



# **Citizenship education in primary English in Portugal**

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## **Picturebooks as windows and mirrors**

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*To those who  
believed in me.*

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# **Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors**

**Paula Pires Carvalho**

## **Abstract**

**KEYWORDS:** English Language Education; Young Learners; Picturebooks; Citizenship Education

This report aims to answer the initial research question: "How to integrate picturebooks-as-objects into the curriculum?". Accordingly, the proposed aims were to ascertain which picturebooks could be used to develop citizenship education through English, how the picturebook peritext could be used to support children's understanding and how to assess children's language and values development during picturebook-led activities. The study took place from September to December 2019 in a 4<sup>th</sup> grade class in a primary school in Portugal. The results show that it was possible to integrate the picturebook into a learning sequence, while considering citizenship education and the English curriculum, in different ways during the picturebook-led lessons. The results also show that students developed their language and socio-affective competencies, as well as citizenship values and enjoyed the picturebook-led activities and lessons.

## Resumo

**PALAVRAS-CHAVE:** Ensino de Inglês; jovens aprendentes; álbuns ilustrados (*Picturebooks*); educação para a cidadania

Este relatório pretende responder à minha questão inicial: "como integrar álbuns ilustrados (*picturebooks*) como objetos no currículo?". Com base nesta questão, os principais objetivos resumem-se a determinar os tipos de *picturebooks* que poderão ser utilizados para desenvolver a educação para a cidadania através do Inglês, como é que o peritexto poderá apoiar a compreensão dos alunos e, finalmente, como é que o professor poderá avaliar o progresso dos alunos ao nível do desenvolvimento da língua e dos valores durante atividades relacionadas com *picturebooks*. Este estudo realizou-se entre setembro e dezembro de 2019 numa turma de 4º ano do 1º ciclo do ensino básico em Portugal. Os resultados demonstram que consegui encontrar diferentes formas de integrar *picturebooks* nas minhas aulas, tendo sempre em conta a cidadania para educação e o currículo nas diferentes abordagens. Os resultados revelam o gosto dos alunos pelas atividades ou aulas relacionadas com *picturebooks* e também os benefícios que estas promoveram. Afinal, os alunos expandiram competências da linguagem e socio-afetivas, ao mesmo tempo que desenvolveram valores de cidadania.



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## **List of Abbreviations**

AEC - Atividades de Enriquecimento Curricular

AR - Action-Research

DGE - Direção Geral da Educação

ELT - English Language Teaching

PA - *Perfil dos Alunos à saída da Escolaridade Obrigatória*

SEN - Special Education Needs

## Introduction

Primary school education is very particular in the sense that teachers deal with young children still trying to work out their own world and that of others. They are growing up and at every step discovering new things about themselves and their surroundings. Sometimes the discovery process can be unsettling and for that reason children may find it difficult in shaping their behaviour and understanding others. This is why the classroom environment can be understood by children as a place to go to for help and guidance. In almost every lesson, the teacher will have to deal with an issue originating from outside, such as the playground, or inside the classroom regarding social skills. Children seek the teacher's attention and assistance, not only for the purpose of English language learning, but also for the resolution of problems.

I have been an English teacher in *Actividades de Enriquecimento Curricular (AEC)* for eleven years now and I feel that, if children trust you, they will come to you for help with their day to day problems. Most issues are directly connected with their perception of the world that sometimes collides with a peer's point of view. It is these situations of children discovering how to live and behave in society that can be explored and developed through citizenship education. Citizenship Education has become a transversal subject in primary education in Portugal since Decree-Law no. 139/2012 of 5 July. According to the orientations of the Ministry of Education, it is expected that students end their compulsory education exhibiting a pre-defined profile, *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (DGE, 2017a). Since citizenship education contributes to successfully achieving the aims of this profile, it should be integrated and developed in all areas of the curriculum throughout the compulsory years of education (DGE, 2017b).

English has been a compulsory subject in primary education in Portugal since 2015, *Decree-Law no. 4/2015 of 7 January*. Citizenship education, as a transversal subject, should work in harmony with other subjects to contribute to the growth of students as citizens. Thus, during my practicum, I decided to research into ways of bringing citizenship education into primary English education through the use of picturebooks.

Picturebooks are literature which is not intentionally prepared for the classroom, but its authenticity (Mourão, 2016) can make a difference, especially in relation to citizenship education. Picturebooks can help develop cognitive skills and at the same time create opportunities for children to relate, reflect and even understand and/or change behaviours (Ghosn, 2002). In a familiar and comfortable environment, difficult issues can be addressed and aid children's future choices, after their own interpretations about how to relate to others and respect them as fellow citizens.

The assumption of this research is that picturebooks can be a valuable foundation to support students' understanding of themselves and the world around them and, in addition, can create in young citizens a sense of empathy and respect towards each other. In light of the above, my intention was to understand how to integrate picturebooks into the primary English curriculum and use them as a main resource to discuss citizenship education.

## Chapter I - Literature Review

In this chapter, I will address the importance of citizenship education and argue that the use of literature in English Language Teaching (ELT), through the use of picturebooks, seen as aesthetic objects, can be beneficial for both language learning and citizenship education.

### 1. Citizenship education

The concept of citizenship has changed through time. Nowadays, being a citizen does not mean the same as it used to mean in ancient Greece. It has evolved in tandem with core beliefs of modern society and the importance of human rights. According to the Ministry of Education, "[a] cidadania traduz-se numa atitude e num comportamento, num modo de estar em sociedade que tem como referência os direitos humanos" (DGE, 2012, p. 1). Children are considered citizens: despite not being entitled to some legal and political rights, they do have the right to be heard (Convention on the Rights of the Child, 1989). Thus, children should be aware of their rights and be prepared to express themselves. The structures surrounding children are responsible for preparing their involvement in society.

In 2006, the European Parliament and the Council of the European Union identified social and civic competencies as key competencies. "Promoting citizenship education at school has [...] been a long-standing objective of European cooperation in the field of education" (EuropeanCommission/EACEA/Eurydice, 2017, p. 17). The European Commission considers citizenship education as a means to help individuals understand that they belong to "a set of communities" and provide students with competencies "that promote simultaneously the interests of the individual and the community thus enabling the harmonious development of both" (EuropeanCommission/EACEA/Eurydice, 2017, p. 19). Thus, it is the role of schools to work side by side with the community to teach children their rights and the rights of others. This will not only contribute to children's development as citizens who are able to make their own choices, but also allow them to take that knowledge and implement it how they choose to behave as part of society.

However, just as "there is not one type of ideal citizen, there is not a single type of citizenship education either" (EuropeanCommission/EACEA/Eurydice, 2017, p. 20)

and for this reason each country should find its own path to citizenship education. The Portuguese Ministry of Education and Science identifies citizenship education as a subject that should be addressed throughout the different school cycles and in consequence adaptable to each age group in order to meet the expectations of the already mentioned *Perfil dos Alunos à Saída da Escolaridade Obrigatória (PA)* (DGE, 2017a) by the time they end compulsory schooling

O *Perfil dos Alunos* aponta para uma educação escolar em que os alunos [...] mobilizam valores e competências que lhes permitem intervir na vida e na história dos indivíduos e das sociedades, tomar decisões livres e fundamentadas sobre questões naturais, sociais e éticas, e dispor de uma capacidade de participação cívica, ativa, consciente e responsável (DGE, 2017a, p. 10).

According to the PA, the school community's commitment will contribute to the student's growth and help them reach these aims by the end of compulsory schooling (DGE, 2017a, p. 9). Consequently, teachers of English cannot exclude themselves from the process and should contribute to their learners' citizenship education during their lessons. This is also clear in the document *Aprendizagens Essenciais* for English in the third and fourth grade of primary school education:

A aprendizagem de uma língua estrangeira concorre para a construção das competências-chave definidas no [...] [PA]. [...] Traduz-se, também, na construção de uma identidade própria de cidadão global na relação com os outros, alicerçada em atitudes e valores, tais como o respeito pelo outro e, no âmbito específico da língua inglesa, pela cultura anglo-saxónica, bem como pelas outras culturas no mundo, a responsabilidade e a cooperação entre indivíduos e povos, com repercussões individuais e coletivas (DGE, 2018, p.1).

The *Estratégia Nacional de Educação para a Cidadania* contains different reasons for the importance of citizenship education and guidance to teach it, but perhaps the most important part for teachers is that,

O futuro do planeta, em termos sociais e ambientais, depende da formação de cidadãs/ãos com competências e valores não apenas para compreender o mundo que os rodeia, mas também para procurar soluções que contribuam para

nos colocar na rota de um desenvolvimento sustentável e inclusivo (DGE, 2017b, p. 3).

Teachers are seen as vehicles since, through teachers and their lessons, children can have access to a world of knowledge that can easily help them shape their future. Teachers can contribute to expand children's horizons to worldwide values, provide them with the tools to succeed and maybe make a difference in our global society.

## **2. Stories in ELT**

According to authors in the field of language teaching, stories are consensually seen as a good resource for use in the language classroom. There is agreement that there are various reasons for why their use is justified. Wright (2008) argues that the reasons stories should play a central role in teaching a foreign language to children are: motivation, meaning (listening with a purpose), fluency in the four language skills (listening, speaking, reading and writing), language awareness, stimulus for speaking and writing as well as communication, among other general development aspects (p.4). Like other authors, Wright also mentions that it is not only the story that can play a fundamental part in language learning, but also the activities organised around it. It is not about just sharing a story, but creating activities before, during and after sharing. All these activities combined give a rich context for children to learn a new language. In addition, "children [usually] enjoy listening to stories in their mother tongue (L1) and are familiar with narrative conventions" (Ellis & Brewster, 2014, p. 6), so using stories in the English language classroom can help create a feel-safe environment for children facing the unknown world of a new language. The stories to use in the classroom can include graded readers, story websites, traditional tales or picturebooks. The last one will be the focus of this report.

### **2.1 Picturebooks**

[Picturebooks] are authentic in every way - the words [...] have not been abridged or altered for language learning purposes and the illustrations are created by illustrators who use their art creatively with neither a care for, nor an interest in, the confines of language learning. (Mourão, 2016, p. 26).

Picturebooks are authentic literature able to offer the foreign language classroom the same as any other story and so much more because "if wisely selected, [picturebooks] can and should support the development of the whole child in a language-learning context" (Mourão, 2017, p. 247). For these reasons, they are a part of many primary ELT classrooms around the world and their use is strongly recommended by authors and researchers in the field of primary ELT. Ghosn (2013), for example, presents a detailed theoretical foundation for the use of picturebooks in ELT. She mentions Krashen and the affective filter hypothesis to underline her choice, "that affective variables do not impact language acquisition directly but [can] prevent input from reaching [...] the part of the brain responsible for language acquisition" (Krashen, 2013, p. 4).

Ghosn (2013) claims that "amusing illustrated storybooks, or stories with universal themes of interest to children are likely to create an anxiety-free environment, lower the affective filter and get children involved in the lesson" (p. 11) and also points out that "neuroscience research resonates with the affective filter hypothesis, showing that learning is as much an affective process as a cognitive one" (p. 11). If children have an interest in the topic and understand the context, they are likely to be motivated to participate in the lesson and more open to the language learning process. Ghosn points out that "good literature is often highly generative, allowing the teacher to expand the themes while making use of the new language in different contexts, and accommodating to student needs and interests" (2002, p. 176). Students' needs and interests may be related to more than language learning. Mourão (2015a) suggests that "many picturebooks contain messages that enable children to develop their understanding of social situations and aspects of emotional intelligence, working on understanding their own and others' emotions, feelings of empathy and concern for others" (p. 3). On such occasions, the English teacher is dealing with children's growth as human beings, while conducting a lesson using a picturebook.

## **2.2 Picturebooks-as-objects**

Bader (1976) draws a definition for the picturebook that illustrates the potential of this object beyond pictures and words,

A picturebook is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historic document; and foremost an experience for a child. As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page. On its own terms its possibilities are limitless (p. 1).

The 'limitless' and 'total design' notions show that a picturebook is more than its compound essence of picture and words. It is the design of a picturebook that brings all parts of the book together to show and tell the story enabling it to become an "integrated whole" (Mourão, 2015b, p. 202). This integrated whole includes the peritext, "all the features which frame a text, such as covers, [endpapers, title pages] and so on" (Mourão, 2013, p. 72). A picturebook is a total experience, a feast for the eyes, heart, soul and brain.

The last sentence of the definition by Bader (1976), "On its own terms its possibilities are limitless" and the reference by Mourão (2013) to the picturebook as an "object of discovery" leads me to consider the role of 'teacher-mediator'<sup>1</sup>. This label emphasizes the sociocultural aspect of teaching and learning – that through careful modelling and scaffolding (Vygotsky, 1986; Wood, Bruner & Ross, 1976) the teacher can contribute to how the picturebook is perceived in the ELT classroom. As learners of a foreign language, students will need some guidance and only the mediator can help them find their way and uncover some of the mysteries behind the words and pictures and how they are brought together. Furthermore, the teacher can support students in discovering the whole book by pointing out and asking questions about the parts of a picturebook that are usually dismissed, i.e. the peritext. It is not the role of the mediator to provide answers, but to scaffold students' perception of the picturebook as a whole, as a whole object, and in the process appreciate the different layers of meaning that a picturebook can integrate.

### **3. Picturebooks as "windows, sliding glass doors and mirrors"**

[Picturebooks] are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors,

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<sup>1</sup> A label I began to use during discussion with my supervisor, Sandie Mourão, in the course of one of our tutorials.

and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience (Sims Bishop, 1990, in Harris, 2007, p. 153).

It is this multitude of layers found in a picturebook that can aid a teacher in the process of addressing different content. The title of this report is based on the 'limitless possibilities' that a picturebook has to offer to the teacher-mediator and to the students. According to Bradbury and Brown (2015) "sharing with children well-chosen literature, guided by values [...] can help them to navigate, identify and clarify their problems" (p. 127).

The idea of picturebooks as 'windows' and 'sliding glass doors' that can open our mind to different worlds, combined with the idea of picturebooks as 'mirrors' that can reflect your own self leads to the perfect combination that is the key to including citizenship education in English classes. A metaphor that highlights the use of picturebooks as objects to support primary English learners in relating to similarities and learning from encountering differences (Johnson, 2016, p. 29). This interaction should promote opportunities for learners to make their own interpretations and transfer that into their daily experiences and choices as citizens. As Bradbury and Brown suggest, "a plot where there is a beginning, middle and end provides guidance for the child in that they can see some sort of resolution to issues and problems that arise in their lives" (p. 12). They can also develop empathy with the characters and their issues and in this way learn to respect others, by connecting themselves or the others to the story. Additionally, students can find in the picturebook knowledge about the world that surrounds them and learn from it.

Previous MA reports, such as Mendes de Sá (2017) and Cunha (2019), also focused on citizenship in the primary English education in Portugal through the use of picturebooks. Mendes de Sá (2017) uses stories in picturebook form "as a didactic strategy for the learning and development of general communicative competencies in an intercultural awareness and citizenship education approach" (p. vii). Cunha's (2019)

approach to citizenship through stories assesses "the potential of storytelling for developing the ability to 'read the world' and for cooperative learning" (p. vii). Both teacher-researchers chose picturebooks that easily enabled citizenship education topics to be part of their didactic sequences focusing on the picturebook's message rather than the picturebook as a whole. Possibly, for this reason the picturebook is used as a citizenship education event in the classroom rather than as a curriculum-integrated resource.

The story is without a doubt an important way to share a message. However, as previously stated, the picturebook hides in its totality layers of meaning that can show different perspectives or clues to that message. This is the point where the teacher becomes the mediator, by creating opportunities for the students to uncover the different messages hidden and subsequently make their own interpretations. The role of mediator and the idea of using the picturebook as 'object of discovery' thus afford a different perspective when choosing picturebooks while navigating through citizenship education and the English curriculum.

#### **4. Summary**

This chapter has attempted to explain the importance of citizenship education in primary education in Portugal. Teachers always need to find ways to help students' understanding of the reality that is close to them and from there inspire them to learn more about the global world they live in. The fact that citizenship education is a transversal subject also implies a responsibility for teachers of English considering that English is a global language. The use of picturebooks can contribute to including citizenship as well as integrating other skills and competencies expected from learning a foreign language. The authenticity and the multiplicity of layers that can be considered in a picturebook suggest that teachers have an important role as mediators and thus have the power to transform the picturebook experience in the classroom.

The above considerations justify this report's focus on citizenship education, picturebooks and the relevance of introducing picturebooks as part of the curriculum to foster citizenship education in primary education in Portugal. Thus, the following questions will be addressed:

How can picturebooks-as-objects be integrated into the curriculum?

- Which picturebooks can be used to develop citizenship education through English Language Teaching?
- How can peritext be used to support children's understanding?
- How can children's language and values development during picturebook activities be assessed?

## Chapter II - The Action-Research

### 1. Context

This section describes the environment in which the practicum took place as well as the characteristics of the students that participated in the study.

#### 1.1 Environment

The practicum took place between September and December 2019, in a school cluster with three primary schools in the Lisbon area. My practicum school was the largest of the three primary schools, with four grade 4 groups. The group selected for teaching in the practicum had classes in a portable classroom.

The classroom was bright and spacious, and the classroom teacher organised the tables in groups, which facilitated group activities. The classroom also had a white board, a computer with internet access and a smart board. Unfortunately, the internet connection was not always available and sometimes the definition of the projected images was not the best. In addition, there was little space for creating a wall display.

