The APPI eJournal

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Editorial

Welcome to the first edition of the electronic version of The APPI Journal.

The underlying ethos of The APPI Journal is that it is by the members, for the members. That doesn't mean that views from outside the membership are not considered – far from it. APPI collaborates with many professional educators – teachers, trainers, writers – from many parts of the world and we listen to what they have to tell us and the annual conference is a major part of this exchange of ideas. However, the majority of voices in The Journal are from inside the organisation as we believe that nurturing an internal dialogue is an essential part of professional development.

So it is in this edition. While we hear the voices of teachers working in different parts of the country we will remember that most teachers are working against challenges that appear to become more and more formidable year on year. This is what makes the stories told by some teachers so exciting. In spite of the many difficulties faced with planning and delivery, accountability and assessment, teachers still manage to be imaginative, creative and inspirational. This is an extraordinary achievement and we see some of those wonderful results produced in language classrooms in this edition – using arts and sciences, getting the best out of You Tube, creating really significant contexts for learning. We also pick up useful information on motivation and collaboration, a guide to specific learning differences and a briefing on an important European-wide youth initiative.

We hope you enjoy reading this edition – and we look forward to receiving *your* contribution to future editions.

Anna Pires
José Moura Carvalho
Fitch O'Connell

Editors

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Cover photo - White Storks, Murtosa - by courtesy of Gloria Silva, APPI Member B-1560

Global Issues in ELT
Linda Ruas

What's more important in an English lesson? – the language content or the meaningful context in which that language can be elicited, practised and used to communicate authentic meaning?

In the IATEFL Global Issues SIG, we feel it's incredibly important to raise awareness of what is going on around us, develop critical thinking and make language use contextualised and authentic. We are all world citizens, English is a global language, and teachers have a very important role to play. What we do affects the rest of the world, and what happens in the rest of the world affects us. There are many more arguments for bringing global issues into our teaching, of course, and teachers need to think carefully about which issues are most suitable for their classes in their context.

We have to include some content anyway, to contextualise the language we teach, so why not think carefully about the message we communicate. Every one of us can make a difference – and we as teachers can reinforce this message by *what* and *how* we teach.

If we present language in not-particularly-memorable contexts and get learners to practise it with random, decontextualised sentences where they are only focussing on getting the form correct, they will probably not fully understand or remember the meaning. If, however, we spend longer building up a real, in-depth context, there might be more chance that learners will understand and be able to use it.

Lessons I've developed for the New Internationalist Easier English wiki (free to download here: http://bit.ly/2x7cLO1) have also helped develop learners' knowledge of the world, and their ability to think critically and voice their opinions. We have a map of the world on the wall of the classroom, and stick post-it notes on various areas we read about to remind them. And the students are now far better at debating and seeing issues from alternative viewpoints.

Unlike a lot of traditional ELT course book material, these lessons include the PARSNIPs (Politics, Alcohol, Religion, Sex, Narcotics, -Isms and Pork) that publishers tend to avoid. But these topics, handled sensitively, can engage learners more and they can link them to their own situation and reality. How much more relevant is it to review and practise the Present Continuous by reading about and discussing efforts around the world to climate-proof the planet? Or to use the present perfect to read and talk about how people have helped refugees around the world?

There are many more Ready Lessons and teaching ideas on the New Internationalist Easier English wiki, together with hundreds of simplified articles for learners: https://eewiki.newint.org/index.php?title=Main_Page

If you agree about the importance of bringing global issues into ELT, why not join our IATEFL Global Issues Special Interest Group? We provide a forum among ELT practitioners to stimulate awareness and understanding of global issues to exchange ideas on integrating peace education, human rights education, development education, and environmental education into English language teaching. GISIG is for teachers who see themselves as educators in addition to teaching the language and who are keen to bring real-world issues into the classroom, instil a sense of social responsibility and develop critical thinking skills.

We organise a Pre-Conference Event at the annual IATEFL conference, which is being held in Brighton this year. Our PCE in 2018, entitled 'Social Justice and ELT through the Visual Arts', will be run jointly with the Visual Arts Circle, and will include live art work! – read more about it and sign up here:

http://gisig.iatefl.org/event/brighton-2018/brighton-pce-2018

We also run a number of other events, face-to-face and online, which you can read about on our website: http://gisig.iatefl.org/ We produce biannual newsletters, write and promote relevant materials, discuss many issues in our yahoo discussion group and Facebook page, get actively involved with many issues (eg. recently with training volunteers teaching English in refugee camps) and share lesson ideas, for example, the wonderful short videos that Cristina Oliveira produced with her learners about Poverty and Pollution: http://gisig.iatefl.org/event/appi-gisig-forum-in-portugal (scroll down). Try our 'Special Days' lessons from our Calendar of Special Days too.

Global issues will not go away if we ignore them in our ELT classes. We may be able to stop learners worrying, help them understand, get them to engage actively in issues and learn more English outside class through online research and activism.

The founder of GISIG, Alan Maley, has recently co-edited an excellent book of ELT activities related to each of the 17 United Nations Sustainable Development Goals (Maley & Peachey, Eds 2017 - free to download here: http://bit.ly/2xsTjgl) and wrote this poem for the book, which sums up how I feel about bringing global issues into teaching:

Teacher

What do you do?
I'm a teacher.
What do you teach?
People.
What do you teach them?
English.
You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives …?
That too.
What do you mean, 'that too'?
 Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation, … help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation, …how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how –isms become prisons, how thinking and feeling can bring about healing.
Well I don't know about that. Maybe you should stick to language, forget about anguish. You can't change the world.
But if I did that, I'd be a cheater, not a teacher.

Alan Maley

After teaching and training for many years in London, Brazil and Japan, Linda now teaches ESOL and CELTA courses at LSEC, Greenwich. She is also Joint Coordinator of IATEFL Global Issues SIG and runs the New Internationalist Easier English wiki (eewiki.newint.org). Recent books include: 'Why Global Issues?' and 'A-Z of Global Issues', published by Academic Study Kit. Feel free to contact Linda about any of the above at *lindaruas@hotmail.com*

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Integrating Primary English and Sciences: stories, magic and fun!
Fran Seftel, Gloria Magalhães

Our school, the Colégio do Ave in Guimarães, started a new, ambitious English language project in February 2016. We named it IntegratEnglish and our aim initially was to offer more intensive English input in kindergarten and primary school. In the primary school, we started teaching parts of the Natural and Social Sciences syllabus in English, using CLIL methodology, with the aim of reinforcing English language skills in different ways from those being used in their regular English classes. We were hoping that the children's curiosity and motivation to learn Sciences would be a positive factor in this new venture, and that exposing them to English while exploring the world around them, would have the added benefit of enhancing and enriching their language. The model involved planning lessons and creating materials with the class teacher and EFL teacher, and then co- teaching for 45 minutes per week, in addition to the three 45-minute lessons of regular English. Gloria, the Second-Grade class teacher who took over from a colleague on maternity leave, five months after the project had started, had no idea of how it all worked. How was I, the EFL teacher, going to give her a crash course in CLIL when I was still learning and coming to grips with such a new approach?

How can EFL and Natural/Social Sciences be integrated into the teaching curriculum at Primary School?

I remember trying to answer this question for Gloria when she started in September last year. I tried to explain how we had been using CLIL in primary, and as I went through definitions and models of CLIL, important underlying concepts, the demands of planning and creating new resources, the types of activities involved, and the dynamics of co-teaching, I thought that Gloria was going to collapse or flee! Instead, she proceeded to outline her view of the project, which instinctively involved trying to find links between the EFL syllabus and the Natural /Social Science programme , so as to reinforce the students ' exposure to the concepts and the new language. For her, it didn't make sense to separate EFL and Science topics, which is what we had been doing previously - why couldn't we integrate both, by trying to find common threads?

What is CLIL?

CLIL stands for Content Language Integrated Learning, the approach that uses an additional language for the learning and teaching of content and language. (Coyle, Hood, Marsh, 2010). There are various CLIL models on the continuum of soft/hard CLIL, as illustrated in the table below. In the primary school, we chose a modular type, which means that we select parts of the subject syllabus, in this case, *Estudo do Meio* (Natural/Social Sciences), to be taught in English.

Soft CLIL ⇕ Hard CLIL	Type of CLIL	Time	Context
	Language-led	45 minutes once a week	Some curricular topics are taught during a language course
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language
	Subject-led (partial immersion)	about 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.

