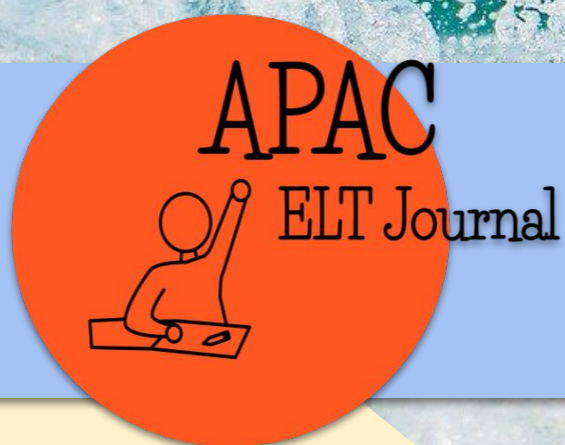#Inclusion
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#Creativity

#apps
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SHORT & SWEET - APAC's INFOGRAPHICS: Key Learning Theories

APAC'S TOOLKITS: Resources for Home Learning

APAC ELT Journal

A journal for teachers, created by teachers

Welcome to APAC's new issue!

APAC's ELT Journal is an electronic journal for English teachers working in Catalonia and beyond. APAC publishes three issues of the journal per year. APAC members receive it first, and at the end of the year all issues are made available online.

If you would like to contribute to the journal, first have a look at our publishing guidelines. You can also get in touch with us to discuss your ideas for other formats or any questions you may have.

A note from the editorial team

As many of you start some very well-deserved holidays, here at APAC we're preparing for a different new academic year in September, taking stock of the lessons learned from the lockdown and coming up with ways to rethink our goals as an association to keep offering you great training opportunities and safe spaces to meet and connect with other teachers.

This new issue is packed with inspiring ideas to get your planning going. We start off with a paper by **Almudena Herrera** and **Emilee Moore** in which they present a project to improve students' learning outcomes in a challenging context using cooperative learning and project-based learning strategies. In the second paper, the **A+ Project** team share a series of ICT tools that they used to get students to use English in a natural, creative (and fun!) way. Right after these two great proposals, go have a look at our new infographic on **key learning theories**. After that, we're sharing with you a long list of resources that were made available during lockdown in the last issue of **APAC's Toolkit**.

And finally, don't forget to check out the call for papers for APAC's **annual ELT Convention**, *Birds Of A Feather Teach Together*. If you have any ideas, experiences or materials you would like to share, the call for papers is open! And remember that you can also submit your project to the **John McDowell Awards**, organised jointly by APAC, the **British Council** and **Trinity College London.** At the end of the journal, you'll find a list of the winners for the 2019 edition, and the call for submissions for the 2020 edition.

We want to send you a big thank you for the great effort to keep educating kids in these difficult times, not only accompanying them academically but also emotionally.

Best,

APAC's Editorial Team

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Teaching methodology

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Almudena Herrera, Institut Can Periquet

StandAPP and Speak UP: The Game Is About To Start

Teaching methodology

The A+ Project, ICE Universitat Autònoma de Barcelona

Key Theories Of Learning

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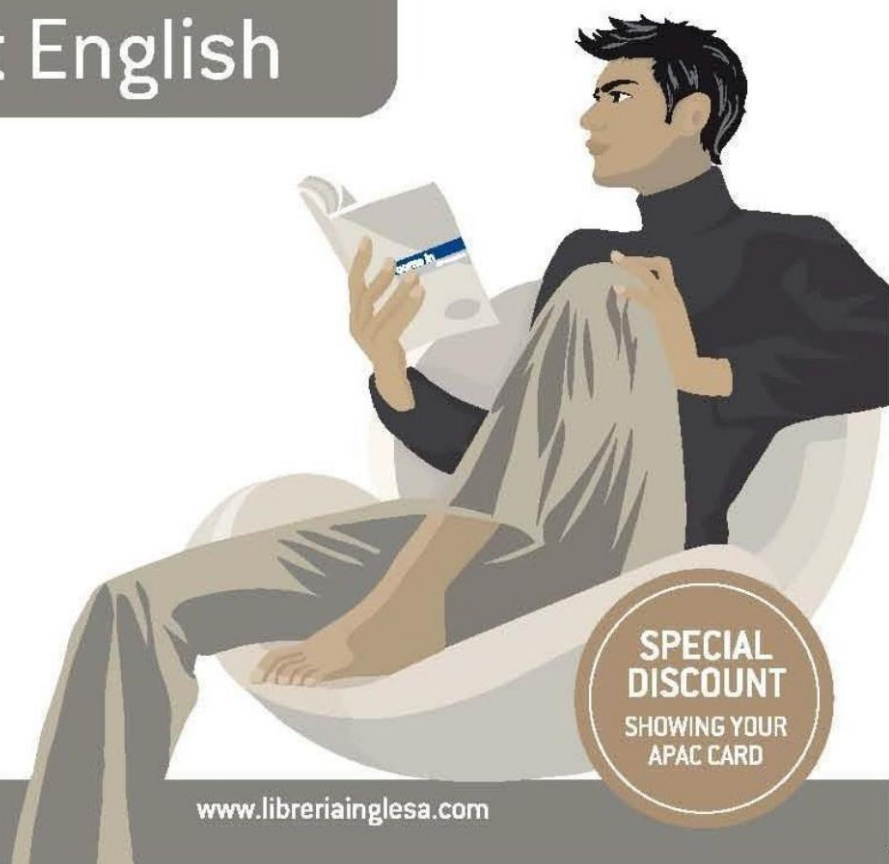*Winners from 2019, and call for proposals for the 2020 edition*

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Teaching methodology

'The Butterfly Circus'
Targeting Social Inequalities Through English Teaching

Written by Almudena Herrera, from Institut Can Periquet & Emily Moore, from Universitat Autònoma de Barcelona

Abstract

In this article we present an experience that aimed at improving learning outcomes in English for students at a secondary school in Badia del Vallès. Different projects were implemented that followed Cooperative Learning strategies and a Project Based Learning approach during the 2017/18 and 2018/19 school years and we provide an overview of them. According to different indicators, more than half of the secondary school students in Badia del Vallès do not meet minimum curricular standards for English on completing compulsory schooling. The idea that impacting on the English competences of these students would contribute to more equitable futures for them led to the Let's Go! socio-educational project being set up in 2016/17, including the Fundació Autònoma Solidària (UAB), English teachers and head teachers from Badia's two secondary schools, members of the Badia del Vallès local council, representatives of the Catalan Education Department and researchers/teachers from the Research Group on Plurilingual Education and Teaching (GREIP, UAB). The experience we present in this article is an example of this collaborative work.

