



# eJournal

## Dear readers,

Welcome to the Spring/Summer 2024 edition of the APPI eJournal! This issue brings a vibrant collection of articles from our esteemed authors, each offering insightful perspectives and practical strategies for teachers and educators.

**George Kokolas** kicks off with a refreshing take on classroom dynamics in "Generating Zest and Blocking Zest Killers in the School Classroom." He explores methods to enhance enjoyment and maintain a lively, engaging learning environment, ensuring students stay motivated and enthusiastic.

In the realm of technology, **James Riley** and **Carlos Lindade**, our writer in residence, delve into the transformative impact of AI in education. Riley's article on AI explores its potential to revolutionise learning processes, while Lindade's piece, "Beyond the Coursebook", showcases how a panoply of generative AI tools can be leveraged to create innovative ELT materials.

**Jamie Keddie** brings a unique twist to classroom activities with "Ditagloss from Personal Photographs", a creative approach to language learning that personalises the experience and fosters deeper engagement in what concerns students.

**Carla Alexandra Geada** reintroduces classic teaching aids in "Vocabulary: Teacher, Students and Flashcards are back!" as her article highlights the enduring effectiveness of flashcards in vocabulary acquisition.

**Nina Lauder's** "What are presentation skills and why are they important?" underscores the significance of effective presentation skills, providing valuable tips for both teachers and students.

**Elly Setterfield** advocates for integrating play into learning in "It's time to take play seriously". Drawing from Montessori principles, she emphasises the critical role of play in fostering holistic development.

Assessment and literature find a thoughtful convergence in **Marta Zaninelli's** "Literary Exploration in Reading Assessment", offering educators innovative strategies for literary assessment.

**Sofia Iakovidou** provides a neuroscientific perspective with "Brain Based Education", exploring how understanding brain function can enhance educational practices.

**Tiago da Silva Carvalho's** "Enhancing teacher wellbeing: Drive the BUS OF LIFE" focuses on the importance of teacher wellbeing, offering practical advice to help educators maintain a healthy work-life balance.

**Judite Fiúza** points out the importance of attending IATEFL to bring the latest trends in EFL to the APPI members.

On the Bookshelf, **Maria Isabel Silva** reviews Sofia Iakovidou's book "Me, Myself and I", highlighting the tools required to go on a journey of self-exploration and make the most of it. We can conclude that this compelling work deserves a spot on any reader's physical or virtual shelf.

We hope you find this edition inspiring and enriching.  
Have a relaxing Summer break!

*Judite, Neil,  
e Maria Isabel*



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

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# contents

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Author	Title	page
	Editorial	p. 2
George Kokolas	Generating Zest and Blocking Zest Killers in the School Classroom	p. 4
James Riley	Encouraging Student Application of Generative AI in the Writing Classroom	p. 8
Carlos Lindade	Beyond the Coursebook – <i>Using Generative AI Tools to Develop ELT Materials</i>	p. 12
Jamie Keddie	Dictoglass from Person Photographs	p. 16
Carla Alexandra Geada	Vocabulary: Teacher, Students and Flashcards are back!	p. 20
Nina Lauder	Presentation Skills – <i>What are presentation skills and why are they important?</i>	p. 24
Elly Setterfield	It's time to take play seriously	p. 28
Marta Zaninelli	Literary Exploration in Reading Assessment	p. 32
Sofia Iakovidou	Brain Based Education	p. 35
Tiago da Silva Carvalho	Enhancing Teacher Well-Being – <i>Drive the BUS OF LIFE</i>	p. 38
Judite Fiúza	IATEFL – 2024	p. 41
Maria Isabel Silva	On the Bookshelf – <i>Me, Myself and I, by Sofia Iakovidou</i>	p. 44

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# Generating Zest and Blocking Zest Killers in the School Classroom

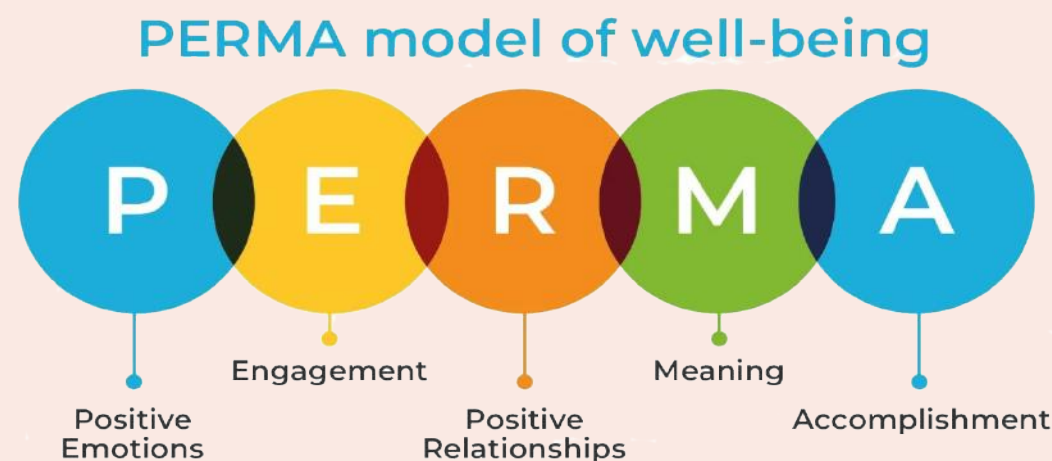
**George Kokolas**

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In a purely semantic sense, we all understand the meaning of the word "zest", but it might become more complicated when we try to define the exact meaning of this very same word. One of the main reasons might be that "zest" has multiple meanings, dimensions and expressions. According to Niemec M. & McGrath E. zest is approaching a situation or life...with excitement and energy" (Niemec et al., p.121, 2019). Other words used to describe zest are "a sense of aliveness", "enthusiasm", "vitality." The first severe and scientific attempt to describe zest appeared in the book *Character Strengths and Virtues: A Handbook and Classification* (Peterson & Seligman, 2004), where we find zest classified as a Character Strength under the Virtue of Courage, a categorization that may have engraved for the first-time zest as a "scientific term". Martin Seligman himself, in one of his latest talks, publicly admitted that he is very highly convinced and about to announce that zest can be one more element in his famous **P.E.R.M.A.** model serving as another path to wellbeing. Psychologist Ryan M. Niemiec in his book "Strengths-Based Workbook for Stress Relief" provides an overview of Seligman's famous PERMA model, defining five areas of wellbeing (Niemec, 2011).