Types of CLIL

Estudo do Meio meets EFL

Our particular brand of CLIL in the second grade was to select topics in the Natural /Social Science syllabus and link them to EFL topics in the English course book, thereby teaching content and reinforcing the language as much as possible. This meant that Gloria had to rethink her *Estudo do Meio* plan to incorporate EFL topics, a tall order for her as she had to change the sequence of her syllabus and focus on areas that we had in common. (We could have done it the other way around, of course, starting with *Estudo do Meio* and restructuring my course book syllabus). For the students, it seemed to be more enriching to learn science content that had links with what they were learning in English - and it meant that they had even more language exposure and reinforcement.

To the newcomer, this might seem like a lot of work on top of the teacher's already heavy workload, but we see it in a different light. From the perspective of the Science teacher, CLIL can be seen as an ally because we are teaching and reinforcing the content, even though we are using a different language to do it, and for the English teacher, it is incredibly useful as our students are being exposed to the new language repeatedly in different contexts, with the added bonus of learning more challenging, meaningful content. Many people have asked us whether this is not too difficult for second grade children or even primary students in general. We think not; we can see that they are capable of so much more than we give them credit for. We have also seen that they enjoy learning the content - *Estudo do Meio* is a subject that most of them love anyway- and they seem to embrace the challenge of learning it in English.

MODULE TOPICS-EFL and *Estudo do Meio* links

Our first challenge was to find threads that linked EFL and *Estudo do Meio* topics. For the obvious ones, like means of transport in Sciences and the topic of transport in the EFL course book, the link was easy. For the others, we had to be a bit more imaginative, but we managed to find the following common threads to work on together:
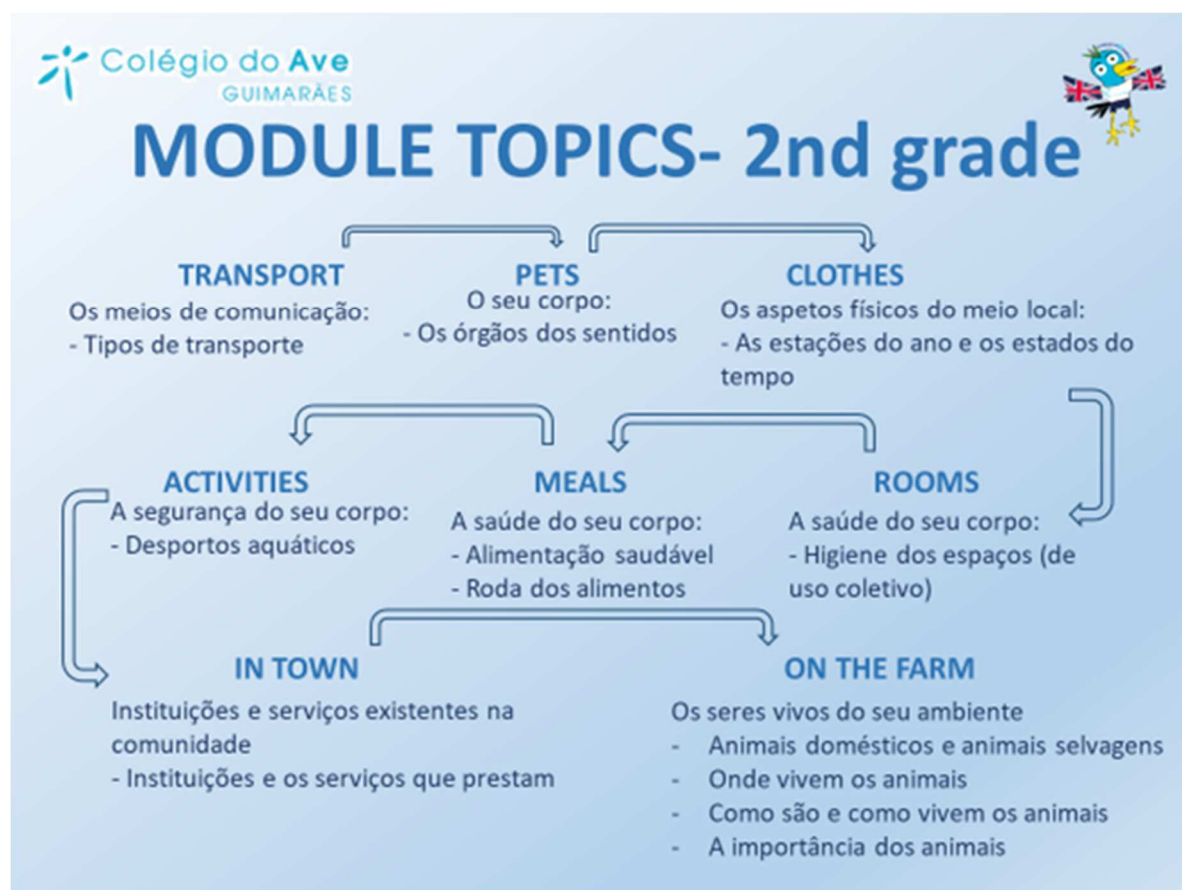
Models and principles

To integrate content and language, Coyle (2010) and other authors have proposed this model of the 4 Cs which we tried to use in our planning and teaching:
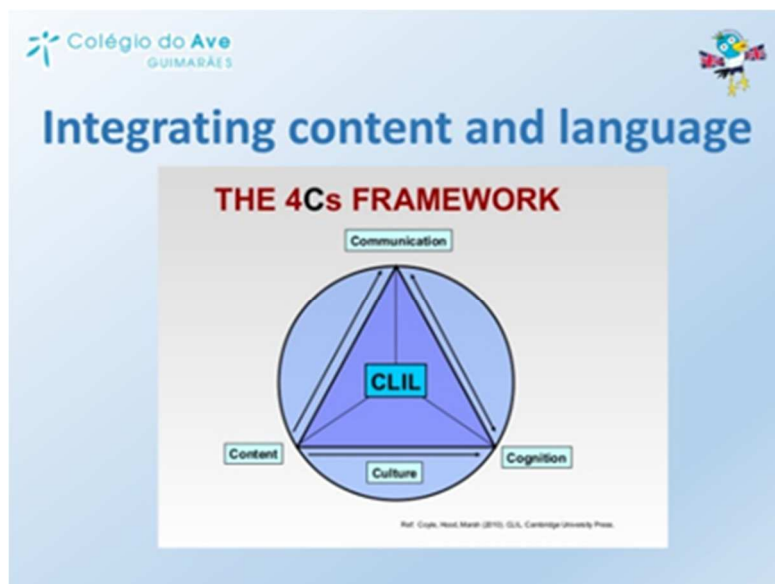
Example of our planning for the Food module

We aimed to enhance language learning through communication and social interaction, providing the necessary support for students to use the language to talk about the content. We also focused on cognition by stimulating their cognitive development and higher order thinking skills. Through a focus on culture, we tried to promote intercultural awareness whenever we could - this ties in with responding to the challenges of English as a global language and the influence of multilingualism and diverse cultures. The fourth C that we focused on was the content, which provides a natural, meaningful context for language development and engages the interest of the learners.

In addition to considering the 4 Cs, we developed a structure for introducing and consolidating the content. We created a story to introduce the topic which included our CLIL mascot, Cody Bird, the explorer and scientist who invites the students to make new discoveries. Then we planned a series of activities to reinforce the content/language and a final project in the form of a poster, a presentation, an experiment, or a creative collaborative piece of work that involved arts, crafts or construction.

While planning our activities, we tried to use the following principles to guide us:

- Learning by doing - activities that involved playing, exploring, singing, drawing, creating, building, multi-sensory learning, collaborative tasks and projects.
- Confidence-building - introduction and development of key concepts, with graded language support to ensure understanding and confidence to talk about the concepts.
- Flexible focus on both content and language.
- Enabling content learning - providing the necessary scaffolding (Vygotsky, 1978) to enable the learning of content, with an emphasis on communication and social interaction, and encouraging cognitive engagement, problem solving, and both lower-order and higher-order thinking. (Bloom's taxonomy, revised by Anderson and Krathwohl, 2001)

The Story of Cody Bird

With this story, which we started in September and finished in June, we were able to teach all EFL topics in conjunction with *Estudo do Meio* topics.

