quatro pilares?; A abordagem dos quatro pilares pode promover uma aprendizagem eficiente de vocabulário nas aulas de inglês como língua estrangeira?

O relatório apresenta uma revisão de trabalhos prévios sobre a aprendizagem e o ensino do vocabulário em inglês como língua estrangeira, bem como sobre o papel da música no ensino desta língua. Além disso, descreve detalhadamente as várias fases do projeto de investigação-ação, incluindo observação, planificação, intervenção pedagógica, e análise e reflexão sobre os resultados.

Palavras-chave: Abordagem dos quatro pilares; vocabulário; música; inglês língua estrangeira.

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ABBREVIATIONS

EFL	English as a Foreign Language
AR	Action-research
TEIP	Intervention Territories programme
EFL	English as Foreign Language
CEFR	Common European Framework of Reference for Languages

INTRODUCTION

Words are the building blocks of language. As Crystal et al. (2023) note, "language is the expression of ideas using speech sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts." Words are central to listening, speaking, reading, and writing. If learners do not know many of the words they encounter, then they will be unable to understand what they hear or read. Similarly, if they cannot produce the words needed to convey their intended meaning, effective communication may be hindered. In certain instances, learners may manage to communicate even if they make grammar mistakes, but the presence of a lexical gap can promptly disrupt any ongoing conversation. Hence, developing lexical knowledge, i.e., the number of different words that learners know and how well they know them, provides the necessary foundation for learning other aspects of language. As Cook (2008, p. 51) points out,

[...] Vocabulary is everywhere. It connects to the systems of phonology and orthography through the actual forms of the words, to the systems of morphology and grammar through the ways that the word enters into grammatical structures and through grammatical changes to the word's form, and to the systems of meaning through its range of general and specific meanings and uses.

Developing students' vocabulary in English as a Foreign Language (EFL) was the main aim of the present research project. This project was conducted at Escola Secundária da Baixa da Banheira in the school year of 2023/2024. As part of my Supervised Teaching Practice, I worked with 7th and 11th-grade classes. According to *Aprendizagens Essenciais - Inglês* (DGE, 2018), the 7th grade corresponds to the A2.1/A2.2 levels of the *Common European Framework of Reference for Languages*

(CEFR) (Council of Europe, 2001), while the 11th grade corresponds to the B2 level. Most students from both classes are originally from Portuguese-speaking countries in Africa and from Brazil. Both classes exhibit deep difficulties in English. These difficulties stem from a variety of factors, including a reluctance to speak and even learn English, prolonged periods without English instruction in previous school years, or the way English was taught in their countries of origin. According to some students, there appears to be a lesser emphasis on English in the curricula of their countries. In some cases, English is not part of the school programme until the 7th grade or later or it is not a mandatory subject or significant in terms of grades necessary for academic progression.

Taking into account the learners' difficulties and background, this action-research project aimed to introduce enjoyable methods for teaching and learning new vocabulary in the EFL classroom. By employing different strategies that incorporate music and intertwining them with Paul Nation's four strands approach to vocabulary teaching (Nation, 2001), the goal was to create an engaging and effective vocabulary learning experience.

This report is divided into four chapters. The first chapter focuses on previous research related to the teaching and learning vocabulary, discussing the vocabulary learning process, which vocabulary should be taught, and how to teach it. It also explores the role of music in teaching vocabulary in the EFL classroom. The second chapter is dedicated to the practicum itself. Here, I present the methodology used, provide an overview of the school context, and describe my classroom observations, my teaching intervention and finally the extracurricular activity I implemented in the school. The third chapter presents and discusses the results and offers a critical conclusion about the practicum. Finally, the main conclusions of the report are summarised in the concluding chapter.

1 - TEACHING AND LEARNING VOCABULARY IN THE EFL CLASSROOMS

1.1 The vocabulary learning process

Phonology, grammar and vocabulary are the three subsystems involved in learning a language. Although all three are of extreme importance, it seems vocabulary has been put a little aside, when curricula are created, giving more importance to the other two (Kroll & Groot, 2005).

According to Nation (2001), knowing a word involves knowing its form (spoken and written), meaning and use regarding collocations and constraints. Speakers' vocabulary is commonly categorised into two types: receptive and productive (Laufer & Nation, 1995). Some authors also call them passive and active vocabulary (Milton, 2009; Schmitt, 2008). We can understand receptive vocabulary as the words EFL learners recognize and understand when reading or listening to them. The words learners are able to use in speaking or writing after learning them are part of their productive vocabulary. Therefore, the teacher needs to take into account that to effectively teach vocabulary he or she needs to help learners learn the form, meaning, and use of words and develop both receptive and productive lexical knowledge. Table 1 outlines what is involved in gaining depth of knowledge of a word. This depth of knowledge is acquired gradually and is typically not the result of just one teaching or learning experience.

Table 1 Aspects involved in knowing a word according to Nation (2013)

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Retrieved from Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

There are two ways learners can acquire vocabulary: incidentally or intentionally. Throughout their academic path and in EFL lessons, students incidentally learn new words, through meaning-focused tasks, that is, they can be learning without the intention of doing so, through reading, writing, listening and speaking activities. These are all activities which the teacher constantly uses in the classroom, so there is a big chance that students learn new words unintentionally. On the other hand, there is also intentional vocabulary learning, which involves learning new words through direct instruction.

Traditionally, it was assumed that learners can learn more vocabulary unintentionally when they are exposed to language input. However, more recent studies indicate that without intentional learning, students will not be able to learn large amounts of vocabulary (cf. Donzelli & Milton, 2013; Laufer & Nation, 2012). Studies about unintentional learning through reading (see Laufer, 2005) show that only a small amount of words is learnt through reading. Laufer (2005) emphasizes that, through reading, learners may not be aware of a new word, because they are able to understand the idea without understanding it. Even if the L2 learners realize that that is a new word, they may not be able to understand what it means, i.e., they may not understand the context correctly or well enough. There is evidence that learners need to know 95 to 98% of the words in a text in order to be able to understand it and infer the meaning of the words they do not know (cf. Hu & Nation, 2000; Schmitt et al. 2011). Moreover, a well-succeeded inference does not necessarily lead to a well-succeeded retention. Multiple encounters with the word are necessary to achieve that.

Acquiring new vocabulary is a gradual process and multiple encounters seem to facilitate learning. Some researchers like Nation (2001), Schmitt (2000) or Webb (2007), among others, agree that learners should be exposed to new words eight to ten times to reach the goal of learning them. The various components of word knowledge are not learnt at the same rhythm. The form-meaning connection is one of the first aspects to be acquired and this must be the initial aim when teaching EFL. The vocabulary knowledge usually develops from the receptive to the productive domain (Gonzalez-Fernández & Schmitt, 2017).

1.2. Vocabulary in the *Common European Framework of Reference for Languages*

The CEFR (2001, 2018), the guide produced by the Council of Europe, emphasises the need to develop the learners' lexical competence, defined as "knowledge of, and ability to use, the vocabulary of a language" (Council of Europe, 2001: 110).

The CEFR contains three scales related to the lexical competence: general linguistic range, vocabulary range and vocabulary control. These scales detail the expectations for learners across levels, from A1 (beginner) to C2 (proficient).

According to *Aprendizagens Essenciais - Inglês* (DGE, 2018), the 7th grade corresponds to the A2.1/A2.2 levels of the CEFR, while the 11th grade corresponds to the B2 level. Teachers can and should be aware of the document, so that their role as a teacher complies with it and he or she are able to perform their teaching role the best possible way.

1.3 Which vocabulary should be taught?

To decide which vocabulary should be taught, teachers should take into account several factors, especially what the curricula establish, the specific needs of their learners and the existing studies on EFL acquisition.

According to researchers on vocabulary acquisition (e.g., Nation & Waring, 1997; Nation, 2001), high-frequency words must be the immediate priority in EFL classrooms. Nation and Waring (1997) propose that a learner needs to know 3000 highest frequency words from the language they are learning and these are of high priority. Therefore, learners should not focus on other words before they have learnt them well. EFL studies show that the 3000 most frequent words represent 90% of a non-technical text. Hence, these words are the essential basis for language use and deserve great attention and focus. There is the General Service List (GSL), which is a compilation of the most commonly used words in English, and the Academic Word List (AWL), which contains a list of words usually found in academic texts for all disciplines. Apart from high-frequency words, there is also content-specific vocabulary and collocations, which are commonly used in day-to-day life and are important for basic communication.

Nation defends the learning of high-frequency words in context, for this will enable successful communication. Understanding most words in a text will enable learners to grasp the conveyed message. Therefore, the more high-frequency words

a learner knows, the better he or she will be able to understand texts and dialogues. Nation (2000) distinguishes between high and low-frequency words. High-frequency words appear most commonly in texts and are worth spending a significant time learning. According to the author, these words can be learnt by direct teaching and learning and incidental learning. On the other hand, low-frequency words, which account for a low percentage of the running words in a text, do not occur often enough to deserve direct teaching. They need to be dealt with in the classroom through training in vocabulary learning strategies, including using word parts to guess meaning, using clues from the context, learning from word cards or even using dictionaries.

1.4 How to teach vocabulary?

Nation (2001) proposes the four strands as a framework for planning an effective vocabulary learning programme. The four strands are: meaning-focused input, meaning-focused output, language-focused learning and fluency development. Nation argues that a balanced vocabulary development programme should allocate a similar amount of time to learning in each strand.

In the meaning-focused strand, reading and listening activities are used to promote incidental vocabulary learning. Nation (2001) defends that, for vocabulary learning to occur, the input must be comprehensible. This means that students must know approximately 98 percent of the words they encounter in the text. This provides learners with the ideal conditions to successfully guess the meaning of unknown words from context and make gradual gains in vocabulary knowledge. Listening and reading activities, using sources such as newspapers, magazines, and song lyrics, are a way to introduce vocabulary within the meaning-focused input strand. While reading or listening, learners will be able to encounter and learn new vocabulary, in real-life contexts, which will help them understand the form, meaning and use of words. As previously mentioned, according to Nation (2001), learning a word includes not only knowing its form, but also its meaning and use. Examples of meaning-focused input activities are listening and reading different materials, such as song lyrics, interviews, texts, newspapers, etc. According to Gillmore (2007),

teachers must make then an effort to use authentic materials as much as they can, since learners will be exposed to real-world vocabulary.

In order to achieve successful vocabulary learning, it is crucial that learners notice new words in the input. Since texts are not read word by word, and in listening exercises, some words may be ignored, when developing materials, the teacher should promote noticing in various ways, for example, by putting new words in bold, defining them orally or in the text using a glossary, writing them on the board, pre-teaching them, having the learners underline them and guiding them to study the new words intentionally, for example, by looking them up in a dictionary, etc.

The second strand proposed by Nation (2001), meaning-focused output, aims to develop learners' productive knowledge of vocabulary through writing and speaking activities. This strand enables learners to use and strengthen the vocabulary previously encountered in the first strand, in speaking and writing. Evidence suggests that production activities, where learners retrieve and use words they have previously encountered in written or oral comprehension tasks, and apply them in new contexts, are particularly effective for both short-term and long-term retention. Role-plays, debates and writing texts are good examples of how to use meaning-focused output in the EFL classroom.

The third strand, language-focused learning, involves deliberate teaching and learning of vocabulary and vocabulary learning strategies (e.g., guessing from context, using word parts to relate unfamiliar words to known words, and dictionary use). According to Nation (2001), only high-frequency vocabulary should be taught through language-focused learning activities.

But, how should new vocabulary be introduced? New vocabulary can be introduced in EFL classes in different ways, namely two usual ones: through semantic sets or thematic units. Folse (2013) demystified the idea that introducing vocabulary in semantic sets would be more effective than presenting it in thematic units. While semantic sets involve lists of related words to be introduced in one lesson, thematic units involve having related words spread all over the textbook, in different contexts. According to Folse (2013), learners retain and remember words better if they learn

them through thematic units. Another important aspect is that if students are exposed to a semantic list, some of its words may be less used. Therefore, it will be more difficult for the learner to retain them. For example, if students are learning clothing through a list, they may remember the items they wear, but struggle to recall the others. However, if the clothing items are spread across different contexts in the textbook, it becomes easier for students to retain all of them. Thus, while semantic sets might seem like a straightforward way to introduce vocabulary in textbooks, they can confuse learners and hinder vocabulary retention.