Attempting to define how zest can influence students and teachers in a school environment, it is easy to realize that a zestful school environment can foster more conducive attitudes to learning and a more dynamic teaching attitude. Teachers want classes full of energetic and enthusiastic students because lessons can become more interactive, participative and lively. On the other hand, students want zestful teachers because learning becomes more approachable, personalized and engaging. Carol Dweck pinpoints zest for teaching and learning as the growth mindset embodiment for teachers (Dweck, 2006, p.143). Ryan M. Niemec correlates zest with the character strengths of Curiosity and Perseverance (Niemec et al., 2019., P. 130), two strengths frequently found in school contexts with high academic performance. Zest also appears to sustain a "Love of Learning", another character strength needed for academic progress, expanding knowledge and developing a growth mindset.



It is remarkable that according to Niemec, one of the main remedies for building the strength of zest is to block the inhibitions and barriers that may prevent an individual from reaching their maximum potential. (Niemec, Ryan

M, 2018, p. 130) In other words, the generation of zest usually does not occur because of certain "zest blockers". This paper will try to identify what could block students from becoming more zestful in a school environment and recommend some educational practices/interventions that could stop the impact of "zest killers" and possibly generate more zest in a school environment.

In his book *Language Hungry*, Tim Murphey defined the concept of the "roller coaster of knowledge" (Murphey, 2006). Murphey claimed that humans do not have a linear way of thinking, which is why they cannot have the same mood every day. This "roller coaster of feelings" also appeals to positive feelings, as it is practically impossible for anyone to be zestful for learning every day. Murphey argues that having days of low performance during the learning process is an ideally expected feeling, as well as some more active ones. The "rollercoaster of knowledge" is something very normal and very personal. Some reasons and remedies that can activate students' roller coaster are:

- **Lack of understanding.** Students lose their energy and enthusiasm when they cannot grasp or understand the material taught. Remedial work or recycling exercises can help students understand and regain confidence.
- **Negative emotions.** Students may be reluctant to participate due to negative feelings imposed on them from external classroom factors or toxic feelings. A widespread situation is when students experience negative feelings when they do not feel that they have achieved some progress in their learning. As a precaution, teachers should always provide frequent "progress checks" that clearly help the students realize their academic development and sense of achievement.
- **Fatigue.** It is common in modern societies that students either feel tired because of busy schedules or find their energy insufficient to cover their busy schedules. In the case that a teacher detects a sense of tiredness in the class, it is highly recommended that the class takes a break or an activity that will help them re-focus.
- **Information overload.** In many schools, the demands of the curricula are so high that they may exceed the students' capacity to cope with them. These demanding programs may cause information overload and, consequently, a lack of zest and energy to cope with everyday tasks. Breaking knowledge into chunks, attempting to re-teach it, and slowing down the pace of the curricula could be remedies for information overload.
- **Competition for attention.** Young students' brains, especially teenagers, get very easily distracted by various signals and stimuli inside and outside school. Weather conditions, video games, peer rivalry, first awakenings of romantic love, and even different topics compared to the ones taught in the classroom may distract a student's brain and make them lose focus. The energy used to regain this focus could result in less zestful students, who may feel drained from energy, trying to cope with so many distractions while regaining

their focus. In cases like those mentioned above, protecting students from distractions or helping them focus on one particular area of learning or interest could remedy such a problem.

In their book *The Power of Full Engagement*, Jim Loehr and Tony Schwartz tried to give another perspective on the concept of "time gluttony" and the misconception that many individuals have that they become underachievers due to insufficient time. Loehr and Schwartz claim that when people cannot achieve goals or targets, it is not because of a lack of time but because of a lack of energy. (Loehr, Schwartz, 2003, p.4) Moreover, as we saw in the various definitions of zest, energy is closely connected to vitality and feeling zestful. It is safe to assume that people cannot feel zestful without energy. Lack of energy makes people feel sluggish, tired, and lack engagement in various things. Sometimes, we may get the same situation in school classes; students feel non-zestful because they lack energy.

Loehr and Schwarz define the four sources of energy in the human system. The sources they mention are the following (Loehr, Schwartz, 2003, p. 13):

- **Physical** – The limits of our bodies' endurance
- **Spiritual** – Anything related to "Transcendence" and "the great cause" we are doing things
- **Emotional** – How are we profoundly feeling when we perform any task
- **Mental** – The focus of our energy. It is very closely linked to the distractions we mentioned above, which might compete for our attention

As Tony Schwarz mentions in one of his powerful YouTube talks; "It takes almost an entire internal village" for individuals to cater for their energy levels. Moreover, as these sources are interconnected, they may be inter-exchanging energy levels to cope with the daily demands. The same high demand for energy may be happening within a classroom, which might be a frequent reason why students lack enthusiasm. Suppose students, when they come to class, feel tired after intense physical activity (physical source), do not find a meaningful reason to attend the lesson (spiritual source), are overwhelmed by negative feelings due to various reasons (emotional source) and suffer many distractions during a class (mental source). In that case, they are running a high risk of squandering their energy, which could significantly lose vitality and zest.

A remedy to the maintenance and sustainability of energy systems, as Schwarz defines them, can be the idea of "periodization", a technique used by many professional athletes, which involves managing efficiently the work-rest ratios and taking sufficient breaks from work. Something similar could be practiced in a classroom when the teacher detects low energy levels alongside zest. The teacher can slow the pace of the syllabus or, for a certain period, assign activities lighter than usual to give some space to students to recharge their energy.

