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**4th International Conference on Teacher Education**

## **Livro de Atas** **Proceedings**



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## No chains! – a case study in teaching English C2 in higher education

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### Abstract

As a Portuguese higher education professor of millennials, I have been often assailed by the haunting feeling of hopelessness and of time waste. From my perspective, it seems that my students belong to a different group and that little makes them focus on academic issues. In a personal attempt to find an answer, after many lively discussions with colleagues, I presented two papers at an international conference which delved, on the one hand, into the wrongs of current Portuguese education (e.g. lack of freedom, excess of bureaucracy, appeal of and dependence on coursebooks) and, on the other, into the future of education in the 21<sup>st</sup> century: whether it is doomed to failure. This has been the underlying motivation to decide to change my teaching practice and conduct an experiment, in the second semester of the academic year 2017/2018, with a group of C2 learners of English as a Foreign Language (FL), students of the bachelor's degree in Languages for International Relations offered at my institution. The experiment was based on three assumptions: the first to obliterate the coursebook in the classroom; instead, an array of audiovisual materials – songs (with or without video clips), trailers, shorties, talks, newspaper articles and podcasts – were the starting point for all work and the basic materials throughout; at last, grammar books were avoided and vocabulary ones used only when necessary. Other resources were eventually taken into class to cater for any specific needs. Technology did have a saying, as other resources, but under no circumstances did it become the drive for running the classes. The course began with the negotiation of topics to be focussed with students and the elicitation of class dynamics. Students were always invited to participate, not only throughout the whole class (preventing the typical absent-minded attitude), but also by writing, in turn, class minutes, as well as class reviews. My initial intention also included setting up a course log, where I made notes of the lessons, with personal comments, and students' accounts and feedback. Therefore, I aim at thoroughly presenting this case study (illustrated with examples) and reaching some tentative conclusions about teaching advanced English as a FL at the Portuguese higher education without a coursebook and from a student-centred approach.

**Keywords:** 21<sup>st</sup> education, teaching English at higher education, coursebook use, student-teacher negotiation, active student participation.

### Resumo

Como professora de *millennials* (ou a chamada geração Y) no Ensino Superior português, tenho sido assolada por sentimentos de desespero e perda de tempo. Na minha perspetiva, os alunos parecem pertencer a um grupo distinto de indivíduos, pouco ou nada focados em questões académicas. Numa tentativa pessoal de encontrar respostas, depois de numerosas discussões com pares, apresentei duas comunicações numa conferência internacional onde me centrei, por um lado, nas falhas da educação em Portugal (e.g. falta de liberdade, excesso de burocracia, atração e dependência face aos manuais) e, por outro,

no futuro da educação no século XXI: se estará ou não condenada ao fracasso. Estes pressupostos serviram como a motivação subjacente para modificar a minha prática letiva e realizar uma experiência no segundo semestre do ano letivo de 2017/2018, com um grupo de alunos de inglês como língua estrangeira (LE), nível C2, do curso de licenciatura de Línguas para Relações Internacionais, oferecido na minha instituição. A experiência baseou-se em três assunções: primeiro obliterar por completo o manual na sala de sala; em vez disso, uma miríade de recursos audiovisuais – músicas (com ou sem vídeos), *trailers*, curtas metragens, artigos de jornal ou *podcasts* – seria o ponto de partida para o trabalho em aula e os materiais de base; por fim, os livros de gramática seriam evitados e os livros de vocabulário utilizados somente quando estritamente necessários. Outros recursos seriam eventualmente levados para a sala de aula para satisfazer necessidades específicas. A tecnologia desempenharia o seu papel, a par de outros recursos, mas em circunstância alguma seria o cerne do trabalho em sala de aula. A unidade curricular (UC) começou com uma negociação dos temas a abordar com os alunos e a clarificação da dinâmica de aula. Os alunos foram sempre convidados a participar não só durante toda a aula (para evitar a atitude tipicamente ausente), mas também através da redação, à vez, de atas e críticas de aula. Foi também minha intenção inicial estabelecer um diário da UC, onde realizei notas sobre as aulas, com comentários pessoais, assim como o feedback e a opinião dos alunos. Desta forma, pretendo apresentar este estudo de caso em maior detalhe (ilustrado com exemplos) e, assim, alcançar conclusões preliminares sobre o ensino de inglês como LE, de nível avançado, no ensino superior português, sem a utilização de manual e com uma abordagem centrada no aluno.