There are a plethora of ways to explain the meaning of new vocabulary, including translating it, providing a synonym, giving a definition, or illustrating it. Folse (2013) suggests that translation is a useful tool for vocabulary teaching and learning. When learners encounter a new word, their first instinct is often to translate it, which can be helpful for retention. Studies have shown that providing learners with a glossary in their first language enhances vocabulary retention. Among various methods of conveying the meaning of new words, translation has proven to be the most effective (Nation, 2012). On the other hand, using images can also be highly effective, as it allows for "dual coding"—the learner retains the word both linguistically and visually.

According to Graves (2006), teaching word families can also be useful in the EFL classroom. By learning word families, learners will better understand the relation between words and the possibility to modify them. Learning word roots or families is also a positive way to learn new vocabulary. The teacher can explore affixes or roots through exercises, enabling students to easily guess the meaning of new words from their structure.

Matching words with definitions, images, or translations into the learners' mother tongue, discussing the meanings of certain expressions, and selecting the correct definition of a word are examples of exercises focused on the form-meaning relationship. Additionally, finding opposites or synonyms and filling in word groups are effective ways to associate words. Regarding collocations, matching words with their common combinations offers another excellent exercise for enhancing vocabulary.

It is important to bear in mind that learning does not happen the same way for all students. For some, it is easier to memorize words through images. For them, flashcards can be a useful tool (Nakata, 2011). However, for others, translation may be more effective. Different types of techniques should be used, since some students have a more visual memory, while others prefer memorizing words through reading and writing elements.

Finally, the fourth strand proposed by Nation (2001) focuses on fluency development, which aims to help learners use and understand known words more fluently. Fluency development activities are meaning-focused and involve very simple material combined with some time pressure. It is essential that all the vocabulary required for these activities is already familiar to the learners, as the goal is to improve their fluency with the language they already (partially) know, not to introduce new words. Examples of fluency activities include timed writing and the 4/3/2 task, where learner A speaks to learner B on a topic for 4 minutes, then repeats the same talk to learner C for 3 minutes, and finally to learner D for 2 minutes.

Technology is particularly helpful for teaching and learning vocabulary (Taj et al., 2017) and can be used in the four strands. Online resources, such as dictionaries or learning platforms are good ways to teach, learn and practice new vocabulary. Multimedia resources such as videos, or audio recordings can also promote students' learning of vocabulary (Jones, 2002).

Nation (2001) proposes that gamification is another option teachers can use and this strategy is deeply connected to collaborative work (Storch, 2006). Apart from being motivational and fun (since learners usually enjoy playing games), games can be effective tools to increase vocabulary and even create bonds between classmates.

Finally, but not least important, task-based learning is another effective approach. Ellis (2003) believes the use of vocabulary in meaningful tasks is a way to engage learners.

Teachers should be able to be sensitive to their reality and the needs of their students before deciding on which techniques to use to teach vocabulary. They should vary their techniques according to the class they teach and even the specific moment in the class. Flexibility and sensitivity in observation are essential for effective teaching practices.

1.5 The role of music in vocabulary teaching in the EFL classroom

Music is a source of entertainment and communication and it plays several roles in our culture and society, significantly impacting psychology, society and cultures. It appeared before the written language, thus being one of the first forms of communication.

Emotions are conveyed through music, which has been used for rituals and storytelling (Mithen, 2005). One can feel sad or happy, depending on the song one is listening to and that shows the true power of music. Music involves parts of the brain that include some of the “language centers,” such as Broca’s area, but also many additional areas, such as the limbic system, which processes emotions (Lems, 2001). Mood changes and mental states are affected by music, due to its profound emotional expression (Sacks, 2007). Music is so powerful that it can convey important messages and unite people for a cause, being, many times, used as a tool for social and political change (Linskey, 2011). Events like “Live Aid”, which occurred in 1985 in London and Philadelphia and joined many musicians and bands to raise money for the victims of hunger in Ethiopia, are good examples. At a religious level, music also has an important impact, since it is used for several purposes, including involving the community, facilitating rituals and creating a sense of the sacred (Summit, 2016). In the United States, there are Gospel choirs who have an important role in their church rituals and indeed are appealing and motivating for new believers to join.

Focusing on English language learning, music is also beneficial for vocabulary teaching. Medina (1990) states that through repetition, melody and rhythm, music aids in memorization, helping students remember new phrases and words. In

addition, several authors like Levitin (2006), Grahn (2012) and Patel (2008) agree that music aids language learning and vocabulary memorization. Therefore, music seems to have a large impact on vocabulary learning and retention.

Motivation, which is utterly important when learning a new language, is also increased by the use of music, as is learners' engagement (Murphey, 1992). Music creates an enjoyable environment in class, which facilitates both teaching and learning. Teachers aim to get their learners' attention and motivation, because when someone is happy to learn, the one who teaches is happy to teach. This interaction is crucial for successful academic progress.

Jolly (1975) adds that listening skills and pronunciation are also improved through music. Songs provide authentic language input, and, when exposed to real and natural language patterns, learners are able to improve their skills. Vocabulary used in songs appears in a context, which allows learners to understand how vocabulary is used in real-life situations (Medina, 1990), which aligns with Nation's (2001) emphasis on contextual learning. When listening to music, students are exposed to idiomatic expressions and cultural aspects, as well. According to Paquette (2008), this exposure is enriching for learners and contributes to improving their overall language proficiency.

We can conclude that music, being present in almost every part of our lives and at different levels, offers significant benefits for teaching vocabulary and constitutes a source of motivation.

2. The Practicum

2.1 Methodology

The project developed in my practicum followed the action-research (AR) method. According to this method, the teacher must identify an issue or problem and then develop an action plan to address it. At this point, the teacher must reflect on what type of investigation should be done, taking into account the reality of his or her teaching situation, and also what kind of improvement can be achieved (Burns, 2010). According to Burns (2010) and other authors, AR involves four steps: observation, planning, action and reflection.

During the planning stage, the teacher needs to identify an issue or problem and, from then on, design a plan to address it. "What can be done to improve this situation" should be the main question of the planning stage. After planning, the teacher implements his or her plan for a determined period of time.

Observing is an important part of the AR method. Data collection is the main aim of this stage. The teacher observes the effects of his or her actions and collects data.

Finally, there is critical reflection on what has been done during the action stage. The teacher can now understand what happened and the issue which was explored more clearly. It is, then, his or her option to decide whether to continue with further AR cycles to further improve the situation or share his or her research with others.

Teachers may think they do not need to do research, since it is not part of their daily tasks, but it is an important asset. Through research, a teacher can improve professional skills and even solve classroom dilemmas or issues. Schön (1987) introduces the concepts of reflection-in-action and reflection-on-action. The first involves "in-the-moment" thinking and adaptation, while the latter is a post-analysis of the work done, the decisions taken, and the learning. According to Schön, these concepts are essential for continuous professional development and improvement in all fields. Taking these studies and researchers' opinions into

account, AR is the best approach when a teacher wants to improve his or her professional career and teaching methods.

The first stage of my AR project involved classroom observation, which led to the formulation of the core questions / issues addressed in this report: How can Nation's (2001) four strands be used as a framework for teaching and learning vocabulary in the EFL classroom?; How can music be used to develop students' vocabulary within the four-strands approach?; Can the four-strands approach promote effective vocabulary learning in the EFL classroom?

These three questions resulted in an action plan, which consisted of four stages and followed the AR methodology:

Stage 1 - Design of a teaching intervention plan aimed at effectively improving learners' vocabulary in and outside the classroom, informed by the literature review in this report.

Stage 2 - Implementation of the teaching plan

Stage 3 - Formative and summative evaluation of learners' vocabulary learning and reflection on the effectiveness of the teaching intervention.

For data collection in my AR project, I primarily used qualitative tools, due to their flexibility. However, quantitative tools were also used to get more objective results. As a starting point, I used observation grids, and throughout the practicum, I took notes during and after class. Additionally, I collected classroom documents such as quizzes and worksheets completed by the learners, and administered a questionnaire after the teaching intervention was complete.

2.2 The context

Escola Secundária da Baixa da Banheira - Vale da Amoreira is the headquarters of the Baixa da Banheira school cluster. Although the school started working in 1978, the cluster was only formed in the school year of 2019/2020 and is included in the Priority Intervention Territories Programme (TEIP). The cluster comprises Escola Secundária da Baixa da Banheira - Vale da Amoreira, Escola Básica

do Vale da Amoreira, two primary schools with kindergartens and serves around 1400 students: 161 in pre-school, 389 in primary school, 199 in preparatory school, 279 in the third cycle. 110 are in the regular secondary school courses, 188 in professional courses, 61 in further education and training courses. There are around 125 Special Needs students. 636 students benefit from social rank A social support (ASE) and 147 benefit from social rank B.

The school is located at a housing district which registered a significant populational growth in the 1970s. Families arrived in Portugal from different countries, especially from African countries: 33% from Cape Verde, 23% from Angola, 22% from Guinea, 7% from Mozambique and 8% from São Tomé and Príncipe. The neighborhood also has a significant number of Romany population, making it extremely diverse and multicultural.

Most families in the area are economically deprived and disadvantaged, with large households and low levels of education. As a result, many teenagers can be seen walking around at different times of the day, at risk of deviant behavior and social exclusion. This is a social and structural problem, since the existing family models are shaping behaviors and are the examples children and teenagers are easily exposed to and can easily follow.

Escola Secundária da Baixa da Banheira - Vale da Amoreira intends to play an important role in the social and personal development of its students, transforming them into active and responsible adults who participate in building a more just and inclusive society, in which diversity, human rights and democracy defence are concerned.

The school signed several protocols with different institutions, in order to promote the welfare of the community. Two examples are AMI and CLAIM, which are organizations that provide various forms of support, including social and legal assistance to newly arrived families.

The practicum was conducted with two classes: one from the 7th grade and one from the 11th grade. It began with observations of the cooperating teacher's lessons for both classes. Although the AR plan primarily focused on the 11th-grade

class, some lessons were also taught to the 7th-grade students. While most students came from different cultural backgrounds, the majority were born in Portugal.

The 11th-grade class was composed of thirty-five students, sixteen of which were enrolled in English classes. Of these sixteen students, ten were girls and six were boys with ages ranging from 17 to 19 years old. Four students held Portuguese nationality, while one was from Pakistan, one from Brazil, five from Angola, two from Guinea-Bissau and one from Cape Verde. Nine students spoke Portuguese as their mother tongue, two spoke Creole, and one spoke both Urdu and English. In what behavior and participation are concerned, I dealt with different students and personalities. Some interacted very easily and participated in all tasks where participation was required, while others rarely participated in English classes, due to several internal and external factors.

English classes are usually very diverse in what individual levels are concerned and this one was no different. Dealing with such a complex and multicultural class, with so many different cultural, social and linguistic backgrounds, demanded me to find tasks and activities that could be motivating and engaging for all students, from the ones who had a very low proficiency level in English to the single one who spoke it fluently. The students who came from Brazil, Cape Verde, Guinea Bissau and Angola revealed extreme difficulties in the English language and the ones who spoke Creole as their mother tongue had an additional obstacle for the whole process of English learning, since even Portuguese was difficult to understand. This proved to be a challenge.

The 7th-grade class was composed of twenty-two students, nine girls and thirteen boys. This was a smaller class, because there was one special needs student, with regular child development consultations at the Child Psychiatry department, at Barreiro Hospital and another one, who was hyperactive and suffered from ADHD. This particular student needed daily medication to be able to attend classes a little more focused. However, it was a difficult situation, because even with medication, the student could never stay still or really quiet, often disturbing the overall class dynamics. There were four caucasian students, one Romany, one Brazilian and the

rest either had African descent and nationality, or African descent and Portuguese nationality.

There was a student who arrived in class at the beginning of 2nd term and left by its end. This student's lack of materials and refusal to engage with the tasks set by the main teacher negatively impacted the class, making the environment more restless, even for a time after the student left. It has become increasingly common for students from other countries to join classes during the school year. This class had one student coming from Angola at the end of 2nd term. This specific student did not know more than two words in English, which somewhat slowed the overall progress of the class, though it did not completely halt it. This is a real problem nowadays. Immigrants arrive at any time and schools understandably accept them at any point of the school year. The problem is that this occurs frequently, and new students may be added to classes multiple times in a year, which can be disadvantageous for those who started at the beginning of the school year in terms of learning and teaching continuity.