"Junk Thoughts", as defined by Jill Anderson (Anderson 1981, p.20), can be several other reasons which may block students' zest. According to Anderson, the following are the basic evil thoughts that may visit our students' minds.

- **Over-generalizing** – Taking one example as a rule for all possible occurrences is a usual false belief that many students may get. For example, "This teacher always gives the lowest grades" or "English Grammar is the most difficult part of the English lesson".

- **Catastrophizing/Awfulizing (Boryshenko, 1987)** – Rick Hanson, in his book "Hardwiring Happiness", proves that people have a proclivity for negativity, called "negativity bias" (Hanson, 2013, p.32) and that a human brain will most probably think more about the negative than the positive aspect of a situation. "Proclivity for negativity" may occur when students have an irrational sentiment that they will fail an exam, even though they studied very hard for it. Suppose students adopt this tendency and fossilize it as a habit. In that case, they risk giving up easily or being constantly overwhelmed by negative feelings, which cannot foster a zestful mood.

- **Copping-out** – Blaming always the others instead of assuming responsibilities ourselves. Avoiding facing the natural causes of a problem and always blaming someone or something else can create evasive students who may have no actual touch with reality, causing them to lose focus and consequently see their academic performance affected as well. It is more than evident that a student who is permanently "copping out" would find it very difficult to feel zestful, as he might be losing the proper focus to do so.

- **Demanding** – This negative feeling refers to the pressure we may exert on ourselves for everyday tasks when we demand from ourselves to perform them like there are no other options or any margin for failure or even the mere possibility of postponing them. For example, phrases like "I must attend that class at 8 am" or "I must get a good grade on this test" may create unnecessary pressure on students. Unnecessary pressure is not the best of conditions to create zest. An excellent way to avoid this is by avoiding using imperative language for all these tasks and instead using suggestive language that allows some space for alternative directions. For example, "It would be great if I can manage to be at tomorrow's class at 8 am" or "Receiving a high grade on this test can be a great boost for my confidence."

Murphy suggests that a great way to combat all these individual negative feelings is by strengthening the group dynamics within our classrooms (Murphey, 2006). A thought that may be causing anxiety or stress to a student could reach reduced levels or be eliminated if shared among a group of peers or classmates. Teachers who can encourage more collaborative tasks in the classroom are strengthening the bonds of classroom groups, which can create more confidence among students and increase the voluntary sharing of problematic situations or negative thoughts. Furthermore, collaborative

activities can provide an excellent context for generating zest in language classrooms as the more enthusiastic team members can elevate the morale of the less enthusiastic team members. In addition, having students helping fellow weak students can create even more positive feelings and stronger bonds and develop more of the character strength of “Love of Learning”. Some recommended activities that could foster collaboration and generate zest are group projects in the classroom, working together for a shared learning objective, speaking activities in pairs or groups with personalized content and group presentations.

In her book *Mindset: The New Psychology of Success*, Carol Dweck states that narrating motivational stories to students can boost their confidence and help them develop a strong growth mindset. One of the most common excuses teachers receive from students is "the lack of inspiration" or the "depletion of ideas". Students cling to this excuse to avoid becoming more creative or refraining from being consistent with their workflow, commitments, or homework. It might be helpful for students that they become aware that inspiration can be challenging to achieve. David Galenson, in his book *Old Masters and Young Geniuses: The Two Life Cycles of Artistic Creativity* (Galenson, 2006, p.4), defines two types of innovators:

The “**conceptual innovator**” who can get inspired instantly by an idea and create it. Picasso, Sylvia Plath, and Orson Wells were such innovators

The “**experimental innovator**” who may struggle for years before they get an idea that is worth it and creates something remarkable Robert Frost, Alfred Hitchcock

Sharing a story from the lives of these creators, as Carol Dweck proposes, and explaining to students that it is normal for inspiration to face difficulty finding creative ideas could encourage students to be more zestful in pursuing creativity and inspiration and not give up that easily on their everyday tasks or creative time.

In my piloting sessions and training, I have integrated this inspiration awareness moment with an activity called "Are you a Cezanne or a Picasso?" By posing this exact question, every time students have comments of reluctancy or lack of zest or seem short of inspiration, teachers can attract their attention by narrating a story from a vital creator who struggled with their inspiration but eventually managed to find it and still create something big and memorable. Thus, the chances of generating more zest among students can increase.

