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FORMAÇÃO
CONTINUA

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A horizontal banner for the 37th Annual APPI Conference. The text reads: '37TH ANNUAL APPI CONFERENCE', 'THE FUTURE OF EDUCATION', and 'EFL CHALLENGES'. It features a central illustration of a person in a graduation cap and gown, surrounded by icons representing technology and education. The event details are listed as '10 - 12 MAY 2024' and 'ALTICE FORUM BRAGA, BRAGA, PORTUGAL'.

37TH ANNUAL APPI
CONFERENCE
THE FUTURE OF
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10 - 12 MAY 2024
ALTICE FORUM BRAGA
BRAGA, PORTUGAL



Dear readers,

We are delighted to present a collection of insightful articles authored by dedicated educators, each sharing their experiences, expertise, and reflections on various aspects of language teaching and professional development.

Firstly, we extend our heartfelt congratulations to **La Saete Torres** and **Marília Cristina Melo**, winners of the 1st Alberto Gaspar APPI Scholarship. Their article, *The Creative Teacher: 2 Weeks Teacher Training in Galway, Ireland*, englobes the essence of continuous learning and the transformative power of teacher training and embodies the spirit of continuous learning and self-improvement so dear to our late President – Alberto Gaspar – reflecting his dedication to English language education and teacher development.

Sónia Ferreirinha and Cristina Bastos provide us with a firsthand account of their enriching experience at the annual International HUPE Conference in Croatia. Through the APPI | ERASMUS+ program, they had the opportunity to immerse themselves in a diverse range of sessions, highlighting the significance of international collaboration and professional networking in the EFL field. Cristina Bastos shows the reader an upstanding example among the wide range of sessions attended.

Bilingual education takes centre stage as Ana Xavier, Helena Soares, and Janey Gregório share valuable insights from their attendance at the Congreso Internacional de Enseñanza Bilingüe in Spain. Their

reflections shed light on the challenges and rewards of teaching in a bilingual context, offering practical guidance for EFL teachers interested in this pedagogical approach.

Ana Galvão shares her insights on both The Finnish Educational System and the Portuguese Paradox from her personal perspective.

Continuing the discourse on professional development, our writer-in-residence, Carlos Lindade, explores the potential of Service learning in EFL education, emphasising its capacity to cultivate essential skills and foster community engagement. Meanwhile, Judite Valverde advocates for a creative approach to celebrating the European Day of Languages, sparking curiosity and reflection among students.

Turning our attention to innovative teaching practices, Ana Cristina Oliveira introduces us to the world of picturebooks in language teaching, while Anita Jokić shares a truly captivating classroom project inspired by "Winnie the Pooh." Additionally, Barbara Bošnjak and Célia Silva offer insights into their respective initiatives, highlighting the importance of sharing best practices and cultivating versatility in the classroom.

Silvina Ferreira highlights the expectations placed on English teachers to cultivate both communicative and strategic skills in their students, making use of a learning portfolio presented as a response to these needs.

As usual Judite Fiúza makes a review of a book, this time "The AI Classroom: The Ultimate Guide to Artificial Intelligence in

Education", where some aspects of the AI's role in shaping the future of learning are explored.

In the realm of educational partnerships, Nic Hurst underscores the collaborative efforts between APPI and the Associação Luso-Britânica do Porto, emphasising the mutual benefits of such an alliance in advancing teacher development and promoting English language education in Portugal.

Lastly, Sónia Ferreirinha, Director of APPIforma, provides an overview of the diverse activities promoted over the past year.

As we navigate the challenges and opportunities inherent in our profession, let us remain steadfast in our commitment to empowering educators, inspiring learners, and encouraging a culture of lifelong learning.

We hope that the diverse perspectives and insights presented in this edition may inform, inspire, and invigorate your own teaching practice and professional journey.

Warm regards,

Judite Fiúza
Maria Isabel Silva
Neil Mason

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The views expressed in the APPI eJournal are the contributors' own, and not necessarily those of the Editors or the Publisher.



Bookworm is my middle name

Ana Cristina Oliveira

Cristina Oliveira has been a TOEFL for over 25 years, having worked with a wide range of students in Portugal and, whenever possible, from abroad. She has also taught Portuguese both to native speakers and foreign learners. She has been a member of APPI and IATEFL – GISIG for some years and is deeply interested in global issues and IT tools.



Abstract

Attending the ICEPELL Conference inspired a project aimed at connecting students from different cycles through books dealing with issues involving our society and ourselves as individuals. The project “Picturebooks — Strong messages for the big and the little ones” is still in its embryo form but the first products are worth sharing.