The story started with Cody Bird going on holiday with his suitcase and bringing back photos of the different transport he used. He showed us a holiday picture of his picnic in the countryside, with his animal friends, and we invited him to be our class pet.

He was curious about our pets at home, so we shared photos of our pets with him, and described them.

Then we imagined what we would see, touch, smell, taste and hear in the countryside and did experiments in class, using our five senses.

We were amazed when Cody Bird visited the class with Scarecrow (a friend he met in the countryside) but as he was dressed inappropriately, we needed to help Cody Bird find Scarecrow the right clothes for the season (Autumn).

Cody Bird then told us that his dream was to have a real bedroom. So, we built a bedroom for him! He loved his bedroom and he wanted to thank us by teaching us about food and healthy eating habits.

Cody Bird was interested in finding out about our favourite hobbies and activities, and we discovered that he had always wanted to learn how to swim. So, we took him for a walk around our town and showed him the swimming pool and other places, like the police station and the fire station.

To end our story, Cody Bird went back to the countryside and brought his farm animal friends to meet us.

Conclusion

The story, developed over many months, inspired the students to create "The Adventures of Cody Bird", a bilingual storybook with their own collaborative texts and drawings, as they were learning about the content. Overall, the students loved the experience, learning a wide range of language intertwined with content, in a very natural, interactive way.

During this project, we realized that Stories, Magic and Fun were key ingredients in the implementation of CLIL. As the weeks passed, the students anxiously awaited Cody Bird's arrival in class. What was he going explore with them? What new activities were they going to do? What would the next chapter of the story be? The magic and fantasy within the story made them eager to participate in Cody Bird's next adventure, and the learning of new language and concepts was encouraged by this atmosphere of excitement and anticipation. The target concepts and language were constantly being reinforced and revised in both EFL and *Estudo do Meio* CLIL lessons, enabling the students to consolidate their knowledge of the content, improve their language, and apply and use the information they had absorbed.

Finally, we offer a summary of the benefits of this model of CLIL for our students:

- Enhancing language learning and communication

- Challenging cognitive development and promoting higher-order thinking

- Responding to the challenges of English as a global language

- Promoting intercultural awareness and multilingualism

- Providing a natural, meaningful context for language development

- Repeated opportunities for exposure to and practice of the language and concepts

With a mascot, a story, plenty of magic and fantasy, and collaboration between the class teacher and EFL teacher, a CLIL approach that integrates EFL and Natural/Social Sciences can successfully engage the students and lead to rich, diverse learning experiences.

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Motivation and Collaboration in the Foreign Language Class

Ana Figueiredo

The Web gives to both teachers and students an incredible source of learning and teaching tools. Time and place for learning a specific topic don't exist anymore. But does this mean that all students are engaged in classroom activities and in taking advantage of cyberculture? Obviously, it doesn't. In almost every educational context, the motivation factor, for learning and for school in general, must be considered by teachers as a key element to explore.
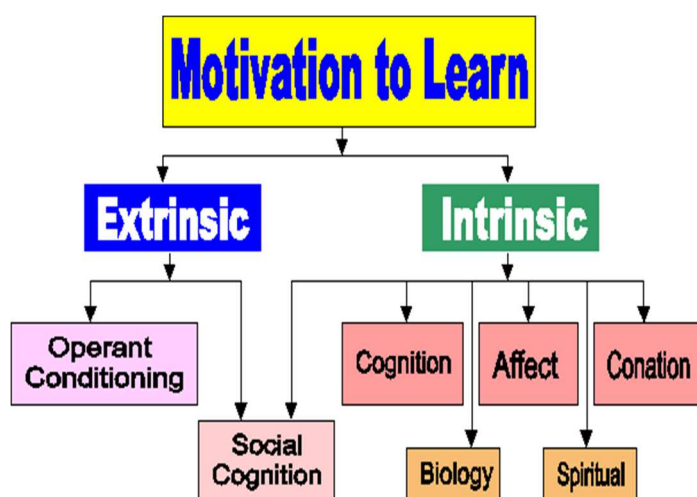
Regarding motivation as a set of biological and psychological mechanisms which allow triggering an action, its orientation and finally the intensity and persistence, it becomes impossible not to consider motivation as a crucial factor in the teaching and learning process, because the more motivated the student is, the more persistent and productive his activity will be. Lieury e Fenouillet mention two types of motivation: intrinsic (in which the activity is appealing in itself) and extrinsic (which depends on a wide range of outside rewards, such as grades or prizes). From here we can conclude that the current use of the term motivation refers to the intrinsic type. Teachers always prefer this one because it creates better results. That is why it's so important to identify and promote factors as challenge, control, responsibility, curiosity, fantasy, cooperation and acknowledgement. Some authors also highlight that intrinsic motivation is in inverse proportion of constraint, for example, surveillance or teacher control. It has been proved that students' discouragement is born out of a learning process, which means the student doesn't understand the correlation between what he does and the results of his action; even when he has started learning at the same pace of his peers, he begins demotivating, in a process called *learned discouragement*.

On the other hand, the acknowledgement of competences, in other words, a pedagogy of appreciation, must be understood as a crucial factor in motivating students. We also need to pay attention to students who belong to ethnic minorities, lower socioeconomic groups

and consequently more exposed to being considered less competent; the teacher's attitude towards these students can set the difference, as higher expectations may allow him to question social stereotypes.

Students who are under a more intensive constraint create a feeling of boredom, which annihilates the intrinsic motivation; the "medium" student tends to play the role of spectator (doing things through extrinsic motivation), while the student used to have their competences acknowledged, plays a role of main actor, intervening with self-determination in classes.

For all these reasons, it is very important to promote tasks that may increase intrinsic motivation (less exposed to constraint), such as portfolios, group presentations, personal data files, where the teacher's role is much more of giving information, rather than controlling or evaluating, as students are intrinsically motivated and perform all tasks with pleasure. To sum up, motivation can be seen as the puzzle on the right, in which all the mentioned components find a match.
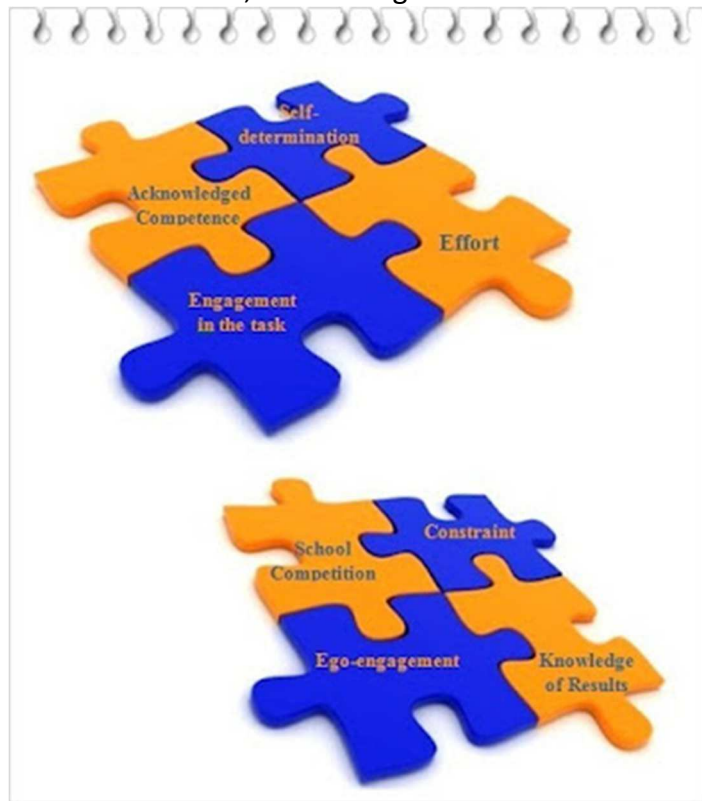
Students' motivation is a crucial variable in the teaching-learning process as the school performance cannot be explained exclusively by factors such as intelligence, family context or socio-economic condition. We also have to consider the characteristics of the school context and implement educational measures that lead to positive feedback and encouragement – which should be corrective but also formative – of the students' effort and effectiveness, as well as to the notion that the effort is the only way to positive results – as Einstein has possibly stated, in one of the many sentences assigned to him, "The only place where success comes before work is in the dictionary." According to Fontaine, "(…) compliments, rewards, criticism and punishments are very powerful ways of giving feedback and extremely used in school context. However, their effect on the students' intrinsic motivation varies according to the interpretation students do of that feedback. The crucial element is interpretation, which is created by the system of reinforcement as being informative or controlling."