**Palavras-Chave:** educação no séc. XXI, ensino do inglês no ensino superior, uso de manuais, negociação professor-aluno, participação ativa dos alunos.

## 1 Introduction

This paper aims at providing answers to questions I have been posing for the last years concerning the future of education, whether it is doomed to failure (Martins, 2018), and the wrongs of current Portuguese education (Martins, 2017). It is common belief that education will soon be replaced by virtual reality and technology, but what will become of future generations without human contact and interaction? This is in fact the ultimate reason for education as we have it: students (generations Y and onwards) nowadays do not need to be given information from knowledgeable teachers, since they have been “growing up with a completely unprecedented amount of information at [their] fingertips” (Driscoll, n.d.). What they need is to develop what has been called 21<sup>st</sup> century skills that involves collaboration, communication, creativity and critical thinking. To accomplish this, both sides of the equation, students and teachers, need to dramatically change their attitudes and behaviour.

As an English teacher in Portuguese higher education, I have been haunted by feelings of utter hopelessness and that my time has been wasted: my usual strategies have failed, students show no interest for any subject and nothing seems to interest or motivate them – it’s a dead-end. Owing to this, I conducted an experiment with a 3<sup>rd</sup> year course of English, where I intended not to use any coursebook and topics, as well negotiate materials with students, leading to a more student-centred approach and more active participation stand. As such, this paper shall report on this experiment, starting with brief reflections on what education in the 21<sup>st</sup> century might mean, followed by some

notes on reflective teaching and the comprehensive description of the experiment in itself, which will lead us to some final remarks and future action.

## **2 21<sup>st</sup> century education**

Discussing the topic of education for the 21<sup>st</sup> century has become a commonplace among teachers, schools and universities, teaching associations and governments. There seems to be a need, if not a fixation, to find out what distinguishes this new century's education approach from the previous one's. Some (i.e. Britland, 2013; Vickers, 2017; Wadhwa, 2018) refer to technology as the forefront of this major change, as though this resource could hold the answer for all teachers and students' anxieties towards the future. On the other hand, others (e.g. Coughlan, 2015) purport that education in the new millennium should enhance collaboration, communication, creativity and critical thinking, the so-called 21<sup>st</sup> century skills, something that appears to be irreconcilable with the alienation that arises from the excessive use of technological resources and gadgets.

The OECD's study "Students, Computers, Learning – Making the Connection" (2015) supports that technology is in fact a fundamental resource for the future, since we are living in a "complex digital landscape" (p. 3). Notwithstanding, there are many risks associated, such as information overload, plagiarism, fraud, privacy violation, online bullying or the need for a media diet. The report shows that students who use computers frequently do worse in most learning outcomes and technology does not bridge the gap between privileged and disadvantaged students. Contrary to this, it may even lead to deepening social divides and it is not necessarily a guarantee for educational success and an innovative teaching and learning process. Therefore, as Driscoll (n.d.) puts it, "it is not enough to simply add technology to existing teaching methods. Technology must be used strategically to benefit students". It is essential to develop higher-order thinking skills and enable students to become critical digital consumers, which required intense human interaction.