Sharing — the act of partaking something; telling someone about a thought, an idea; dividing.

Definitions may vary a little but the main idea is there: “partaking”.

That’s what I aim to do here, to reciprocate something APPI has been doing: sharing ideas (and I especially like the -ing form, as it conveys continuity).

In July 2022 I attended the **ICEPELL hybrid conference** (Intercultural Citizenship Education through Picturebooks in Early English Language Learning). Being a 3rd cycle and Secondary levels teacher, it might not have been an obvious choice; however, “bookworm” is my middle name and Intercultural Citizenship Education is music to my ears.

The conference was quite comprehensive, including read alouds, talks not only by those involved in the ICEPELL Erasmus project but also by the authors themselves. It was truly enlightening to see the work done with students aged 5–12 from such different countries and how engaging the whole project was.

The project website contains all the information and materials and I strongly advise you to have a good look as inspiration is an inevitable outcome. The Icekits are particularly useful. For me, the realisation of the panoply of issues addressed as well as the beauty and simplicity of the language and illustrations used was truly an eye-opener. The content, complexity, and importance of the subjects approached should not be underestimated, despite the straightforward language; after all, we deal with these global issues throughout the curriculum, upper-intermediate and advanced levels included.

An idea began to take shape: the vast majority of us work with several different levels; many of us work in school clusters or “Agrupamentos”, right? So, why not give it a go and connect students through global issues across different levels?

How did I do this? Well, I must admit I couldn’t reach all the students I would have liked to (yet), but baby steps are always a good start.

First: Picturebook shopping spree – there are some I just find spellbinding – *How to be a lion* (Ed Vere); *The Day War Came* (Nicola Davies); *Beegu* (Alexis Deacon); *Here we are* (Olive Jeffers); *The water princess* (Susan Verde); *Last* (Nicola Davies)... just to name very few; digging in, absorbing the message and exploring the illustrations is a must.

Last year I was working with 9th and 10th graders; still, I took the risk and took my bag full of books to class (they like surprises and the bag aroused curiosity). With the 9th grade I started by exploring the cover and then I read aloud. I can easily imagine many of you are frowning by now. Believe it or not, they still enjoy being read to and even those we identify as low-achievers were eager to understand and happy because they did understand, if not the whole story, at least the gist of it. Since my audience included recently arrived Ukrainian students, I chose not to read *The day war came* aloud (they would be given time to read and react in

smaller groups, sparing them exposure). I divided each class in groups of 3-4 so they could share the books and swap when finished. It was heart-warming to witness their eagerness to read, talk about what they had read and get their hands on the next book.

After briefly discussing their ideas on the books and ensuring they grasped the importance of the topics dealt with, I challenged them. What with? Creating a story to be read to younger students. The theme was of their own choice, but preferably according to the one already being worked on in Citizenship Education, so cross-curricular partnership could be promoted too.

The motivation process was very similar in the 10th grade, except for the reading aloud. This class was highly curious and fast, so I decided that dividing them into groups from the very beginning would be the best choice. Despite being older, these students' reaction to the books was unmistakable, they are still very sensitive and have very strong feelings, especially when it comes to discrimination issues.

Work on the extinction of elements such as Helium, Germanium in Physics and Chemistry as well as ethical issues in Philosophy was already being done. Their task in English would be to provide their element with a personality, thus arousing the reader's empathy, and, then, create a story that would easily illustrate how dire the situation was (and still is). This proved to be rather interesting as they had to further their research and still use language that could be understood by younger students.

Actually, I believe what the students felt a bit more daunting was not the writing itself but the responsibility of conveying what they consider "proper" values to the younger ones. It was not a burden, though, it was more of a discussion booster (and yes, the 9th grade students who struggle with English did resort to their mother tongue sometimes but they also learnt a lot from their peers and improved language skills).

There were several setbacks: online collaborative writing tools could not be resorted to due to the usual constraints; writer's block is a reality

and organising ideas is not always easy; the process takes time and, whereas 10th graders were autonomous enough to work in small groups, the 9th graders wanted to create a class story, and so they did.

I am proud to share some of the **final products**. Both "Let's save the planet, shall we?" and "Just keep swimming, don't give up" became short stories, but the 9th graders prepared their own props for their reading to 5th graders (all-recycled materials). The stories and picturebooks created by the 10th graders were read and explained to 6th graders who were super excited by the fact that they could interact with the older students. "Helium's Story" and "It was only Gege", amongst others, were welcomed and there was even some singing. Needless to say, the audience was pre-taught some essential vocabulary by my students.

To wrap this up, a special thanks to my students and to APPI is due for all the sharing that made this possible.