### Discussion and Conclusion

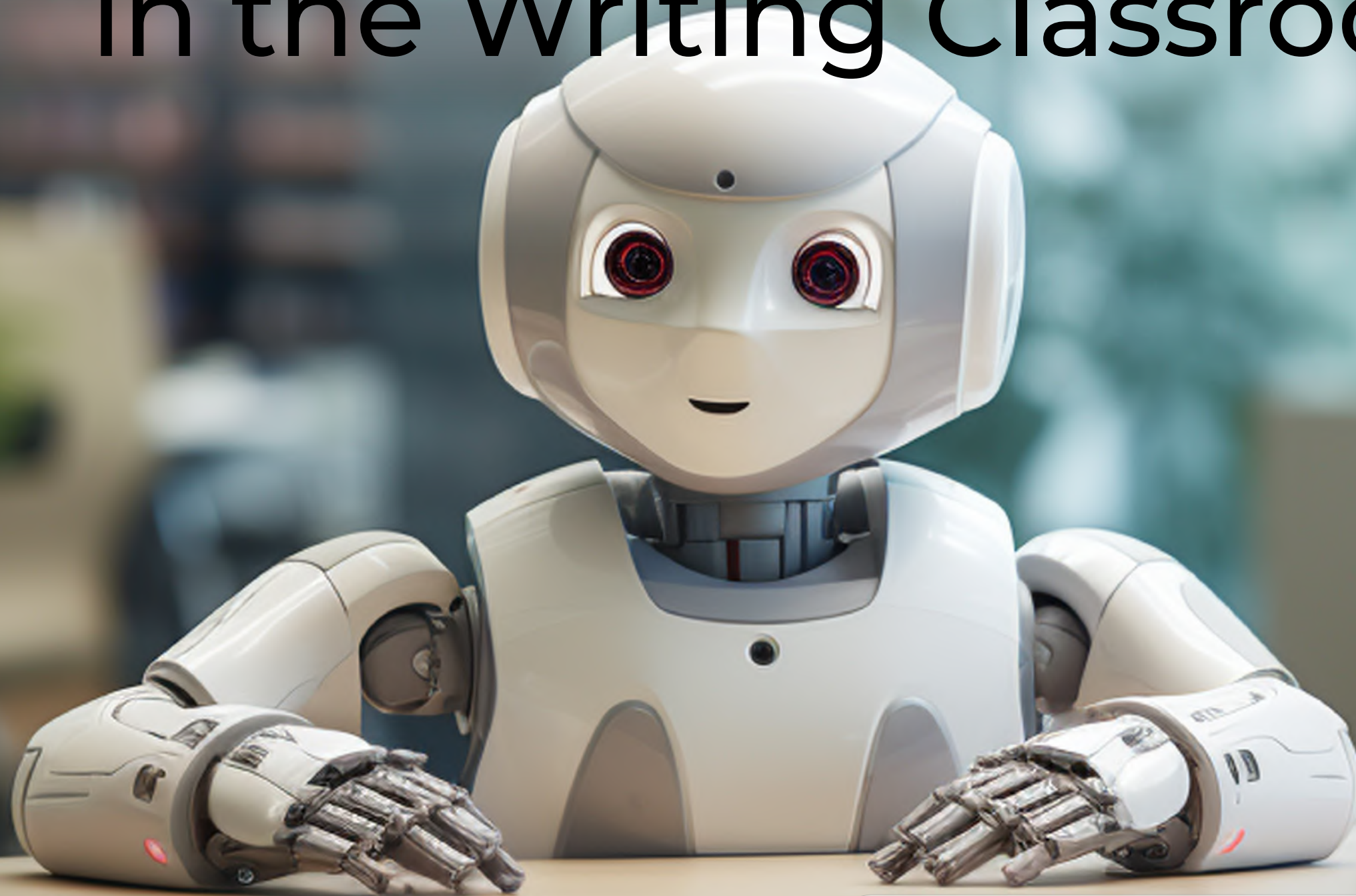
Zest is one of the pivotal character strengths closely linked to happiness and a mindset of approaching life with high vitality levels. Fostering and cultivating zest in our classrooms can generate more love and enthusiasm for learning, leading to more creative and thriving students. However, it is essential to

remember that zest is not only a strength that teachers can generate through specific interventions or practices but also, through the inhibition, debunking and avoidance of certain mindsets, thoughts or situations that may block our student's enthusiasm. By respecting and discussing with students the "roller coaster" of their moods and feelings towards learning, we can help them embrace and understand better how to overcome a "day of bad learning" at school. By catering and procuring for their high energy levels, we automatically set up a fruitful context for their zest to thrive, as there is no zest without energy. Blocking their "junk thoughts" and channeling them through collaboration activities allows more space for the zest generation. Lastly, sharing inspirational stories of successful people with them could open the perspective that inspiration is only sometimes handy and that they may need to apply some extra effort to achieve it. Zest can become the key to unlocking our students' motivation and reframing their perspective on the joy of learning.

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# Encouraging Student Application of Generative AI in the Writing Classroom



**James Riley**

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## **Encouraging Student Application of Generative AI in the Writing Classroom**

Andrew Ng has dubbed AI “the new electricity”. Much like electricity did, AI will impact all aspects of every industry. Generative AI has already had a huge effect on the field of education, and its influence will only continue to grow. There are those who feel that AI is going to replace human beings – making us all redundant. While the eventual rise of general artificial intelligence may see this come to fruition, general AI is still a long way off. The concept of artificial intelligence has been explored for decades; however, generative AI is still in its infancy. At present, it seems most likely that AI will not replace humans, but rather, humans who understand AI will replace those humans who do not.

As educators, we need to be aware of this new reality and encourage our students to engage with AI as a necessary part of the learning process. Despite its growing importance, there is a prevailing belief among many teachers that we should “protect our students from AI.” The same teachers who use Chat GPT to create lessons often seek out ways to prevent their students from “using AI to cheat”. In my academic writing classroom, students began using Chat GPT or Google Gemini to create their essays. However, those students who were using AI were often receiving the lowest scores. While their grammar, spelling, and punctuation were perfect, their essays often didn’t answer the question or adequately address the prompt. Moreover, these essays failed to conform to the rhetorical rules of English academic writing. In light of this, the following steps can be taken to better integrate generative AI into the academic writing classroom.

### **Artificial intelligence should augment human intelligence – not replace it.**

Teachers need to raise students’ awareness of the benefits and limitations associated with using AI. I always remind my students,

“You took this course. Chat GPT never sat in on our lectures.”

Students still need to learn the rhetorical features of the English academic essay. Further, they need to learn the unique requirements for each genre of academic writing. Simply copying and pasting a writing prompt into Chat GPT is not going to result in the output necessary to be successful in academic writing class. However, if class discussions and instruction center on what a good essay looks like, students will be able to use generative AI to help produce ideas, save time, and ensure there are no errors related to spelling, grammar, or punctuation.

### **Effective prompt engineering must be a part of today’s academic writing classroom.**

Students are going to use generative AI – we are not going to stop them. Instead of withholding instruction on how to effectively engage with chatbots, we should ensure that prompt engineering is part of our curriculum. If students are familiar with the rhetorical features of an essay, they will be better able to craft prompts that produce the desired output. Once students know what the output should look like, they can include this language in their prompt. The importance of being specific cannot be overstated.