In general, students have several individual methods of evaluating what they do, but the most dominant one is that what they do must be motivating, useful and not very demanding. The combination of these conditions will create a stimulating and warm environment in the classroom, where the pleasure of learning and teaching will be dominant.

Choosing a profile of collaborative work allows students to develop skills which largely overcome the simple reproduction of curricular contents. Collaborative work triggers mechanisms of interdependence and reciprocity that lead students to better understand what it is to live in community, on the way to a truly active and democratic citizenship.

Under the general designation of cooperative learning are three types of strategies: i) cooperative learning itself (division of the class into small groups with some heterogeneity of skills); ii) pair explanation (one student explains to the other and helps him to apply the concepts); iii) collaboration between pairs (two students with the same skills level work together in different tasks).

Although with different levels of equality and reciprocity, any of these types of cooperative work is becoming more and more an axial dimension of the multiracial and multicultural society in which we live, giving the school a prominent role in the deepening of democracy and in preparing young people for the demanding job market. For all this, the classroom should be the first space to be organised in a democratic way and to provide meaningful learning for the integral development of the individual.

Considering the classroom as a complex microcosm, where students spend a substantial part of their time, where they grow up, become teenagers and adults, and a privileged place for the construction of meaningful learning, it is up to the teacher to think and create the necessary conditions for the students to feel predisposed to the work that is going to be given and to invest in it proactively. In the specific case of a foreign language, students' motivation is even more important because students move in the unknown of a language and culture that are not their own, so the degree of uncertainty and fear is even bigger.

The teacher must understand the motivation in three distinct phases: i) awaken it with the choice of the task or goal to achieve; ii) maintain and protect it against the most varied factors of distraction, anxiety or even adverse logistical conditions; iii) create what Dörnyei refers to as motivational retrospection, which will allow students to check how things have been done, something that could be the source of future high motivation levels.

Facilitation, not control, should be the key to motivate students, since punishments and rewards are usually the first tools that come to our mind. However, it is important for the teacher to understand that it is not enough to teach what is in the curriculum, it is equally important to "take students with you", to assume responsibility for their motivation, to assume that this is one of the most important keys to success.

It is also crucial that some prerequisites are considered in the classroom for any motivational strategy to take effect: i) it is necessary for the teacher to behave in a way that reveals some enthusiasm for what he teaches, commitment to student learning and a good relationship with them and their families; ii) there must be a friendly classroom atmosphere that conveys a supportive environment for the student; iii) it is necessary to build a cohesive working group with the class and that the functioning rules are perfectly defined.

Above all, when considering the scope of foreign language learning, it is important to underline that it is perhaps one of the most frightening areas of the curriculum for students placed under the pressure of having to move with a new and rather limited language code. The foreign language class represents a risk zone, even when it comes to answering extremely basic questions; we should not forget how easy it is to make a mistake when there are so many variables to consider simultaneously: pronunciation, intonation, grammar, content... For all this, more than in any other classroom, the environment in which one works should allow lower levels of anxiety through the feeling of support, tolerance, acceptance and even some humour, which invites the student to dare in a new linguistic and cultural universe, without the risk of seeing his self-esteem compromised to the first mistake.

Another central issue is the relevance of the materials available to students. There is no way to motivate students who do not realize why they are learning a specific content, who do not identify themselves minimally with what is happening in the classroom. In the case of a foreign language, what often happens is that students understand they are learning a language to communicate, but in the classroom, the moments in which they are asked for this real communication are quite rare and generally focused on issues that are of little interest to students. Therefore, to make materials motivating, we must relate them to everyday experiences or students' lives. In addition to these factors, it is crucial to present the tasks in a motivating way, that is, to define very clearly what students have to do, providing the necessary information so that any problems can be overcome, encouraging the student to continue. Equally important is to keep the student focused on well-defined goals, which may be somewhat different from those of other classes, creating an environment of cooperation and closer interpersonal relationships within the class.

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A New Approach in TEYL Education through Art (EtA)
Teresa Maia

The Challenge

What if you get rid of those big vocabulary posters and start to bring Art into the classroom? That's the challenge I'd like to pose. After I had done it once, I couldn't stop.
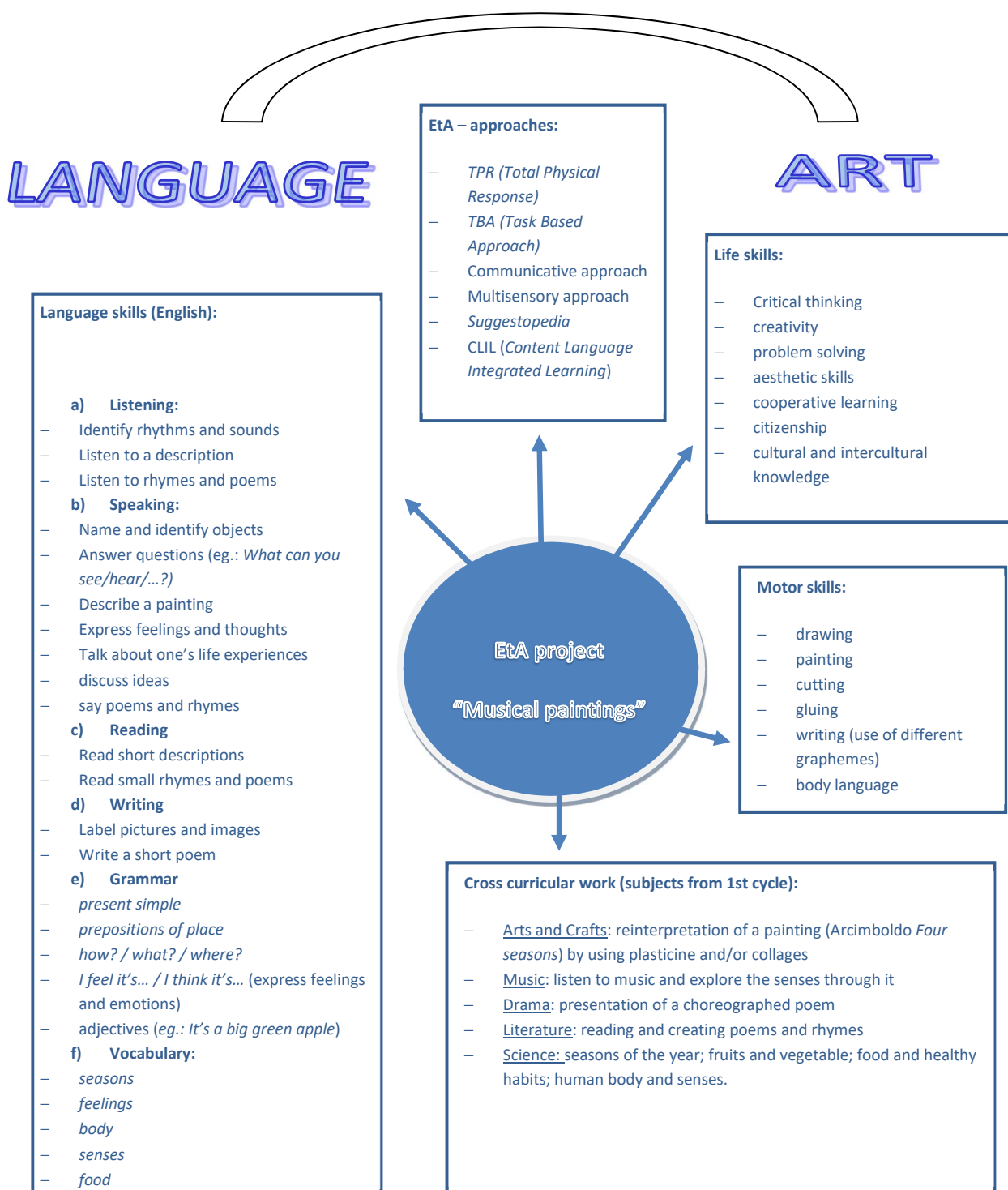
Why?