Regardless of our personal stand as teachers, since the last decade of the 20<sup>th</sup> century that scholars, such as Jeremy Harmer (2007) or Jim Scrivener (2011), have pointed out the need for educators to become eclectic and holistic, aiming not only at developing the whole of the individual, in its various sides, but also at taking the most of all teaching methods and approaches upheld and used throughout history, instead of simply disregarding them as old-fashioned and outdated. Notwithstanding, education systems must indeed embrace changes and bring about a new paradigm that breaks with the factory-based layout of schools (i.e. areas of knowledge separate as factory buildings, bells for ins and outs or pupils grouped in age batches), the obsession for standardised testing and the demand to be still and compliant. These hallmarks of 20<sup>th</sup> century education have been highlighted by Ken Robinson in his books and talks and, despite eventual criticisms, the truth remains that there are aspects to be renewed: "the more complex the world becomes, the more creative we need to be to meet its challenges" (Ken Robinson, 2011, p. xiii). According to Driscoll (n.d.), on the website Think Strategic, the old school's skills were compliance and conformity and thus no allowance for students' creativity or a critical approach to knowledge, further supported by strict national standards and curricula and all-time testing. In the words of Yong Zhao, "[this] system results in a population with similar skills in a narrow spectrum of talents" (2014

cit. Driscoll, n.d.), that is people with broader and varied interests are discouraged and labelled as having “something wrong with them”, in line with what Emilie Wapnick (TedTalk, 2015) names the multipotentialite, those with no one true calling.

From the standpoint of the Partnership for 21<sup>st</sup> century learning and the American Council on the Teaching of Foreign Languages (2011), the main differences between education in the 20<sup>th</sup> and the 21<sup>st</sup> centuries lie in the following aspects: students are supposed to learn how to use language in real situations, instead of learning about language, in a decontextualised fashion; the classroom must be student-centred, thus teachers lose their traditional centrism; coursebooks in classrooms and as a means for the curriculum to come forth is replaced by authentic materials, where the content is the end goal in itself and the source for real-life tasks (Larmes & Mergendoller, 2015); teachers are no longer lecturers but rather students become doers and creators and, instead of turning in work, they are expected to share and publish their work to different audiences, other than their teachers. In accordance with Driscoll (n.d.), 21<sup>st</sup> century skills can be elicited as follows:

**Creativity** is about thinking through information in new ways, making new connections and coming up with innovative solutions to problems. **Critical thinking** is about analysing information and critiquing claims. **Communication** is understanding things well enough to share them clearly with other people. **Collaboration** is about teamwork and the collective genius of a group that is more than the sum of its parts. [my bold]

Bearing in mind the abovementioned considerations, it is advisable for teachers to become more facilitators and motivators than actually “all-knowing sages” (Driscoll, n.d.). Teachers should thus engage students in learning by doing, in line with Dewey’s constructivism, as well as Task-based learning (cf. Willis, 1996) and Project-based learning (i.e. Goodman, 2010; Edutopia; the Aalborg University project). If teachers and schools continue to pursue a one-size-fits-all education system, indeed failure is what shall be awaiting. In the foreword of the OECD 2015 report, it is stated that “adding 21<sup>st</sup> century technologies to 20<sup>th</sup> century teaching practices will just dilute the effectiveness of teaching” (p. 3). Additionally, Driscoll (n.d.) declares the following:

Why go to school when you could learn the same information faster by watching a Youtube video or playing a computer game? Why memorise facts for a test when you have all the information in the palm of your hand anyway?

### 3 Reflective teaching

Reflective teaching has only been possible due to the influence of cognitive science in education (e.g. Shulman, 1992) and the inclusion of qualitative research in education (e.g. Lagemann, 2000), particularly when teachers became thoughtful of the moral and ethical dimensions of teaching (Zeichner, 2008). As the author states, their student teachers:

did not think much about why they were doing what they were doing, how what they were teaching represented selections from a larger universe of possibilities, and how the contexts in which they taught encouraged and discouraged certain kinds of practices. (Zeichner, 2008)