The English lessons took place twice a week, on Tuesday and Wednesday afternoons, for sixty minutes and the grade 4 course book was *New Treetops 4*. A total of 27 hours were foreseen for the duration of my practicum. However, strikes and union meetings cancelled two lessons and there were also a few occasions in which the lesson shortened due to whole school activities. In this school cluster, children in grades 1 and 2 also learned English in extra-curricular activities, with two 60-minute lessons each week.

#### 1.2 Participants

There were twenty-one students in the class, twelve boys and nine girls, and the majority of them seem to like listening to stories (Appendix 7, Figures 9 and 11). Apart from one student who was Brazilian, all other students were Portuguese, but some speak other languages at home (Appendix 5, Figure 1). The children were between eight and nine years old. The class had two students with cerebral palsy, both with mobility constraints and using a wheelchair with no autonomy to move around, as well as some learning difficulties. The class also had one student diagnosed with general learning difficulties and another diagnosed as needing speech therapy.

In general, the group could be considered well-behaved and interested in the different activities proposed. The students were noisy at times, especially when they were excited about a particular game, but as the classroom rules were integrated by the group they became less excitable. They worked well in pairs and small groups. Nevertheless, they sometimes needed to be reminded of the rules during the oral interaction activities. Playing games was their favourite activity in English lessons (Appendix 7, Figure 9). However, they were also story enthusiasts, probably because the classroom teacher shared read-alouds frequently (Appendix 19). Most students believed that stories can help them learn, but only a third thought that stories can help them better understand the world (Appendix 7, Figure 12)

## 2. Methodology

Burns (2010) indicates that, "the goals of Action Research are to work towards educational improvement and more effective outcomes for our students by reflecting on and observing current classroom practices" (p. 33). This was the guideline used to choose an area that could need my closer attention and intervention in the classroom. Then, research in the area was carried out, considering what questions the report should produce answers to. The action research (AR) project was developed taking into consideration Burns (2010) suggestion of four stages of action research: planning, action, observation and reflection (p. 8). I consider these stages as interdependent. The planning stage would always be dependent on the action and observation stage, in order to accommodate the discovery of new needs, and this would only be possible if a considerable amount of reflection is done during each stage (see Figure 2.1).

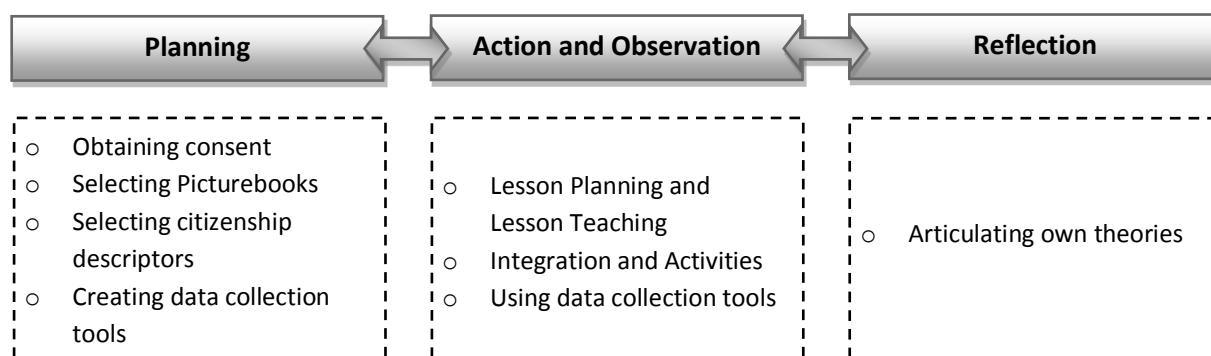


Figure 2.1 – AR stages

## **2.1 Planning**

I started my AR project by identifying the questions to answer by the end of my intervention. The next step was to choose the citizenship topics to address and the picturebooks, in order to carefully plan the intervention cycles. But, even before thinking about putting everything into practice, it was necessary to obtain informed consent.

### **2.1.1 Obtaining consent**

Asking for informed consent is an imperative prerequisite to conduct such a project. Documents were prepared to give as much information about the AR as possible, with special attention given to informing the children, using child-friendly language in Portuguese to ensure understanding (Mourão, 2020).

Before starting my practicum, the school cluster headmaster, the school coordinator and the classroom teacher were informed about my project and my wish to conduct it with a grade 4 group. Their written consent was also requested (Appendix 1). The parents were also informed and asked to give their consent (Appendix 2) in the introduction meeting before the school year began. The school cluster entities granted their consent and all the parents allowed their children to participate.

At the beginning of the school year, the students were also informed about the AR project and asked for their written consent (Appendix 3) to be a part of the project. All of the school community involved were informed about the anonymity policy, and special attention was paid to this when explaining my project to the children. Each student chose a code name which will be referred to during the results chapter of this report. The children were also informed that at any point of the AR project they could choose to stop participating, despite their initial decision. Before giving their consent, they were given the opportunity to ask questions about everything that had been explained orally and/or in the written document. All the students participated willingly for the duration of the AR project.

### **2.1.2 Selecting picturebooks and citizenship education topics**

Concerning citizenship education, the topic I chose to work with was the power of words and intonation regarding the effect they can have in communication. People can interact in a constructive way by using kind words and a friendly intonation or in a

destructive way by using nasty words and an aggressive intonation that ultimately can be construed as verbal bullying. Understanding the power of words and intonation could be helpful for students' growth especially during playground time where it can be difficult to deal with others' feelings. Figure 2.2 below contains a detailed breakdown of citizenship descriptors taken from the PA(DGE, 2017a, pp. 8-11).

<i>Perfil dos Alunos</i> (DGE, 2017a)		Citizenship Descriptors
Key Processes (DGE, 2017a, pp. 8-9)	Nuclear Areas (DGE, 2017a, pp. 10-11)	
1	A	○ Developing as a good citizen
2	C	○ Maintaining the right to be as you are
3		○ Respecting the other in all circumstances
4		○ Combating all forms of discrimination
		○ Creating empathy
		○ Understanding the importance of interacting in a constructive way
		○ Promoting literacy

Figure 2.2 – Citizenship Descriptors

*It's a book* (2010) by Lane Smith and *Bully* (2013) by Laura Vaccaro Seeger were the picturebooks selected for this topic because they allowed the integration of citizenship topics with the English curriculum. In terms of citizenship education, it was possible to address constructive interaction with a special focus on the power of intonation and words, with a further focus on bullying. Within the English curriculum, these picturebooks afforded the possibility of working on topics such as places at school, farm and wild animals and *can* for ability. The picturebooks were also chosen because they provided different approaches to citizenship. If we consider Vygotsky's sociocultural theory (Karpov & Haywood, 1998; Lantolf & Thorn, 2006) *It's a book* required more mediation, that is, explicit regulation of the children's thinking and learning process (Howie, 2020), due to the picturebook's implicit nature regarding citizenship, whereas the narrative in *Bully* was explicitly about bullying, touching on constructive and destructive communication, it thus required less mediation by me as the teacher and would be easier for students to make their own interpretation without guidance. Although each picturebook contained different approaches to citizenship, they complemented each other in the way they presented constructive interaction.

Interesting peritextual features were another reason for selecting these two picturebooks. In *It's a book* the title page stands out as it introduces the characters,

allowing a speculative discussion about them and the story before the read-aloud. *Bully* calls our attention with the colour and font choices on the cover. The dust jacket introduced some clues about the story on the front flap and the illustration on the double spread before the title page also gives the reader more to think about. So, both *It's a Book* and *Bully* afforded the integration of citizenship topics into the English classroom. *It's a Book* was challenging to mediate due to its implicit treatment of citizenship issues, whereas *Bully's* explicit approach to citizenship education afforded to the children a freer interpretation.

### 2.1.3 Research tools

As part of my AR project, it was necessary to collect data that would allow reflection in order to answer my initial questions and finally to see how my teaching practice could be improved. I used two different methods to collect data: observation and non-observation (Burns, 2010, p. 56). Observation tools included brief notes made *in loco*, transcripts of spoken interaction and photographs. The non-observation tools included classroom documents, my teacher's journal, questionnaires and a transcribed interview with the classroom teacher (Appendix 19) - see figure 2.3 for further detail.

Research Tools	
Observation Tools	
<b>Brief notes</b> made <i>in loco</i> by the teacher while the class is in progress	<ul style="list-style-type: none"> <li>○ students' reaction to picturebooks</li> <li>○ students' reaction to picturebook-led activities</li> <li>○ students' reaction to citizenship education-led activities</li> <li>○ students' responses</li> <li>○ students' behaviours</li> </ul>
<b>Written records (the students' exact words) of classroom interactions</b> (T-Ss; Ss-T and Ss-Ss)	<ul style="list-style-type: none"> <li>○ students' oral response</li> <li>○ students' oral interaction</li> </ul>
<b>Photographs</b>	<ul style="list-style-type: none"> <li>○ classroom activities (e.g. brainstorm, whole class discussions)</li> <li>○ students' work</li> </ul>

Non-Observation Tools	
<b>Classroom documents</b>	<ul style="list-style-type: none"> <li>○ Long term plan</li> <li>○ Cycle of intervention plan 1</li> <li>○ Cycle of intervention plan 2</li> <li>○ Samples of students' work</li> <li>○ Assessment sheets</li> <li>○ Self-assessment worksheets</li> </ul>
<b>Teacher's journal</b>	<ul style="list-style-type: none"> <li>○ notes made at the end of each lesson</li> <li>○ notes of other meaningful situations</li> </ul>
<b>Questionnaires (Q)</b>	<ul style="list-style-type: none"> <li>○ Parents' Q</li> <li>○ Q 1a (pre intervention)</li> <li>○ Q 2a (pre-cycle 1)</li> <li>○ Q 2b (post-cycle 1)</li> <li>○ Q 3a (pre-cycle 2)</li> <li>○ Q 3b (post-cycle 2)</li> <li>○ Q 1b (at the end of the intervention)</li> </ul>
<b>Interview</b>	Classroom teacher

Figure 2.3 – Research Tools

## 2.2 Action and observation

The AR project was carried out between September and December 2019. It was the moment to take the “carefully considered” (Burns, 2010, p. 8) plan and put it into action. In doing so, I was not expecting to use the plan exactly as it had initially been designed, but to “question [my] assumptions about the current situation and plan new and alternative ways of doing things” (Burns, 2010, p. 8). In my view, my reflections and any new planning during the ‘action stage’ would only be possible if the ‘observation stage’ occurred at the same time. It was necessary to “collect information about what [was] happening” (Burns, 2010, p. 8), in order to know if it was appropriate to proceed with the plan or if it needed changes. Thus, this part of the report will describe how the plan was put into action and how the data was collected, taking into consideration that each step of the ‘action stage’ also provided opportunity for observation. Data was collected as often as possible by using the different observation and non-observation tools referred above.

### 2.2.1 Lesson sequences

The next step was to plan the *intervention cycles for It's a book* and for *Bully* respectively. My intention during the AR project was to prepare picturebook-based

lessons that would allow me to address both English curriculum and citizenship topics, acknowledging that children already have their individual thoughts and beliefs based on their backgrounds and experiences. For each intervention cycle, the picturebook was the main resource used along with the associated activities and tasks. The use of the picturebook was always preferred over use of the coursebook, especially since the coursebook did not cover the topics addressed.

The story-based lessons followed three stages: pre-reading, while-reading and post-reading (Ellis & Brewster, 2014). In the pre-reading stage, it was very important to conduct activities that addressed the citizenship issues that were going to be discussed, especially certain concepts e.g. likes/dislikes, as well as the student's beliefs prior to the reading. It was also the moment to explore the picturebook peritext to motivate students for the read-aloud activity. While reading/sharing the story, vocabulary and structures unfamiliar to the students were considered, as well as the need to guide them in their development as citizens through the story. The post-reading stage was used to start discussions and reflections that were finalized in pair or group work that should reflect the students' discoveries during the process.

My project started with the *It's a book* cycle. It was the logical option when considering the curriculum topic and the progression within citizenship education. At this point, I would be focusing my attention on how we say the words, e.g. kindly or unkindly, and later on in the *Bully* cycle exploring the impact of a destructive communication versus a constructive one. This way it would be possible not only to reflect on different ways of saying things and how that affects the listener but also to consider the benefits of a constructive interaction as opposed to destructive interaction that can culminate in verbal bullying.

### **2.2.2 Integration and activities**

My objective was to integrate the picturebook into a sequence of lessons in such a way that it was never an isolated picturebook activity. Figure 2.4 shows when the picturebook and its teaching-learning stages were integrated into the different lessons throughout the term.

<b>The <i>It's a Book</i> cycle</b>			
<b>Date</b>	<b>Lesson Number</b>	<b>Stage</b>	<b>Length</b>
16 <sup>th</sup> October	10	Pre-reading activities	20 min.
23 <sup>rd</sup> October	12	Pre-reading activities While-reading activities	whole lesson
19 <sup>th</sup> November	17	While-reading activities	25 min.
20 <sup>th</sup> November	18	While-reading activities Post-reading activities	30 min.
26 <sup>th</sup> November	19	Post-reading activities	20 min.
27 <sup>th</sup> November	20	Post-reading activities	20 min.
<b>The <i>Bully</i> cycle</b>			
<b>Date</b>	<b>Lesson Number</b>	<b>Stage</b>	<b>Length</b>
3 <sup>rd</sup> December	21	Pre-reading activities	10 min.
4 <sup>th</sup> December	22	Pre-reading activities	10 min.
10 <sup>th</sup> December	23	While-reading activity (sharing the story)	8/10 min.
11 <sup>th</sup> December	24	While-reading activities Post-reading activities	26 min.
17 <sup>th</sup> December	25	Post-reading activities	20 min.

Figure 2.4 – Cycles of intervention

### 2.2.3 Actively collecting data using the tools

The first step into the AR after collecting informed consent was to ask parents to answer a questionnaire, 'Parents' Q' (Appendix 4), allowing a contextualisation of the group participating in the project (Appendix 5). The students also answered an initial questionnaire, 'Q 1a' (Appendix 6), just before the first cycle of intervention began, with the purpose of getting to know them better (Appendix 7).

Before each cycle, a questionnaire, 'Q 2a' and 'Q 3a' (Appendices 8 and 10) respectively, were used to collect information on the students' previous knowledge and feelings. At the end of each cycle, another questionnaire 'Q 2b' and 'Q 3b' (Appendices 9 and 11) respectively, allowed me to collect information about the students' knowledge and feelings after the cycle. These questionnaires provided opportunities for comparison of data before and after each cycle. The AR finished with a final questionnaire, 'Q 1b' (Appendix 12), that aimed to integrate questions from all the previous questionnaires in order to enable a comparison between different stages of the intervention (Appendix 13).

The reactions of the students throughout the AR were documented in my journal. At the end of each lesson I took notes regarding what had happened and expanded on any notes quickly taken during the lessons, for example quotes from children during some discussions or their reactions to a particular activity or situation.

Assessment of the picturebook- and citizenship-led activities was a central part of this AR because "although it is relatively easy to assess pupils' progress in terms of linguistic outcomes, it is more difficult to assess cognitive, cultural, affective and social outcomes" (Ellis & Brewster, 2014, p. 28). Thus, based on Ellis & Brewster (2014, p. 29), I developed an assessment sheet (Appendix 14) with different descriptors for each skill to guide the assessment of each student. These individual assessment sheets were completed throughout the intervention, whenever new information occurred. The students were also encouraged to self-assess their progress by reflecting at the end of some activities and by completing some self-assessment worksheets related to the intervention cycles (Appendix 15).

## **2.3 Reflection**

After the implementation of the AR in the classroom, all the collected data was gathered to "reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue [I] have explored more clearly" (Burns, 2010, p. 8).

### **2.3.1 Articulating own theories**

The data analysis was extensive, but its main focus was to make sense of the evidence collected in order to relate it to the initial research questions. Picturebooks were chosen considering both citizenship education and the English curriculum. In addition, I was able to account for the integration of peritext as an aid to students' understanding and the different ways picturebooks were integrated in the lesson plans. Evidence of this integration will be addressed in the results section.

## **3. Results**

The results section will be structured around the initial research questions:

1. Which picturebooks can be used to develop citizenship education through English Language Teaching?

2. How can peritext be used to support children's understanding?
3. How can children's language and values development during picturebook activities be assessed?
4. How can picturebooks-as-objects be integrated into the curriculum?

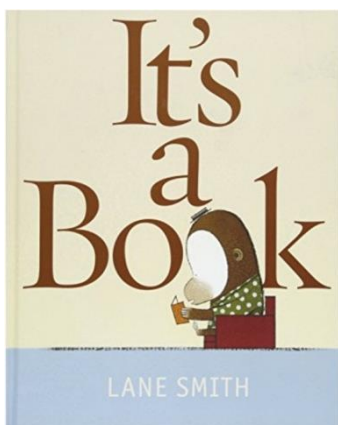
### 3.1 Question 1: Which picturebooks can be used to develop citizenship education through English Language Teaching?

"It is difficult to imagine primary English language teacher education without addressing picturebooks, and it is useful if three major issues are included in it: familiarity with a number of picturebooks, theoretical considerations, and practical issues"

(Kovac, 2016, p. 23).

The process of selecting a picturebook was not simple because it was necessary that both citizenship education and curriculum subjects were integrated and it was also important to take into consideration picturebooks' peritextual features. *It's a book* by Lane Smith required greater emphasis on the role of the teacher-mediator since the reference to citizenship was only implicit. *Bully* by Laura Vaccaro Seeger supported a more independent reflection by the students on the particular citizenship-related topic of bullying.