Image by MetsikGarden, from Pixabay

Context

The results of the Basic Competences tests taken by all 4th year ESO students in Catalonia reveal enormous differences between youth in more and less affluent areas. Students are assessed in Science and Technology, Mathematics, Catalan, Spanish and English, and socioeconomic differences are most accentuated in students' results for English. According to the data, approximately a third of students at the most 'complex' schools do not achieve minimum requirements for English. Furthermore, English is the subject where there are most differences between students depending on the type of school they come from. These results are particularly significant because while the results of students from 'high complexity' schools for English are consistently low, the English outcomes of students from 'low complexity schools' are higher than their results for all other subjects (Consell Superior d'Avaluació del Sistema Educatiu, 2018). These differences are partly explained by inequalities in access to out-of-school educational opportunities. Thus, if there is one curricular subject that is telling of social and educational inequalities, it is English.

The context of our work is Badia del Vallès (Barcelona Metropolitan Area). More than half of the students at the two secondary schools in Badia do not meet minimum curricular standards for English on completing compulsory schooling. Disposable household income in Badia del Vallès is below the average for Catalonia (Idescat, 2018), while unemployment in general, and youth unemployment in particular, is quite a lot higher than the Catalan average (Servei Municipal d'Ocupació de Badia del Vallès, 2016).

> *"Impacting on the English competences of ESO students in Badia del Vallès will also contribute to more equitable futures for them"*

This idea led to the Let's Go! socio-educational project being set up. The steering group of the project is led by the Fundació Autònoma Solidària (UAB), and it includes English teachers and head teachers from Badia's two secondary schools, members of the Badia del Vallès local council, representatives of the Catalan Education Department and researchers/teachers from the Research Group on Plurilingual Education and Teaching (GREIP, UAB). Since we started working together in 2016/17, actions have been taken to implement and research innovations in English language teaching at the town's two secondary schools and also outside of the schools. Our work in the schools is supported by the project DATE (full project title: Teachers as transformative agents of educational practices through their collaborative participation in an interdisciplinary teaching innovation project in English classrooms, Recercaixa grant 016ACUP-001; PI: Dolors Masats). Our work in out-of-school time is supported by the IEP! project (full project title: Inclusive epistemologies and practices of out-of-school English learning; MICINN grant PRPPGC2018-099071-A-I00; PI: Emilee Moore).

Teaching strategies

Different projects for teaching English (and other subjects) have been implemented at the schools since Let's Go! began. In this article we reflect on the projects carried out at IES Badia del Vallès in 2017/18 and 2018/19 designed and led by Almudena Herrera. **The projects intended to bring the foreign language into the students' imaginations, to expand students' worldviews, in an authentic and practical way.** More specifically, the projects aimed to develop students' oral communication skills, starting out by helping them to lose their fear of speaking in public or recording themselves using English, and working towards aspects such as increased fluency when reading aloud, and being able to participate in oral interactions. All the projects followed Cooperative Learning strategies and a Project Based Learning approach. They were structured in the following way:

- Phase1: Content acknowledgement (individual)

- Phase 2: Product making (small group)

- Phase 3: External projection preparation (commissions)

- Phase 4: Implementation (roles)

Cooperative learning was explained to students through the creation of a mandala of natural elements; each student identifies with a natural element (leaves, sticks, shells…) and puts it around a candle in the pattern they like the most. It is the combination of all the diverse materials and patterns that makes the Mandala beautiful and unique, more than just one single element. See here for a video showing this process.

The projects implemented in 2017/18 and 2018/19 included **Badia Motion Awards**, **Storytelling: Contes a Contrarellotge**, **Reading Aloud**, **Pals Sing Along**, **Parallel Lives** and **Mystery Skype**. A student exchange with Poland was also completed at the end of 2018/19. Here we discuss these projects in more detail.

Badia Motion Awards

This was a full cross-curricular project in which students created short films in English about a character from the Middle Ages. They then prepared a film awards ceremony (similar to the Oscars) and invited 1st year ESO students and teachers to make the pre-selection. Then, 5th and 6th year Primary School students, Badia's Mayor, the UAB's Communications Department representatives, FAS and GREIP members voted and awarded the prize for Best Short Films in each category. As a result, the whole high school was a complete mess for two weeks, but it was an experience students remembered long after the project ended.

Storytelling: Contes a Contrarellotge

This project involved the Catalan, Arts and Crafts and English subjects. Students wrote and drew a tale following the kamishibai technique and then told it in some storytelling sessions to 1st and 2nd year Primary School students so that they could learn key sentences from their tales in English. See here for a video of the project process.

Reading Aloud

During the school year, students had one hour a week to simply read stories aloud to lose their fear of talking in front of an audience and to improve their fluency, pronunciation, intonation, vocabulary, use of expressions and interaction skills in a smooth and friendly way, since there wasn't any assessment involved. This was a very relaxing and enjoyable time.

Parallel Lives & Pals Sing Along

These two projects were the precursors in 2017/18 to the Mystery Skypes and the trip to Poland (see below) which took place in 2018/19. For the Parallel Lives and Pals Sing Along projects, students exchanged audios introducing themselves (Parallel Lives) or videos doing playback (Pals Sing Along) with students in another high school in Catalonia where their teacher, Almudena, had a friend working as an English teacher. The students received the other school's audios and videos and also a picture of the feet/shoes, hands, back etc. of their pal so they could get to know each other with the intention of finally meeting in June. Unfortunately, this project could not be continued for different reasons.

Mystery Skypes and Poland trip

This was an E-twinning project carried out in 2018/19 outside of school time (in the lunch break). Badia students connected via Skype once a month with Polish students to solve mysteries set by both groups of students and then talk a little. The mysteries were related to general Catalan/Spanish and Polish culture: food, scientists, writers, artists, songs, films, etc. which were solved by asking and answering yes or no questions. At the end of the Skype connections students could ask and answer other (prepared) questions to talk a little. They then met in person in June thanks to a trip to Poland.

Results

Generally speaking, **the different projects described in this article led to students developing greater control of their learning through increased self-regulation.** Improvements in their English were also noted. To confirm these results, we carried out an in-depth analysis of the process and outcomes of the Parallel Lives project in 2017/18 based on the observations and recordings made throughout the process. The following improvements were noted thanks to the teaching strategies adopted:

- Unlike the first recordings, the texts for the second recordings were almost completely written by the students, without teacher correction, and without teacher support for reading aloud;

- Students were more autonomous in completing and submitting the recordings at the end of the year than at the beginning;

- Students showed greater understanding of the task and of the procedures for sharing the recordings;

- There was less reluctance before doing the task at the end of the year than at the beginning;

- Less time was needed to complete the task at the end of the year: 2 weeks were needed in the case of the first recording compared with 1 session in the case of the second;

- There was an improvement in the content of the recordings: students added more information than what had been suggested by the teacher;

- The students showed lower levels of stress in the execution of the task: there was less tension in students' voices, fewer insecurities, less negativity, etc.;

- There were improvements in pronunciation;

- Students displayed increased fluency in the second recordings: pauses were used in appropriate places, there were fewer restarts, etc.;

- There was greater expressiveness in students' voices in the second recordings than in the first.

