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**Enhancing intercultural citizenship education through inclusive dialogic literary gatherings within English as a Foreign Language**

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Doutoramento em Didática das Línguas, Multilinguismo e Educação para a Cidadania Global

na área de especialização de Inglês

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To my sons, Filipe and Pedro



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## Enhancing intercultural citizenship education through inclusive dialogic literary gatherings within English as a Foreign Language

### Abstract

Dialogic Literary Gatherings (DLGs) are whole-class dialogic activities that have demonstrated positive effects on students' academic achievement, inclusion and social cohesion, and can be adapted to various contexts. By emphasising dialogue as a means to learning and as learning itself, the INCLUD-EFL research project investigates whether the systematic implementation of DLGs in secondary EFL classrooms enhances students' intercultural citizenship, focusing specifically on their oracy and empathy skills. An action research approach has been applied to the study, with data being analysed qualitatively and quantitatively within a quasi-experimental design. The findings indicate that DLGs improve students' dialogic empathy as part of their broader intercultural citizenship competence. However, the impact of DLGs on oracy skills presents mixed results, highlighting both the potential and the challenges of developing spoken communication through dialogic practices. The discussion underscores the effectiveness of DLGs in promoting intercultural citizenship among secondary EFL learners, particularly in fostering dialogic empathy, while also addressing the complexities involved in advancing oracy skills.

**Keywords:** English as a foreign language, Dialogic Literary Gatherings, dialogic reading, inclusive dialogic learning, intercultural citizenship

Promoção da educação para a cidadania intercultural através de Tertúlias Literárias Dialógicas inclusivas no ensino de Inglês como língua estrangeira.

## Resumo

As Tertúlias Literárias Dialógicas são atividades dialógicas realizadas com toda a turma, que demonstraram efeitos positivos no sucesso académico dos alunos, na inclusão e na coesão social, podendo ser adaptadas a diferentes contextos. Ao enfatizar o diálogo tanto como meio de aprendizagem quanto como aprendizagem em si, o projeto INCLUD-EFL investiga se a implementação sistemática das Tertúlias Literárias Dialógicas em aulas de inglês como língua estrangeira no ensino secundário em Portugal promove o desenvolvimento da cidadania intercultural dos alunos, com especial enfoque nas suas competências orais em língua estrangeira e na empatia dialógica. O estudo segue a metodologia de investigação-ação, com análise qualitativa e quantitativa dos dados num desenho quase-experimental. Os resultados indicam que as Tertúlias Literárias Dialógicas promovem a empatia dialógica dos alunos como parte da sua competência mais ampla em cidadania intercultural. Contudo, o impacto das Tertúlias Literárias Dialógicas nas competências orais revela-se misto, evidenciando tanto o potencial como os desafios do desenvolvimento da comunicação oral em língua estrangeira através destas práticas dialógicas. A discussão destaca a eficácia das Tertúlias Literárias Dialógicas no desenvolvimento da cidadania intercultural entre alunos de Inglês como língua estrangeira do ensino secundário, especialmente no fortalecimento da empatia dialógica, ao mesmo tempo que revela a complexidade associada ao desenvolvimento da oralidade.

**Palavras-chave:** Inglês como língua estrangeira, Tertúlias Literárias Dialógicas, leitura dialógica, aprendizagem dialógica inclusiva, cidadania intercultural

Promoção da educação para a cidadania intercultural através de Tertúlias Literárias Dialógicas inclusivas no ensino de Inglês como língua estrangeira.

Resumo alargado

Esta tese investigou a implementação de Tertúlias Literárias Dialógicas (TLDs) nas aulas de Inglês como Língua Estrangeira no ensino secundário, destacando o seu potencial para promover a cidadania intercultural, particularmente através do desenvolvimento da empatia dialógica e das competências de expressão oral. Fundamentado nos princípios da pedagogia dialógica (Freire, 2000), que coloca o diálogo como um meio essencial para a consciencialização crítica e transformação social, o estudo INCLUD-EFL propôs uma abordagem inovadora para a aprendizagem inclusiva e interativa, com o objetivo de superar barreiras linguísticas e culturais.

O estudo foi realizado com duas turmas (N=52) de Inglês como língua estrangeira, no ensino secundário, em Portugal, com idades entre os 14 e os 17 anos. Utilizou uma abordagem de investigação-ação com análise qualitativa e quantitativa, combinando métodos mistos para permitir a triangulação dos dados e uma compreensão mais completa do problema em análise. Não foi considerado um estudo experimental, pois não houve atribuição aleatória, configurando um desenho quase-experimental. Adotou-se um desenho pré-teste – pós-teste com replicação diferenciada (design de tratamento atrasado ou design de grupos diferidos). Neste desenho, um grupo recebeu a intervenção enquanto o outro não, sendo este último posteriormente exposto à mesma. Ambos os grupos realizaram um pré-teste (teste oral 1), a turma A recebeu a intervenção, enquanto a turma B (grupo de controlo) não, sendo a variável dependente novamente avaliada (teste oral 2). A intervenção foi então aplicada à turma B, sendo novamente avaliada a variável dependente (teste oral 3). Embora o uso de pré e pós-testes tenha limitações, como a regressão à média, maturação e efeitos dos testes, é uma ferramenta valiosa, especialmente quando combinada com designs adequados. Uma vantagem do design adotado foi a replicação, que permitiu a recolha de evidências em duas amostras (turmas A e B), oferecendo maior controle sobre os efeitos históricos.

A intervenção decorreu ao longo de dois períodos escolares, de janeiro a junho de 2024, com sessões semanais de TLDs de 50 minutos. Durante estas sessões, os alunos discutiram leituras de adaptações de clássicos da literatura mundial. As sessões, que fizeram parte das atividades regulares de Inglês, ocorreram presencialmente na biblioteca escolar, com a turma sentada em círculo. Antes das sessões, os alunos escolheram o livro que iriam ler, lendo-o individualmente ou com o apoio de familiares ou colegas, e, em cada sessão, escolhiam um trecho para partilhar, explicando as suas motivações. Durante as sessões, os alunos discutiam o texto, comentando, e concordando ou discordando das ideias apresentadas. Foram sugeridos aos alunos quatro livros: *Adventures of Don Quixote*, *Frankenstein*, *Great Expectations* e *Wuthering Heights*, adaptados ao nível B1/B1+ de inglês. A seleção de livros apresentada procurou garantir diversidade, incluindo autores de diferentes nacionalidades e géneros literários. Os temas abordados nos livros incluíam literatura, alienação, classe social, amor, vingança, entre outros. As discussões eram livres, permitindo que os alunos trouxessem os seus próprios pontos de vista, com o professor a facilitar o desenvolvimento de conversas autênticas e relevantes. O número de sessões foi determinado pela extensão e dificuldade do livro escolhido, com a intervenção planeada para doze sessões de 50 minutos.

A recolha de dados incluiu a realização de testes de oralidade antes e depois da intervenção, observação participante, tomada de notas sobre a participação dos alunos e gravação áudio com posterior transcrição das interações ocorridas durante as sessões.

A análise de dados dos testes de oralidade foi concretizada através da rúbrica de avaliação dos testes Cambridge B1 Preliminary for Schools (Cambridge University Press & Assessment, 2022). Aos dados registados durante as sessões foi aplicado o Cambridge Oracy Assessment Toolkit (Mercer et al., 2017). As transcrições das interações foram codificadas aplicando o código de Macagno et al. (2022) para a empatia.

A pesquisa revelou que as TLDs podem ser ferramentas transformadoras na sala de aula de Inglês como Língua Estrangeira do ensino secundário, promovendo interações inclusivas e dialógicas e permitindo que os alunos desenvolvam competências interculturais, em particular a empatia dialógica, enquanto interagem com textos literários e com os seus colegas. Este estudo está alinhado com a visão de Freire (2000) de

que a educação deve ser uma prática de liberdade, na qual os alunos se envolvem criticamente com o mundo e uns com os outros. O estudo demonstrou um progresso significativo nas contribuições de alto valor dialógico dos alunos, como a Expansão, o Raciocínio e as contribuições Metadialógicas, evidenciando a sua capacidade de construir sobre as ideias uns dos outros e participar em discursos reflexivos e empáticos (Macagno & Rapanta, 2020). Estes resultados são consistentes com pesquisas anteriores que sublinham a importância dos ambientes dialógicos no desenvolvimento das competências socioemocionais e na consciencialização intercultural (Flecha & INCLUD-ED Consortium, 2015; Macagno et al., 2022; Mercer & Howe, 2012; Wegerif, 2011).

O papel do professor como moderador foi fundamental na criação de um espaço seguro e inclusivo para que os alunos pudessem expressar as suas ideias de forma livre e autêntica. Baseando-se na estrutura de ensino dialógico de Alexander (2018), que enfatiza o discurso intencional, cumulativo e recíproco em sala de aula, o estudo destacou como os professores podem orientar os alunos para construir as ideias uns dos outros e participar em discussões críticas e significativas. Ao incentivar o diálogo significativo e promover o envolvimento crítico com diferentes perspetivas, o professor facilitou a transição da comunicação monológica para a dialógica, melhorando ainda mais a capacidade dos alunos de participar em discussões empáticas e colaborativas.

No entanto, os resultados também destacaram as complexidades de promover as competências de expressão oral através das TLDs. Os testes de competências linguísticas revelaram resultados mistos, com melhorias significativas na expressão oral observadas numa fase do estudo, mas não noutra. Essas discrepâncias sublinham a natureza multifacetada da aprendizagem de línguas e a influência de fatores contextuais e específicos dos alunos nos resultados educativos. Embora as TLDs mostrem um potencial promissor para desenvolver competências linguísticas, os dados sugerem que as condições de implementação podem influenciar de forma significativa os resultados.

Tal como em qualquer estudo, a investigação INCLUD-EFL enfrentou várias limitações que devem ser reconhecidas. O desenho quase-experimental, embora útil para explorar contextos reais em sala de aula, limitou a generalização dos resultados devido à falta de atribuição aleatória e à presença de variáveis de confusão potencial. O tamanho

reduzido e homogêneo da amostra restringiu ainda mais a aplicabilidade dos resultados a contextos educativos mais amplos. Além disso, a estrutura de pré-teste/pós-teste pode ter introduzido efeitos de teste-reteste e não capturou completamente os impactos a longo prazo das TLDs no desenvolvimento linguístico e intercultural. A natureza subjetiva de resultados como a empatia apresentou desafios para a medição, exigindo uma análise qualitativa dos dados, que, embora reveladora, é difícil de generalizar ou quantificar. Finalmente, os diferentes níveis de proficiência em inglês entre os alunos apresentaram desafios na promoção de interações dialógicas. Os alunos com recursos linguísticos limitados tiveram dificuldade em articular ideias complexas, o que pode ter prejudicado a sua capacidade de participar plenamente com contribuições de alto valor dialógico.

Os resultados deste estudo apontam várias direções para futuras pesquisas. Embora o desenvolvimento das competências de expressão oral através das TLDs tenha produzido resultados inconclusivos, investigações futuras poderiam explorar as condições sob as quais as práticas dialógicas aprimoram mais eficazmente a competência linguística. Por exemplo, estudos futuros poderiam examinar o impacto de períodos de intervenção mais prolongados ou apoio direcionado para alunos com menor proficiência linguística.

A pesquisa futura também poderia aprofundar outras dimensões da cidadania intercultural, como a consciência cultural crítica, a tolerância para a ambiguidade e a capacidade de analisar criticamente as perspectivas culturais (Guilherme, 2007). Explorar como as TLDs influenciam a expressão escrita e a compreensão leitora poderia lançar mais luz sobre o seu papel num desenvolvimento linguístico holístico. Investigações mais detalhadas sobre os efeitos da implementação de TLDs sobre a capacidade dos alunos de refletir sobre as culturas e as experiências dos outros seriam também um campo promissor para futuras investigações.

Por fim, o papel da facilitação do professor na modelagem das interações dialógicas exige mais investigação, particularmente no que diz respeito a estratégias para enfrentar desafios como a diversidade na proficiência linguística e diferentes níveis de sensibilidade cultural. Abordagens colaborativas de formação e desenvolvimento profissional dos professores poderiam melhorar a implementação das TLDs, promovendo práticas pedagógicas mais eficazes e inclusivas.

O estudo INCLUD-EFL contribuiu para o crescente corpo de evidências que apoia o papel da pedagogia dialógica na educação. Ao demonstrar o potencial das TLDs para cultivar a cidadania intercultural, particularmente a empatia, esta pesquisa sublinha o poder transformador das práticas de aprendizagem dialógicas inclusivas. Ao mesmo tempo, destaca a necessidade de esforços sustentados e direcionados para melhorar as competências de expressão oral no contexto do Inglês como língua estrangeira. Em última análise, esta tese posiciona as TLDs não apenas como ferramentas de aprendizagem de línguas, mas também como veículos poderosos para promover cidadãos globalmente conscientes e empáticos. Ao conectar-se através de fronteiras linguísticas e culturais, as TLDs capacitam os alunos a envolver-se com diversas perspectivas e a navegar pelas complexidades de um mundo interconectado. As percepções obtidas a partir deste estudo abrem caminho para uma exploração mais profunda, permitindo o desenvolvimento de estratégias educacionais mais eficazes e inclusivas, que preparem os alunos para prosperar numa sociedade cada vez mais globalizada.

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### **List of Abbreviations**

DLGs – Dialogic Literary Gatherings

EFL – English as a foreign language

IDL – Inclusive dialogic learning

RFCDC – Reference Framework of Competences for Democratic Culture

SEA – Successful Educational Actions

## 1. Introduction

The 21st-century citizen interacts with people who identify with diverse cultures and/or speak different languages, whether abroad or in their home country. Since the end of World War II, English has become the dominant language of global communication (McCrum, 2010) and the most widely used language in cross-cultural interactions (Guilherme, 2007), placing it at the core of the global language system. However, despite this reality, education in general—and foreign language education in particular—still lacks the necessary knowledge and tools to adequately prepare future citizens for these increasingly frequent intercultural encounters.

One of the key challenges in this regard is fostering a dual competence, which entails both linguistic proficiency and intercultural communicative competence. Linguistic proficiency refers to the ability to use the language accurately and fluently. However, proficiency alone is not sufficient in a globalised world where communication extends beyond mere grammatical correctness. The second dimension of this dual competence is intercultural communication competence, which involves understanding cultural differences, recognising implicit values and norms, and adapting one's language use accordingly to navigate diverse social and professional contexts (Byram, 2020; Kramsch, 2012). Effective communication in multicultural settings requires not only the ability to use the English language instrumentally but also an awareness of cultural expectations, discourse styles, and potential sources of misunderstanding, and the ability to mediate these (Risager, 2006).

Education holds the potential to address societal inequalities by empowering individuals and promoting their development (Freire, 2005). Recognising this, the United Nations has designated inclusive and equitable education for all as one of the Sustainable Development Goals (2015), although this objective remains far from being accomplished. Within education, achieving a high level of proficiency in English may unlock a world of opportunities. However, discrepancies in participation and achievement in English language classrooms suggest a need to improve equality of opportunities in language learning. English language education must strive to become meaningful by using

approaches and content that reach every student, thereby stimulating inclusion as a foundation for learning, development, and well-being.

Dialogue has become central to our information society, namely dialogue among different areas of knowledge, cultures and individuals (Aubert *et al.*, 2016). Dialogue has become a multifaceted element both for living and learning, as people can learn *through*, *for* and *as* dialogue (Kim & Wilkinson, 2019). In education, this may mean egalitarian dialogue within the classroom, as well as with students' families, other stakeholders, and the local community. High-quality classroom dialogue can effectively promote communication, collaboration, critical thinking, and creativity and, thus, simultaneously develop language competences and citizenship (Council of Europe, 2018).

Despite the growing interest in dialogic-based pedagogies since the beginning of the century at a global level (Teo, 2019), the context of the secondary EFL classroom remains a rather unexplored field when it comes to research on dialogue and inclusion. Analysing the implementation of inclusive dialogic education strategies is very relevant, especially in EFL contexts where the foreign language is both content and a medium for learning, posing significant challenges for students. Within this context, this project's goal is to study the impact of the implementation of a Successful Educational Action (SEA) – Dialogic Literary Gatherings (DLGs) (Flecha & INCLUD-ED, 2015) – in the context of the secondary EFL classroom, aiming to evaluate if this pedagogic practice contributes to developing the students' intercultural citizenship competence as members of increasingly multicultural societies in a globalised world, specifically concerning their oracy skills and dialogic empathy.

SEAs are practices that positively impact both students' academic success and social cohesion and are transferable to any type of socioeconomic or cultural context (Flecha & INCLUD-ED Consortium, 2015). The six SEAs are: (1) Dialogic Literary Gatherings; (2) Interactive Groups; (3) Educative participation of the community; (4) Family education; (5) Dialogic pedagogical education for teachers; and (6) Dialogic model for conflict prevention and resolution. All SEAs draw on the concept of dialogic learning and its seven principles, as they were defined by Flecha (2000): egalitarian dialogue, cultural

intelligence, transformation, instrumental learning, creation of meaning, solidarity, and equity of differences (Aubert et al., 2016).

These actions and principles have been implemented in over 9000 schools across 14 European and Latin American countries, which participate in the Schools as Learning Communities project (Comunidades de Aprendizaje, n.d.). The project's network also includes universities, governments, and other private and public organisations, which, together, aim for educational and social transformation based on the dreams of whole educational communities, through egalitarian dialogue and an evidence-based teaching-learning approach. This project will focus on a specific SEA, namely Dialogic Literary Gatherings (DLGs), and its role as a pedagogical tool for fostering inclusive dialogic learning in the EFL classroom. As an adaptation of the INCLUD-ED research project to the EFL context, it has been designated as INCLUD-EFL.

## **2. Theoretical framework**

INCLUD-EFL is framed around the concepts of dialogic learning, with a particular focus on its inclusive dimension as devised by Flecha and the INCLUD-ED consortium (2015), and intercultural citizenship competence in the context of the EFL classroom.

### **2.1. Dialogic learning**

Dialogue has had growing relevance in society. It has become central in the establishment of relationships and roles within the family, interactions between and within institutions, and in the social sciences. Social scientists have emphasised the communicative and dialogic character of our society (Bakhtin, 1981; Vološinov, 1973) while claiming that social change, human development and learning occur dialogically (Aubert & Soler, 2007).

In education, learning takes place when students question ideas and opinions of others: their peers, their teachers, the textbook, the media (Flecha & INCLUD-ED Consortium, 2015; Freire, 2005; Maine et al., 2019; Reznitskaya et al., 2009). In this process, students and their teacher – who is not necessarily in possession of all the knowledge but learns together with them (Freire, 2005) – negotiate meanings and co-construct knowledge. This learning approach draws on Bakhtin's concept of dialogism and on Vygotsky's sociocultural theory.

Bakhtin (1981) states that life is dialogic and a shared event, that living is participating in dialogue and that meaning arises through dialogue at whatever level it takes place. Everything we say or think is a dialogical social event, whose meaning is more influenced by the context than by the text itself. Language is much more than a system of linguistic categories, it is ideologically saturated, it is a worldview, a tool for mutual understanding.

From a socio-constructivist perspective, learning is the result of social interactions (Vygotsky, 1978). Peer interactions play a prominent role, as consciousness is firstly social and only then individual (Wertsch & Stone, 1985). The teacher, a more experienced

partner, or another adult, as tutors, may scaffold a student's learning process, and that is critical in language development and learning (Bruner, 1978). A dialogic approach in which dialogue is the means to co-construct knowledge has proved to be much more beneficial and motivating for learning than the still prevailing *banking* education, where the teacher's role is merely to *transfer* knowledge to the students (Freire, 2005). Hence, interaction and communication are at the core of dialogic learning, which is an appropriate pedagogy to develop the whole set of literacies necessary for students to operate as full citizens of the knowledge society of the 21<sup>st</sup> century (Webster, 2014).

Drawing on what Matusov calls strong dialogism (2009), educational dialogue is not a mere genre of discourse or an instructional technique: it is a process without which there can be no genuine education, it is *the* discourse of education, that is relational, that enables reflectional knowledge and knowing about one's own knowledge. A dialogue among equals, where everyone has the freedom to speak their mind, to take part in all the stages of the learning process and to make decisions. It is a social meaning-making process achieved through a teaching approach that explores the potential of oral interaction to enable the students' understanding, thinking, and learning (Alexander, 2018).

Alexander (2018) points out two key aspects that make dialogic teaching what it is, namely: (1) its cognitive impact, i.e., the fact that true dialogic instruction makes students think, rather than simply report someone else's thoughts (Nystrand et al., 1997); and (2) instead of looking for *the* right answer, it is a continuous process of interconnected dialogues in which an answer should be a starting point for further questions (Bakhtin, 1986), a path it is the teacher's job to enhance. Alexander offers equal attention to the quality of teacher and student talk, as well as to the agency of others – fellow students and teachers (Alexander, 2018) thus overcoming the traditional dichotomy of teacher-centred/student-centred pedagogies still prevalent in the educational discourse and replacing it with a repertoire-based teaching combined with teacher-and-student agency (ibid).

Alexander's (2004, 2017, 2018, 2020) framework for dialogic teaching (see also section 3.1.) integrates *justifications, principles, repertoires, and indicators*, all of which

contribute to enhancing the quality and impact of both student and teacher communication. The ultimate aim of this framework is to improve student learning and development by fostering an environment in which spoken interaction is purposeful, structured, and reflective of the fundamental principles of effective pedagogy. The framework highlights that talk is not merely a medium for transmitting information but a fundamental tool for thinking, reasoning, and learning. A detailed description of its *justifications* and *principles* will follow.

Within Alexander's framework, *justifications* provide the rationale for adopting talk as a central component of teaching and learning. These justifications establish the necessity of dialogue in the classroom, explaining why teachers should use talk as a core instructional strategy. Firstly, Alexander (2004) establishes cognitive justifications by arguing that talk is essential for learning because it enables students to articulate, refine, and develop their understanding through verbal interaction. Teachers must make deliberate choices about when and how to use talk effectively, ensuring that it serves as a means of constructing knowledge rather than simply conveying information. Alexander (2017) further elaborates that dialogic teaching is justified by its ability to enhance cognitive development, facilitate social interaction, and reflect the cultural dimensions of learning. He asserts that structured dialogue allows students to engage in higher-order thinking, develop reasoning skills, and collaboratively construct meaning rather than passively receiving information.

In addition to cognitive justifications, Alexander (2018) highlights that learning is inherently social and that dialogic teaching nurtures collaboration, mutual respect, and shared understanding. By engaging in structured dialogue, students not only develop their own ideas but also respond to, build upon, and refine the contributions of their peers. This reciprocal exchange enhances their ability to listen attentively, consider alternative perspectives, and articulate their thoughts more clearly. Alexander (2020) emphasises that dialogic teaching is also justified by its ability to create inclusive learning environments. Because classroom discourse reflects broader cultural and linguistic contexts, dialogue helps bridge differences in students' backgrounds and experiences, making education more responsive to diverse ways of thinking and knowing.

Alexander (2004) also explains that teachers have a pedagogical justification for employing dialogic teaching, as talk serves as a crucial tool for assessing students' understanding, providing immediate feedback, and scaffolding learning. By engaging students in purposeful dialogue, teachers gain insight into their thought processes and can adjust teaching accordingly. This responsiveness ensures that learning is dynamic and adapted to students' needs rather than being rigidly predetermined. Alexander (2017) builds on this argument by stating that dialogic teaching encourages students to take an active role in their learning, fostering greater independence and self-regulation. Teachers use dialogue to guide students through complex concepts, encourage reflection, and support their progression toward deeper understanding.

Another key justification for dialogic teaching, according to Alexander (2018), is its role in promoting democratic engagement. By creating a classroom environment where dialogue is open, respectful, and intellectually stimulating, students learn how to participate in discussions, challenge ideas constructively, and engage in reasoned argumentation. Alexander (2020) asserts that this prepares students to become active participants in democratic society, equipping them with the skills necessary for critical thinking, civic engagement, and informed decision-making. Through structured dialogue, students learn not only how to express their own ideas but also how to consider and evaluate the perspectives of others, cultivating a culture of respectful and reasoned debate.

Regarding the *principles* that define and guide the implementation of dialogic teaching, Alexander (2004, 2017, 2018, 2020) states that they serve as both theoretical foundations and practical criteria for evaluating whether a classroom environment truly embodies dialogic pedagogy. The first principle, collectivity, asserts that learning is a shared process in which teachers and students work together to explore ideas and construct knowledge. Alexander (2017) explains that dialogic teaching helps create a culture of collective inquiry, in which understanding is developed through interaction rather than through isolated individual effort. This collective approach ensures that students are actively engaged in learning rather than being passive recipients of information. The second principle, reciprocity, emphasises the importance of mutual

listening and responsiveness. Alexander (2018) states that effective classroom dialogue is characterised by meaningful exchanges in which students and teachers respond to one another's contributions rather than simply taking turns to speak. This reciprocal interaction promotes deeper engagement and a more dynamic learning process, as ideas are continuously built upon and refined through discussion. The third principle, supportiveness, highlights the need for a safe and respectful classroom environment in which students feel confident expressing their ideas. Alexander (2004) argues that mistakes should be seen as opportunities for learning rather than as failures, and that all contributions should be valued regardless of correctness. In a supportive classroom, students are encouraged to take intellectual risks, knowing that their perspectives will be considered with respect and fairness. The fourth principle, cumulativeness, refers to how classroom talk should build on previous contributions. Alexander (2017) explains that dialogic teaching ensures that discussions are coherent and structured rather than fragmented or disconnected. Through cumulative dialogue, ideas develop progressively, allowing students to deepen their understanding over time. This principle ensures that knowledge is constructed collaboratively, with each contribution adding to the overall depth and complexity of the discussion. The fifth principle, purposefulness, underscores the intentional nature of dialogic teaching. Dialogue must be structured to achieve specific learning goals and should not be aimless or unstructured (Alexander, 2020). Discussions are designed to promote inquiry, problem-solving, and conceptual development, ensuring that talk is not just an exchange of words but a meaningful process that advances learning. Teachers must therefore plan and guide classroom dialogue carefully, using questioning and scaffolding techniques to direct students toward deeper understanding.

By integrating these justifications and principles, Alexander (2004, 2017, 2018, 2020) provides a comprehensive framework for dialogic teaching. This framework ensures that dialogue is not only a means of communication but also a fundamental tool for cognitive, social, and cultural development. Through structured and purposeful interaction, teachers can create a classroom environment that supports student engagement, fosters critical thinking, and encourages collaborative learning. The

justifications clarify why dialogic teaching is so relevant, while the principles provide a foundation for its effective implementation. Taken together, they offer a structured approach to enhancing classroom talk, ensuring that it serves as a powerful mechanism for deeper learning and intellectual growth.

*Repertoires* are also central to the functioning of dialogic pedagogy, ensuring the success of a dialogic teaching approach. They encompass the organisational settings (e.g. teacher- or student-led group work, whole class) and the modes of interaction between students and teachers, which include everyday talk, learning talk, teaching talk, questioning, and extending. The framework is complemented by a set of *indicators* that provide a practical description of the characteristics and manifestations of dialogic teaching. These indicators focus on (1) the contexts that support dialogic pedagogy and the classroom conditions conducive to it, and (2) the characteristics of the talk itself. Repertoires and indicators are described in detail in Section 3.1.

Dialogic teaching extends beyond mere conversation; it weaves together the fabric of culture that influences both teaching and learning experiences. This approach highlights how cultural contexts significantly affect the dynamics of classroom interactions. In dialogic teaching, cultural elements shape the language, beliefs, and practices that emerge during discussions, enriching the dialogue and making it more relevant to the learners' lives. This interplay is reciprocal: while culture empowers and contextualises talk, the discourse that unfolds within the classroom also contributes to shaping and evolving that very culture. For instance, as students share their perspectives and engage in critical discussions, they draw from their cultural backgrounds, which inform their contributions and foster a deeper understanding. Simultaneously, this conversational exchange can challenge existing cultural norms, encouraging participants to reflect on and possibly reassess their viewpoints. Thus, dialogic teaching is a dynamic process where talk and culture are intimately linked, creating a rich environment for inquiry and growth. Educators can maximise this interplay to promote a more inclusive and responsive learning atmosphere, one that respects diverse cultural perspectives while enhancing critical thinking and collaboration among students (M. Y. Kim & Wilkinson, 2019).

On the other side of dialogic teaching lies dialogic learning (Aubert et al., 2016), which focuses on learners' competence to learn *through, for* and *as* dialogue (M. Y. Kim & Wilkinson, 2019). Research has focused mostly on the concept of dialogic teaching, but for this thesis, we would like to concentrate on *learning* dialogically as an approach that involves students in the whole process of constructing knowledge, cares for their inclusion in the learning environment in the first place and requires an active role from them. This is what happens in DLGs, where students participate in choosing what and how much to read, organise their thoughts either independently or with support from a more experienced peer or an adult before each DLG, and actively engage in discussions by sharing their own ideas and/or commenting on those of their peers.

Dialogic learning is rooted in seven foundational principles as defined by Flecha (2000): egalitarian dialogue, cultural intelligence, transformation, instrumental learning, creation of meaning, solidarity, and equity of differences. These principles serve as the cornerstone of a learning process that emphasises collaboration, inclusivity, and mutual respect, cultivating environments where all participants can contribute meaningfully to shared understanding and growth. At its core, dialogic learning occurs through equal dialogues, which prioritise the content and value of what is expressed rather than the status, role, or authority of the speaker (Aubert et al., 2016; Habermas, 1984). This principle challenges traditional hierarchies in education, empowering individuals from diverse backgrounds to engage in meaningful conversations. Such dialogues recognise and draw upon cultural intelligence, acknowledging that every individual, regardless of their origin, culture, or education, possesses valuable knowledge, experiences, and insights that can enrich the learning process (Flecha, 2000; Rogoff & Lave, 1984). The ultimate aim of dialogic learning is transformation—not only of the individual learner but also of the existing body of knowledge and the sociocultural contexts in which learning takes place (Freire, 2005; Vygotsky, 1978). This transformation is achieved by actively involving learners in questioning, reshaping, and contributing to shared understanding, thus fostering a dynamic and evolving knowledge base. Simultaneously, dialogic learning is committed to ensuring the success of every student, recognising and addressing the diverse needs and abilities of all participants. Additionally, dialogic learning is

characterised by interactions that promote instrumental learning, enabling learners to acquire essential skills and knowledge that are both practical and empowering (Apple & Beane, 1995). It also fosters the creation of personal and social meaning, encouraging learners to connect their educational experiences to their own lives and to the broader social context (Bruner, 1990; Mead, 1934). These interactions are driven by solidarity, cultivating a sense of community and collective responsibility among participants (Flecha, 2000). Finally, dialogic learning supports the compatibility of equality and difference, embracing diversity as a strength rather than a barrier (Ibid.). By valuing the unique perspectives and identities of all learners, this approach ensures that inclusivity and equity remain central to the learning experience. Through these principles, dialogic learning goes beyond traditional pedagogy to create a transformative and inclusive educational framework that equips learners with the skills, knowledge, and critical awareness needed to thrive in a complex and interconnected world (Aubert et al., 2016; Sedova et al., 2014).

## **2.2. Inclusive dialogic learning**

Present-day multicultural societies are characterised by growing numbers of people living *on the edge*, while the powerful and wealthy become more powerful and wealthier every day. Exclusion and inequality are realities school must address. According to the United Nations (2015) Sustainable Development Goal No 4, inclusive and equitable quality education can help to reduce socioeconomic imbalance and promote social cohesion in the long term by contributing to students' academic, personal and social development.

Research has examined both the objective and subjective dimensions of inclusion in education. The objective aspect focuses on socioeconomic factors, such as supporting students with special needs, belonging to minority groups or those from lower socioeconomic backgrounds. However, there are many other reasons why a student may be left out of an educational activity, such as personal characteristics or learning difficulties in a foreign language, to name but a few. Thus, the subjective aspect

emphasises fostering an inclusive environment where all students actively participate and experience a sense of well-being (Licsandru & Cui, 2018). This study centres on the subjective perspective of inclusion, specifically within Dialogic Literary Gatherings (DLGs), which serve as inclusive dialogic learning spaces. These environments provide opportunities for instrumental learning and should contribute to the well-being of every student. Effective inclusive pedagogy aims to benefit all learners without relying on separate practices for specific groups (Tobbell et al., 2021). Understanding both objective and subjective aspects of inclusion can help to create more inclusive educational environments that promote well-being for all students.

According to scholars such as Dewey (2001) and Freire (2005), inclusion occurs when all students engage in a shared activity or a sequence of interconnected activities that they understand as meaningful and purposeful. Freire further emphasises that education has the potential to be both transformational and humanising. The desired transformation is achieved “by means of the *praxis*: reflection and action upon the world in order to transform it” (idem, p. 51). This reflection occurs in dialogue with everyone, not merely as an explanation to them. By acknowledging that the teacher does not know or control everything but participates in the learning process alongside the students (idem), they feel empowered to express their opinions and understand that their voices matter. This awareness encourages them to share their ideas and personal perspectives on the subject being studied and discussed, as well as on the world and life in general. They recognise that they are not just passive recipients of knowledge to be filled by a teacher who merely delivers content (idem). The classroom becomes a place for actual communication, for authentic thinking, i.e., thinking that is concerned with reality. This type of school is inclusive because it empowers students, validates their life experiences and cultural background, and scaffolds their learning. That school constantly incites students to unveil reality and, through that process, breeds awareness and critical intervention in that same reality. It becomes an interesting, motivating, attractive, real school, in which students seek and find meaning (Bruner, 1990).

Inclusive dialogic learning requires that students engage in active participation through dialogic interactions with their peers. This means that students do not simply

listen passively to the teacher, but instead contribute to discussions, exchange ideas, and respond to one another in meaningful ways. As O'Connor et al. (2017) suggest, such interactions encourage critical thinking, collaborative learning, and the development of communication skills. In a dialogic classroom, students share their perspectives, ask questions, and challenge ideas in a respectful environment, fostering an atmosphere where everyone's voice is valued. This dynamic engagement allows for a richer, more diverse exchange of ideas, helping students to develop a deeper understanding of the subject matter while also honing their social and cognitive abilities.

Inclusive dialogic learning goes beyond just the exchange of academic knowledge; it also promotes an inclusive attitude towards cultural otherness. According to Byram (2008) and the Council of Europe (2018), dialogic interactions in the classroom help students to not only expand their intellectual understanding but also to develop empathy and respect for cultural differences. As students engage in dialogue, they are encouraged to reflect on diverse perspectives, promoting a sense of openness and acceptance towards others' cultural backgrounds. This process enhances both academic knowledge and interpersonal relationships, preparing students to navigate a multicultural world. In this way, inclusive dialogic learning contributes to the development of both cognitive and social competences, allowing students to appreciate diversity while deepening their academic understanding.

In summary, in an attempt to define *inclusive dialogic learning*, we suggest it may imply that (1) every student within the class takes part, or at least feels eligible to take part (García-Carrión et al., 2020), (2) students actively participate by dialogically interacting with each other (O'Connor et al., 2017), and (3) both academic knowledge and an inclusive attitude towards *cultural otherness* are enhanced (Byram, 2008; Council of Europe, 2018).

This research project focuses on studying the implementation of Dialogic Literary Gatherings (Flecha & INCLUD-ED Consortium, 2015) as *inclusive dialogic learning* practices, because they allow for effective participation of all students in an organised scaffolded way that contributes to their effective learning, and better relationships within the class.