#### 3.1.1 An implicit treatment of citizenship issues



*It's a book* tells the story of Jackass and Monkey. Monkey is reading a book when a curious Jackass arrives and starts questioning him about that unknown object. Jackass seems to know a lot about computers, but does not know what a book is or what can be done with it.

*It's a book* was not an obvious choice to use as a vehicle to work on constructive interaction and verbal bullying. However, the use of a name that has offensive

potential, "Jackass" (Smith, 2010), suggested that it might be interesting to explore the power of intonation in communication. This way, it would be possible to work on constructive interaction with a special focus on the way words are used. Several activities were planned to highlight the power of intonation, e.g. a role play where the children were expected to act out different parts of the picturebook using different intonation and reflect on the effect of the words said in different ways. This activity was not a complete success because the students struggled with some language production and 'stage fright', being in front of the whole class. My observations registered that students were better able to perform the different intonation while practicing in their small groups (Journal entries, 26<sup>th</sup> and 27<sup>th</sup> November 2019). This indicates that most students understood the idea of using different intonation, but their ability to perform it successfully was undermined by their lack of confidence and fluency during its presentation to the whole group.

Besides the reference to "Jackass" (Smith, 2010), the story revolves around an interaction between two characters. The way that the two main characters, Monkey and Jackass, act towards each other sets an example for possible reactions to situations that can be unpleasant. Monkey does not seem to like all the questions Jackass asks him, but always tries to answer. He dislikes the fact that Jackass chooses to keep his book, but he does not become aggressive and instead goes to the library. These situations were not explicitly stated as options of behaviour to avoid conflict, but nonetheless represent a positive example. Students showed signs that they were able to reflect and empathise with the characters through an activity about the characters' behaviour. Before the read-aloud, I asked the students how they thought the characters in the book would behave (see figure 2.5). Afterwards they all agreed with student Jason Black when he stated "foi quase o oposto [do que dissemos antes]. O Jackass é que foi chato." (Journal entry, 20<sup>th</sup> November 2019). Another student, Faísca, agreed and added "[Jackass] era teimoso; uma teimosia de curiosidade" (Journal entry, 20<sup>th</sup> November 2019). I believe that by identifying these behaviours the children showed they acknowledged and were able to recognize that Monkey was actually very patient with Jackass, even though he was being '*chato*', as the students put it.

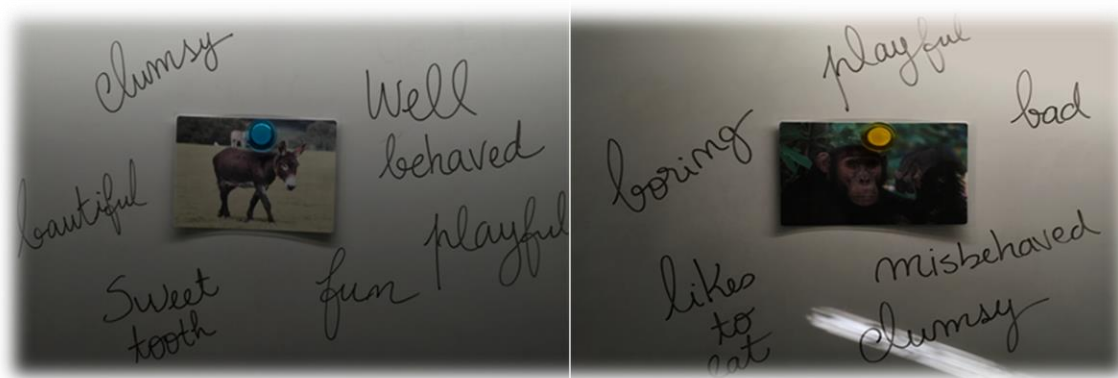
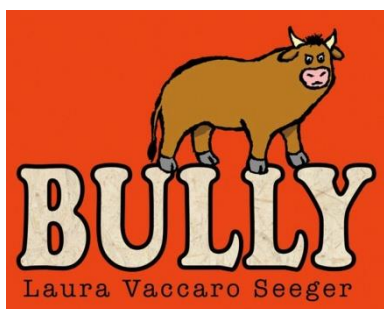


Figure 2.5 – Children's predictions about characters' behaviour before the read-aloud

The fact that citizenship topics are not explicitly referred to in the story itself required a deeper preparation as teacher-mediator to help the students to reflect upon this aspect of citizenship. However, this hard work contributed to setting the scene for *Bully*.

### 3.1.2 An explicit treatment of citizenship issues



*Bully* introduces a character that has no kind words for his friends who invite him to play. This picturebook is explicit in its approach to citizenship issues. It is a more obvious choice when it comes to addressing behaviour and communication between peers. The topic is clear from the title and for that reason it was easier for the children to immediately understand it. Before the first read-aloud, most students had already guessed that the book was about bullying and it was obvious to some of them during the read-aloud why the Bull behaved as he did (Journal entry, 11<sup>th</sup> December 2019). I did not feel the need to prepare them for a group discussion. For example, they were able to comment on how the bull's expression throughout the story changes because he also modifies the way he interacts with others. Several students referred to the bull as being "sad" (Journal entry, 11<sup>th</sup> December 2019) at two different points: at the beginning when interacting with the other bull and when he realised he was being a bully (see Figure 2.6).



Figure 2.6 – *Bully* initial double spread (on the left) and page 13 (on the right)

However, student MacGarrett proposed a distinction between both sad expressions, stating that when the bull appears to be sad after realising he was being a bully, it is in fact "arrependido" (Journal entry, 11<sup>th</sup> December 2019). It should also be considered that having experienced *It's a book* beforehand enabled the students to make connections which otherwise might have been harder. At this point, they were already familiar with, at least, parts of the process of debating and reflecting on citizenship topics through a picturebook.

### 3.1.3 The role of the teacher-mediator

The role of the teacher-mediator begins in the process of selecting the best picturebook to accommodate all the aims previously set out. Later on, the focus of the teacher-mediator is to build a solid plan that will establish the different possibilities to explore the picturebook with the students. The plan has to be carefully structured in order to provide opportunities for students to make their own interpretations rather than giving them plain answers.

In this case, with the picturebook *Bully*, the role of the mediator was simplified when compared to *It's a book* because of its explicit treatment of the citizenship issues, but also due to the work done in the previous cycle. During the *It's a book* cycle, group discussions and brainstorming were frequently used to sharpen the students' interest and hone their reflection strategies. In the *Bully* cycle, also due to the explicit treatment of the citizenship issues, the students already had the tools to generate their own reflections and for this reason the teacher-mediator acted more as a manager (Mourão, 2019, p. 73) to create the scene for students to react. Thus, it can be said that the teacher-mediator plays a relevant role in how a picturebook will be interpreted. After all, it is the teacher-mediator's guidance that gives children the opportunities to reflect

and interpret the multiple layers of meaning afforded by the picturebook, as well as offering the conditions to express of their thoughts.

### **3.2 Question 2: How can peritext be used to support children's understanding?**

“I have found that children pay particular attention to the peritextual elements of a picturebook, especially when they are given the opportunity to use them to predict and confirm meaning, as well as to put to use any words they know in English.”

(Mourão, 2013, p. 73).

A picturebook is not only words and illustrations, but an object, where all its parts combine to create the literary experience. Peritext, and the information that it contains, is an important part of the picturebook.

#### **3.2.1 Peritext - discovering information**

During my practicum, the first activities around the picturebook involved discovering the peritext and its meta-language together with the students. Their reaction was generally positive. They seemed to be familiar with finding the title of the book, the author's and the illustrator's names just by looking at the front cover of a book as well as using the meta-language to talk about them. In her interview (Appendix 19), the classroom teacher affirmed that she had worked on those terms with them in Portuguese and this explains their familiarity. Finding the publisher was a little harder, especially in *Bully* because it was not in the front or back cover of the book, but with some guidance the majority managed to see it.

One student in particular, Speedy, stands out when it comes to the concepts of ‘hardback’ and ‘paperback’. During one of our lessons I observed Speedy trying to say these words to himself several times to learn them by heart and during the second term (after Christmas) something very interesting happened. The English teacher invited me to tell them a story. I chose *Welcome* by Barroux and showed the front and back covers; asked the children about the title, the author, the illustrator and the publisher and also invited them to comment on the endpapers, but I did not mention the terms ‘hardback’

or 'paperback'. So, at the end of the lesson Speedy came to me and said "*Teacher, só para te dizer que esse livro é paperback*" (Journal entry, 7<sup>th</sup> January 2020). I was not expecting this and for a few seconds I could not say anything to him. It was amazing to see that for this child it was not only the story but the picturebook-as-object that had a significance he wanted to share with me.

### 3.2.2 Peritext - supporting citizenship education

Peritextual components, like endpapers and title pages, are a significant part of the picturebook as they add layers of meaning to the story. Thus, it was also important to use the peritext to introduce the citizenship education topics as well as motivate the children for the read-aloud. For example, the title page in *It's a book* (see Figure 2.6) allowed an initial discussion about elements that might be present in the story (such as: computer, book, library, computer mouse, pirate) and different plot possibilities. Conversation around the title page motivated the students to want to know more about the story. One student, Spiderman, even stated at one point "agora estou mesmo curioso" (Journal entry, 22<sup>nd</sup> October 2019). The characters and the students' expectations of their behaviour in the story were also debated in the title page. This was extremely important to set the course for the development of this particular citizenship topic. By observing this page, the students were able to identify the characters of the story and imagine their behaviour and possibly the story itself. This way, the children's expectations and stereotypes towards the characters and their behaviour were challenged, which provided opportunities for intercultural development through comparison between their predictions (see Figure 2.7) and the story's reality.

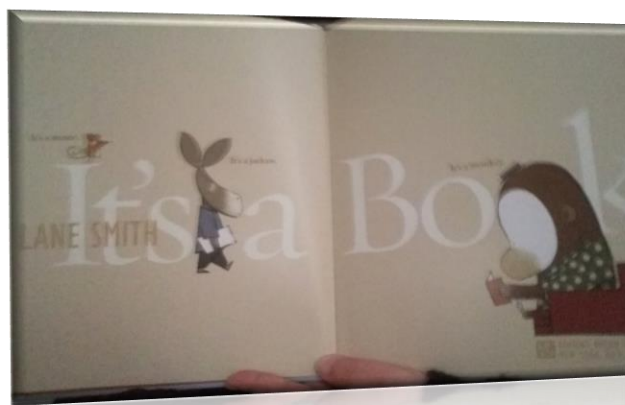


Figure 2.7 – *It's a book* title page

This comparison resulted in a subsequent discussion around the way we sometimes judge others without knowing them. The students were able to think about the saying 'don't judge a book by its cover' and construct a broader meaning to it because the title page was used not only as a way to spark interest but also as an element of discovery. At the end of the first cycle, in Q 2b (Appendix 9) choosing definitions they thought best qualified for 'don't judge a book by its cover', most students chose definitions that were not strictly literal (see Figure 2.8), which reveals a general understanding of its implicit meaning by the students.

3. 'Não julgues um livro pela capa' significa... (Escolhe as opções que consideras mais indicadas):	
3.1. ...que não se deve rasgar a capa de um livro.	6
3.2. ...que não devemos criar opiniões antes de conhecermos realmente alguém.	10
3.3. ...que nem sempre a história que imaginamos ao vermos a capa de um livro será parecida com a história que o livro nos conta.	13
3.4. ...que antes de termos a nossa opinião sobre alguém ou alguma coisa devemos primeiro conhecer ou saber mais sobre esta pessoa ou coisa.	13
3.5. ...que a capa pode dizer-me coisas importantes sobre um livro.	6

Figure 2.8 – 'Don't judge a book by its cover' meaning

In the *Bully* cycle, discovering the book with the students before the read-aloud was vital to prepare them for the story. The possibility to be introduced to the main character on the front cover led to a discussion about the bull's emotional state and possible behaviour in the story. The majority of the students noticed the bull's angry expression and one student added "parece que vai bater em alguém" (Journal entry, 3<sup>rd</sup> December 2019). The blurb on the front flap of the dust jacket was essential for students to confirm the issue addressed in the book. As we continued to explore, the double spread before the title page (Figure 2.9) stood out for its visual narrative, key to the story. It is true that the story functions independently of this page, but a crucial part of the narrative would be missing. The visual information it provides shows the reader a possible reason for the bull's actions. This fact is very relevant when it comes to the reader's relationship with the bull and generating empathy with the character, something that should not be dismissed in citizenship education.



Figure 2.9 – *Bully* initial double spread

I showed the double spread in Figure 2.9 above just before the first read-aloud, and as I was doing so, almost at the beginning of the story, student MacGarrett spontaneously said: "Oh! Já sei porque é que o 'Bully' está a ser assim... Porque no início..." (Journal entry, 11<sup>th</sup> December 2019). At this point, I felt forced to interrupt him because I wanted the other students to have the opportunity to make their own interpretation. So, I asked him to tell me about it at the end of the story. This student quickly understood the possible reason for the bull's conduct and was empathetic towards the character by acknowledging that "ele acabou por descarregar nos outros aquilo que ele sofreu" (Journal entry, 11<sup>th</sup> December 2019), the reason why the student also mentioned that the bull regretted his previous actions as a bully. Speedy, another student, actually added that "o coração começou a doer-lhe" (Journal entry, 11<sup>th</sup> December 2019).

All of these are examples of the importance of including the peritext during a read-aloud when taking a picturebook to the class. Without it, important information that might aid children in understanding and enriching their experience with the picturebook might be lost. This class showed me the importance of using peritext in scaffolding students' imagination, as well as for contributing to their citizenship education through English Language Teaching.

### **3.3 Question 3: How can children's language and values development during picturebook activities be assessed?**

"Assessment provides teachers with the information they need in order to understand individual students' unique qualities and areas that need improvement."

(Jang, 2014, p. 7).

Assessment is not just a tool for identifying students' development, but also a tool to evaluate lessons and activities in order to adjust anything I felt would help student understanding.

### **3.3.1 Assessment sheet**

Assessment is always a difficult task and when talking about values development it can be even harder when considering subjective descriptors. Based on Ellis & Brewster (2014), I created an assessment sheet (Appendix 14) that was used to guide me through the picturebook cycles. This assessment sheet was created thinking about one individual, but it soon became obvious that it would be very difficult to fill it in for every student. For this reason, the assessment sheet descriptors were used as a guide for my assessment of students. A significant part of the assessment is a result of observing the students during activities and their reactions to what happened in the classroom, including during class discussions. This information was always documented in my journal and helped me fill in the assessment sheet. These notes were also useful in rethinking some activities that might not have worked as I initially thought they would.

### **3.3.2 Students' self-assessment**

Students' self-assessment was taken into consideration during my practicum. Questionnaires were also used as a self-assessment tool, especially the ones at the end of each cycle (Q 2b and Q 3b), as students' were asked to think about issues that had been addressed in previous classes. During the cycles there were moments when I asked the students to think about what they had learnt, what was the message that the picturebook conveyed and other specific questions for each occasion. For instance, in a lesson near the end of the *Bully* cycle, I did the apple experiment activity (figure 2.10). I took two apples into the classroom and asked the students to say kind words to one of them using a friendly intonation and nasty words to the other using an aggressive intonation. At the end of the experiment, I showed the apple associated with the constructive interaction and it was healthy. However, the apple associated with the destructive interaction was bruised. The students were amazed by this and I encouraged them to tell me what they had learnt with this experiment. The student Faísca said: "As palavras podem magoar e o tom de voz também", Lucas mentioned that "Não podemos fazer bullying porque as pessoas se sentem magoadas" and Speedy added "A maçã está

podre porque o coração dela partiu-se porque [lhe] dissemos coisas más". Using their previous acquired knowledge, the students were able to reflect and self-assess their values development by successfully producing an answer to my question around the experiment.



Figure 2.10 – Apple experiment

Self-assessment worksheets (Appendix 15) could also contribute to the results on students' confidence regarding their knowledge during the cycles. As an example, Figure 2.11 shows how one student's confidence changed from one cycle to the other in relation to peritextual features and metalanguage. In the *Bully* self-assessment sheet, the student seems more confident as he decides to colour two or more smiley faces where in the previous self-assessment sheet he had not coloured any.

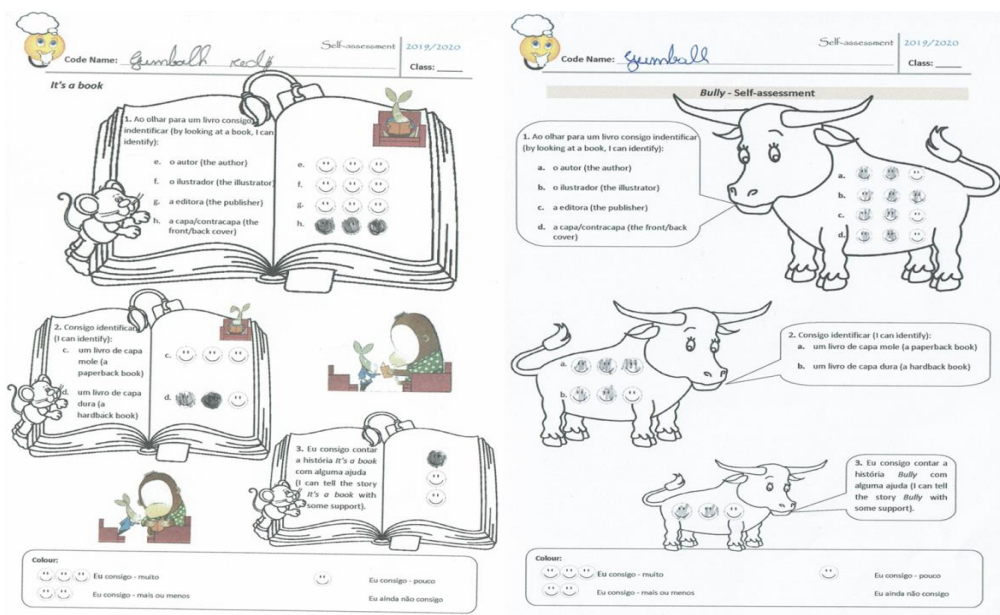


Figure 2.11 – Gumball's self-assessment worksheets

### 3.3.3 Final task

The final task for each cycle of intervention can also be seen as a final assessment moment. At this stage, it can show the teacher how successfully the citizenship topics covered have been interiorised by the students. At the end of the *Bully* cycle, I asked the children to create an anti-bullying mini-poster using farm animals as a theme (Figure 2.12). I helped them with the language, but essentially they came up with sentences like: "Friendship is very important"; "Be a buddy not a bully"; "Say no to bullying! Say yes to friends!"; "Be nice to others!".