- Students showed better concentration: there were fewer distractions while recording the second time round.
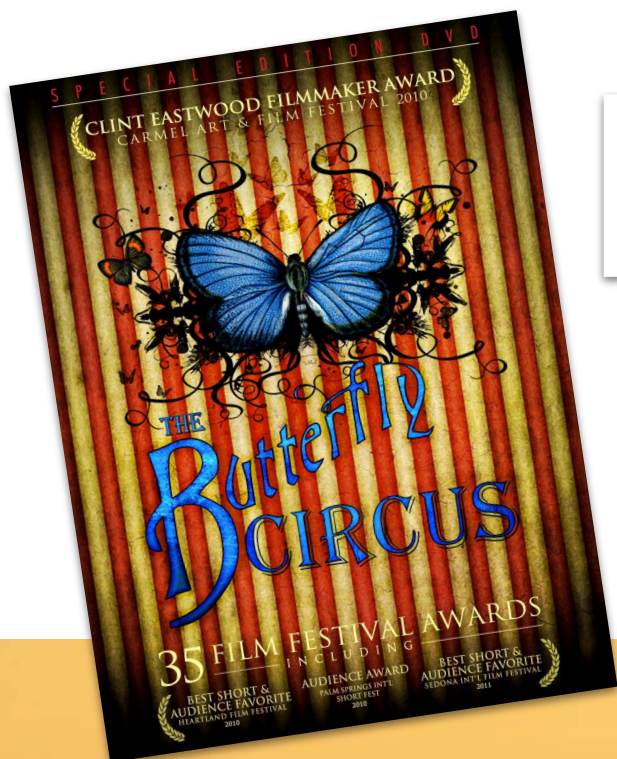
"The greater the struggle, the more glorious the triumph"

The first part of the title of this article is based on the short film 'The Butterfly Circus' by Joshua Weigel, which reflects on the triumph of achieving success despite adversity. The theme of that film sums up the general feeling of victory on completing the different projects discussed in this article.

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About the authors

Almudena Herrera Jaime is a secondary school teacher in Can Periquet, Palau Solità i Plegamans. She has been teaching in 'maximum complexity' secondary schools in Badia del Vallès (Institut Badia) and Granollers (Institut Antoni Cumella) and in project-based teaching secondary schools in Granollers (Institut Marta Estrada) and Badia del Vallès (Institut Badia). She has fostered reading as a storyteller in a prized programme of the library Can Butjosa in the schools of Parets del Vallès, has written tales and stories, and has also worked in the management of the local theatre in Barberà del Vallès, amongst other communication-related professions (translation and international trade). She's keen on enhancing communication amongst people through language, art and culture, and she finds education her most powerful tool to enable this, finding meaningful strategies to teach, creating emotional bonds with her students, establishing the setting for the interaction, and collaborating with high level research. As a result, she continues carrying out E-twinning projects with schools in Poland and Turkey, she collaborates with the Research Centre for Plurilingual Teaching and Interaction at the UAB and has presented her experience in the APAC ELT Convention in 2019.

Emilee Moore is a lecturer in the Department of Language, Literature and Social Science Education, Faculty of Education, at the Universitat Autònoma de Barcelona. She helps prepare primary and secondary school teachers in the field of plurilingual education. As a researcher she studies language practices in multilingual and multicultural educational contexts from a perspective that integrates linguistic ethnography, interactional sociolinguistics, ethnomethodology and sociocultural learning theories. She is a member of the Research Centre for Plurilingual Teaching and Interaction at the UAB and co-convenor of the AILA Research Network on Creative Inquiry in Applied Linguistics. Outside of the university context, Emilee's first professional experience as an educator was as an assistant childcare worker in an outside of school hours program in an Australian primary school. She began teaching English as a volunteer at NGOs while she was an undergraduate student in Australia and Barcelona. She later qualified as an English teacher with adults and secondary school students both in Australia and in Barcelona. Before joining the faculty at the UAB, she worked for several years as an English teacher in formal and non-formal educational contexts.

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Teaching methodology

StandAPP and Speak UP

The Game is about to Start!

Written by the A+ Project, from Institut de Ciències de l'Educació (UAB)

Abstract

A competence-based curriculum like the one in Catalonia demands the adoption of student-centred methodologies that can trigger learners to use language to accomplish non-linguistic goals. Getting children to communicate through English inside the classroom is not easy, but if we teachers plan our discourse and provide enough scaffolding, we can achieve our goal. Yet, the problem arises when we try to engage young learners in speaking activities in a rather autonomous way. When we, as teachers, do not direct classroom communication or use strategies to elicit responses in English, students tend to communicate in the language they use to socialise. Finding meaningful speaking tasks that can trigger the use of English in the classroom is another challenge we need to face. Fortunately, technology makes it easier for us. In this paper, we want to present four apps we have used in our classrooms with excellent results. First, we will provide a brief theoretical explanation of why we need to use technology to get children to learn to speak English. Second, we will outline the pros and cons of the selected apps. Finally, we will describe and share the activities we created using those apps: ChatterPix, Flipgrid, MadLipz and Sock Puppets.

Context

Getting students to talk in the foreign language classroom is a great challenge for us teachers because "students' language proficiency is limited, and in the same class there can be students with different degrees of competence in the target language" (Serramià & Barriuso, 2019:77). Similarly, students' aptitudes are also heterogeneous; while some students struggle to learn a new language, others need to be challenged. As a consequence, we must find ways of promoting communication in the classroom and of making learning meaningful by linking the use of the new language with the construction of non-linguistic knowledge and the development of multiple cognitive, social and personal abilities. The adoption of the project-based learning (PBL) approach (see Beckett, 1999; Beckett & Slater, 2005; Beckett & Slater, 2019) seems to offer us all good prospects for setting the grounds that would help our students "to 'connect the dots' between content, language use, the construction of knowledge and the development of 21st-century skills" (Mont & Masats, 2018: 93-94). Yet, as Mont & Masats (2018: 92) argue, "the adoption of PBL in the foreign language class [still] presents the

challenge of finding a context in which the use of the target language among learners is a sine qua non condition." **Speaking, like any of the other productive communicative skills, can only be significant if children are given a purpose for speaking, a person to address and something to say.** Where to find that purpose for talking and that potential addressee is the key issue teachers need to tackle first. What to say is a dilemma that can automatically be solved as soon as learners know who they will talk to and for what.

Organising learning and speaking tasks around and with technological resources offers us teachers opportunities to face the challenge of promoting real communication in the classroom. Moreover, research suggests that the development of 21st-century skills is only possible when technologies are habitually and sensibly used in classrooms (Lambert and Cuper, 2008), that is, when they are employed to interact with others for solving problems, sharing knowledge, presenting ideas or developing collaborative thinking (Dooly, 2017). Unfortunately, and despite teachers' growing interest in technology worldwide and the numerous emerging digital tools available, we still need to find strategies to integrate technology into language teaching effectively (Hubbard, 2008; Dooly, Mont & Masats, 2014). This paper aims to be a small contribution to this field by sharing how we used four apps in our English classrooms with primary school students.