In general, most students were interested and engaged in learning English. There was one student who usually refused to participate, due to her shyness. Adapted exercises were applied to the special needs student when necessary, but most of the time, the student did the same exercises and tasks as the rest of class. Music seemed to have a special effect, not only in the class, but also in this particular case. This student was aided by the Special Needs Unit at school and extra help on doing homework or other tasks was provided to him, whenever necessary. Sometimes, and due to his agitation, this student had to leave class for a while and attend the special needs unit, so that I was able to continue my teaching programme, without affecting other students' learning.

2.3 Classroom observation

Classroom observation is a significant method to identify and improve teaching practices (e.g., Berliner, 1986) and is extremely important for the teacher's professional development (e.g., Wise, 1987).

In the first stage, general observation grids (see appendix 1) were used to analyze the different issues and specific aspects of the class. The focus of these observation grids was on the interaction between the cooperating teacher and the students, the strategies the teacher used and the time spent with them, the class behavior, student interaction, and finally the students' receptivity to learning English. This was also a stage where I was able to know each class better and create an initial bond through my presence in class.

Fourteen 90-minute classes were observed in the 11th grade and six 90-minute classes were observed in the 7th grade. The cooperating teacher mainly used the textbook as a guide for the classes, but also created new materials. For instance, for the 7th grade she used pieces of paper with words which the students had to use correctly, like verbs in the past tense. Students needed to raise their hands, holding the paper with the correct answer, to match the personal pronoun said aloud with the verb. This was a good example of how using different materials can be motivating, since students happily participated in the exercise, preferring it to the regular grammar exercises from the book.

The teacher introduced vocabulary mainly through semantic sets, as presented in the textbook, but then practised the words in various contexts and activities throughout the year. Vocabulary was often taught and reviewed in the following class to improve retention. Occasionally, translations were used—either orally, written on the board, or through small glossaries in texts. Students seemed to prefer having translations, as many struggled with a significant lack of vocabulary. The cooperating teacher also incorporated songs from the textbook to reinforce vocabulary, which students enjoyed, though there were few music-related activities in the book.

Most exercises were taken from the textbook. They covered all the four skills to be developed by students. However, the textbooks used with these groups emphasized grammar exercises while somewhat neglecting vocabulary development. Therefore, this issue was identified and served as the basis for the practicum and the AR.

Regarding the students' level of English, I noticed that there were two very good students and the rest of the class varied from very low to average level. However, participation was the most impressive fact in this 7th grade class, since even the students with a low level of English participated when required or even on their own initiative. This factor was important to motivate the teacher, because motivated teachers originate motivated students. Both classes were very similar in terms of different English levels and motivation to learn English.

2.4 Teaching intervention

After thorough class observation was complete and the issue identified, I decided to create an action plan that complied with "Aprendizagens Essenciais", the 7th and 11th grades curricula, and the language skills expected of students according to "O Perfil dos alunos à saída da escolaridade obrigatória". This profile includes: using different languages and symbols associated with languages, music, arts, technology, maths and science proficiently; applying these languages adequately to different communicative contexts, in analogic and digital environments; mastering comprehension and expression skills in oral, written, visual and multimodal forms.

One of the main tools provided to the teacher for teaching EFL is textbooks. Textbooks encompass all skills which must be developed and taught in EFL classes - writing, reading, speaking and listening. However, according to some authors like Nation (2001) or Tomlinson (2011), they are not the best tools for teaching vocabulary. Tomlinson (2011) believes that the vocabulary presented in textbooks is often out of context, which is not beneficial for learning, since, according to Nation (2001), knowing a word involves also knowing its use in various contexts. Teaching isolated words, without context, is not a good teaching method (Nation, 2001).

Additionally, Tomlinson believes the way vocabulary is presented in textbooks, in semantic sets, does not engage or motivate students since they are not often exposed to that vocabulary in different contexts. Providing students with lists of words that are not used in different contexts is not beneficial for students, since they cannot identify how and when to use new words effectively. Moreover, textbooks often lack activities that allow students to use the vocabulary they have learned in speaking or writing, or which show students word forms or collocations. These shortcomings are pointed out by Tomlinson (2011). Therefore, taking Tomlinson's claims into consideration, during my practicum, the textbook served only as a guide to follow, in terms of curriculum.

One of the focuses during the practicum was the use of authentic materials. Authentic materials benefit students by exposing them to real-life language, which enhances their engagement. Authors like Nunan (1999) or Morrow (1977) agree that authentic materials are advantageous for vocabulary learning, since they bring contextualized language and provide students with a meaningful use of vocabulary. I also took into account that different authentic materials should be used, and as examples, there were video clips, karaoke apps, lyrics, photographs, podcasts, etc.

Authentic materials are easy to find due to technology, which plays an increasingly significant role in EFL classes. Technology, apart from motivating students through its numerous tools, also offers the possibility of designing diverse exercises and tasks. Warschauer (1996) defends that the use of technology is beneficial for both teachers and learners, since Computer-Assisted Language Learning (CALL) aids both the teaching and learning of the languages. He also thinks that both traditional and technological methods and pedagogies should complement each other, and not have one substitute the other. Technology was largely used throughout the practicum. Instead of using only traditional pedagogies, which may be not motivating at all, technology brought fun and engagement to students.

Planning was an important task during the practicum. I developed lesson plans according to the students' needs and the curricula. These lesson plans aimed to be objective and adequate to the reality of the school and its students. Lesson plans were designed according to each class and learning pace, precisely because

each class is different and each one has its learning rhythm and specific learning/teaching ways, depending on students' cultural, social and linguistic backgrounds. Given these differences, overly ambitious lesson plans were not always feasible to complete, so careful planning was essential. Flexibility was also important, as adjustments were sometimes required during the course of the lessons.

My intervention focused on a mixed 11th-grade class of Science and Technology and Humanities areas and on a 7th-grade class, although with fewer classes taught. The intention of focusing on both levels was to be able to compare the use of different strategies, depending on learners' ages and English levels and how and what strategies would work or if it would work better at certain ages.

Careful planning was undertaken for both classes to involve all students, meet the needs and expectations of both the teacher and students, and achieve the planned objectives for vocabulary learning. This planning followed the four strands approach to vocabulary learning and put a significant focus on music.

2.4.1. The 11th grade practicum

The practicum with the 11th-grade class started during the teaching of the topic "The world around us" and ended with the topic "Teens and Consumerism". The unit "The world around us" had several objectives. In terms of communicative skills development, students were expected to improve their ability to comprehend and produce both oral and written texts in English related to the global issues. They should actively participate in discussions on environmental, social, and cultural topics. More specifically, they were expected to comprehend and analyze different types of texts (articles, news reports, essays) about current topics, relevant to understanding the world around them; produce argumentative and expository texts about topics such as climate change, cultural diversity, globalization, among others; and to actively participate in debates about environmental, social and cultural questions. For vocabulary development, students were expected to learn and practice specific terminology related to the environment, and use it effectively in various contexts, both spoken and written. When it came to reading and writing,

students should be able to analyze a range of text types - such as articles, news, reports, and essays - on current topics that help them better understand the world. Additionally, they should be able to produce argumentative and expository texts on subjects like climate change, cultural diversity, and globalization. While there are other objectives, these represent the primary linguistic goals of the unit.

Based on the objectives previously mentioned and the topic of this AR report, different exercises were used to teach vocabulary throughout the process.

For the 11th grade, I designed a lesson plan (see appendix 2) and started by showing two video clips about the current problems in the world. One of the videos belonged to one of the greatest pop singers in the world, Michael Jackson, and the song was "Heal the World" (see appendix 3), and the other to a rock band called Linkin Park with the song "What I've Done" (see appendix 4). Both music videos focused on today's problems, such as pollution, wars, drugs, racism, etc, so there was enough room to work on different aspects and areas of the theme.

Firstly, students listened to the songs without reading their lyrics. I noticed most students were excited with the activity, since teenagers usually like music very much, but some were somewhat apprehensive, because of their lack of confidence. Some students, namely the ones from African countries were afraid of listening to the songs and not understanding what message the singers wanted to convey, due to their lack of vocabulary and proficiency. Because their English levels were so low, they did not understand many words, but with the context and images in the video, they managed to understand some, which was a very good starting point.

In the second stage, I projected the lyrics on the board and gave a hard copy (see appendix 5) to each student. After reading them, they were gathered in groups of four and had to choose which song they would work with, in the third stage. After learning the lyrics, I used a *noticing* exercise where students had to underline and note down five of the words they did not know and, afterwards, use their mobile phones to look them up. The research should be done in English and the definition noted down in their notebooks. Each group would then read their words out loud and explain to the class what they meant, either mimicking or orally, or both, and their word class (adjective, verb, noun...) or even translating it into Portuguese. The

other students noted down those words, in case they were not part of their group's list. After explaining the meaning of the words they found, each group had to write down three sentences, using those words. This task combined meaning-focused input and output and language-focused learning with music, making the activity both enjoyable and beneficial for the students.

Afterwards, students had to choose a contemporary issue they wanted to discuss in class and create a PowerPoint group presentation on their chosen topic. They then presented their group work to the other students and the teacher, projecting it on the board. The other students were allowed to ask questions about the presentation and any unfamiliar terms.

Although students do not usually feel very comfortable speaking in English, the opportunity to conduct prior research and familiarize themselves with new words helped them. This way, a meaning-focused input activity was combined with a meaning-focused output activity. Both strands, together with music, achieved the expected goal of developing receptive and productive vocabulary knowledge and understanding how and when to use it.

A website that was frequently used during the whole practicum was LyricsTraining (<https://lyricstraining.com/en/>) (see appendix 7) since it was fun and engaging for students. I designed an activity (see appendix 8), where I selected songs, and students had to fill in the gaps with the missing words; otherwise, the song would stop where they failed to complete the task. This website allowed me to choose the difficulty level and which words or collocations to omit, for example. Students accessed the website using their mobile phones and had to fill in the gaps of "What I've Done" song.

Learning happened in a light, enjoyable environment and was not seen as a burden. Language-focused learning was promoted during this stage of the class, since, after students filled in the gaps, I gave an explanation of the words and collocations.

Fluency development is intrinsically connected to all of the strands and can be considered the ultimate goal I aimed to achieve throughout these lessons.

Students must be able to understand and use known words fluently and this is facilitated by all the other activities based on the strands. An exercise where students had to compose sentences by adding words is one example of how I tried to develop fluency. I asked students to finish each sentence in two or three minutes, maximum.

In this activity, incidental vocabulary learning was promoted through watching music videos and intentional learning was promoted when ~~the~~ I explained the words or categorised them on the website. Other intentional vocabulary learning activities I used throughout the practicum include matching images with words, matching words with their definitions. (see appendices 9 and 10).

In my practicum, I used various types of activities centered around vocabulary development, in order to reinforce vocabulary acquisition and ensure students could retain and effectively use the new language in meaningful contexts.

One specific area of focus was learning intensifiers, which are vital for vocabulary development as they are considered high-frequency words (Nation, 2001). Furthermore, learning intensifiers aids in achieving proficiency (Nation, 2001). In line with these studies, and since intensifiers are part of the 11th-grade English curricula, I designed a lesson plan specifically to address this topic (see appendix 11). I decided to first use the textbook to aid with the explanation and then do some exercises on this topic. Some songs were used, like Ne-Yo's song "So sick" (see appendix 12), which was used to teach "so" and "such (a/an)". Students watched the video and afterwards, I distributed a hard copy of the lyrics (see appendix 13). They were asked to gather in groups of three and, with the lyrics available, students had to find phrases where "so" or "such" were used and, then, had to change three sentences, turning "so" into "such (a/an)" or vice-versa. It was an interesting language-focused learning activity, because students had to not only be creative, but also find words to produce correct sentences, according to the intensifiers learnt. Although students initially thought it would be difficult, they realized it was not and all complied with the task. When the task was done, the groups read their sentences out loud to the whole class. Finally, to reinforce the learning of "so" and "such (a/an)", students took a formative vocabulary worksheet (see appendix 14).

To finalize the process, students were asked to gather in groups of four and write down a stanza with “so” and “such (a/an)” for song lyrics. The stanzas were then uploaded to a Padlet (see appendix 15) created by me, using the students' mobile phones. At the end, a complete set of new lyrics was produced and read out loud to the class.