As a consequence, reflective teaching has come about as a reaction to the idea of teachers as technicians and top-down approaches to education, where teachers were

mere reproducers of what had been decided elsewhere, along with the appreciation of Schön's concept of "knowledge in action", what can be retrieved from actually teaching and thinking about teaching (Zeichner, 2008). Since Donald Schön's pivotal work, "The Reflective Practitioner" (1983), that international literature has emerged on reflective practice in teaching and teacher education, such as the names mentioned by Zeichner [Grimmett & Erickson, 1988; Clift, Houston, & Pugach, 1992; Calderhead & Gates, 1993; LaBoskey, 1994; Loughran, 1996; Swarts, 1999; Westbury, Hopmann, & Riquarts, 2000; Rodgers, 2002].

According to the Open University (2016), Schön established a difference between reflection-in-action and reflection-on-action: the former "refers to the quick thinking and reaction that occur as you are doing (...), allows you to see this, consider why it is happening, and respond by doing it differently", whereas the latter "is what occurs outside the classroom when you consider the situation again" making you think about "why the pupils did not understand, what caused the situation, what options were open to you, why you chose one option and not another". There are also different models to approach reflective teaching, such as that of Boud (1987), Gibbs (1988) and Atkins & Murphy (1993), which I shall not delve into since this is not the purpose of the paper.

From the viewpoint of Tice, "[r]eflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works – a process of self-observation and self-evaluation" (2004). As a process, reflective teaching includes a teacher diary, observation by peers, recording lessons and having feedback from the students and, based on their personal assessment, it enables teachers to consider what to do next, to think, talk and read about possible changes and different avenues, and to ask questions. Therefore, instead of coming to possibly wrong conclusions about classes, "it implies a more systematic process of collecting, recording and analysing our thoughts and observations, as well as those of our students, and then going on to making changes" (Tice, 2004). On the other hand, Renard (2019) regards reflective teaching as a fundamental step for professional development, where teachers learn to embrace feedback and criticism. Instead of simply a teacher diary, this author presents other alternatives such a template online where one includes their lesson plans and respective reflections or a reflection checklist, aiming also at making changes to future lessons, as can be seen in Figure 1.



Figure 1: Ten ways to reflect on your teaching (Renard, 2019).

#### 4 A case study

It was in light of the above assumptions that the experiment I shall thoroughly describe was conducted with the 3<sup>rd</sup> year class of the bachelor's degree in Languages for International Relations (LIR), in the second semester of the academic year of 2017/2018. This is one of three degrees offered in the Humanities at our institution – the bachelor's degrees in LIR and Foreign Languages: English and Spanish, and the master's degree in Translation.

The group of students that were part of my experiment were expected to be at a C2 or upper-advanced level, in line with the Common European Framework of Reference for Languages (2001). Most of these students had been mine in the previous academic year and level, that is 2016/2017 and C1 or advanced level, and some of them even in the year before (i.e. 2015/2016, B2 level). Throughout C1 classes, I made use of the coursebook “Ready for CAE” by Roy Norris, along with grammar and vocabulary books (e.g. “Destination Grammar and Vocabulary C1 & C2” by Malcolm Mann and Joanne Taylore Knowles, and “Advanced Language Practice” by Michael Vince), as well as a resource directed to phraseology, specifically idiomatic expressions and collocations, though some proverbs also appear – “Idioms Organiser” by Jon Wright.

As could be expected, they were a highly heterogenous group, some with a sound knowledge of the language for different reasons: a student had lived and worked in Manchester, UK, for 2 years; others had experienced one or two semesters of European mobility; and some had even attended private language schools. Nonetheless, despite these outstanding cases, the overall level was not up to the demands of C2 English. In order to fight back the general demotivation and lack of interest from 2/3 of the students, I had decided, at the end of the academic year 2016/2017, to drastically alter my teaching practice and engage in a more hands-on approach, intended also to foster the development of the productive skills, namely writing and speaking.