### **2.3. Dialogic Literary Gatherings**

Dialogic Literary Gatherings (DLGs) (Flecha, 2000) are opportunities to share reading in which everybody can actively take part. They differ from other literary gatherings in that they emphasise dialogic communicative acts (Soler & Flecha, 2010), i.e. the fact that all participants contribute their interpretations. Thus, the group of participants usually has high expectations regarding the contribution of every member (Serrano Alfonso et al., 2010). DLGs exclusively use the classics of world literature, for two main reasons: firstly, the classics cover timeless themes, which people in every corner of the world will identify with and relate to their own lived experiences; and secondly, DLGs demonstrate that reading and understanding the classics is not only for people involved in so-called “high culture”, but rather something available to every reader, even an adult learning how to read and write (idem).

DLGs have proved to contribute to improving academic achievement for all, especially for students from disadvantaged backgrounds (López de Aguilera, 2019), students belonging to cultural minority groups (Aubert, 2015), and students with special needs (Navarro-Mateu et al., 2021), while also enhancing their inclusion at school and in society. Regardless of their special educational needs, low achievement in the school subject, social, cultural or linguistic background, all students can participate, collaborate and learn with their peers. DLGs create learning environments that are effective in the enhancement of language skills and in raising awareness of emotions, feelings and values with people of all ages and in diverse contexts (Ruiz-Eugenio et al., 2023).

DLGs were first implemented in the 1980s in La Verneda-Sant Martí adult school in Barcelona, Spain, as a learning activity that allowed adults in the process of learning how to read and write, to read a book for the first time, being that book a classic of the world literature by Lorca, Cervantes or Joyce (Flecha, 2000). Since then, DLGs have spread to many other adult schools and then to kindergartens, and primary and secondary classrooms, particularly in the Schools as Learning Communities network, in several countries of Europe and Latin America. They are nowadays also implemented in family education, community centres, public libraries, free time activity programmes, and

prisons (Alvarez et al., 2018; Flecha García et al., 2013; Garcia Yeste et al., 2018). Two criteria are indispensable to DLGs: a selection from the best works of world literature and the active participation of everyone, including non-academic and new readers (Flecha et al., 2012), aiming to break the cultural elitism that traditionally has contributed to the so-called “high culture” being available to only a few, thus perpetuating the reproduction of social and cultural inequalities (Flecha, 2000).

As educational actions organised within the classroom, DLGs are typically whole-class interaction activities in which, besides the students and the teacher, often families, volunteers and other members of the community take part, as equals, and anyone, not necessarily the teacher, may moderate the discussion. DLGs aim to discuss the reading of classics of world literature, the focus being on the co-creation of meaning from the text among participants (Flecha & INCLUD-ED Consortium, 2015). The extensive research project INCLUD-ED (<https://crea.ub.edu/projects/included/>) demonstrated that the systematic implementation of DLGs in educational contexts promotes respect for turn-taking and listening to the ideas of others, while also fostering the students’ reflection on important life issues that do not often arise in regular classroom interaction, and consequently improving relationships in the classroom, the school and the community at large (Flecha & INCLUD-ED Consortium, 2015).

The foundation of DLGs is *dialogic reading* (D. Kim, 2011; Soler-Gallart, 2001; Towson et al., 2017), a way of approaching reading in which the text is interpreted among participants, whether they are regular readers or not. The first meanings, emotions or experiences that emerge from reading are the object of collective reflection and dialogue, which goes beyond the mere comprehension of the text. The individual experience of reading becomes an intersubjective experience, and the inclusion of different voices, experiences and cultures generates a comprehension that goes further than what one can achieve individually (Freire, Fraser, et al., 1997; Mead, 1934). Through a process of collective reflection and exchange, DLG participants create new, deeper interpretations that would not be accessible to isolated readers or even to scholars (Serrano Alfonso et al., 2010). In education in general, dialogic reading practices such as DLGs have proved to expand vocabulary (Hargrave & Sénéchal, 2000), improve reading comprehension (Flores

et al., 2014), develop oral expression (Lever & Sénéchal, 2011), enhance critical thinking and argumentation skills (Reznitskaya et al., 2009), and generate significant transformation in overcoming inequalities (Flecha & INCLUD-ED Consortium, 2015).

As described in Section 2.1., a seven-principle dialogic learning approach to education has been devised by Flecha from his long-term experience with DLGs (Flecha, 2000). All seven principles are present in DLGs, as well as in other educational actions related to dialogic learning (Flecha & INCLUD-ED Consortium, 2015). Firstly, DLGs provide opportunities for *egalitarian dialogue* (Racionero Plaza, 2010; Roca et al., 2022) to take place in the classroom, as they foster an equitable discussion of ideas about the reading of the classics of literature among pupils, the teacher, parents or any other member of the local community. Ideas are to be considered by everyone according to their validity, not the status of the individual who shares them (Flecha, 2000). Thus, in a DLG classroom environment, students communicate more confidently with each other and the teacher, who, when a well-trained and experienced DLG moderator, also feels like an equal, whose role, rather than teaching or providing evaluative feedback, is to communicate authentically and learn *with* the students. The DLG classroom is an *open-door classroom*, so, often other elements of the educative community also take part in DLGs in the classroom along with students and the teacher, thus enriching the students' DLG experience with their cultural intelligence (Ang & Dyne, 2015) and the challenge it is for students to present their ideas and discuss them with other members of the community (Flecha & INCLUD-ED, 2015). The second criterion, *cultural intelligence*, is about overcoming the limitations of academic intelligence and valuing the diversity of human interactions, which also points out the development of practical intelligence and communicative intelligence. Cultural intelligence encompasses all the competences a person possesses that help them to learn and solve problems. Everyone has cultural intelligence, regardless of their educational, linguistic, socioeconomic or cultural background. By recognising cultural intelligence in all their students, teachers go beyond deficit-centred approaches and learn to make use of the cultural intelligence in every student or other participants in the classroom (Chomsky, 2006; Cole & Scribner, 1974; Rogoff & Lave, 1984). *Transformation* is the third principle, concerning the fact that DLGs

transform the relationships between all the participants and between these and their environment (Freire, 2005; Vygotsky, 1978). Besides, dialogic learning is an educational approach that points towards believing that (1) people and societies can change; (2) school is an agent for change, not reproduction; (3) it is the transformation of the environment, not adaptation to it, that leads to improvement in learning; and (4) high expectations and ideals produce change (ibid). *Instrumental learning* is the fourth dimension, which concerns the necessary knowledge to access the curriculum and the knowledge and competences that are essential to living included in present-day society (Apple & Beane, 1995). The fifth principle is the *creation of meaning*, which emphasises that factors, such as academic and professional expectations by teachers and families towards students, more or less egalitarian goals in educational projects, or the social value of what is learnt in school, influence the way students find meaning in school and learning (Bruner, 1990; Mead, 1934). DLGs, as an egalitarian educational practice, are also a place for the sixth principle, *solidarity*, where (1) every participant is given equal opportunities for participation, and (2) student-student, student-teacher, and student-guest solidary intercultural relationships are fostered (Aubert Simón & García, 2001; Slavin, 1995). Finally, the *equity of differences* asserts that true equality means that every person has the same right to live differently and have the same opportunities, no matter what their cultural (ethnic, religious, linguistic, gender, sexual, etc.) affiliations are. In DLGs, diversity and heterogeneity, rather than being seen as problems, are considered excellence factors and opportunities for learning (Freire, Flecha, et al., 1997).

Being such a rich interaction activity that provides a variety of learning opportunities within the group of participants, DLGs have the potential as inclusive dialogic learning practices to promote subjective social inclusion (Licsandru & Cui, 2018), a concept that can be applied effectively to educational inclusion even in contexts where there is little or no ethnical or socioeconomic diversity. So far, studies related to the INCLUD-ED project have focused on objective inclusion, for example, migrants or people with a low socioeconomic status. The INCLUD-EFL project focuses on the subjective dimension of inclusion, i.e. taking into consideration that every person is different, therefore their viewpoints must be equally valued. Through dialogic reading in DLGs and

the principles of dialogic learning, every student can be included as an active participant, contributing their own understanding of the book and making connections to their lived experiences, while also benefiting from the diverse viewpoints of other participants.

#### **2.4. Foreign language education for intercultural citizenship**

In our culturally diverse societies, citizens need intercultural competence, i.e. a set of competences that are a critical component of democratic competence, which, in turn, are related to human rights, democracy and the rule of law, the three core values for living in multicultural societies, as defined by the Council of Europe (2018). School, as an institution that collaborates in the education of future citizens, plays a double role in this enterprise, not only by promoting the development of competences for democratic culture but also by creating learning environments that should be as inclusive as possible to address inequality and disadvantage while learning takes place (Council of Europe, 2018; OECD, 2020).

In our contemporary globalised world, where societies are increasingly multicultural, foreign language education is intended to pursue the ideal of the *intercultural speaker* (Byram & Zarate, 1994), i.e. besides developing language proficiency, it is also meant to foster intercultural communicative competence (Porto et al., 2018). Intercultural citizenship education goes beyond national borders – thus challenging the traditional concept of citizenship linked to national identities – but it also goes beyond cultural differences, by promoting critical culture awareness (Byram, 2020), which is essential to the development of students' integral education, or *Bildung* (Humboldt, 2000), i.e., the capability for self-determination, participation, and solidarity within society. The intercultural speaker would then be proficient both in language and in culture, a mediator that is translingual, cosmopolitan, caring, and open to negotiating meanings with others (Porto et al., 2018).

Intercultural competence has become a key concept in education, which involves a set of competences considered essential to an appropriate and effective interaction with people who have a different cultural background from one's own (Fantini, 2007). In

the academic world, scholars have approached intercultural competence from different perspectives and using slightly different terminology. Deardorff (2006) conducted a study on intercultural competence, focusing on its definition and appropriate assessment methods in collaboration with intercultural scholars and higher education administrators. A definition was established, identifying intercultural competence as comprising 22 competences, with attitudes playing a critical role. Specifically, attitudes of openness, respect (valuing all cultures equally), curiosity, and discovery (tolerance of ambiguity) were highlighted. Adding to it, intercultural competence was viewed as measurable, and although complex, it can be developed over time rather than at a single point in time. Bennett and Hammer (2017) also studied intercultural competence by setting out the Developmental Model of Intercultural Sensitivity, which is based on constructivist perception and the theory of communication. Intercultural sensitivity, as the ability to have a more complex experience of otherness, is developed on a continuum between ethnocentrism and ethnorelativism.

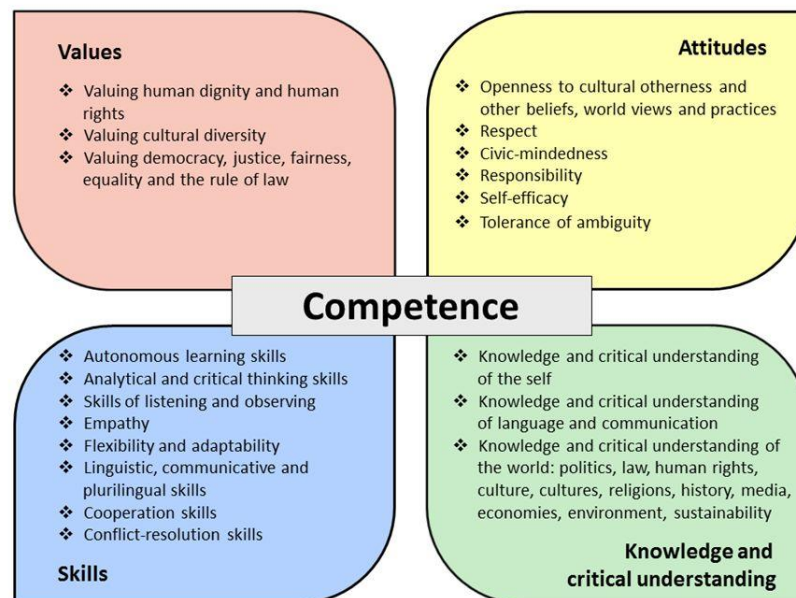
In the field of language education, Michael Byram's (2020) intercultural communicative competence model aims at the *intercultural speaker* (Byram & Zarate, 1994), discarding the *native speaker*, as the ideal to be pursued in foreign language education, in our increasingly multicultural societies, in which cross-cultural interactions become more frequent and relevant by the day. As stated by the author, for students to become intercultural speakers, teachers' work must contribute to the development of attitudes, skills, and awareness of values. Byram describes the intercultural speaker as someone who can activate a set of knowledge, skills, attitudes, and disposition to act, coined as the five *Savoirs* (Byram, 2020). Furthermore, the aim of teaching is to make values explicit and conscious when the individual is responding to others. All ideas matter, all opinions are to be considered, always taking into account that the foundation of our democratic societies is the respect for human rights (Byram, 2020).

The notion of critical cultural awareness (*Savoir s'engager*) was further developed and expanded to become a theory of intercultural citizenship education (Byram, 2008), which emphasises the values of the rule of law, democratic culture and human rights, as shields against major present-day concerns, such as intolerance, racism and extremism.

The concept of intercultural citizenship combines attitudes, skills and knowledge to empower individuals to become fully involved in social action as they become conscious of other perspectives and possibilities on the issues and goals of that same action. Within this framework, the term “others” refers to members of cultural groups different from one’s own, often communicating in languages other than the individual’s native language(s).

The Council of Europe devised the *Reference Framework of Competences for Democratic Culture* (RFCDC) (Council of Europe, 2018), an educational tool designed for use in a variety of educational settings, which aims to support teaching, learning and assessing competences for democratic culture, i.e. making living together as equals in culturally diverse democratic societies a reality (Id.). The RFCDC presents a model for European citizens’ democratic and intercultural competence, by identifying twenty competences, which are divided into: (1) values; (2) attitudes; (3) skills and (4) knowledge and critical understanding. The model is presented in Figure 1.1.

Figure 1.1



The 20 competences included in the RFCDC model  
Council of Europe (2018)

According to the RFCDC model, interculturally competent citizens should be able to mobilise and use the competences effectively in democratic or intercultural situations. In a few words, the concept of intercultural citizenship education highlights the civic and political action dimensions of intercultural education, pursuing the ideal of an intercultural speaker who can act as a mediator, someone who negotiates agreement and mutual understanding between different, or even opposing, world views (Byram, 2008). So, the intercultural speaker should be able to read all types of texts in a comparative critical way, interpret them in their context, but also know how they can be analysed from other perspectives, while sometimes resolving conflicting misunderstandings in the process. This mediator - the intercultural speaker - is then translingual, cosmopolitan, consensus-oriented, caring, and open to negotiating meanings with others on an equal footing, departing from their own situatedness (Porto et al., 2018).

In line with Byram's work, foreign language *education for intercultural citizenship* ought to comprise:

- Learning more about one's own country by comparison;
- Learning more about 'otherness' in one's own country (especially linguistic or ethnic minorities);
- Becoming involved in activities outside school;
- Making class-to-class links to compare and act on a topic in two or more countries (Byram, 2008).

Thus, foreign language education for intercultural citizenship is a comprehensive innovative model, in that it: (1) introduces an international or supranational dimension to citizenship education; (2) includes social actions within the community; and (3) promotes a deepening of students' knowledge about cultural diversity within their own country (Byram, 2009). Traditionally, the aims of citizenship education have been related to local, regional and national identities, while Intercultural Citizenship Education fosters comparison between different national cultures, which leads to deeper knowledge and understanding of both self and other's cultures, and to the creation of communities of communication and action, that can be local, national or international, as happened in

the studies conducted by Porto et al. (2016) and Yulita (2018). The relevant role of foreign language education in educating for intercultural citizenship seems now irrefutable. However, Byram's model has been criticised for being too closely linked to national culture and identity. The scholar counterargues that his is a prescriptive model, to be utilised for purposes of education, for which national cultures are particularly important. It has been created to help teachers to teach an area – culture – that is itself so difficult to define, while education needs to constantly meet new societal circumstances and, consequently, new demands for teachers (Byram, 2009). Cultural diversity is present in every classroom, whether or not the class includes children with different national backgrounds. Socioeconomic, gender, religious, ethnic, linguistic, ability and other types of diversity (Richards et al., 2007) need to be addressed and seized as opportunities for intercultural citizenship development as a universal goal of education, towards which EFL may provide a particularly relevant contribution.

The terms “culture” and “cultural identity” extend beyond the boundaries of one's ethnic or national culture. Instead, they encompass what the Council of Europe describes as a “constellation of cultures” (Council of Europe, 2018, p. 31). This broader concept includes multiple dimensions of personal, social, and cultural identities that intersect and coexist within each individual (Hall & Du Gay, 1996; Hofstede et al., 2010). This inclusive definition highlights that each person embodies a form of multiculturalism, shaped by various affiliations, experiences, and societal influences. Consequently, every interpersonal interaction becomes an intercultural encounter, where individuals bring unique combinations of perspectives, values, and cultural expressions to the interaction (Council of Europe, 2018). By adopting this view, we acknowledge the complexity and fluidity of cultural identity, moving away from static or monolithic interpretations of culture. It underscores the importance of understanding diversity not only between groups but also between individuals, fostering a richer appreciation for the intricacies of human identities and interaction.

Empathy, being one of the 20 competences included in the RFCDC model, is also one of the most relevant skills underlying participation in dialogue across diversity (Macagno et al., 2022). The RFCDC defines it as “the set of skills required to understand

and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives" (Council of Europe, 2018, p. 48). Only when two interlocutors are aware and understand each other's viewpoints is dialogue possible (Buber, 1999). There are various theories on empathy through which three main types of empathy have been identified: cognitive, affective and "compassionate". All of them have in common the fact that they perceive empathy as a way of understanding the other (Scheler, 2017), therefore, of being other-oriented (Goldie, 2000) in a way that one tries to understand the inner world of others (Schmid, 2001). Empathy found in discourse is an indicator of dialogicity and is a very relevant dimension to analyse students' development in terms of intercultural citizenship competence through DLG discussions, as their "other-orientedness", or dialogic empathy (Macagno et al., 2022) is revealed in their discourse through time.

This section has discussed the close relationship between foreign language education and intercultural citizenship education in our globalised societies, which require the development of competences for intercultural communication and interaction, i.e., intercultural speakers are needed. Intercultural citizenship can be fostered through language education, particularly in the foreign language classroom. English as a language of global communication, learnt by millions across the world, may play a particularly prominent role in achieving this goal. The implementation of inclusive dialogic practices such as DLGs in the secondary EFL classroom, besides promoting knowledge about world diversity, may also prove to offer an effective contribution to students' competence as intercultural citizens, namely through the emergence and development of dialogic empathy during the DLG discussions.

## **2.5. Literature review**

### **2.5.1. Research on inclusive dialogic learning practices**

A few studies have analysed the implementation of inclusive dialogic teaching-and-learning practices, such as DLGs and Interactive Groups. Interactive Groups are a

successful educational action that involves diverse students working collaboratively in small, heterogeneous groups, with the collaboration of volunteers from the community, whose role is to encourage participation, inclusion, and social interaction (Flecha & INCLUD-ED Consortium, 2015). These studies have focused on the impact of those practices on students' learning and development, as well as on social cohesion, particularly in communities where social relations and the inclusion of diversity are everyday challenges. There are studies addressing the inclusion of minority groups, such as Roma, migrants, and children with special educational needs, while they have also examined how the implementation of inclusive curricula and educational actions impact students' learning and inclusive participation.

Zubiri-Esnaola et al. (2020) conducted a small-scale study in three classrooms where teaching was organised through Interactive Groups, in three different Spanish schools involved in the INCLUD-ED project. Interactive Groups address the challenges of L2 learning by creating heterogeneous groups monitored by an adult volunteer, whose job is to promote dialogic learning among the members of the group to guarantee that all the students within the group communicate and cooperate with each other until they get the task done, or the problem solved. It aims at inclusion by allowing for the participation and learning of all students, regardless of their level of proficiency or educational needs. The study involved 58 students aged 8–10 (4th and 5th graders), 3 teachers and 14 volunteers. A communicative methodology of research (Gómez et al., 2011, 2019) was adopted, which included qualitative data collection through classroom observations and semi-structured interviews. The study indicates that Interactive Groups: (1) foster conditions for the inclusive participation of all students also in the EFL context; (2) create a favourable environment for collaborative interaction concerning the learning of the target language; and (3) increase learning expectations for all learners. In addition, the contribution of the volunteers was found to be crucial to the successful implementation of this SEA.

Family participation and involvement are crucial for academic achievement and peaceful socialising, especially in highly multicultural schools, where minority groups tend to participate less in school life. An instrumental case study conducted by Khalifaoui et al.

(2020) in a very low socio-economic status neighbourhood located in the outskirts of a city in northern Spain, with a majority of Roma population and some migrants, mostly from Northern Africa, sought to understand which characteristics of the relationships between Roma and migrant families promoted their greater involvement in their children's education. In this school as a learning community, family participation is twofold: (1) as volunteers in dialogue-based classroom activities such as Interactive Groups; and (2) by collaborating in the joint committees, thus taking part in decision-making processes. A diverse group of twelve individuals, namely family members and school staff, who regularly participated in classroom activities as volunteers, were interviewed for the study. Conclusions revealed that supportive relationships and cohesion among the school staff; collaboration with families through egalitarian dialogue; relationships based on trust; and common goals between families and school staff to provide the best education to all children were the reasons for the improvement in the children's learning outcomes and the social environment within the school. These results are consistent with previous research on Learning Communities, particularly the ones in highly diverse contexts (Flecha & Soler, 2013).

A study conducted by Navarro-Mateu et al. (2021) at a state secondary school in the Valencian Community, Spain, on the process of transformation into an inclusive school, followed the communicative methodology of research by analysing success stories that are sustainable over time, and by integrating diverse voices that participate in the community. This school includes children with special educational needs in the implementation of the SEAs (Flecha & INCLUD-ED Consortium, 2015) Interactive Groups, Dialogic Literary Gatherings (DLGs) and co-teaching. Thirty-two children with (seven different) developmental disabilities participated in the research. Four instruments were used to collect data: communicative focus groups (involving members of the management team and the counselling department, teachers, and students with and without disabilities); communicative life stories; communicative observations and documentary research. The study shows that, concerning students with special educational needs: (1) significant curricular adaptation was reduced; (2) they are included in the classroom with their classmates for 95% of their schedule, thus having access to

much more diverse interactions and activities, particularly in DLGs, in a structured and prepared way; (3) their participation in dialogic interaction contexts positively impacted their emotional and affective development, as well as relationships with others. These results are consistent with learning theories indicating that interaction, dialogue, and work in small groups foster learning. Probably the main limitation of this study is the fact that it has not included classroom observations, which would allow researchers to study classroom interactions, particularly the ones involving students with special educational needs.

Other studies have addressed inclusion in dialogic pedagogy activities from a wider perspective than the one concerning the inclusion of minority groups. One of them, by Rapanta et al. (2021), tested the adequacy of inclusive dialogic teaching in secondary education, and, as a subsidiary objective, aimed to check whether the implementation of an inclusive dialogic pedagogy leads to more inclusive dialogic practices in the classroom. The study was conducted within the implementation of the Cultural Literacy Learning Programme (Maine & Vrikki, 2021), which consisted of a set of dialogic sessions in which students and teachers together discussed multimodal texts (wordless picture books and animated videos) that promoted the values of inclusion, tolerance and empathy. The teachers involved in the study received 15 pre-set lesson plans, in which inclusive dialogic teaching was central. These plans also included questions to guide classroom discussion, as well as dialogic and argumentative questions for work in small groups. The study followed the observational methodology of a specific instructional design. All sessions were videotaped, and the discursive activity was transcribed and coded according to the Low Inference Discourse Observation tool (LIDO) (Al-Adeimi & O'Connor, 2021). The study concluded that the dialogic practices observed, implemented in the framework of an inclusion-centred curriculum, point to a positive development into genuine dialogue and inclusive participation.

Another study focusing on a wider perspective of inclusion is by Gómez et al (2022), who analysed the social impact (i.e., impact on the lives of participants and their environment) of reading and discussing a book dedicated to friendship, entitled *Creative Friendships*. The study employed a communicative research methodology, which is

typically qualitative in nature. This approach fosters an egalitarian dialogue between researchers and participants, where researchers contribute scientific evidence on the subject, and participants share their life experiences and cultural knowledge (Flecha & Soler, 2014). Thirty people from diverse backgrounds and ages in different locations across Spain participated in the study, which consisted in the observation of two dialogic seminars about the book, individual interviews, and a focus group. The dialogic processes of co-creation resulted in four main categories qualitatively analysed: *beauty*, *goodness*, *truth*, and *freedom*, to which *friendship* was added as a fifth transversal category (dialogically decided by participants and researchers). The results of the study point to an impact of the reading and discussion on the perceptions of beauty, goodness, truth and freedom in the lives of people of different ages, while no impact was found concerning friendship. This study, along with the previous one, explored inclusion within two groups where there appeared to be no significant issues regarding the educational or social inclusion of their members. In these cases, inclusion was primarily framed as an educational goal of the intervention. While this approach is not commonly seen in research, it is relevant to many EFL classrooms. Although such classrooms tend to be relatively homogeneous in terms of students' cultural and linguistic backgrounds, they still need to nurture inclusive learning environments and encourage inclusive attitudes as students prepare to become global citizens in a connected world (Portera, 2008).

As mentioned before, most studies about DLGs have taken place in elementary schools (ages 6 to 12). Within the large-scale EU-funded INCLUD-ED project (Flecha & INCLUD-ED Consortium, 2015), García-Carrión and colleagues (García-Carrión et al., 2015) conducted a case study in a primary school (ages 6 to 12) located in a marginalised multicultural neighbourhood in Spain, to discuss the impact of the participation of family and community members in two educational interventions – Interactive Groups and DLGs – on the issues of students' underachievement and social exclusion. Following the communicative methodology of research, both quantitative and qualitative data were collected through: (1) questionnaires, comprised of closed and open questions, applied to families and students, aiming to analyse their beliefs and perceived impacts of the interventions implemented; (2) standardised open-ended interviews with teachers,

members of the community and policy-makers; (3) observations in schools; (4) focus groups with teachers; and (5) communicative daily-life stories with children and family members. The main findings showed that, when families and the local community participate in learning interventions, students have a twofold benefit, reflected in their school outcomes and in the social relationships beyond the school setting.

Two DLG studies were conducted in the UK within the framework of the EU-funded project “Children’s Personal Epistemologies” (ChiPE) (<https://www.educ.cam.ac.uk/research/programmes/chipe/>). Hargreaves and García-Carrión (2016) analysed the implementation of DLGs in English primary schools through the ChiPE project with a focus on the quantity and distribution of classroom talk. DLGs were video- and audio-recorded, and field notes were taken, while interviews with small groups of children and teachers were carried out at the beginning and the end of the implementation period. A section of a DLG was transcribed and coded by using the ORACLE Teacher Record to code teacher utterances. The study confirmed that DLGs: (1) consistently reverse the teacher-pupil talk ratio, by ensuring that all pupils who wish to speak can do so – and often do it in extended utterances revealing reasoning and speculation; (2) improve motivation and attainment in reading; and (3) have a potential to reduce the class-based attainment gap. Additionally, the authors stress the fact that the reading of the classics of literature in DLGs led the children to discuss substantive topics, such as lying, friendship, rights, and when the children were invited to volunteer to chair the DLG, one of them performed that role with sheer professionalism, and a high-quality discussion took place.

In another study within the ChiPE project, García-Carrión (2015b) aimed to understand the transformative journey through DLGs of Connor, an 11-year-old boy from a rural community in England, in which a communicative methodology of research to biographical methods was adopted, which, through dialogic interviews, observations and life stories, allowed for the engagement of the researcher and the pupil in both critical and egalitarian dialogues, resulting in the dialogic construction of this young boy’s life story. In this narrative approach (Bruner, 1990), meaning, rather than being created individually, results from the interactive and communicative process between the pupil

and the researcher. In conclusion, the DLGs were found to be an epiphany in the boy's life – both fostering his academic improvement and helping him to pass the standardised tests at the end of elementary school – and the research process itself was transformative in his life, by helping to expand his world and make meaning of himself and others.

López de Aguilera et al. (2020) conducted a case study to analyse a DLG intervention in two elementary schools located in low socioeconomic status neighbourhoods surrounding Barcelona, in Spain, to explore its potential to articulate both the language of desire, i.e., the capacity of language to raise attraction and be desired, and the language of ethics, that is, the language used to describe values (Flecha García et al., 2013), towards non-violent models of relationship. The study followed the communicative methodology of research, with data collected from 28 participatory observations of DLG sessions, as well as from three focus groups with DLG participants. The study was founded on the belief that, being language a tool to build attraction and desire, DLGs can convey transformative dialogues that may have the capacity to challenge a coercive dominant discourse through the engagement in critical reflections that associate the language of desire with nonviolent role-models and egalitarian relationships. The study confirmed the presence of the language of desire and the language of ethics towards nonviolent relationships during the DLG sessions discussing *Romeo and Juliet* and *The Iliad*, particularly in three categories: romantic love, attractiveness based on values and courage. Ultimately, the study contributed knowledge about DLGs providing an educational environment leading to personal and social transformation with the potential to prevent gender-based violence, as well as other types of harassment.

Another study characterised by including people's voices through egalitarian dialogue that is oriented towards transformation, in this case aiming specifically to ensure the inclusion of the most vulnerable, was conducted by García-Carrión et al. (2020) in a Spanish elementary school to explore the impact of DLGs on students' relationships. Two disadvantaged 9-year-old girls were the focus of this study: Carmen, an immigrant girl with special needs whom no one expected to contribute ideas for discussion in class but who began to participate in the DLG sessions; and Celia, a victim of bullying, who shared

what had happened to her, when the topic came up for discussion during a DLG session. Through a qualitative analysis of the dialogic encounters with teachers and students, the study confirmed that DLGs fostered solidarity-based relationships among students, which transformed the lives of the two girls, while the adopted research method changed their everyday lives at school.

The impact of interactive learning environments based on egalitarian dialogue – DLGs and Interactive Groups – on children’s prosocial behaviour was the focus of attention in a study conducted by Villardón-Gallego et al. (2018) among fourth-grade elementary students in eight Spanish schools. A quasi-experimental design was adopted, in which data were collected before and after the intervention, through pre-post testing in both the experimental and control groups, and an adapted and translated Prosocial Behaviour Scale (Caprara et al., 1988; Caprara & Pastorelli, 1993) was utilised for data analysis. A significant increase in prosocial behaviour, namely in the dimensions of Friendship and Solidarity, was found in the students who participated in DLGs. These findings may result from: (1) the fact that in DLGs dialogue starts from the students’ own reflections about their reading and their contributions elicit high-level thinking and reasoning about substantive topics; and (2) the teacher’s role as a DLG facilitator who takes turns encouraging the whole class to contribute to the discussion.

In the framework of the research project “Impact of interactive learning environments on academic and social success IMP-EXIT” (<https://imp-exit.deusto.es/>), Foncillas Beamonte and colleagues (Foncillas Beamonte et al., 2020) studied the impact of student participation in DLGs, through a qualitative case study in which a communicative methodology of research was adopted. The study involved 48 fourth-grade students from a low-medium socioeconomic status urban area with large numbers of immigrant population and consisted of the analysis of the children’s written communicative accounts and argued drawings, as well as interviews with teachers and parents. The analysis was conducted considering three categories: learning, reflection and participation. The results show that DLGs: (1) promote understanding, reflection, knowledge and learning from the enjoyment of works of classical literature; (2) produce a positive evolution in classroom dynamics; and (3) improve students’ participation in their

educational and family environments, by increasing interactions based on egalitarian dialogue.

Based on previous research showing that attitudes have a significant impact on learning, Díez-Palomar and colleagues (Díez-Palomar et al., 2020) explored the impact of participating in Interactive Groups and DLGs on students' attitudes towards learning. The authors used data from the research project SEAs4All – Schools as Learning Communities in Europe (<https://cprtrust.org.uk/cprt-blog/seas4all/>), run by the Community of Research on Excellence for All (CREA) at the University of Barcelona, which involved six schools, from Cyprus, the United Kingdom, Italy, and Spain. A survey was conducted after the implementation of Interactive Groups and DLGs with children aged 7–11 in three of the participant schools – two of them located in the United Kingdom and one in Italy, in areas with a very diverse socioeconomic status – to evaluate the impact of implementing Interactive Groups and DLGs on students' perceptions and attitudes towards learning. The children answered a paper version of an amended Self-assessment Manikin (SAM) questionnaire (Bradley & Lang, 1994). The data suggest that students who participate in Interactive Groups and DLGs develop positive attitudes towards learning in general.

Álvarez-Guerrero and colleagues (Álvarez-Guerrero et al., 2023) conducted a study in the Basque country, Spain, on the potential of the implementation of Dialogic Gatherings in the prevention of bullying among students with special educational needs. This qualitative case study implemented Dialogic Gatherings in which research-informed texts were used. This type of Dialogic Gatherings follows the same norms of Dialogic Literary Gatherings, only with a different type of text, namely adapted versions of quality research articles. The project was held in two elementary classrooms (43 students, 10–12 years old, 5 of whom had special educational needs) and aimed to study the potential of Dialogic Gatherings to prevent school violence in a comprehensive school setting. Classroom observations of the sessions and focus groups with students and teachers were led. Data analysis showed that Dialogic Gatherings increased the students' awareness concerning the distinction between violent and non-violent relationships, and influenced their personal preferences, leading them to adopt non-violent behaviours. Only a limited number of studies have explored the implementation of DLGs with adolescents and

adults. The few available are presented in the following lines. Based on the knowledge that low levels of academic language have a negative effect on children's language, reading and writing skills and, consequently, academic attainment, López de Aguilera (2019) conducted an exploratory study aiming at studying in depth how dialogic learning environments such as DLGs contribute to the emergence of school-relevant language and literacy skills. The study was conducted with a group of 19 students from varied origins, aged 11 to 13, studying in a highly diverse school as a learning community in Spain. The transcriptions of the two DLG sessions the researcher observed and audio-recorded were categorised and analysed to reveal: (1) the emergence of the school-relevant language and literacy skills that children from low socioeconomic status backgrounds usually lack; (2) the frequent occurrence of judgements, values, or arguments. The study showed that having access to, reading, and collectively reflecting on the classics of world literature gives students the opportunity to express ideas which are supported by both the text and the interactions with their classmates.

The emergence of the COVID-19 pandemic, with its successive confinement periods, brought about new challenges for education and DLGs were not an exception. A study by Ruiz-Eugenio et al. (2020) applying a communicative methodology showed how the transference of DLGs from face-to-face to online format, i.e., to the home environment, had an impact on children's subjective well-being. Six primary, secondary and special education public schools from the Valencia and Murcia regions in Spain where online DLGs had been implemented for at least three weeks were selected for the study. Data collection consisted of a communicative focus group with teachers, semi-structured interviews addressed to families, and students' life stories. The results validate the positive impact of online DLGs on youth's and their families' well-being, as the analysed online DLGs proved: (1) to foster a safe and supportive environment for learning, interacting and coexisting; and (2) to promote emotional development at different educational stages, particularly for the most vulnerable children.

Another study by Allotey and colleagues (Allotey et al., 2023) aimed to discover the transformations in marginalised students' educational experiences when they participate in DLGs. The project, which took place in Ghana, was part of a bigger project

funded by the European Union's Horizon 2020 research and innovation programme under a Marie Skłodowska Curie grant. In Ghana and other areas of Sub-Saharan Africa, discrimination and educational disparities have affected learning opportunities for decades among marginalised groups, such as children from poor rural and urban communities, ethnic and linguistic minorities and those that have been displaced. A qualitative ethnographic case study was held, which involved 8th-grade students from a compulsory school. Analysing the personal accounts of seven students, the authors conclude that the DLGs provided opportunities for marginalised students to participate in egalitarian dialogue, share their worries while transforming relationships and attitudes towards their peers, and improve their self-confidence. Eventually, these students' educational experiences were transformed. The results of the study are relevant as they provide innovative strategies that may positively impact marginalised and discriminated students' educational experiences and keep them in the educational system.