In another lesson which focused on phrasal verbs (see appendix 16), I chose the songs "Whataya Want from Me" by Adam Lambert (see appendix 17) and "Never Gonna Give You Up" (see appendix 18) by Rick Astley. Before showing the videos to the class, I asked students to focus on the choruses, which mainly consisted of phrasal verbs and collocations, after providing a brief explanation. After watching the videos, students had to pair up and search on their mobile phones for five phrasal verbs starting with "go," "let," "give," "get," "take," "turn," "walk," and "put," and then write them down in their notebooks along with their definitions in English. Students then read out loud the phrasal verbs they found in class. The other students should take notes and, by the end of the task, every student should have a list of phrasal verbs. As homework, students had to choose three phrasal verbs from the list, make a sentence with each, and record themselves saying them on the Fligrd website (see appendix 19). Through this website, I was able to watch, evaluate and show each student's video to the class. It was a fun and bonding moment for all students, since they were able to understand that making mistakes is ok, and no one is perfect, neither the teacher. It was a task that alleviated fear and shyness, especially among the more introverted students. From that moment, the class became more united, and the pressure decreased, since all students realized everyone makes mistakes and that learning English could be joyful and light. Fear and shyness diminished very much through this activity. Student X was extremely shy and did not want her Flipgrid video to be shown to the class, so I left that student to the end until all the other students showed theirs. The class was having fun, and surprisingly, she told me that it would be ok to show hers, too. It was an amazing surprise and I felt extremely fulfilled. I had succeeded in creating a positive environment where students were having fun but, at the same time, were learning, too. Throughout the process, I provided positive and constructive feedback.

Always looking for ways to have a student-centered teaching approach, I used dialogic teaching during the practicum. Mercer (2000) states that dialogic teaching is student-centered, enhancing collaborative learning as described in the tasks above. Role-play or debates can be an excellent tool to teach vocabulary in EFL classes and will provide contextualized interactions, expanding learners' vocabulary (Alexander, 2008). Moreover, using debates or role-plays in EFL classes will enhance the use of meaning-focused input and meaning-focused output learning, since both of them should be previously prepared and students must read and get the most important information before the start of the task.

After designing a new lesson plan (see appendix 20), students watched "You can count on trees song" (see appendix 21). I then provided an oral explanation of the keywords in the song. Then, I handed out a formative assessment worksheet (see appendix 22) that included a fill-in-the-blanks exercise and a matching exercise for words and their definitions. After filling in the worksheet, I divided the class into two groups and gave the topic for the debate: "Is reforestation efficient in reducing global warming?". Students were instructed to do research on the topic and find and write down their arguments, as well as other relevant words they might find. Research should be done through reliable sources. Students asked me to listen to the song while they were doing their research and I allowed it, though I lowered the sound so it would not disturb the activity. Music brought focus to the task and was used as a wonderful starting point for the main activity.

When all arguments were discussed in the group and noted down, the teacher gave the instructions for the debate. One member of the group would present one argument and the other group had three minutes to analyse it together, in order to be able to refute it. Both groups were asked to find four arguments and use some of the words they learnt through the song. Students should take turns, so that the task could result. Although this type of activity enhances competition and the willingness to win of students, it went very well, because the rules were clear and well explained, and respected by all.

Role-plays were also largely used in class and I tried to integrate them whenever possible, after the main tasks of the lessons. Some authors such as

Lightbown (2013) believe that role-plays help contextualize vocabulary. Moreover, this type of activity promotes social interaction and feedback, which helps students perfect their vocabulary. Role-plays are usually “scary” for students but, during the task and with my help, they became fun exercises and one of students’ favourite tasks, along with the debates, throughout the whole practicum. The fact that role-plays are about real-life issues or situations makes it appealing and motivating to all students.

Dictation was another strategy used to not only improve vocabulary, but also to improve spelling and writing, so I included it in a lesson plan (see appendix 23). It was also a means to raise awareness and critical thinking in students. I showed the music video “Consumerism” (see appendix 24) by Acid Tongue and dictated some parts of the lyrics (see appendix 25). The use of dictation tasks as supportive tools to improve vocabulary is something Nation (2001) believes is important. Dictation of lyrics was used as language-focused learning, because students' pronunciation, syntax, spelling and vocabulary were worked through the exercise, and initially through music, which gave students a first glimpse and vocabulary input. The exercise could be done without music, but it would not be as motivating and enriching as adding it to the whole task.

Some students felt it was one of the most difficult exercises, but still accomplished the task. I wrote the correction on the board. Students were asked to write down the words they had failed in their notebooks four times to aid memorization and vocabulary retention. Some scholars, such as Cohen (1990) and Smoker and Rockwell (2009), agree that writing is powerful for retaining vocabulary. Smoker and Rockwell, among others, argue that handwriting is more efficient than typing for this purpose.

There were some extra lessons, including the Earth Day lesson, which was conducted with both classes and for which I designed a lesson plan (see appendix 26). For the 11th -grade, I started by showing Michael Jackson’s video clip “Earth Song” (see appendix 27) and asked students to gather in groups of three. Then, students accessed the lyricstraining website (https://lyricstraining.com/en/play/michael-jackson/earth-song/HxsilzhgZx#google_vignette) and filled in the gaps with the

missing words. The group who successfully finished first won the game. Students were, then, given a worksheet with a vocabulary-matching exercise (see appendix 28). After completing the worksheet, students had to record their group opinions on the Flipgrid app. They discussed the environmental problems they were aware of and suggested ways to help reduce these issues. With the students' permission, I showed them to class and there was a moment of reflection.

As with role-plays or debates, dialogues in EFL classes promote the use of authentic language in context. It is a way to motivate students, since dialogues are about real-life issues and facts that may be of their interest. Therefore, I decided to ask students to have a dialogue about the environmental issues and each student was able to tell his or her point of view, in terms of possible solutions or ways to prevent these problems. As a final task, students were gathered in groups of three and were asked to write a sentence to be used in an advertisement. After all the sentences were written and checked by me, all the students went outside the class to record the sentences and produce the advertisement. It was a very interesting task, as it took place outside the usual classroom environment. The novelty of the activity made it enjoyable for the students. In the end, the advertisement was edited, using music, and saved.

2.4.2. The 7th grade practicum

The practicum with the 7th-grade class began with lessons on house types and parts, furniture, as well as the city and its shops, buildings, monuments, and means of transport. I started with a lesson plan (see appendix 29) about the parts of the house. I showed a music video about the parts of the house, where the family vocabulary was reinforced (see appendix 30). Students were then, able to review and use family vocabulary in the house context and through music and images. Apart from learning new words, students had the opportunity to be exposed to vocabulary previously learnt, in this case, vocabulary about family and in a context. Frequent exposure to new words aids greatly in learning vocabulary (Folse, 2004).

Students watched a song video and read its lyrics. Students were allowed to take notes while listening to the song. Then, they had to do a worksheet with a matching exercise with the names of the rooms and their definitions (see appendix 31). The song used was "Rooms of the house song", from ESL Kids Songs (see appendix 32). After delivering the worksheet to me, students had to make a sentence about one of the rooms in their house and when all students finished, they read their sentence out loud to class. After writing the sentence, students were asked to write a small text about their houses. It should contain words related to the rooms, but also furniture. They also needed to explain what part of the house was their favourite one and why. Students were able to search for more words they were not aware of on the internet through their mobile phones. Intentional vocabulary learning, through the language-focused learning strand, combined with music, was a fun and effective task, and promoted a good environment in class. Through this type of exercise, students are able to analyse words with the intention of learning them. Music aimed, once again, at memorization.

After the exercise was done, I read four texts anonymously out loud and took the rest to correct at home. Overall, it was a good exercise for this class, although the students showed preference for other types of exercises. I observed that "Students often feel anxious and lack confidence in their writing abilities, which can be a significant barrier to their willingness to write"(Cheng, 2004) and, according to the existing literature, there are many pedagogical and personal reasons why students do not enjoy this type of task as much as the others.

Games are useful tools for vocabulary learning and are especially joyful for young students, such as 7th-graders. Therefore, I used that strategy to engage students and practice direct learning. According to Wright (2006), "games can lower anxiety, thus making the acquisition of input more likely." Games can also be used as a way to provide positive feedback to students and reinforce what they have previously learnt. Nation (2001) believes that games aid in new vocabulary retention, apart from being also very motivational.

Taking this into account, I introduced several games throughout the practicum. For the parts of the house topic, the 3-word game (see appendix 33) was chosen. I had eighteen slots with numbered questions and asked each student to choose a number.

After choosing the number, I asked the corresponding question and the student had to name and then write down three things he would find at the places specified in each question. The student or students who guessed the three things and wrote them correctly won a prize, which was a lollipop. Competition was high, but all students complied with the rules and were excited to play the game.

To consolidate vocabulary learning, I used an online quiz (see appendix 34), which students enjoyed doing. To answer the questions of the quiz, students had to raise their hands. After choosing the first student, this student would then choose the next one and so on, until the exercise was finished. Students were happy to participate and decide which classmate would answer next. This showed that they like being involved in class and in some decisions.

A lesson plan was designed to revise the physical appearance vocabulary (see appendix 35). While revising vocabulary related to physical appearance by asking students to quickly describe their partners in three sentences maximum, I also decided to use a game. Firstly, students watched a music video about physical appearance (see appendix 36). Then, they did two worksheets to consolidate the vocabulary (see appendices 37 and 38). I then asked students to describe their partners. Before doing it orally, they should write the description on their notebooks. This activity not only enhanced writing but also pronunciation and communicative skills, while simultaneously contributing to vocabulary development.

To finish the lesson about physical appearance, I decided to do the “Who’s Who” game. I made groups of three and asked them to go to the board in turns. I gave every group a sheet with eight pictures of people (see appendix 39). When at the board, the group had to decide which person they would describe and each should say a sentence about the person. The other groups had to guess who they were talking about. It was fun, engaging and effective. The group that guessed the most received a prize: a rubber. I followed Skinner’s belief (1953) that positive reinforcement shapes students' attitudes, participation, and effort throughout the tasks, although some scholars, such as Deci et al. (1999), believe it undermines intrinsic motivation.

When learning about shops and products, I followed a lesson plan designed for the effect (see appendix 40) and decided to show a video which contained the names of shops (see appendix 41). After watching, I stuck cardboard rectangles with the names of shops (see appendix 42) to the board. Students were gathered in groups of four. Then I asked each group to go to the board, in turns and gave the groups pictures of products they could buy in those stores (see appendix 43). These authentic materials were produced and created by me. The aim was to match the products with the names of the shops, by sticking the images below each shop. I timed the activity for each group and the one who finished it correctly and in less time, won. Students were very engaged, since games, as seen, enhance competitiveness and everyone wanted to win. I showed a music video (see appendix 44) to reinforce the vocabulary. Afterwards, I gave each student a hard copy with vocabulary for a role-play between a customer and a shop assistant (see appendix 45). Students had 10 minutes to practice it with their partner and then were asked to go to the board to do the role-play task. All students participated, even the shy ones.

Regarding the Earth Day lesson, I decided to use a lesson plan (see appendix 46) following British Council's exercises and tasks about the environment through the website <https://learnenglishkids.britishcouncil.org/listen-watch/songs/do-your-best> (see appendix 47). Students prepared for the task by matching vocabulary with images related to the topic. The second stage consisted on watching a song video and reading the projected lyrics carefully. Then, I wrote "do's and dont's" on the board and asked students to go write them below each, according to the song they heard. For the next exercise, they watched the video again, since it was an exercise where they should match the halves of sentences with the correct ones. After finishing this exercise, and correcting it, I introduced the question "What do you do at home and at school to help save the planet? Tell us about it" to start a dialogue. Students explained some measures they take every day to help save the planet and got involved in the task, since it was about real-life situations and, as previously seen, this motivates them to participate. I gathered students in groups of four. Each group had to finish this lesson by creating a poster with images and sentences or phrases

about environmental issues. Students enjoyed working on something they were interested in and were happy to show their initiatives to contribute to a better world.