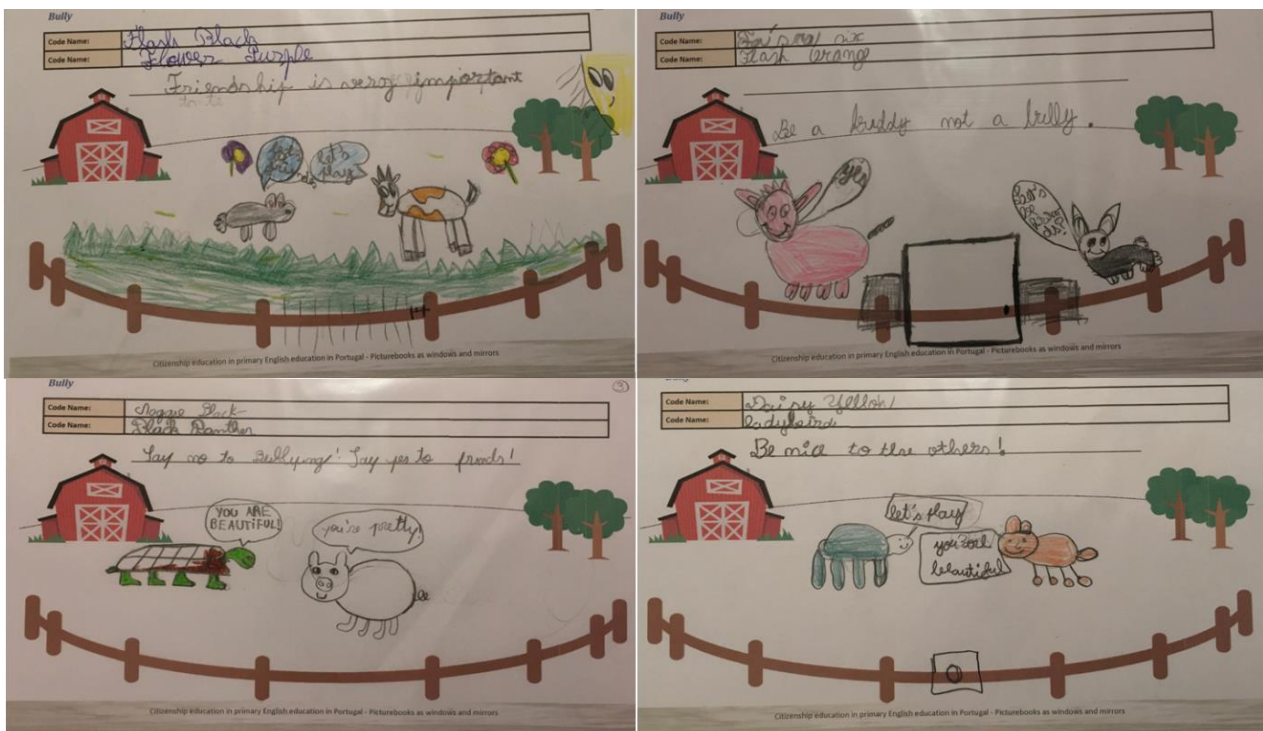


Figure 2.12 – Anti-bullying mini posters

As can be seen, the majority of the students understood that nice words can be constructive communication to enable a friendship. I consider these children's worksheets a good example of values assessment as they show what the students picked up from the different lessons that *Bully* was a part of.

### 3.4 Question 4: How can I integrate picturebooks-as-objects into the curriculum?

"Using picturebooks in the young learner classroom contributes to developing the whole child, in particular their cognitive, socio-emotional and aesthetic competencies together with their language and literacy skills"

(Mourão, 2015a, p. 2).

#### 3.4.1 Picturebooks as a vehicle for citizenship topics

Throughout my practicum, picturebooks were the main vehicle to address citizenship. *It's a book* helped me develop the idea of the power of intonation in communication and *Bully* complemented it by focussing on the power of nasty/kind words and bullying. With *Bully*, I intended to give students one more opportunity to reflect on the ways we can choose to interact with each other. These opportunities for reflection helped students to see, on the one hand possible consequences for destructive interaction, like bullying, and on the other hand choices that can transform destructive into constructive interaction, e.g. apologising like the bull did. During the apple experiment mentioned before (see Figure 2.10), when I showed the students the bruised apple, some of them spontaneously apologised. Acknowledging that using nasty words and aggressive intonation can hurt others and their values development was against it. They did not feel comfortable using nasty words.

Students' worksheets (Appendix 16), like the ones in Figure 2.12 above or Figure 2.13 below illustrate their understanding of constructive interaction. The illustration below, by student Mickey, shows a boy suffering on the floor and a nice boy offering to help him get up. This illustration answered the question 'How can you help someone suffering from bullying?' in a small worksheet about the *Bully* cycle.



Figure 2.13 – How to help someone suffering from bullying?

Contrary to *Bully*, *It's a book* required preparation and discussions to help the children have a clearer idea of the hidden messages. However, both picturebooks allowed me to develop citizenship education through their visual and verbal narratives. At the end of my intervention more children thought stories helped to better understand the world around them (Appendix 13, Figure 16), which also suggests that picturebooks were a successful vehicle for citizenship education. The activities I prepared to accompany the picturebooks also played an important role in promoting citizenship education during the English lessons and this way I was able to address some of the primary English curriculum topics with the use of these two picturebooks as well.

### 3.4.2 Picturebook characters - an activity

Integrating the picturebook and the curriculum subjects was also an objective throughout my practicum. Students really showed that they liked the *It's a book* characters, so I incorporated them into the language activities. The characters stepping out of the book and becoming a part of the activities or exercises can be seen as one more way to integrate a picturebook into the curriculum. This way the picturebook is constantly present instead of a one-time appearance. One of the activities that demonstrate this is represented in Figure 2.14 (see also Appendix 17 for a detailed plan of the activity). In this activity, the students were practicing speaking skills. I could have used other images to practice the structure 'Where's...?', but that would not be as meaningful as using characters that they had had the opportunity to create bonds of empathy with. This, in my opinion, marks the difference between a meaningful activity and just an activity to practice a structure.



Figure 2.14 – *Where's ...?* structure practicing activity using characters from *It's a book*

The fact that the characters from the book were being integrated in this activity was also an opportunity for an extra-language learning moment. I was using Monkey and Jackass, the characters, but also a monkey and a donkey, the animals. So, using these concrete examples it was possible to explain the difference between '*Where's Monkey/Jackass?*' and '*Where's the monkey/donkey?*'. Even though I was working the use of '*the*' implicitly, the students noticed the difference and asked about it. It was an unexpected, yet positive, way to integrate the picturebook into a language learning moment. Furthermore, the majority of the students did not show difficulties in understanding the differences of use and were able to correctly ask the question during the activity.

### **3.4.3 The picturebook for a whole lesson**

Lesson 12 was completely dedicated to activities related to the picturebook. This lesson allowed me to navigate from pre-reading activities, such as observing *It's a book's* peritext features, including discovering the title page that led to important discussions on citizenship (see the peritext section of this chapter), setting up the moment for the read-aloud by focusing on possible unknown vocabulary, to the moment I was able to actually share the story for the first time. However, a plan for a whole lesson around a picturebook was key to enable sharing the story three times. The first time, with just me reading it, the second pausing to check understanding and answer students' questions and finally retelling the story, which the students' enjoyed so much that they even requested a fourth time. Unfortunately, the lesson had to end, yet the students were so excited that they did not rush to leave the classroom.

### **3.4.4 Picturebooks for one activity**

The teacher can also use the picturebook in the classroom just for pure enjoyment. In the interview with the classroom teacher (Appendix 19) it became clear that this group of students were used to picturebooks and to experiencing them for pleasure rather than simply for learning purposes, as the classroom teacher also felt it was extremely important to read a story or a book for the pleasure of sharing it with her students: "Gosto que o momento da história seja pelo prazer da leitura[...]".

Throughout the interview, I had the opportunity to do something similar in one of my lessons. On the day of the written test, the students finished the test early. Thus,

having a few minutes to spare, I decided to share the story *Bully*. I had finished the pre-reading activities in the previous lesson, so it felt natural to share the story with them. It was a relaxation moment after the test, a potentially stressful activity. And I have no doubt that the students enjoyed it. There were smiles on their faces at the end of the lesson.

### 3.4.5 Picturebook for a part of a lesson

As previously stated, the primary English curriculum was always considered when planning picturebook-led lessons or activities. School activities as well as places at school topics, *can/can't* and *Where is...?* structures were integrated in the period that *It's a book* visited our lessons. *Bully* helped to introduce the farm animals. The fact that both books had topics that could easily be incorporated into the curriculum allowed me to give lessons that integrated not only the language, but also the citizenship topic. In my opinion, this aspect supports the fact that picturebooks should be a part of the lesson(s) and not exclusively a onetime event. In *It's a book*, the structures *can/can't* are present which provided authentic exposure to the language and it was even possible, in a later lesson, to use the picturebook again as preparation for the test, instead of using less authentic context to remind the children of the *can/can't* structure. Also, through *It's a book* I was able to establish a bridge between school activities, like reading, and the places at school using the library mentioned in the book. The characters from both books also allowed to form the connection between the above topics and farm animals as well as wild animals at a later stage.

### 3.4.6 Picturebooks in ELT

It is not easy to select a picturebook, but when doing so one must have in mind the possibilities that the picturebook provides to integrate citizenship education as well as the curriculum. This way it is possible to address a citizenship topic, but at the same time have a picturebook as part of the lessons and not only as an event. I believe that this way the picturebook and the messages that it holds become more meaningful to the children.

### 3.4.6.1 Fostering an affective relationship

Creating an affective relationship with students is something that takes time, especially if you only have 120 minutes per week to be with them. My work as an extra-curricular teacher of English has led me to realise that the majority of times a real connection with my students occurs towards the end of the first term. However, something quite amazing happened during my practicum. After sharing *It's a book* for the first time, more or less a month after the beginning of the school year, some of the children just came to me at the end of the lesson to talk about their favourite books. I recall feeling close to them at this point, just one month into my practicum. They felt comfortable enough to come to me and express themselves freely. After all, we had a conversation topic in common and I was no longer the teacher they were getting to know but someone that they had something to relate to. I consider this to be a constructive interaction between students and teacher and the picturebooks were meaningful in the way they provided a bridge for affective communication.

Another example of constructive and affective communication happened outside of the classroom. One day a student, Lucas, who had difficulties in English, approached me during playground time and told me:

Lucas: 'Teacher', estou a ensinar Inglês à minha afilhada do 1º ano.

Me: Ah sim?! E o que estás a ensinar?

Lucas: It's a book. Listen, read, speak e coisas assim.

(Journal entry, 28<sup>th</sup> October 2019)

Flower, another student who also had difficulties in English, was also involved in the playground activity with their younger peers. The fact that both these children were confident enough to use English and the picturebook's title while playing could be seen as a demonstration of how meaningful it was for them to have that picturebook integrated into their language learning process. Somehow, the English lessons through a picturebook contributed to a constructive interaction in the playground.

These are different situations that show the influence a picturebook can have in fostering affective relationships. I described the relationship(s) between teacher and students, but there is also some evidence of creating relationships with the foreign language by taking it to the playground.

### 3.4.6.2 Developing a love for reading

*It's a book* gave me the opportunity to try to know more about the students reading habits and, because the story allowed the approach, the importance of books and reading were also discussed in classes. For this reason, I asked them to fill in a worksheet about one of their books at home (Figure 2.15). This worksheet was similar to the one filled in as a group for the picturebooks we were reading in class (Appendix 18). The objective was to give them an opportunity to later share with the class their favourite books. Not all students felt comfortable to share this with their peers, mainly due to 'stage fright', if I understood correctly. However, this did not stop them from sharing their opinion in a more relaxed environment. For example, the student Black Panther, one day while cleaning up to go home, told me: "Aqui na escola o meu livro favorito é o *It's a book*" (Journal entry, 27th November 2019). These sorts of remarks made me think about the impact that this picturebook was having in these children's school lives. It was just amazing to hear it in such a spontaneous moment.



Name:	
Code name:	Gumball and
 <b>My Favourite Book... Today!</b>	
Title	Uma aventura no Rio de Janeiro
Author	Uma aventura no Rio de Janeiro
Illustrator	André Soares
Publisher	Comunidade
Prize(s)	4 prêmios
My Favourite Character is...	
	

Figure 2.15 – My favourite book today, worksheet by the student Gumball

## **Chapter III - Discussion and Conclusion**

### **1. Summary of the research questions and findings**

This report aimed to find out how picturebooks-as-objects can be integrated into the curriculum considering the transversal subject citizenship education. The data collected during my practicum has shown that it is possible to address the English language curriculum as well as citizenship education through picturebooks in English. It is also possible to identify different examples that show how peritext aids students' understanding of the visual and verbal narrative. Picturebook peritext can be used as a motivation tool, but it can also make a difference to how students interpret the story. Assessment required a group of descriptors to aid me through the process of considering values development, not only in the final tasks, but especially during class discussions and brainstorming.

Integration was the main focus of the AR. It was noteworthy to discover during its process that there are so many ways in which a picturebook can be integrated into my English language lessons. I became aware that integrating a picturebook depends on becoming a teacher-mediator and my ability to mediate. This integration process requires research and well-planned lessons in order to be successful. The reactions of the students in my study were priceless, especially those that were spontaneous and usually came up in informal contexts. These were, for me, the most important results of all because they showed students transferring their knowledge from the classroom to their daily life context, which demonstrates that the picturebook-led lessons were meaningful for the students, helping them in language learning and in values development.

### **2. Discussion - results and relevance to my development as a teacher**

The information discussed in the previous chapter shows that it is possible to successfully integrate picturebooks-as-objects into the curriculum. However, I learnt that success was only achievable if my role as a teacher expanded to become a mediator as well, because it was not only about sharing the picturebook but also about creating opportunities for children to share and develop their knowledge, especially as citizens.

The affective relationship they developed towards me and the English lessons was a surprise. I did not expect to connect with students so fast or that some of them

would take their classroom experience outside. I believe that they wanted and needed to share their thoughts and experiences mainly due to the picturebook and the picturebook-led activities that allowed a feel-safe and familiar environment.

This experience has changed the way I want to teach from now on. I am certain of the importance of citizenship education and picturebooks in the English classroom. I now understand that citizenship education can be developed alongside the curriculum. The school community can benefit from this because it is not artificial teaching, but integrated and contextualized. I also think that picturebooks must be chosen as the complete resource they are and not exclusively as one more resource to develop vocabulary. A teacher-mediator can provide a complete and authentic experience for her students by selecting an appealing picturebook and carefully planning around it.

### **3. Further thoughts for further research**

At the beginning of this study it was demanding to find the right picturebook to integrate both citizenship education and the English curriculum. So, I believe it would be interesting to research picturebooks that could be easily integrated into the English curriculum in grades 3 and 4 in Portugal. Moreover, it would be interesting to create a year-long plan that integrated picturebooks and simultaneously enabled an approach to citizenship as a transversal subject.

Assessment is also a topic that I would like to develop in the future. At the beginning of the AR, I struggled to find a way to assess students' citizenship values development. I came up with an individual assessment sheet that supported my approach to assessment, but was difficult to fill in for each student. So, I would like to find a better tool that could help me in this process. Students' self-assessment also needs some attention as this is relevant for the student's awareness of their achievements. So, a more systematic approach to this could be a future focus.

### **4. Relevance of the results to other classrooms or situations**

I think that there is enough evidence in this report to show that integrating a picturebook into the curriculum in different ways can be worthwhile, even fostering affection. The picturebook was never considered a one-time event to discuss citizenship, but always a part of the resources available to address both language and citizenship

topics. Moreover, as the teacher, I became a mediator in order to create opportunities for the students to learn the language and develop citizenship values. Picturebooks, when seen as objects, allowed me, as teacher-mediator, to address citizenship education without forcing values, but instead exposing the students to situations and characters that they could empathise with. At the same time, the language authenticity was there for the students to absorb without pressure. However, it is important to mention that the results in this report are specific to this group of children and may not be the same in different contexts.

In conclusion, it is possible to say that the results from the research during my practicum show that there are different ways to integrate picturebooks as objects meaningfully in the curriculum, showing students different paths to acquire language knowledge and so much more. Windows and sliding glass doors are opened and the mirrors are sparkling. All these features of a picturebook allow multiple possibilities for development.