Llopis and colleagues (Llopis et al., 2016) led a study following the communicative methodology of research, in a school for adults in Barcelona, in which DLGs were analysed from a pragmatic perspective, aiming to show pragmatic features that point to how egalitarian dialogue occurs in DLGs. Four DLG sessions were recorded, with working-class people with no higher education, aiming to observe the prevalence of the expressions of politeness compared to the expressions of impoliteness, following a schema of (im)polite strategies and mechanisms. The analysis suggested the prevalence of politeness strategies, which diminish the effects of power interactions and hence contribute to the development of dialogic relationships within the group. The specific genre (DLG) and the tacit rules of egalitarian dialogue became more influential than the social status or prior dominance relationships, by favouring participants' exchange of opinions and views without resorting to authority or imposition, while disagreement was experienced by participants as a positive element of communication.

López de Aguilera (2021) reviewed empirical studies conducted on the participation of adults living at the margins of society, such as the Roma, in DLGs, and its impact on them, namely by finding meaning in their lives and feeling empowered to transform them as well as their social contexts. DLGs brought benefits to these

populations, such as promoting access to higher education, increasing self-esteem, or becoming transformative agents. The studies have insights into how the two pillars of DLGs, namely dialogic interactions and classic literature contribute to the impact of DLGs on the emergence of transformation and creation of meaning for the people who participate in them. Three databases were utilised to search for studies and 11 studies conducted in Spain, all of them adopting the communicative methodology of research, were selected and analysed. Four prominent impacts were found: (1) embracing new educational projects; (2) promoting participation and leadership in social and democratic movements; (3) impacting participants' families and friendships; and (4) increasing their self-esteem. Particularly the Roma, who have historically been denied access to high-quality education and "high" culture, benefit from taking part in DLGs, as well as do the people who participate in DLGs with them, by having access to their unique perspectives and lived experiences.

### **2.5.2. Research on DLGs in the second and foreign language classroom**

DLGs have most often been implemented and studied in the context of the L1, in elementary education. To the best of our knowledge, only three studies have recently been conducted in an L2 secondary classroom setting (Santiago-Garabieta et al., 2021; Santiago-Garabieta, García-Carrión, et al., 2022; Santiago-Garabieta, Villardón-Gallego, et al., 2022). These studies have been conducted in the very specific context of Basque as an L2 in the Basque Autonomous Community, in Spain, where Spanish and Basque are co-official languages, but Basque remains a minority language. Teaching is provided through Basque, which many students feel unmotivated to learn because they do not have many opportunities to practise it or find it difficult. They also often lack the knowledge to use it as a vernacular, because it is mostly used in the context of formal education, and not in authentic contexts such as home or with friends. The three studies, which follow the communicative methodology of research and have been conducted within the network of Schools as Learning Communities, are reviewed in this subsection.

Santiago-Garabieta et al. (2021) conducted an exploratory case study in a secondary school to analyse the implementation of DLGs aiming to promote the learning of Basque in a linguistically diverse context where the majority of the population speaks Spanish, but Basque and English are also taught. The study took place in a rural area and involved a culturally homogeneous group of twelve 17 to 18-year-old students, possessing a different L1 (Spanish or Basque), and with an intermediate socioeconomic status. DLGs were implemented every week within the course “Universal Literature” to read and discuss classics of world literature translated into Basque. Nine sessions were video-recorded, and 2 in-depth interviews were conducted with a group of students and their teacher. Data were coded and analysed under two categories: *evidence of a transformative dimension* and *evidence of an exclusionary dimension*, leading to results that suggest that DLGs may encourage participation in collaborative interactions, while fostering the inclusion of L2 learners and promoting literature competence and appreciation, particularly for the classics of literature.

Santiago-Garabieta, Villardón-Gallego et al. (2022) studied the development of oral communication skills through DLGs in the context of Basque as an L2, among secondary school students, who, as part of the subject Basque Language and Literature, discussed the reading of *Oliver Twist* by Charles Dickens, translated into Basque. The study consisted of the observation of the interaction of five students during the DLGs, whose data was analysed in light of the Cambridge oracy assessment toolkit. The teacher was interviewed, and a focus group was held with the students. The findings of this study confirm that the L2 oracy skills of students were developed during these dialogic literary encounters, particularly regarding the cognitive and socio-emotional areas. This study reflects on the fact that DLGs, as dialogic spaces, increase students' exposure to the L2 (Basque), which, despite being an official language, is a minority language too, so there are often not many Basque speakers to communicate with. This is similar to EFL in most of its teaching contexts, where there is little language exposure, i.e., there are not many opportunities to practise and use the language in real-life everyday situations.

The third study was conducted by Santiago-Garabieta, García-Carrión et al. (2022), also in a secondary school, and aimed to strengthen ties between students and the target

language through the implementation of DLGs. A qualitative analysis was conducted to explore the extent to which participation in DLGs can transform students' attitudes towards the language, considering the three elements of the attitude construct: *affective*, *cognitive*, and *behavioural*. To reach that goal, teachers were interviewed, focus groups were conducted with 32 students, and an inductive analysis was employed to the collected data. The study shows that engaging students in meaningful discussions (DLGs) through Basque contributed to positively change their attitudes towards the language, by increasing interest, improving their self-confidence, fluency, and competence, bringing about behavioural changes, such as using Basque beyond the classroom and the school, and, ultimately, contributing to foster language learning.

### **2.5.3. Research on intercultural citizenship in the foreign language classroom**

A few studies have been conducted on developing intercultural citizenship through foreign language education dealing with diverse topics in different locations. The studies that have been found concern the learning of English and Spanish as foreign languages.

*Green kidz* was an online project that focused on intercultural citizenship about the environment in the English language classroom (Porto et al., 2016). It involved three fifth- and sixth-grade classrooms in Argentina and 20 seventh-grade students in Denmark. Linguistic, intercultural, and citizenship learning objectives were formulated. The project consisted of an online collaborative task to be performed between Argentinian and Danish students, which was the design of a poster aiming to raise awareness about environmental problems in mixed-nationality groups. Through this task, both groups strongly identified with each other, de-centring from their own national problems, taking the perspective of the other group and, ultimately, understanding problems as global and collaborating to find solutions. There was clearly a move from stereotypes about *others* to the development of intercultural skills. The participants also developed their linguistic and plurilingual competences.

Yulita (2018) conducted a pedagogical intervention in foreign language education in a higher education context, aiming to develop intercultural citizenship. The task was about a real-world historical issue: the Argentinian military dictatorship and how it manipulated the 1978 Football World Cup. It involved 99 participants from the UK and Argentina, learning English (at the Argentinian University) and Spanish (at the British University), with a proficiency level (Council of Europe, 2020) ranging from B1 to B2. The intervention consisted of a sequence of Skype meetings, through which mixed groups (Argentine-based and UK-based students) of four to five students collaborated to design a leaflet for distribution to the public. The project had pedagogical goals in terms of awareness raising about media manipulation and censorship, in order to develop the ability to analyse events critically and, thus, to develop competences for democratic culture. As to language learning, the goal was to develop linguistic competences that allowed students to act as intercultural mediators. The empirical evidence used was the conversational data, i.e., the transcribed Skype conversations. The study demonstrates that the students developed a range of competences for democratic culture which are fundamental for the development of intercultural citizenship.

Another study about the simultaneous development of intercultural citizenship and foreign language was conducted by Porto (2018). Based on the project described above, this case study focused on the Argentinian students and their language learning and different kinds of data: recorded Skype and classroom conversations, chats in the wiki and Facebook and emails, as well as the *Autobiography of Intercultural Encounters* (Council of Europe, 2022), a tool produced by the Council of Europe to foster post-encounter analysis and reflection. The project was considered a Content and Language Integrated Learning (CLIL) project, as language was the means used to learn other content, namely intercultural competence. The study shows that, through the genuine use of language in the activities of the project, students developed a set of linguistic competences, experimented with new language, rehearsed the use of language in genuine contexts, engaged in multiliteracies practices by using digital resources and tools in multiple languages, and developed their plurilingual competence.

Porto and Yulita (2019) further analysed the data of the project implemented with Argentinian and British university students to answer the question of whether language education can include forgiveness and discomforting pedagogies. This case study's framework is based on theoretical developments of education in forgiveness and discomfort. Its findings show that the students demonstrated varying physical, affective and intellectual forms of emotional engagement as they interacted interculturally with their interlocutors. The conclusions are that it is possible for language teaching at the higher education level to develop learners' democratic competences by linking intercultural citizenship with forgiveness and discomforting pedagogies. Eventually, Porto (2021) evaluated the long-term impact of her intercultural citizenship projects developed in university foreign language classrooms to find out, through analysing students' retrospective reflection logs, that these students remembered and valued their emotional engagement with critical content and with their international peers, while they had diverse and even conflicting views about how the projects had contributed to their language learning. Also, their mid- and long-term civic engagement involved mostly reflection, awareness and personal development, rather than taking action.

A recent study conducted by Awada (2021) in Lebanon within EFL literacy classrooms investigated the effectiveness of the Intercultural Interaction Zone (IIZ) instructional model in transforming the traumatic or challenging experiences caused by war and migration to Syrian refugees into sources of inspiration. The proposed IIZ model integrated literature circles and authentic citizenship materials, creating a socio-critical zone of proximal development designed to foster intercultural citizenship competence. The study involved instructors and learners, including Syrian refugees whose experiences and those of their teachers were analysed narratively through syncretic testimonials. Findings demonstrate that the IIZ intervention not only enhanced literacy outcomes but also successfully reframed learners' trauma from displacement and war into opportunities for growth, success, and hope.

Another study was recently conducted by Barili & Byram (2021) that joined together the concepts of intercultural citizenship and intercultural service learning in a higher education setting, with an emphasis on adding humanistic aims to the

instrumental ones. Students in an advanced Spanish course volunteered in a school and a legal centre, where they interacted on a one-on-one basis with unaccompanied children and migrants coming from Latin American countries. The study analysed the impact of the volunteer action on the learners' understanding of the multicultural and multilingual society in which they live, and on the perceptions of their own language learning during their volunteer work. Data was collected from students' academic diaries and blogs, which were analysed thematically. The findings show an increased awareness of language skills, as students used their knowledge of Spanish in their charitable work, and enhanced intercultural competence as found in students' reports on their critical evaluation of perspectives and practices in their own culture and those of others. The methodology applied proved useful to meet the challenge of educating students to become responsible engaged global citizens that contribute to greater intercultural understanding. One-on-one volunteer work motivates students to engage in strengthening their linguistic competence, which is particularly true when complemented by systematic reflections.

#### **2.5.4. Identification of research gaps**

The studies reviewed concerning the implementation of an inclusive dialogic teaching-and-learning approach show its impact on students' learning, development, and inclusion across various subject areas, age groups, and educational levels, including in the EFL context, from both objective and subjective inclusion perspectives (Licsandru & Cui, 2018). However, the existing research reveals a lack of studies that focus specifically on the implementation of DLGs from a subjective inclusion viewpoint. In particular, there is limited research examining whether DLGs, as educational actions designed to include all students, effectively contribute to the inclusion of every student, regardless of their background, by ensuring their active participation and thus enhancing their learning. Additionally, the studies reviewed primarily focused on the implementation of DLGs in diverse educational settings, mostly in primary classrooms across rural and urban areas with varying socioeconomic statuses. These studies analysed the inclusion of disadvantaged groups, such as Roma and migrant students, and demonstrated the

positive effects of inclusive dialogic learning environments on students, their families, and the wider community. DLGs were shown to improve academic attainment and social relationships, foster non-violent models of interaction, develop friendship, solidarity, prosocial behaviour, emotional development, and positive attitudes towards learning, while also providing a safe space, especially when adapted to an online format. Despite these positive findings, most studies have focused on primary education, with only a few including adolescents, suggesting that further research, particularly with this age group, is necessary to explore the potential benefits of DLGs in secondary education.

The studies reviewed regarding second and foreign language classrooms, despite being conducted in the specific context of Basque as an L2, suggest that DLGs have an impact on the oracy skills, attitudes, and inclusion of L2 learners. No studies have been found about the implementation of DLGs in the context of EFL or English as a second language, however, the results found may suggest similar impacts in those settings too, particularly in secondary and higher education, and point to the need for specific research in the secondary EFL classroom, which the present study aims to address.

Most of the studies reviewed on intercultural citizenship focused on the concept of intercultural as implying interaction with other speakers from different countries, which considers intercultural citizenship education as the implementation of collaborative learning activities between people of different national backgrounds and/or with a different L1, and have done so either at primary or higher education levels. Intercultural citizenship education should also be studied by analysing the impact of implementing inclusive dialogic learning practices such as DLGs within classes where no or other dimensions of cultural difference are present, such as regional, religious, gender, and organisational ones, i.e. with a focus on the subjective “little-c” culture rather than the “Big-C” culture (Bennett, 2009). To the best of our knowledge, no studies have focused yet on the learning of both language and intercultural citizenship, from the reading and discussion of the classics of world literature, namely through the implementation of DLGs, in secondary EFL classrooms. The dialogic reading of a classic of literature provides the cultural dimension through contact with other realities in time and place, thus enhancing critical thinking through authentic conversations about ever-present challenges in

people's lives and ever-needed virtues in people, which the heroes depicted in the classics tend to possess and model for readers. Comparative studies on the impact of DLGs and other extensive reading activities on students' proficiency as intercultural citizens could confirm this suggestion.

Based on previous findings concerning the implementation of inclusive dialogic learning practices, I suggest that DLGs may offer a twofold contribution to developing students' proficiency in intercultural citizenship, namely through: (1) authentic conversations about issues that concern every person and emerge from the classics (knowledge about the world); and (2) the practice of discussing with and getting to know their peers, the teacher and other participants in DLGs, namely students' relatives or other members of local communities (knowledge about others and their perspectives). Both these practices may contribute to developing students' empathy towards otherness by providing opportunities for the training of dialogic empathy.

### 3. Methodology

#### 3.1. Methodological framework

##### 3.1.1. Dialogic teaching

As discussed in section 2.1., language is the main vehicle for learning and plays a key role in linking teaching, learning, and cognitive and affective development (M. Y. Kim & Wilkinson, 2019). Quality talk in the classroom has an impact on students' learning process in several areas, while it also critically contributes to children's development and thinking (Alexander, 2012). The so-called dialogic teaching maximises the impact of classroom talk on students' learning and engagement (e.g., Alexander, 2020; Aubert et al., 2016; Aukerman & Boyd, 2019; Boyd & Markarian, 2011; Michaels et al., 2008; Reznitskaya & Gregory, 2013). As mentioned in Chapter 2, rather than a single, circumscribed "method", dialogic teaching is a general pedagogical approach (M. Y. Kim & Wilkinson, 2019), an intertwined collection of *repertoires* through which, guided by principles of procedure, teachers boost their own and their students' talk (Alexander, 2018).

There is not one right way of maximising the quality and power of dialogue; for instance, interactive whole-class teaching or small group discussions, and even traditional types of talk, such as rote or repetition, can be performed as dialogic teaching. Teachers must cultivate a diverse repertoire of talk-based pedagogical skills and strategies to effectively enhance and develop their students' speaking abilities (Alexander, 2018). What is more, in dialogic pedagogy (see Section 2.1. for definition), talk is not treated in isolation. Rather, it integrates a generic teaching approach in which interaction takes place in relation to other aspects, such as the context, the way the lesson is conducted, and the activities that are held, to name only a few (ibid).

As a consequence, Alexander's dialogic teaching framework (Alexander, 2020) consists of a combination of *justifications*, *principles*, *repertoires* and *indicators*. Together,

these components work to enhance the quality and effectiveness of both students' and teachers' talk, with the goal of fostering improved student learning and development. *Justifications* and *Principles* have been presented in detail in Section 2. 1.. I will now focus on describing *Repertoires* and *Indicators* as key components of dialogic pedagogy that can be used in research to analyse data aiming to identify highly dialogic sequences. *Repertoires* are the core of a dialogic pedagogy operation, as they are key in guaranteeing the success of adopting a dialogic teaching approach. They are about the organisational settings (e.g. whole class, teacher or student-led group work) and the modalities for student-teacher and student-student interaction, which include everyday talk (e.g. transactional, exploratory), learning talk (e.g. speculate, discuss, argue), teaching talk (e.g. discussion, dialogue), questioning (e.g., participation cue, feedback) and extending (e.g. time to think, evidence of reasoning (Alexander, 2018)). The framework of dialogic teaching is further supported by *indicators*, which serve as practical markers for what effective dialogic teaching looks and sounds like. They cover (1) the contexts within which dialogic pedagogy is placed and the classroom conditions that best support it, and (2) the characteristics of the talk itself (Alexander, 2017), e.g. "a classroom culture in which the dynamics of talk are collective, reciprocal and supportive, and its content and trajectory are deliberative, cumulative and purposeful" and "discussion in which ideas are freely shared, heard and explored" (Alexander, 2020, p. 164). These repertoires and indicators together form a robust framework for dialogic teaching, enabling educators to cultivate rich, meaningful interactions that promote critical thinking, understanding, and active participation (Alexander, 2018, 2020).

### **3.1.2. Inclusive dialogic learning**

Molina Roldán et al. (2021) refer to DLGs as an "inclusive interactive learning environment" (page 1). In this thesis, DLGs are further characterised as an inclusive dialogic learning intervention. The term inclusive is comprised of two aspects: (1) including everyone in the classroom, with all their cultural affiliations, and (2) embracing otherness, i.e. cultural identities that are perceived to be very different from one's own.

In Section 2.4., the terms 'culture' and 'cultural identity' were characterised as not necessarily referring to one's ethnical culture but as a 'constellation of cultures' (Council of Europe, 2018, p. 31), including several personal, social and cultural identities (Hall & Du Gay, 1996; Hofstede et al., 2010). This definition makes each one of us "multicultural" and each interpersonal situation an intercultural encounter (Council of Europe, 2018). Following this line of thinking, in this thesis, I refer to 'cultural otherness' as any type of alterity encountered within the social Other, whatever their ethnical, linguistic, or religious background (Mineva, 2007; Prasad & Prasad, 2003; Staszak, 2008).

Teaching and learning for inclusion presuppose attitudes and dispositions that promote Otherness and its various expressions, even within a classroom that is culturally homogeneous from an ethnical point of view. Such dispositions coincide with the competences that an intercultural citizen needs according to the two predominant frameworks discussed in Chapter 2. In particular, the *Reference Framework of Competences for Democratic Culture* describes a cluster of 20 competences – values, attitudes, skills and knowledge – that are required for the full development of a culture of democracy and intercultural dialogue, strongly highlighting the importance of understanding the Other so as to relate with them, by treasuring their intrinsic value as a person with their multiple cultural affiliations and, consequently, their unique ideas, beliefs and thoughts (Council of Europe, 2018). Michael Byram's intercultural citizenship education framework (2008), in turn, focuses on the importance of foreign language students being conscious of different perspectives than their own on important matters, so as to develop the willingness to engage with Otherness in a relation of equality, which concurs with the affective/moral attitudes of respecting cultural diversity and the value, freedom and dignity of every human being. A common disposition between the two is the so-called dialogic empathy, an attitudinal competence that presupposes an inclusive stance towards Otherness (Battaly, 2011; Elliott et al., 2011; Preston & De Waal, 2002; Rogers, 1975, 1995; Schmid, 2001).

Macagno et al. (2022) operationalised dialogic empathy as an attitude manifested in classroom discourse. They claim that, from an educational outlook, empathy corresponds to dialogicity – a communicative attitude that can be described as not only

being open to different viewpoints but also engaging with them (Howe et al., 2019; Scott et al., 2006). Students' awareness of other "voices" contributes to extending their perspectives and enlarging their repertoire. Dialogicity is creating a third culture by understanding the cultural context and the reasons behind what people say, and how people act (Wegerif, 2019). The students' attitude towards the interactions of others can thus be analysed in terms of its dialogicity and relevance. Concerning dialogicity, students' moves may range from low-dialogical (e.g. accepting/discarding someone else's contribution) to high-dialogical (e.g. expanding, reasoning on another person's shared idea) while, in terms of relevance, their moves can be relevant, when they clearly refer to a previous contribution by another student, or irrelevant, for example, if they are off-task or off-topic (Macagno et al., 2022).

Taking the above into consideration, as an endeavour to define inclusive dialogic learning, we suggest that it refers to a systematically operated learning environment in which:

- (1) every student within the class takes part – including students with special needs, low achievement in the subject, or a different L1 – and the presence of other community members (students' family, neighbours, university students, retired or unemployed citizens, etc.) is welcome too (García-Carrión et al., 2020);
- (2) students actively participate by dialogically interacting with each other, and even "silent students" may be highly engaged and learn (O'Connor et al., 2017);
- (3) both academic knowledge and an inclusive attitude towards cultural otherness are enhanced, thus fulfilling the double goal of teaching academic content and simultaneously educating future citizens for democratic and intercultural citizenship (Byram, 2008; Council of Europe, 2018).

The above definition has several implications. Firstly, an inclusive dialogic learning environment involves an interaction activity, i.e. a structured or semi-structured task designed to facilitate meaningful exchanges between participants, that is planned in a way that the whole class can take part and contribute to the discussion while the

participation of youth and adult members of the community (students' family, neighbours, university students, retired or unemployed citizens, etc.) may prove important in enriching the learning outcomes, once they bring their lived experience and cultural intelligence to the classroom (Aubert et al., 2016). Secondly, besides guaranteeing that all students take part and that the group is diverse, an inclusive dialogic learning setting fosters active participation, so it adopts a clearly dialogic approach, in which students' participation beyond offering "correct" answers to teachers' questions is encouraged. There is a positive link between individual student participation in classroom talk and student achievement (Sedova et al., 2019), while it has also been suggested that students learn when they talk to, but also when they listen to each other, so silent students can be highly engaged too and do also learn (O'Connor et al., 2017). Thirdly, it contributes to developing students' knowledge within the subject – learning to use the language proficiently – and to enhancing an inclusive attitude towards others, and every cultural trait that may be considered "Other", thus fulfilling the double mission of EFL of teaching academic content and educating for intercultural citizenship in an increasingly multicultural world (Byram, 2008).

Inclusive dialogic learning is closely connected with the concept and implementation of equitable classroom talk, i.e., meaningful participation in subject practices through collective and connected language interactions (Jensen et al., 2021). Systemic changes in classroom interactions require teachers to collaboratively study and revise their practices, particularly for complex pedagogies like academically productive talk and those that resonate with minority students' experiences. The implementation of equitable classroom talk involves dialogic interactions about subject content that connect with the identities and practices of marginalised students (ibid).

### **3.1.2.1. Dialogic literary gatherings as inclusive dialogic learning environments to promote intercultural citizenship in the EFL classroom**

Dialogic Literary Gatherings (DLGs) are whole-class discussion activities that contribute both to improving academic achievement for all students and fostering

inclusion in the classroom and the community (Flecha & INCLUD-ED Consortium, 2015). In DLGs, students are exposed to cultural Otherness in two different dimensions: (1) through interaction with their peers, teacher and other community members in the classroom, each with their own cultural affiliations, and (2) through dialogically reading canonical works of world literature, which depict heroes who face life challenges they can relate to and represent different cultural affiliations in time and place.

DLGs are organised as an educational action, and they are specifically built to foster quality talk and student engagement in the classroom. In particular:

- (1) they represent a *whole-class peer interaction setting*, with the advantage of being mostly student-student oriented and allowing for students or other community members to take the teacher's role in moderating the discussion;
- (2) they promote *everyday talk*, with a tendency to be authentic as students bring in their own views, opinions and lived experiences to the discussion;
- (3) they encourage *learning talk*, as students are invited to justify, discuss, argue, as well as listen to others, giving them time to think;
- (4) they nurture *teaching talk*, as it is the moderator's role to promote discussion and dialogue;
- (5) they promote *questioning*, since every participant in the circle – students, guests – is encouraged to ask questions that contribute to a better understanding of the text under discussion or stimulate discussion around the topics that arise from it;
- (6) they focus on *extending*, as every participant in the DLG circle may use any of the extending moves, e.g. ask for evidence of reasoning, agree/disagree and why, revoice, etc. (Alexander, 2018), to expand dialogue, discussion and interpretation of the text;
- (7) they comply with Alexander's (2018) five principles of dialogic teaching, as they are: *collective* (the DLG classroom is a place for collaborative learning and discovery); *reciprocal* (participants are stimulated to listen to each other, share ideas and consider different points of view); *supportive* (participants feel able to express their ideas liberally, with no fear of giving a 'wrong' answer, and they

cooperate to reach common understandings); *cumulative* (participants build on each other's contributions and connect them into clear lines of thinking and understanding); and *purposeful* (classroom talk during DLGs, despite being open and dialogic, is structured according to specific learning goals within the curriculum).

During a DLG session, inclusive dialogic learning can be enhanced:

- (1) through *egalitarian dialogue*, i.e. the strength of what one says resides on the validity of the arguments used rather than on the position the person occupies, thus creating a safe space where students feel free to express their opinions, and authentic conversations happen (Aubert et al., 2016);
- (2) by *dialogically reading* (Soler-Gallart, 2001) *the best works of world literature* – the culture gap that prevails between privileged and underprivileged students is reduced, the understanding of other cultures is expanded, and students' cultural horizons are widened through contact with different cultures in time and place – “the Other”;
- (3) for *everyone* – every student within a class takes part, including students with special educational needs, low achievers, students with a different mother tongue, while also other elements of the educational community are invited to join in and thus increase the amount and diversity of interactions in the classroom (Aubert et al., 2016).

By engaging in dialogic reading, as described by Soler-Gallart (2001), students participate in shared, interactive discussions about some of the best works of world literature. This practice allows learners from diverse backgrounds to collaboratively explore and interpret complex texts, fostering mutual understanding and a richer learning experience (Aubert et al., 2016). Through dialogic reading, the cultural gap that often separates privileged and underprivileged students is significantly reduced. It provides all participants, regardless of their socioeconomic or cultural backgrounds, with equal opportunities to access and appreciate a wide range of literary works that represent various cultural and historical contexts (Flecha, 2000). Moreover, this approach facilitates the expansion of students' understanding of other cultures, as they are introduced to diverse perspectives,

traditions, and values depicted in the texts. By engaging with the voices, experiences, and narratives of the Other — individuals from different times and places — students' cultural horizons are widened. They may develop a more nuanced awareness of global diversity and gain insight into the commonalities and differences that shape human experiences across cultures (Wells, 2000). Dialogic reading also promotes empathy and critical thinking as students learn to reflect on the values, emotions, and challenges presented in the literature. The process of collectively unpacking the texts promotes an environment of respect and inclusion, where diverse viewpoints are valued and students are encouraged to draw connections between their own experiences and those of others (Freire, 2005). In this way, dialogic reading not only enriches the students' cultural knowledge but also nurtures their ability to engage meaningfully with people from different cultural and social backgrounds (Alexander, 2018).

In the context of English as a foreign language, and specifically in this INCLUD-EFL adaptation of the INCLUD-ED project, DLGs provide access to translated and adapted-to-level versions of the best works of world literature. The contact with those timeless stories in which mankind's most appreciated heroes face challenges everyone can identify with enhances opportunities for authentic oral interaction among peers, which may also include other agents, such as students' relatives or other members of the local community. Thus, DLGs may play a relevant role in the development of students as intercultural citizens, by fostering their oracy skills in the foreign language, and by enhancing their dialogic empathy. Oracy skills comprise a set of 14 competences in four areas that reveal the effectiveness of students' talk: *physical* (voice, body language), *linguistic* (vocabulary, language variety, structure, rhetorical techniques), *cognitive* (content, clarifying and summarising, self-regulation, reasoning, audience awareness) and *social/emotional* (working with others, listening and responding, confidence in speaking) (Mercer et al., 2017).

As to dialogic empathy, it is inherently intertwined with dialogicity, as both concepts involve active engagement with the perspectives and emotions of others. Macagno et al. (2022) provide a framework for understanding how empathy is coded and demonstrated in dialogue, highlighting the interplay between cognitive and emotional

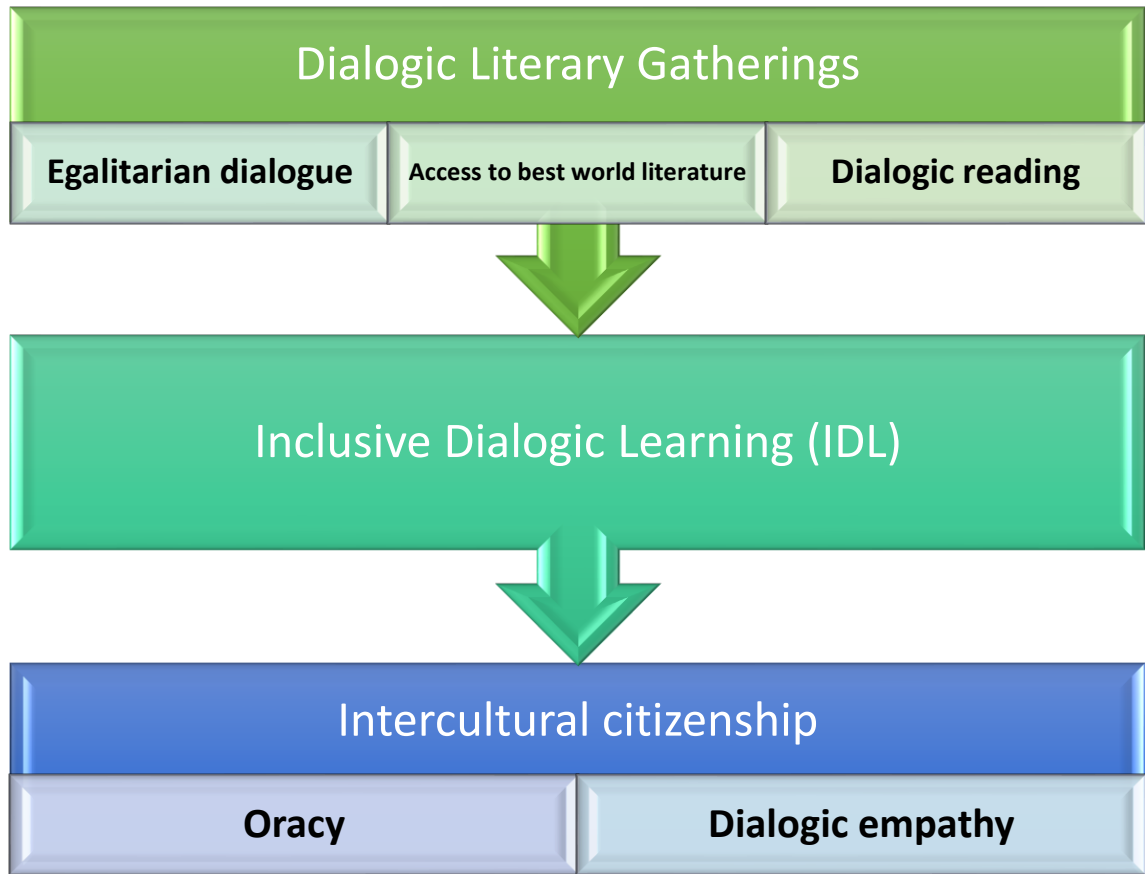
dimensions. Dialogic empathy, in their view, extends beyond mere acknowledgement of another's emotions; it entails recognising and reconstructing another's perspective while responding appropriately to their communicative acts. This process aligns closely with the principles of dialogicity, which emphasise reciprocity, shared reasoning, and collaborative exploration. Dialogicity fosters an environment where empathy can thrive by encouraging participants to listen actively, pose meaningful questions, and explore diverse viewpoints. Dialogic interactions that promote empathy often involve moves that validate another's feelings, challenge assumptions, or explore deeper reasoning. For instance, when a speaker shares an emotionally charged experience, a listener's empathetic response might involve not only acknowledging the speaker's emotions but also connecting them to broader social or cultural contexts, thereby enriching the dialogue (*idem*). The connection between dialogic empathy and dialogicity is also evident in how they contribute to creating inclusive and transformative learning environments. By cultivating a culture of respect and mutual understanding, dialogicity lays the groundwork for empathy to be expressed and developed within educational settings. Thus, dialogic empathy can be seen as both a product and a facilitator of dialogicity, reinforcing the relational and cognitive dimensions of meaningful dialogue. These connections underscore the importance of designing pedagogical approaches that nurture both dialogic and empathetic skills, enabling students to navigate complex social and cultural landscapes with sensitivity and critical awareness.

Students' empathy in the context of the implementation of DLGs can be analysed in two interconnected dimensions: empathy directed towards other participants in the classroom and empathy as a metadiological category, which extends towards the characters within the story being dialogically read. The first dimension, empathy towards peers, manifests during the dialogic interactions facilitated by DLGs. These gatherings encourage students to actively listen to and engage with the perspectives of their classmates, nurturing a supportive and reciprocal classroom culture. Through egalitarian dialogue, students learn to value and respect differing opinions, demonstrating empathy by considering and building upon their peers' contributions. This process aligns with Macagno et al. (2022), who emphasise that empathy in dialogue is integral to creating

mutual understanding and addressing the emotions and perspectives of others. In this context, empathy is not merely a social skill but a foundational element of dialogicity that enhances collaborative learning and critical reflection. The second dimension, empathy as a metadiological category, involves students' ability to connect emotionally and cognitively with the characters and situations presented in the adapted versions of the literary texts. By engaging in dialogic reading (Soler-Gallart, 2001), students not only interpret the characters' actions and emotions but also reflect on their own values and beliefs in light of the narrative. This process broadens their cultural horizons and extends their understanding of diverse human experiences, facilitating what Bakhtin (1981) describes as an encounter with "the Other." Through this engagement, students develop a nuanced sense of empathy that transcends the classroom and fosters intercultural sensitivity. Moreover, the interplay between these two dimensions is vital. As students practise empathy towards fictional characters, they often draw parallels to real-life scenarios, which in turn enriches their interactions with peers. This dynamic echoes the findings of Rapanta et al. (2021), who argue that dialogic empathy involves a cyclical process of interpreting, expressing, and adapting one's understanding based on interactions with others. Thus, DLGs provide a platform where interpretation and social interaction converge, promoting both interpersonal and intrapersonal dimensions of empathy.

The methodological framework of DLGs as inclusive dialogic learning environments in the EFL classroom is presented in Figure 3.1.

Figure 3.1



A framework for IDL

### 3.2. Action research and methodological design

This section aims to explain the methodological approach adopted for this study – action research – specifically in the context of English language teaching, while it also intends to describe the methodological design developed and the activities conducted.

Action research is a collaborative approach that integrates theory and practice to address real-world issues and generate actionable knowledge (Casey & Coghlan, 2021). It involves practitioners and researchers working together, often in recurring cycles, to solve problems and improve practice (Vallenga et al., 2009). The approach is democratic and interdisciplinary, and focuses on developing contextualised solutions with an emphasis on transferability rather than generalisability (Hayes, 2018). Action research is not a method, but encompasses various methodologies, including action learning, appreciative inquiry, and participatory action research, and is applied in diverse fields such as business,

education, and healthcare (Casey & Coghlan, 2021). It aims to bridge the gap between theory and practice by generating knowledge that fits specific circumstances and avoids implementation problems due to lack of fit or motivation (Vallenga et al., 2009). The popularity of action research has grown significantly in recent years, leading to increased research output and adoption in university curricula (Coghlan & Brydon-Miller, 2014). While some attribute the beginnings of action research to Kurt Lewin in the mid-20th century, others trace its roots to the late 19th century Science in Education movement (Greenwood & Levin, 2007; Maksimović, 2011). The approach evolved from an adult education programme influenced by Lindeman, Lewin, Dewey, and Piaget, with a later branch emerging – participatory action research – based on Whyte's work (Glassman et al., 2013). Action research has experienced several periods of development, starting as a response to social issues in the early 20th century, and then undergoing a post-war decline. It reappeared with curriculum action research in the UK and Writing Projects in the USA, followed by critical action research and self-study of teacher education practices. Currently, it focuses on technical problem-solving to improve student performance on standardised tests (Feldman, 2017).