In order to use different pedagogies and strategies, I decided to teach a lesson without any music. Therefore, a lesson plan was designed for that purpose. (see appendix 48). This way, several aspects were observed during the lesson. *Wh*-words, also known as question words, are extremely important, not only to ask questions, but also to enhance vocabulary. Moreover, they belong to the 7th -grade syllabus. I decided to use different strategies to teach *wh*-words. I began by asking students about their familiarity with the topic to assess any prior knowledge. After this brief assessment, I wrote the *Wh* words on the board and explained their meanings, while students took notes in their notebooks. To reinforce the learning, I showed a five- minute explanatory video that provided definitions, information about how to use the words and some exercises: https://www.youtube.com/watch?v=x_4AjSwTXdc (see appendix 49). After watching the video, I asked students to form groups of three and write five sentences, each one with a *Wh* word. Once all groups were ready, each group member asked one of their questions to a member of another group. In case the chosen student had any difficulties, the other students could help their partner find a correct answer. When the task was finished, I asked students to pair up and conduct an interview with his/her partner using the *Wh* words, noting down his or her answers in the notebook. A worksheet (see appendix 50) was given to students so they could fill it in and, finally, I decided to use a Kahoot exercise to end the lesson on *Wh* words (or question words) (see appendix 51). From all the tasks and exercises I used, the Kahoot seemed to be the students' favourite throughout the whole lesson. I was able to observe students' behavior, motivation and engagement through lessons where I did not use music.

2.5 Extracurricular activity

An extracurricular project was designed and implemented in alignment with the topic developed throughout the practicum: developing vocabulary through the four strands and music.

This project was a school choir. It was named “Stand Up”. It was designed to develop vocabulary and fluency skills in English, connecting the meaning-focused input to the meaning-focused output strand, through listening, reading and repeating songs, during rehearsals and presentations or concerts, aiming to lead to a higher fluency.

Ten participants enrolled, from different classes, from the 7th to 12th grades. It was not possible to have more students participating in the project, only due to their schedules, which were incompatible with the rehearsal days. The rehearsals happened once or twice a week at the school auditorium and consisted of listening to songs in English and then reproducing them singing, with the help of karaoke backing tracks. The students and I chose the songs they would like to perform to an audience and, depending on the event, the choir sang around five to six songs. As Mora (2000) points out, “the musicality of speech has an effect not only on the pronunciation skills of EFL students but also on their entire language acquisition process.”

The other teachers’ cooperation was highly important, because sometimes, they had to let students skip their classes to attend the rehearsals. This factor contributed to the success of the project, along with the fact that the school board was always very receptive to new projects and aided in everything it could.

The choir was invited to participate in several events, including some outside school and involving the community. One of such events was the 25th of April celebrations at a sports field near the school, where the group sang in front of a big audience, including students and teachers from other schools and other people from the community. The second event was the “Feira das Comunidades”, where all schools from the municipalities show and present their best projects to the broader school community and society in general.

The third event was the anniversary of the Baixa da Banheira school cluster. The group sang on stage, in front of the whole school and students' families.

The aim of the project was, again, to develop vocabulary and improve communicative skills in English through music and using the four strands. Although there were different ages and levels of English, all students participated in the project with extreme motivation. Student A was very reluctant to speak English, so it was a challenge to make her sing. During the school year, she improved her communicative skills to the point that she did not skip any rehearsal and was always available for all the events. This was a 12th-grade student who never participated in English classes, but throughout the year evolved and lost the fear of speaking, according to her, due to the project. In the end, this student recognized the importance of the project in terms of vocabulary learning and pronunciation skills, as well as communicative and social skills.

"Stand Up" was also important in terms of school attendance and punctuality. In this community, absence is frequent and the project was not only important for developing vocabulary and communicative skills, but for also providing students with motivation and a sense of responsibility.

I participated in every other extracurricular activity proposed by the other English teachers, which were part of the annual activities plan. Some examples include St. Valentine's day, Halloween or International Languages Day activities. Involving students in different types of activities helps enhance communicative, social and cultural skills. Moreover, the collaborative work between teachers is also a factor that promotes overall efficacy in teaching languages and other subjects.

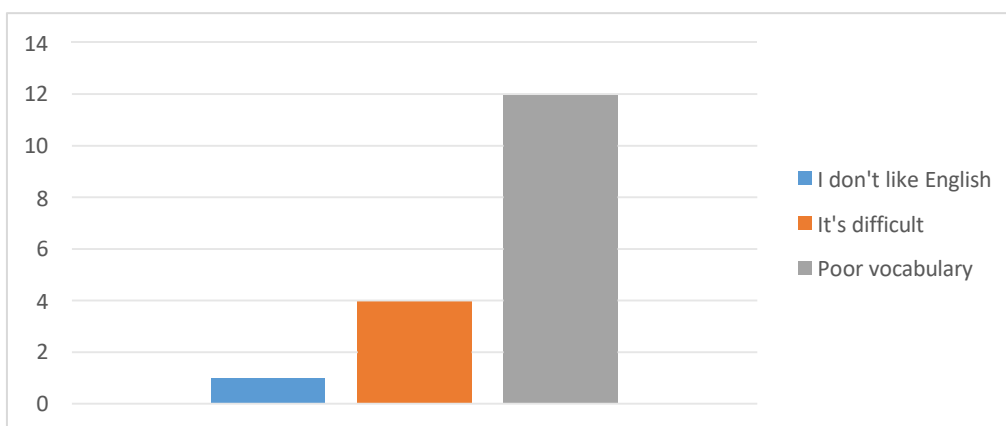
3. Results and critical reflection

The aim of this AR report was to address the following core questions: How can Nation's (2001) four strands be used as a framework for teaching and learning vocabulary in the EFL classroom?; How can music be used to develop students' vocabulary within the four-strands approach?; Can the four-strands approach promote effective vocabulary learning in the EFL classroom?

After describing my AR plan, and some activities implemented throughout the practicum, it is now important to evaluate its effectiveness in terms of vocabulary acquisition. In order to do so, I analyzed the work done through the practicum and the way students developed their skills, through individual and group work.

At the beginning of the practicum, students answered a questionnaire (appendix 52), where I could assess their biggest difficulties and issues in EFL classes. As we can observe in graph 1, the majority of students mentioned the lack of vocabulary as their biggest weakness, which led them to be less confident when speaking English and be afraid to do so. Twelve students pointed out the lack of vocabulary as the main obstacle to learning English, while four simply said it is difficult and one mentioned he did not like English.

Graph 1: Students' answers to the question "What is, in your opinion, the biggest issue you find to communicate in English?"



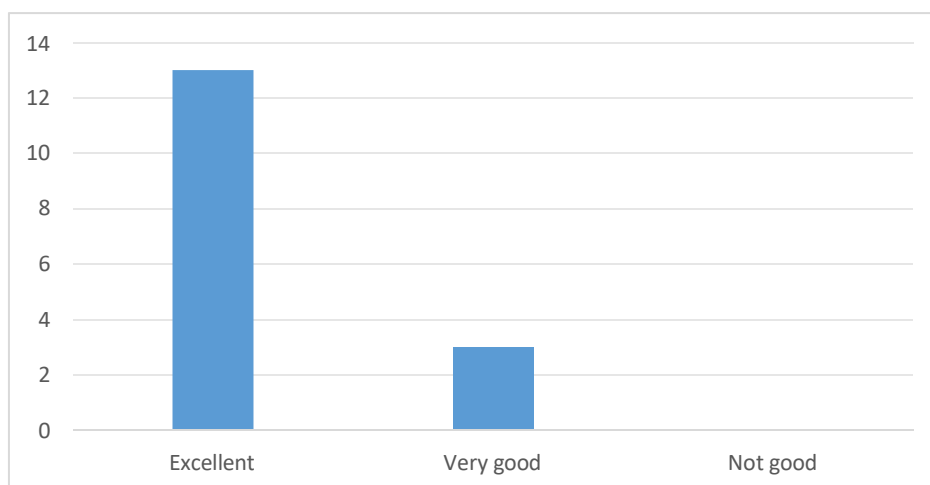
The students who answered "I don't like English" or "It's difficult" confessed that their answer was significantly based on their lack of vocabulary, which was a hurdle in the whole process. Most students came from very different cultural and sociolinguistic backgrounds, and with very low levels of proficiency in English. Therefore, the teaching intervention plan was designed to motivate these students and help them increase their vocabulary.

As Nation (2001, p. 27) mentions:

Vocabulary is not only the cornerstone of language learning but also a significant hurdle. When students lack the necessary vocabulary, their motivation to learn English as a Foreign Language often diminishes because they find it hard to communicate even basic ideas.

Several types of activities were used, taking into account Nation's four strands, intertwining them with music. These included language-focused learning, through word analysis or research, matching or gap-fill activities; meaning-focused input through listening and reading tasks; meaning-focused output, through debates, role-plays or group work presentations; and fluency as a result of all adopted strands. In my opinion, music was a great contributor to the students' success in terms of vocabulary acquisition during the practicum. As an innovative method not commonly employed, it proved to be a strong motivating factor. To assess this, I surveyed the 11th grade students about their motivation for learning English through music, and the results are illustrated in a graph 2. Among the sixteen students surveyed, thirteen think music is excellent for motivating students to learn English, and three rated it as very good. No negative ratings were given.

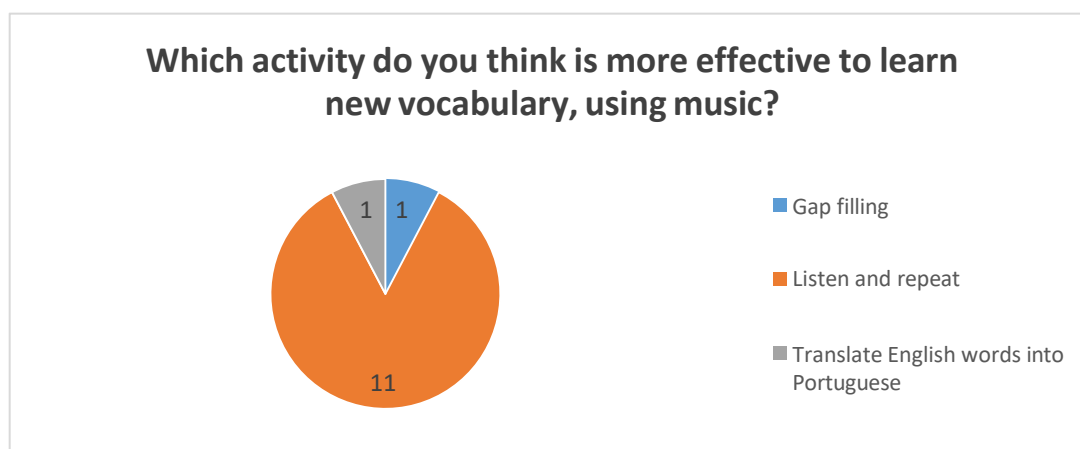
Graph 2: Students' ratings on how motivating music is in EFL classes



All the activities I proposed throughout the practicum aimed at vocabulary development. By the end of the practicum, the 11th-grade class had to present some final projects, like producing song lyrics and recording an advertisement. All students had positive marks and feedback, demonstrating significant improvements in their confidence and use of English words. Initially, many were scared of speaking and showed reluctance to do so in front of class, but by the end, most students showed a willingness to learn more and told me these were fun classes, where they learnt in a motivating way, which made them want to, at least, try to speak English without being afraid.

Lastly, I surveyed the students about whether they thought the use of music was useful to learning vocabulary and which exercises they thought were more effective and motivating. The results, which are presented in graph 3, show that among the twelve students who answered, eleven prefer listening and repeating exercises, while one preferred gap-filling exercises and another, preferred translating English words into Portuguese.

Graph 3: Learners' favourite vocabulary learning activities using music



Overall, the implementation of activities based on the four strands, intertwined with music, proved to be a highly effective strategy for improving vocabulary. I was pleasantly surprised by the fact that most students, even those with a very low level of English, wanted to participate after a short period, using this approach.

The 7th grade was especially surprising, since by the end of the practicum, during a role-play activity, many students wanted to do it again and again and some even felt frustrated because class was over and they did not have more time to repeat the exercise. During 7th-grade classes, I noticed games were one of their favourite activities, but every time music was present, their excitement and willingness to learn and understand new words was even greater.