Such decision implied the course was not to be organised around a coursebook, but rather around topics the students would work on. As Schleicher upholds in the foreword of 2015 OECD's report mentioned above, “[w]hy should students be limited to a textbook that was printed two years ago, and maybe designed ten years ago, when they could access to the world's best and most up-to-date textbook?” (p. 4), i.e. the Internet. Therefore, on the first class of the semester, each of the students present wrote a relevant topic for them on a piece of paper. From these, we drew 15 (see Figure 2), one for each of the teaching weeks, leaving two apart that referred to the intermediate assessment and the final exam. At the end of the semester, I concluded that there were far too many topics and some involved far more complexity than I had anticipated and thus they had to be left out or be merged with others.

It is worth pointing out that some students showed some difficulty in choosing topics of discussion, as if when given that opportunity they were not comfortable enough or simply had no critical stand. Regardless of the somewhat naïve conclusion, the fact remains that a few of the topics criticised by students for being repetitive, tiring and bringing no novelty were in fact the object of their choice, namely environmental changes, tourism or multiculturalism. However, there were some surprising choices: social exclusion, religion, their professional future, the dangers of social media and the future of technology. What is most important is the fact that these topics were randomly chosen from the students' personal choices and negotiated afterwards in class: should



they be maintained or not, as you can see in Figure 1, could they be merged with other topics that had not been chosen. This was supposed to have provided students with a sense of authorship and active participation, a feeling of having selected the contents of this course.

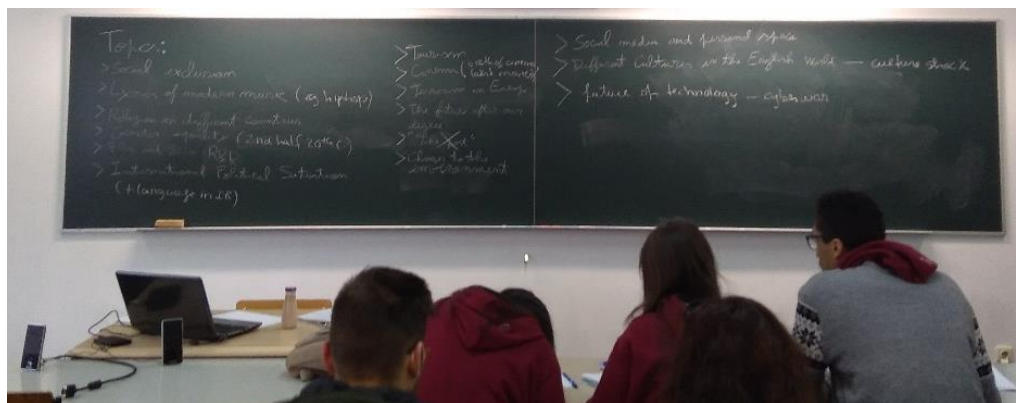


Figure 2: Negotiation of the topics (photo by Cláudia Martins, 2018).

As far as the class dynamics was concerned, I elicited that I expected students to work in groups, not necessarily with those classmates they were most comfortable with. Their work was to be mostly oral and written and their participation was going to be based on analysing materials and commenting on them or exploring a specific sub-topic and presenting it to their peers, so that it would be student-centred, though always bearing in mind vocabulary and grammar, whenever needed. At first, the lessons were held in a circle or U-shape that enabled all students to face each other, but soon this turned out to be unbearable because the class often amounted to 40 students. The classrooms were chosen to serve this purpose: I specifically requested a room with table-arm chairs so that I could arrange them in a circle before the class began, but at the end I would have to rearrange them again, because the following colleagues were not supportive of such layout. The fact that the institution where I work maintains the traditional classroom arrangement demonstrates that the 20<sup>th</sup> century framework is still in place; otherwise, it would be obvious that, in light of the 21<sup>st</sup> century and the Bologna process, not only should teachers have smaller groups to work with, but also a healthier and less authoritarian classroom atmosphere should be instated. If collaboration and communication is to be striven for, as part of 21<sup>st</sup> century skills, how is a teacher capable of working them if students stand in rows and face their peers' backs?