Action research has gained significant prominence in English Language Teaching over the past two decades, serving as a form of professional development for teachers (Burns, 2019). Burns has been instrumental in guiding teachers worldwide to improve their professional practice through action research (Aberdeen, 2011). Action research is considered part of a broader movement towards "teacher research," emphasising a socio-constructivist approach where teachers are viewed as active agents within their social contexts (Burns, 2019). Recent studies have explored the impact of conducting action research on teachers and highlighted initiatives contributing to its spread in English Language Teaching (Burns, 2019).

In education, in concrete terms, action research involves teachers in their own educational contexts, adopting a critical stance towards their own teaching. Thus, in action research, teachers are both researchers and participants. Action research generally starts with identifying a problematic situation in one's context, about which data will be systematically collected, producing solid information about the issue, and aiming to bring

about changes in the teacher's practice that should lead to improvement (Burns, 2009). However, action research does not aim at only solving a specific problem in a particular classroom. It has multiple, diverse and overlapping goals and contributions. Edge (2001) points out that its contributions can be means-, ends-, theory-, institution-, society-, or teacher-oriented.

Following McPherson (1997), action researchers may use different types of data collection, which means action research is not exclusively quantitative or qualitative in terms of its methodological approach. A researcher decides which forms of data to use and compares the resulting data to triangulate the evidence. Some examples of used methods are: brief notes or recorded comments made by the teacher while the class is in progress; audio or video recordings of classroom interaction; transcripts of classroom teacher-students or student-student interactions; surveys and questionnaires (Burns, 2009).

According to Kemmis and McTaggart (2014), an action research cycle typically includes four main steps: planning, action, observation, and reflection. Each cycle may be just a part of a set of recurring cycles which take place until a satisfactory outcome has been reached (Kemmis & McTaggart, 2014). *Planning* is critically informed and involves identifying a problem or issue and developing a plan of action to overcome it and bring about improvements in practice. *Action* includes a deliberate intervention, a new and alternative way of doing things, which is critically informed, and is put into practice over a period of time. In *observation*, the practitioner-researcher documents the critically informed action and its effects, by collecting data about what is happening, with tools that are "open-eyed" and "open-minded", i.e., which allow for an objective analysis of the issue. *Reflection* is reflective and descriptive, in that it evaluates and describes the effects of the intervention, and it may lead to the implementation of further cycles of action research (Burns, 2009, 2019).

As a summary of its critical principles and concepts, it can be said that action research: 1) includes a combination of action and research which involves the systematic collection of data about practices as they take place in daily life; 2) is small-scale and localised, and based on specific practice issues; 3) is a process of reflection aiming at

introducing changes and improvements in practice; and 4) is participatory, since the researcher is also the actor, and research is usually done in collaboration with peers (Burns, 2019).

The present study was methodologically designed as an action research project, implemented by a teacher-researcher with the dual purpose of addressing identified classroom challenges and fostering improvement in practice. By integrating action with systematic inquiry, the study was conducted with the teacher's regular groups of students, making it inherently small-scale and localised to the school where the teacher works. The approach facilitated a reflective process, enabling the practitioner to critically evaluate and refine pedagogical strategies. The study specifically aimed to introduce transformative change by incorporating regular Dialogic Literary Gatherings (DLGs) into the secondary EFL classroom, promoting a more dialogic and participatory learning environment. This change aimed to promote improvement, namely the development of students' intercultural citizenship, by reinforcing their dialogic empathy, while also contributing to advance their oracy skills. It was also participatory, as the researcher was also the teacher, and collaborative, since to collect data, namely through oral tests, the teacher-researcher counted on the help of seven colleagues (see Section 3.4.).

### **3.2.1. Research goal and questions**

As an action research project, this study focuses on challenges identified within the classroom. On the one hand, the teacher felt the need for more learning opportunities that involved spoken interaction and included every student in the classroom, thus providing all students with the possibility of developing their oracy (Mercer et al., 2017) in English. On the other hand, the teacher sought to contribute to developing the students' empathy (Macagno et al., 2022). Both competences, oracy and empathy, are key to successfully developing students' intercultural citizenship competence (Council of Europe, 2018).

According to the INCLUD-ED research (Flecha & INCLUD-ED Consortium, 2015), Dialogic Literary Gatherings are a successful educational action that contributes both to

better learning for all students and to social cohesion within the school and in the community at large. However, as previous research shows, there is still the need to study both the development of oral language proficiency and intercultural citizenship in secondary education, as a result of DLGs' implementation. Furthermore, the existing studies focus on objective inclusion alone – the inclusion of disadvantaged students, such as minority groups and students with special educational needs, while there are many other reasons why some students are not effectively included in learning activities. This study suggests that a subjective approach to inclusion may also be adopted when studying the implementation of an inclusive dialogic learning activity such as DLGs, aiming to analyse the inclusion of all students as active participants in this learning activity.

The present research project is intended to evaluate the impact of regularly implementing DLGs on students' oral communication and empathy skills, in the context of the secondary EFL classroom. The INCLUD-EFL adaptation of the existing INCLUD-ED research programme aims to answer the following two-level question:

1. In what ways, if at all, do inclusive dialogic learning environments, such as DLGs, contribute to developing secondary EFL students' intercultural citizenship, and more particularly, their oracy skills?
2. In what ways, if any, do inclusive dialogic learning environments, such as DLGs, support the development of intercultural citizenship among secondary EFL students, particularly in relation to their empathy skills?

### **3.2.2. Research design and activities**

The present study followed a mixed methods approach (Rapanta & Felton, 2019), i.e., both quantitative and qualitative methods were applied, which allowed for the triangulation of the data collected and provided a more comprehensive understanding of the research problem (Almeida, 2018). The study cannot be considered an experiment, because no random assignment was made, so the groups involved were considered non-equivalent and the study was a quasi-experiment. It followed a pre-test – post-test quasi-experimental design with switching replication, also known as delayed treatment design

or lagged-groups design (Cotton, 1998). In this design, one group receives an intervention, while a non-equivalent group does not receive an intervention, however, the non-equivalent control group is then exposed to the intervention at a later time. In this study, the non-equivalent groups were administered a pre-test of the dependent variable (oral test 1), then class A received the intervention while the non-equivalent control group – Class B – did not receive it, the dependent variable was evaluated again (oral test 2), and then the intervention was applied to the control group – Class B, and finally the dependent variable was assessed one last time (oral test 3).

Pre- and post-testing is a common method used in research to evaluate the effectiveness of interventions, which involves assessing participants before and after exposure to educational materials or training (Wilson et al., 2011). While pre- and post-testing can provide valuable insights, it has limitations such as regression to the mean, maturation, and test effects (Marsden & Torgerson, 2012). Despite its limitations, pre- and post-testing remains a valuable tool in evaluating educational interventions, particularly when combined with appropriate experimental designs (Marsden & Torgerson, 2012; Stratton, 2019).

One of the advantages of the design followed is that it includes a built-in replication. In this study, evidence was collected for the effectiveness of the intervention in two different samples (classes A and B). Another advantage of this design is that it offers more control over history effects, i.e. the impact of past experiences on current behaviour (Gautschi, 2000). It is quite unlikely that an outside event would perfectly coincide with the intervention with class A and with the delayed intervention with class B. For a better understanding of the study stages, the organisation of the intervention activities is presented in Table 3.1.

**Table 3.1**

Organisation of the Intervention Activities

	<b>Class A</b>	<b>Class B</b>
<b>Stage 1 (January to March 2024)</b>	Oral test 1 DLG intervention (10 sessions)	Oral test 1

	Oral test 2
<b>Stage 2</b> <b>(April to June 2024)</b>	Oral test 2 DLG intervention (9 sessions) Oral test 3

Two 10th-grade classes (ages 14 to 17) were involved in the study. They were comparable in terms of number of students, study area and academic performance. Consent was collected from the students' legal representatives before the study started.

### 3.2.3. The intervention

The intervention took place over a period of two school terms – January to June 2024. The participating classes met for 50-minute weekly sessions of DLGs – in which the students discussed their readings of adapted (to age and language level) versions of the classics of world literature. DLG sessions were part of regular EFL activities, and took place face-to-face in the school library, with the whole class sitting in a circle.

The procedure included tasks to be performed *before, during* and *at the end* of each DLG session. *Before the DLG sessions* the class: (1) selected a book from a reading list of the best works of world literature, and (2) agreed on how many pages/chapters were to be read for each DLG session. Each participant read the text at home, individually or with the help of a family member, or at school, supported by the teacher or their peers, chose a sentence, paragraph, or idea to share in the DLG, and thought about the motives for their choice. The reasons were often the text evoking memories, the student not understanding the meaning of a word in context, or the fact that the paragraph made them reflect on an important topic, such as family, love, prejudice, etc. *During the DLG sessions*, students signalled their intention to speak by raising their hands. The moderator (teacher or student) noted down their names and gave the floor to each participant, who read the chosen paragraph aloud and explained the reasons why they chose it. Then the moderator gave the floor to other participants so that they could discuss that same text or idea (comment, agree, disagree, argue, counter-argue). The procedure was repeated

with each idea shared until the end of the DLG. *At the end of some DLG sessions*, the teacher would invite the students to self-assess in terms of their performance in the discussion – individually or as a group - and think of strategies for improvement in future sessions. DLG sessions were mostly moderated by the teacher, but also a student moderated one of them.

### **3.2.4. Books and themes**

Four books among the best works of world literature were suggested to the students: *Adventures of Don Quixote*, *Frankenstein*, *Great Expectations* and *Wuthering Heights*, not the original texts, but high-quality adaptations suitable to the students' age group and level of English (B1/B1+), since the students' proficiency level does not allow them yet to fully enjoy reading the original texts and enjoyment and comprehension are key to the success of an extensive reading approach such as this one (Ali et al., 2022). Despite the fact that using graded readers limits the choice of books, care was taken in guaranteeing diversity in terms of the options offered to students: male and female authors of different nationalities, works originally written in English, but also translations. Students discussed and chose the book they wanted to read and discuss. The four books are presented below along with some themes that may arise by reading them. These themes are mere suggestions because in DLGs participants are free to bring their own views, feelings and topics to discussion. The first suggestion was *Adventures of Don Quixote* (Palacios, 1999), a translation and adaptation of *Don Quixote* for younger readers. Some topics may be raised by this book, such as literature, realism, and idealism; madness and sanity; truth and lies; intention and consequence; self-invention, class identity, and social change; chivalry; and romance. The second book to be suggested was *Frankenstein* (Shelley, 2020), a B1 Level (Council of Europe, 2020) English Language Teaching graded reader, which covers themes, such as birth and creation; alienation; family, society and isolation; dangerous knowledge; ambition and fallibility; and revenge. Thirdly, students could choose *Great Expectations* (Dickens, 2020), a B1+ Level English Language Teaching graded reader, whose main topics are: ambition and self-

improvement; wealth and poverty; social class; crime, guilt and innocence; sophistication; education; family; nature; and prejudice. The fourth and last alternative was *Wuthering Heights* (Brontë, 2019), a B1 Level English Language Teaching graded reader, which may bring about discussion on the topics of love and hate; revenge; social class; illness and death; and gender roles, among others. Apart from these topics related to the literary works that were proposed to students, other topics and themes were expected to be brought up during classroom discussions. In that case, the teacher’s role was to make students’ contributions as relevant as possible to real life and to facilitate the emergence of authentic conversations, interesting to all.

### 3.2.5. DLG Sessions

Sessions were carried out weekly. The number of sessions to be held depended on two factors: (1) the extension and difficulty level of the chosen book, and (2) the reading speed of the class. Based on previous experience and the average number of sessions necessary to discuss a whole book, twelve fifty-minute sessions were planned for the intervention (see Appendix I). A list of the oracy and empathy learning goals was built, along with a set of corresponding prompts for teacher use, as presented in Tables 3.2 and 3.3.

**Table 3.2**  
Oracy Goals and Prompts Used

Oracy Goals	Prompts
<b>Projecting voice adequately</b>	Teacher reminds students they are talking to everyone in the circle, so they need to make themselves heard.  Teacher asks students to speak up so that everyone in the circle can hear them.
<b>Using appropriate vocabulary</b>	Whenever a student does not know or cannot remember a word, the class is encouraged to provide the word they are looking for.

<b>Seeking information and clarification through questions</b>	If students did not understand some part of the story, they are encouraged to ask questions about it that can be answered by whoever signals intention to speak first.
<b>Summarising</b>	<p>At the beginning of each session the teacher invites a volunteer to summarise the part of the story that has already been discussed.</p> <p>As a way of fostering understanding and prompting discussion, the moderator may ask a student to summarise another student’s intervention (e.g. “Will someone summarise what X has just said?”) and then ask the class to comment on its content (e.g. “What’s your opinion about that?”).</p> <p>As a way of summing up the discussion about the book, the teacher asks 2 or 3 volunteers to summarise the main topics discussed by the class (e.g. “Will someone summarise the main topics discussed about this book? What opinions have been expressed?”)</p>
<b>Turn-taking</b>	<p>Students are encouraged to signal their intention to speak and wait for the moderator to give them the floor when it is their turn.</p> <p>To guarantee that everyone in the circle gets a chance to speak, the moderator may alter turns when it is the first time a student is speaking while others who intend to speak have done so a few times.</p>
<b>Having a clear pronunciation</b>	Students may ask each other to repeat a word, phrase or sentence if pronunciation was not clear (e.g. “Will you please repeat? I didn’t understand what you said.”), or they may help a colleague pronounce a word better.
<b>Organising own talk</b>	When a student’s speech has not been clear the teacher or colleagues may ask them to reformulate, e.g. by asking

	<p>questions, such as “Can you please clarify what you mean?”, “Would you mind reformulating so we can understand better?”</p>
<b>Building on the views of others</b>	<p>After a student shares their idea, the class is invited by the moderator to comment on it. Students may take the opportunity to share the reflections they have prepared, especially if they refer to the same text or topic.</p>
<b>Giving reasons to support views</b>	<p>Students are reminded to refer to the text under discussion to support their ideas.</p> <p>Students are encouraged to express the reasons for their views, by answering questions, such as “Why do you think that?”, “Can you point out a few reasons for thinking like that?”</p>
<b>Listening actively and responding appropriately</b>	<p>As a way of participating, students are invited to ask questions about what their colleagues shared or share their views on the topic shared.</p>
<b>Developing fluency and pace of speech</b>	<p>Students are encouraged to speak English, however they can make use of strategies, such as code-switching and lexical transfer to keep communication going.</p> <p>Students are encouraged to ask for help from their peers by using questions, e.g., “How do you say “X” in English?”, or “What is a “X” in English?”</p>
<b>Using rhetorical techniques, such as metaphor, humour, irony</b>	<p>The class is encouraged to keep an informal discussion on the topics raised by the book. As their understanding of the book and its characters develops, they are encouraged to make use of rhetorical techniques to refer to the characters and events within the story.</p>
<b>Critically examining ideas and views expressed</b>	<p>After a student shares their idea, the class is invited by the moderator to comment on it, including questions, such as “Who wants to comment on X’s idea?”, or “What do you think about what X just said?”. Students may take the opportunity to share</p>

	the ideas they have prepared, especially if they refer to the same text or topic.
<b>Guiding/managing the interactions</b>	<p>The teacher gives each student the floor according to the order of their signalling to participate.</p> <p>Students wait for their turn and tell each other to do so.</p> <p>The teacher invites students to volunteer to moderate the DLG discussion.</p>

**Table 3.3**

Empathy Goals and Prompts Used

<b>Empathy Goals</b>	<b>Prompts</b>
Decentring from own frame of reference/perspective;	When a student shares an idea that is clearly biased or based on stereotypes, the teacher invites them to expand on why they think like that and whether they think everyone thinks the same way.
Apprehending and understanding the frame of reference and perspective of others.	Participants in the circle are encouraged to discuss each other's ideas and thus share their own ideas.
Being able to imagine the cultural affiliations, world views, beliefs, interests, emotions, wishes and needs of other people (participants in the DLG and characters in the story).	<p>Students are invited to put themselves in a character's shoes and from there imagine the ideas and beliefs underlying their actions.</p> <p>The teacher encourages students to put themselves in a peer's shoes and from there imagine the reasons and ideas sustaining the arguments they present.</p>

Empathy Goals	Prompts
Welcoming and inviting to discussion different perspectives from own;	Students are encouraged to clearly state whether they agree or disagree with a peer’s opinion and explain why. Students are stimulated to ask each other what they think about a specific topic, character or event in the story and why they do so.
Mediating conflict between different/opposing perspectives.	In a situation where two conflicting opinions are expressed, the teacher encourages students to find common ground, e.g. “Don’t you think your partner may be right too? Think of why his/her opinion on the subject is different from yours.”

Every session started with the teacher using some of these prompts, which were chosen according to the learning goals selected for that session. The lesson plans followed a progression starting from the goals that were considered simpler to the ones that required a more advanced competence, both for oracy and for empathy building. After the initial prompting, the students were encouraged to register to share their ideas, indicating the page they were going to read and share from. This allowed the teacher to organise turn-taking right at the beginning of the session and contributed to a more fluid conversation during the DLG. Only after that did the discussion about the book begin, which was audio recorded.

### 3.3. Study context and participants

The study was implemented in a Portuguese secondary school located in Ponte de Sor, a semi-urban municipality of around 15.500 inhabitants. The secondary school is part of the only state school cluster within the municipality, which includes 12 schools altogether, and covers a population of about 1850 students, from preschool to grade 12. The study was conducted between January and June 2024.

The study involved two whole 10th-grade classes pursuing general studies in the areas of Languages and Humanities, and Visual Arts. The students involved in this study

were teenagers aged 14 to 17, who attended English classes at the secondary school level (English as a foreign language I), corresponding to Level B1/B1+ (Council of Europe, 2020; DGE, 2018). They had three 50-minute classes of English as a foreign language per week, and one of those weekly classes was dedicated to the study during a period equivalent to a school term in each class.

The classes are comparable in terms of the number of students, their L1, national origin, age, study area and academic performance. Table 3.4 summarises the information about the two classes which participated in the study.

**Table 3.4**

Participants in the Study

	<b>Class A</b>	<b>Class B</b>
Number of students involved	27	25
Gender	13 female 14 male	16 female 9 male
L1 of students	1 Spanish 26 Portuguese	25 Portuguese
Ethnical/national origin	1 Venezuelan 26 Portuguese	25 Portuguese
Students with special needs, benefiting from SEN measures	1	0
Students benefiting from tutoring	2	1
Students benefiting from socioeconomic support	12	8
Area of studies	17 Languages and Humanities 9 Visual Arts	25 Languages and Humanities
Age of students	14 to 17	14 to 17
Time and day of sessions	Wednesday, 12:35 – 13:25	Wednesday, 10:35 – 11:25
Venue of sessions	School library (DLG circle)	School library (DLG circle)
Number of lessons involved in study	1 zero session + 10 DLG sessions	1 zero session + 9 DLG sessions
Class average mark at English (end of school year)	12,32 / 20	12,50 / 20
Class average mark in general (end of school year)	12,80 / 20	12,44 / 20

Participation in the project was free and voluntary. The legal representatives of the students could decide not to accept their participation from the beginning of the study or at any moment during its implementation. As DLGs were part of the regular activities of the classes, all students participated in them, even though the data from those who did not accept to participate were not used for the project.

### 3.4. Data collection methods

Data collection took place over a period of seven months, from December 2023 to June 2024. Altogether, five different methods were used for data collection in the INCLUD-EFL project, three concerning Research Question 1, and one concerning Research Question 2. The data collection methods used are presented in Table 3.5.

**Table 3.5**  
Data Collection Methods

Research Questions	Data Collection Methods
RQ1 – In what ways, if at all, do inclusive dialogic learning environments, such as DLGs, contribute to developing secondary EFL students’ intercultural citizenship, and more particularly, their oracy skills?	<ul style="list-style-type: none"> <li>• Oral tests;</li> <li>• Participant observation;</li> <li>• Field notes on students’ oral participation;</li> </ul>
RQ2 – In what ways, if any, do inclusive dialogic learning environments, such as DLGs, support the development of intercultural citizenship among	<ul style="list-style-type: none"> <li>• Audio recording and transcription of classroom discourse data.</li> </ul>

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secondary EFL students,  
particularly in relation to their  
empathy skills?

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### **3.4.1. Oral tests**

Oral tests adapted from B1 Cambridge Preliminary for schools (Cambridge University Press & Assessment, 2022) were applied at the beginning of the intervention (January 2024) with both classes, being class B the control class, then at the end of the intervention with class A coinciding with the beginning of the intervention with class B (April 2024), and the end of the intervention with class B (June 2024). To make it quicker and to avoid using a lot of class time, the application of the oral tests was collaborative, since the researcher-practitioner was helped by a group of seven fellow teachers. These teachers had previous experience with oral test application, within the Cambridge testing system and/or the Portuguese Ministry of Education national exams. A preparatory meeting was organised with the group, where all procedures related to the implementation of the tests were reviewed.

Different tests were created for each of the three application sessions. The tests were comparable in terms of required skills and level of difficulty and I opted for not using the same exact test to avoid contamination bias (Armijo-Olivo et al., 2022). The implementation was conducted by pairs of teachers to pairs of students and lasted twelve to fifteen minutes for each pair of students. The tests were divided into four parts, which covered different topics. In *Part One*, which took two to three minutes, students were asked general questions about their name, age, free time activities or the school they attend. In *Part Two*, which lasted two to three minutes, students were asked to talk on their own for about one minute about a different photograph each. Parts Three and Four lasted six minutes altogether. In *Part Three* the students were asked to talk together about a picture depicting several possibilities for about two minutes and decide on one or more of those possibilities. In *Part Four* the students were invited to voluntarily answer

further questions on the same topic as in Part Three. Table 3.6 presents a summary of the sessions and the contents of each test applied.

**Table 3.6**

Oral Tests Sessions and Topics

<b>Sessions</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>
Time	January 2024	April 2024	June 2024
Classes tested	Class A (pre-test) Class B (control group)	Class A (post-test) Class B (control group/pre-test)	Class B (post-test)
<b>Structure and Contents of the Tests</b>			
Part 1: Interview	General questions	General questions	General questions
Part 2: Describing pictures (monologue)	A: Learning a new skill B: At home after school	A: In the classroom B: In the classroom	A: Dancing B: Singing
Part 3: Interacting with peer about a given situation (peer interaction)	School visit to a capital city	Birthday presents	A day in the countryside
Part 4: Specific questions about the topic of part 3 (interview)	School visit to a capital city	Birthday presents	A day in the countryside

**3.4.2. Participant observation**

Participant observation is a qualitative research method involving researchers immersing themselves in the daily lives of their subjects to gain intimate knowledge of their lived experiences (Beuchling, 2015). The observer's role can range from passive to active, with varying degrees of involvement influencing data collection and interpretation (Pearsall, 1965; Schwartz & Schwartz, 1955). Key practices include long-term access negotiation, field note writing, and balancing participation with observation (Mackellar, 2013). While participant observation offers advantages in situations where language-based research and systematic observation are limited, it also presents challenges such as potential bias and anxiety-induced distortions (Schwartz & Schwartz, 1955; Spittler, 2001). Despite criticisms for its possible challenges, participant observation remains a valuable tool in anthropology and social sciences (Spittler, 2001), as it emphasises an ongoing interplay between facts and theory, aiming for the maximal understanding of human behaviour in context (Pearsall, 1965).

During DLGs, the teacher was a participant observer of the discussion that took place amongst the students. Playing the role of a moderator, he sat in the circle together with the students and refrained from teaching. On the one hand, he did not take part in the conversation, because he did not express his own ideas or opinions about the book being discussed, while, on the other hand, he was still a participant because his job was to enhance the interaction between students through encouragement and openly inviting participation. Furthermore, he was able to attentively listen to the students while they participated, which allowed him to have a clear notion of what the students' oral interaction sounded like. This allowed the teacher to rate every participant's oracy competence in every session, thus merging data collection and data analysis methods (see Section 3.5. for more details about the latter).

### **3.4.3. Field notes on students' participation**

Note-taking plays a crucial role in action research (Rusdiansyah, 2019). As part of action research, note-taking serves as a strategic method for selecting and recording information to capture the essence of a given scenario (Tinny, 2013). Various forms of

note-taking, including written notes, audio recording, and videotaping, may offer unique advantages in research contexts, particularly the fact that they facilitate analysis, since the information is already classified into appropriate response categories by the researcher, and it is readily accessible (Tinny, 2013). Theoretically, note-taking is grounded in cognitive and metacognitive processes, playing a crucial role in learning and academic achievement. It serves as a valuable data-gathering tool for researchers (Karimi, 2011).

Field notes on the students' oral participation were taken by the researcher while the DLG sessions were taking place. Each session focused on one or two oracy goals and one or two empathy goals (see Section 3.2.). At the beginning of each session, the students were informed about what the focus skills for that session were, and were encouraged to put them into practice. The teacher's notes were mostly about whether those skills were put into practice by the students in general, or by a particular student. The teacher also took notes on students' participation in general, and on the evolution of interaction in comparison to previous sessions.

#### **3.4.4. Audio recording and transcription**

For each participating class a zero session was recorded and transcribed, which consisted, in both cases, of an ordinary lesson in which the coursebook was used and a new topic was introduced. The first session that formed part of the intervention was an introductory session dedicated to choosing the book, and it was not recorded as it was not an actual DLG session. Then all the intervention sessions starting from the second were recorded and transcribed, altogether, nine DLG sessions for class A, and eight DLG sessions for class B. The difference in the number of DLG sessions conducted in class A and in class B, and thus being recorded and transcribed, had to do with the length of the book – class A's book, *Great Expectations*, was longer than class B's book, *Frankenstein*, and the reading speed in class B was also higher than the one in class A, which made the intervention go faster.

The zero session was fully recorded and transcribed, as were all the DLG sessions, except for the initial part (2 to 3 minutes), in which students registered to speak (see Section 3.2. for a more detailed description of the procedure), because discourse at this time was not relevant. Most recordings are between 30 and 40 minutes long.

A set of specific transcription conventions was used (Rapanta, Gonçalves, et al., 2021), which is described in Table 3.7.

**Table 3.7**

Transcription Conventions Used

Symbol	Phenomenon
[...]	Long pauses. At the end of a turn indicates a gap before the next speaker speaks.
-	Abrupt cut.
SPEech	Higher volume/emphasis of a (part of a) word or phrase.
[ ]	Overlapping speech. The two or more cells containing overlapping speech, i.e. when two or more speakers talk at the same time are also coloured in yellow. [ ] indicates the part of text being overlapped.
{ }	Inaudible segment not transcribed, only partially transcribed or reconstructed, or omitted transcriptions. Omitted transcriptions could be: {unclear}: inaudible speech. {speech}: partially transcribed and/or reconstructed speech by the transcriber. {off-task}: students' misbehaviour (talking among themselves on irrelevant topics, goofing around, ...) {class management}: the teacher talks about other activities not related with the class (e.g. a visit to a museum planned for next week), teacher reprimand, etc.
(writes)	Description of a relevant nonverbal activity or <i>relevant</i> noise that allows understanding the activity (gasps, chatter sounds...), relevant indications

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	allowing the understanding of the addressee of speech, relevant gestures important for understanding the conversation and meaning of turn.
	Description of activity (e.g. students move back to groups).

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Punctuation	‘.’ at the end of the turns (when not interrogative or exclamative sentences).
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	‘,’ used to separate sentences (especially when it would be confusing to read this part of the transcript without a comma), and for lists of facts.
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	‘?’ used to indicate questions.
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	‘!’ used to indicate orders and sentences used to express <i>surprise</i> and similar expressions.
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	‘?!’ used to indicate <i>astonishment</i> .
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### 3.4.5. Ethical procedures

Regarding ethical procedures, this study followed the American Psychological Association’s principles and regulations for research (Fisher & Vacanti-Shova, 2012), and the General Data Protection Regulation (European Parliament and Council of Europe, 2016). So, before the data collection started, ethical procedures were taken to ensure that the participants’ rights were guaranteed, namely the rights to no harm, anonymity and confidentiality, freedom to participate and withdraw from the study, and personal data protection. Several steps were taken to make sure that all ethical principles were respected:

1. Ethical clearance request to the Ethics Committee of FCSH NOVA University (see Appendix II);
2. Request to the Data Protection Officer of NOVA University in respect of the GDPR (General Data Protection Regulation) rights (see Appendix III);
3. Information about the project to the school cluster’s director and authorisation to participate in the study (See Appendix IV);

4. Consent form to the students' parents or guardians (See Appendix V) and information to the students who participated in the project (See Appendix VI).

Both the students and their parents or guardians were thoroughly informed of their rights as participants in research, and even their right not to participate or to withdraw at any time, with no negative consequences. They were also informed that they could contact the researcher at any time to clarify any questions they might have and to consult, rectify or remove their data.

In order to guarantee that no student could be identified in any way, during this study, in this thesis or in any potential future publication, students' names were replaced by pseudonyms, both in the audio transcripts and the oral tests. The pseudonymisation key and the original audio data are kept safely online in a password-protected location only accessible to the researcher. The files will be kept for five years and then eliminated. Potentially sensitive data, such as ethnic origin, socioeconomic status and the existence of special educational needs, were gathered at a group level, so they didn't interfere with students' personal data rights.

From the two classes, only one student decided not to participate in the study. As both the DLGs and the oral tests were part of the subject's plan, and all students participated in those activities and were assessed through them, that student and his/her guardian were informed that he/she had to participate in the activities, but the data, which included his/her oral participation in the DLG sessions and his/her assessment in the oral tests, would not be used in the study.

### **3.5. Data analysis methods**

Data analysis is a critical process for extracting useful information from raw data to support decision-making and conclusion-taking (Islam, 2020). It is essential to choose the appropriate analysis technique based on the data type and research question, as each method has its own advantages and limitations (Bihani & Patil, 2014). For this study, and taking into account the research questions and the data collection methods used, a diversity of data analysis tools was chosen, which is detailed in Table 3.8.

**Table 3.8***Data Analysis Methods Used in the Study*

<b>Research Question</b>	<b>Data Collection Method / Instrument</b>	<b>Data Analysis Method / Instrument</b>
RQ1 – In what ways, if at all, do inclusive dialogic learning environments, such as DLGs, contribute to developing secondary EFL students’ intercultural citizenship, and more particularly, their oracy skills?	<ul style="list-style-type: none"> <li>• Oral tests;</li> <li>• Participant observation;</li> <li>• Field notes on students’ oral participation;</li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge B1 Preliminary for Schools rubric (quantitative analysis);</li> <li>• Cambridge Oracy Assessment Toolkit</li> </ul>
RQ2 – In what ways, if any, do inclusive dialogic learning environments, such as DLGs, support the development of intercultural citizenship among secondary EFL students, particularly in relation to their empathy skills?	<ul style="list-style-type: none"> <li>• Audio recording and transcription of classroom discourse data.</li> </ul>	<ul style="list-style-type: none"> <li>• Coding empathy in transcribed dialogue</li> </ul>

**Cambridge B1 Preliminary for Schools rubric**

As explained in Section 3.4, the oral tests, adapted from Cambridge B1 Preliminary for schools, were implemented by pairs of teachers to pairs of students. One of the

teachers was the interlocutor, i.e. s/he did all the talking while the other teacher present was the assessor, i.e. s/he evaluated the students. After each pair of students was tested, the pair of teacher-assessors discussed and decided on the students' marks by reaching a consensus. A final mark was then assigned to each student. Students were given a mark from 0 to 5 points for each parameter. The Cambridge assessment criteria were used: (1) Grammar and Vocabulary; (2) Discourse Management; (3) Pronunciation; and (4) Interactive Communication. Altogether, the students could be awarded a final mark between 0 and 20. The complete rubric for the oral tests can be found in Appendix VII. Figure 3.1 shows an example of the grading scale and how it was filled in for each student.

**Figure 3.2**

B1	Grammar and Vocabulary	Discourse management	Pronunciation	Interactive communication	Total	Final Mark
5		X			16	16
4	X		X			
3				X		
2						
1						
0						

Grading Scale Used for the Oral Tests: Example scoring (Cambridge B1 Preliminary for Schools)

### **Cambridge Oracy Assessment Toolkit**

Neil Mercer and his team (2017) developed research-informed resources that can be used to assess the spoken language skills, or oracy, of students. Within these resources, there is the Oracy Skills Framework, which contains a set of fourteen skills in

four areas – physical, linguistic, cognitive and social & emotional – that are put into practice whenever we use talk in any social situation. This framework was adapted for the context of the present study, i.e. for a setting of secondary EFL students. Table 3.9 depicts the list of oracy skills as it was adapted to be used in this study to assess students’ oracy, particularly for data gathered through note-taking and participant observation.

**Table 3.9**

Oracy Skills Framework, adapted from Mercer et al., 2017

<b>Categories</b>	<b>Skills</b>
Physical	Projecting voice adequately Developing fluency and pace of speech Having a clear pronunciation
Linguistic	Using appropriate vocabulary Organising own talk Using rhetorical techniques, such as metaphor, humour, irony
Cognitive	Seeking information and clarification through questions Summarising Building on the views of others Giving reasons to support views Critically examining ideas and views expressed
Social & Emotional	Turn-taking Listening actively and responding appropriately Guiding / managing the interactions

Mercer and his team’s toolkit also consists of a skill-rating method (Mercer et al., 2017). This study used a simplified version of the rating method, consisting of three levels: Gold, Silver and Bronze, which apply when the students demonstrate the oracy skills consistently, some of the time, or rarely, respectively. A holistic judgement was adopted, i.e. a single grade was given to each student that participated in each DLG session by their

performance as a whole. For the ends of the present project the levels were converted into numbers, as described in Table 3.10.

**Table 3.10**

Adaptation of Grading Levels from Mercer et al., 2017

Mercer et al., 2017 level	Grade attributed for INCLUD-EFL	Description
Gold	3	Student consistently demonstrated the oracy skills during their oral participation in the DLG session
Silver	2	Student demonstrated the oracy skills some of the time during their oral participation in the DLG session
Bronze	1	Student rarely demonstrated the oracy skills during their oral participation in the DLG session

Students who did not speak in a DLG session were assigned a “0”. This rating scheme allowed the researcher to assess the class’s global oracy level in each session, compare it from session to session, and also assess every individual student’s evolution in terms of oracy as the intervention progressed.

The object of analysis was the session transcript, specifically the transcribed conversation occurring in the audio-recorded sessions. The DLG discussion activities were analysed focusing on the interactions between the teacher and the students and among the latter. The transcript was segmented into lines, with each line corresponding to a turn performed by a speaker, either teacher or student. The total number of lines of the analysed corpus was 2870 (Lopes, 2025) and the total number of sessions transcribed was  $N = 17$ , distributed between the two participant classes, Class A and Class B.