### **Class activities should include an analysis of the output produced by generative AI.**

As much as students need to see the potential that AI holds, they also need to be aware of its shortcomings. Working together as a class, in small groups, or individually, students can evaluate essays produced by generative AI to check for the presence of a thesis map, a thesis statement, topic sentences, supporting details, transitions, and a summary. Further, they can evaluate how well the essay addresses the writing prompt. Pairing these activities with exercises on prompt engineering will allow students to see how they can better engineer their prompt to have the machine produce the desired output.

**Assessment needs to change to reflect the reality of AI's role in the writing classroom.**

Students who use AI for their homework may struggle in standardized testing environments where this technology is forbidden. It is easy to replicate the standardized testing environment in a physical classroom but more difficult to do so in a virtual classroom. Virtual teachers can use Lockdown Browser to reduce the opportunity for students to access AI. However, there are simpler approaches to assessment in the world of AI.

Create questions or prompts that, on their own, would not result in a chatbot producing the desired results. Don't give away the answers in your question. Ensure that students would need to be familiar with all the rhetorical features in order to write an adequate essay (or engineer an effective prompt).

Ensure prompts ask students to perform some type of analysis. Chatbots often regurgitate a list of facts. Ensure that your essay prompts require students to offer some type of analysis of the facts related to the question/prompt.

Ask questions that are based on class lectures or discussions. Generative AI cannot produce this type of content. Students will need to rely on what they have learned in class.

Require students to reflect on their personal experiences, as this will be more challenging for AI to replicate. Questions that require a bit of introspection are difficult to replicate. Topics students feel passionately about often encourage them to use their own words.

Make prompt engineering part of students' assessment. Finally, if students are going to engage with AI, then assessing them on their ability to engineer effective prompts only makes sense.

The field of artificial intelligence is incredibly dynamic, and its application in education is changing every day. In the writing classroom, teachers need to begin to develop ways to help their students positively engage with this new technology. As AI stands to impact all sectors of the economy, our students need to understand its capabilities as well as its limitations. Successful application of generative AI is essential for the writing classroom, the wider field of education, and students' professional success.





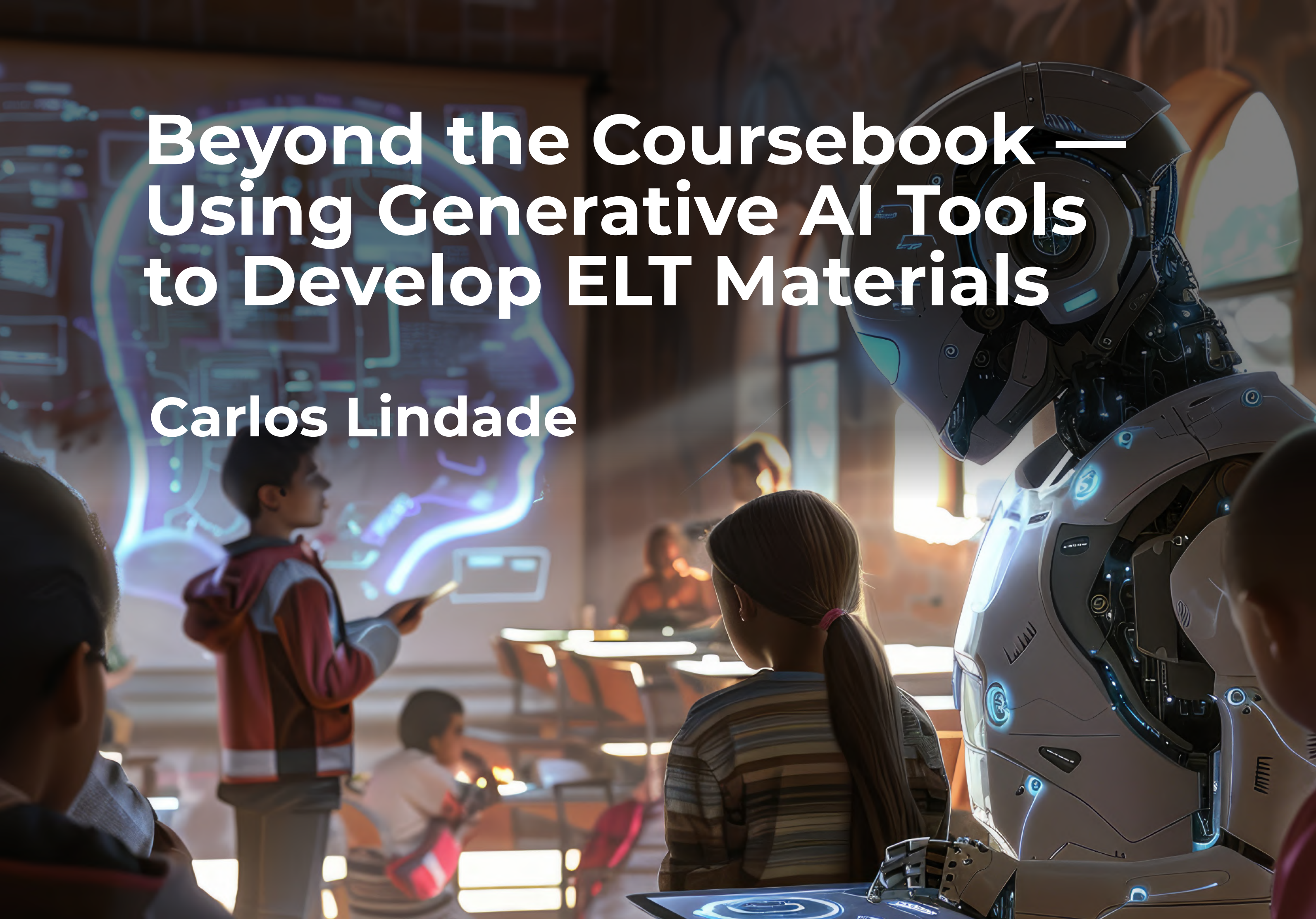
FORMAÇÃO  
CONTINUA

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[return to contents](#)

# Beyond the Coursebook — Using Generative AI Tools to Develop ELT Materials

Carlos Lindade



During the 37th APPI Conference in Braga (May 2024), I had the opportunity of presenting a workshop called: “Unlocking the Power of Generative AI for EFL Material Development”. The workshop revisited a classic debate surrounding coursebooks: Are they a product of the past? Should teachers use them or simply leave them behind? While the answer to that question is still not consensual in the era of generative AI, teachers can be challenged to use AI-powered tools to create or customise unique materials for their teaching context.