Image by Peter Linforth, from Pixabay

Theoretical Framework

Digitally supported communication in the classrooms, if carefully planned, may resemble some of the potential communicative situations in which children engage in the 'real world' and, as a consequence, "can have a positive effect on children's motivation to learn" and can contribute to "the development of mental skills and the ability to understand, focus and remember" (Safar, Al-Jafar, & Al-Yousefi, 2017:22). But which technology do we need to use to enhance real communication inside and outside the classroom doors? Most children in Catalonia have access to smartphones regardless of the socioeconomic situation of their families; thus, using apps accessible through not only computers and iPads but also smartphones widens the use of technology as a learning tool.

Using apps in the classrooms helps children develop the digital abilities necessary for them to become "multimodal competent communicators" (Avalos, 2011; Kumaravadivelu, 2012) and central to their own learning. It is important, though, to set tasks that do not turn children into technology consumers but that enable them to create with technology (Fernández Enguita, 2012). This viewpoint aligns with the principles of socio-constructivism because it regards language learning as a process in which competences, skills and knowledge are constructed and developed through children's participation in real social activities/actions. Project-based learning fits well within this perspective, as projects set children the task of producing final products, and sometimes also sub-products, mostly in the form of multimodal documents (video reports, book trailers, interactive stories, etc.), which undoubtedly demands that the children use technology creatively. Having to produce a multimodal text also forces learners to develop their cognitive and communicative skills, as they need to reflect upon how to use a variety of multimedia elements (text, videos, images, sounds, graphics, emoticons, etc.) to transform the information they possess and make it accessible to others (students in the same class, other groups, parents, the school community, the Internet community, etc.).

Speaking tasks allow learners time to plan how to convey their message, and it is at this point when learning may occur. apps offer users many multimedia elements, therefore, during the processes of planning, creating and reviewing the script of an oral text children need to take decisions regarding the formal structure of their discourse and the order in which they will deliver the information to convey a particular message, but also reach agreements on the kind of visual and audio support they will use. For instance, some apps for creating stories allow users to select characters and scene settings, photographs or drawings, background music, sound effects, voice filters (changers and modulators) and, if needed, features of text elements (display, font size, font type or colour of titles and subtitles). The possibility of including these elements in the production of an oral text is challenging and attractive to learners, specially to young children, and it also offers them a wonderful opportunity to engage in a process of metalinguistic reflection, as they must think about how to take advantage of all these elements to deliver the message they want to convey to their addressee to attain a particular goal. Thus, technology-enhanced speaking tasks create not only authentic contexts

for using the target language but also "ample opportunities for moments of noticing, reflecting, and repairing target forms through interaction and collaboration" (Dooly & Masats, 2019: 140) with peers in planning, creating and reviewing the script of an oral text.

Design

As examples of apps we can use in our classrooms to help children develop their speaking abilities we chose ChatterPix, Flipgrid, MadLipz and Sock Puppets. They are all suitable for primary students, but while ChatterPix and MadLipz can be used with all ages, Sock Puppets is more suitable for young learners of English (aged 6-9) and Flipgrid for students a little bit older (aged 9-12). One of the advantages these apps present is that they are user-friendly and can be downloaded for free onto computers, iPads and smartphones. ChatterPix and Sock Puppets can be used without having to create an account, but this is not the case with Flipgrid or MadLipz. Flipgrid resembles social networks and can be used by a number of people at the same time. On the other hand, ChatterPix accepts a maximum of one user, MadLipz, two, and Sock Puppets four. The length of the activities we can create also varies from one app to another. Whereas students can produce 10-minute videos as end-products for the tasks set for them through Flipgrid, if they use the other apps their creations must be much shorter: ChatterPix and MadLipz only support 30-second videos and Sock Puppets only allows videos 90 seconds in length. It is important to notice that the latter app is only suitable for Apple devices.

The various features of these apps allow us to cater for the needs and interests of students with very different profiles. Some of our students undoubtedly love to be heard and have no problem in speaking in front of an audience or, in this case, being recorded when talking in English. On the other hand, some others are terrified by the thought of making mistakes in public and are too shy to cope with the stress that speaking in public produces. Using an app to design speaking tasks reduces anxiety because children can listen to their recordings, erase them if they are not happy with the results and record them again as many times as necessary. Sock Puppets and MadLipz also offer users the possibility of selecting voice filters to change or modulate their voices, so anonymity can also be guaranteed. apps like ChatterPix are useful because they can accept uploads of both pictures and drawings. Children who do not have problems with displaying their images can make their photographs talk (see our implementation section below) and those who do not want to use their portraits can use drawings instead. Similarly, Flipgrid offers users many tools to modify and mask people in a photograph. They can, for example, blur their faces or choose an emoticon to hide them. MadLipz and Sock Puppets, though, do not require users to use their own images because they have their own gallery. The A+Project website contains examples of our students' productions.

	CHATTERPIX	FLIPGRID	MADLIPZ	SOCK PUPPETS
AWESOME! 😁	✓ Easy to use (photo)	Similar to social networks	✓ Easy to use (video)	✓ Easy to use (theatre play)
	FREE	FREE	FREE	FREE
	ages 6-12	older students in primary education.	All ages	No account needed.
	No account needed.	10'		1'30"
		Private, only access with a PIN code.		Up to 4 characters
TO BE AWARE OF! ⚠️	Limited to 30"	Google account requested.	Limited to 30"	Only for Apple devices.
	1 person at a time		Account requested.	Better for younger students.
			Maximum 2 characters	

Implementation

The apps we chose have multiple uses; here we will simply provide a few examples. The selected apps can be used as tools to create the final product of our class project. As we will see, we did so with ChatterPix and Flipgrid, with third graders and sixth graders respectively. They can also be used as an assessment tool or to design a project-final task to review what students have learnt. This is what we did with Sock Puppets and two groups of first graders. Similarly, at the end of a long holiday season, when children come back to school, we need to design some sort of wrap-up activity to help them recall what was done before the break. This was the reason why we chose MadLipz to set up a task for two groups of fifth graders. As we wanted to promote some degree of learner autonomy, for all the apps we created very simple instructions to guide children on how to use them to create the products we describe below.

ChatterPix

ChatterPix is a free app that can make anything talk. It is the simplest of the four apps we have chosen, as in only three steps learners can create a video in which a photograph or a drawing talks. Children only need to upload a photo, draw a line on it to make a mouth, and record their voice.

We used this app to present families with what their children had learnt in class about how to make descriptions. It was the final product of our project on Halloween. The children had created monsters and were asked to get their monsters to describe themselves. These were the steps we followed:

- Children inserted a photograph of their faces into a Word document.

- Then they decorated their photographs to create a monster. First they drew a line to represent a big mouth. Then they drew a clothed, monstrous body.

- Third, in pairs, they prepared a brief oral description of who they were and what they were wearing.

- Next, they took a picture of their monster and uploaded it into the app.