Bridging Education through Art (EtA) to teaching English to young learners emerges as a new approach in teaching that links Arts together with Language. This interdisciplinary approach acknowledges a set of premises: the knowledge is not chambered and therefore certain subjects shouldn't be ranked in a hierarchy of importance; the access to Arts is not a luxury that few have access to but a need; Language and Arts are a subjective and creative way of expression, which promote the global development of a child. In a global and mutable society in crescendo, Education needs a new panacea to cure the disrespect for the mentioned premises and to recognize the importance of emotional intelligence and the interculturality brought by the globalization, features of our century. I believe that this new approach is the answer, since it tries to mould the subjective identity of a child through their emotional and cognitive biases in order to develop the necessary skills to frame their in a new social and cultural paradigm. But how do you apply it in the classroom? Through investigation and fieldwork I came to the conclusion that besides being possible to apply in TEYL, it promotes new skills and it makes the classroom a pleasurable place to be. EtA has passed from a dimensional theory (H. Read, *Education through Art,* 1943) in paper to a three-dimensional reality in the classroom.

Education through art (EtA) prepares students for the 21st century skills. By applying it in your classroom you'll allow your students to be more creative, more cultural aware, more respectful, more open minded, more communicative and collaborative.

How?

I could reach the above conclusions at the end of my investigation and I was able to create a pedagogic plan that illustrates this new approach. The project was named "Musical paintings" and it was applied in two classes, one from the 1st grade and other from the 2nd. Within the project pupils were able to learn English through visual arts and classical music. The chosen works of art were *Four Seasons* by Giuseppe Arcimboldo and *Four Seasons* by Antonio Vivaldi, respectively. The plan follows below:

LANGUAGE

ART

EtA – approaches:

− *TPR (Total Physical Response)*
− *TBA (Task Based Approach)*
− Communicative approach
− Multisensory approach
− *Suggestopedia*
− CLIL (*Content Language Integrated Learning*)

Life skills:

− Critical thinking
− creativity
− problem solving
− aesthetic skills
− cooperative learning
− citizenship
− cultural and intercultural knowledge

Language skills (English):

 a)   **Listening:**
− Identify rhythms and sounds
− Listen to a description
− Listen to rhymes and poems
 b)   **Speaking:**
− Name and identify objects
− Answer questions (eg.: *What can you see/hear/…?*)
− Describe a painting
− Express feelings and thoughts
− Talk about one's life experiences
− discuss ideas
− say poems and rhymes
 c)   **Reading**
− Read short descriptions
− Read small rhymes and poems
 d)   **Writing**
− Label pictures and images
− Write a short poem
 e)   **Grammar**
− *present simple*
− *prepositions of place*
− *how? / what? / where?*
− *I feel it's… / I think it's…* (express feelings and emotions)
− adjectives (*eg.: It's a big green apple*)
 f)   **Vocabulary:**
− *seasons*
− *feelings*
− *body*
− *senses*
− *food*

EtA project

"Musical paintings"

Motor skills:

− drawing
− painting
− cutting
− gluing
− writing (use of different graphemes)
− body language

Cross curricular work (subjects from 1st cycle):

− Arts and Crafts: reinterpretation of a painting (Arcimboldo *Four seasons*) by using plasticine and/or collages
− Music: listen to music and explore the senses through it
− Drama: presentation of a choreographed poem
− Literature: reading and creating poems and rhymes
− Science: seasons of the year; fruits and vegetable; food and healthy habits; human body and senses.

What?

Along the project I developed different activities that exemplify EtA in TEYL classroom. I'll describe two of them because of the great impact they had in my pupils.

Activity 1 – Exploiting the 5 senses through classical music.

This was one of the first activities of the project and it was related to the topic "5 senses". Pupils were taught a choreographed rhyme about the topic:

"I've got…

"Two little eyes to see" (touch one's eyes and point to something one sees)

"Two little ears to hear" (touch one's ears and point to something one hears)

"Two little hands to touch" (raise one's hands and touch an object)

"One little mouth to taste" (touch the mouth and mime something one is eating)

"One little nose to smell" (touch the nose and mime a flower)

Then they repeated it with different tones of voice till they could say it by heart.

After that I played one of Vivaldi's *Four seasons* and they had to fill in a worksheet with "imagination". According to the music they had to imagine what they were seeing, smelling, hearing and tasting. Below there are some examples from the 1st grade.
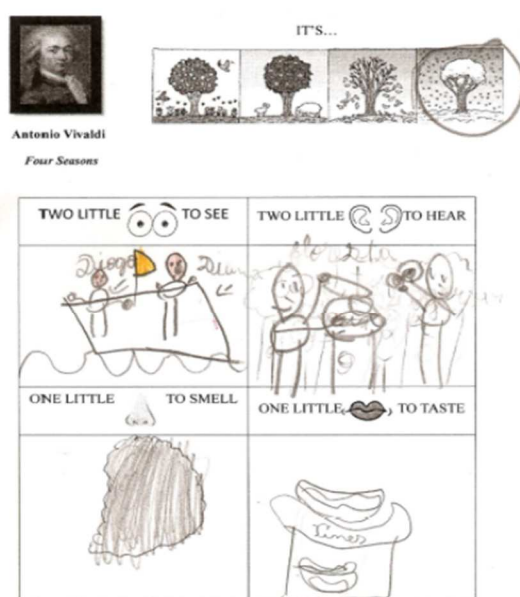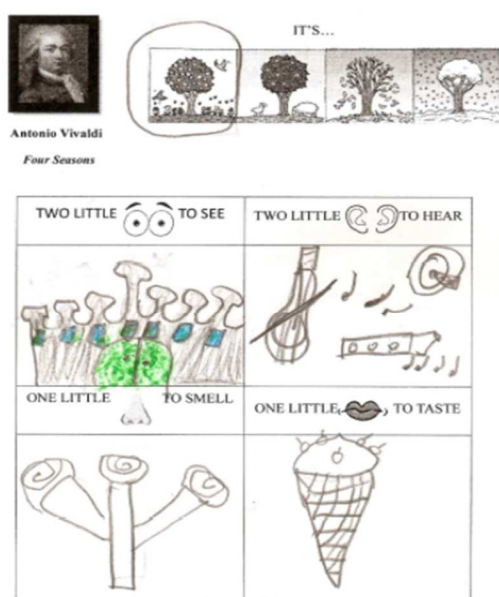
Activity 2. – Reinterpreting Arcimboldo's paintings and creating a poem.

This was the last activity of the project, therefore pupils had to apply all the knowledge acquired throughout of the project. First I divided the class in groups and then I gave each group a black paperboard and a box of coloured plasticine. Bearing in mind Arcimboldo's paintings, each group had to create a face according to one of the seasons. To do so, pupils had to recall previous learning topics. They had to select fruit and vegetables related to their season, create them in plasticine, choose the colours and dimensions, and at the end combine them to form a face.
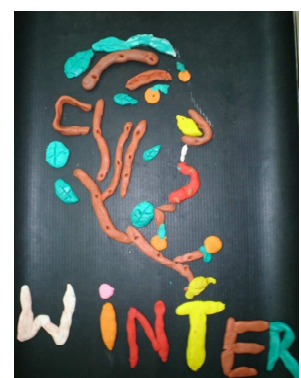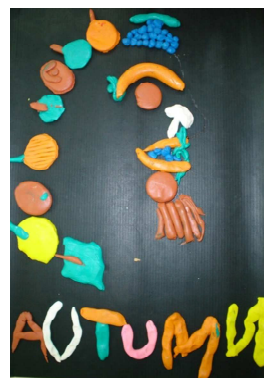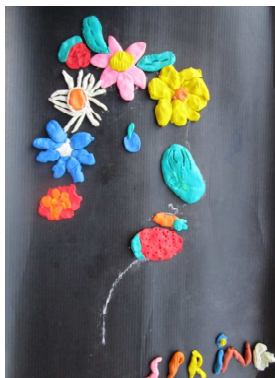
After finishing their "work of art", they should create a poem/rhyme for it, by using vocabulary and language structures already learnt, such as: "It's… (season of the year)/ (season of the year) is full of… (fruit or vegetable) / I see… (colours) / I hear… (animals) /…/ I feel… (feelings) in (season of the year)".

Beyond

But the ideas of bridging Art into language teaching didn't finish at the end of my study - I wanted to continue the work in my classroom. I have decided to share two more activities. The first is one I used in the second term to revise contents from the first, like colours, numbers and greetings. The second activity I used to introduce the topic "House".