The purpose of this article is to share some insights from the session and explore how Suno and Diffit may be used in the context of EFL to create unique materials for the EFL classroom.

## **Beyond the Coursebook - Using Generative AI Tools to Develop ELT Materials**

***Generative AI is the most powerful tool for creativity that has ever been created. It has the potential to unleash a new era of human innovation.***

— Elon Musk —

### **Introduction**

The 37th APPI Conference in Braga was overflowing with thought-provoking sessions about the future of EFL instruction. A recurring theme that ignited passionate discussions was the role of Generative Artificial Intelligence (Gen AI) in the classroom. Some proponents envisioned a future where AI personalises learning, while others voiced concerns about its potential impact on the role of the teacher. While such a debate is important and will continue in different venues, with different arguments and examples, a crucial point must be made: Gen AI, when used judiciously, can be a powerful tool to augment learning scenarios. At the centre of this process, one will find the teacher, whose expertise and creativity is constantly acknowledging and addressing the learner’s needs. Such often requires one to go beyond the coursebook for different reasons. The next section will revisit the coursebook debate in order to provide further context.

### **Coursebooks: a double-edged sword in the EFL classroom**

Coursebooks have long been a cornerstone of EFL instruction, offering a structured learning path and a treasure trove of resources for teachers. In fact, coursebooks tend to offer more and more additional materials for teachers. But the debate surrounding their effectiveness continues to spark passionate debates. Proponents of coursebooks laud their ability to provide a clear and logical progression through grammar, vocabulary, and skill development. This

structured approach acts as a roadmap, particularly beneficial for pre-service teachers or those with very little experience. Moreover, coursebooks come packed with drilling activities like gap-filling exercises, as well as dialogues, role-plays... which reflect the most common teaching activities taught in initial teacher training.

Another advantage often mentioned by researchers and in-service teachers is the time-saving aspect of coursebooks. With a pre-made interpretation of the *Aprendizagens Essenciais* in hand, teachers can free up valuable time. This efficiency translates to a sense of security for both teacher and student. Teachers gain confidence knowing they are covering the essential content, while students benefit from a clear reference point for their learning journey.

However, opponents of coursebooks raise valid concerns that deserve exploration. One major criticism is the potential for coursebooks to lag behind in terms of contemporary language and information. Such hinders students' exposure to the ever-evolving nature of language use. Additionally, the "one-size-fits-all" approach does not cater to the specific needs and interests of a diverse classroom, potentially leading to disengagement and a lack of motivation.

Furthermore, the overemphasis on standardised testing within contemporary coursebooks can restrict teachers from incorporating more creative and dynamic activities. This can stifle a holistic learning experience that goes beyond rote memorisation of vocabulary and grammar rules and test preparation. Another limitation lies in the lack of localisation. Coursebooks designed for a general audience often avoid integrating the local Portuguese context or cultural references to promote intercultural awareness, creating a disconnect for students that hinders their ability to connect the language to their environment.

Lastly, critics argue that the static presentation of information in coursebooks discourages active learning. Students tend to become passive recipients of knowledge rather than actively engaged participants in their own learning journey. This lack of interactivity can hinder the development of meaningful language and critical thinking skills. This is where technology usually comes into play.

### **Technology in EFL**

While coursebooks share a considerable amount of limitations, they still provide a foundation for language learning in most contexts. Nevertheless, EFL teachers have always sought innovative ways to breathe life into language learning. Long before the digital revolution, teachers often used an overhead projector and transparencies, painstakingly crafted with colourful markers, to transform grammar points and vocabulary lists into dynamic visuals. Portable stereos were carried from classroom to classroom as students listened to songs, as well as

absorbed dialogues and pronunciation from crackling cassettes. As these are now seen as low-tech solutions, it is only natural that the boundaries will be pushed even further with Gen AI.

In previous APPI events, I have advocated for Gen AI's potential in five key areas: planning, assessment, creation, support, and sustainability. Table 1 briefly exemplifies how EFL teachers can leverage Gen AI to approach different tasks, hopefully leading to a more localised and engaging learning environment for their students.

Table 1: Areas where Gen AI can help EFL teachers

Area	How Generative AI Can Help	Examples
<b>Planning</b>	Tailored lesson plans: Generate personalised lesson plans based on student needs, learning objectives, and specific topics.	Create a lesson plan focused on ESP for a group of intermediate level students studying the Portuguese tourism industry.
<b>Assessment</b>	Automated grading: Utilise AI to grade specific types of assessments like multiple-choice quizzes or vocabulary exercises, freeing up teacher time for more in-depth feedback.	Generate a multiple-choice quiz on irregular verbs and have the AI automatically grade and provide basic feedback to students.
<b>Creation</b>	Engaging activities: Generate interactive exercises, games, and simulations to reinforce learning.	Create a dialogue simulation where students role-play ordering food at a restaurant.
<b>Support</b>	Differentiation: Develop differentiated instruction materials to cater to various learning styles and skill levels.	Generate a variety of exercises (multiple choice, gap-fill, open-ended questions) on the same grammar point for students with different learning paces.
<b>Sustainability</b>	Content updates: Easily update course materials with current information or trends using AI prompts.	Update a travel vocabulary list with new words and phrases relevant to recent Portuguese tourism developments.