One of the issues I found throughout the practicum was the use of the internet. Most public schools are not prepared for this type of activities, either because they do not have IT rooms where students can use a computer, or because not every student gets a computer at the beginning of the school year. Or even if they do, they do not receive a router with internet access. I tried to minimize this issue by asking students to use their mobile phones to do several exercises, but the problem, sometimes, continued, since not every student had internet service on their phones and had no access to the school internet, according to the director's orders. Schools are prepared for the old teaching pedagogies and strategies, and if teachers want to change them and use different methods, they will need to be prepared to deal with this issue. Not only should teachers develop their practice and keep having training, but also schools must adjust to a more modern way of teaching. If teachers do not have the means, they will not be able to change anything, and this can be frustrating and leave teachers with no alternatives other than the ones they already have, which is the use of the blackboard, textbooks, worksheets and tests. Much needs to be changed in what education is concerned and much of it must come from higher positions, not teachers. Teachers, on the other hand, should make an effort to use what conditions they have available and also adjust whenever possible, to their teaching conditions and realities.

Another issue I encountered was the fact that in every English class, there are different levels of English, mainly due to cultural or educational backgrounds. English teachers must be able to find strategies for not only developing every student's level, but also keeping the more advanced motivated.

Having special needs students may also be an issue, since at many public schools, the Special Needs Education Units do not have enough staff to aid all special

needs students at that school. Therefore, an extra effort must be made by teachers, in order to integrate and include them in class.

4. Conclusion

Usually, vocabulary is identified by EFL learners as the biggest hurdle when it comes to learning and communicating in English. Taking this issue into account, this report aimed to help improve learners' lexical competence in a more relaxed and motivating environment.

Paul Nation's (2001) framework for vocabulary learning, which includes the four strands, was the basis of the report. Integrating music into the four strands was the method I chose to make the learning process more motivating while working on vocabulary in a meaningful context. Music usually has word repetition, which aids in vocabulary learning and pronunciation, and songs frequently address real-life situations, which help engage learners by connecting them to topics they find meaningful and relatable.

Paul Nation's four strands suggest different types of exercises for each strand, and music was easily included in all. Learners did different exercises, such as word gap-filling, repetition, writing, listening and speaking tasks. It was clear that the majority of learners felt much more comfortable doing these activities with the help of music. When asked if they preferred to do the activities with or without music, their response was overwhelmingly in favor of using music. Some students confessed that they liked learning English much more with this different approach, because they thought it was easier, more fun and they felt motivated. As an example, role-plays and debates were probably the tasks learners were more afraid of at the beginning of the practicum, but after some time, these tasks became their favourites. The more relaxed environment helped students feel more confident, allowing them to discuss topics of personal interest without the fear of making mistakes. Listening activities using music were also successful in both classes.

Overall, this different approach was very well accepted by students and helped them learn and participate in class, without being worried about failing. All four strands proved to be effective in creating a balanced approach to vocabulary learning, and the integration of music added an enjoyable and motivating element, making the learning experience more dynamic and fun.

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APPENDICES

Appendix 1



School Year / Class _____

Date _____



Skills to consider according to the teaching methods and students' learning process	Performance level: 1 Insufficient; 2 Sufficient; 3 Good; 4 Very Good					
	Student / Group	Student / Group	Student / Group	Student / Group	Student / Group	Student / Group
Activity						
Is motivated for the task						
Participates actively and in a clear and organized way in the several aspects of the task						
Reflects, interprets and comments on the presented information in the task						
Easily interacts with different texts						
Reveals understanding of new vocabulary and is able to use it						
Engages with music in a way that facilitates him / her vocabulary learning						



School Year / Class _____

Date _____



Vocabulary learning observation	Performance level: 1 Insufficient; 2 Sufficient; 3 Good; 4 Very Good					
	Student / Group	Student / Group	Student / Group	Student / Group	Student / Group	Student / Group
Activity						
Is motivated for the task						
No. of new words learnt through the task						
Interested in new words and repeating them						
Understands words in context, according to the materials used in the task						
Verbalizes new words using good pronunciation						
Is curious about using new words in other contexts						

Appendix 2

The Environment			
Learning Objectives: - Increase students' vocabulary and syntax learning - Develop listening and oral skills - Assess if and how music in English is present in students' lives - Widen students' critical and abstract thinking - Develop skimming and scanning reading skills			
Procedures	Interaction Pattern	Time	Material
T greets students and introduces the topic of the unit - the environment. - T asks Ss if they usually listen to songs in English and tries to understand which singers students listen to the most. - Ss answer - After gathering this information, T informs Ss they will watch Linkin Park "What I've done" videoclip. - T requests Ss to pay attention to the lyrics and write down some key-words on the topic - nowadays world's problems - T projects the videoclip on the board. - T hands out song lyrics and gathers Ss in groups of four - T asks Ss to underline five unknown words of the lyrics they chose and write them on their notebooks. - Ss should search on a dictionary the meanings and write them down - Ss explain the words and meanings while the rest of the class writes them down on their notebooks - After the task is complete, T asks the groups to write three sentences using those words	Whole Class	45'	Board, Chalk, Projector, Computer, Notebooks, Pencil / Pen
- T asks groups to choose one of today's problems - Ss must do a PowerPoint work and present it to the rest of class	Whole class	45'	Computer, Projector, Board

Appendix 3



Appendix 4



Appendix 5

Heal the world - Michael Jackson

There's a place in your heart
And I know that it is love
And this place could be
Much brighter than tomorrow

And if you really try
You'll find there's no need to cry
In this place you'll feel
There's no hurt or sorrow
There are ways to get there
If you care enough for the living
Make a little space
Make a better place

Heal the world
Make it a better place
For you and for me
And the entire human race Chorus
There are people dying
If you care enough for the living
Make it a better place
For you and for me

If you want to know why
There's love that cannot lie
Love is strong
It only cares of joyful giving

If we try, we shall see
In this bliss
We cannot feel fear or dread
We stop existing and start living
Then it feels that always
Love's enough for us growing
So make a better world
Make a better world

Chorus

And the dream we were conceived in
Will reveal a joyful face
And the world we once believed in
Will shine again in grace
Then why do we keep strangling life
Wound this Earth, crucify its soul
Though it's plain to see
This world is heavenly, be God's glow

We could fly so high
Let our spirits never die
In my heart I feel
You are all my brothers
Create a world with no fear
Together, we'll cry happy tears
See the nations turn their swords
Into plowshares
We could really get there
If you cared enough for the living
Make a little space
To make a better place

Chorus

There are people dying
If you care enough for the living
Make a better place
For you and for me
There are people dying
If you care enough for the living



Make a better place
For you and for me
You and for me...

Lyrics retrieved from: <https://www.lettras.mus.br/michael-jackson/64241/>

What I've Done - Linkin Park

In this farewell
There's no blood, there's no alibi
'Cause I've drawn regret
From the truth of a thousand lies

So let mercy come and wash away

What I've done
I'll face myself
To cross out what I've become
Erase myself
And let go of what I've done

Put to rest
What you thought of me
While I clean this slate
With the hands of uncertainty

So let mercy come and wash away

What I've done
I'll face myself
To cross out what I've become
Erase myself
And let go of what I've done

For what I've done

I start again

And whatever pain may come

Today this ends

I'm forgiving

What I've done
I'll face myself
To cross out what I've become
Erase myself
And let go of what I've done

What I've done

(Na-na, na, na, na-na, na, na)

(Na-na, na, na, na-na, na, na)

Forgiving what I've done

(Na-na, na, na, na-na, na, na)

(Na-na, na, na, na-na, na)

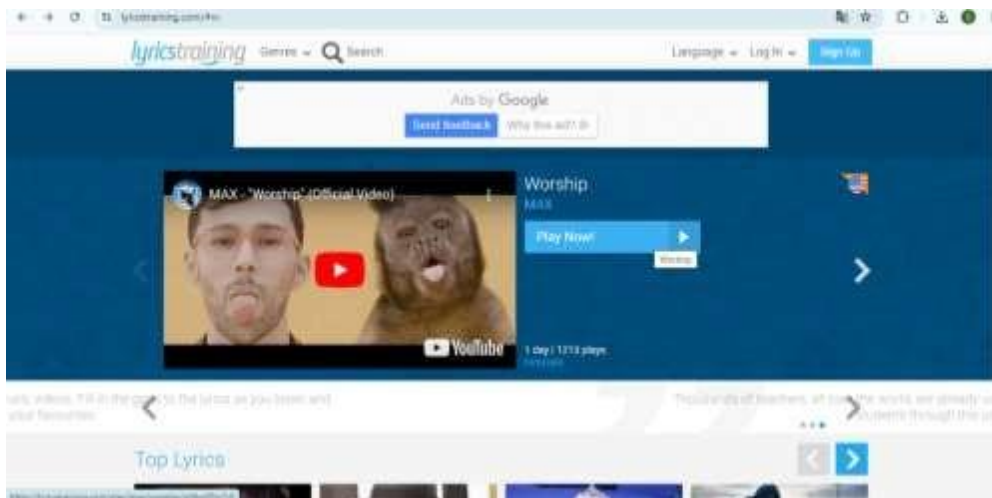
Lyrics retrieved from: https://www.google.com/search?q=WHAT+IVE+DONE+letra&rlz=1C1VDKB_pt-PTPT1081PT1081&ooq=w&gs_lcrp=EgZjaHJvbWUqBggAEEUYOziGCAAAQRrg7Mg0IARAAGIMBGLEDGIAEMhMIAhAuGIMBGMcBGLLEDGNEDGIAEMgYIAXBFGDkyEwgEEC4YgwEYxwEYsQMY0QMYgAQyDQgFEAAyGwEYsQMYgAQyBggGEAAyAzIGCAcQABgDMhAICBAAGIMBGLEDGIAEGioFmHAICRAAGIMBGLEDGIAEGioF0gEJMTk5NmowajE1qAlIsAIB&sourceid=chrome&ie=UTF-8



Appendix 6

The Environment			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary - Develop listening a skills - Consolidate vocabulary learning 			
Procedures	Interaction Patern	Time	Material
<p>T greets students and introduces the topic of the lesson</p> <ul style="list-style-type: none"> - T projects "Lyricstraining.com" website where Ss must fill in the gaps with the words missing from "What I've Done" song, by Linkin Park - T shows the lyrics, so that Ss can check and review all words that were missing on the previous exercise - T asks Ss in turns to complete sentences she starts, using words related to the topic. Each sentence should be completed in 2 to 3 minutes - T hands out two worksheets to consolidate the vocabulary of the lesson / unit. 	Whole Class	45'	Projector, Computer, Pencil / Pen

Appendix 7



Appendix 8

I. Look at the pictures and write the correct word

RECYCLING WATER POLLUTION LANDFILL WASTE SOLAR ENERGY
ENDANGERED SPECIES FOSSIL FUELS TREE PLANTING DEFORESTATION
GREENHOUSE GASES WIND POWER GLOBAL WARMING ENERGY SAVING



Plastics - Harm to Sea Environment



A new report says plastics are responsible for \$13 billion in **damage** to the oceans and the undersea environment.

The report tells about **harm** to sea life and what should be done to improve the situation.

If plastic is thrown away carelessly, it will **make its way** into rivers and other waterways. The plastic eventually reaches ocean waters. And it never goes away. Scientists say plastic is not destroyed by **natural** processes. Instead, it just breaks up into smaller pieces over time.

The oceans **contain** a lot of **chemicals** and other **pollutants**. The remains of such products may find their way to plastics floating in seawater. Then, fish may eat the plastics. That means harmful material may get into our **food supply**.

Experts say people can make a big difference. They suggest throwing plastics away correctly. They also like plastic recycling programs – where old bottles and other plastics are collected, broken down and used to make new products. When we **get rid of** plastic, we can recycle it and reuse it. By putting a new value on plastic, industry can save money, and it also has a special reason to **clean up** the environment. But all of society must join to protect the environment. Human beings cause **pollution** and they should take steps to stop it.



<i>pollutant</i>	<i>chemical</i>	<i>contain</i>	<i>natural</i>	<i>damage</i>	<i>harm</i>
<i>pollution</i>	<i>clean up</i>	<i>food supply</i>	<i>get rid of</i>	<i>make its way</i>	

a. Find the word in the box that means:

1. a substance that pollutes something, especially air and water.....
2. a substance used in a chemical process.....
3. existing in nature; not made or caused by humans.....
4. to move or get somewhere.....
5. provision of food.....
6. eliminate.....
7. harmful effects on somebody/something (x2)..... ;
8. to have something inside.....
9. to make something free from pollutants.....
10. contamination.....

b. Answer the questions:

11. Can natural processes destroy plastic?.....
12. What are done in plastic recycling programs?.....
.....
13. How can industry save money?.....
14. Who should be responsible for stopping **pollution**?.....