### **Coding empathy in transcribed dialogue**

Macagno et al. (2022) propose a coding scheme to operationalise and measure empathy in dialogue, focusing on two key dimensions: otherness and relevance. The

authors argue that empathy is defined as the ability to understand and adopt an interlocutor's perspective in an argument. The proposed coding scheme aims to address this gap by providing a quantifiable way to determine the level of empathy in dialogues. It proposes eight categories, which correspond to levels of dialogicity, and include three low-dialogical categories: Managerial, Stating, and Accepting/Discarding; and five high-dialogical categories: Inviting, Expanding, Metadiological, Reasoning, and Metadiological Reasoning. A detailed description of the dialogic moves follows, progressing from those with the lowest dialogicity to those with the highest. *Managerial* (code 1) moves are the lowest level of dialogic moves as they focus on managing the activity or session, rather than contributing to the dialogue itself. These moves play an important role in organising the flow of the session, such as facilitating turn-taking or ensuring students remain focused on the text. However, they do not directly foster a deeper discussion or engagement with the content. *Stating* (code 2) moves involve presenting new ideas or opinions that do not necessarily connect with previous comments or require justification. These moves are minimal in terms of advancing the conversation or dialogue, as they typically present isolated statements without adding depth or critical analysis to the discussion. As to *Accepting/Discarding* (code 3), this type of move involves simple affirmations or rejections of prior viewpoints or statements. While it acknowledges a previous idea, it does not expand on it or introduce a new perspective. These moves generally do not stimulate further conversation or contribute to a deeper understanding of the topic being discussed. *Expanding* (code 4) moves build upon a prior contribution, adding additional information or elaborating on the initial idea. These moves often extend the discussion and can provide clarity or further insight. However, they do not necessarily invite further contributions or spark new directions in the conversation. *Inviting* (code 5) moves encourage others to participate in the dialogue by prompting them to share their thoughts or perspectives. These moves are more dialogically engaging, as they actively involve others and create an inclusive environment that values multiple viewpoints. They are crucial for promoting a collaborative and participatory classroom dynamic. *Metadiological* (code 6) moves are focused on clarifying, refining, or elaborating on previous contributions. These moves help improve understanding and

often address ambiguities in the discussion. In a language learning context, they may involve correcting or expanding on linguistic choices to ensure clarity, which contributes to the overall quality of the discourse. *Reasoning* (code 7) moves involve providing justifications for an opinion or argument, or critiquing someone else's position. These moves often deepen the discussion by adding complexity and encouraging critical thinking. They are significant in building dialogic empathy, as they involve acknowledging and incorporating others' viewpoints in a respectful and thoughtful manner. Finally, *Metadiological reasoning* (code 8) moves are the most advanced level of dialogic interaction. They involve not only reasoning through an argument but also critically examining the meaning or implications of a viewpoint. These moves require a high level of engagement with the content and with others, contributing to deep understanding and empathy in the dialogue. In summary, the low-dialogic moves primarily serve functional purposes within the conversation, such as managing turn-taking or confirming statements, while the high-dialogic moves foster deeper, more meaningful engagement with the content and with others. The high-dialogic moves, particularly Reasoning and Metadiological reasoning, contribute significantly to building empathy and enhancing the quality of the discussion.

This study used the coding scheme and followed Macagno et al.'s supplementary material: Codebook (2022) to assess empathy in dialogue during the DLG sessions, by coding all the transcribed material. A number code corresponding to the level of dialogicity was assigned to each turn, which was the representation of what the move was intended to perform at the dialogical level. From the two dimensions included in the scheme, dialogicity and relevance, only the dimension of dialogicity was analysed.

The researcher and the supervisor calculated the inter-rater reliability on 20% of the data, reaching a satisfying result (Krippendorff's Alpha = 0.78). Any discrepancies between the coders were resolved through discussion until total agreement.

Finally, a linguistic ethnographic approach to data analysis was used. Linguistic ethnography combines linguistic and ethnographic approaches to analyse language use in social contexts (Shaw et al., 2015). It explores how linguistic, material, and cultural resources shape social interactions, focusing on both change and continuity (Moss, 2011).

This approach examines the mutual shaping of language and the social world, providing insights into social and cultural production in everyday activities. Researchers use techniques such as conversation analysis and membership categorisation analysis to conduct micro-analyses of spoken interactions (Heinrichsmeier, 2019). Linguistic ethnography is considered a liminal activity, with researchers and language situated across different worlds (Jacobs & Slembrouck, 2010).

## 4. Findings

### 4.1. Language skills tests analysis

In this section, the findings of the quantitative analysis of the oral tests are presented to answer the RQ1: In what ways, if at all, do inclusive dialogic learning environments, such as DLGs, contribute to developing secondary EFL students' intercultural citizenship, and more particularly, their oracy skills? The study had two phases, Part 1 with a control group and Part 2 without one. In Part 1, pre- and post-tests of the experimental (class A) and control (class B) groups are compared, while in Part 2, a comparison is established between the pre- and post-tests of class B.

In Part 1, two groups of students were involved. Class A was the implementation group, while class B was the control group. The oral tests (see section 3.4) were applied to both classes at the beginning and at the end of the implementation of DLGs. Table 4.1 presents descriptive statistics for the pre-test scores between the two groups for the four assessed criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication, with a maximum score of 5 each, as well as for the Final Mark, with a maximum score of 20.

A Mann-Whitney U Test was used to compare the pre-test results of classes A and B in Part 1, aiming to check whether the groups were equivalent (see Table 4.1). The test was applied to the Final Mark ( $U = 294.5$ ,  $z = 0.080$ ,  $p = .936$ ) and to the specific assessment criteria: Grammar and Vocabulary ( $U = 292.5$ ,  $z = 0.120$ ,  $p = .904$ ), Discourse Management ( $U = 298$ ,  $z = 0.010$ ,  $p = .992$ ), Pronunciation ( $U = 289.5$ ,  $z = 0.180$ ,  $p = .857$ ), and Interactive Communication ( $U = 288.5$ ,  $z = 0.200$ ,  $p = .841$ ). None demonstrated a significant difference ( $p \leq .05$ ) between groups. These results suggest that the two groups were equivalent at baseline.

**Table 4.1**

Results of the Mann Whitney U Test Comparing Class A and Class B Before Implementation

		Class A (n = 26)		Class B (n = 23)		<i>U</i>	<i>z</i>	<i>p</i>
		Implementation group		Control group				
		Mean (SD)		Mean (SD)				
Criteria (/5)								
Grammar and vocabulary	Pre-	2.8 (1.2)		2.7 (1.0)		292.5	0.120	.904
Discourse management	Pre-	2.8 (1.1)		2.7 (1.2)		298	-0.010	.992
Pronunciation	Pre-	3.3 (1.1)		3.1 (1.2)		289.5	0.180	.857
Interactive communication	Pre-	2.5 (1.3)		2.6 (1.5)		288.5	-0.200	.841
Final Mark (/20)	Pre-	11.5 (4.4)		11.0 (4.6)		294.5	-0.080	.936

For the analysis of the differences in the results of the pre- and post-tests of class A (Table 4.2), a Wilcoxon Signed-Rank Test was used, a non-parametric test aiming to analyse differences over time within a group. The test revealed no significant changes ( $p \leq .05$ ), neither in the Final Mark ( $N = 22$ ,  $z = -0.373$ ,  $p = .711$ ), nor in the assessment criteria: Grammar and Vocabulary ( $N = 16$ ,  $z = -0.879$ ,  $p = .378$ ), Pronunciation ( $N = 13$ ,  $z = -1.921$ ,  $p = .054$ ), and Interactive Communication ( $N = 15$ ,  $z = -1.817$ ,  $p = .068$ ).

**Table 4.2**

Wilcoxon Signed-Rank Test Results comparing the Pre-Test and Post-Test for Class A (Part 1)

Criteria	Class A (n = 26) implementation				
	Mean (SD)		<i>N</i>	<i>z</i>	<i>p</i>
	Pre-test	Post-test			
Grammar and vocabulary	2.8 (1.2)	2.7 (1.1)	16	-0.879	.378
Discourse management	2.8 (1.1)	2.8 (1.1)	8*	-	-
Pronunciation	3.3 (1.1)	3.0 (1.0)	13	-1.921	.054
Interactive communication	2.5 (1.3)	2.9 (1.3)	15	-1.817	.068
Final Mark (/20)	11.5 (4.4)	11.3 (4.3)	22	-0.373	.711

\* $N = 8$  is not large enough for the Wilcoxon  $W$  statistic to be performed. Therefore, it is not possible to calculate an accurate  $p$ -value.

Table 4.3 compares the results between class A, the implementation group, and class B, the control group, in the post-test of Part 1. A non-parametric Mann Whitney U Test was used to analyse differences between the scores of the two groups in the post-tests. The tests were applied to the Final Mark ( $U = 268$ ,  $z = 0.611$ ,  $p = .541$ ) and to the specific assessment criteria: Grammar and Vocabulary ( $U = 271.5$ ,  $z = 0.540$ ,  $p = .589$ ), Discourse Management ( $U = 254.5$ ,  $z = 0.881$ ,  $p = .378$ ), Pronunciation ( $U = 291.5$ ,  $z = 0.140$ ,  $p = .888$ ), and Interactive Communication ( $U = 270$ ,  $z = 0.570$ ,  $p = .568$ ). No significant differences ( $p \leq .05$ ) were found in the tests applied to the scores of classes A and B, the implementation group and control group, respectively.

**Table 4.3**

Results of the Mann Whitney U Test Comparing Class A and Class B After Implementation  
(Part 1)

		Class A (n = 26)	Class B (n = 23)			
		Implementation group	Control group			
		Mean (SD)	Mean (SD)	U	z	p
Criteria (/5)						
Grammar and vocabulary	Post-	2.7 (1.1)	2.4 (1.2)	271.5	0.540	.589
Discourse management	Post-	2.8 (1.1)	2.5 (1.3)	254.5	0.881	.378
Pronunciation	Post-	3.0 (1.0)	2.9 (1.3)	291.5	0.140	.888
Interactive communication	Post-	2.9 (1.3)	2.7 (1.4)	270	0.570	.568
Final Mark (/20)	Post-	11.3 (4.3)	10.5 (4.9)	268	0.611	.541

In Part 2 of the study, one class was involved: class B. The oral tests were applied to the class at the beginning and at the end of the implementation of DLGs. For the

results obtained by students in class B, a Wilcoxon Signed-Rank Test was also used. Table 4.4 presents the descriptive statistics for the pre- and post-test of class B in Part 2 of the study. The test revealed a statistically significant difference for: the Final Mark ( $N = 21$ ,  $z = -2.937$ ,  $p = 0.003$ ), Grammar and Vocabulary ( $N = 14$ ,  $z = -2.981$ ,  $p = .002$ ), Discourse Management ( $N = 13$ ,  $z = -2.411$ ,  $p = .015$ ) and Pronunciation ( $N = 15$ ,  $z = -3.038$ ,  $p = .002$ ). The results for Interactive Communication ( $N = 17$ ,  $z = -0.591$ ,  $p = .555$ ) were non-significant. These data may hint at an improvement in the students' oracy due to the implementation of DLGs, since significant changes have taken place after the intervention.

**Table 4.4**

Wilcoxon Signed-Rank Test Results comparing the Pre-Test and Post-Test for Class B (Part 2)

Criteria	Class B (n = 23) implementation				
	Mean (SD)		N	z	p
	Pre-test	Post-test			
Grammar and vocabulary	2.4 (1.2)	3.1 (1.1)	14	-2.981	.002*
Discourse management	2.5 (1.3)	3.0 (1.2)	13	-2.411	.015*
Pronunciation	2.9 (1.3)	3.6 (1.1)	15	-3.038	.002*
Interactive communication	2.7 (1.4)	2.8 (1.7)	17	-0.591	.555
Final Mark (/20)	10.5 (4.9)	12.6 (4.7)	21	-2.937	.003*

\* significance level:  $p \leq .05$

## 4.2. Classroom interaction analysis

### 4.2.1. Descriptive analysis

In this section, the findings of the quantitative and qualitative analysis of the DLG sessions' transcripts are presented to answer the RQ2: In what ways, if at all, do inclusive dialogic learning environments, such as DLGs, contribute to developing secondary EFL

students' intercultural citizenship, and more particularly, their empathy skills? For this aim, a previously validated coding scheme (Macagno et al., 2022) aiming at identifying discourse dialogicity as a way to operationalise dialogic empathy was applied to the data (see Section 3.5).

There are eight types of moves concerning dialogicity, which are subdivided into low-dialogic moves (1: Managerial, 2: Stating, 3: Accepting/Discarding), i.e. the ones that contribute less to the development of dialogic empathy, and high-dialogic moves (4: Expanding, 5: Inviting, 6: Metadiological, 7: Reasoning, 8: Metadiological reasoning), i.e. the ones that contribute the most to increasing the dialogic empathy of DLG participants. Table 4.5 shows the percentages and frequencies of each dialogic move by the teacher and the students for Classes A and B, in all DLG sessions. Session 1 was not included in these tables because it was not a DLG session, but rather a preparatory session in which the students chose the book later read and discussed. Also, the number of sessions differs between the two classes, with Class B having nine sessions instead of ten, as the selected book (*Frankenstein*) was shorter than the one of Class A (*Great Expectations*) and the students' reading speed was higher.

As can be seen in Table 4.5, between one-third and half of the teacher's moves are Inviting (code 5), which matches his role as a moderator of the discussion whose mission is to invite students to provide high-dialogic contributions and engage in the conversation. The teacher almost always performs more than 50% of high-dialogic moves, i.e. codes 4 to 8. As to the students' moves, the most common high-dialogic moves are Expanding (code 4) and Reasoning (code 7) and, altogether, the students' high-dialogic moves range between 41% and 72% in Class A and between 48% and 76% in class B. It is also worth noting that the total number of student moves is higher than the total number of teacher moves in most sessions, which confirms a good level of student participation in the DLGs.

Table 4.5  
Frequencies (Percentages) of each Type of Move in All DLG Sessions in Class A and Class B

Class A Sessions																		
	2		3		4		5		6		7		8		9		10	
Codes	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss
1	12 (14%)	5 (6%)	15 (23%)	11 (17%)	22 (24%)	22 (23%)	24 (20%)	11 (8%)	14 (20%)	7 (10%)	8 (13%)	17 (23%)	26 (37%)	21 (28%)	14 (15%)	7 (6%)	13 (22%)	5 (8%)
2	4 (5%)	22 (26%)	1 (2%)	16 (25%)	1 (1%)	16 (16%)	2 (2%)	36 (26%)	0 (0%)	19 (27%)	0 (0%)	16 (21%)	0 (0%)	9 (12%)	1 (1%)	6 (5%)	1 (2%)	10 (16%)
3	12 (14%)	17 (20%)	4 (6%)	11 (17%)	15 (16%)	13 (13%)	20 (17%)	25 (18%)	7 (10%)	7 (10%)	6 (10%)	8 (11%)	5 (7%)	10 (13%)	22 (23%)	20 (17%)	6 (10%)	12 (20%)
4	7 (9%)	19 (22%)	6 (9%)	15 (23%)	9 (10%)	18 (18%)	3 (3%)	36 (27%)	8 (12%)	25 (36%)	8 (13%)	22 (30%)	8 (11%)	14 (19%)	12 (13%)	41 (35%)	3 (5%)	9 (15%)
5	44 (53%)	3 (3%)	29 (45%)	1 (2%)	38 (42%)	1 (1%)	59 (50%)	1 (1%)	37 (54%)	0 (0%)	34 (57%)	4 (5%)	27 (38%)	2 (3%)	36 (38%)	6 (5%)	33 (56%)	2 (3%)
6	4 (5%)	5 (6%)	8 (13%)	3 (5%)	5 (6%)	8 (8%)	7 (6%)	15 (11%)	1 (2%)	1 (2%)	2 (3%)	1 (1%)	3 (4%)	5 (7%)	8 (9%)	20 (17%)	3 (5%)	4 (7%)
7	0 (0%)	15 (17%)	1 (2%)	6 (9%)	0 (0%)	18 (18%)	2 (2%)	12 (9%)	1 (2%)	9 (13%)	2 (3%)	7 (9%)	2 (3%)	11 (15%)	1 (1%)	18 (15%)	0 (0%)	18 (29%)
8	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (1%)	2 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
<b>Total</b>	<b>91</b>	<b>98</b>	<b>64</b>	<b>64</b>	<b>91</b>	<b>98</b>	<b>117</b>	<b>136</b>	<b>68</b>	<b>69</b>	<b>60</b>	<b>75</b>	<b>71</b>	<b>74</b>	<b>94</b>	<b>118</b>	<b>59</b>	<b>61</b>
Class B Sessions																		
	2		3		4		5		6		7		8		9			
Codes	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss	T	Ss
1	24 (30%)	12 (14%)	17 (21%)	5 (6%)	14 (16%)	2 (2%)	10 (15%)	3 (4%)	6 (9%)	2 (3%)	13 (21%)	7 (11%)	20 (24%)	8 (9%)	18 (25%)	10 (13%)		
2	0 (0%)	9 (11%)	0 (0%)	4 (5%)	1 (1%)	6 (7%)	1 (2%)	7 (9%)	1 (2%)	7 (10%)	1 (2%)	13 (20%)	0 (0%)	7 (8%)	1 (1%)	11 (15%)		
3	12 (15%)	9 (11%)	5 (6%)	25 (30%)	2 (2%)	17 (19%)	10 (15%)	18 (24%)	17 (25%)	8 (11%)	10 (16%)	13 (20%)	15 (18%)	15 (17%)	15 (21%)	16 (22%)		
4	6 (7%)	26 (31%)	2 (2%)	25 (30%)	10 (11%)	41 (47%)	6 (9%)	22 (30%)	8 (12%)	23 (32%)	2 (3%)	11 (17%)	8 (9%)	28 (33%)	2 (3%)	21 (29%)		
5	29 (36%)	1 (1%)	47 (59%)	0 (0%)	46 (52%)	1 (1%)	29 (43%)	1 (1%)	23 (34%)	0 (0%)	27 (43%)	0 (0%)	28 (33%)	1 (1%)	35 (48%)	3 (4%)		
6	10 (12%)	15 (18%)	7 (9%)	8 (10%)	16 (18%)	11 (13%)	11 (16%)	9 (12%)	9 (13%)	12 (16%)	6 (10%)	0 (0%)	13 (15%)	10 (12%)	1 (1%)	2 (3%)		
7	0 (0%)	12 (14%)	2 (2%)	16 (19%)	0 (0%)	10 (11%)	0 (0%)	15 (20%)	3 (5%)	20 (28%)	1 (2%)	18 (28%)	0 (0%)	17 (20%)	0 (0%)	8 (11%)		
8	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (3%)	2 (3%)	1 (1%)	0 (0%)	1 (1%)	2 (3%)		
<b>Total</b>	<b>81</b>	<b>84</b>	<b>80</b>	<b>83</b>	<b>89</b>	<b>88</b>	<b>67</b>	<b>75</b>	<b>67</b>	<b>72</b>	<b>62</b>	<b>64</b>	<b>85</b>	<b>86</b>	<b>73</b>	<b>73</b>		

Having presented a descriptive analysis of the raw data, the zero session – a customary lesson audiotaped and transcribed before the implementation period with both classes – and the pre-last DLG session in each class, namely session 9 of Class A and session 8 of Class B, will be compared. This comparison aims to verify the differences in dialogicity between an ordinary lesson and a DLG session towards the end of the intervention. The pre-last session and not the last session was chosen because in the pre-last sessions of both classes, the students were more participative than in the last sessions, so they illustrate better what a DLG session within the INCLUD-EFL project was. Moves were grouped into low-dialogic (LD) and high-dialogic (HD), and their corresponding frequencies were summed to perform a comparative analysis (see Table 4.6). The chi-square was calculated for the students' moves of Class A, comparing sessions 0 (before implementation) and 9 (pre-last session of implementation), giving a result of  $\chi^2(1) = 56.4454$ ,  $p < .00001$ ; significant at  $p < .05$ .

**Table 4.6**

Frequencies (Percentages) of each Type of Move in Sessions 0 and 9 of Class A

Codes	Students	
	Session 0	Session 9
1	7 (13%)	7 (6%)
2	31 (60%)	6 (5%)
3	9 (17%)	20 (17%)
LD	47	33
4	0 (0%)	41 (35%)
5	1 (2%)	6 (5%)
6	4 (8%)	20 (17%)
7	0 (0%)	18 (15%)
8	0 (0%)	0 (0%)
HD	5	85
Total	52	118

The chi-square was also calculated for the students' moves of Class B, comparing sessions 0 (before implementation) and 8 (pre-last session of implementation), whose data are presented in Table 4.7. The chi-square test result was again statistically significant [ $\chi^2(1) =$

34.5888,  $p < 0.00001$ ; significant at  $p < .05$ ], showing an existing association between the level of dialogicity of student moves and their time of engagement in the project.

**Table 4.7**

Frequencies (Percentages) of each Type of Move in Sessions 0 and 8 of Class B

Codes	Students	
	Session 0	Session 8
1	12 (17%)	8 (9%)
2	36 (51%)	7 (8%)
3	10 (14%)	15 (17%)
LD	58	30
4	6 (9%)	28 (33%)
5	0 (0%)	1 (1%)
6	1 (1%)	10 (12%)
7	5 (7%)	17 (20%)
8	1 (1%)	0 (0%)
HD	13	56
Total	71	86
moves		

#### 4.2.2. Qualitative analysis

Dialogic moves occur all through the data, as explained and exemplified in the previous section. In this section, each type of dialogic move that takes place within the project's data corpus will be described. Moreover, the description will address how dialogic moves are organised into sequences, and the sequences that occur most often in the data. A reflection on the moderator's role and how that role is revealed in the transcripts is included. This qualitative analysis of dialogic moves aims at clearly describing how the data show the development of the students' dialogic empathy.

##### 4.2.2.1. Dialogic moves in the data corpus

Firstly, the occurrence of the low dialogical moves will be presented, i.e. the ones that contribute the least to developing dialogic empathy within the discourse, namely Managerial, Stating, and Accepting/discarding.

### **Managerial**

Managerial (code 1) concerns the activity, not the dialogue, so it is the lowest level dialogical move, although it plays an important role in DLG sessions, particularly because it often has to do with organising turn-taking and helping students focus on the text. It occurred in the DLG sessions, particularly when the teacher or another moderator gave the floor to the participants, and when each participant indicated the page and the line they were going to read from. In example (1), the moderator gives the floor to a student who is going to share the idea they have prepared at home about the reading of the book; in example (2), a student indicates the page where s/he is going to read from; and example (3) is one of the many situations in which the teacher-moderator asked the students to project their voice so that everyone in the circle would understand them.

- (1) OK, so you may share now.
- (2) Page thirty-two.
- (3) Speak up, please.

### **Stating**

Stating (code 2) is also a low dialogical move, which does not necessarily require any previous move nor does it lead to another opinion. It occurred in the data when a participant shared a new idea that had no connection to previously shared ideas or comments by peers, and when they did not justify what they said with an argument, as in example (4), in which the student that is sharing their idea could have said more than just situating the sentence he read from in the plot, by, for example, describing what was happening in detail, or what the characters were feeling at the moment. In example (5), the student who is sharing decides to say something about the character's personality, but uses a circular speech and fails to provide evidence of why he thinks this character has a good personality.

- (4) "As they were putting the shackles on him the prisoner said to the soldier: Don't forget that I found him for you." I choose this sentence because it shows a {the} moment that {when} the soldiers catch the prisoners.
- (5) He shoo uh he show {showed} a good personality in the... book, on the two chapters we are... reading, so I think he's a good person with that prove {proof}.

### **Accepting/discarding**

Accepting/discarding (code 3) is also a low dialogical move, but it presupposes a previous viewpoint, and it does not necessarily lead to a new one. As examples in the data corpus we find some situations in which students would simply reply by saying "Yes" or "No" to a question asked by the teacher or their peers, as in examples (7) and (8) or when a student completed a sentence by providing the final word, as in example (6).

- (6) File.
- (7) Yes.
- (8) Uh huh.

Having presented the three low dialogical moves, along with some examples from the data, I am now going to describe and provide examples of the high dialogical moves, i.e. the ones that contribute the most to increasing the level of dialogic empathy, namely, Expanding, Inviting, Metadialogical, Reasoning and Metadialogical Reasoning.

### **Expanding**

Expanding (code 4) is the lowest of all high-dialogical moves, and presupposes that there was a previous move, but not necessarily of another speaker. It doesn't lead to another move either. Code 4 moves often occur in the conversation when someone (the teacher or a student) asks an open question and someone else, usually a student, provides an answer that contains the information required or adds information to what

has been said before. The conversation about that specific subject or information often ends in that same line and the group moves on to discuss something else. See examples (9) and (10), which were part of a discussion on whether medicine usually kills people. In example (9) a student replies to the question asked by the teacher saying it depends on the amount of medicine a person takes, and then, in example (10), that same student adds that it also depends on the type of medicine and whether or not it is meant for your illness.

(9) It depends on the amount.

(10) And the type of medicine. If it's not meant for your disease you can die.

### **Inviting**

Inviting (code 5) is higher in dialogicity than Expanding. It is not necessarily related to a previous move, but it presupposes a subsequent move from the interlocutor(s). It is highly inclusive since it involves other people's perspectives. Inviting is by far the most common move used by the teacher in the present data corpus, and it often contributed to engaging students in the discussion by making use of high-dialogic moves, as can be seen in examples (11) and (12). In example (11), the teacher invites the students to discuss the condition that Victor Frankenstein has imposed on the monster to make a female creature to keep him company. Then, in example (12), the teacher mirrors what another student has said, asks for confirmation, and gives the floor to a third student.

(11) Uh huh, WITH a condition, and what is the condition?

(12) Uh huh, OK, so Victor has to live with that mistake of having created the monster, right? S1.

### **Metadiological**

Metadiological (code 6) is a highly dialogical move since it involves a previous move with the objective of improving its understanding. Since the INCLUD-EFL project takes place in the secondary EFL classroom, code 6 moves frequently involve finding ways

to express an idea in the target language, as illustrated in example (13). In these lines a student is struggling with the word they want to use in English, “Superiority”, and the teacher provides the word. Then the student repeats it, confirming that is the word s/he was looking for.

- (13) S11 It's super super superioridade...  
T Superiority.  
S11 Superiority, isso. {That's it}

In other examples, students cooperate with each other to make the meaning of previous moves clearer. In example (14), S19 was asking for clarification from S6 about what he had previously said were the necessary things for a person to be happy: money and love. S6 confirms it and adds that it is what everyone needs, although not everyone recognises it.

- (14) S19 So, what you are saying is that if you have money and love, you are happy.  
S6 Yes. I would. And I personally believe that you all would. Even though you don't notice it.

### **Reasoning**

Reasoning (code 7) is the second most dialogical move, because it involves a doubt or a previous move, and leads to acceptance or disagreement. It was often used by students in the audio-recorded sessions, which points to the occurrence of frequent dialogically empathetic discussion moments, in which the students included the other's perspective. It can be found all over the data corpus, often as a sequence of various Reasoning moves from the students and the teacher, as in the examples (15) and (16). A student opens a discussion on the monster's need to have a female partner and his request to Victor Frankenstein that he make a female creature for him. The student presents the reasons why he thinks it makes sense that the monster presents this

request. Then, in example (16), another student continues the discussion by stating their reasons on the dangers of Frankenstein not making a second creature.

(15) I'm going to talk about the last paragraph, and it says "I stayed nearby for several days, hoping to see you, before I came to the mountains. I want you to do something for me. I am depressed and lonely. I need a female to share my life with, and she must be like me. You must help me with this!" I really find this interesting, because, uh as we all said, he uh take took inspiration uh from the family, he wants to feel affection, he wants to be loved, and one of the, that family, they were, you know, a husband and a wife, uh... and he also wanted to have a wife. We can see Frankenstein is really desperate, because he... like his last words is "you must help me with this", and he's really begging Victor to give him like, you know, love, if... I think Frankenstein is already mentalised that Victor won't give him the love that he wants, so, at least, he wants Victor to make someone like him, but, you know, female, a woman, because, like we all said, he really want to be with someone that doesn't judge him, someone that uh isn't afraid of him, because they're like him. So yeah.

(16) At the same time I think no but yes, because he said that if he don't get that female he'll continue to kill other people, so Victor maybe can create a female like him, for him don't kill another person.

### **Metadiological reasoning**

Metadiological reasoning (code 8) can be considered the highest dialogical move, as it prevails over Reasoning. It corresponds to an attack or agreement with an argument or viewpoint based on the meaning of the viewpoint or argument. This type of move has occurred a few times during the sessions, asserting that very high dialogical moments have taken place. It was often used by students. Example (17) shows this move, in which a student agrees with a previous move by another student and reflects on the reasons why Frankenstein plans to make the second creature, and then he puts himself in the character's shoes by stating that any person in that situation would do the same.

(17) Uh... I was about, actually uh... I was about to say the same thing as S2, uh... and I agree, so, yeah, and it's understandable to why Victor although Victor doesn't want to, he's going to to make the female uh... because he's scared, he doesn't want his family members or people that are close to him to get hurt, so he I think it's understandable and any person who is desperate, to feel safe and feel others feel safe uh... yeah I think any person would do that.

#### 4.2.2.2. High-dialogic sequences

All through the data, there are sequences of high-dialogic moves, in which higher levels of dialogic empathy were reached. I am going to analyse some of them in more detail.

Table 4.8 presents an episode of the DLG discussion about *Great Expectations* (Dickens, 2020), in which Pip's sister, Mrs. Joe, expresses regret about having taken care of her brother since their parents died. In this episode, the teacher commonly uses a code 5, Inviting utterance (lines 97, 99, 101, and 103), and the students a code 7, Reasoning utterance (lines 98, 100, and 102), which hints at a student-centred talk in which the teacher plays the role of a moderator who fosters students' participation and discussion of ideas with each other, and these hold a discussion about the topic. This same episode shows students expressing different opinions and clearly explaining why they defend those opinions (line 102). This episode, being a whole-class discussion, shows that dialogue is valued and diverse perspectives are encouraged.

**Table 4.8**

Extract I of Class A (Session 2)

Line no.	Speaker	Speech	Code
96	S14	Uh I choose because it shows that Mrs. Joe is not happy about need to take care of her brother.	2

97	T	Uh huh. Did you hear now? Thank you, S14. OK, any comments about this? Why why isn't she happy for taking care of her own BROther? Is that NORmal? What does that tell us about this character? S10.	5
98	S10	Uh, in my opinion she... don't like to... uh take care of his {her} brother because eh to the other persons eh... maybe gaves {gave} a bad impression? To other people, because in that time the... families and the... the society is... was really [...] uh hard to tem {them} uhm não sei explicar {I don't know how to explain}.	7
99	T	So you say the society was hard to... what do you mean? It was hard to... to please society?	5
100	S10	Uh... and I think she said that because the other people was... telling her that [...] she have to have his kids {her} and not her brother because the...uh their parents was supposed to take care of him.	7
101	T	Uh huh. OK, thank you. Any other [...] person? S17, yes.	5
102	S17	Uh I have a different opinion. I think she doesn't like taking care of her brother because maybe when she looks to him she see her par parents and she hurt, she also have feelings and... I know that's a different opinion but I see this character by this way. I think she is also hurt and maybe she descarrega no {takes it out on} his brother, her brother.	7
103	T	Thank you, S17. So, let's not forget that she also lost her own parents, she's only his sister, right? So, she's also sad, as you said. Anyone else? [...] No? So, let's now listen to S18.	5

Table 4.9 presents another extract of Class A, in which the students, prompted by the teacher, switch their discussion from the book to real-life topics that emerged from it: alcoholism and child labour. This episode includes two code 6 Metadialogical moves (lines 24 and 25) in which the teacher asks and a student, S6, explains what child labour is. In lines 21 and 22 Meta-dialogical reasoning moves are used, as S15 states their opinion on S17's idea and then goes on to explain why Mr Joe, in contrast to his wife, doesn't beat Pip, looking for reasons for that beyond what is written in the story. Then, the teacher elicits from the class the type of social problems that is present in this part of the story, trying to establish a bridge with our contemporary world (line 22) and S4 comes up with ideas that point to alcoholism and child labour (line 23), which are then discussed.

**Table 4.9**

Extract II of Class A (Session 4)

Line no.	Speaker	Speech	Code
19	S15	I also want to share, cause it's the same sentence.	1
20	T	OK	1
21	S15	Uh, so... to be honest I found I did find the... S17's idea very interesting, but that's not what I wanted to say specifically. When I read this I finally understood why Mrs, why Mr Joe doesn't beat this boy, Pip. I thought that maybe he could be just like his wife and beat him too, but now I understand why he doesn't do that. It's because he also suffered this abuse and he knows how painful it can be, mentally and physical.	8
22	T	OK, thank you very much, S15. Now we would like to have some comments about this. We're talking about... what problem? Or what problems, actually? [...] So we have several problems in these two or three lines, don't we? Several social problems, which, as you said, so the three of you said, are not just things of fiction, so, unfortunately they are part of... people's everyday lives, so would you like to say something about those problems and about how serious they are nowadays, in our world? [...] Yes, S4.	8
23	S4	I think it is very sad, because I think actually in this... moment of the life still have people or... childrens... uh working cause their parents don't have the minds or have uh alcohol problems or... their childrens are very sad about that, don't have a very happy life because have to wor {work} for eat any food, any drink.	2
24	T	Uh huh. Thank you so much, S4. Who else? [...] So we're talking about alcoHOL, alcohoLISM, right? We're talking about violence, so domestic violence and we're talking about child LABour. Do you understand what child labour is? Can anyone try to explain that in English, not translating? S6.	6
25	S6	(coughs) It's when you use like a child to do work ... it's basically slavery, but with children, when you make kids do work that adults should do... like work on construction or uh others like working on mines, on the clothing... factories, there's a lot...	6
26	T	So it still happens today... In Portugal?	5

At times, the teacher’s invitations also resulted in Expanding (code 4) by the students, as in the example presented in Table 4.10, in which a sequence of code 5 and code 4 moves is to be seen. In this extract, which took place towards the end of the session, the teacher encourages the students to wonder what might be going to happen in the next chapter, as Estella sends for Pip, but it is not mentioned in the present chapter why she wants to see him. S6 and S16 take the challenge and give their contributions on what they think is going to happen next.

**Table 4.10**

Extract III of Class A (Session 8)

Line no.	Speaker	Speech	Code
143	T	So, this is a chapter for wondering a lot and not knowing much, right? There are many questions left, after this chapter. Does anyone want to try and guess what Estella wants from Pip? Is there going to be some change in the story?	5
144	S6	Maybe they, maybe she'll ask him for a date, on a date, not for a date.	4
145	T	Uh huh	3
146	S6	Or slap him in the face, I guess we'll never know.	4
147	T	Or maybe we will... next week, OK? In the next chapter. How do you think Pip is going to react to this? Now that he knows that Estella wants to SEE him, what do you think is going to be his reaction? Raise your hand if you... have an idea.	5
148	S6	He'll probably like the idea that Estella wants to see him, not by any obligations, but because she does want to see him, but I still don't know why, I haven't read the... next chapters, so I don't know.	4
149	T	Yeah, just trying to guess. Any other ideas of how Pip is going to react? We're just guessing here. Sorry, S16?	5
150	S16	I think sh... he will be happy to see her.	4

Table 4.11 presents an extract of Class B’s DLG discussion of Frankenstein (Shelley, 2020), in which the students are discussing the reasons and responsibility for the monster’s killings. As in the previous extract, also here some of the teacher’s utterances correspond to Inviting (code 5), as he invites the students’ participation (lines 82 and 84)

and the students' participation reveals Reasoning (code 7) about the topic under discussion (lines 79, 81, 83 and 85). The conversation has gone beyond the mere understanding of the text as the participants are discussing the topics "serial killers" and "fatherhood".