Table 1 offers a glimpse of what Generative AI models like ChatGPT, Gemini, or Claude can do to support teachers. However, the quality of the AI's output hinges heavily on the quality of the prompt the teacher provides. Furthermore, while numerous AI tools are readily available, it is important to be mindful that most operate on a freemium model. This means free plans will restrict the number of outputs one can generate or limit access to advanced features.

In this context, it is also important to remember that AI-generated content requires fact-checking and often requires further tailoring to meet the needs of a specific learner. Despite these limitations, by understanding how to use AI, educators can leverage its power to craft engaging and unique learning materials. In the next section, the article will briefly discuss how Suno and Diffit can be specifically utilised by EFL teachers.

**Suno**  <https://suno.com/create>

Suno is an AI-powered music generator that utilises two core AI models, Bark and Chirp, to create vocal melodies and instrumental sounds based on user input. It features a user-friendly interface.

During the conference session, I provided the following prompt “an updated 80s dance song for an EFL Teacher Training Workshop (The Future of Education)”. In a matter of seconds, it provided two unique songs. It also generated the lyrics, and options to access a downloadable lyric video or mp3 and a link to easily share the song on other platforms. By clicking [here](#), it is possible to listen to the AI song.

In the context of EFL, teachers can use Suno in many ways. For instance, to generate songs using vocabulary or themes from recent lessons to reinforce listening skills. Students can analyse the lyrics for comprehension and discuss the vocabulary or themes used. This tool is particularly useful when teachers want to go beyond the lexis featured in a specific unit of the coursebook and want a fun way to present these words in the classroom.

Another way to use this tool is to challenge learners to craft a short musical piece to accompany a story or poem. This can make the narrative more engaging for students and encourage creative thinking.

Lastly, AI generated music may be a new way to expose students to the cultural diversity of music around the world. This can lead to projects where learners engage in research on multiple platforms about the cultural context, the singers and bands and iconic tunes to build a playlist on Spotify.

**Diffit**  <https://web.diffit.me>

Diffit is an AI-powered educational tool designed to support teachers in creating differentiated learning resources. It provides "just right" instructional materials that allow teachers to bring to the classroom interesting up-to-date resources, while providing students grade-level content. What does this mean? Diffit offers teachers the ability to generate a reading lesson by providing a link to an online news article, or YouTube video, and customise the content to match the level they are teaching and make further adjustments for SEN learners. It includes features such as re-leveling of texts, vocabulary customisation, and translation. Additionally, it integrates with Google Classroom. A lot like Suno, it offers a user-friendly interface and is available in multiple languages, making it a versatile tool for teachers working in a bilingual school, collaborating in an eTwinning project, or an aid when teaching an additional foreign language, where engaging materials are scarce.

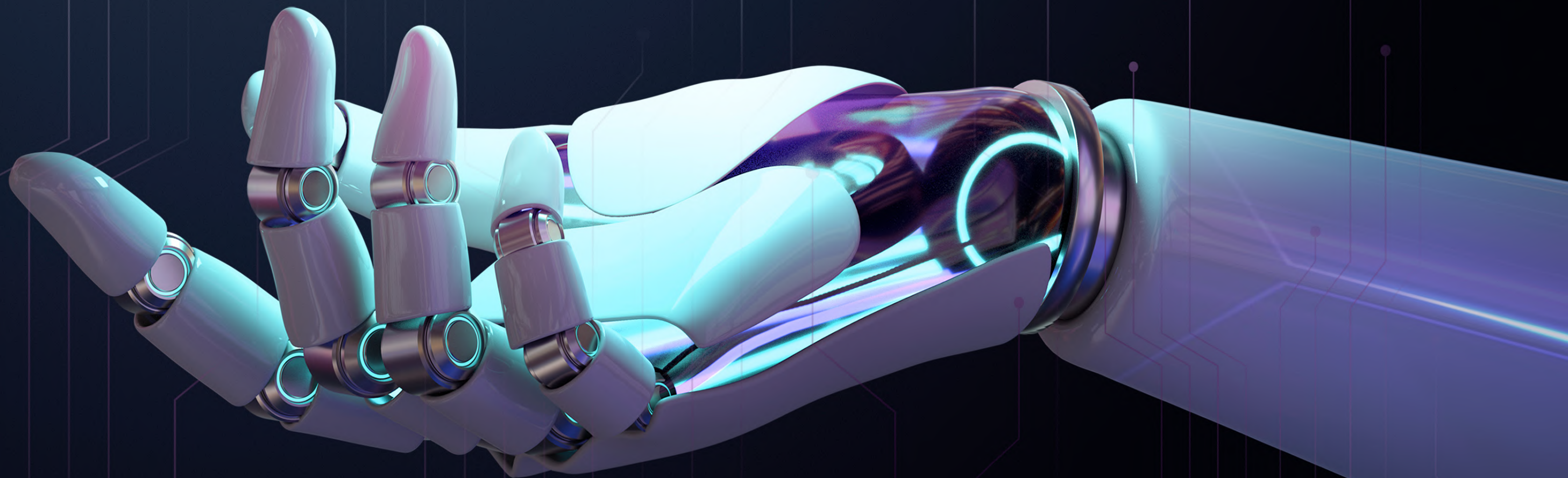
If a teacher believes their coursebooks present an inadequate way to challenge learners in reading or writing, critical thinking, or vocabulary, Diffit can aid in generating materials to enhance comprehension and make learning localised and engaging for students. I have found it very useful to connect language learning with real-life issues and the interests of the learners.

### **Closing Thoughts**

In 2024, it is undeniable that the proliferation of AI-powered tools offers an outlet for teachers to move beyond the restrictions of a traditional coursebook, which is physical (and used repeatedly for several years) and offer engaging materials,

which are contextually relevant and crafted specifically for the needs of the learners. However, a judicious use of Gen AI is necessary because ultimately some tasks will be better served with pen and paper. Moreover, with so many tools being released every month, it is possible that some teachers may feel they are missing out (FOMO). It is paramount that all educators acknowledge that they are not going to be able to use every single tool, the same way they do not explore every single page from a coursebook. It is only natural that each teacher explores two or three tools and use the ones that work best for them and their learners.