Appendix 10



EDUCAÇÃO, CIÊNCIA
E INOVAÇÃO



Escola Secundária da Baixa da Banheira - Vale da Amoreira

Name: _____ Class: _____ No.: _____

Date: _____ Teacher: Susana Frade

1. Match the words with the correct definitions

Carbon footprint	to harm something
Climate change	Used to describe the environment of a particular area
Damage	The complex system of relationships between living things and their environment
Ecosystem	The cutting down of trees over a large area of forest
Deforestation	A measurement of carbon-dioxide a person adds to the atmosphere
Ecology	Global changes in temperature, wind patterns, rainfall, etc. mainly caused by the burning of fossil fuels like coal and oil
Endangered	The contamination of the environment, especially by industrial waste products and chemicals like pesticides
Extinct	Releasing no greenhouse gases like carbon.dioxide or methane
Fossil fuel	Can be used without running out, like energy sources like solar and wind
Global warming	The planting of trees and plants to help a damaged or destroyed forest recover
Litter	When gas, heat, light, etc. is sent out
Pollution	No longer living
Recycle	A fuel like oil or coal formed from very old plant and animal fossils
Reforestation	Higher air and sea temperatures partly caused by man-made increases in greenhouse-gas levels
Emission	The fact or process of a species, family or other group of animals or plants becoming extinct
Renewable	In danger. Someone or something is in danger of becoming extinct - disappearing forever
Wildlife	To throw garbage in the street

Appendix 11

Intensifiers			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and written skills - Develop creativity skills 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the lesson - intensifiers</p> <ul style="list-style-type: none"> - T uses the textbook to explain the intensifiers and their rules - T shows videoclip "So sick" by Ney-o and afterwards hands out a hard copy of the lyrics - T gathers Ss in groups of three and asks each group to find phrases with "so" and "such (a/an)" - Ss must change three of the phrases, substituting "so" with "such (a/an)" and vice-versa - T asks Ss to read them out loud to the rest of class 	Whole Class	45'	Board, Projector, Computer, Notebooks
<ul style="list-style-type: none"> - T hands out worksheet to reinforce the grammar and vocabulary learning - T creates a Padlet where the groups have to insert a stanza, using "so" and "such (a/an)". All stanzas together should form a new whole lyrics 	Whole class	45'	Pencil / Pen Computer, Projector, Mobile phones

Appendix 12



Appendix 13

So Sick

Mm-hmm, mm-hmm, yeah
do-do
Do-do-do-do-do-do-do-do-
do-
Oh yeah



Gotta change my answering machine
Now that I'm alone
'Cause right now it says that we can't come to the phone
And I know it makes no sense, 'cause you walked out the door
But it's the only way I hear your voice anymore

It's been months, and for some reason I just (can't get over us)
And I'm stronger than this, yeah (enough is enough)
No more walking around with my head down (yeah)
I'm so over being blue, crying over you

And I'm so sick of love songs, so tired of tears
So done with wishing you were still here
Said I'm so sick of love songs, so sad and slow
So, why can't I turn off the radio?

Gotta fix that calendar I have that's marked July 15th
'Cause since there's no more you, there's no more anniversary
I'm so fed up with my thoughts of you and your memory
And now every song reminds me of what used to be

That's the reason I'm so sick of love songs, so tired of tears
So done with wishing you were still here
Said I'm so sick of love songs, so sad and slow
So, why can't I turn off the radio?

Oh, (leave me alone) leave me alone
(Stupid love songs) oh-oh, hey
Don't make me think about her smile (ooh)
Or having my first child
I'm letting go
Turning off the radio

'Cause I'm so sick of love songs (hey), so tired of tears (so tired of tears)
So done with wishing (oh-oo) she was still here

4. Duhan always looks smart. He wears _____ elegant clothes.
5. It was _____ boring film that Daril kept falling asleep while he was watching it.

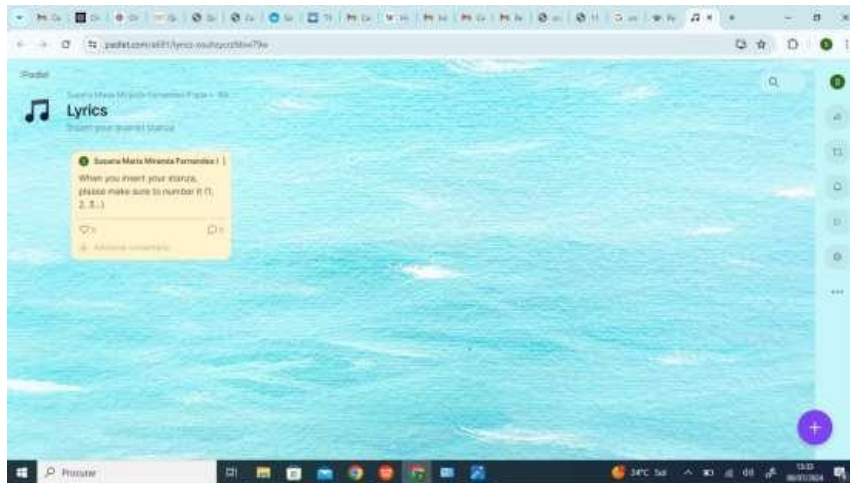
Part III. Change the sentences but the meaning must remain the same. (with SO or SUCH or SUCH A)

1. The weather was so hot ! It was _____ .
2. It was such a windy day! The day was _____ .
3. The exercise was so difficult. It was _____ .
4. Their car was such an expensive one. Their car was _____ .

Part IV. Which of the following is NOT correct? Check the INCORRECT option.

1. 'Daniel was _____, he always came top of the class.'
a) so clever b) so intelligent c) such clever d) such a clever boy
2. 'It was _____, everyone stayed indoors.'
a) so hot b) such a hot day c) such hot weather d) so a hot
3. '\$300 for a shirt! That's _____ !'
a) such expensive b) so dear c) so expensive d) such a high price
4. 'Carlos was _____, he could do 10 miles and not even sweat.'
a) such a fit runner b) so a runner c) so fit d) such a good runner

Appendix 15



Appendix 16

Phrasal Verbs			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' grammar skills - Develop listening and oral skills - Develop research skills - Develop communication and social skills 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the lesson - Phrasal verbs</p> <ul style="list-style-type: none"> - T gives a brief explanation of the phrasal verbs and gives examples on their use - T shows Adam Lambert "Whataya Want from Me" and Rick Astley's "Never Gonna Give you Up" video clips and Ss must pay attention to the phrasal verbs in the videos, taking notes, if they want - T gathers Ss in pairs and asks them to search on their mobile phones for phrasal verbs with "go", "let", "give", "get", "take", "turn", "walk" and "put" - Ss write them down on and their definitions on their notebooks - Ss read out loud what they find to class and explain their meanings 	<p>Whole Class Pair work</p>	45'	<p>Board, Projector, Computer, Notebooks, Pencil / Pen</p>
<ul style="list-style-type: none"> - T asks Ss to record themselves on Flipgrid app, saying five sentences, using the phrasal verbs they found during the previous exercise - Recordings are shown in class 	<p>Whole class Individual work</p>	45'	<p>Computer or Mobile phone Projector, Board</p>

Appendix 17



Appendix 18



Appendix 19



Appendix 20

Argumentation / Debate			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop research skills - Develop written skills - Widen students' critical and abstract thinking - Develop argumentative skills 			
Procedures	Interaction Patern	Time	Material
<p>T greets students and introduces the topic of the unit - the debate</p> <ul style="list-style-type: none"> - T shows Ss "You can count on trees" videoclip and explains key words - T hands out worksheetwith blanks to fill in and matching exercises to reinforce vocabulary - T divides class into two groups and gives the motto for the debate: "Is reforestation efficient in reducing global warming?" - Ss are asked to do research on the internet about valid arguments, using trustworthy sources, note them down on their notebooks and discuss them as a group 	Whole Class	45'	Board, Projector, Computer, Notebooks, Pencil / Pen
<ul style="list-style-type: none"> - T gives instructions for the debate: one member of the group presents an argument and the other group has three minutes to discuss it - A member of the other group refutes the argument, with the help of other colleagues from the group, if necessary - All arguments are presented and the T plays a mediator role, until a conclusion is reached and a group wins the debate 	Whole class	45'	Mobile phones, Notebooks

Appendix 21



Appendix 22



Escola Secundária da Baixa da Banheira - Vale da Amoreira

Name: _____ **Class:** _____ **No.:** _____

Date: _____ **Teacher: Susana Frade**

1. Listen to the song and fill out the blanks with the following words:

Biodiversity, oceans, litter, reuse, carbon footprints, recycle and reduce

YOU CAN COUNT ON TREES, original by Bruno Mars

Pick up your waste and 1. _____ wherever you go
In sun or rain, in frost or snow
Let all the little plants and the animals have their say
2. _____, hurray, hurray
Our water is so precious
So cherish it, spread Scoil Na Gcailinis' message

CHORUS

*You can count on trees for the air you breathe
On Mother Earth,
You give us soil to plant our seeds
To grow our crops, that's not where you stop
3. _____ and fields
You give us all we need and we love you.*

Travel, travel, travel, travel is so cool
Especially when, we go to school
Going up the hill, it's really good for you to walk
We meet our friend and start to talk
Our 4. _____ shrinking
When we 5. _____, 6. _____ and
7. _____

CHORUS

2. Match the words with their meaning

1. Biodiversity	A. Mass of salt and water that covers the Earth
2. Oceans	B. Make something less and smaller in size and quantity
3. Litter	C. Large number of animals and plants on the Earth
4. Reuse	D. Rubbish or garbage
5. Recycle	E. Use again
6. Reduce	F. Treat things to be used again

Appendix 23

Consumerism			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Practice listening skills - Develop writing and vocabulary retention skills 			
Procedures	Interaction Patern	Time	Material
<p>T greets students and introduces the topic of the unit - consumerism</p> <ul style="list-style-type: none"> - T shows "Consumerism" videoclip, by Acid Tongue - T informs Ss they will do a dictation exercise - T dictates part of the lyrics and Ss have to write it down on their notebooks - T shows the correction on the board and asks Ss to write it on their notebooks - T asks Ss to write the words they got wrong, four times, to reinforce vocabulary retention 	Whole Class	45'	Board, Chalk, Projector, Computer, Notebooks, Pencil / Pen

Appendix 24



Appendix 25

Consumerism by Acid Tongue - dictation exercise

Hold on I'm not done yet
I'm desperate for your respect
Pay attention to my next slide
Have a look at my back side
Every day I consume more
Can you tell me what it's all been for?