Apart from the initial selection of the topics, students were asked to think of subtopics and materials that would be stimulating and thought-provoking and could be used in the development of topics. Out of the almost 60 students enrolled in the course, only 10 sent suggestions, less than 20%; however, these encompassed not only films, songs and videos, but also numerous subtopics that were extremely valuable.

Figure 3 was the result of the brainstorming done for cinema that presented students' association of ideas to this topic.

Added to the written and spoken work, students were asked to make a film review in video, where they should not write and read a text, but rather speak about one of their favourite films, and also to make their own video CV, connected with the topic of their professional future. The outcome was 13 reviews and 8 CVs, which seems to

demonstrate the lack of interest from the students and that despite the effort to suggest different activities most were not at all engaged in the new dynamics.

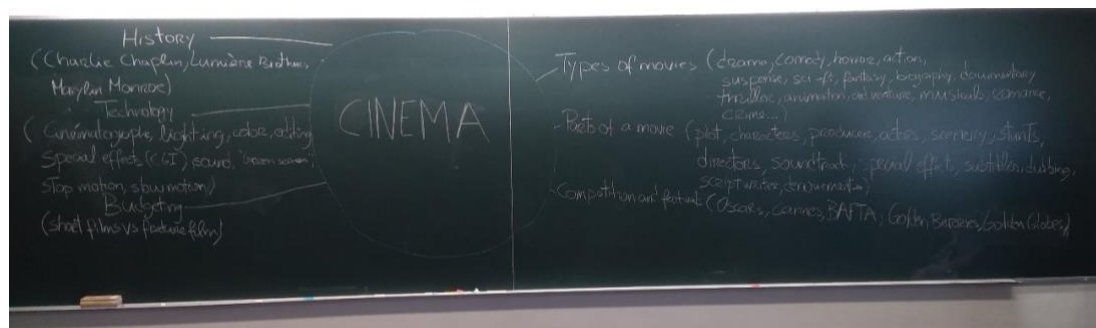


Figure 3: Brainstorming on the topic of cinema (photo by Cláudia Martins, 2018).

In terms of reflective practice, there were two sides to it: on the one hand, students were asked to write a lesson minute, one student was randomly chosen each class, and a lesson review to be done for all lessons, where students were asked to report on the class and be both critical and assertive (check Figure 4); on the other hand, I kept a teaching diary, where I would assess students' performance and, above all, engagement and my own and reflect upon possible necessary changes – Was I achieving my purposes? Were students becoming engaged and thus more motivated to the learning of the language? Were they developing a sense of the (English) language as a tool for them to communicate, collaborate, become more creative and ultimately being critical?

Again this turned out to be an unsustainable task for both parts: students became tired of having to write the texts, which became mechanical and untruthful, and stopped handing them in, and I, as the teacher, could not find the time to read them through, eventually correct and draw pertinent information from these texts. An alternative could have been to select a pair of students per lesson so they could put forth their opinions or survey their colleagues' position and report them on their own review.

In Figure 4, I present two examples of lesson minutes, where both students are rather thorough in their description of the actual parts of the lesson, listing all topics and materials used. One even points out the fact that there wasn't enough time to watch a video and they have a 5-minute break, whereas the other recovers some expressions that were elicited in class and the homework requested.