Activity 1 – *The Persistence of Memory* by Salvador Dali.

Lesson steps:

- presentation of the painting

- describing the painting using vocabulary already learnt (colours, numbers, parts of the day)

- worksheet - selecting colours, numbers and the parts of the day they can see in the picture
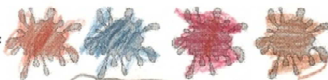
- oral presentation: "I spy with my little eye…".

Activity 2 –*The Bedroom* by Van Gogh.

Lesson steps:

- Presentation of the painting to introduce the theme "House";

- Describing the painting "It's a…"/ "there's a…";

- Introduce other rooms and parts of the house;

- recreation of Van Gogh's painting into a different room, for instance kitchen, office, living room, etc. (group work). For that I had to remove digitally all the furniture from the painting and give each group an altered version of Van Gogh's painting (with walls only) and a blank sheet of paper for them to draw and create furniture and other objects that could transform the painting into a different room;
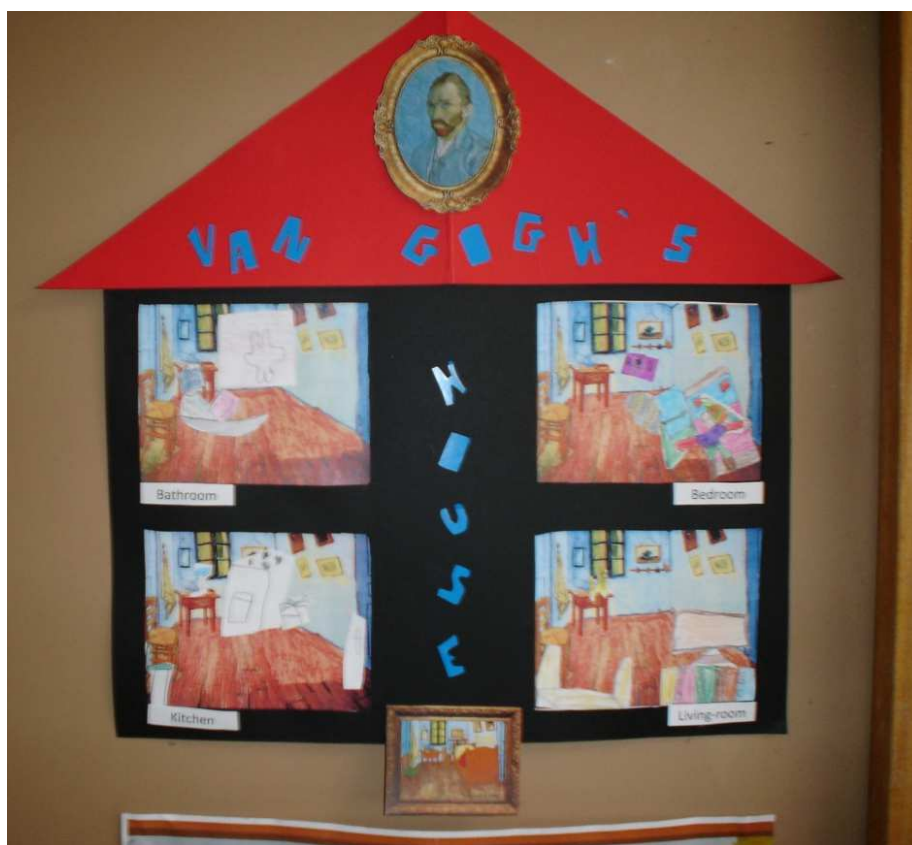
Success or Succeed?

This approach is not a summary of the newest approaches in TEYL, the difference remains in the beginning and in the end. Pupils start with Art and finish creating Art, and within the process they develop the English language in the same way, through reception to creation. That is what makes Art and Language so embryonic.

The impact of EtA in the English classroom was above my expectations and went beyond the classroom walls. In my study, pupils acknowledged that they felt happy in the English class and that they have done things they have never experienced, and they have never imagined they could achieve. At the end they felt proud. The teachers involved in the project stated many advantages of this approach in the classroom:

> pupils' motivation and enthusiasm

> success of the activities

> surprise and interest caused by the newness

> commitment

> no behaviour problems

> imagination and creativity

> oral skills development

> well-being in the classroom

> success in language acquisition

> pupils' autonomy.

EtA in a successful English language classroom method – designed for those who plan to succeed in the 21st century.

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YouTube and Critical Thinking in EFL
Maria da Ascensão Afonso Bastos

Critical thinking and language learning

As Scriven & Paul (2007) state, critical thinking relates to *the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.* In the light of the authors' view there is a close correlation between critical thinking and language competence. If students learn to reflect, investigate, evaluate, analyze, synthesize and question about real-world problems while constructing their knowledge based on EFL contents, language learning gains greater significance and purpose, thus enhancing students' ability to communicate effectively.

Critical Thinking and EFL through cognitive tools

Considering Jonassen's conception of mindtools (1996), YouTube videos can be approached for enhancing, extending, and restructuring the way learners think about the subject matter they are studying. Not only do they engage learners actively in the English-language classroom, as they help foster critical thinking, language competence (EFL), and creativity. From a constructivist perspective, the accent is put on learners' cognition, reflection, collaboration and knowledge construction (Coll, 2008).

Alternative approaches

- Learners develop the undermentioned critical thinking skills explicitly in the English language (EFL) and only then do they apply and further the knowledge gained making a video to be posted on YouTube;

- Learners develop just one set of critical thinking skills explicitly in the target language (e.g. *imagining processes*), and only then do they make their video bearing the skills in mind;

- Critical thinking skills and foreign language skills are developed while students are making their video.

YouTube-based approach

Students, organized in three-element groups, learn to evaluate, analyse, connect, synthesise , imagine , and elaborate on information provided by the video they select from YouTube while engaging in critical listening , critical reading , critical writing , and critical speaking . *Evaluating information* involves:

- assessing the information conveyed by two videos they select on YouTube , having in mind intellectual values such as *clarity, precision , accuracy , relevance , consistency , logical correctness, completeness, and fairness* among others (Paul and Adler, 2011);

- establishing priorities by selecting one of the videos that constitutes the basis for their meaningful learning;

- assessing the accuracy, usefulness and reliability of the arguments and facts conveyed by the chosen video (doing some research on reliable online sources).

The video selected provides the real-world problem(s) on which the different groups of learners will construct their own knowledge using the target language.

Table 1 illustrates the self-regulation form, which orients learners to the evaluation of information.

Reflective and Critical Thinking form	Self-regulation
Form/Class: _____ Group: _____ Students' names: _____ A. **Evaluate information** Task: Students view and assess YouTube videos related to *Teens and the Consumer Society*, deciding whether or not they might be used as educational resources. Students identify a real-world problem and work together in order to devise a solution for the problem identified. **Skills to be covered:** - Use the English language (EFL) while carrying out activities.	

- Select 2 YouTube videos. Determine appropriate criteria for judging the videos based on Critical Thinking Standards (clarity, clarity, precision, accuracy, relevance, consistency, logical correctness, completeness, and fairness).

Ex: Clarity The information and purpose conveyed by the first video are clearly conveyed; …)				

- Establish priorities selecting one of the two videos. Justify, adding personal criteria.

Title of the video selected: _____ Site: _____

Criteria: _____

- Recognize fallacies, vagueness, and bias. I assess the accuracy of arguments and facts, doing research on reliable sources.

Accurate arguments/facts: _____

Credible sources: _____

Table 1. Self-regulation form (evaluate information)

From that moment on, learners analyse the information conveyed by the video and connect it to new information that is significant in their lives. Among other skills, *analysing and connecting information* includes:

- identifying main and supporting ideas in the video;

- identifying the speaker's purpose (implicit or explicit);

- comparing and/or contrasting the selected information with real-life events and problems that are significant to learners, doing some research online on credible sources;

- identifying causal and consequential relationships;

- inferring information from the topics researched.

At this stage of the process, the groups of learners are encouraged to generate original thoughts and ideas, and devise a solution for the problem(s) identified in the video they had selected. The process requires creative thinking and interdependent development of skills such as *imagining processes, synthesising information, and elaborating on information*. While writing the script for the new video, learners:

- predict events related to the topic in discussion;

- speculate about interesting possibilities (e.g. asking what if questions);

- think analogically, creating symbols, metaphors and similes to make ideas understandable and appealing to the audience;

- summarize main ideas concerning the knowledge being constructed so far;

- add personal meaning to ideas and arguments provided.