## Picturebooks

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## Appendices

### Appendix 1 - Headmaster's letter of consent

#### Pedido de Autorização à Direção do Agrupamento de Escolas [redacted]

Exmo. Sr. Diretor [redacted]

Eu, Paula Cristina Pires Carvalho, aluna do Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa, irei dar continuidade ao estágio (Prática de Ensino Supervisionada II) neste 1º período na turma 4º [redacted] da Escola [redacted].

Na sequência do referido mestrado é-me exigido que desenvolva um pequeno projeto de investigação durante o estágio. Este projeto fará parte do meu relatório final que se intitula *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos).

No decorrer do estágio e projeto de investigação pretendo dinamizar aulas com base em *picturebooks* (livros de histórias infantis) que permitam, não só a abordagem dos temas com base nas metas curriculares previstas pelo Ministério da Educação para o Inglês no 1º ciclo do Ensino Básico, mas também uma reflexão na área da cidadania por parte dos alunos. Ao longo destas aulas irei recolher dados para o meu estudo a partir de:

- o realização de questionários;
- o observação direta das aulas e registo da mesma;
- o trabalhos realizados pelos alunos;
- o autoavaliação dos alunos;
- o reflexão dos alunos sobre as diferentes atividades desenvolvidas e as suas opiniões relativas aos temas abordados.

As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências. No entanto, a instituição, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, que identifiquem de alguma forma a instituição ou as crianças. Contudo serão recolhidas imagens de trabalhos desenvolvidos pelos alunos, sendo que o anonimato dos autores será sempre garantido.

Será igualmente requerido aos encarregados de educação e crianças autorização para que estas integrem o projeto. Todavia, os alunos poderão escolher não participar do mesmo a qualquer momento.

Assim, venho por este meio, solicitar a vossa autorização para incluir os alunos do 4º ano, turma [redacted] da Escola [redacted] neste meu projeto que irá decorrer de setembro a dezembro de 2019.

Para qualquer esclarecimento poderá contactar-me através do email: [redacted]

Desde já agradeço toda a disponibilidade demonstrada e peço, se possível, que me entregue a autorização para a participação dos referidos alunos (em anexo) assinada, até 11 de setembro do corrente ano.

Cacém, 9 de setembro de 2019

Paula Cristina Pires Carvalho

Prof.ª Doutora Sandie Mourão  
Orientadora Relatório Final

Faculdade Ciências Sociais e Humanas - Universidade  
Nova de Lisboa

#### Pedido de Autorização à Direção do Agrupamento de Escolas [redacted]

Eu, \_\_\_\_\_

Diretor do Agrupamento de Escolas [redacted], declaro que fui informado dos objetivos do projeto intitulado *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos) e autorizo os alunos da turma [redacted] do 4º ano da Escola [redacted] a participar no estudo.

Data: \_\_\_\_\_ / \_\_\_\_\_ / 2019

Assinatura: \_\_\_\_\_

## Appendix 2 - Parents' letter of consent

### Pedido de Autorização aos Encarregados de Educação

Exmo(a). Sr(a). Encarregado/a Educação,

Eu, Paula Cristina Pires Carvalho, aluna do Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa, irei realizar a segunda parte do meu estágio em ensino na turma do seu educando na Escola \_\_\_\_\_

Na sequência do referido mestrado é-me exigido que faça um pequeno projeto de investigação durante o estágio. Este projeto fará parte do meu relatório final que se intitula *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos).

No decorrer do estágio pretendo dinamizar aulas com base em *picturebooks* (livros de histórias infantis) que permitam, não só a abordagem dos temas com base nas metas curriculares previstas pelo Ministério da Educação para o Inglês no 1º ciclo do Ensino Básico, mas também uma reflexão na área da cidadania por parte dos alunos. Ao longo destas aulas irei recolher dados para o meu estudo a partir de:

- realização de questionários;
- observação direta das aulas e registo da mesma;
- trabalhos realizados pelos alunos;
- autoavaliação dos alunos;
- reflexão dos alunos sobre as diferentes atividades desenvolvidas e as suas opiniões relativas aos temas abordados.

As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências. No entanto, a instituição, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, que identifiquem de alguma forma a instituição ou as crianças. Contudo serão recolhidas imagens de trabalhos desenvolvidos pelos alunos, sendo que o anonimato dos autores será sempre garantido.

Mais informo que irei pedir ao seu educando autorização para o integrar no meu projeto. No entanto, a qualquer momento deste projeto o seu educando poderá escolher não participar, decisão esta que será inteiramente respeitada.

Assim, venho por este meio, solicitar a vossa autorização para poder incluir o seu educando neste projeto que decorrerá entre setembro e dezembro de 2019.

Desde já agradeço toda a disponibilidade demonstrada e peço que me entregue a autorização para a participação do seu educando (em anexo) assinada, até 25 de setembro do corrente ano.

Cacém, 11 de setembro de 2019

Paula Cristina Pires Carvalho

Prof.ª Doutora Sandie Mourão  
Orientadora Relatório Final

Faculdade Ciências Sociais e Humanas - Universidade  
Nova de Lisboa

### Pedido de Autorização aos Encarregados de Educação

Eu, \_\_\_\_\_,  
encarregado de educação de \_\_\_\_\_

declaro que fui informado dos objetivos do projeto intitulado *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos) e autorizo o meu educando a participar no projeto.

Data: \_\_\_\_\_ / \_\_\_\_\_ / 2019

Assinatura: \_\_\_\_\_

## Appendix 3 - Students' consent

### Pedido de Autorização aos alunos

Autorização do aluno para participar no projeto/estudo *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos) que a Paula irá desenvolver entre setembro e dezembro de 2019 na turma 4<sup>ª</sup> da Escola

Nome:

	A Paula explicou que...	Verdadeiro	Falso
1	...está a estudar na Universidade para se tornar professora de Inglês dos 3º e 4º anos.		
2	...para terminar o seu curso tem que fazer um estudo na nossa turma durante o 1º período.		
3	...o seu estudo tem a ver com ensinar e aprender Inglês e cidadania através de livros de histórias.		
4	...me vai dar alguns questionários relacionados com o seu estudo na aula de Inglês para eu responder e dar a minha opinião.		
5	...nem sempre vamos usar o manual <i>Treetops 4</i> pois vamos usar outros materiais, como livros de histórias em inglês.		
6	...se eu autorizar, vai incluir a minha opinião no estudo dela e que vai mostrá-lo a outras pessoas.		
7	...não vai usar o meu nome verdadeiro no seu estudo e que por isso eu vou poder escolher um nome de código.		
8	...que eu posso deixar de participar no seu estudo a qualquer momento.		
9	...que estará sempre disponível para falar comigo sobre as minhas dúvidas.		
10	...os meus pais sabem sobre o seu estudo.		

(coloca uma X na opção que escolheres)

Eu percebi tudo o que a Paula me explicou.	Verdadeiro	Falso

(coloca uma X na opção que escolheres)

Preenche apenas se respondeste <i>Verdadeiro</i> na afirmação anterior.		
Eu aceito participar no estudo da Paula.	Sim	Não

(coloca uma X na opção que escolheres)

Assinatura do aluno: \_\_\_\_\_

Data: \_\_\_\_ / \_\_\_\_ / 2019

Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors

### Pedido de Autorização aos alunos

Eu, \_\_\_\_\_, aluno do 4º \_\_\_\_\_ a Escola \_\_\_\_\_ aceitei participar no projeto da Paula, intitulado *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos).

Como a Paula não vai usar o meu nome verdadeiro no seu estudo, eu vou escolher um nome de código.

O meu nome de código é:	
Primeiro Nome	Sobrenome
<input type="text"/>	<input type="text"/>

(para o primeiro nome posso escolher o nome de uma personagem ou de uma flor; para o sobrenome posso escolher o nome de uma cor ou de um número)

Assinatura do aluno: \_\_\_\_\_

Data: \_\_\_\_ / \_\_\_\_ / 2019

Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors

## Appendix 4 - Parents' Questionnaire

Exmo(a). Sr(a). Encarregado de Educação,

Eu, Paula Pires Carvalho, professora de Inglês estagiária, venho por este meio e na sequência da nossa conversa sobre a pesquisa que irei levar a cabo este período na turma do seu educando, solicitar a sua colaboração no preenchimento do questionário que se segue. Mais uma vez, reforço que todas as informações que vou recolher serão anónimas e em circunstância alguma a identidade de vossa excelência ou do seu educando serão tornadas públicas.

Desde já agradeço a sua colaboração e tempo disponibilizado,

*Paula Carvalho*

Nome do Encarregado de Educação:

Nome do aluno:

Por favor assinala com um X uma das duas opções.

Autorizei o meu educando a participar nas atividades relacionadas com o estudo da Paula.

Não autorizei o meu educando a participar nas atividades relacionadas com o estudo da Paula.

### Questionário aos Encarregados de Educação

1. Qual a língua mais falada em casa?

Português  Inglês  Crioulo  Outra: \_\_\_\_\_

2. Falam outras línguas em casa?

Não  Sim Se sim, quais? \_\_\_\_\_

3. O que considera fundamental nas aulas de inglês no 1º ciclo do Ensino Básico: (assinala com X as opções que refletem a sua opinião).

<input type="checkbox"/> Ouvir	Inglês	<input type="checkbox"/> Cantar e rimar	Desenvolver atividades...	<input type="checkbox"/> individualmente
<input type="checkbox"/> Falar		<input type="checkbox"/> Ouvir histórias		<input type="checkbox"/> em pares
<input type="checkbox"/> Ler		<input type="checkbox"/> Dramatizar		<input type="checkbox"/> em equipas
<input type="checkbox"/> Escrever		<input type="checkbox"/> Jogar jogos		<input type="checkbox"/> com a turma toda
		<input type="checkbox"/> Fazer fichas		

4. Sobre livros de histórias:	Não	Sim	NS*
4.1. Tem livros de histórias infantis em casa?			
4.2. Tem livros de histórias infantis em outra língua para além do Português em casa?			

\*Não sei.

5. Responda às seguintes questões colocando um X na resposta que melhor descreve a sua situação.	Nunca	Raramente	Às vezes	Muitas vezes	Todos os dias
5.1. Lê histórias ao seu educando?					
5.2. Lê histórias em Inglês ao seu educando?					
5.3. Frequenta uma biblioteca pública?					
5.4. Frequenta uma biblioteca pública com o seu educando?					

6. Leia as afirmações seguintes e coloque um X na resposta que melhor descreve o que sente.	Discordo totalmente	Discordo	Nem concordo, nem discordo	Concordo	Concordo totalmente
6.1. Gosto de ler histórias ao meu educando.					
6.2. O meu educando gosta que lhe leiam histórias.					
6.3. Considero importante ler histórias ao meu educando.					
6.4. Considero que ler histórias pode ajudar o meu educando a aprender.					
6.5. Considero que ler histórias pode ajudar o meu educando a perceber melhor as pessoas e o mundo à sua volta.					
6.6. Considero que ler histórias pode ajudar o meu educando a aprender inglês.					

7. Sem consultar o seu educando, consegue dizer se ele tem uma história infantil preferida?

Não  Sim Se sim...  
Qual o título? \_\_\_\_\_  
Qual o autor? \_\_\_\_\_

Muito obrigada pela sua colaboração.

## Appendix 5 - Parents' Questionnaire Results

The parents' questionnaire allowed me a better understanding of the students' context. The first and second questions showed that most students speak Portuguese at home, but there are some students that also speak Creole, Ukrainian and Romanian (Figure 1).

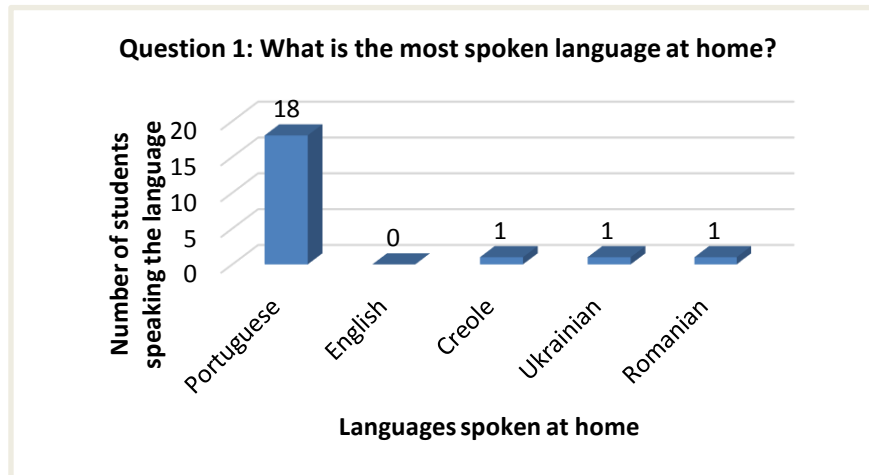


Figure 1 – Most languages spoken at home

The majority of parents considered that speaking in English, listening to stories and developing pair and whole class activities were fundamental in the English class (Figures 2, 3 and 4).

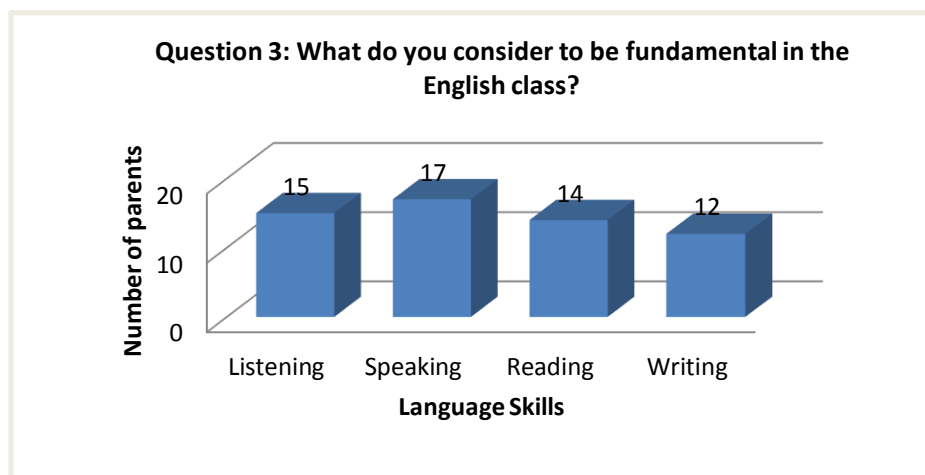


Figure 2 – Parents' opinion on fundamental skills in the English class

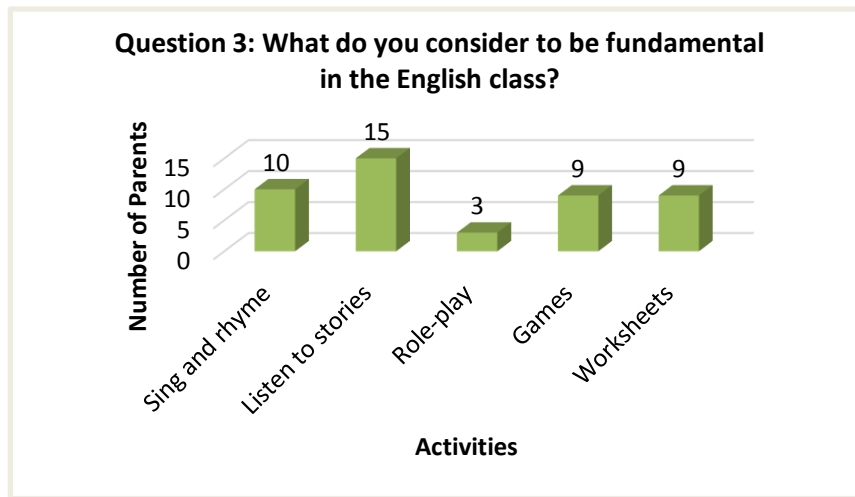


Figure 3 – Parents' opinion on fundamental activities conducted in the English class

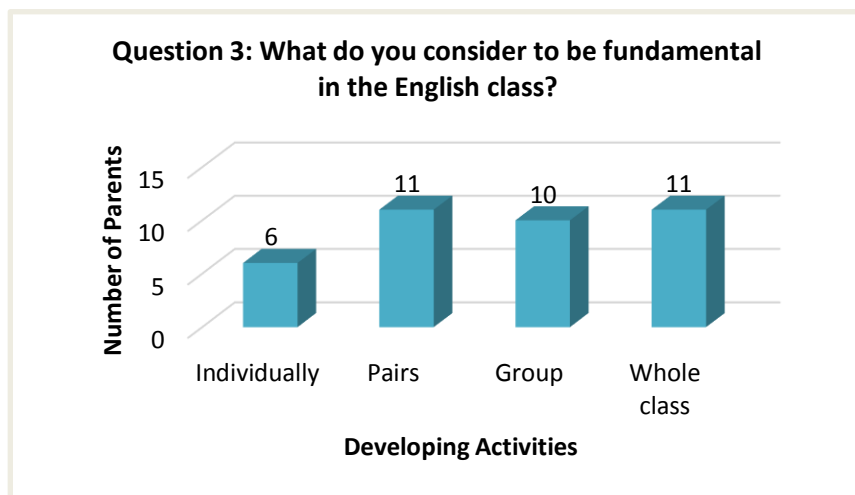


Figure 4 – Parents' opinion on how the activities should be developed in the English class

The majority of parents indicated having picturebooks at home, but only seven had them in languages other than Portuguese. Most of them also said that they never read stories to their children and that they did not visit the public library frequently, with or without their children (Figures 5 and 6).