Furthermore, from the reviews written by the students, I selected two examples to analyse in more depth. In the review for the 12<sup>th</sup> March, the student summarises the aspects covered in the lesson and the fact that I, as teacher, introduced the topic. It is worthy of mention that, despite the fact that the student had not chosen cinema as her topic ("this topic was not as dear to me as others"), she still considered it captivating and learnt something from it ("Little did I know that the first cinematography machine was inspired in a sewing machine!"; "was still one of my liking"). She regarded the format of the classes satisfactory, as well as the topics covered and found no need to suggest changes ("I won't suggest changes because I do not find them necessary"). In the second one for the 19<sup>th</sup> March, the student not only briefly encapsulated the class, but also identified strategies used (e.g. brainstorming), the materials (i.e. videos and webpage) and the interaction that occurred. It is interesting to realise that the student

referred to “these classes” as enjoyable and dynamic, where you can share and, due to the variety of materials, more beneficial and less boring. In other reviews, students also mentioned that this class dynamics would enable students to lose fear of speaking in front of an audience and correct discursive mistakes, that it was enjoyable and interesting. I should mention one student who specifically stated that they should have a 20-minute grammar practice each week, so that his grammar would not “fade away”.

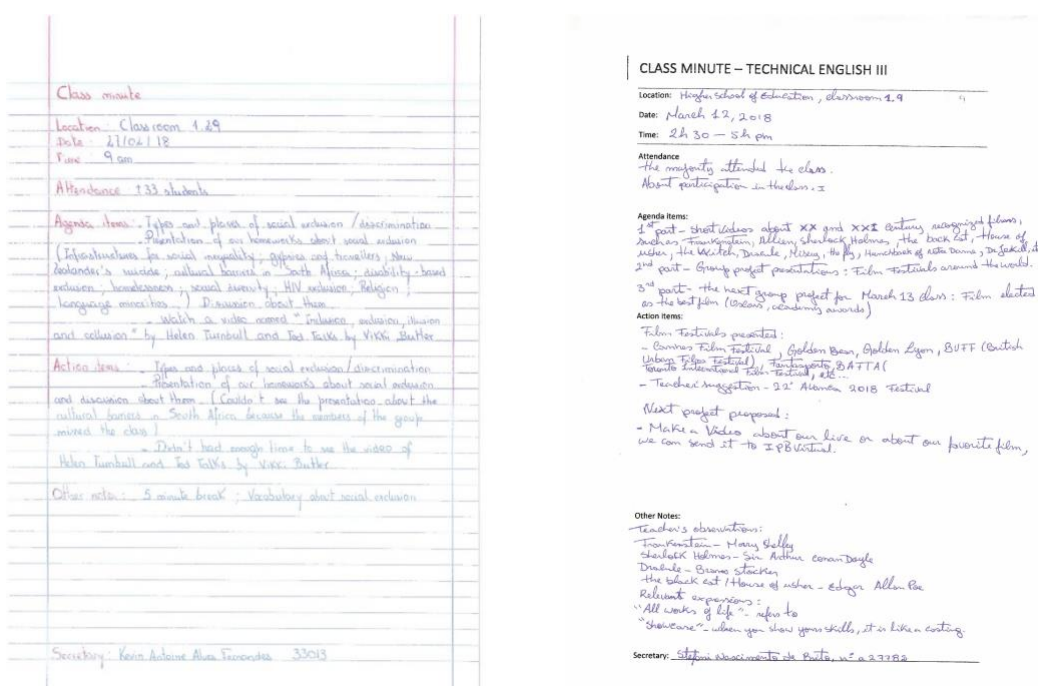


Figure 4: Two examples of lesson minutes (27<sup>th</sup> February 2018, Kevin Fernandes; 12<sup>th</sup> March 2018, Stefani Nascimento).

As for my teaching diary, I would assess the lesson, focusing on how the topic was presented and developed, the students' engagement and performance (in case they had made presentations) and whether I felt that the students had enjoyed the class and its dynamics. I would also jot down what might need to be changed (especially if something had not worked at all) and other suggestions that could be useful for future lessons. I shall now present a few extracts retrieved from my diary:

- 1) 19<sup>th</sup> February: I concluded that the students had felt overwhelmed by the class task – the interpretation of the lyrics of the song “Defector” by the Muse that included excerpts of J. F. K.’s speech from 1961 to the American Newspaper Publishers Association. This exegetical exercise was not as easy as it seemed, because the speech had been used out of context and students took Kennedy’s words literally without being critical and reading between the lines. As a result, their first presentations, including the research of specific aspects, had been disappointingly shallow and naïve.
- 2) 26<sup>th</sup> February: I considered the lesson to have gone smoothly, but slow and less participative than previous ones. The topic of social exclusion brought about

scattered ideas, but the videos chosen (e.g. Social Exclusion by Khan Academy and “Social exclusion and why it matters” by Vikki Butler) seemed to wrap them up and introduce new avenues.