**Table 4.11**

Extract I of Class B (Session 5)

Line no.	Speaker	Speech	Code
79	S2	I think we can call serial killers "person" while we can call Frankenstein a person. I know that probably he is not a person because he made of pieces of other persons, but also the the Frankenstein, the monster, have feelings, so... while serial killers have feelings too, but there are many reasons why the PERsons kill other persons, so Frankenstein's way is because of jealous, and somehow appreci appreciation of his father, and Frankenstein can be the only one he loves.	7
80	T	Thank you. S1.	3
81	S1	As I already said, I think uh Frankenstein and maybe the serial ki kill serial killers are all in need of love, they don't have any, cause maybe other people make them feel that, like they are kind of, you know, ditched to the side, and no one cares about them, so, maybe they kind of feel that, so, you know.	7
82	T	I wonder, by by by hearing you, I wonder what responsibility Victor has in all these killings and in the fact that uh... Frankenstein is becoming a serial killer. So, how responsible is Victor about all that? Taking uh S1's idea, uh or S1's comment on the fact that yeah people kill because they aren't loved, because they lack love, they want to be loved, but they aren't loved by anyone. S2.	5
83	S2	The parents of the serial killers, probably, just the education he gives to they kids, also they don't have guilty, they are not guilty of the... kid of them killing another person. Also we always feel guilty because the education we pass to kids.	7
84	T	So you mean Victor as a FAther, he's not guilty, right? He's not responsible-	5
85	S2	But he also create a monster. Because is not normal, because he create a person, not with natural ways.	7

Table 4.12 presents an extract of session 9 of Class B's DLG discussion, in which two students, S6 and S1, and the teacher, discuss whether the monster regrets all the evil

that he did. The participants put themselves in the monster's shoes and wonder how he must have felt and what he must have thought. This is a dialogically very rich sequence in which Reasoning (code 7) and Metadiological reasoning moves are performed by the students and the teacher (lines 79, 85, 87, and 88). It takes place in the last DLG session of Class B, which shows that the dialogical level of discussion increased along the intervention and reached its peak in the final sessions. The fact that the two students involved disagree with each other and clearly state their disagreement (line 85) shows that they have become comfortable with discussing ideas, even when they are opposing, which shows maturity. On line 88, the teacher plays his role as a moderator, by stating that the ideas of the two students are complementary, as one does not exclude the other. Unfortunately, no student commented any further.

**Table 4.12**

Extract II of Class B (Session 9)

Line no.	Speaker	Speech	Code
79	S6	Yes. "Oh, but I did. I spoke to him in peace and I asked him to help me, but he'll not {he would not}. All I anted {wanted} as {was} to have a family, or a friend, but now he is dead. I have spent my life alone and sad. Every person who sees me hates me and is scared of me. How can I possibly have lived ithout {without} anger, pain and revenge? And now it has all come to a {an} end. But there is one more thing that I must do. I will leave this ship and go to the north, where I will collect wood and make a huge fire. On uit {it} I will burn myself and die." I choose {chose} this sentence because shows us that Frankenstein regrets everything and that he only did what he did, because he just want to have like a family, like the normal people, and Vic Victor didn't help me, him. And now Victor is dead, he really doesn't have anyone, and for this reason he decides to put an end on his life, since he only has pain, regrets and fury.	7
80	T	So, S6, you say that uh the monster regrets all the evil that he has done.	3
81	S6	Yes.	2
82	T	All bad things that he has done, right?	5
83	S6	Cause he feels sad about it.	4

84	T	He feels sad about it. S1.	2
85	S1	I think he feels sad, because Victor died before Victor did things that Frankenstein wanted to do. I don't think Frankenstein it's sad, because Victor is, because Victor died. Uh I think he doesn't really regret doing those things. I think he only regrets not managing to do what he wanted to do before Victor. I think that is what he regrets.	8
86	T	Uh huh, thank you. (to all) Do you agree? Or does anyone maybe have a different opinion about this? So what does the monster really regret? Why is he so sad? Does he feel that... does he feel sad because Victor died? S1.	5
87	S1	Uh, it's my opinion that uh Frankenstein feels sad, because uh he didn't have what he wanted [...] that's why he also said that he was going like, in the last page he says "I will burn myself and die. I will find peace and happiness in death, and I, and Frankenstein, will both be forgotten. Goodbye!" Uh... like I think uh... that he wi, he... he said that he was going to burn himself, because he, like, in the real world, can't find real happiness, so like maybe in death he can.	8
88	T	OK. Any other opinions? So I think you are, both your ideas are... complementary, right? So, he regrets things, the things that he has done, and he's also very unHAPPY, on the other hand, he's very unhappy, because he can't live a normal life, like usually people do. Right? OK. Anyone else? [...] So, the next person is... S11, on page eighty. S11.	8

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#### 4.2.2.3. The moderator's role

The DLG sessions that took place within the INCLUD-EFL project were mostly moderated by the teacher. Only one session of Class A was moderated by a student who volunteered to do it. The role of DLG moderator involves organising turn-taking and giving the floor to participants while trying to abstain from participating in the discussion, and, particularly the teacher, avoid giving any evaluative feedback to students or correcting their linguistic mistakes. Nevertheless, the moderator plays a critical role in fostering students' participation and the development of a dialogic environment.

The teacher, being the moderator of most DLG sessions, often reminded the students that DLGs are based on two different types of participation, both equally important: by sharing their ideas about the book, and by commenting on their peers' ideas, which increased the dialogic level of the conversation and advanced the cooperative building of the group's comprehension about the book and of life beyond it. In example (1) the teacher reminds the students of Class A that they can participate in both ways.

- (1) Let me remind you that it is important that everyone brings their ideas to share, OK? So, if you're not going to do it today, you can also comment on what your colleagues are going to say. You are also, so you are both invited to share your own ideas and to comment on your colleagues' ideas.

Another relevant aspect was that the teacher tried to make sure that the students practised and improved their voice projection, which was one of the Oracy Goals (see Oracy and Empathy Goals, Section 3.2.5). The teacher frequently called students' attention to that aspect, once it was essential for understanding (3).

- (2) Don't forget to speak up, OK, because we need to get your ... voice.

Session 7 of Class A was moderated by a student, S6, who, as the teacher does, also invites participants as a group to share their comments on their peers' ideas, thus fostering dialogic interaction, as in examples (4) and (5). S6 also insists on his colleagues respecting the communication rules, such as raising their hands and waiting for the moderator to give them the floor (5).

- (3) So, are there any comments you'd like to share about his opinion?

- (4) Yes. You just have to raise your hand so I can know who wants to summarise the chapter or to comment about what's been said before or something new about other lines. [...]

Another important aspect of a DLG discussion is that students are never called on directly to speak. The moderator always invites the whole group to speak, expecting students to voluntarily give their contribution, as in example (2) in which the students of Class A are invited to summarise the story so far before the discussion moves on.

(5) I would like to invite one person, one volunteer of course, to... summarise very shortly the story so far.

This feature of DLG conversation is key in the fostering of authentic conversations, as it leads to students participating because they actually are thinking about the subject and have something to say about it. Thus, most often an Inviting move (code 5) by the teacher was followed by a Reasoning move (code 7) by the students as can be seen in Table 4.13. In this extract of Class B, the group is discussing what the monster looks like and how Victor Frankenstein made it, i.e. from parts of dead bodies. The teacher keeps inviting the whole class to share their views on the subject (lines 35, 37, and 39), and S1 and S2 contribute their ideas about how Victor might have planned to make the monster and how he feels about the result (lines 36, 38, and 40).

**Table 4.13**

Extract III of Class B (Session 4)

Line	Speaker	Speech	Code
35	T	parts of human bodies, and yeah, he looks terrible, he looks awful, right? OK. What would be another uh... reason why the monster is not as planned? Some of you told us something about that, yes, S2.	5
36	S2	Because is obviously that with pieces of dead bodies this will not work out so well than we would plan. I THINK Frankenstein always have the idea that is not work out and if work out is bad, but he works so hard for have this experience, that's why I don't think, I don't know.	7
37	T	So, MAYBE, he never expected that... he would create, uh... well, a handsome normal person. I don't know,	5

what do you think about that? Can anyone believe that you can create a man from parts of bodies? yes, S1.

38	S1	Uh, I think uh maybe he was not uh happy with his creation, because I think, I don't know where I read it, it was somewhere in this chapter, but... he dreamt about seeing the people, you know, like the people he killed uh that he used their bodies, it reminded him in his dreams, it reminded him of those people, so maybe I think is also another reason to why he thinks that he's not, you know, as he expected to be.	7
39	T	OK, thank you, any other comments? Yes, S2	5
40	S2	I think uh, like S1 says he feel guilty so that becomes nightmares.	7

Quite often too, Inviting moves (code 5) by the teacher would motivate Expanding moves (code 4) by the students, as in the extract of Class A shown in Table 4.14. The teacher-moderator prompts the students to recall some aspects of the plot of *Great Expectations*, to help them understand the chapter under discussion. In lines 102, 104, and 106 he asks them to share what they know about Miss Havisham's story and some of the students, S2 and S6, in lines 103, 105, and 107, give their contributions by providing some extra straightforward information about what happened to the character. Despite not leading to the highest-dialogic moves by the students, this use of Inviting moves by the teacher, aiming to help the class understand the story, was still high-dialogic and contributed to developing their level of empathy.

**Table 4.14**

Extract IV of Class A (Session 7)

Line	Speaker	Speech	Code
102	T	And his... Who is going to be Pip's teacher? Who is going to be Pip's teacher in London? [...] Herbert's father, OK? Mathew. Herbert's father is going to be Pip's teacher in London. Remember that we said that in order to become a gentleman he has to study, right? And he also has to change his manners, right? Uh huh OK. So, we are trying to summarise this chapter. We learn something about Miss Havisham in this chapter. Do you know what it is?	5

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		Can anyone share a bit about that? So, what did we learn about Miss Havisham? [...] We learnt something about her story, why she wears a a wedding dress, why the clock is stopped at nine past, twenty past nine, why she lives in a house that is like a museum.	
103	S2	Uh, mother Miss Havisham died when she a baby.	4
104	T	We know that, but someone has said that already, right? Yeah, her mum died when she was a baby. But what else do we know about her? About her wedding, or maybe her non-wedding. [...] Did she get married? No, so what happened?	5
105	S6	She was left in the altar.	4
106	T	Uh huh. She was left by her groom, her bridegroom. So, you have, usually when two people get married, well, a man and a wife, a man and a woman, you have a groom and a...	5
107	S6	Fiancée.	4

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Inviting (code 5) was the most common dialogic move used by the teacher-moderator all through the sessions. It had a decisive impact on fostering the occurrence of students' high-dialogic moves, most often Reasoning (code 7), but also Expanding (code 4). Follow-up moves often used by the teacher contributed to opening the dialogue in the classroom and took students' speech to higher levels of dialogicity (Haneda & Wells, 2008; Nystrand et al., 1997; Wegerif, 2019). In example (6), an Inviting (code 5) move that takes place in the middle of a discussion about how the monster in *Frankenstein* is going to die, the teacher starts by rephrasing what a student has said before, and then he asks the class for a different opinion and repeats the question thus trying to involve other students. Example (7) shows another discussion, about *Great Expectations*, in which the class is discussing whether or not Pip should go to his sister's funeral, since she had been so mean to him. The teacher asks the class to put themselves in Pip's shoes and think what they would do. In both of these examples, students responded with Reasoning moves and the discussion was advanced.

- (6) So he's going to die of sadness. Does anyone think differently? How is the monster going to die? How is it most likely that he's going to die.

(7) OK, S6. Thank you. What other opinions do we have here about that? Would you go to the funeral if you were, if you were in... Pip's shoes? Would you go to his sister's funeral?

The transcripts of the classroom interaction that took place during the DLG intervention are very rich data which have revealed that high-dialogic moves were very frequent, significantly more frequent than they would be in customary EFL classes. All types of high-dialogic moves were performed by the participants, and high-dialogic sequences were to be found throughout the data in both classes, showing that the students developed their empathy towards the characters of the stories under discussion and towards each other. The data have also evidenced that in DLGs the moderator plays a critical role by stimulating organised participation, discussion, and empathy. The present analysis suggests that DLGs, when implemented in the secondary EFL classroom, contribute to developing students' intercultural citizenship, especially their empathy skills.

#### **4.2.2.4. Oracy assessment and student performance**

The teacher-researcher's participant observation in the DLGs provided immediate insights into the oracy of each participating student. Oracy was assessed using the adapted grading levels from Mercer et al.'s (2017) Cambridge Oracy Assessment Toolkit, which allowed for the evaluation of students' spoken communication skills in the context of these dialogic discussions. In addition to the grading, detailed notes were taken on various aspects of student performance. These included the number of comments made by each student, the language(s) used (English, Portuguese, or a mix of both), and whether students achieved the oracy and empathy goals set for each session. These goals included aspects such as turn-taking, projecting one's voice adequately, and organising speech coherently (see section 3.5 for the full set of goals). The teacher-researcher also noted whether students relied on their notes or spoke autonomously, as well as whether

they engaged meaningfully with each other's ideas, or merely added information without addressing prior contributions.

The oracy assessment results indicated that students generally maintained a consistent level of proficiency across the DLG sessions. The assessment scores were distributed across levels 1, 2, and 3, with minimal variation observed in individual students' scores over the course of the study. This suggests that there was little fluctuation in students' oracy abilities, indicating that their performance remained stable throughout the implementation of the DLGs.

A closer examination of the notes taken during the DLGs in both classes A and B revealed several important patterns. It became apparent that in both classes, many students shared the ideas that they had prepared in advance by reading from their notes. While this approach facilitated participation, it limited the spontaneity of the contributions. Among the students who did not rely on their notes, there was considerable variation in their ability to articulate their ideas in English. Some students were able to explain their thoughts fluently in English, while others struggled with vocabulary and occasionally resorted to Portuguese to clarify their ideas. This variability in language proficiency underscores the discrepancies in the students' levels of English competence and indicates that those with limited vocabulary and structural knowledge were hindered in their ability to participate more fully and effectively in the discussions.

In the most participatory sessions, 14 to 15 students contributed ideas that they had prepared beforehand. However, the number of students who actively participated in the dialogue—i.e., those who engaged in the ongoing exchange of ideas and responded to their peers—was limited to a maximum of 9 students. This indicates that not all students were capable of speaking autonomously in these dialogic discussions. Although many students were able to share their prepared ideas, they were not always able to engage meaningfully with the ideas of others, which is a key component of DLGs.

These findings suggest that while DLGs provided opportunities for students to engage in dialogic exchanges, the level of participation was influenced by the students' English proficiency. The reliance on prepared notes by many students, as well as the challenges faced by those with lower language proficiency, points to the importance of

supporting students in developing both their oracy skills and their confidence in spontaneous, unscripted dialogue. In particular, the findings highlight the need for differentiated support to address the variety of language levels among students, ensuring that all participants have the opportunity to engage in authentic and dynamic discussions, a central aspect of the DLG approach.

## **5. Discussion**

The discussion of the INCLUD-EFL study delves into the significance, limitations, and future implications of implementing Dialogic Literary Gatherings (DLGs) within secondary English as a foreign language (EFL) classrooms. Rooted in dialogic pedagogy, DLGs are collaborative learning strategies designed to enhance both linguistic and intercultural competences by fostering inclusive and interactive discussions. INCLUD-EFL aimed to examine the impact of implementing DLGs (Flecha & INCLUD-ED, 2015) in the secondary EFL classroom to determine whether this pedagogical practice advanced the development of students' intercultural citizenship in an increasingly multicultural and globalised society, with a particular focus on enhancing their oracy skills and dialogic empathy. This chapter discusses the findings related to oracy skills and dialogic empathy, situating them within the broader framework of intercultural citizenship education. Additionally, it presents some study limitations and suggests directions for future research, highlighting the transformative potential of DLGs in bridging linguistic and cultural divides.

Building on the previous success of the INCLUD-ED project in promoting social cohesion within schools and the broader community (Flecha & INCLUD-ED Consortium, 2015), the INCLUD-EFL study aimed to explore the impact of one of the project's educational actions (DLGs) on adolescents learning English. Today, learning English as a Foreign Language extends beyond mere linguistic competence; it primarily involves the ability to communicate effectively with others, including native speakers, demonstrating not only linguistic proficiency but also the capacity to engage with their ideas and their personal, social and cultural identities.

### **5.1. Influence of DLGs on oracy skills**

The quantitative analysis of language skills tests (section 4.1.) in both phases of the study provides mixed evidence regarding the impact of DLGs on students' oracy skills. In Part 1, no statistically significant improvements were observed in the experimental

group (class A) compared to the control group (class B) after the intervention. Similarly, within-class pre- and post-test comparisons for class A showed no significant changes across the assessed criteria or the Final Mark. These results suggest that the implementation of DLGs in this phase did not lead to measurable advancements in students' grammatical, discursive, pronunciation, or interactive communication skills. However, the findings from Part 2 reveal a contrasting outcome. Class B, which participated in DLGs without being compared to a control group, demonstrated statistically significant within-group improvements in Grammar and Vocabulary, Discourse Management, Pronunciation, and the Final Mark. Interactive Communication, while showing slight improvement, did not reach statistical significance. These findings highlight the potential of DLGs to enhance specific aspects of oracy when consistently implemented. Notably, the significant improvements in Grammar and Vocabulary and Pronunciation align with previous studies emphasising the role of dialogic practices in promoting language accuracy and fluency (Alexander, 2020).

The disparity in results between Part 1 and Part 2 could be attributed to several factors. First, the presence of a control group in Part 1 may have introduced external variables or limited the implementation of DLGs. For instance, the comparison between groups may have influenced teacher expectations of student engagement. Second, the small sample sizes and varying levels of participation in Part 1 could have reduced the statistical power of the analysis. Finally, the unique characteristics of class B, namely its composition, social dynamics and overall engagement level, may have facilitated greater responsiveness to the intervention in Part 2. This interpretation aligns with research emphasising the role of contextual and learner-specific factors in shaping language learning outcomes (Mercer & Howe, 2012). Contextual factors, such as classroom environment, teaching methods, and social interactions, are crucial in shaping learners' engagement and progress. At the same time, individual learner characteristics, including cognitive abilities, motivation, prior experiences, and emotional well-being, further contribute to the variability in language acquisition. Together, these factors interact dynamically, reinforcing the idea that language learning is not a one-size-fits-all process but rather a complex, context-dependent phenomenon. Due to its limited results, this

research does not contribute significantly to the existing evidence that dialogic learning practices, when effectively implemented, hold the potential for significantly advancing language skills in EFL classrooms (Flecha & Soler, 2013) in the short term.

## **5.2. Development of dialogic empathy through high-dialogic moves**

The findings of the classroom interaction analysis provide significant insights into the influence of DLGs on secondary EFL students' intercultural citizenship competence, particularly their development of empathy skills as measured through dialogicity. This section critically examines these results within the context of the research question and the theoretical framework, with particular attention to the role of dialogic environments in encouraging high-dialogic contributions.

The descriptive and comparative analyses (section 4.2.1.) demonstrate a clear progression in the frequency and quality of high-dialogic moves among students during the intervention. Specifically, the comparison of pre-implementation (session 0) and pre-last DLG sessions (sessions 9 and 8 for Classes A and B, respectively) revealed statistically significant increases in high-dialogic contributions across both classes. In Class A, the proportion of high-dialogic moves increased from 10% to 72%, while in Class B, the increase was from 18% to 65%. These results suggest a strong association between students' exposure to DLGs and their ability to engage in dialogically empathetic communication.

The substantial increase in specific high-dialogic moves, such as *Expanding* (code 4), *Reasoning* (code 7), and *Metadialogical* (code 6), underscores the potential of DLGs to cultivate critical and reflective thinking. For example, the sharp rise in *Expanding* moves—from 0% in session 0 to 35% and 33% in the pre-last sessions of Classes A and B, respectively—highlights how DLGs encourage students to build upon each other's ideas, thereby deepening the dialogue. These findings align with prior research on dialogic pedagogy, which emphasises the role of structured discussions in fostering mutual understanding and perspective-taking (Macagno et al., 2022; Mercer & Howe, 2012).

The data further emphasise the critical role of the teacher in moderating DLG sessions and promoting dialogic engagement. Across all sessions, the teacher consistently performed a high proportion of *Inviting* moves (code 5), with frequencies ranging from 38% to 59%. This aligns with the teacher's role as a facilitator who encourages students to contribute high-dialogic moves. By inviting contributions and guiding the discussion, the teacher created a supportive environment that allowed students to practise and refine their dialogic skills.

While both classes exhibited significant improvements in high-dialogic contributions, subtle differences in their dialogic patterns suggest the influence of contextual factors. For instance, Class B consistently demonstrated slightly higher frequencies of high-dialogic moves in earlier sessions compared to Class A. This could be attributed to the nature of the selected texts (*Frankenstein* versus *Great Expectations*) or the students' initial levels of dialogic competence.

The observed increases in high-dialogic moves, particularly those involving *Reasoning* and *Expanding*, suggest that DLGs provide an effective platform for fostering intercultural citizenship. By encouraging students to articulate their perspectives and engage with diverse viewpoints, DLGs promote empathy as a dialogic practice. The collaborative nature of these discussions aligns with Rojas-Drummond and Mercer's (2003) concept of "interthinking," where individuals co-construct knowledge through dialogue.

Furthermore, the significant reduction in low-dialogic moves, such as *Stating* (code 2), indicates a shift from monologic to dialogic communication. This transformation is particularly relevant in intercultural contexts, where empathy requires active engagement with others' ideas rather than simply expressing one's own.

### **5.2.1. Fostering inclusion through high-dialogic sequences**

The high-dialogic sequences observed in the data align with key findings in academic research on dialogic teaching and learning, particularly those that emphasise the importance of student-centred discussions in advancing critical thinking and empathy.

For instance, Mercer and Littleton (2007) argue that dialogic teaching—characterised by open-ended questions, discussion, and reasoning—creates an environment where students construct knowledge collaboratively. This aligns with the observations in the *Great Expectations* discussion (section 4.2.2.2.), where the teacher's use of *Inviting* moves (code 5) allows students to explore differing viewpoints and justify their reasoning. Such exchanges, as evidenced in this extract, facilitate a deeper understanding of the characters and themes while promoting empathy, an essential component of dialogic learning (Macagno et al., 2022).

Further support for the value of high-dialogic sequences in classroom discussions is provided by Alexander (2017), who emphasises the role of dialogic interactions in promoting reflective thinking and the ability to engage with diverse perspectives. In the case of the *Frankenstein* discussion (section 4.2.2.2.), the teacher encourages students to explore complex ethical issues, such as the monster's feelings of abandonment and Victor's responsibility, prompting critical reflection on the nature of personhood and moral responsibility. This illustrates how dialogic exchanges, particularly those that go beyond the text to explore broader themes, encourage students to engage in higher-order thinking, aligning with Alexander's assertion that dialogue fosters a deeper level of cognitive engagement (Alexander, 2017).

Moreover, the sequence of metadiological reasoning moves in Table 4.9 (section 4.2.2.2.), where the students transition from discussing the text to real-world issues like child labour and alcoholism, echo the findings of Vygotsky (1978) on the importance of social interaction in cognitive development. By connecting literary themes to contemporary social issues, students engage in what Vygotsky would describe as "mediated learning", where their thinking is scaffolded by both the text and the teacher's prompts. This process allows students to internalise not only the content of the discussion but also the process of reasoning itself, which supports the development of critical thinking and empathy (ibid.).

A crucial aspect of these high-dialogic sequences is their role in promoting student inclusion within the learning environment. When students are actively engaged in constructing meaning through dialogue, they move beyond passive reception of

knowledge and become legitimate participants in the lesson. This shift is particularly significant in DLGs, where inclusion is not merely about physical presence but about meaningful engagement in the discussion. By enabling students to contribute ideas, challenge perspectives, and articulate their reasoning, high-dialogic sequences help create a space where all voices are valued, regardless of their proficiency level or prior academic performance. In this sense, the occurrence of sustained, student-led discussions—such as those in *Great Expectations* and *Frankenstein*—demonstrates how dialogic interactions serve as mechanisms for social and cognitive inclusion. This aligns with the broader principles of dialogic education, which emphasise the right of every student to participate as a valid interlocutor (Wegerif, 2013).

Finally, the ability of students to disagree respectfully and engage with opposing viewpoints, as seen in Table 4.12 (section 4.2.2.2.), reflects the findings of Nystrand et al. (1997), who note that dialogic teaching creates an environment where students feel comfortable expressing differing opinions and engaging in productive debates. The teacher's role in acknowledging the complementary nature of students' perspectives aligns with Nystrand et al.'s conclusion that teacher facilitation is crucial for creating a space where disagreement can lead to deeper understanding and mutual respect (Ibid.).

### **5.2.2. The moderator's key role in the development of dialogic empathy**

The role of the moderator, a critical component of DLGs, was primarily undertaken by the teacher, with one notable instance involving a volunteer student in Class A. The effectiveness of the moderator in fostering dialogic interactions was evident not only in their active contributions but also in their deliberate restraint (section 4.2.2.3.). Specifically, the teacher's decision to abstain from directly contributing to the discussion or offering evaluative feedback positioned the students at the centre of the educational experience. This approach was pivotal in cultivating a safe and inclusive environment where students felt encouraged to share their ideas and linguistic attempts without fear of criticism. Moreover, this freedom promoted creativity and authentic self-expression. This dynamic aligns with Alexander's (2004) concept of dialogic teaching, which

emphasises the importance of creating a supportive atmosphere where students feel empowered to think critically, collaborate, and engage in meaningful dialogue. Such an environment is instrumental in enhancing participation and facilitating richer, more inclusive discussions (Alexander, 2020). Additionally, this finding resonates with Mercer and Howe's (2012) assertion that productive classroom dialogue depends on establishing norms that promote equity, mutual respect, and active listening. By allowing students the autonomy to lead discussions, the moderator role in DLGs exemplifies these principles, reinforcing the value of dialogic practices in fostering deeper learning and critical thinking skills.

### **5.2.3. Discrepancies in the level of English**

The findings also suggest that while DLGs provided opportunities for students to engage in dialogic exchanges, the level of participation was significantly influenced by the students' English proficiency. The reliance on prepared notes by many students, along with the challenges faced by those with lower language proficiency, highlights the importance of supporting students in developing both their oracy skills and their confidence in spontaneous, unscripted dialogue. This finding aligns with the work of Sato and Ballinger (2016), who emphasise that language proficiency affects fluency, accuracy, and cognitive engagement during dialogic tasks, with advanced learners demonstrating higher levels of participation. Furthermore, the difficulties faced by students with lower English proficiency in fully engaging in dialogue were particularly evident, as some students struggled to express their ideas and engage in deeper analyses of the text under discussion. While some students were able to express their ideas fluently in English, others lacked the vocabulary and linguistic structures needed to participate more fully. The significant discrepancies in English proficiency levels within the same class often led to a situation where only a portion of the students were able to contribute meaningfully to the discussion, limiting the overall depth of the dialogic exchange.

This variation in student proficiency reinforces the need for differentiated support to address the language gaps among students, ensuring that all participants have the opportunity to engage in authentic and dynamic discussions, a central aspect of the DLG approach. In line with Haneda (2017) who points out the challenges that students with limited vocabulary face when attempting to engage in dialogic teaching practices in English language contexts, these findings underscore the necessity of tailored interventions that cater to the diverse language needs of students. By addressing these challenges, educators can help bridge the proficiency gap and encourage more inclusive and effective participation in dialogic activities.

The findings of this study underscore the potential of DLGs to enhance students' intercultural citizenship, particularly concerning the competence of empathy. Through the dialogic nature of DLGs, students were encouraged to engage with diverse perspectives and develop a deeper understanding of the emotions, values, and viewpoints expressed in the literary texts and by their peers. This process created an environment where empathy could flourish, as students actively listened, reflected, and responded to others respectfully and inclusively. The results align with previous studies that highlight the role of dialogic practices in cultivating socio-emotional skills and intercultural awareness (Flecha, 2000; Lefstein & Snell, 2013).

However, despite these promising findings, the study did not provide conclusive evidence that DLGs contribute to the development of oracy skills in the EFL context. While the dialogic framework inherently involves spoken interaction, the data did not show significant improvements in students' linguistic accuracy, fluency, or complexity during the intervention period. This outcome could be attributed to several factors. Firstly, the primary focus of DLGs in this study was on fostering intercultural understanding rather than explicitly targeting language production skills. Secondly, the time frame of the intervention might have been insufficient for observable gains in oracy, as language development typically requires sustained practice over a longer duration (Ellis, 2005).

### **5.3. Theoretical and empirical limitations**

INCLUD-EFL was a study on DLGs in the secondary EFL classroom employing an action research approach with a pre-test/post-test design and a quasi-experimental method, which offered valuable insights but also presented several limitations. Firstly, the quasi-experimental design lacks random assignment, which limits the generalisability of the findings. Differences between the experimental and control groups, such as prior knowledge, language proficiency, or motivation levels, could have influenced the results and created confounding variables (Shadish et al., 2002). While pre-testing provided a baseline, it could not fully account for all pre-existing disparities between groups. Secondly, the pre-test/post-test structure may have presented issues such as test-retest effects, where students' familiarity with the test format or content impacts post-test performance rather than the intervention itself (Dimitrov & Rumrill, 2003). Additionally, this design may not capture the nuanced, long-term effects of DLGs, as changes in intercultural competences or language skills often require sustained engagement and time to manifest fully (Yin, 2009). Thirdly, the action research approach prioritises iterative cycles of improvement, but it may be challenging to isolate the specific impact of DLGs due to the concurrent changes implemented during the study. For instance, modifications to teaching practices, classroom dynamics, or resources might have contributed to observed outcomes, complicating causal inferences (Reason & Bradbury, 2013). Furthermore, this study faces limitations related to sample size and diversity. Secondary EFL classrooms often differ significantly in terms of cultural backgrounds, language proficiency, and educational contexts. The small and homogenous sample used limits the applicability of findings to broader educational settings (Cohen et al., 2017). Finally, the subjective nature of some outcomes, such as empathy, poses challenges for measurement. While pre-tests and post-tests can assess certain competences, qualitative data, such as the dialogue transcripts, are essential for capturing the depth of learning, but these are difficult to quantify and compare across groups (Patton, 2014).

#### **5.4. Opening up the path for future research**

To the best of our knowledge, this is the first study to focus specifically on the implementation of DLGs within the secondary EFL classroom, leaving much to be explored in this context. This pioneering research has demonstrated that students' intercultural citizenship, particularly the dimension of empathy, can be significantly enhanced through their participation in DLGs. However, this finding opens the door for further research into other aspects of EFL education and its role as a conduit for fostering intercultural citizenship. Future studies could triangulate the data by using surveys or questionnaires to measure critical cultural awareness, tolerance for ambiguity, and the ability to reflect on diverse cultural perspectives. Pre- and post-tests could assess changes in understanding and application of intercultural concepts, while behavioural observations could track specific actions indicating intercultural competence. Additionally, semi-structured interviews and focus groups could provide in-depth insights into how students' views on intercultural citizenship evolve. Case studies could offer a closer look at individual progress, helping to capture the impact of the intervention more comprehensively. Additionally, researchers could examine, through a longitudinal design, how DLGs contribute to students' linguistic development alongside their intercultural growth, focusing on skills such as written expression, and reading comprehension, all of which are influenced by the dialogic nature of these gatherings. Furthermore, the role of teacher facilitation in shaping the outcomes of DLGs could be a key focus, examining how teachers can optimise their approaches to guide students effectively through these discussions while addressing challenges such as differing levels of language proficiency or cultural sensitivity. Ultimately, expanding this research to more participants and contexts would provide a more comprehensive understanding of the multifaceted benefits of DLGs in secondary EFL classrooms, positioning them as powerful vehicles for cultivating globally-minded, empathetic citizens.

INCLUD-EFL has shed light on the potential of DLGs to cultivate intercultural citizenship among secondary EFL learners, particularly regarding dialogic empathy, while

also revealing the complexities of fostering oracy skills through these practices. The findings affirm the value of inclusive dialogic learning in promoting inclusive, critical, and empathetic classroom interactions, yet underscore the need for more targeted and sustained approaches to enhance language proficiency. Despite methodological limitations, this research contributes to the growing body of evidence supporting the role of dialogic learning in foreign language education and opens new pathways to examine the interplay between linguistic and intercultural development in diverse classroom settings. Future explorations into the dynamics of DLGs can further elucidate their impact, paving the way for more effective and inclusive teaching strategies that empower learners to engage as empathetic, globally-minded citizens.

## 6. Conclusion

This thesis has explored the implementation of Dialogic Literary Gatherings (DLGs) within secondary English as a Foreign Language (EFL) classrooms, emphasising their potential to foster intercultural citizenship, particularly through the development of dialogic empathy and oracy skills. Drawing on the principles of dialogic pedagogy (Freire, 2005), which highlights dialogue as a means for critical consciousness and social transformation, the INCLUD-EFL study offered an innovative approach to inclusive and interactive learning, seeking to overcome linguistic and cultural barriers. This final chapter synthesises the main findings, recognises the study's limitations, and proposes potential paths for future research.

The findings of this research affirm the potential of DLGs as transformative tools in secondary EFL education. By encouraging inclusive and dialogic interactions, these gatherings enable students to develop intercultural competences, particularly dialogic empathy, while engaging with literary texts and their peers. This approach resonates with Freire's (2005) vision of education as a practice of freedom, where learners critically engage with the world and each other. The study demonstrated significant progress in students' high-dialogic moves, such as Expanding, Reasoning, and Metadiological contributions, highlighting their capacity to build upon one another's ideas and engage in reflective, empathetic discourse. These findings are consistent with previous research highlighting the importance of dialogic environments in advancing socio-emotional skills and intercultural awareness (Flecha & INCLUD-ED Consortium, 2015; Macagno et al., 2022; Mercer & Howe, 2012; Wegerif, 2011).

Moreover, the role of the teacher as a moderator proved pivotal in creating a safe, inclusive space for students to express their ideas freely and authentically. Drawing on Alexander's (2018) framework for dialogic teaching, which emphasises purposeful, cumulative, and reciprocal classroom talk, the study highlighted how teachers can guide students in building on each other's ideas and engaging in critical, meaningful discussions. By encouraging meaningful dialogue and promoting critical engagement with diverse perspectives, the teacher facilitated a shift from monologic to dialogic communication,

further enhancing students' ability to participate in empathetic and collaborative discussions.

The findings also highlighted the complexities of promoting oracy skills through DLGs. The results from the language skills tests revealed mixed outcomes, with significant improvements in oracy observed in one phase of the study but not in the other. These discrepancies underscore the multifaceted nature of language learning and the influence of contextual and learner-specific factors on educational outcomes.

As with any study, the INCLUD-EFL research faced several limitations that must be acknowledged. The quasi-experimental design, while valuable for exploring real-world classroom contexts, limited the generalisability of the findings due to the lack of random assignment and the presence of potential confounding variables. The small and homogenous sample size further restricted the applicability of the results to broader educational settings. Additionally, the study's pre-test/post-test structure may have introduced test-retest effects and did not fully capture the long-term impacts of DLGs on linguistic and intercultural development. The subjective nature of outcomes such as empathy posed challenges for measurement, requiring qualitative data analysis that, while insightful, is difficult to generalise or quantify. Finally, the varying levels of English proficiency among students presented challenges in fostering dialogic interactions. Students with limited linguistic resources struggled to articulate complex ideas, potentially hindering their ability to engage fully in high-dialogic moves.

The outcomes of this study present several directions for future research. While the development of oracy skills through DLGs yielded inconclusive results, further investigations could explore the conditions under which dialogic practices most effectively enhance linguistic competence. For example, studies could examine the impact of extended intervention periods or targeted support for students with lower language proficiency.

Future research could also delve deeper into other dimensions of intercultural citizenship, such as critical cultural awareness, tolerance for ambiguity, and the ability to analyse cultural perspectives critically (Guilherme, 2007). Exploring how DLGs influence

written expression and reading comprehension could further illuminate their role in holistic language development.

Lastly, the role of teacher facilitation in shaping dialogic interactions warrants further examination, particularly strategies for addressing challenges such as linguistic diversity and varying levels of cultural sensitivity. Collaborative approaches to teacher training and professional development could enhance the implementation of DLGs, fostering more effective and inclusive classroom practices.