- Finally, they recorded their descriptions and uploaded the resulting videos onto the school website.
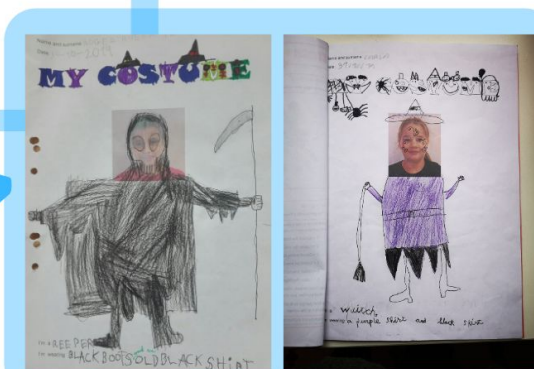
Flipgrid
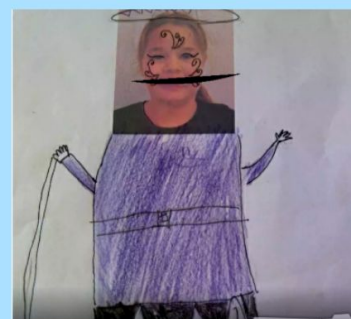
Flipgrid is a social learning platform for creating and sharing short videos. Educators ask a question and then students reply with a video. Students can respond to one another and create a discussion. Educators decide on the length of the videos (up to 10 minutes). The platform is available on the Internet or as an app. Videos can be customised with pictures, emoticons and different backgrounds. Teachers set up an account and create grids. Grids are the communities students can interact in. Educators post a video with a question on the grid and give students a code to access the platform and post a response. It is a very useful and handy app for social interaction and to enhance the development of oral language skills.

We used this app after Christmas to review vocabulary and useful expressions related to clothes, a topic we had already studied with 5th graders before the holiday period. These were the steps we followed:

- First, we gave students instructions on how to use the app and then we grouped them in pairs.

- Second we gave them a tablet with the app already installed and the code the app had created for us.

- Then, we invited them to watch our video and respond to our question: "What new clothes did you get as a Xmas present?"
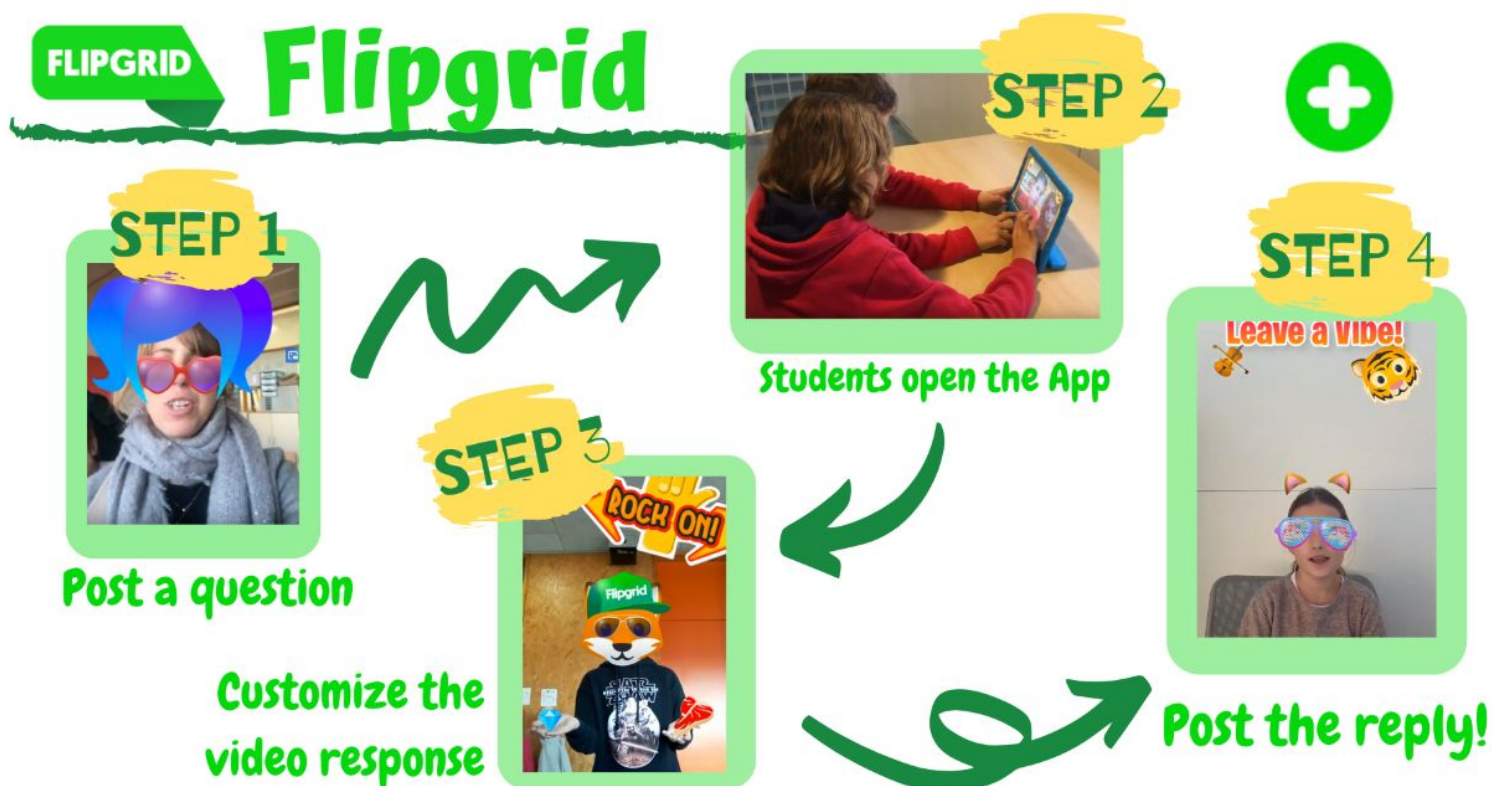
- We asked them to respond by recording a video of themselves in which they needed to:

    ○ Include a personal presentation of themselves.
    ○ Explain what they got for Xmas.
    ○ Use the phrase "I'm wearing…"
    ○ Mention items of clothing and accessories.

MadLipz

MadLipz is a free app that allows you to dub and subtitle short videos. This app provides you with a huge variety of short videos (up to thirty seconds in length) of cartoons, films and short news footage and enables you to dub them with your own dialogues. Most video clips give you the possibility of dubbing one or two characters at a time, but you may also find some clips with three different characters. This app is easy to use, as you only need to decide which video you want to dub, click on it, select the character you want to dub and record a new dialogue. You can adjust your recordings as many times as necessary until you are satisfied with the final result.

Madlipz

Step 1 — Get an account.

Step 2 — Choose a video.

Step 3 — Record your voice.

We used this app to get a group of 6th graders to create a final piece of output for their project (dubbing a video clip to produce a role play). These were the steps we followed:

- First, we grouped the children in pairs and gave them the instructions for completing the task.
- Second we asked them to choose one video out of ten different proposals already selected by us.
- Then, we invited them to create and write down a new dialogue for their video characters. We instructed them to bear in mind the length of each character's intervention and to create dialogues using:
    - Utterances in present simple and continuous, past simple and future tense (going to/will).
    - Comparatives.
    - Modal verbs (can, could and should).
    - Once they had their new dialogues ready, we instructed them on how to record them, add some voice effects and finally, send them to us to correct them.