Cheap drugs & digital love
I never know when enough's enough
Hey kid, you ain't punk
You might think you're punk
With your leather jacket
And those Ray Ban shades
And that slick haircut
No you ain't punk

Appendix 26

Earth Day			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and oral skills - Record an advertisement, improving communicative and linguistic skills 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the unit - Earth Day</p> <ul style="list-style-type: none"> - T shows Ss Michael Jackson "Earth Song" videoclip - T asks Ss to gather in groups of three - Ss access Lyricstraining website and filled in the gaps with the missing words. The first group to finish the exercise correctly, wins - T hands out worksheet with matching exercise, to reinforce vocabulary learning - T asks Ss to record themselves on Flipgrid app. Ss must talk about environmental problems and possible solutions to help reduce these issues - Flipgrid recordings are shown to class - T asks Ss to start a dialogue about the problems mentioned on Flipgrid. Each student should give his or her opinion 	Whole Class	45'	Board, Projector, Computer, Notebooks, Pencil / Pen
<ul style="list-style-type: none"> - T asks Ss to gather in groups of three and each group should write a sentence to be used in an advertisement - After all groups were done, T takes Ss outside the class, so that they can record the ad. When back in class, Ss edit the ad and the final result is projected by the teacher 	Whole class	45'	Computer, Mobile phone, Projector, Board

Appendix 27



Appendix 28

Sunrise	☀ an act of causing death, especially deliberately
Killing	☀ (of a plant) in bloom
blood	☀ not correct or true; incorrect
shores	☀ the time in the morning when the sun appears or full daylight arrives
flowering	☀ a state of armed conflict between different countries or different groups within a country
war	☀ lack of feeling or emotion
beyond	☀ the action or fact of dying or being killed; the end of the life of a person or organism
heavens	☀ a country, state, or territory ruled by a king or queen
apathy	☀ the land along the edge of a sea, lake, or other large body of water
womb	☀ the red liquid that circulates in the arteries and veins of humans and other vertebrate animals, carrying oxygen to and carbon di
kingdoms	☀ a place regarded in various religions as the abode of God (or the gods) and the angels, and of the good after death, often traditionally
wrong	☀ at or to the further side of
death	☀ the organ in the lower body of a woman or female mammal where offspring are conceived and in which they gestate before bir

Appendix 29

Parts of the house			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and writing skills - Practice collaborative work - Improve creativity 			
Procedures	Interaction Patern	Time	Material
<p>T greets students and introduces the topic of the lesson - parts of the house</p> <ul style="list-style-type: none"> - T shows music video about the parts of the house - T hands out worksheet with matching exercises to reinforce vocabulary on the topic - T asks Ss to write down one sentence about one of the rooms in their house and to read it out loud to class - T asks Ss to write a small text about their house, using mobile phones to search for words, if necessary - T reads four texts anonymously to class 	Whole Class	45'	Board, Projector, Computer, Notebooks, Pencil / Pen
<ul style="list-style-type: none"> - T informs Ss they will play the "3-word game", which consists on using eighteen slots, each with a room. Ss have to write down and name three things they find in the room / slot chosen - T presents a quiz to Ss to reinforce vocabulary on the topic 	Whole class	45'	Game slots, Notebook, Pencil / pen, Computer, Projector

Appendix 30



Appendix 31

Escola Secundária da Baixa da Banheira - Vale da Amoreira

Name: _____ Class: _____ No.: _____

Date: _____ Teacher: Susana Frade

Parts of the house



1. Match the rooms with the activities you can do in them.

1. Where do you cook your food?
2. Where do you wash your clothes?
3. Where do you watch TV?
4. Where do you take a shower?
5. Where do you sleep?
6. Where do you keep your car?
7. Where your guests sleep?
8. Where do you have plants?
9. Where do you study?
10. Where do you eat your food?

- A. In the bathroom.
- B. In the living room.
- C. In the study room.
- D. In the laundry room.
- E. In the dining room.
- F. In the kitchen.
- G. In the bedroom.
- H. In the garage.
- I. In the guest bedroom.
- J. In the garden.

Appendix 32



Appendix 33

THE 3 WORDS GAME

Name 3 things you would find in a kitchen. 1	Name 3 things you would find in an office. 7	Name 3 things you would find in a big city. 13
Name 3 things you would find in a bathroom. 2	Name 3 things you would find in a school. 8	Name 3 things you would find in the countryside. 14
Name 3 things you would find in a bedroom. 3	Name 3 things you would find in a canteen. 9	Name 3 things you would find on a beach. 15
Name 3 things you would find in a living room. 4	Name 3 things you would find in a café. 10	Name 3 things you would find in a mountain. 16
Name 3 things you would find in a garden. 5	Name 3 things you would find in a shopping centre. 11	Name 3 things you would find near a lake. 17
Name 3 things you would find in a dining room. 6	Name 3 things you would find on a hospital. 12	Name 3 things you would find in an old village. 

Appendix 34



Appendix 35

Physical Appearance			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and writing skills - Practice collaborative work 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the lesson - physical appearance</p> <ul style="list-style-type: none"> - T asks Ss to briefly describe their partner in three sentences, in order to revise the vocabulary on the topic - T shows video about physical appearance - T hands out two worksheets to consolidate vocabulary learning - T asks Ss to describe their partners and they should write the description down on their notebooks, before they read it to class 	Whole Class	45'	Board, Projector, Computer, Notebooks, Pencil / Pen
<ul style="list-style-type: none"> - T informs Ss they will play "Who's Who" game. - T gathers Ss in groups of three and hands them a sheet with the pictures of eight people - Ss go to the board after choosing one of those people and describe her or him to class. The other groups try to find who is being described and who guesses, wins the game 	Whole class	45'	Sheet with pictures

Appendix 36



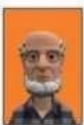
Appendices 37 and 38

1. She has long, straight, gray hair. She has blue eyes.

A



B



C



D



2. She has short, curly, brown hair. She has brown eyes.

A



B



C



D



3. She has long, wavy, blonde hair. She has green eyes.

A



B



C



D



4. He has short, straight, blonde hair. He has brown eyes. He has a moustache.

A



B



C



D



5. She has short, wavy, dark hair. She has black eyes.

A



B



C



D



6. He has short, wavy, gray hair. He has a beard. He has green eyes.

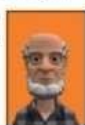
A



B



C



D



7. He has short, straight, brown hair. He has brown eyes.

A



B



C



D



8. He is bald. He has brown eyes. He has a moustache.

A



B



C



D



PHYSICAL APPEARANCE

EMILY

CARLA

SEAN

SIMON



a- LOOK AT THE PICTURES ABOVE AND CHOOSE THE NAME FOR EACH DESCRIPTION.

1- SHE HAS GOT RED HAIR, BLUE EYES AND LONG LEGS.

SHE IS

4- HE HAS GOT RED HAIR, THICK EYEBROWS AND A FLAT STOMACH.

HE IS

3- HE HAS GOT BLACK HAIR, SHORT BEARD AND BROAD SHOULDERS.

HE IS

2- SHE HAS GOT BROWN HAIR, BLUE EYES AND SHORT EYELASHES.

SHE IS

b- COMPLETE THE TEXT WITH THE WORDS IN THE BOX



HE HAS GOT BROWN _____ AND BLUE _____. HE HAS GOT A SMALL _____ AND A SHORT _____. HE _____ GOT GLASSES.

HASN'T
EYES
HAIR
NOSE
NECK

Appendix 39



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Appendix 40

Let's go shopping			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and writing skills - Practice pair work - Develop oral and communicative skills 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the lesson - shopping</p> <ul style="list-style-type: none"> - T shows video about shops, its names and products that can be found there - T gathers Ss in groups of four - T sticks flashcards with the names of shops on the board - T asks each group to go to the board, in turns, and gives them flashcards with pictures of products. Each group should stick the correct products below the name of the corresponding shop. - T checks the time spent by each group to complete the task, through the mobile phone stopwatch and notes them down - T informs which group wins the game 	Whole Class	45'	Board, Projector, Computer, Flashcards Stickers Mobile phone
<ul style="list-style-type: none"> - T shows videoclip to reinforce vocabulary - T hands out sheet with vocabulary for the activity that will come next - T asks Ss to practice the dialogue / role-play with their partners. They can take notes on their notebooks - Each pair goes to the board and does the role-play, aided by their notes, if necessary 	Whole class	45'	Sheet with vocabulary, Notebook, Pen / pencil

Appendix 41



Appendices 42 and 43



Appendix 44



Appendix 45



SHOP ASSISTANT

- Good morning / afternoon / evening
- How can I help you? - Como posso ajudar?
- Can I help you? - Posso ajudar?
- We have it in... (colour) - Temos na cor...
- You're welcome - Não tem de quê / de nada
- It's... (price) - custa... (€)
- Cash or card? - em dinheiro ou cartão?

CUSTOMER:

- I would like... - Eu gostaria de...
- I want... - Eu quero...
- How much does it cost? - Quanto custa?
- Thank you - Obrigada



Appendix 46

The environment - Do's and Don'ts			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and writing skills - Practice collaborative work - Develop critical thinking 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the lesson - the environment</p> <ul style="list-style-type: none"> - T asks Ss to do a matching exercise - T projects video with the lyrics on the board - T writes "Do's" and "Don'ts" on the board and asks Ss randomly to go to the board and write one, according to the song they heard and below the correct option - T shows the video again - Ss are asked to match sentence halves - T introduces the prompt "What do you do at home and at school to help save the planet?" - Ss are given a few minutes to think and note down ideas on their notebooks - T starts a dialogue where Ss can indicate measures they take to help save the planet 	Whole Class	45'	Board, Chalk, Projector, Computer,
<ul style="list-style-type: none"> - T gathers Ss in groups of four - Each group is given a cardboard, some markers and images the T previously printed - T asks Ss to do a poster about the environment, using the images, sentences or phrases they prefer. At the end of the activity, all posters are stuck on the wall, so that everyone can see them 	Whole class	45'	Cardboard, Markers, Images Pen

Appendix 47














Appendix 48

Question words - WH words			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Increase students' vocabulary and syntax learning - Develop listening and writing skills - Practice collaborative work - Develop social skills 			
Procedures	Interaction Pattern	Time	Material
<p>T greets students and introduces the topic of the lesson - Wh words</p> <ul style="list-style-type: none"> - T starts by eliciting Ss about previous knowledge on WH words - T writes WH words on the board and explains them, while Ss take notes - T shows a video to reinforce the explanation - T gathers Ss in groups of three and asks them to write down five sentences with different Wh words - Each group asks one of the questions to a different group - T gathers Ss in pairs and asks them to interview their partner. Answers must be noted down on a sheet. - T reads two or three interviews out loud and takes the rest home, to correct the mistakes 	Whole Class	45'	Board, Projector, Computer, Notebook, Pen / Pencil
<ul style="list-style-type: none"> - T hands out worksheet about Wh words, to reinforce the learning - T informs Ss they will do a Kahoot about what they have learnt 	Whole class	45'	Worksheet, Computer, Mobile phone, Projector

Appendix 49



WHY?
WHAT?
WHEN?
WHERE?
WHO?

<p>1. ___ is he? </p> <p>He is at the cinema.</p> <p>WHERE WHEN WHAT</p>	<p>2. ___ is he sad? </p> <p>Because he is ill.</p> <p>WHAT WHY HOW</p>
<p>3. ___ is that? </p> <p>It is a present (regalo).</p> <p>WHO HOW WHAT</p>	<p>4. ___ is the exam? </p> <p>It is next week.</p> <p>WHEN WHY WHAT</p>
<p>5. ___ is that (eso)? </p> <p>It is a mouse.</p> <p>WHEN WHAT WHO</p>	<p>6. ___ is he happy? </p> <p>Because he has got a new car.</p> <p>WHY HOW WHO</p>
<p>7. ___ is she? </p> <p>She is my sister.</p> <p>WHAT HOW WHO</p>	<p>8. ___ is your birthday? </p> <p>Tomorrow.</p> <p>WHERE WHO WHEN</p>
<p>9. ___ is Jack? </p> <p>He is in bed.</p> <p>WHEN WHERE WHAT</p>	<p>10. ___ makes breakfast? </p> <p>My grandmother</p> <p>WHO WHAT HOW</p>
<p>11. ___ did you buy? </p> <p>A lot of things.</p> <p>WHERE WHAT WHO</p>	<p>12. ___ is crying? </p> <p>My dad and my brother.</p> <p>WHO HOW WHY</p>

WH Questions Words

1k plays • 8.5k players

 A public kahoot



Questions (20)

1 - Quiz

___ **is your boss? Mr. Azhar.**



2 - Quiz

___ **one is your car? The blue one.**



3 - Quiz

___ **is the teacher? In the yard.**



4 - Quiz

___ **are you watching? An old TV show.**



5 - Quiz

___ **car is red? Nora's.**



6 - Quiz

___ **is your name? Abu Bakar Allah.**



7 - Quiz

___ **time are you coming? At 6 o'clock.**



8 - Quiz

___ **are you going? To the seaside.**



9 - Quiz

___ is that boy? Ellen's boyfriend.

10 - Quiz

___ is my book? It's in the second drawer.

11 - Quiz

___ dictionary is this? It's mine.

12 - Quiz

___ coat is this? Aminah's.

13 - Quiz

___ are my keys? On the table.

14 - Quiz

___ is your telephone number? 0162268585.

15 - Quiz

___ often do you go to the theatre? Twice a week.

16 - Quiz

___ do you play football? In the school team.

17 - Quiz

___ do you eat so much cheese? I love them.

18 - Quiz

___ idea is this? Nasir's.

19 - Quiz

_____do you get up? At 4.30 in the morning.



20 - Quiz

___many wives have you got? Two.



Appendix 52

English learning issues

1. What do you think is your biggest weakness when learning English?

Marcar apenas uma oval.

- I don't like English
- It's difficult
- Poor vocabulary
- The grammar is difficult
- Opção 5

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