Video production in the EFL classroom

Following the writing of the video script, and all the steps it entails, learners finally undertake the filmmaking. The five-minute video production demands focus and deep thinking about the subject matter being constructed and represented. Its creation triggers multiple skills of critical thinking that overlap with EFL skills and digital skills. In the planning phase, the video requires the articulation between learners' written script and their creative vision, involving continuous discussion and rewriting; in execution it demands constant focus, planning, organization, problem solving, decision making and oral production skills; in editing, it requires constant problem solving, analysis, evaluation, and the distillation and synthesis of the story (Theodosakis, 2009).

The videos are finally uploaded and shared on YouTube. Students write a short description, indicate their category, and interact with YouTube users in the foreign language sharing social knowledge online.

Conclusion

The development of critical thinking skills is essential in the EFL classroom to enhance effective language learning. The quality of learners' reasoning will determine their ability to communicate effectively. YouTube videos in the classroom provide the opportunity for developing action-oriented processes, including communication skills (EFL), problem solving, decision-making, and critical use of digital tools. By becoming critical thinkers, creative producers, and more successful communicators, learners will be better prepared for the world they now face.

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- *Higher-Order-Thinking in English (EFL);*
- *Critical Thinking and Communicative Competence.*

Students with Specific Learning Differences

Varinder Unlu

In all our classes we have students with learning approaches and needs. Some students pick things up very quickly and some take a little more time. Some need little assistance and others might need a little support and help.

How do we cope with the whole range of learning needs in our classrooms? And how do we help those students who may have a learning difference such as dyslexia, dyspraxia, Asperger's or ADHD, etc. How can teachers identify when a student is learning differently? Here we are going to look at what the different Specific Learning Differences are and what teachers can do to support these learners.

Below is an outline of each one:

Dyslexia

This is a common developmental difference that is seen mainly in information processing, especially phonological processing – which is the system we use to process basic word sounds. Phonological awareness is a key skill in the development of reading and writing skills. People with dyslexia can also have problems with short term and working memory, verbal processing speed and co-occurring difficulties with organisation, sequencing, co-ordination and concentration. Dyslexia affects all kinds of people regardless of intelligence, race or social class. Causes are unknown but it can be hereditary and there is no cure but there are many ways we can support our learners in the classroom.

How does this dyslexia manifest in the classroom?

Dyslexia manifests itself differently from person to person. Low self-esteem is often an issue because of not being able to keep up with the constant measuring of progress and testing and often this behaviour is misinterpreted as not caring or being lazy as the learner becomes good at covering their inadequacies by displaying an uninterested, disengaged attitude.

Attention deficit hyperactivity disorder (ADHD)

ADHD is a common developmental difference that affects those parts of the brain that control attention, impulses and concentration. Common symptoms are short attention span,

restlessness and constant fidgeting and being impulsive. People with the condition lack the filters to ignore what is going on around them resulting in a lack of focus. It can occur in people of all intellectual ability and is common in people with learning difficulties. Causes are unknown but it can be hereditary. Medication is often prescribed for ADHD but it also requires the right kind of educational support from teachers and parents.

A student with ADHD can be identified as someone whose attention often wanders and is not with the other learners in class, the student who finds it difficult to stay on task or follow instructions and their answers may not be relevant to what is going on in class indicating that they may not be thinking reflectively on what is being done.

Dyspraxia

Dyspraxia is a common developmental difference affecting co-ordination, fine motor skills, articulation and sensory perception. People with dyspraxia lack attention and concentration and have difficulties with speech production. They are often very sensitive to the environment: temperature, light, noise, etc and it affects their spatial awareness. The causes are not fully known.

How does this dyspraxia manifest in the classroom?

Dyspraxic learners often have difficulty with handwriting, with hand to eye coordination so often, difficulty in walking in a straight line, often bumping into things, has poor attention span and easily distracted, doesn't cope well with change and has poor organisational skills, has difficulty maintaining friendships and lacks awareness of appropriate behaviour.

Dyscalculia

Dyscalculia is a learning difference in mathematics. People with this condition have problems with memory and problem-solving. It is not an easily diagnosed condition as it often co-occurs with other learning differences such as dyslexia and ADHD. It is a neurological condition and can be hereditary.

How does this dyscalculia manifest in the classroom?

A learner with dyscalculia will have difficulty with counting and number sequences, telling the time or handling money. They may find map reading and directions difficult and problems differentiating between left and right.

Asperger's syndrome

Asperger's is part of the autism spectrum. Different from all of the above as it's not a problem with memory (in fact, people with this have very good memories). Difficulty with social interaction, difficulty with social imagination, difficulty with changes in routine. People with Asperger's syndrome often have very narrow and intense interests (perhaps in only one or two areas, eg: computers, trains, dinosaurs, animals, etc).

How does this Asperger's Syndrome manifest in the classroom?

A learner with Asperger's Syndrome will exhibit repetitive patterns of behaviour, more so than the average person. They may also have difficulties controlling these behaviours. Unlike Autism, Asperger's Syndrome does not affect the individual's language acquisition. A learner with Asperger's lack understanding of social cues and subtleties and find it difficult to engage in reciprocal conversation and to generalize and apply knowledge across different situations. They have poor fine-motor skills, problem solving skills and organisational skills.

How can teachers support students with SpLDs?

The suggestions below are features of good practice, so you may find that these are already implemented by you in your teaching already. These strategies will benefit all your students and not just the ones with SpLDs.

What helps:

• Providing a clear overview of what will be covered, preferably as a handout, highlighting the main arguments, key concepts and new/difficult vocabulary.

• Being explicit when you are introducing a new theme or concept and clarifying new language, providing as many concrete examples as possible.

• Using a variety of methods, even with large groups, e.g. short discussion opportunities in pairs or groups; diagrams or mindmaps; visual material.

• Inviting students to record lessons/tutorials or use other technological support, if required.

• Regularly pausing to summarise key themes/issues covered (including at the end of the lesson).

• Allowing time for students to read handouts if they are going to be referred to during a lesson.

• Avoiding asking students to read aloud or calling on specific individuals to respond to questions.

• Using clear overhead projections or slides, keeping content limited.

Suggested strategies - written work

• Provide writing questions as early as possible.

• Give specific instructions and using unambiguous language in tasks.

• Use a clear, concise writing style.

• Keep layout clear and simple. For example: avoid patterned backgrounds; using a clear font (such as Arial) rather than Times New Roman.

• Use printed rather than hand-written notes.

• Avoid lots of dense text – using paragraphs, headings, sub-headings, bullet points, etc.

• Print on pastel coloured paper, rather than white. The glare of black on white can make text harder to decode.

• Where there is a choice, providing references that have electronic copies available (enables students to use text-to-speech software).

Varinder Lekh

I have worked in ELT for over 25 years, starting my teaching career in Turkey. I have held many roles in the industry: teacher, teacher trainer, academic manager, school principal, schools' inspector, welfare officer, anti-radicalisation and safeguarding officer, materials writer and conference presenter. I have worked with students of all ages in private language schools, in Further Education colleges and in higher education. I am one of the founding members and co-ordinator of the IATEFL Inclusive Practises and SEN special interest group. I am currently doing an MA in TESOL.

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1st APPI Poetry Competition (2017)
The Winners

APPI hosted its very first poetry competition at the 31st Conference last year. We are extremely grateful to our very generous sponsor, who wishes to remain anonymous, for providing the cash prizes.

All conference delegates were invited to submit an original poem written in English, which also contained a word or phrase in Portuguese, based on the theme "Out of the Box", which candidates could interpret loosely. A team of APPI judges shortlisted the top poems, which were then sent to Scottish poet laureate Ron Butlin, who made the final decision.

The winners were announced at the General Assembly Meeting, on 29th April – with first prize being awarded to Isabel Nolasco (Member no. B 954) for her poem "Alienation", winning a cash prize of €50. We had two runners up, each winning €25 – Filomena Alijaj (Member no. B 2861) for her poem "Search for thunderbolts, not boxes", and Isabel Silva (Member no. B 1058) with the poem "Outside the Box". We'd like to congratulate our prize winners as well as all the candidates for taking part in this competition.