Sock Puppets

Sock Puppets is a free app that allows you to create your own puppet shows, which may last up to ninety seconds. It is easy to use because children only have to select puppets, props, sceneries and backgrounds to start creating their show. Then, if they click the record button, the puppets will automatically lip-synch to their voices. Learners can also switch backgrounds to take puppets to different places, move puppets all over the screen and use props and scenery to animate them while recording. It is a good app for getting students to work together to create their conversations. The app allows them to use a maximum of four puppets.

We used this app to review both vocabulary and greetings with two groups of first graders. They created short dialogues in which the puppets introduced themselves and socialised. By using this app, children felt more confident to talk because they had the opportunity to listen to the recordings of their dialogues over and over until they were proud of their performance. Up until that point, nobody could see their clip. The videos were also useful for letting families observe their children's progress in English. These were the steps we followed:

- First, we grouped the children in pairs.
- Then, they created a short dialogue.
- Then, they practised it several times until they felt ready to record it.
- Next, they opened the app, selected the puppets, the background, props and the scenery and recorded their dialogue.
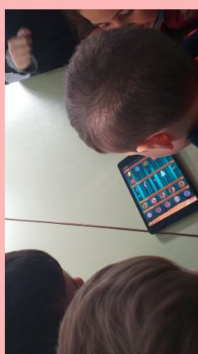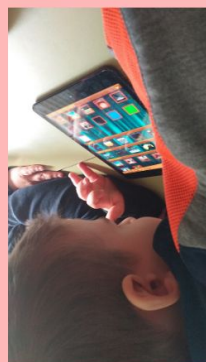- Finally, we uploaded the resulting videos onto the school website.

Sockpuppets

Select the characters

Step 1

Step 2

Select...

...a background and props

Step 3

Record your voice

Ideas for further development

PBL allows for the introduction of technology in the classroom and transforms technology consumers into technology producers. The apps presented offer features that are attractive to students and provide teachers with opportunities for facing the challenge of promoting real communication in the classroom. The examples we presented here are very simple, but all the tasks enhanced children's creativity and motivation. As the tasks set were accompanied by very simple instructions, students could develop them in an autonomous way. This is especially important these days, when we need to adapt our lessons to online learning. During this stay-home period, these apps have become really useful. To cite just one example, we are using Flipgrid to set children tasks such as creating and sharing delicious recipes, sharing songs through video clips of their own performances or participating in a film club. In this latter case, it was a group task, as the children, individually, created a video to describe the film they liked most and explained why. Then others had to appraise the recommendation and make comments on the plot. As teachers, we just need to find the best app to use in order to achieve our objectives and adapt to each learning situation. We encourage you not only to try out the apps presented here, but to find the apps that best work for your lessons…and to share your ideas with other teachers. Sharing is caring. More ideas are available in the 'Materials' section of the A+ Project website.

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About the authors

A+ Project is an initiative supported by the Institute of Educational Sciences (ICE) of the Universitat Autònoma de Barcelona (UAB), which teams a group of in-service primary teachers up with teacher educators with the objective of gaining (and sharing) expertise on the implementation of project-based learning (PBL) in primary schools and the use of multiple resources (realia, digital tools, gamification, etc.) to teach and get young children learn English. The team was born in September 2018 and, as its name suggests, its members are devoted to Analysing Pools of Resources and Offering Joint Experiences to other Creative Teachers. Today the team is composed of 11 members, all of whom have co-authored this text (from left to right, top to bottom): **Elisabet Guitart, Cristina Rodríguez, Yolanda Álvarez, Carol Barriuso (co-leader), David López, Ingrid Picola, Maribel Gomáriz, Berta Solé, Dolors Masats (co-leader), Esther Serramià and Romina Argüello.**

How do people learn?
KEY THEORIES OF LEARNING

As we set out to design a teaching intervention or a whole didactic sequence, we need to become aware of our own **conceptions about learning** in order to make sure that our design is grounded on solid theories about how people learn. Reading about learning theories and experiences in the literature should help us understand more deeply what is going on in the classroom, and ultimately inform our decision making: How can we implement these ideas in practice? Does our theoretical background really match our designs?

SOCIAL CONSTRUCTIVISM

The learner is not a passive receptacle of knowledge but that knowledge is constructed by the learner.

Groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings.

Piaget
Vygotsky

DISCOVERY LEARNING

Learners obtain knowledge by forming and testing hypotheses. **Scaffolding** is the support given during the learning process which is tailored to the needs of the student with the intention of helping learners achieve their goals.

Bruner

MEANINGFUL LEARNING

New knowledge to acquire is related with previous knowledge.

Ausubel

EXPERIENTIAL EDUCATION & EXPERIENTIAL LEARNING

The process that develops between a teacher and learners that infuses their direct experience with the learning environment and content.

Knowledge is continuously gained through both personal and environmental experiences, in which the learner must:

1) be able to reflect on the experience;

2) use analytical skills to analyse the experience;

3) make decisions and solve problems to use

the ideas gained during the experience.

Dewey
Kolb

SITUATED LEARNING

Learning is a social process whereby knowledge is co-constructed and situated in a specific context and embedded within a particular social and physical environment.

The term **communities of practice** refers to groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly.

Lave & Wenger

Resources For Home Learning

April to July 2020

@classclassyesyes
Iris is a primary English teacher in Tarragona and absolutely loves picture books. Don't miss her live storytelling sessions! Also, go to her **YouTube channel** to watch her collection of videos on a wide variety of topics relating to teaching English in primary.

@havefunwithcoco
Angelica is an English teacher currently working as a Spanish teacher in Illinois. On her Instagram, she shares many ideas of activities to do in the primary classroom, from games to stories to read.

@missmorality_
Sandra is a secondary English teacher currently teaching in Texas. On her account, she shares a variety of activities to do with TV shows and films that you can use with your teens!

@nodnol_english
In-between rocking it out helping APAC, Raquel shares in her instagram and youtube accounts plenty of pronunciation tips for you to improve your speaking, as well as posts to test your vocabulary.

Resources For Home Learning

@2profesenapuros
Carlota, Anna and Ana are extremely active on social media. Check out their account for loads of fun DIY ideas, games and activities for primary and pre-primary students! They're also the organisers of the Festival **#ClaustroDelGSeQuedaEnCasa**, now in its fourth edition.

@tarrodeidiomas
Laura is a Spanish teacher in the UK, and on her account she shares cool materials and activities to work on vocabulary. Apart from that, she's the co-founder of **@kumubox** together with Christian. Check out **their site** to access the webinars they're organising on a wide variety of topics!

@parentesis.educacion
Alba is a secondary English teacher in Alicante and she is always designing very creative materials and tasks for her teenage students. Check out her account for loads activities to work on the four skills in a very original way.

@teacher.mister.alonso
Mister Alonso shares links to online activities, games and workouts to practice English and PE.