- 3) 27<sup>th</sup> February: in the class that followed students had to present their research on previously selected sub-topics and appeared well-prepared, particularly one group, which was systematic and methodical. However, they didn’t interact with each other – they merely make their presentations, not asking or answering questions. A few groups missed the class, a practice that was maintained by some until the end of the semester.
- 4) 6<sup>th</sup> March: I thought this to be one of the worst classes. Written work was to be swapped among them and they had to engage in hetero revision (according to a previously given grid of correction symbols) and make comments and suggestions to their peers. Most of them showed their deep dislike for the activity and were not committed to revise their own work thoroughly afterwards.
- 5) 15<sup>th</sup> May: After the initial exploration of the pressing challenges in tourism, religion and international political affairs, I decided to use the Socratic seminar strategy to gather students in the discussion of all those topics, instead of having the usual presentation. Being debate-like, I was expecting students to be engaged, but most were baffled as to the dynamics required and the fact that they had no paper or ppt to hang on to. This was a spontaneous speaking activity that inhibited students who were shier or less accustomed to speaking. It was definitely not the success I had expected.

In summary, the no-coursebook course did manage to break with traditional language classes involving the negotiation of the contents, providing students with a sense of authorship, as well as requiring them to actively participate in all classes. Nonetheless, with this innovative dynamics came greater responsibility and amount of work and most students were not up to it. This was clear from the outcome of some tasks, the fact that some groups missed classes so as not to present their work, and that even though I constantly insisted little English was spoken in some groups. Generally speaking, students seemed to enjoy the change, but more than half were simply not prepared for the amount of dedication and commitment it demanded, since this was not common practice in all their courses and a traditional stand is easier for them and allows for them to switch off.

## 5 Final remarks

First of all, this experiment demonstrated that not using a coursebook throughout a course was as much a practice for me as it was for the students: they were more used to being given than to actually constructing their own knowledge. As I aimed to show in the first section, 21<sup>st</sup> century education seeks to overthrow the teacher-centred approach, the role of teachers as know-it-all givers of factual information and the use of coursebooks, to name just a few, and to introduce 21<sup>st</sup> century skills – the ubiquitous 4 Cs. However, as I pointed out, unless the education systems themselves and teachers change, no success will come out of this endeavour: it is essential for all teachers to adopt the same approach or else a sense of incoherence will overcome our students, as it does already. The new skills for the 21<sup>st</sup> century require the development of higher

thinking skills that are incompatible with the use of a teacher-centred approach and of a coursebook or the traditional layout of back-to-back classrooms. These were some of the changes I effected in the experiment described above, along with students' negotiation and development of course contents, giving them a voice.

This experiment was also triggered by the less-favourable outcomes of my unsystematic reflective tendency: I was often flooded with the feeling of being unsuccessful as a teacher, of not having reached my students, of having bored them as well as myself. Thus I introduced a methodical reflective practice in my teaching, as the authors abovementioned uphold, and made use of a teaching diary and students' lessons reviews. These elements intended to provide information as to whether I was reaching my ultimate goal: motivate and engage students to learning in English, regardless if it was or not about the English language.

All in all, I must declare that it was a highly stimulating and creative experience, though work demanding. I believe I engaged numerous students, but others were simply not up to changing their passive attitude as recipients and gave up on the challenge. Regardless, I intend to continue this pilot experiment with another C2 level English course and perfect the flaws identified throughout.

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