<b>4. Sobre livros de histórias:</b>	<b>Não</b>	<b>Sim</b>	<b>NS*</b>	<b>SR <sup>(1)</sup></b>
4.1. Tem livros de histórias infantis em casa?	1	18	0	2
4.2. Tem livros de histórias infantis em outra língua para além do Português em casa?	13	7	0	1

\*Não sei; <sup>(1)</sup> Sem Resposta

Figure 5 – Results of the parents' answers to question number 4

5. Responda às seguintes questões colocando um X na resposta que melhor descreve a sua situação.	Nunca	Raramente	Às Vezes	Muitas vezes	Todos os dias	SR <sup>(1)</sup>
5.1. Lê histórias ao seu educando?	0	2	10	5	0	1
5.2. Lê histórias em Inglês ao seu educando?	10	6	2	0	0	1
5.3. Frequenta uma biblioteca pública?	10	7	1	0	1	1
5.4. Frequenta uma biblioteca pública com o seu educando?	12	6	1	0	0	1

<sup>(1)</sup> Sem Resposta

Figure 6 – Results of the parents' answers to question number 5

Considering question number six and the importance of stories (Figure 7), I have learnt that the majority of parents believed in the importance of stories and reading stories. Actually, most parents agreed that stories can help their children to learn English.

6. Leia as afirmações seguintes e coloque um X na resposta que melhor descreve o que sente.	Discordo totalmente	Discordo	Nem concordo, nem discordo	Concordo	Concordo totalmente	SR <sup>(1)</sup>
6.1. Gosto de ler histórias ao meu educando.	0	0	1	10	9	1
6.2. O meu educando gosta que lhe leiam histórias.	0	0	0	7	12	2
6.3. Considero importante ler histórias ao meu educando.	0	0	1	5	14	1
6.4. Considero que ler histórias pode ajudar o meu educando a aprender.	0	0	1	3	15	2
6.5. Considero que ler histórias pode ajudar o meu educando a perceber melhor as pessoas e o mundo à sua volta.	0	0	1	6	12	2
6.6. Considero que ler histórias pode ajudar o meu educando a aprender inglês.	0	0	2	7	11	1

<sup>(1)</sup> Sem Resposta

Figure 7 – Results of the parent's answers to question number 6

Ten parents were not able to identify their child's favourite book, two did not answer the question and nine were able to identify it. Titles like '*O Colégio das Quatro Torres*'; '*Os Mini Cinco*'; '*Cuquedo*'; '*Bons Sonhos com o Pooh*' were mentioned.

## Appendix 6 - Questionnaire 1a (Q 1a)

Tell me about yourself...



1. Gostas de aprender Inglês? (assinala com X a opção que melhor descreve o que sentes)

- Não gosto   
  Gosto pouco   
  Gosto   
  Gosto bastante   
  Adoro

2. Completa a frase.



O Inglês é \_\_\_\_\_

3. Nas aulas de Inglês gostas de: (assinala com X as atividades que gostas)

<input type="checkbox"/> Ouvir <input type="checkbox"/> Falar <input type="checkbox"/> Ler <input type="checkbox"/> Escrever	Inglês	<input type="checkbox"/> Cantar e rimar <input type="checkbox"/> Ouvir histórias <input type="checkbox"/> Dramatizar <input type="checkbox"/> Jogar jogos <input type="checkbox"/> Fazer fichas	<input type="checkbox"/> sozinho <input type="checkbox"/> em pares <input type="checkbox"/> em equipas <input type="checkbox"/> com a turma toda
---	--------	---	---

4. Sobre livros de histórias (coloca um X na resposta adequada):	Não	Talvez	Sim	NS*
4.1. Tens livros de histórias em casa?				
4.2. Tens livros de histórias em Inglês em casa?				
4.3. Gostas de ouvir histórias em casa?				
4.4. Gostas de ouvir histórias na escola?				
4.5. Gostas de visitar a biblioteca da escola?				

\*Não sei.

5. Lê as afirmações e coloca um X na resposta que melhor descreve o que sentes.	Não	Talvez	Sim	NS*
5.1. Ouvir histórias ajuda-me a aprender?				
5.2. Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?				
5.3. Ouvir histórias ajuda-me a aprender Inglês?				

\*Não sei.

6. Tens um livro de histórias favorito?

- Não   
  Sim   
 Se sim, qual é? \_\_\_\_\_

## Appendix 7 - Q 1a Results

The results in Q 1a gave me an idea of the students I was going to teach during my practicum and also some insight about what they thought about English, picturebooks and stories.

When asked if they liked learning English, most students said they loved it. However, one of them mentioned that only liked learning English a little bit. Words like 'fixe', 'divertido', 'bom', 'muito importante' were used to complete the sentence: 'O Inglês é...!'

Listening, speaking and reading were considered by the students the skills they enjoy the most in the English class (Figure 8). Games were almost consensual as activities that should be present in the English class (Figure 9) and for these students, pair and group work are also the most significant when compared to individual and whole class work (Figure 10).

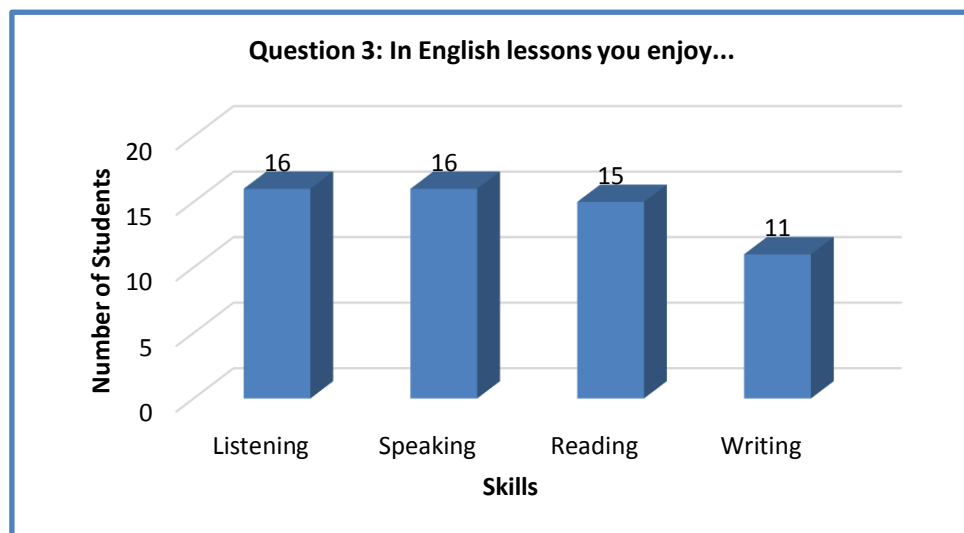


Figure 8 – Students' opinion on skills they enjoy in the English class

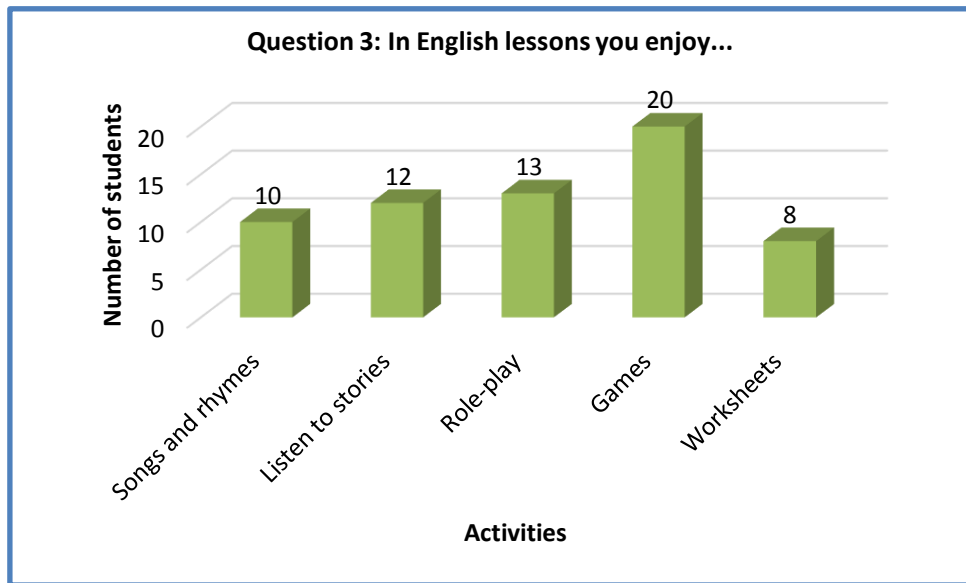


Figure 9 – Students' opinion on the activities they enjoy in the English class

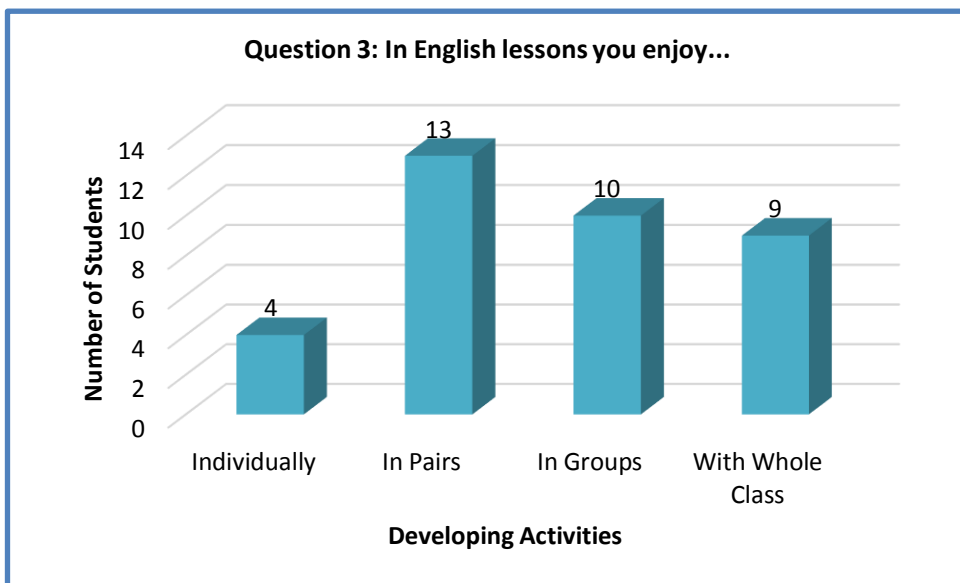


Figure 10 – Students' opinion on how they enjoy doing the activities in the English class

When asked about picturebooks, the students answered as seen in Figure 11. It is clear that the majority of children enjoy stories and visiting the school library.

<b>4. Sobre livros de histórias (coloca um X na resposta adequada):</b>	<b>Não</b>	<b>Talvez</b>	<b>Sim</b>	<b>NS*</b>	<b>SR <sup>(1)</sup></b>
4.1. Tens livros de histórias em casa?	1	0	19	1	0
4.2. Tens livros de histórias em Inglês em casa?	10	2	4	5	0
4.3. Gostas de ouvir histórias em casa?	4	2	15	0	0
4.4. Gostas de ouvir histórias na escola?	0	5	16	0	0
4.5. Gostas de visitar a biblioteca da escola?	0	3	18	0	0

\*Não sei; <sup>(1)</sup> Sem Resposta

Figure 11 – Results of the students' answers to question number 4

When asked about stories and their ability to help them, students answered as seen in Figure 12.

<b>5. Lê as afirmações e coloca um X na resposta que melhor descreve o que sentes.</b>	<b>Não</b>	<b>Talvez</b>	<b>Sim</b>	<b>NS*</b>	<b>SR <sup>(1)</sup></b>
5.1. Ouvir histórias ajuda-me a aprender?	0	5	15	1	0
5.2. Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?	2	2	8	9	0
5.3. Ouvir histórias ajuda-me a aprender Inglês?	0	6	14	1	0

\*Não sei; <sup>(1)</sup> Sem Resposta

Figure 12 – Results of the students' answers to question number 5

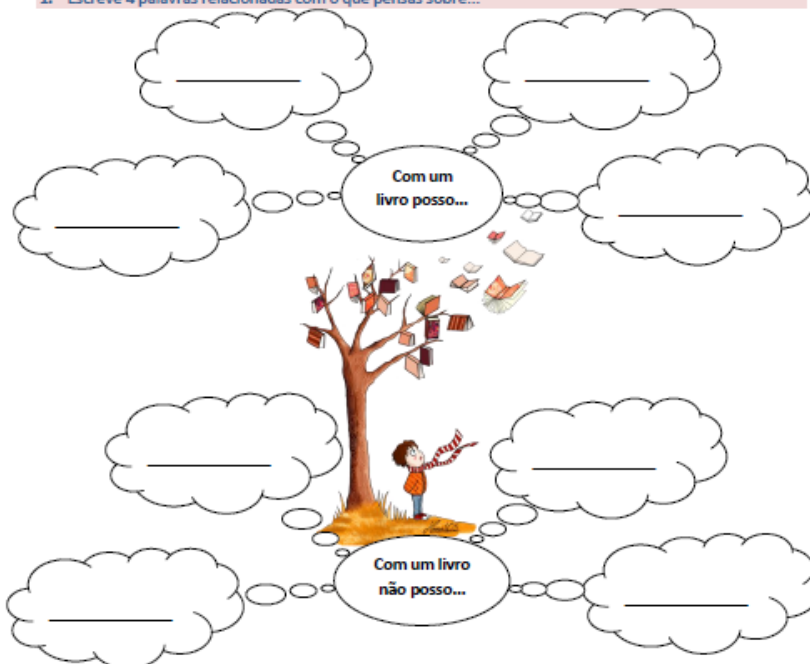
Eighteen students identified their favourite story book and the majority referred to chapter books as their favourite and of these, Enid Blyton's books stood out.

### Appendix 8 - Before *It's a book* cycle questionnaire (Q 2a)

*It's a book...*



1. Escreve 4 palavras relacionadas com o que pensas sobre...



2. O que achas que quer dizer a expressão...

'Não julgues um livro pela capa.'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*It's a book...*



3. Coloca um X na resposta que consideras adequada:

	Não	Talvez	Sim	NS*
3.1. Achas que as palavras podem magoar?				
3.2. Achas que é a palavra que escolhemos dizer que magoa?				
3.3. Achas que a forma como escolhemos dizer as palavras magoa?				
3.4. Já te sentiste magoado(a) com a forma como falaram contigo?				

\*Não sei.

4. Quais as palavras que achas que podem magoar? (Dá pelo menos 2 exemplos).

a.	b.
c.	d.

5. Quando aparece um macaco/um burro numa história, como esperas que esta personagem seja? (Escreve pelo menos 2 palavras que descrevam a personagem).

Monkey

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Donkey

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix 9 - After *It's a book a cycle* questionnaire (Q 2b)*It's a book...*

ID Code

1. Coloca um X na resposta que consideras adequada:	Não	Talvez	Sim	NS*
1.1. Podes ler um livro de histórias?				
1.2. Podes escrever num livro de histórias?				
1.3. Podes brincar com um livro de histórias?				
1.4. Podes viajar com um livro de histórias?				
1.5. Podes fazer amigos com um livro de histórias?				
1.6. Podes aprender com um livro de histórias?				

\*Não sei

2. Coloca um X na resposta que consideras adequada:	Não	Talvez	Sim	NS*
2.1. Um computador é mais importante do que um livro de histórias?				
2.2. Um livro de histórias é mais importante do que um computador?				
2.3. Um livro de histórias e um computador têm a mesma importância?				
2.4. Um computador é importante mas um livro de histórias também é?				

\*Não sei

3. 'Não julgues um livro pela capa' significa... (Escolhe as opções que consideras mais indicadas):	
3.1. ...que não se deve rasgar a capa de um livro.	
3.2. ...que não devemos criar opiniões antes de conhecermos realmente alguém.	
3.3. ...que nem sempre a história que imaginamos ao vermos a capa de um livro será parecida com a história que o livro nos conta.	
3.4. ...que antes de termos a nossa opinião sobre alguém ou alguma coisa devemos primeiro conhecer ou saber mais sobre esta pessoa ou coisa.	
3.5. ...que a capa pode dizer-me coisas importantes sobre um livro.	



4. Coloca um X na resposta que consideras adequada:	Não	Talvez	Sim	NS*
4.1. Achas que as palavras podem magoar?				
4.2. Achas que é a palavra que escolhemos dizer que magoa?				
4.3. Achas que a forma como escolhemos dizer as palavras magoa?				
4.4. Já te sentiste magoado(a) com a forma como falaram contigo?				

\*Não sei

Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors

1

*It's a book...*

ID Code

5. Coloca um X na resposta que consideras adequada:	Verdadeiro	Falso	NS*
5.1. Lane Smith é o autor do livro <i>It's a book</i> .			
5.2. Lane Smith é o ilustrador do livro <i>It's a book</i> .			
5.3. Em <i>It's a book</i> as personagens são: um burro (donkey/jackass) e um macaco.			
5.4. Em <i>It's a book</i> as personagens são: um burro (donkey/jackass), um macaco e um rato.			
5.5. No início da história de <i>It's a book</i> o burro não entende para que serve um livro.			
5.6. No final da história de <i>It's a book</i> o burro mostra que gosta mais de computadores do que de livros?			
5.7. No final da história de <i>It's a book</i> o macaco sai de casa para ir a uma sala de computadores (computer room).			

\*Não sei

6. A minha personagem favorita em <i>It's a book</i> é...	
6.1. ...o macaco (monkey).	
6.2. ...o burro (donkey/jackass).	
6.3. ...o rato.	
7. porque...	