@amotivatedteacher
Elisenda shares great ideas for activities and methodologies with an emphasis on wholesome contents and current issues for teens and teachers.

Resources For Home Learning

Shake it! Keeping fit in English

Can you keep up with a primary PE class? Shake it till you break it with these great resources that will help your students burn off some of the extra energy:

Fun songs with cool dance moves and mindfulness activities free for families and teachers - **Let's go noodle!**

Meet the internet's favourite PE teacher, Joe Wicks, and join him for HIIT workouts on Youtube. Enjoy the DOMS after a session of **PE with Joe**

The British NHS has a great programme to help kids stay fit that includes games you can play at home, recipes to help kids be food smart, and many ideas for 10-minute shake ups with Disney characters: **Change4life**

Cosmic Kids has plenty of videos, games and resources to get kids (and their adults) into yoga and mindfulness from an early age.

Resources For Home Learning

Bring out the inner artist

Work on your creative skills and engage your budding artists through music, drawing and crafting activities:

Stef Murphy shares her supercool and easy-to-follow **drawing tutorials** to get everybody doodling away.

Ed Vere draws: Get your pencils ready! Every Wednesday and Friday Ed Vere will be posting simple **how-to draw videos**. 10am GMT

Scouts UK are rising to the challenge of keeping little hands entertained, and have posted a lot of tutorials for activities to do at home and master the great indoors.

Nifty share tutorials on all things crafty and DIY via instagram and youtube.

For more experienced crafters, **Creative Bug** offer a range of online lessons, including drawing, origami and knitting.

Award-winning book illustrator **Rob Biddulph** is sharing draw-along videos daily on his Twitter feed

Resources For Home Learning

## Kindle their love of reading (and rekindle yours!)

Many writers are sharing their works online, so sit back and enjoy a session of reading by a range of authors (and discover some unexpected accents!):

Oliver Jeffers reads his beautifully illustrated stories and talks about the origins and references in each.

Wonder fans will be thrilled to hear that author RJ Palacio has been **reading the book** on Twitter.
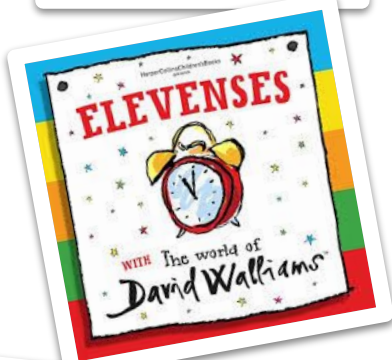
David Walliams's elevenses: Enjoy Walliams' fun stories and mischievous characters.

Cressida Cowell has also been sharing a chapter a day of her world-famous ***How to Train your Dragon***.

Oxford Owl offer many of their **books online** in a tablet-friendly format, featuring great series to get early readers giggling and feeling proud of their abilities. There are also printable activities to practise literacy and maths.
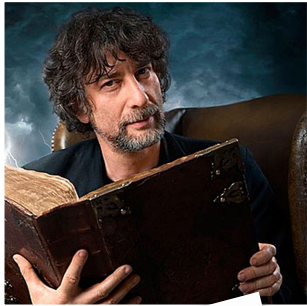
Resources For Home Learning

APAC's very own **Edward Lockhart** has been reading out stories and sharing them with the community. Check out his **Twitter account**, sit back and enjoy!

World Book Online have opened up their collection of thousands of ebooks and audiobooks so that children can read at home.

Neil Gaiman reads from *The Graveyard Book*, *Coraline* and more in his **official website** for young readers, with great illustrations by Dave McKean.

Mac Barnett has also been sharing his stories online, and talking about how he wrote them.

Many children's authors have chipped in to make confinement a bit more magical. You can find many storytelling videos in this **webpage**.

APAC ELT CONVENTION 2021

Birds Of A Feather
Teach Together

CALL FOR PAPERS

One of the key lessons we have learned through the long weeks of lockdown is that learning needs to happen socially: We people are social animals who need to interact with our peers to get our brains working.

We have seen this with our students. The first days of lockdown were a scramble to create a lifeline to keep in touch with our students, and to keep them in touch with one another. Children are motivated to learn when they can share the experience and their sense of progress with the group: sharing their doubts and discoveries with their friends, solving puzzles and riddles together, following their curiosity, trying out new things, feeling that they have each other's backs, having the chance to look back and think of everything they have achieved.

But, and there's always a catch: interactions, especially when they involve children, are prone to be messy, chaotic, unpredictable, and hence many teachers are afraid of promoting talk and movement in their sessions. As more schools have started following a more active approach to learning, interactions have become a challenge, and not just interactions among students, but also interactions among teachers. Accustomed to working on our own, we have suddenly found ourselves having to work alongside colleagues from different departments, and having to release some degree of control over how we design and implement our sessions.

Difficult and messy as it is to work as a team, it is essential to achieve the learning goals we have set for our students, and we need to set a good example for our students, being as empathic, creative, cooperative and self-sufficient as we expect them to be.

FORMATS & THEMES

APAC welcomes proposals for **methodological and theoretical presentations, workshops, posters and symposia** on the following issues:

- **Effective tools for increasing collaboration within and across teaching teams**, including face-to-face and online contexts: material design, assessment processes and tools, engaging activities, etc.
- **Concepts and theoretical frameworks that can improve team teaching across the curriculum** and beyond, such as CLIL or PBL. You may also present templates and resources you have used to share knowledge and ways of doing with fellow teachers.
- **Teaching and/or teacher training experiences across borders** or in collaboration with other schools or entities.
- **Projects carried out by teaching teams** that showcase the benefits (and challenges!) of teaching in collaboration, including information about the process that you followed, the goals that you set, quality control, different points of view and tips for someone who would want to engage in a similar project.

Submit your proposal online by November 1st 2020, and join the conversation!

APAC
British Council &
Trinity College London

John McDowell Awards

John McDowell Awards 2019

Congratulations to everyone who participated in this year's edition of the John McDowell Awards, in memory of the great teacher who contributed to developing English learning in Catalonia as a teacher trainer and material developer.

Here's the list of winners, as announced at this year's Opening Ceremony.

Category A - funded by Trinity College London

In Category A, the jury has awarded 1st and 2nd prizes to **research projects developed by teachers or student teachers**:

-   **Runner-up**: The second prize, consisting of a 200€ coupon to be used at Come In English Bookshop, has been awarded to the project **Improving 2nd ESO English learning experiences: a multimodal approach to Romeo and Juliet by Rhiannon O'Grady**. In the project, she aims to inspire creative practice by responding to student preferences. This prize is funded by APAC.

Runner-up Rhiannon O'Grady, with APAC's president Àngels Oliva

John McDowell Awards 2019

- **1st Prize**: **Svetlana Gritsenko** is the first prize winner of a flight and one-night accommodation to attend Trinity's Future of ELT conference in June in Central London. In her research project **The Effects of Using the Nearpod Tool on L1 Spanish Learners' Vocabulary Acquisition in the EFL Classroom** Svetlana investigates the effectiveness of a technology-enhanced instruction and collaborative learning on high school learners' vocabulary acquisition. This prize is funded by Trinity College London.