The INCLUD-EFL study has contributed to the growing body of evidence supporting the role of dialogic pedagogy in education. By demonstrating the potential of DLGs to cultivate intercultural citizenship, particularly empathy, this research underscores the transformative power of inclusive dialogic learning practices. At the same time, it highlights the need for sustained, targeted efforts to enhance oracy skills within the EFL context. Ultimately, this thesis positions DLGs not only as tools for language learning but also as powerful vehicles for creating globally minded, empathetic citizens. By connecting across linguistic and cultural boundaries, DLGs empower students to engage with diverse perspectives and navigate the complexities of an interconnected world. The insights gained from this study lay the groundwork for further exploration, paving the way for more effective and inclusive educational strategies that prepare learners to thrive in an increasingly globalised society.

## Conclusão

Esta tese explorou a implementação de Tertúlias Literárias Dialógicas (TLD) em salas de aula do ensino secundário de Inglês como Língua Estrangeira, sublinhando o seu potencial para promover a cidadania intercultural, particularmente através do desenvolvimento da empatia dialógica e das competências de oralidade. Com base nos princípios da pedagogia dialógica (Freire, 2000), que valoriza o diálogo como meio para a consciencialização crítica e a transformação social, o estudo INCLUD-EFL propôs uma abordagem inovadora para uma aprendizagem inclusiva e interativa, procurando ultrapassar barreiras linguísticas e culturais. Este capítulo final sintetiza os principais resultados, reconhece as limitações do estudo e propõe possíveis caminhos para investigação futura.

Os resultados desta investigação confirmam o potencial das TLD como ferramentas transformadoras no Inglês como Língua Estrangeira do ensino secundário. Ao promover interações inclusivas e dialógicas, estas sessões permitem que os alunos desenvolvam competências interculturais, nomeadamente a empatia dialógica, enquanto interagem com textos literários e com os seus pares. Esta abordagem está em consonância com a visão de Freire (2000) da educação como prática da liberdade, onde os aprendentes se envolvem criticamente com o mundo e uns com os outros. O estudo demonstrou progressos significativos nas intervenções de valor dialógico elevado por parte dos alunos, como a Expansão, Raciocínio e Contribuições Metadialógicas, evidenciando a sua capacidade de construir a partir das ideias dos colegas e de participar em discursos reflexivos e empáticos. Estes resultados estão em linha com investigações anteriores que sublinham a importância de ambientes dialógicos no desenvolvimento de competências socioemocionais e da consciência intercultural (Flecha & INCLUD-ED Consortium, 2015; Macagno et al., 2022; Mercer & Howe, 2012; Wegerif, 2011).

Além disso, o papel do professor enquanto moderador revelou-se fundamental na criação de um espaço seguro e inclusivo onde os alunos se sentissem à vontade para expressar as suas ideias de forma livre e autêntica. Com base na estrutura para o ensino dialógico de Alexander (2018), que enfatiza a conversação em sala de aula como

intencional, cumulativa e recíproca, o estudo evidenciou como os professores podem orientar os alunos a desenvolverem-se mutuamente e a envolverem-se em discussões críticas e significativas. Ao promover o diálogo significativo e o envolvimento crítico com perspectivas diversas, o professor facilitou uma transição da comunicação monológica para a dialógica, reforçando a capacidade dos alunos de participarem em interações colaborativas e empáticas.

Os resultados também evidenciaram a complexidade do desenvolvimento das competências de oralidade através das TLD. Os testes de competências linguísticas revelaram resultados mistos, com melhorias significativas na oralidade observadas numa fase do estudo, mas não noutra. Estas discrepâncias realçam a natureza multifacetada da aprendizagem de línguas e a influência de fatores contextuais e específicos dos aprendentes nos resultados educativos.

Como qualquer investigação, o estudo INCLUD-EFL enfrentou várias limitações que importa reconhecer. O desenho quase-experimental, embora valioso para explorar contextos reais de sala de aula, limitou a generalização dos resultados devido à ausência de atribuição aleatória e à presença de potenciais variáveis de confusão. O reduzido e homogéneo tamanho da amostra restringiu ainda mais a aplicabilidade dos resultados a contextos educativos mais amplos. Adicionalmente, a estrutura pré-teste/pós-teste pode ter introduzido efeitos de repetição e não captou plenamente os impactos a longo prazo das TLD no desenvolvimento linguístico e intercultural. A natureza subjetiva de resultados como a empatia colocou desafios à sua medição, exigindo uma análise qualitativa que, embora reveladora, é difícil de generalizar ou quantificar. Por fim, os diferentes níveis de proficiência em inglês entre os alunos apresentaram desafios à promoção de interações dialógicas. Alunos com recursos linguísticos limitados tiveram dificuldades em articular ideias complexas, o que pode ter prejudicado a sua participação em interações de elevado valor dialógico.

Os resultados deste estudo apontam para várias direções futuras de investigação. Embora o desenvolvimento das competências de oralidade através das TLD tenha apresentado resultados inconclusivos, futuras investigações poderão explorar as condições sob as quais as práticas dialógicas potenciam mais eficazmente a competência

linguística. Por exemplo, estudos poderão analisar o impacto de períodos de intervenção mais longos ou de apoio direcionado a alunos com níveis mais baixos de proficiência linguística.

A investigação futura poderá igualmente aprofundar outras dimensões da cidadania intercultural, como a consciência cultural crítica, a tolerância à ambiguidade e a capacidade de analisar criticamente diferentes perspectivas culturais (Guilherme, 2007). Explorar de que forma as TLD influenciam a expressão escrita e a compreensão leitora poderá também contribuir para uma compreensão mais abrangente do seu papel num desenvolvimento linguístico holístico.

Por último, o papel da facilitação docente na dinamização das interações dialógicas merece uma análise mais aprofundada, especialmente no que diz respeito a estratégias para lidar com desafios como a diversidade linguística e os diferentes níveis de sensibilidade cultural. Abordagens colaborativas à formação de professores e ao desenvolvimento profissional poderão reforçar a implementação das TLD, promovendo práticas educativas mais eficazes e inclusivas.

O estudo INCLUD-EFL contribuiu para o crescente corpo de evidências que sustentam o papel da pedagogia dialógica na educação. Ao demonstrar o potencial das TLD para fomentar a cidadania intercultural, particularmente a empatia, esta investigação sublinha o poder transformador das práticas de aprendizagem dialógicas e inclusivas. Ao mesmo tempo, realça a necessidade de esforços sustentados e direcionados para desenvolver competências de oralidade no contexto do Inglês como língua estrangeira. Em última análise, esta tese posiciona as TLD não apenas como ferramentas de aprendizagem linguística, mas também como veículos poderosos para a formação de cidadãos empáticos e com mentalidade global. Ao estabelecer pontes entre barreiras linguísticas e culturais, as TLD capacitam os alunos a envolverem-se com perspectivas diversas e a navegar nas complexidades de um mundo interligado. Os conhecimentos adquiridos através deste estudo lançam as bases para futuras investigações, abrindo caminho para estratégias educativas mais eficazes e inclusivas que preparem os estudantes para prosperar numa sociedade cada vez mais globalizada.

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## **Appendix I – DLG Session Plans**

## Lesson Plan 1 | DLGs in the secondary EFL classroom

Overview	
Text	To be chosen by the students under teacher's proposal among the best works of world literature, namely the following texts adapted to levels B1/B1+ of English: <ul style="list-style-type: none"> <li>- <i>Adventures of Don Quixote</i> (adapted for younger learners) (Palacios, 1999)</li> <li>- <i>Frankenstein</i> (Level 5, B1) (Shelley, 2020)</li> <li>- <i>Great Expectations</i> (Level 6, B1+) (Dickens, 2020)</li> <li>- <i>Wuthering Heights</i> (Level 5, B1) (Brontë, 2019)</li> </ul>
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (Council of Europe, 2020) EFL class
Learning goals	Oral communication <ul style="list-style-type: none"> <li>- Listening actively and responding appropriately</li> </ul>
	Intercultural citizenship - empathy <ul style="list-style-type: none"> <li>- Expanding</li> </ul>
Prerequisites	- Having read the synopses of the four books mentioned
Class procedure	
Presenting and explaining DLGs / ground rules	<ul style="list-style-type: none"> <li>- Overview of the DLG intervention's goals and structure</li> <li>- Class discussion to set up the ground rules for discussion during DLGs (e.g. how to signal intention to participate, who notes down registrations to speak, how are seats to be organised?)</li> </ul>
Selecting the book	<ul style="list-style-type: none"> <li>- Group-work discussion based on the synopses of the books students can choose from – stating their preferences and thinking about the reasons for their choice (groups should be as heterogeneous as possible in terms of ability, gender, origin, so the teacher will previously organise them);</li> <li>- Presenting choices and reasons (groups to whole class, one speaker per group, applying rule of Listening and Expanding, i.e., groups that have chosen the same book cannot repeat what other groups have said);</li> <li>- Whole-class selection of the book (seeking consensus).</li> </ul>
Deciding on reading speed	- Whole-class discussion and decision on the number of pages to be read for each session (to be evaluated/adjusted after each session)

## Lesson Plan 2 | DLGs in the secondary EFL classroom

Overview	
Text	Book previously selected by the students and the teacher. Number of pages decided by students and teacher in previous session.
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class
Learning goals	Oral communication <ul style="list-style-type: none"> <li>- Turn-taking</li> <li>- Projecting voice adequately</li> </ul>
	Intercultural citizenship <ul style="list-style-type: none"> <li>- empathy</li> <li>- Decentring from own frame of reference/perspective</li> </ul>
Class procedure	
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.
During the session	<ul style="list-style-type: none"> <li>- Students are encouraged to signal their intention to speak and wait for the moderator to give them the floor when it is their turn.</li> <li>- To guarantee that everyone in the circle gets a chance to speak, the moderator may alter turns when it is the first time a student is speaking while others who intend to speak have done so a few times.</li> <li>- Teacher reminds students they are talking to everyone in the circle, so they need to make themselves heard.</li> <li>- Teacher asks students to speak up so that everyone in the circle can hear them.</li> <li>- When a student shares an idea that is clearly biased or based on common stereotypes, the teacher invites them to expand on why they think like that and whether they think everyone thinks the same way.</li> </ul>
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students' performance in the discussion and strategies for improvement in future sessions.</p> <p>- <i>Did you respect turns? Did you speak up so as to be understood?</i></p>
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and share their ideas with the class through online interaction on Teams© instant messaging app.</p> <p>- <i>What are your first impressions of the story? Give reasons.</i></p>

	Every student should post at least one impression and one reason for thinking like that.
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### Lesson Plan 3 | DLGs in the secondary EFL classroom

Overview		
Text	Book previously selected by the students and the teacher. Number of pages decided by students and teacher in previous session.	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Learning goals	Oral communication	<ul style="list-style-type: none"> <li>- Listening actively and responding appropriately</li> <li>- Having a clear pronunciation</li> <li>- Guiding/managing the interactions</li> </ul>
	Intercultural citizenship – empathy	<ul style="list-style-type: none"> <li>- Apprehending and understanding the frame of reference and perspective of others.</li> </ul>
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- As a way of participating, students are invited to ask questions about what their colleagues shared or share their views on the topic shared.</li> <li>- Students may ask each other to repeat a word, phrase or sentence whose pronunciation was not clear (e.g. “Will you please repeat? I didn’t understand what you said.”), or they may help a colleague pronounce a word better.</li> <li>- Students wait for their turn and tell each other to do so.</li> <li>- Participants in the circle are encouraged to discuss each other’s ideas and thus share their own ideas.</li> </ul>	
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Have you listened actively to each other? Did you pronounce words well?</i></li> </ul>	
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and share their ideas with the class through online interaction on Teams© instant messaging app.</p> <ul style="list-style-type: none"> <li>- <i>How interesting is the story so far? Explain.</i></li> </ul>	

	<p>Every student should post their opinion and reply to at least one opinion from a colleague. <i>Disagreeing is fine, just remember to criticise ideas, not people.</i></p>
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## Lesson Plan 4 | DLGs in the secondary EFL classroom

Overview		
Text	Book previously selected by the students and the teacher. Number of pages decided by students and teacher in previous session.	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Learning goals	Oral communication	<ul style="list-style-type: none"> <li>- Developing fluency and pace of speech</li> <li>- Organising own talk</li> </ul>
	Intercultural citizenship – empathy	<ul style="list-style-type: none"> <li>- Apprehending and understanding the frame of reference and perspective of others.</li> </ul>
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- Students are encouraged to speak English, however they can make use of strategies, such as code-switching and lexical transfer to keep communication going.</li> <li>- Students are encouraged to ask for help from their peers by using questions, e.g., “How do you say “X” in English?”, or “What is a “X” in English?”</li> <li>- When a student’s discourse has not been clear the teacher or colleagues may ask them to reformulate, e.g. by asking questions, such as “Can you please explain better what you mean?”, “Would you mind reformulating so we can understand better?”</li> <li>- Participants in the circle are encouraged to discuss each other’s ideas and thus share their own ideas.</li> </ul>	
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Has your English improved? How?</i></li> </ul>	
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and share their ideas with the class through online interaction on Teams© instant messaging app.</p> <ul style="list-style-type: none"> <li>- What do you think is going to happen next? What leads you to think that?</li> </ul> <p>Every student should post their opinion.</p>	

## Lesson Plan 5 | DLGs in the secondary EFL classroom

Overview		
Text	Book previously selected by the students and the teacher. Number of pages decided by students and teacher in previous session.	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Learning goals	Oral communication	<ul style="list-style-type: none"> <li>- Using appropriate vocabulary</li> <li>- Seeking information and clarification through questions</li> </ul>
	Intercultural citizenship - empathy	<ul style="list-style-type: none"> <li>- Being able to imagine the cultural affiliations, world views, beliefs, interests, emotions, wishes and needs of the characters in the story.</li> </ul>
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- Whenever a student does not know or cannot remember a word, the class is encouraged to provide them with the word they are looking for.</li> <li>- If students did not understand some part of the story, they are encouraged to ask questions about it that can be answered by whoever signals intention to speak first.</li> <li>- Students are invited to put themselves in a character's shoes and from there imagine the ideas and beliefs behind their actions.</li> </ul>	
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students' performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Have you learnt any new words? Did you ask each other questions?</i></li> </ul>	
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and share their ideas with the class through online interaction on Teams© instant messaging app.</p> <ul style="list-style-type: none"> <li>- <i>Who is your favourite character so far? Why?</i></li> </ul> <p>Students should post their opinion and reply to at least two opinions from colleagues.</p>	

## Lesson Plan 6 | DLGs in the secondary EFL classroom

Overview		
Text	Book previously selected by the students and the teacher. Number of pages decided by students and teacher in previous session.	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Learning goals	Oral communication	<ul style="list-style-type: none"> <li>- Summarising</li> <li>- Building on the views of others</li> </ul>
	Intercultural citizenship - empathy	<ul style="list-style-type: none"> <li>- Being able to imagine the cultural affiliations, world views, beliefs, interests, emotions, wishes and needs of other participants in the DLG.</li> </ul>
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- At the beginning of the session the teacher invites a volunteer to summarise the part of the story that has already been discussed.</li> <li>- As a way of fostering understanding and prompting discussion, the moderator may ask a student to summarise another student's intervention (e.g. "Will someone summarise what X has just said?") and then ask the class to comment on its content (e.g. "What's your opinion about that?").</li> <li>- After a student shares their idea, the class is invited by the moderator to comment on it. Students may take the opportunity to share the ideas they have prepared, especially if they refer to the same text or topic.</li> <li>- Students are invited to put themselves in other DLG participants' shoes and from there imagine the ideas and beliefs behind the opinions they express.</li> </ul>	
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students' performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>What have you learnt from each other? And about each other?</i></li> </ul>	

Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and share their ideas with the class through online interaction on Teams© instant messaging app.</p> <p>- <i>Has anything unexpected happened in this part of the story? Why was it unexpected?</i></p> <p>Students post their own idea and reply to at least one colleague's post.</p> <p>Remember to follow rules of ethical behaviour: respecting the dignity, diversity and rights of their peers.</p>
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## Lesson Plan 7 | DLGs in the secondary EFL classroom

Overview		
Text	<p>Book previously selected by students and teacher.</p> <p>Number of pages decided by students and teacher in previous session.</p>	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Learning goals	Oral communication	<ul style="list-style-type: none"> <li>- Guiding/managing the interactions</li> <li>- Giving reasons to support views</li> </ul>
	Intercultural citizenship – empathy	<ul style="list-style-type: none"> <li>- Discussing opposing perspectives from own / disagreeing</li> </ul>
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- The teacher invites students to volunteer to moderate the DLG discussion.</li> <li>- Students are reminded to refer to the text under discussion to support their ideas.</li> <li>- Students are encouraged to clearly state whether they agree or disagree with a peer’s opinion and explain why.</li> </ul>	
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Have you tried to think of reasons for your opinions?</i></li> </ul>	
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and write a reflective text following these instructions:</p> <ul style="list-style-type: none"> <li>- <i>What do you think is (the character’s) main difficulty? How can s/he solve it? Why do you think that is the best solution?</i></li> </ul>	

## Lesson Plan 8 | DLGs in the secondary EFL classroom

Overview	
Text	<p>Book previously selected by students and teacher.</p> <p>Number of pages decided by students and teacher in previous session.</p>
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class
Learning goals	<p>Oral communication</p> <ul style="list-style-type: none"> <li>- Giving reasons to support views</li> </ul>
	<p>Intercultural citizenship</p> <ul style="list-style-type: none"> <li>- Discussing opposing perspectives from own / disagreeing</li> </ul> <p>– empathy</p>
Class procedure	
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.
During the session	<ul style="list-style-type: none"> <li>- The teacher or a student moderates the DLG</li> <li>- Students are encouraged to express the reasons for their views, by answering questions, such as “Why do you think that?”, “Can you point out a few reasons for thinking like that?”</li> <li>- Students are stimulated to think whether their different/opposing opinions may be valid at the same time</li> <li>- Teacher fosters reflection on the importance of respecting each other, even when others’ ideas are very different from our own</li> </ul>
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Have you presented strong reasons to support your ideas?</i></li> </ul>
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and write a reflective text following these instructions:</p> <ul style="list-style-type: none"> <li>- <i>What would you do if you were in (the character’s) shoes? Why?</i></li> </ul>

## Lesson Plan 9 | DLGs in the secondary EFL classroom

Overview	
Text	<p>Book previously selected by students and teacher.</p> <p>Number of pages decided by students and teacher in previous session.</p>
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class
Learning goals	<p>Oral communication</p> <ul style="list-style-type: none"> <li>- Managing/guiding the interactions</li> <li>- Critically examining ideas and views expressed</li> </ul>
	<p>Intercultural citizenship – empathy</p> <ul style="list-style-type: none"> <li>- Welcoming and inviting to discussion different perspectives from own</li> </ul>
Class procedure	
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.
During the session	<ul style="list-style-type: none"> <li>- The teacher or a student moderates the DLG</li> <li>- After a student shares their idea, the class is invited by the moderator to comment on it, including questions, such as “Who wants to comment on X’s idea?”, or “What do you think about what X just said?”. Students may take the opportunity to share the ideas they have prepared, especially if they refer to the same text or topic.</li> <li>- Students are encouraged to clearly state whether they agree or disagree with a peer’s opinion and explain why.</li> <li>- Students are stimulated to ask each other what they think about a specific topic, character or event in the story and why they do so.</li> </ul>
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Have you challenged each other’s ideas?</i></li> </ul>
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and write a reflective text following these instructions:</p> <ul style="list-style-type: none"> <li>- <i>How do you think (the character) is feeling in (a given) situation? How can a friend help her/him? Why?</i></li> </ul>

## Lesson Plan 10 | DLGs in the secondary EFL classroom

Overview		
Text	<p>Book previously selected by students and teacher.</p> <p>Number of pages decided by students and teacher in previous session.</p>	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Learning goals	Oral communication	<ul style="list-style-type: none"> <li>- Managing/guiding the interactions</li> <li>- Giving reasons to support views</li> </ul>
	Intercultural citizenship – empathy	<ul style="list-style-type: none"> <li>- Welcoming and inviting to discussion different perspectives from own</li> </ul>
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- The teacher or a student moderates the DLG</li> <li>- Students are encouraged to express the reasons for their views, by answering questions, such as “Why do you think that?”, “Can you point out a few reasons for thinking like that?”</li> <li>- Students are stimulated to ask each other what they think about a specific topic, character or event in the story and why they do so.</li> </ul>	
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <p><i>Have we listened actively to each other? Has our English improved?</i></p>	
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and write a reflective text following these instructions:</p> <ul style="list-style-type: none"> <li>- <i>What is the main topic raised by this story? What do you think about the way the story deals with it?</i></li> </ul>	

## Lesson Plan 11 | DLGs in the secondary EFL classroom

Overview	
Text	<p>Book previously selected by students and teacher.</p> <p>Number of pages decided by students and teacher in previous session.</p>
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class
Learning goals	<p>Oral communication</p> <ul style="list-style-type: none"> <li>- Managing/guiding the interactions</li> <li>- Using rhetorical techniques, such as metaphor, humour, irony</li> </ul>
	<p>Intercultural citizenship – empathy</p> <ul style="list-style-type: none"> <li>- Mediating conflict between different/opposing perspectives.</li> </ul>
Class procedure	
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.
During the session	<ul style="list-style-type: none"> <li>- The teacher or a student moderates the DLG</li> <li>- The class is encouraged to keep an informal discussion on the topics raised by the book. As their understanding of the book and its characters develops, they will make use of rhetorical techniques to refer to the characters and events within the story.</li> <li>- In a situation where two opposite opinions are expressed, the teacher encourages students to find common ground, e.g. “Don’t you think your partner may be right too? Think of why his/her opinion on the subject is different from yours.”</li> </ul>
At the end of the session	<p>Based on the level of difficulty of the text, students and teacher discuss and decide on the number of pages to be read for the next session.</p> <p>If there is some time left: whole-group reflection about the students’ performance in the discussion and strategies for improvement in future sessions.</p> <ul style="list-style-type: none"> <li>- <i>Have you discussed ideas together? Have you respected different ideas from your own?</i></li> </ul>
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and perform a task by following these instructions:</p> <ul style="list-style-type: none"> <li>- <i>Draw a plot diagram of this book. Use a timeline in which you identify the main events in the story.</i></li> </ul>

## Lesson Plan 12 | DLGs in the secondary EFL classroom

Overview		
Text	Book previously selected by students and teacher. Number of pages decided by students and teacher in previous session.	
Age / Level	15–18 years old; upper secondary (10 <sup>th</sup> grade) B1/B1+ level (CEFR) EFL class	
Topics	- Assessment of the DLG intervention.	
Learning goals	Oral communication	- Summarising - Using rhetorical techniques, such as metaphor, humour, irony
	Intercultural citizenship - empathy	- Mediating conflict between different/opposing perspectives.
Class procedure		
Before the session	Students read the chosen text individually or with help from a peer, a tutor or teacher.	
During the session	<ul style="list-style-type: none"> <li>- As a way of summing up the discussion about the book, the teacher asks 2 or 3 volunteers to summarise the main topics discussed by the class (e.g. “Will someone summarise the main topics discussed about this book? What opinions have been expressed?)</li> <li>- In a situation where two opposite opinions are expressed, the teacher encourages students to find common ground, e.g. “Don’t you think your partner may be right too? Think of why his/her opinion on the subject is different from yours.”</li> <li>- Students are encouraged to reflect together on the ending of the story: <i>Was it a happy ending? Was it what you had expected?</i></li> </ul>	
Follow up activity (in a non-DLG session)	<p>Students are invited to reflect on the story as a whole and on specific events that are part of it and write a reflective text following these instructions:</p> <ul style="list-style-type: none"> <li>- <i>Rewrite the ending to the story as you would have liked it to be. If you are happy with it, be creative and imagine a totally unexpected alternative ending.</i></li> </ul>	
After the session	Students are invited to fill out an online anonymous questionnaire to assess the DLG experience in terms of how it helped them develop their empathy towards other people.	

**Appendix II – Ethical clearance request to FCSH-NOVA**

## **Pedidos sobre projetos e procedimentos de investigação, incluindo para tese de doutoramento e componente não letiva de mestrado**

### **Porquê pedir parecer à Comissão de ética?**

Para além de ajudarem a lidar antecipada e preventivamente com possíveis questões éticas, os pareceres de validação ética são frequentemente requeridos pelas entidades financiadoras de projetos de investigação, seja em fase de concurso ou de execução dos projetos aprovados, e pelas editoras e revistas científicas para a publicação dos resultados.

### **Quem deve pedir parecer?**

Devem pedir parecer sobre os seus projetos e procedimentos a/os docentes, investigadora/es e estudantes de mestrado ou doutoramento que se proponham realizar qualquer investigação que envolva: seres humanos vivos ou registos sobre eles, seus atos e/ou pensamentos; tecidos ou restos mortais humanos; ou ainda animais não humanos.

Além destas situações, deverão pedir pareceres sempre que considerem ou tenham dúvidas sobre se os procedimentos da investigação ou os seus resultados podem levantar problemas éticos.

Para apresentar o pedido de parecer, deve preencher e enviar para [comissaoetica@fcsh.unl.pt](mailto:comissaoetica@fcsh.unl.pt):

1. O formulário preenchido em ficheiro PDF;

2. Um único ficheiro PDF contendo:

2.1 A sua identificação pessoal e institucional (unidade de investigação / departamento / órgão de gestão a que pertence, cargo que desempenha no órgão de gestão) e o nome do projeto (caso de trate de um projeto de investigação).

### **Investigador**

Nome: Pedro Filipe Matos Lopes

Unidade de investigação: CETAPS – Centre for English, Translation and Anglo-Portuguese Studies

Nome do projeto: Enhancing intercultural citizenship education through inclusive dialogic literary gatherings within English as a Foreign Language / INCLUD-EFL

### **Orientadora principal**

Nome: Chrysi Rapanta

E-mail: chrysi.rapanta@fcsh.unl.pt

b) declaração assinada pelo/a orientador(a) da tese ou da componente não letiva, concordando com os conteúdos do pedido.

### **Descrição do projeto**

a) Perguntas de investigação e objetivos do estudo;

De acordo com a pesquisa INCLUD-ED, um programa de investigação em larga escala, promovido pela *CREA – Community of Researchers on Excellence for All* (Universidade de Barcelona) entre 2006 e 2011, no âmbito do 6.º Programa-Quadro da Comissão Europeia, as tertúlias literárias dialógicas contribuem para melhorar as aprendizagens de todos os alunos e promovem a coesão social dentro da escola e na comunidade em geral. Contudo, como a investigação existente demonstra, há ainda a necessidade de estudar tanto o desenvolvimento da proficiência oral como da cidadania intercultural no Inglês – Língua Estrangeira do ensino secundário, como resultado da implementação de tertúlias literárias dialógicas.

O presente projeto de investigação pretende analisar o impacto da implementação regular de tertúlias literárias dialógicas sobre a comunicação oral e a cidadania intercultural dos estudantes no contexto da sala de aula de Inglês - língua estrangeira do ensino secundário. O projeto, que nomeamos INCLUD-EFL é,

assim, uma adaptação do projeto INCLUD-ED, e tenciona responder às seguintes questões:

1. A implementação sistemática de tertúlias literárias dialógicas em salas de aula de Inglês - língua estrangeira no ensino secundário conduz a uma melhoria da proficiência na oralidade em Inglês?
2. De que formas, se for o caso, os ambientes de aprendizagem dialógicos inclusivos, como as tertúlias literárias dialógicas, contribuem para o desenvolvimento da cidadania intercultural em alunos/as de Inglês do ensino secundário?

### **População-universo do estudo**

Alunos de Inglês – Língua Estrangeira do ensino secundário, com idades compreendidas entre os 14 e os 18 anos.

### **Participantes no estudo**

Todos os alunos de duas turmas de 10.º Ano (cerca de 58), que frequentam a área curricular de Inglês Língua Estrangeira (Inglês I - Continuação), em Portugal.

**Dados a recolher sobre a população-universo e/ou os participantes**, identificando claramente dados potencialmente sensíveis;

- discurso dos estudantes em situação de sala de aula;
- produção oral em língua inglesa – teste padronizado;
- identificação - nome dos/as estudantes;
- dados culturais (origem étnica/nacional, língua materna);
- dados socioeconómicos (escalão da Ação Social Escolar);
- necessidades educativas especiais (alunos sinalizados, que beneficiam de apoios educativos ou tutoria).

A recolha de dados potencialmente sensíveis, nomeadamente, a origem étnica, o escalão de ASE e a existência de necessidades educativas especiais, prendem-se com a necessidade de descrever o grupo de estudantes envolvido na sua heterogeneidade a vários níveis, no sentido de que a tertúlia dialógica literária se

constitui como um ambiente educativo dialógico inclusivo em que todos/as, independentemente das suas origens, estatuto socioeconómico e características pessoais, participam e retiram benefícios da sua participação em tertúlias literárias dialógicas.

### **Métodos de observação/inquirição/recolha documental**

- gravação áudio das sessões a realizar no âmbito da implementação do estudo;
- realização de prova oral de língua inglesa com registo de avaliação individual.

**Instrumentos de observação/inquirição** (p. ex., questionário, guião de entrevista ou de grupo focal), registo (p. ex., gravação áudio e/ou vídeo, transcrição, ficheiro de dados de inquérito) e de tratamento de dados que planeia utilizar;

- gravação áudio;
- transcrição;
- registo de avaliação do teste oral.

**Medidas de proteção e ocultação dos dados pessoais**, se aplicável (segurança de armazenamento e condições de acesso aos dados, procedimentos de pseudonimização e anonimização).

As gravações áudio serão transcritas para fins de análise. As transcrições das gravações e os registos de avaliação dos testes orais serão pseudonimizados, de modo a garantir que os indivíduos participantes não sejam identificados de maneira alguma. Os dados pseudonimizados serão analisados pelo investigador que trabalha no projeto INCLUD-EFL. Poderão constar em outros materiais em contexto académico, sem identificação dos participantes. Os dados pseudonimizados serão geridos e armazenados usando um repositório de acesso aberto.

De acordo com o Regulamento Geral de Proteção de Dados Pessoais – Regulamento n.º 2016/679 do Parlamento Europeu e do Conselho, os ficheiros áudio e registos das provas orais originais, os demais dados pessoais recolhidos (sem pseudonimização) e a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Após a

transcrição e pseudonimização, os ficheiros serão mantidos até à data de publicação da presente tese de doutoramento, e depois eliminados.

### **Termo(s) de consentimento informado e modo(s) de prestação da informação e obtenção do consentimento**

Será realizada previamente à implementação uma reunião para prestação de toda a informação relativa ao projeto e esclarecimento de dúvidas, com todos os alunos e alunas das duas turmas envolvidas, bem como os/as seus/suas encarregados/as de educação, nos casos em que o aluno ou aluna seja menor. Nessa reunião, será entregue a todos os envolvidos um exemplar em papel da informação relativa ao projeto e serão recolhidas as respetivas declarações de consentimento, em separado, também em papel, assinadas e datadas pelos/as encarregados/as de educação e pelos/as alunos/as.

### **Termos de Consentimento Informado**

#### **AO/À ENCARREGADO/A DE EDUCAÇÃO**

Por favor, leia com atenção todo o conteúdo deste documento.

Não hesite em solicitar mais informações se não estiver completamente esclarecido/a.

Caro/a Senhor/a,

No âmbito do doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania Global, a decorrer numa parceria entre as Universidades Aberta e Nova de Lisboa, o professor de Inglês e estudante de doutoramento Pedro Filipe Matos Lopes, sob orientação da Doutora Chrysi Rapanta, pretende realizar um Estudo/projeto de investigação, designado INCLUD-EFL, com vista a estudar o impacto da implementação de Tertúlias Literárias Dialógicas na disciplina de Inglês sobre o desenvolvimento da oralidade e da cidadania intercultural dos alunos de Inglês do ensino secundário.

Com este estudo pretende-se alargar o conhecimento sobre a implementação de práticas dialógicas inclusivas na sala de aula da língua estrangeira, de modo a **promover a melhoria das aprendizagens dos/as alunos/as nesta área, quer em termos académicos, quer pessoais e sociais.**

Se aceitar participar, tem o direito de aceder, a qualquer momento, aos dados que fornecer, corrigi-los, ou removê-los, total ou parcialmente, do estudo, sem qualquer custo ou consequência para si ou para o/a seu/sua educando/a, mas sem prejuízo dos resultados de tratamentos de dados que já tenham sido efetuados antes do pedido.

O estudo decorrerá entre janeiro e junho 2024.

A participação do/a seu/sua educando/a consiste em duas situações distintas:

1. ser observado/a em situação de aula, durante sessões de tertúlia dialógica literária em que será efetuada recolha de dados através de gravação áudio de todas as sessões de Tertúlia Literária Dialógica a realizar nas aulas de Inglês.
2. realização de dois testes orais padronizados, de 15 minutos cada, no início e no final da intervenção, com vista à análise da sua evolução na oralidade durante o período de implementação.

A participação neste projeto é livre e voluntária. Pode optar por não autorizar a participação do/a seu/sua educando/a e/ou retirar o seu consentimento a qualquer momento, sem qualquer consequência. Em qualquer um dos casos referidos, o/a aluno/a participará nas aulas de tertúlia literária dialógica, contudo os dados áudio recolhidos não serão tratados no âmbito deste projeto. De igual modo, os testes orais serão aplicados a todos os alunos e alunas, participantes ou não, e, nesse caso, não serão usados no estudo os resultados dos alunos e alunas não participantes.

Os dados recolhidos serão tratados pelo investigador, através de um processo de pseudonimização, de modo a garantir o anonimato da/o participante, para que não possa ser direta ou indiretamente identificada/o através de resultados divulgados. Depois de pseudonimizados, os dados serão geridos e armazenados usando um repositório de acesso aberto e utilizados unicamente para fins de investigação, em comunicações e publicações científicas e de divulgação, as quais estarão em acesso público em obras impressas e/ou na internet, incluindo, a tese de doutoramento.

De acordo com o Regulamento Geral de Proteção de Dados Pessoais – Regulamento n.º 2016/679 do Parlamento Europeu e do Conselho, os ficheiros áudio das sessões e os registos das provas orais originais, os demais dados pessoais recolhidos (sem pseudonimização) e a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Após a transcrição e pseudonimização, os ficheiros referidos serão mantidos até à data de publicação da presente tese de doutoramento, e depois eliminados.

Poderá recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, retirar a sua participação ou pedir a consulta, retificação ou remoção dos seus dados, através do endereço de email [2102067@estudante.uab.pt](mailto:2102067@estudante.uab.pt).

Contacto do Responsável pela Proteção de Dados da Universidade NOVA de Lisboa: [dpo@unl.pt](mailto:dpo@unl.pt).

A evolução do conhecimento científico, nos mais diversos domínios, tem sido possível graças ao contributo da investigação, por isso reveste-se de elevada importância a sua colaboração.

#### **Declaração do/a encarregado/a de educação:**

Declaro que:

1. compreendi a informação que me foi prestada;
2. me foram prestados todos os esclarecimentos que pedi;
3. consinto livremente que o/a menor pelo/a qual sou responsável legal participe na investigação, sabendo que não haveria qualquer consequência para mim (ou para o/a menor) se tivesse recusado;
4. compreendi que tenho o direito de retirar esse consentimento livremente a qualquer momento, sem qualquer consequência para mim ou para o/a menor;
5. consinto em que os dados que resultarem da participação sejam utilizados nas condições e para as finalidades que me foram explicadas;

6. consinto que os dados pessoais sejam preservados nas condições e prazo apresentados.

Assim, depois de devidamente informado/a e esclarecido/a, aceito a participação do/da meu/minha educando/a neste estudo.

Data \_\_\_\_/\_\_\_\_/\_\_\_\_

Encarregado/a de educação do/a aluno/a:

\_\_\_\_\_

O/A Encarregado/a de educação (Assinatura)

\_\_\_\_\_

### **AO/À ALUNO/A**

Por favor, leia com atenção todo o conteúdo deste documento.