In 2018 you have the opportunity to enter a Flash Fiction competition to coincide with the 32nd APPI Conference. Further details on www.appi.pt

"Alienation" by Isabel Nolasco

Sunrise, gush of light;

morning dew;

birds twittering, water dripping, sky so blue!

Inner plunge, empowered soul –

mysteries seen through.

Book reading. Poem chiseling long overdue.

Togetherness – lending an ear;

humane overview;

phone talking, line dropping from me to you.

Nourished spirit, eager body still…

Sopa da pedra, sardines to grill;

Porto wine, whisky on the rocks.

Sheer alienation?

Life outside the (TV) box!

"Search for thunderbolts, not boxes" by Filomena Alijaj

Thunderbolts are needed, as needed as reactions!

People act like missing socks,

They shy away from sparks,

They merge into greyish fumes.

Stainless steel boxes take over

Shaping them like safe houses,

As they become fake spotless mirrors.

Thunderbolts are needed, as needed as dandelions!

People cling into prosthetic bliss,

They accommodate inside boxes,

"As caixas" as we call them…

Oh Thunderbolts are needed, as needed as firefly hearts!

People get out of their labelled packages

And enjoy a fearless sunrise.

"Outside the Box" by Isabel Silva

The colours of the rainbow left for a day

Packed their things and found their way.

Deciding upon each one's mission

Set out for a unique expedition.

Green empowered victims of greed

Orange enlightened the suspicious indeed.

The yellowish rays painted people's faces

Helping the bluish spreading countless graces.

Indigo moaned SAUDADE reaching for the unknown

Violet tailored kids' emotions as well as my own.

Red hopped merrily and shouted to be heard

Messages of hope scattered throughout the Earth.

Youth Start

Entrepreneurial Challenges Project and the changing Portuguese education system

Ana Barroso, Cristina Soutinho, Paula Martins

YouthStart Entrepreneurial Challenges is a project within the scope of Entrepreneurship Education and Policy Experimentation in European schools (January 2015-June 2018). This experiential learning programme was thought to be embedded in the curricula, fostering 21st-century skills. English is one of the subjects in which it might be easier to integrate these challenges which will improve students' linguistic and communicative skills.

Purpose

In the context of entrepreneurship education in Europe, the majority of countries are in a process of educational reform and are embedding this type of educational offering (European Commission, 2016) in their curricula. One of their objectives is to strengthen entrepreneurship education as an educational offering from the perspective of lifelong learning across all educational levels.

Here is an overview of the Youth Start – Entrepreneurial Challenges Project and the expected impact on the learning outcomes of the students regarding their entrepreneurial skills.

Overview

The project Youth Start – Entrepreneurial Challenges promotes experiential learning programmes at the compulsory school level by developing an innovative, transferable and scalable programme through the collaboration of the high-level educational public authorities of Austria, Luxembourg, Portugal and Slovenia.

The project addresses the country-specific policy needs of a geographically diverse group of Member States that are at varying levels of policy implementation within the "progression model." The intended systemic impact relates to introducing a rigorous experimentation protocol, creating new teaching methods, reforming teacher training, and giving students the entrepreneurial spirit through experiential challenges.

The primary target group in three and a half-year project (January 2015 - June 2018) are teenagers aged 14 to 17, who are reached through three large-scale interventions. Through the leadership of the ministries of education from the participating countries , the programme was extended to primary schools (students aged 8 to 10). The Youth Start learning programme

embraces cognitive and non-cognitive entrepreneurial skills and abilities and fosters a culture of responsibility and citizenship. The educational programme is hypothesised to increase desirability and feasibility of students to be entrepreneurial. In addition, it is also believed that student participants will find schoolwork more enjoyable and meaningful and that the programme will increase their motivation to learn and engage in school activities. This experimental project not only will analyse its impact on the learning outcomes of the students regarding their entrepreneurial skills, it but will also measure its influence in teaching practice.

The evaluation protocol utilizes an ex-ante and ex-post approach (pre-, mid- and post-test evaluations of knowledge, skills and attitudes according to the European Key Competence Framework) as well as randomised experimental groups to evaluate the effects on students and measure entrepreneurship competencies across various European countries to indicate to educators, institutions and policymakers how to move forward in the future.

Teacher Training & Methodology

Training teachers is one of the core aspects of the Youth Start – Entrepreneurial Challenges project and is required to scale other geographies. Following training in the several countries, the trainers, in turn, trained teachers that implemented the challenges with students in classrooms. The project ended the Implementation Phases I and II (2015/2016 and 2016/2017 school years). The implementation Phase III is currently ongoing.

The Youth Start learning programme is designed to be flexible in its application and has intensive and extensive programmes making it possible for teachers from all school types and from various disciplines to use Youth Start modules in their teaching. The project fosters self-directed learning through a transversal interdisciplinary method. This way schools can change from the prevailing only subject application to an approach that provides more collaborative experiences.

Trainers work on the Youth Start Challenge Model that encompasses: **1) Entrepreneurial Core Competency Challenges** that will build student ability to turn ideas into action; 2) **Entrepreneurial Culture Challenges** building entrepreneurial attitudes including initiative, pro-activity, independence and innovation in personal and social life as well as in the motivation and determination of meeting objectives; and, 3) **Entrepreneurial Civic Education Challenges** which include awareness of ethical values and the promotion of good governance.

The 18 challenges families (Figure 1) of the Trio Model segments cover a broad range of themes, activities, and contexts of entrepreneurship education, with one common goal: encouraging young people to be open to new ideas and to implement these ideas creatively.

The schools were selected by the Ministry of Education of Portugal through the Directorate-General for Education (*DGE – Direção-Geral da Educação*). DGE established contact with the number of schools required to participate in the project and kept the follow up with the schools involved.

A total of 100 school/school clusters, including all targeted levels (A1, A2, B1 and B2), joined the project. The schools from A1 Level were integrated into case studies, whereas A2 and B1 were integrated into the evaluation protocol and also case studies. The sample from secondary schools for B1 included public, vocational, regular and intervention schools.

The Youth Start – Entrepreneurial Challenges learning programme has developed new challenges and offers additional material for upper secondary students that had completed B1 Challenges the year before.

The teachers' training programme includes 25 hours of training sessions, with face-to-face and online synchronous sessions. In an overall perspective, teachers' training has been quite successful so far, since teachers were motivated and most of them ended the training and implemented the Youth Start learning programme with their students.

Most of the teachers were pleased with the entrepreneurial challenges presented as they represent a big change from the traditional perspective of the entrepreneurial business education they are used to. Most of the teachers were well organised and together they sought the best opportunity to implement the challenges, some taking more time than others, but they were all keen to implement the challenges within a project or in one of their subjects.

According to the teachers' feedback, English is a subject where the Challenges are easier to implement once the curriculum covers a wide range of themes/topics adaptable and

transferable. The fact of having all the challenges available in English is an added value for the teacher because it provides the opportunity to explore linguistic and communication skills in a foreign language while engaging students in the different activities. Different methodologies and approaches to learn a foreign language while learning to be a responsible and aware citizen in a multicultural world is certainly the key to shape a better future for the teaching/learning process in our schools.

For more information please visit the official website of the Youth Start – Entrepreneurial Challenges, or contact the project coordinators: info@youthstartproject.eu

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Cristina Soutinho *is Educational Advisor, is a secondary school foreign languages teacher and certified teacher trainer in didactics and entrepreneurship education. She supervised student internships at schools for initial teacher-training programmes at the University of Minho. She has worked with children, youth, teachers and school leaders on several projects in capacity building, coaching and educational leadership. At the Northern Regional Directorate of Education in Portugal, she participated in several regional, national and international projects on school reform, local and regional development, and entrepreneurship. Cristina has co-authored articles and book chapters focusing on the topics of entrepreneurship and entrepreneurship education. She holds a degree in Modern Languages and Literature from the University of Porto.*

Paula Martins *is a Portuguese and English teacher. She has been actively involved in several projects under the European Lifelong Learning Programme, such as In Service Training Courses in various European countries (UK, Malta, Germany), Comenius, Grundtvig and Erasmus+. Under these European projects, she has designed and coordinated different foreign language courses (English and Italian) for teachers. She has also coordinated Comenius Assistants for 4 years. She is a Teacher Trainer (Youthstart Entrepreneurial Challenges)*

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