Svetlana Gritsenko poses with Marta Prat from Trinity College London

"This study aims to investigate the effectiveness of a **technology-enhanced instruction and collaborative learning** on high school learners' vocabulary acquisition. Four classes with a total number of 160 students served as subjects in this investigation. Each class was divided into two groups: a control group taught using the already established Google Classroom and an experimental group taught via **Nearpod**. Both groups were then given three teaching sessions of 40 minutes. During the sessions, students learnt nine new words related to hotel facilities and revised twelve phrases on giving indoor directions. To determine the effectiveness of technology-mediated instruction two delayed post-tests were administered two weeks after the last classroom session. This test included a fill-in-the-blanks task and a sentence production task. The results of the data analysis showed that technology-mediated instruction and collaborative learning were indeed more effective than the traditional vocabulary instruction on long-term vocabulary retention. Moreover, it was observed that learners also demonstrated a high level of motivation and positive attitude towards using Nearpod in the classroom. Based on the findings of this research, it can be concluded that effective implementation of technology-enhanced instruction could facilitate vocabulary acquisition."

John McDowell Awards 2019

Category B - funded by APAC

In Category B, the jury has awarded 1st and 2nd prizes to **research projects developed by Batxillerat students**:

- **Runner-up**: This prize consists of a 100€ coupon to be used at Come In English Bookshop and it has been awarded to the research project **Users or Learners? Attitudes Towards English as a Lingua Franca**, written by **Judith Llobera** and tutored by **Montse Irun** from **Institut Joan Oró (Lleida).** The aim of this research project is to find out which attitude towards English as a Lingua Franca two different groups of people had: in-service English teachers and other professionals who use English in their work environment.

- **1st Prize**: **Anna Tejedor** was tutored by **Núria Brichs**, from **Institut de Sentmenat**, and they are here today to pick up Anna's brand new tablet for the project **Potayto Potahto.** The one with the dubbing in Friends, in which she presents an analysis of the original version of the sitcom Friends and compares it with the version dubbed into Spanish.

Anna Tejedor and her tutor Núria Brichs pose with APAC's president before the opening ceremony

Winner Judith Llobera and her tutor Montse Irún as they came to pick up the first prize

John McDowell Awards 2017

Category C - funded by the British Council

In Category C, the jury has also awarded 1st and 2nd prizes to **projects developed within a class group or school**:

- **Runner-up**: The project **West Side Story, the musical by Maite Oller and her students of 6è de primària from Riera de Ribes** has earned a 300€ coupon to buy school materials. This project promotes English learning through music and gives students different contexts to learn in a communicative and active way. This prize is funded by The British Council.

Vibeke Asbjornsen and Louise Hankey from the British Council
with the teachers and some of the students who won second place for this category

John McDowell Awards 2017

- **1st Prize**: This award, funded by The British Council, consists of a 1200€ coupon to spend on school materials or resources. It has gone to the project **Sing2Me: Fuel engagement into language learning with music and ICT, carried out by Susana Gomez** and secondary students from seven educational institutions. This project focuses on helping students to combine their love for music with creativity, literacy, digital competences, group collaboration and use of foreign languages through creative learning in an L2.

Susana Gómez, with the British Council representatives

"Research has shown that **collaborative learning** is a very powerful methodology as it ensures **interaction** among students, **humanizes** the learning process and has positive effects on **academic achievement**. An activity based on this approach can also benefit from the use of music and technology, making this task more appealing to our students today. The aim of this project is two combine these ingredients so as to develop a successful creative learning environment. **Sing2Me**, granted twice as an Excellence Innovative Project, is based in the European Union funded educational project **PopuLLar: Motivating Secondary School Students to Learn Language with Relevant Media** (www.popullar.eu), which was brought into live in 2012 by seven educational institutions -The Mosaic Art And Sound (UK), Pelikan Language School (Czech Republic), Cukurova University (Turkey), Kulturring in Berlin (Germany), Kindersite (UK), Opera Bazar (Italy) and University of Valladolid –UVA- (Spain). PopuLLar, awarded the Prize for European Collaboration in the Creation of Educational Media by the European Commission, was aimed at secondary schools,but the Spanish partner, Dr. Gómez, moved a step forward and implemented it at tertiary level. The big project success, the excellent feedback received from students, experts in the field and educational institutions, and the work done by students so far, not only provides us with a powerful and motivating example of good practices to implement in the class, but also provides sustainability of the project in the future, as the idea and big potential behind the project makes it a never-ending project."

John McDowell Awards

Instructions & call for entries 2020

APAC, the **British Council** and **Trinity College London** invite all members of APAC to submit their entries for projects carried out during the academic year 2019-20. We call on English teachers, teams of teachers and student teachers to participate in one of the three categories according to the conditions established below:

Category A - funded by APAC and Trinity College London

- This category is addressed to **individual teachers or student teachers** (APAC members).
- Submissions can be:
    - a research project or inquiry in the field of ELT,
    - design of innovative materials/didactic sequences that include a theoretical framework, goals and conclusions.

Category B - funded by APAC

- This category is addressed to **Batxillerat students and their research tutors**.
- Submissions should be a finished research project written in English either about a topic related to anglophone culture or to other fields of knowledge.
- The research tutor should write a brief cover letter listing the key points of the project and student's expertise.

Category C - funded by the British Council

- This category is addressed to a **school or class group and their teachers** (APAC members).
- Submissions can be didactic sequences or projects that have been carried out during the previous academic year.
- Submissions should include an introduction, goals, contents and conclusions. Contributions by students and other members of the school need to be detailed as well.

John McDowell Awards 2020

Prizes

A jury made up of members of **APAC's board** and our partners the **British Council** and **Trinity College London** will award prizes to a **winner** and a **runner-up** for every category:

Category A:

★ *First Prize Winner:* Flight and one-night accommodation to attend Trinity's *Future of ELT* conference in June in central London.

★ *Runner-up:* 200€ coupon to be used at Come In English Bookshop (Barcelona)

Category B:

★ *First Prize Winner:* Tablet

★ *Runner-up:* 100€ coupon to be used at Come In English Bookshop (Barcelona)

Category C:

★ *First Prize Winner:* 1.200€ coupon to be spent on resources or materials for the school

★ *Runner-up:* 300€ coupon to be spent on resources or materials for the school

APAC will inform winners during the month of January, and prizes will be officially announced during the Opening Session of APAC's ELT Congress 2020, with the attendance of all winners. The results will also be shared in APAC's ELT Journal and on its webpage (www.apac365.org).

Instructions for participants:

- **Materials submitted should be in English**
- **Information that must be included in all categories:**
    - Category (A, B or C)
    - Full name + surname(s) of the candidates who are APAC members
    - Level and context
    - Phone nº, e-mail address and postal address (including the school's address, if applicable)
- Candidates must submit their projects **online by December 1st 2020 at** www.apac365.org.
- APAC may publish all or part of the projects in its journal.