8. Com o livro <i>It's a book</i> aprendi...
8.1.
8.2.


9. Coloca um X na resposta que consideras adequada:	Verdadeiro	Falso	NS*
9.1. Gostei do livro <i>It's a book</i> .			
9.2. Não gostei do livro <i>It's a book</i> .			

\*Não sei

Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors

2

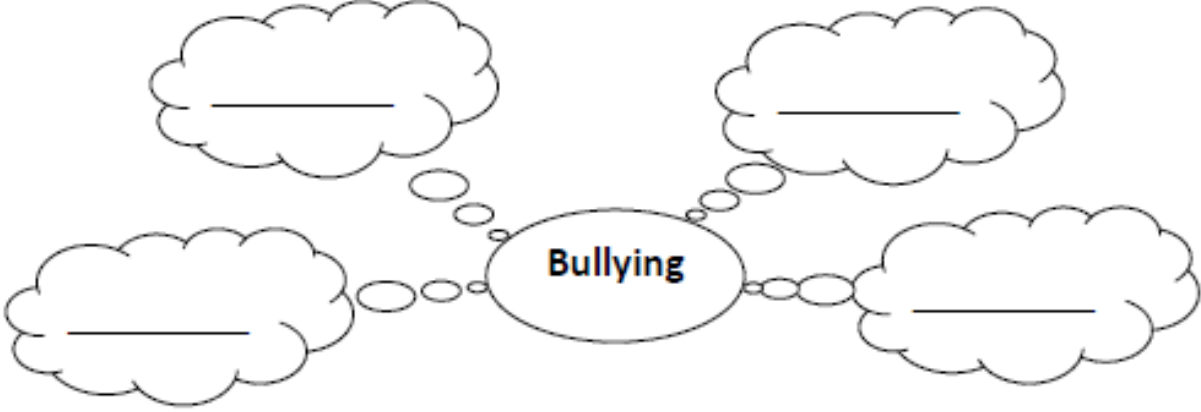
Appendix 10 - Before *Bully cycle* questionnaire (Q 3a)



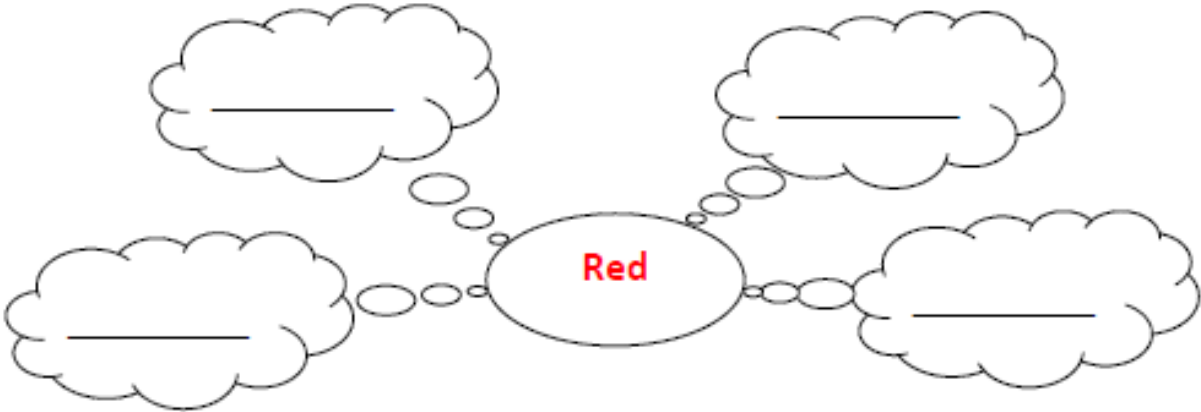
ID Code		

**Bully...**

1. Escreve 4 palavras relacionadas com o que pensas sobre...



2. Escreve 4 palavras relacionadas com o que pensas sobre a cor (sentimentos ou emoções, por exemplo)...



3. Coloca um X na resposta que consideras adequada:	Não	Talvez	Sim	NS*
3.1. Achas que as palavras podem magoar?				
3.2. Achas que a forma como escolhemos dizer as palavras magoa?				
3.3. Achas que alguém já agiu contigo como um 'bully'?				
3.4. Já foste um 'bully' para alguém?				

\*Não sei.

4. Achas que quem sofre de bullying pode escapar a isso? Se sim, como? Dá exemplos.
a.
b.

Appendix 11 - After *Bully cycle* questionnaire (Q 3b)

Bully...



ID Code

1. Bullying é... (Coloca um X na resposta que consideras adequada):	Não	Talvez	Sim	NS*
1.1. ...quando alguém te magoa sem querer.				
1.2. ... quando alguém escolhe magoar outra pessoa repetidamente e de propósito.				
1.3. ...quando alguém bate noutra pessoa uma vez.				

2. Coloca um X na resposta que consideras adequada:	Não	Talvez	Sim	NS*
2.1. Achas que as palavras podem magoar?				
2.2. Achas que a forma como escolhemos dizer as palavras magoa?				
2.3. Achas que alguém já agiu contigo como um 'bully'?				
2.4. Já foste um 'bully' para alguém?				

\*Não sei.

3. Achas que quem sofre de 'bullying' pode escapar a isso? Se sim, como? Dá exemplos ou desenha a tua resposta.
a.
b.
A tua resposta desenhada.
c.

4. Ajudarias um colega que estivesse a sofrer de 'bullying'? Se sim, como? Dá exemplos ou desenha a tua resposta.
a.
b.
A tua resposta desenhada.
c.



ID Code

5. Sobre <i>Bully</i> .	Falso	Verdadeiro	NS*
5.1. Laura Vaccaro Seeger é a autora do livro <i>Bully</i> .			
5.2. Laura Vaccaro Seeger é a ilustrador do livro <i>Bully</i> .			
5.3. A personagem principal deste livro é o 'Bully'.			
5.4. A 'Goat' enfrenta o 'Bully' e faz com que este perceba como estava a agir com os outros animais.			
5.5. Porque achas que o 'Bully' se comportava daquela maneira?			

6. A minha personagem favorita em <i>Bully</i> é...
6.1. porque...

7. Com o livro <i>Bully</i> aprendi...
7.1.
7.2.

8. O que achaste de <i>Bully</i> de Laura Vaccaro Seeger?			
<input type="checkbox"/> Não gostei	<input type="checkbox"/> Gostei	<input type="checkbox"/> Gostei muito	<input type="checkbox"/> Adorei

## Appendix 12 - Final questionnaire (Q 1b)

Tell me about yourself and English...



ID Code

1. Nas aulas de inglês gostas de... (assinala com um X as atividades que gostas):			
1.1. ...ouvir Inglês.		1.5. ... cantar e rimar.	
1.2. ... falar Inglês.		1.6. ... ouvir histórias.	
1.3. ... ler Inglês.		1.7. ... dramatizar.	
1.4. ... escrever Inglês.		1.8. ... jogar jogos.	
		1.9. ... fazer fichas.	
		1.10. ... copiar exercícios para o caderno.	
		1.11. ... realizar atividades sozinho.	
		1.12. ... realizar atividades em pares.	
		1.13. ... realizar atividades em grupo.	
		1.14. ... realizar atividades com a turma toda.	

2. Sobre as aulas de Inglês este período (coloca um X na resposta adequada):	Não	Talvez	Sim	NS*
2.1. Gostaste das aulas de Inglês este período?				
2.2. O que mais gostaste de fazer nas aulas de Inglês este período?				

\*Não sei.



3. Sobre livros de histórias (coloca um X na resposta adequada):	Não	Talvez	Sim	NS*
3.1. Gostas de ouvir histórias na escola?				
3.2. Gostas de visitar a biblioteca da escola?				
3.3. Gostaste de ouvir histórias na aula de Inglês?				
3.4. Gostaste da forma como a Paula leu as histórias?				
3.5. Gostaste das atividades relacionadas com as histórias?				
3.6. Gostavas de continuar a ouvir histórias na aula de Inglês?				

\*Não sei.

4. Lê as afirmações e coloca um X na resposta que melhor descreve o que sentes.	Não	Talvez	Sim	NS*
4.1. Ouvir histórias ajuda-me a aprender.				
4.2. Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta.				
4.3. Ouvir histórias ajuda-me a aprender Inglês.				

\*Não sei.

Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors

1



ID Code

5. O que achaste de <i>It's a book</i> de Lane Smith?			
<input type="checkbox"/> Não gostei	<input type="checkbox"/> Gostei	<input type="checkbox"/> Gostei muito	<input type="checkbox"/> Adorei
5.1. Explica a tua resposta.			
5.2. Aprendi com <i>It's a book</i> de Lane Smith que... (coloca um X nas respostas que consideras adequadas):			
Falso	Verdadeiro	NS*	
5.2.1. ...a tecnologia é importante mas os livros também são.			
5.2.2. ...devemos primeiro conhecer algo ou alguém antes de o/a julgar.			
5.2.3. ...as palavras podem magoar.			
5.2.4. ...a forma como escolhemos dizer as palavras pode magoar.			
5.2.5. ...devemos respeitar os livros.			

\*Não sei.



6. O que achaste de <i>Bully</i> de Laura Vaccaro Seeger?			
<input type="checkbox"/> Não gostei	<input type="checkbox"/> Gostei	<input type="checkbox"/> Gostei muito	<input type="checkbox"/> Adorei
6.1. Explica a tua resposta.			
6.2. Aprendi com <i>Bully</i> de Laura Vaccaro Seeger que... (coloca um X nas respostas que consideras adequadas):			
Falso	Verdadeiro	NS*	
6.2.1. ...bullying é quando alguém magoa alguém repetidamente e de propósito.			
6.2.2. ... as palavras e a forma como as dizemos podem magoar.			
6.2.3. ... podemos sempre pedir desculpa pelas nossas ações menos boas.			

\*Não sei.



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2

## Appendix 13 - Q 1b Results

This questionnaire was answered on the last day of my practicum. It has equal or similar questions to the previous questionnaires. This way it was possible to compare the information previously given by the students and analyse it at the end of both cycles. One student missed this lesson, so only twenty students answered it.

As we can see in the charts bellow (Figures 13, 14 and 15) there are no significant differences between the answers regarding what the students enjoy in the English lessons in the first and last questionnaires. However, in the last questionnaire (Q 1b) the number of students enjoying activities in pairs, in groups or with the whole class increased significantly. It is also possible to observe that in Q 1b four more children indicate that they enjoy listening to stories.

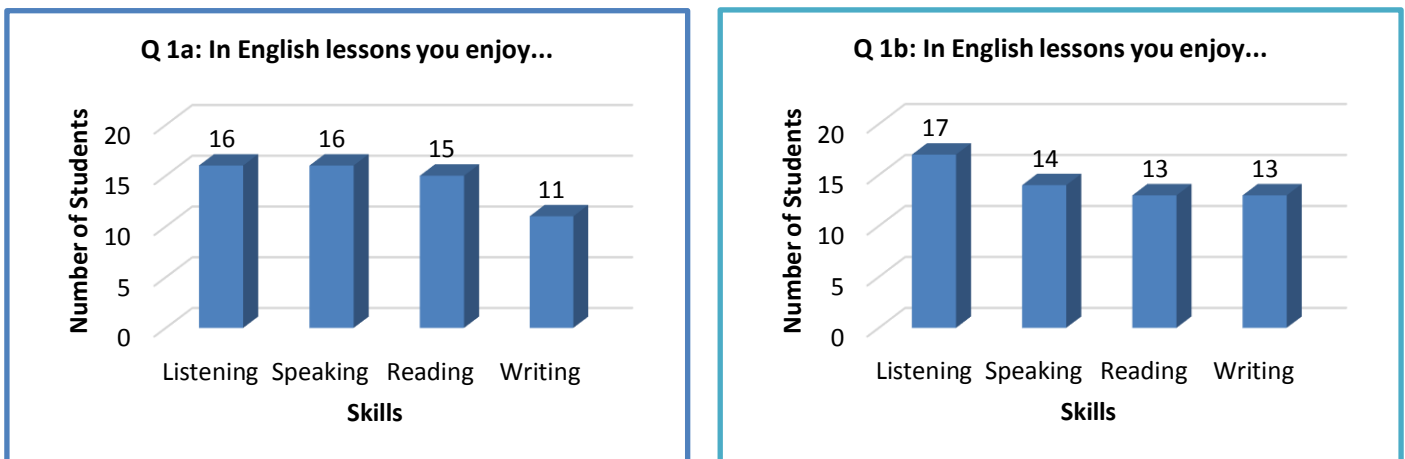


Figure 13 – Charts considering the question about the skills students enjoy in the English lessons in Q 1a (on the left) and Q 1b (on the right)

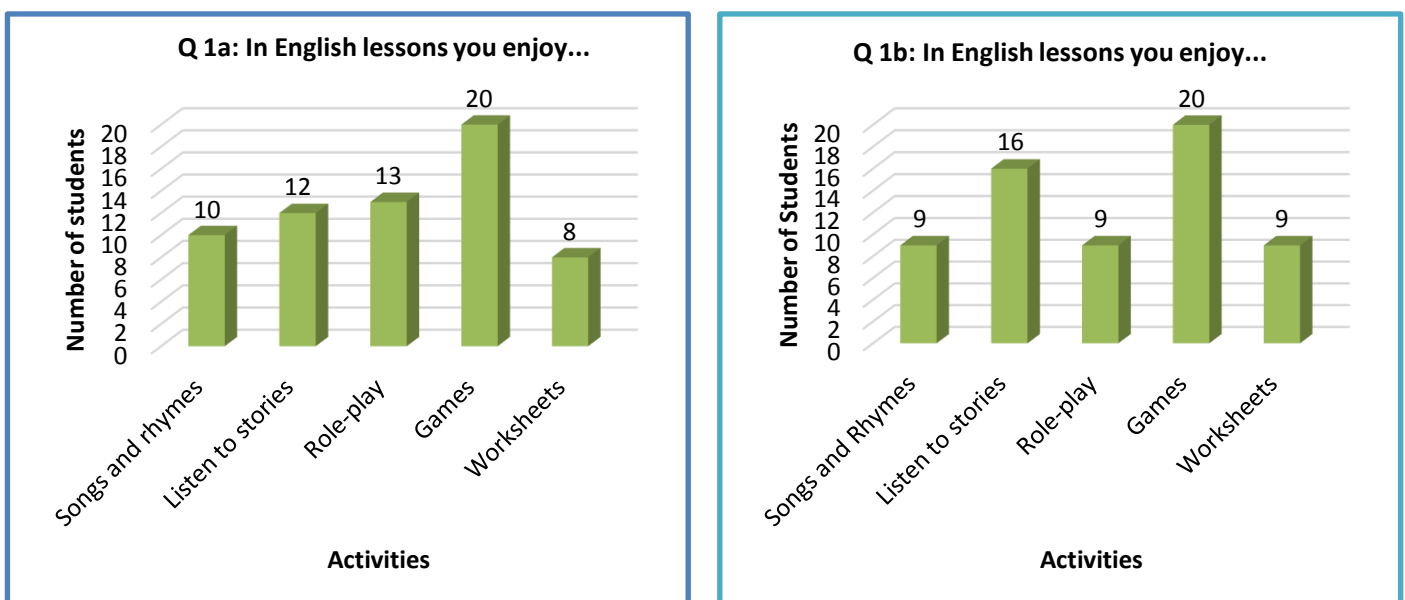


Figure 14 – Charts considering the question about the activities students enjoy in the English lessons in Q 1a (on the left) and Q 1b (on the right)

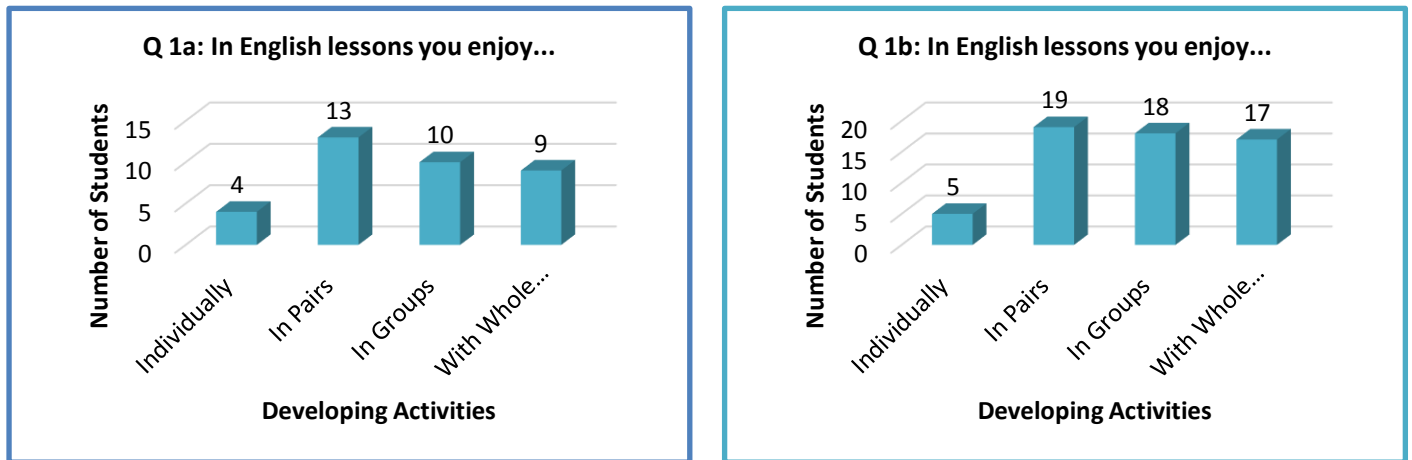


Figure 15 – Charts considering the question about how students enjoy to do the activities in the English lessons in Q 1a (on the left) and Q 1b (on the right)

In Q 1b, when compared to Q 1a, it is possible to observe that more children indicated that listening to stories helps them understand the world better as well as learn English (Figure 16).