Não hesite em solicitar mais informações se não estiver completamente esclarecido/a.

Caro/a Aluno/a,

No âmbito do doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania Global, a decorrer numa parceria entre as Universidades Aberta e Nova de Lisboa, o professor de Inglês e estudante de doutoramento Pedro Filipe Matos Lopes, sob orientação da Doutora Chrysi Rapanta, pretende realizar um Estudo/projeto de investigação, designado INCLUD-EFL, com vista a estudar o impacto da implementação de Tertúlias Literárias Dialógicas na disciplina de Inglês sobre o desenvolvimento da oralidade e da cidadania intercultural dos alunos e alunas de Inglês do ensino secundário.

Com este estudo pretende-se alargar o conhecimento sobre a implementação de práticas dialógicas inclusivas na sala de aula da língua estrangeira, de modo a **promover a melhoria das aprendizagens dos alunos e alunas nesta área, quer em termos académicos, quer pessoais e sociais.**

Se aceitar participar, tem o direito de aceder, a qualquer momento, aos dados que fornecer, corrigi-los, ou removê-los, total ou parcialmente, do estudo, sem qualquer custo ou consequência para si, mas sem prejuízo dos resultados de tratamentos de dados que já tenham sido efetuados antes do pedido.

O estudo decorrerá entre janeiro e junho 2024.

A sua participação consiste em duas situações distintas:

1. ser observado/a em situação de aula, durante sessões de tertúlia dialógica literária em que será efetuada recolha de dados através de gravação áudio de todas as sessões de Tertúlia Literária Dialógica a realizar nas aulas de Inglês.
2. realização de dois testes orais padronizados, de 15 minutos cada, no início e no final da intervenção, com vista à análise da sua evolução na oralidade durante o período de implementação.

A participação neste projeto é livre e voluntária. Pode optar por não participar, a qualquer momento e sem qualquer consequência. Se optar por não participar no estudo, participará nas aulas de tertúlia literária dialógica, contudo os dados áudio recolhidos não serão tratados no âmbito deste projeto. De igual modo, os testes orais serão aplicados a todos os alunos e alunas, participantes ou não, e, nesse caso, não serão usados no estudo os resultados dos alunos e alunas não participantes.

Os dados recolhidos serão tratados pelo investigador, através de um processo de pseudonimização, de modo a garantir o anonimato da/o participante, para que não possa ser direta ou indiretamente identificada/o através de resultados divulgados. Depois de pseudonimizados, os dados serão geridos e armazenados usando um repositório de acesso aberto e utilizados unicamente para fins de investigação, em comunicações e publicações científicas e de divulgação, as quais estarão em acesso público em obras impressas e/ou na internet, incluindo, a tese de doutoramento.

De acordo com o Regulamento Geral de Proteção de Dados Pessoais – Regulamento n.º 2016/679 do Parlamento Europeu e do Conselho, os ficheiros áudio das sessões, os registos das provas orais originais, os demais dados pessoais

recolhidos (sem pseudonimização) e a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Após a transcrição e pseudonimização, os ficheiros referidos serão mantidos até à data de publicação da presente tese de doutoramento, e depois eliminados.

Poderá recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, retirar a sua participação ou pedir a consulta, retificação ou remoção dos seus dados, através do endereço de email [2102067@estudante.uab.pt](mailto:2102067@estudante.uab.pt).

Contacto do Responsável pela Proteção de Dados da Universidade NOVA de Lisboa: [dpo@unl.pt](mailto:dpo@unl.pt).

A evolução do conhecimento científico, nos mais diversos domínios, tem sido possível graças ao contributo da investigação, por isso reveste-se de elevada importância a sua colaboração.

#### **Declaração do/a aluno/a:**

Declaro que:

1. compreendi a informação que me foi prestada;
2. me foram prestados todos os esclarecimentos que pedi;
3. aceito participar na investigação, sabendo que não haveria qualquer consequência para mim se tivesse recusado;
4. compreendi que tenho o direito de retirar esse consentimento livremente a qualquer momento, sem qualquer consequência para mim;
5. consinto em que os dados que resultarem da minha participação sejam utilizados nas condições e para as finalidades que me foram explicadas;
6. consinto que os dados pessoais sejam preservados nas condições e prazo apresentados.

Assim, depois de devidamente informado/a e esclarecido/a, aceito a minha participação neste estudo.

Data \_\_\_\_/\_\_\_\_/\_\_\_\_

O/A Aluno/a (Assinatura)

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**Informação a prestar a entidades cuja autorização seja necessária para a realização da investigação e termo de obtenção da autorização.**

Serão prestadas informações sobre o projeto ao Diretor do Agrupamento de Escolas de Ponte de Sor (AEPS). Será entregue ao/à Diretor/a do AEPS cópia por escrito das informações que lhe foram prestadas. A autorização será recolhida por escrito, em documento datado e assinado pelo/a Diretor/a do AEPS.

**Termo de obtenção de autorização**

**AO/À DIRETOR/A DO AGRUPAMENTO DE ESCOLAS DE PONTE DE SOR (AEPS)**

Exmo./a Sr./a Diretor/a,

No âmbito do doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania Global, a decorrer numa parceria entre as Universidades Aberta e Nova de Lisboa, o professor de Inglês e estudante de doutoramento Pedro Filipe Matos Lopes, sob orientação da Doutora Chrysi Rapanta, pretende realizar um Estudo/projeto de investigação, designado INCLUD-EFL, com vista a estudar o impacto da implementação de Tertúlias Literárias Dialógicas na disciplina de Inglês sobre o desenvolvimento da oralidade e da cidadania intercultural dos alunos de Inglês do ensino secundário.

Com este estudo pretende-se alargar o conhecimento sobre a implementação de práticas dialógicas inclusivas na sala de aula de Inglês - língua

estrangeira, de modo a **promover a melhoria das aprendizagens dos/as alunos/as nesta área, quer em termos académicos, quer pessoais e sociais.**

O estudo decorrerá entre janeiro e junho 2024, envolvendo duas turmas do ensino secundário do AEPS, com frequência da disciplina de Inglês.

A participação dos alunos e alunas do AEPS consiste em duas situações distintas:

1. ser observado/a em situação de aula, durante sessões de tertúlia dialógica literária em que será efetuada recolha de dados através de gravação áudio de todas as sessões de Tertúlia Literária Dialógica a realizar nas aulas de Inglês.
2. realização de dois testes orais padronizados, de 15 minutos cada, no início e no final da intervenção, com vista à análise da sua evolução na oralidade durante o período de implementação.

Será realizada previamente à implementação uma reunião para prestação de toda a informação relativa ao projeto e esclarecimento de dúvidas, com todos os alunos e alunas das duas turmas envolvidas, bem como os/as seus/suas encarregados/as de educação, nos casos em que o aluno ou aluna seja menor. Nessa reunião, será entregue a todos os envolvidos um exemplar em papel da informação relativa ao projeto e serão recolhidas as respetivas declarações de consentimento, em separado, também em papel, assinadas e datadas pelos/as encarregados/as de educação e pelos/as alunos/as.

A participação neste projeto é livre e voluntária. O/A encarregado/a de educação pode optar por não autorizar a participação do/a seu/sua educando/a e/ou retirar o seu consentimento a qualquer momento, sem qualquer consequência. Em qualquer um dos casos referidos, o/a aluno/a participará nas aulas de tertúlia literária dialógica, contudo os dados áudio recolhidos não serão tratados no âmbito deste projeto. De igual modo, os testes orais serão aplicados a todos os alunos e alunas, participantes ou não, e, nesse caso, não serão usados no estudo os resultados dos alunos e alunas não participantes.

Os dados recolhidos serão tratados pelo investigador, através de um processo de pseudonimização, de modo a garantir o anonimato da/o participante, para que não possa ser direta ou indiretamente identificada/o através de resultados divulgados. Depois de pseudonimizados, os dados serão geridos e armazenados usando um repositório de acesso aberto e utilizados unicamente para fins de investigação, em comunicações e publicações científicas e de divulgação, as quais

estarão em acesso público em obras impressas e/ou na internet, incluindo, a tese de doutoramento.

De acordo com o Regulamento Geral de Proteção de Dados Pessoais – Regulamento n.º 2016/679 do Parlamento Europeu e do Conselho, os ficheiros áudio das sessões, os registos das provas orais originais, os demais dados pessoais recolhidos (sem pseudonimização) e a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Após a transcrição e pseudonimização, os ficheiros referidos serão mantidos até à data de publicação da presente tese de doutoramento, e depois eliminados.

Poderá recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, através do endereço de email [2102067@estudante.uab.pt](mailto:2102067@estudante.uab.pt).

Contacto do Responsável pela Proteção de Dados da Universidade NOVA de Lisboa: [dpo@unl.pt](mailto:dpo@unl.pt).

A evolução do conhecimento científico, nos mais diversos domínios, tem sido possível graças ao contributo da investigação, por isso reveste-se de elevada importância a colaboração dos alunos e alunas do AEPS.

### **Autorização do/a Diretor/a do Agrupamento de Escolas de Ponte de Sor:**

Depois de devidamente informado/a e esclarecido/a, autorizo a implementação do projeto de investigação INCLUD-EFL no Agrupamento de Escolas de Ponte de Sor.

Data \_\_\_\_/\_\_\_\_/\_\_\_\_

O/A Diretor/a do Agrupamento de Escolas de Ponte de Sor (Assinatura)

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**Exercício de autoavaliação ética, procurando responder claramente às seguintes questões:**

5.1. O meu projeto ou a minha atividade de investigação confronta-me com alguns problemas ou dilemas éticos? Em caso afirmativo, quais? Que opções tomei a respeito de cada um desses problemas ou dilemas?

Não.

5.2. O meu projeto ou a minha atividade de investigação poderá expor a riscos ou causar algum dano (p. ex., físico, social, psicológico, reputacional, legal, económico ou emocional) à população-universo, a participantes ou a outras pessoas, grupos ou comunidades envolvidas? Reflita sobre riscos ou danos que possam ser causados

a) pelos procedimentos que usará para a obtenção dos dados;

b) pelo acesso por terceiros aos dados que forem recolhidos;

c) pela divulgação dos resultados do estudo;

Tenha em especial atenção informações sensíveis e pessoas ou grupos vulneráveis. Embora de modo não exaustivo, são geralmente referidas como categorias de pessoas ou grupos vulneráveis:

crianças;

pessoas refugiadas e requerentes de asilo;

migrantes não regularizada/os;

pessoas de minorias étnicas estigmatizadas;

trabalhadora/es do sexo;

pessoas com deficiências físicas ou cognitivas;

dissidentes políticos ou religiosos;

pessoas traumatizadas ou vitimizadas;

pessoas que estejam numa relação de dependência para com o/a investigador(a) ou a equipa de investigação, ou para com entidades que promovem, financiam ou autorizam a investigação;

e como categorias de dados sensíveis:

raça e etnicidade

comportamentos e orientações sexuais e/ou de gênero;  
comportamentos e opiniões políticas;  
comportamentos e crenças religiosas;  
comportamentos ilegais ou socialmente estigmatizados;  
experiências de violência ou agressão;  
dados sobre saúde física ou mental;  
dados sobre a vida pessoal e familiar.

Note que não há definições fechadas sobre estas matérias, nem as categorias acima apontadas são exaustivas. Reflita seriamente sobre as eventualidades de risco ou de dano no caso concreto da sua investigação.

Não. Os dados serão recolhidos apenas por mim Apesar de ir recolher alguns dados pessoais dos estudantes, procederei à pseudonimização dos participantes, de modo a que nenhum possa ser identificado.

5.3. Se identifiquei possíveis riscos e/ou danos, de que modos prevejo evitá-los ou mitigá-los?

5.4. O conhecimento resultante do estudo poderá trazer alguns benefícios à população-universo, aos participantes e ao bem público? Em caso afirmativo, quais?

Sim. Espero que o conhecimento a gerar possa contribuir para dar um impulso na mudança de práticas dos docentes de Inglês – língua estrangeira no sentido da implementação de uma pedagogia dialógica inclusiva, que contribua para incrementar as aprendizagens, quer no que diz respeito à própria língua, quer ao desenvolvimento dos alunos enquanto cidadãos interculturais, que é, no fundo, uma das finalidades do ensino das línguas estrangeiras. É desejável que os/as docentes passem a implementar tertúlias literárias dialógicas, bem como outras estratégias que se enquadrem na chamada pedagogia dialógica e assim contribuam para o sucesso académico dos/das estudantes de Inglês do ensino secundário. Em termos mais globais, pretende-se que o conhecimento sobre o

impacto dos ambientes de aprendizagem dialógica inclusiva como as tertúlias literárias dialógicas, ao promover a sua implementação, deem o seu humilde contributo para termos no futuro uma sociedade em que quem estudou Inglês ao longo da sua escolaridade seja mais proficiente na oralidade em Inglês e atue como um/a mediador/a intercultural nas situações da vida em que tal seja necessário.

5.5. A maneira como os participantes me representam e à minha investigação, poderá criar-lhes falsas expectativas de benefícios? Em caso afirmativo, como farei para evitar essas falsas expectativas, ou dissipá-las?

Creio que não. Quer os/as estudantes, quer os/as seus/suas encarregados/as de educação, serão devidamente informados, em reunião e através da entrega da declaração de consentimento com essa mesma informação, que não há lugar a qualquer benefício pela participação no estudo, para além do bem comum que resultará do próprio estudo. Esse aspeto inclui o facto de ambas as turmas serem lecionadas por mim. Terei o cuidado de informar de modo claro que os/as alunos/as, não terão qualquer benefício na avaliação por participarem ou qualquer desvantagem por não o fazerem.

5.6. Poderei defrontar-me com problemas de propriedade intelectual ou de atribuição de autoria de conteúdos a recolher e utilizar? Em caso afirmativo, quais e como penso resolvê-los?

Creio que não. As tertúlias literárias dialógicas são realizadas a partir da leitura das melhores obras da literatura universal. No caso específico deste estudo, vão ser lidas e discutidas versões adaptadas (readers) dessas obras, estando os seus autores devidamente identificados. O conteúdo a discutir, tendo como base o texto, assenta sobre as opiniões e emoções que os alunos retiram da leitura do mesmo e pretendam partilhar durante a tertúlia.

5.7 Identifico alguns conflitos de interesse meus, da equipa de investigação, e/ou de entidade(s) promotora(s) ou financiadora(s) do projeto? Em caso afirmativo, quais, como poderão afetar os resultados da investigação, e como evitarei que o façam? Em caso negativo, declare que não identificou conflitos de interesse.

Não identifiquei conflitos de interesse.

**Se a/os participantes pretendidos forem menores de idade**, a informação para obtenção do consentimento deverá sempre ser prestada aos seus pais ou outros responsáveis legais. Em caso de consentimento por estes, isso não isenta o/a investigador(a) de obter o consentimento livre de participação no estudo por parte dos menores, quando a sua idade o permita, devendo a informação ser selecionada e prestada em função do seu nível etário e educativo. No mínimo, aos menores cuja idade permita o entendimento, deve ser explicado de modo que lhes seja compreensível: o que se pretende que seja a sua participação; que podem não participar se não quiserem fazê-lo e deixar de participar quando quiserem, sem quaisquer consequências. As informações devem ser prestadas e os consentimentos devem ser recolhidos separadamente para os pais ou responsáveis legais e para os menores.

**Appendix III – Request to the data protection officer of FCSH-NOVA**

### **Investigador**

Nome: Pedro Filipe Matos Lopes

Unidade de investigação: CETAPS – Centre for English, Translation and Anglo-Portuguese Studies

Nome do projeto: **Enhancing intercultural citizenship education through inclusive dialogic literary gatherings within English as a Foreign Language / INCLUD-EFL**

### **Orientadora principal**

Nome: Dra. Chrysi Rapanta (NOVA FCSH)

E-mail: chrysi.rapanta@fcs.unl.pt

### **Descrição do projeto**

De acordo com a pesquisa INCLUD-ED, um programa de investigação em larga escala, promovido pela *CREA – Community of Researchers on Excellence for All* (Universidade de Barcelona) entre 2006 e 2011, no âmbito do 6.º Programa-Quadro da Comissão Europeia, as tertúlias literárias dialógicas contribuem para melhorar as aprendizagens de todos os alunos e promovem a coesão social dentro da escola e na comunidade em geral. Contudo, como a investigação existente demonstra, há ainda a necessidade de estudar tanto o desenvolvimento da proficiência oral como da cidadania intercultural no Inglês – Língua Estrangeira do ensino secundário, como resultado da implementação de tertúlias literárias dialógicas.

O presente projeto de investigação pretende analisar o impacto da implementação regular de tertúlias literárias dialógicas sobre a comunicação oral e a cidadania intercultural dos estudantes no contexto da sala de aula de Inglês - língua estrangeira do ensino secundário. O projeto, que nomeamos INCLUD-EFL é, assim, uma adaptação do projeto INCLUD-ED, e tenciona responder às seguintes questões:

3. A implementação sistemática de tertúlias literárias dialógicas em salas de aula de Inglês - língua estrangeira no ensino secundário conduz a uma melhoria da proficiência na oralidade em Inglês?
4. De que formas, se for o caso, os ambientes de aprendizagem dialógicos inclusivos, como as tertúlias literárias dialógicas, contribuem para o

desenvolvimento da cidadania intercultural em alunos/as de Inglês do ensino secundário?

### **População-universo do estudo**

Alunos de Inglês – Língua Estrangeira do ensino secundário, com idades compreendidas entre os 14 e os 18 anos.

### **Participantes no estudo**

Todos os alunos de duas turmas de 10.º Ano (cerca de 50), que frequentam a área curricular de Inglês Língua Estrangeira (Inglês I - Continuação), em Portugal.

**Dados a recolher sobre a população-universo e/ou os participantes**, identificando claramente dados potencialmente sensíveis;

- discurso dos estudantes em situação de sala de aula;
- produção oral em língua inglesa – teste padronizado;
- identificação - nome dos/as estudantes;
- dados culturais (origem étnica/nacional, língua materna);
- dados socioeconómicos (escalão da Ação Social Escolar);
- necessidades educativas especiais (alunos sinalizados, que beneficiam de apoios educativos ou tutoria).

A recolha de dados potencialmente sensíveis, nomeadamente, a origem étnica, o escalão de ASE e a existência de necessidades educativas especiais, prende-se com a necessidade de descrever o grupo de estudantes envolvido na sua heterogeneidade a vários níveis, no sentido de que a tertúlia literária dialógica se constitui como um ambiente educativo dialógico inclusivo em que todos/as, independentemente das suas origens, estatuto socioeconómico e características pessoais, participam e retiram benefícios da sua participação. A recolha destes dados será feita apenas ao nível do grupo, não individualmente, e com o único objetivo de caracterizar a amostra de participantes.

### **Instrumentos de observação/inquirição**

- gravação áudio das sessões a realizar no âmbito da implementação do estudo;
- transcrição das sessões mencionadas acima;
- realização de prova oral de língua inglesa com registo de avaliação individual.

### **Medidas de proteção, ocultação e tratamento dos dados pessoais**

De acordo com o Regulamento Geral sobre a Proteção de Dados Pessoais – Regulamento n.º 2016/679 do Parlamento Europeu e do Conselho, os ficheiros áudio e registos das provas orais originais, os demais dados pessoais recolhidos (sem pseudonimização) e a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Após a transcrição e pseudonimização, os ficheiros originais – registos das provas orais e ficheiros áudio – serão mantidos por três anos e depois eliminados. Os restantes dados pessoais, anonimizados, serão mantidos por mais cinco anos e depois eliminados. Os dados pessoais recolhidos não serão transferidos para país terceiro ou organização internacional.

As gravações áudio serão transcritas. As transcrições das gravações e os registos de avaliação das provas orais serão pseudonimizados, de modo a garantir que os indivíduos participantes não sejam identificados de maneira alguma, nem durante este processo, nem nas publicações que venham a resultar do estudo. Os dados anonimizados serão analisados pelo investigador para os fins do estudo INCLUD-EFL e poderão ainda constar em outros materiais em contexto académico, sem identificação dos participantes. Os dados anonimizados serão geridos e armazenados usando um repositório de acesso aberto.

### **Procedimentos a seguir**

Será efetuado pedido de autorização à escola em que o estudo será implementado, o Agrupamento de Escolas de Ponte de Sor (AEPS), após prestação de todas as informações aqui constantes ao Diretor do mesmo. Será entregue ao Diretor cópia por escrito das informações que lhe forem prestadas. A autorização será recolhida por escrito, em documento datado e assinado pelo Diretor.

O enquadramento ético que orienta este estudo inclui o consentimento informado por parte dos representantes legais dos alunos menores que nele participarem, assim como o anonimato e a confidencialidade. Todos os representantes legais dos/as alunos/as menores receberão informação oralmente e em papel sobre os objetivos gerais do estudo, em linguagem acessível e fornecendo informação sobre a forma como os dados áudio serão usados. Foram redigidos termos de consentimento seguindo as orientações da American Psychological Association (APA). De acordo com o termo de consentimento, os representantes

legais autorizam o investigador a fazer gravação áudio de todas as sessões de tertúlia literária dialógica a realizar no âmbito deste projeto, bem como a registar a avaliação das provas de avaliação oral a implementar no início e no final do mesmo, na condição de que os dados sejam usados apenas para fins de investigação e a sua privacidade seja mantida. Será garantido aos participantes e suas famílias que o anonimato será mantido em todas as etapas do estudo, através da utilização de uma chave de pseudonimização. As gravações áudio, as transcrições, e as informações sobre os participantes serão tratadas com confidencialidade e vistas apenas pelo investigador responsável. O investigador informará com clareza que os estudantes e os seus representantes legais podem optar por não participar no estudo, sem com isso ter alguma consequência negativa, e que podem ainda optar por retirar-se do estudo a qualquer momento sem qualquer custo ou consequência para os mesmos, mas sem prejuízo dos resultados de tratamentos de dados que já tenham sido efetuados antes do pedido. Podem recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, retirar a sua participação ou pedir a consulta, retificação ou remoção dos seus dados, bem como a limitação do tratamento e a portabilidade dos dados.

Será entregue aos representantes legais dos/as alunos/as menores um exemplar em papel da informação relativa ao projeto e serão recolhidas as respetivas declarações de consentimento, também em papel, assinadas e datadas pelos/as próprios/as. Aos estudantes serão fornecidas informações detalhadas sobre o processo de tratamento de dados, de forma a garantir que estes compreendam totalmente o que irá acontecer com os seus dados pessoais.

### **Riscos antecipados e estratégias de mitigação**

São previsíveis dois tipos de risco na implementação deste projeto. Em primeiro lugar, o facto de o investigador ser também o professor das turmas envolvidas, o que faz parte da metodologia de investigação-ação que foi adotada, por se considerar a mais apta a situações educativas como a presente, em que se pretende, através de um processo de ação-reflexão, contribuir para a introdução de mudanças ao nível profissional/institucional que contribuam para a melhoria do serviço que escola/professores prestam. Em segundo lugar, existe a possibilidade de algum/a representante legal não aceitar a participação do/a aluno/a no estudo. Nesse caso, o/a aluno/a participará nas aulas de tertúlia literária dialógica, contudo os seus dados áudio não serão recolhidos, procedendo-se à interrupção da gravação

quando o/a aluno/a participar. Este facto não prejudica o/a aluno/ não participante no estudo na sua avaliação, pois o professor realiza, em simultâneo, registos escritos de observação da sua participação na aula. Tanto as tertúlias dialógicas, como a avaliação da oralidade através da aplicação de teste padronizado, serão implementadas com toda a turma, como parte da planificação da disciplina de Inglês e com impacto na avaliação das aprendizagens dos/das alunos/as. A investigação irá tratar apenas os dados relativos aos/às alunos/as cujos/as representantes legais os/as autorizem a participar.

**Appendix IV – Authorisation request from the school cluster’s director**

## **Pedido de Obtenção de Autorização**

### **AO/À DIRETOR/A DO AGRUPAMENTO DE ESCOLAS DE PONTE DE SOR (AEPS)**

Exmo./a Sr./a Diretor/a,

No âmbito do doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania Global, a decorrer numa parceria entre as Universidades Aberta e Nova de Lisboa, o professor de Inglês e estudante de doutoramento Pedro Filipe Matos Lopes, sob orientação da Doutora Chrysi Rapanta, pretende realizar um Estudo/projeto de investigação, designado INCLUD-EFL, com vista a estudar o impacto da implementação de Tertúlias Literárias Dialógicas na disciplina de Inglês sobre o desenvolvimento da oralidade e da cidadania intercultural dos alunos de Inglês do ensino secundário.

Com este estudo pretende-se alargar o conhecimento sobre a implementação de práticas dialógicas inclusivas na sala de aula de Inglês - língua estrangeira, de modo a promover a melhoria das aprendizagens dos/as alunos/as nesta área, quer em termos académicos, quer pessoais e sociais.

O estudo decorrerá entre janeiro e junho 2024, envolvendo duas turmas do ensino secundário do AEPS, com frequência da disciplina de Inglês.

A participação dos alunos e alunas do AEPS consiste em duas situações distintas:

3. ser observado/a em situação de aula, durante sessões de Tertúlia Literária Dialógica em que será efetuada recolha de dados através de gravação áudio de todas as sessões a realizar nas aulas de Inglês.
4. realização de dois testes orais padronizados, de 15 minutos cada, no início e no final da intervenção, com vista à análise da sua evolução na oralidade durante o período de implementação.

A participação neste projeto é livre e voluntária. O/A encarregado/a de educação pode optar por não autorizar a participação do/a seu/sua educando/a e/ou retirar o seu consentimento a qualquer momento, sem qualquer consequência. Em qualquer um dos casos referidos, o/a aluno/a participará nas aulas de tertúlia literária dialógica, contudo os dados áudio recolhidos não serão tratados no âmbito deste

projeto. De igual modo, os testes orais serão aplicados a todos os alunos e alunas, participantes ou não, e, nesse caso, não serão usados no estudo os resultados dos alunos e alunas não participantes.

As gravações áudio serão transcritas, usando uma chave de pseudonimização, ou seja, a cada aluno/a participante atribuir-se-á um pseudónimo desde o início do tratamento dos dados. Tanto os registos áudio originais como a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Os ficheiros serão mantidos durante cinco anos desde a recolha de dados, e depois eliminados.

Em relação às provas orais, os registos de avaliação serão atribuídos a cada aluno/a usando o mesmo pseudónimo atribuído para a transcrição das gravações do discurso na sala de aula. Desta maneira, conseguir-se-á avaliar o processo e potencial benefício de cada aluno/a participante, protegendo à mesma os seus dados pessoais.

Serão recolhidos os seguintes dados sobre a população-universo e/ou os participantes:

- discurso dos estudantes em situação de sala de aula;
- produção oral em língua inglesa – teste padronizado;
- identificação - nome dos/as estudantes;
- dados culturais (origem étnica/nacional, língua materna);
- dados socioeconómicos (escalão da Ação Social Escolar);
- necessidades educativas especiais (alunos sinalizados, que beneficiam de apoios educativos ou tutoria).

A recolha de dados potencialmente sensíveis, nomeadamente, a origem étnica, o escalão de ASE e a existência de necessidades educativas especiais, será feita apenas ao nível do grupo, não individualmente, e com o único objetivo de caracterizar a amostra de participantes.

Será entregue a todos os envolvidos um exemplar em papel da informação relativa ao projeto e serão recolhidas as respetivas declarações de consentimento, em separado, também em papel, assinadas e datadas pelos/as encarregados/as de educação e pelos/as alunos/as.

Poderá recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, através do endereço de email [2102067@estudante.uab.pt](mailto:2102067@estudante.uab.pt).

### **Autorização do/a Diretor/a do Agrupamento de Escolas de Ponte de Sor**

Depois de devidamente informado/a e esclarecido/a, autorizo a implementação do projeto de investigação INCLUD-EFL no Agrupamento de Escolas de Ponte de Sor.

Data \_\_\_\_/\_\_\_\_/\_\_\_\_

O/A Diretor/a do Agrupamento de Escolas de Ponte de Sor

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(assinatura do/a Diretor/a)

**Appendix V – Consent form to the students’ parents or guardians**

## Consentimento Informado

### AO/À ENCARREGADO/A DE EDUCAÇÃO

Por favor, leia com atenção todo o conteúdo deste documento.

Não hesite em solicitar mais informações se não estiver completamente esclarecido/a.

Caro/a Senhor/a,

No âmbito do doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania Global, a decorrer numa parceria entre as Universidades Aberta e Nova de Lisboa, o professor de Inglês e estudante de doutoramento Pedro Filipe Matos Lopes, sob orientação da Doutora Chrysi Rapanta, pretende realizar um Estudo/projeto de investigação, com vista a estudar o impacto da implementação de Tertúlias Literárias Dialógicas na disciplina de Inglês sobre o desenvolvimento da oralidade e da cidadania intercultural dos alunos de Inglês do ensino secundário.

Com este estudo pretende-se alargar o conhecimento sobre a implementação de práticas dialógicas inclusivas na sala de aula da língua estrangeira, de modo a **promover a melhoria das aprendizagens dos/as alunos/as nesta área, quer em termos académicos, quer pessoais e sociais.**

Se aceitar participar, tem o direito de aceder, a qualquer momento, aos dados que fornecer, corrigi-los, ou removê-los, total ou parcialmente, do estudo, sem qualquer custo ou consequência para si ou para o/a seu/sua educando/a, mas sem prejuízo dos resultados de tratamentos de dados que já tenham sido efetuados antes do pedido.

O estudo decorrerá entre janeiro e junho 2024.

A participação do/a seu/sua educando/a consiste em duas situações distintas:

3. ser observado/a em situação de aula, durante sessões de Tertúlia Literária Dialógica em que será efetuada recolha de dados através de gravação áudio de todas as sessões a realizar nas aulas de Inglês;

4. realização de dois testes orais padronizados, de 15 minutos cada, no início e no final da intervenção, com vista à análise da evolução do/a aluno/a na oralidade durante o período de implementação.

A participação neste projeto é livre e voluntária. Pode optar por não autorizar a participação do/a seu/sua educando/a e/ou retirar o seu consentimento a qualquer momento, sem qualquer consequência. Em qualquer um dos casos referidos, o/a aluno/a participará nas aulas de tertúlia literária dialógica, contudo os dados áudio recolhidos não serão tratados no âmbito deste projeto. De igual modo, os testes orais serão aplicados a todos os alunos e alunas, mas não serão usados no estudo os resultados dos alunos e alunas não participantes.

As gravações áudio serão transcritas, usando uma chave de pseudonimização, ou seja, a cada aluno/a participante atribuir-se-á um pseudónimo desde o início do tratamento dos dados. Tanto os registos áudio originais como a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Os ficheiros serão mantidos durante cinco anos desde a recolha de dados, e depois eliminados.

Em relação às provas orais, os registos de avaliação serão atribuídos a cada aluno/a usando o mesmo pseudónimo atribuído para a transcrição das gravações do discurso na sala de aula. Desta maneira, conseguir-se-á avaliar o processo e potencial benefício de cada aluno/a participante, protegendo à mesma os seus dados pessoais.

Todos os dados recolhidos serão usados exclusivamente para objetivos de investigação.

Poderá recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, retirar a sua participação ou pedir a consulta, retificação ou remoção dos seus dados, através do endereço de email [2102067@estudante.uab.pt](mailto:2102067@estudante.uab.pt).

## Declaração do/a encarregado/a de educação

Declaro que:

7. compreendi a informação que me foi prestada;
8. me foram prestados todos os esclarecimentos que pedi;
9. consinto livremente que o/a menor pelo/a qual sou responsável legal participe na investigação, sabendo que não haveria qualquer consequência para mim ou para o/a menor se tivesse recusado;
10. compreendi que tenho o direito de retirar esse consentimento livremente a qualquer momento, sem qualquer consequência para mim ou para o/a menor;
11. consinto em que os dados que resultarem da participação sejam utilizados nas condições e para as finalidades que me foram explicadas;
12. consinto que os dados pessoais sejam preservados nas condições e prazo apresentados.

Assim, depois de devidamente informado/a e esclarecido/a, aceito a participação do/da meu/minha educando/a neste estudo.

Encarregado/a de educação do/a aluno/a:

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(nome do/a aluno/a)

Data \_\_\_\_/\_\_\_\_/\_\_\_\_

O/A Encarregado/a de educação:

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(assinatura do/a encarregado/a de educação)

**Appendix VI – Information about the project to the students**

## Informação

### AO/À ALUNO/A

Por favor, leia com atenção todo o conteúdo deste documento.

Não hesite em solicitar mais informações se não estiver completamente esclarecido/a.

Caro/a Aluno/a,

No âmbito do doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania Global, a decorrer numa parceria entre as Universidades Aberta e Nova de Lisboa, o professor de Inglês e estudante de doutoramento Pedro Filipe Matos Lopes, sob orientação da Doutora Chrysi Rapanta, pretende realizar um estudo/projeto de investigação com vista a estudar o impacto da implementação de Tertúlias Literárias Dialógicas na disciplina de Inglês sobre o desenvolvimento da oralidade e da cidadania intercultural dos alunos e alunas de Inglês do ensino secundário.

Com este estudo pretende-se alargar o conhecimento sobre a implementação de práticas dialógicas inclusivas na sala de aula da língua estrangeira, de modo a **promover a melhoria das aprendizagens dos alunos e alunas nesta área, quer em termos académicos, quer pessoais e sociais.**

Se aceitar participar, tem o direito de aceder, a qualquer momento, aos dados que fornecer, corrigi-los, ou removê-los, total ou parcialmente, do estudo, sem qualquer custo ou consequência para si, mas sem prejuízo dos resultados de tratamentos de dados que já tenham sido efetuados antes do pedido.

O estudo decorrerá entre janeiro e junho 2024.

A sua participação consiste em duas situações distintas:

1. ser observado/a em situação de aula, durante sessões de tertúlia literária dialógica em que será efetuada recolha de dados através de gravação áudio de todas as sessões a realizar nas aulas de Inglês;

2. realização de dois testes orais padronizados, de 15 minutos cada, no início e no final da intervenção, com vista à análise da sua evolução na oralidade durante o período de implementação.

A participação neste projeto é livre e voluntária. Pode optar por não autorizar a participação do/a seu/sua educando/a e/ou retirar o seu consentimento a qualquer momento, sem qualquer consequência. Em qualquer um dos casos referidos, o/a aluno/a participará nas aulas de tertúlia literária dialógica, contudo os dados áudio recolhidos não serão tratados no âmbito deste projeto. De igual modo, os testes orais serão aplicados a todos os alunos e alunas, mas não serão usados no estudo os resultados dos alunos e alunas não participantes.

As gravações áudio serão transcritas, usando uma chave de pseudonimização, ou seja, a cada aluno/a participante atribuir-se-á um pseudónimo desde o início do tratamento dos dados. Tanto os registos áudio originais como a chave de pseudonimização serão salvaguardados em suporte seguro, acessível por palavra-passe apenas pelo investigador responsável. Os ficheiros serão mantidos durante cinco anos desde a recolha de dados, e depois eliminados.

Em relação às provas orais, os registos de avaliação serão atribuídos a cada aluno/a usando o mesmo pseudónimo atribuído para a transcrição das gravações do discurso na sala de aula. Desta maneira, conseguir-se-á avaliar o processo e potencial benefício de cada aluno/a participante, protegendo à mesma os seus dados pessoais.

Todos os dados recolhidos serão usados exclusivamente para objetivos de investigação.

Poderá recorrer ao investigador, a qualquer momento, para esclarecer dúvidas, retirar a sua participação ou pedir a consulta, retificação ou remoção dos seus dados, através do endereço de email [2102067@estudante.uab.pt](mailto:2102067@estudante.uab.pt).

**Appendix VII – Cambridge B1 Preliminary for Schools rubric**

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			