Lê as afirmações e coloca um X na resposta que melhor descreve o que sentes.	Não	Não	Talvez	Talvez	Sim	Sim	NS*	NS*	SR <sup>(1)</sup>	SR <sup>(1)</sup>
	Q 1a	Q 1b	Q 1a	Q 1b	Q 1a	Q 1b	Q 1a	Q 1b	Q 1a	Q 1b
Ouvir histórias ajuda-me a aprender?	0	0	5	5	15	14	1	0	0	2
Ouvir histórias ajuda-me a perceber melhor as pessoas e o mundo à minha volta?	2	0	2	2	8	14	9	3	0	2
Ouvir histórias ajuda-me a aprender Inglês?	0	0	6	2	14	17	1	0	0	2

\*Não sei; <sup>(1)</sup> Sem Resposta

Figure 16 – Results of the students' answers about stories on Q 1a (dark blue) and Q 1b (sea blue)

## Appendix 14 - Assessment sheet

(Ellis & Brewster, 2014, p. 29)

### Classroom Observation - Picturebooks

ID Code

Name:	
Code name:	

### Assessment

A	Listening	1	2	3	4	5	N/O
1.	Shows global understanding when a story is read aloud						
2.	Predicts what comes next						
3.	Infers meaning						
4.	Uses audio and visual clues as aids to meaning						
5.	Recognises words in context						
6.	Follows instructions						

B	Speaking	1	2	3	4	5	N/O
1.	Participates in storytelling sessions by repeating key vocabulary and phrases						
2.	Pronounces intelligibly						
3.	Participates in oral activities						
4.	Tries to use new language						
5.	Uses communication strategies						

C	Reading	1	2	3	4	5	N/O
1.	Shows global understanding of language in context						
2.	Infers meaning						
3.	Recognises words in context						
4.	Matches simple dialogues with characters						

D	Writing	1	2	3	4	5	N/O
1.	Copies words and labels pictures/diagrams						
2.	Uses a written model to create own simple sentences						
3.	Completes charts with specific information						

E	Learning to learn	1	2	3	4	5	N/O
1.	Shows understanding of purpose of activities						
2.	Participates actively and asks questions						
3.	Transfers strategies to new tasks						
4.	Works independently of the teacher, either alone, in pairs or groups						
5.	Reviews and reflects on own learning and progress						
6.	Shows motivation and eagerness to learn						

F	Story	1	2	3	4	5	N/O
1.	Shows interest in the story						
2.	Spontaneously uses English during story (focus on illustrations)						
3.	Comments on the story and makes connections using L2						
4.	Comments on the story and makes connections using L1						
5.	Helps you tell the story spontaneously						
6.	Shows interest in talking about the story after						
7.	Requests to retell the story						
8.	Understands that the written word in a story can help the reader to better understand the story. ( <i>Bully</i> ).						

G	Citizenship	1	2	3	4	5	N/O
1.	Shows curiosity about the world						
2.	Shows awareness of issues such as equality and stereotypes						
3.	Shows intercultural understanding						
4.	Shows empathy with peers						

H	Citizenship - Picturebooks	I	B	1	2	3	4	5	N/O
1.	Shows respect for books								
2.	Shows interest in books and stories								
3.	Shows interest in books as objects								
4.	Shows empathy with the characters								
5.	Understands the importance of communication								
6.	Shows general understanding of how to use different intonations to convey a message								
7.	Can modify the intonation to transform a message								
8.	Understands that words can hurt								
9.	Understands that intonation can hurt								
10.	Understands the meaning of 'bullying'								
11.	Understands that 'bullying' is wrong								
12.	Understands that it is always possible to apologize when we are wrong								

I	Social Skills	1	2	3	4	5	N/O
1.	Respects the teacher, other pupils and classroom rules						
2.	Shares materials						
3.	Helps other pupils						
4.	Co-operates in pair activities						
5.	Co-operates in group activities						

Key			
I	<i>It's a Book</i> by Lane Smith	Pre	Pre-reading activities
B	<i>Bully</i> by Laura Vaccaro Seeger	W	while reading activities
1	Never	Post	Post reading activities
2	Rarely	F	Final activities
3	Sometimes		
4	Often		
5	Always		
N/O	Not Observed		

## Appendix 15 - Self-assessment sheets

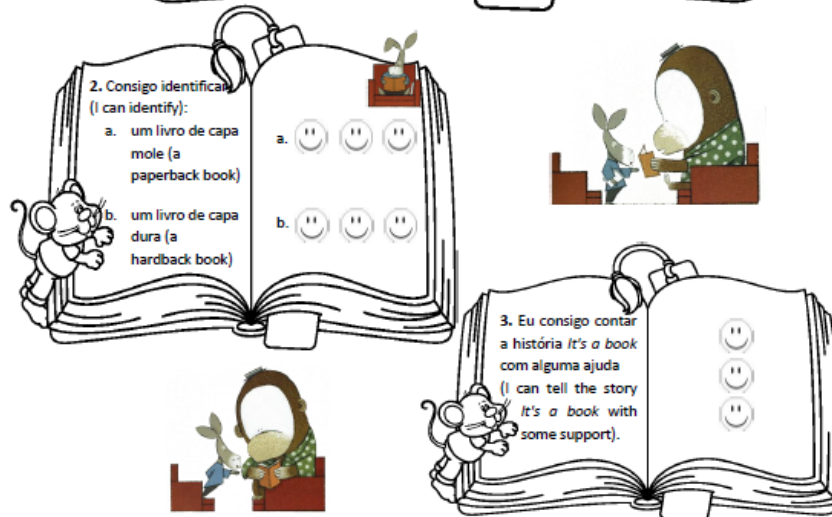
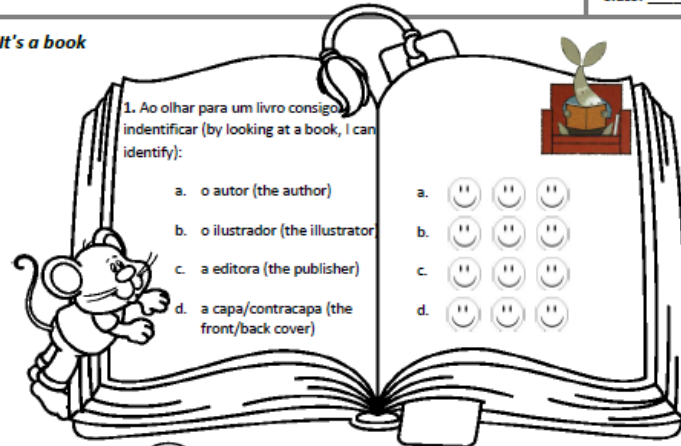


Code Name: \_\_\_\_\_

Self-assessment | 2019/2020

Class: \_\_\_\_\_

### It's a book



Colour:

☺ ☺ ☺ Eu consigo - muito

☺ ☺ Eu consigo - mais ou menos

☺ Eu consigo - pouco

☺ Eu ainda não consigo

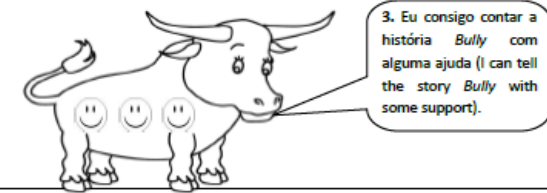
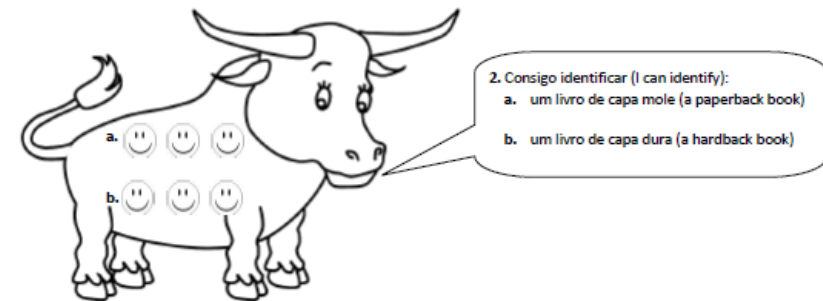
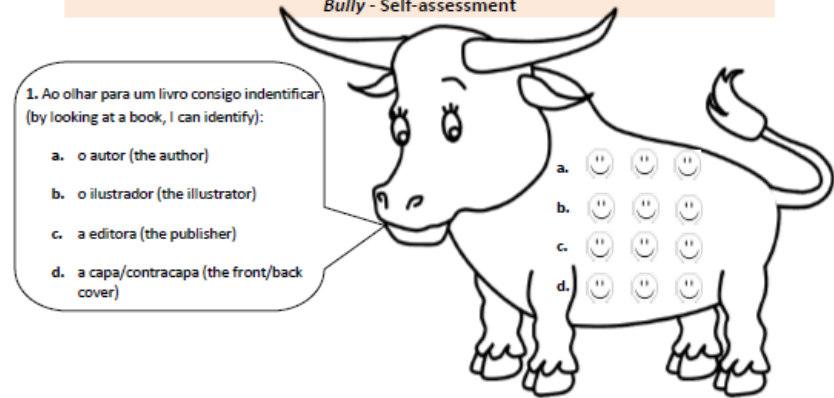


Code Name: \_\_\_\_\_

Self-assessment | 2019/2020

Class: \_\_\_\_\_

### Bully - Self-assessment



Colour:

☺ ☺ ☺ Eu consigo - muito

☺ ☺ Eu consigo - mais ou menos

☺ Eu consigo - pouco

☺ Eu ainda não consigo

## Appendix 16 - Bully worksheet

Bully

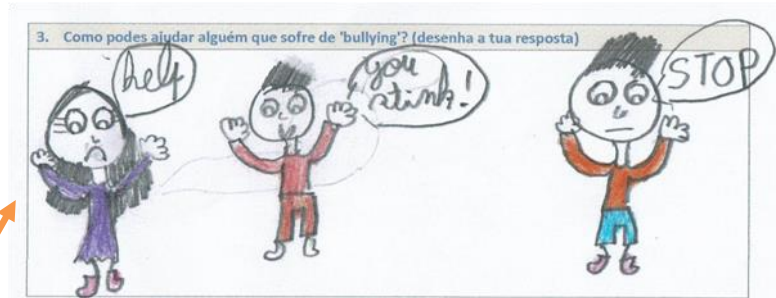
ID Code

Name:	
Code name:	

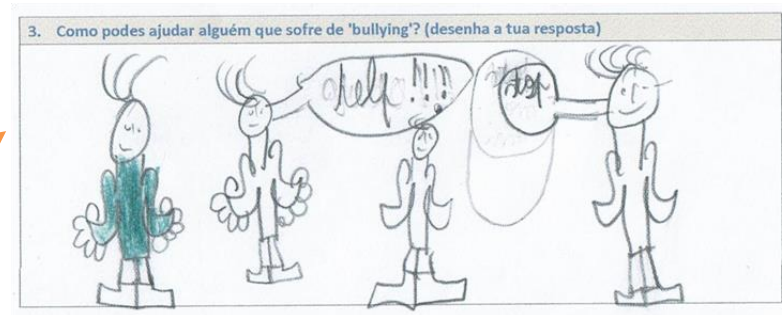
1. Preenche tendo em conta o livro <i>Bully</i> .	
1.1. author (autor)	
1.2. illustrator (ilustrador)	
1.3. publisher (editora)	
1.4. O livro <i>Bully</i> que a professora mostrou é...	
<input type="checkbox"/> paperback (capa mole)	<input type="checkbox"/> hardback (capa dura)

2. Draw your favourite character (desenha a tua personagem preferida).

3. Como podes ajudar alguém que sofre de 'bullying'? (desenha a tua resposta)



How can you help someone suffering from bullying? by Sunflower



How can you help someone suffering from bullying? by Flash Orange




How can you help someone suffering from bullying? by Gumball



## Appendix 17 - Where's...? activity description

Lesson plan 17, 19<sup>th</sup> November 2019

Stage and Time	Aim(s)	Procedure(s)
3		<b>1. Find (Monkey)</b>
2 min.		a. The T reminds the Ss of the figures related to <i>It's a book</i> story and that were mentioned before (Monkey, Jackass, Mouse, computer mouse, donkey, monkey). The T shows a flashcard and asks the children who is it, displays the flashcards on the board and writes the names under them.
1 min.	○ The Ss can identify the places at school.	b. The T reminds the Ss of the places at school. The T slightly overlaps the places at school flashcards and the figures flashcards, so that each figure seems to be at a different place at school.
2 min.	○ The Ss can say the places at school.	c. The T asks Ss where is (Monkey) and the Ss must answer accordingly.
5 min.	○ The Ss recognise and say the vocabulary related to the story <i>It's a book</i> .	d. The T writes down the structure to help Ss visualise it.
7 min.		e. The T divides the class in pairs and reminds the Ss of pair work rules.
	○ The Ss can ask 'Where's the (Monkey)?' and answer accordingly.	f. The T changes the flashcards and invites the pairs to ask each other 'Where's...' one at a time.
3 min.		g. The T monitors and scaffolds the activity.
		h. Now, the T will divide the class into six groups and reminds the Ss of group work rules.
		i. The T gives each group an A4 place at school flashcard with a small figure hidden in it. Initially the A4 flashcard will be facing down at the centre of the group. The Ss will have to look at the flashcard for a few seconds and when they hear <i>Mrs. Bell</i> ring they must give it to one of the other Ss in their group. (The T will previously state the order of passing the card). When <i>Mrs. Bell</i> rings twice they must change the flashcards between groups.
5 min.		j. When the groups had seen at least three different A4 flashcards, the T will collect the A4 flashcards and the groups must talk between them (using the structures) in order to answer the questions previously written on the board: Where's (Monkey)?
		k. One S of each group will go to the board and complete the answers.

## Appendix 18 - My favourite book (reading form)


  
**My Favourite Book...**  
**Today!**

Title	It's a book
Author	Lane Smith
Illustrator	Lane Smith
Publisher	Roaring Brook Press
Prize(s)	Kate Greenaway Medal
My Favourite Character is...	
<p>Monkey - 4</p> <p>Yackass - 10</p> <p>Mouse - 6</p>	

## Appendix 19 - Classroom Teacher Interview

(17<sup>th</sup> December 2019)

**Paula:** Esta entrevista insere-se no projeto de investigação que estou a desenvolver durante o meu estágio com a sua turma e que fará parte do meu relatório final, *Citizenship education in primary English education in Portugal - Picturebooks as windows and mirrors* (Cidadania no 1º Ciclo do Ensino Básico em Portugal - os livros de histórias como janelas e espelhos).

E desde já deixe-me agradecer a sua disponibilidade para me dar esta entrevista.

**Classroom Teacher:** De nada.

**Paula:** Considera importante trabalhar-se educação para a cidadania no 1º Ciclo do Ensino Básico? Se sim, acha que a forma como está organizada/planificada é a forma ideal para se trabalhar cidadania?

**Classroom Teacher:** Sim, acho muito importante trabalhar cidadania em todos os anos. O facto de agora termos liberdade para trabalhar como gostamos, é ótimo pois possibilita que seja trabalhada de acordo com as necessidades dos alunos.

**Paula:** Como é que introduz a disciplina educação para a cidadania nas suas aulas?

**Classroom Teacher:** Normalmente aproveita-se o que vem lá de fora, do recreio. Todas as situações de andarem à tarefa ou coisinhas entre eles. Aproveita-se tudo. Às vezes passo horas nisso, já estive tardes inteiras de volta de questões relacionadas com o intervalo. Sentamos todos em rodinha a tentar resolver os problemas que eles trazem do recreio. Não tenho um horário específico para a cidadania, utilizo as situações reais quando acontecem para a introduzir.

**Paula:** É habitual usar livros de histórias para trabalhar educação para a cidadania?

**Classroom Teacher:** Não, especificamente. Às vezes no 1º ano, mas é muito raro.

**Paula:** É habitual ler livros nas suas aulas? Se sim, com que frequência?

**Classroom Teacher:** Sim. Não tenho uma frequência concreta pois até pode ser a leitura de um livro trazido pelos próprios alunos.

**Paula:** Como é que introduz os livros de histórias?

**Classroom Teacher:** Mostro o livro primeiro. Exploro o que poderá vir dali. Exploro a capa e a contracapa, o título, o autor, o ilustrador, tudo muito direitinho... E só depois é que leio a história.

**Paula:** A história é inserida num determinado contexto? Faz atividades relacionadas com ela?

**Classroom Teacher:** Pode não ter nada a ver com nada. Gosto que o momento da história seja pelo prazer da leitura. Eu gosto de ler e que eles leiam só pelo simples facto de ler. Depois até podemos conversar sobre a história e... Porque se a seguir faço uma ficha sobre a história e mais isto ou aquilo... Eles acabam por perder o gosto pela leitura e por ouvir. Naquele momento é o prazer da leitura. Gosto de explorar o livro e até fazer um trabalho com base no livro mas mais tarde, noutro dia.

**Paula:** Como escolhe os livros que vai ler aos seus alunos?

**Classroom Teacher:** Tenho que gostar do livro. Eu leio e se gostar, partilho com eles. Ou eles trazem e dizem: "professora tens que contar esta". E eu conto.

**Paula:** Muito obrigada pelo seu tempo.

**Classroom Teacher:** Ora essa.