Carlos Lindade is a Portuguese Canadian ELT professional who is heavily involved in training future EFL teachers. He holds a PhD in Advanced English Studies from the University of Vigo and lectures at the Faculty of Arts and Humanities of the University of Porto (FLUP). He is a member of the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS) and a regular speaker at APPI events.



A man with a beard and glasses, wearing a blue plaid shirt, is speaking in a classroom. He has his hands raised as if explaining something. In the background, a student is visible, and there is a chalkboard with some writing on it.

# DICTOGLOSS from personal photographs

**Jamie Keddie**



In this article, I would like to show you how easy it is to use our own photographs as a resource for a classic classroom activity.

### **The story of a photograph**

Late one evening in November 2022, I was walking to a train station. I'd been visiting a friend who lives in a village near Barcelona. We'd had dinner together, but it was getting late, and it was time for me to go home. On my way to the station, I passed a little creature foraging beside the road. I shouted, "Hey there, little guy! Where's your mummy?" It looked up and I took a picture.



Wild boars are actually very common around Barcelona and like pigeons, they don't seem to be intimidated by humans. This boar piglet seemed unthreatened by my close proximity, and I really did have to call out to get its attention. Thinking back, this was probably irresponsible of me and a quick consultation of ChatGPT has confirmed it. I won't do it again!

Anyway, I ended up showing and sharing the photograph with a number of friends and family members. Apparently, there was something about it that I liked. It was meaningful to me. I am sure you will agree that this is an everyday process that is familiar to all of

us. And it's one that we can take inspiration from for the classroom. In order to do so, all we have to do is to prepare a short story text like the introductory paragraph of this article.

### **Words and pictures**

The wild boar piglet photograph and the accompanying story demonstrate a fundamental lesson planning principle: there is no image without a text, and no text without an image.

Importantly, there is nothing special about the text that I wrote. It does nothing more than provide a context for the image. On the other hand, the image gives meaning to the text. It's a beautiful marriage between words and pictures.

If we break down the text, it provides basic information about how the photograph came to be: where I was going, where I had been, what I had been doing, etc. And when we provide that information, just look at all the narrative structures that emerge:

#### ***Past continuous***

- I was walking to a train station.
- it was getting late....

#### ***Past simple***

- I passed a little creature...
- I shouted,
- It looked up...
- ... and I took a picture.

#### ***Past perfect continuous***

- I'd been visiting a friend...

#### ***Past perfect***

- We'd had dinner together....

### **Dictogloss**

My baby wild boar story text would be perfect for a dictogloss activity with strong A2 or B1 students. Here is how a dictogloss activity works:

- i.** The teacher reads aloud a short narrative text two or three times.
- ii.** As students listen, they write down key words or phrases from the text.

iii. Students then rewrite the text as accurately as possible. (Of course, there will be some differences between their reconstructed texts and the original.)

iv. Students compare their reconstructed texts with each other.

v. Finally, they compare their reconstructed texts with the original.

In this case, I would want to pre-teach the words “foraging” and “creature”. And I would withhold the image until the very end. This would allow me to ask students to guess what the creature is before showing them the photograph.

As a follow up, you can ask students to do the same: they should find a personal photo and prepare a short text to tell the story of how it came to be. They can then present their stories in class.

### Another example

Here is another example text that could be used for a dictogloss activity. In this case, the principle is the same: The text provides a context for the image and the image gives meaning to the text.

It was 1988. I was 16 years old. We had just moved to a new village in Scotland. My dad and I decided to go for a walk to explore. We were walking past a farm, when we saw a sign that advertised a local fishing competition. There was something about the sign that made my dad laugh. I had my camera with me and I took a photograph of my dad standing beside it. Can you guess what was so funny about the sign?

### Over to you

Every photograph you have ever taken is a potential story and this could apply to any of the following:

- Photographs on your mobile phone
- Photographs you have shared on social media
- Photographs from the days before digital photography (hard copies)

Start to look through your photographs (old and recent) and look for a potential story. When you have one, consider the where, why, when, what, who, etc. Then arrange the information into a short text for a dictogloss activity.

**Make sure you grade your text appropriately and aim for around 80 to 100 words for A2/B1 students.**

**Jamie Keddie** is a teacher, trainer, and storyteller. He is the founder of LessonStream – a community of teachers with a passion for using story to engage students. He is the author of ‘Images’ (Oxford University Press 2009), ‘Bringing Online Video into the Classroom’ (Oxford University Press 2014) and ‘Videotelling: YouTube Stories for the Classroom’ (LessonStream Books 2016). Jamie creates a weekly YouTube video for English teachers and is also an affiliate trainer at Norwich Institute for Language Education (NILE) in the UK.



FORMAÇÃO  
CONTINUA

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Vocabulary:  
Teacher, Students  
and Flashcards  
are back!



## Vocabulary: Teacher, Students and Flashcards are back!

Are you a teacher with many classes, many levels and lots of other school tasks to do, besides teaching? Can you rarely have time to prepare class materials and be creative? If your answer is yes, this article is really for you!

Teaching Vocabulary: from the coursebook exercises to *Party & Company – The Forbidden Word*

In some coursebooks students are supposed to learn new vocabulary without ever writing the new words, since most exercises only imply matching pictures or definitions to the numbers of the new words. That is to say that students only have to write letters and numbers to match them! Do they really learn vocabulary like this? Of course, this type of exercise is more appealing and quicker, but is it really effective? I'd say it is or it was just a starting point for an engaging students' generated material activity, based on the board game *Party & Company* category *The Forbidden Word*, to teach new vocabulary to an 11th form class.

### Materials

All I did to prepare the materials for the teaching moment was to divide A4 sheets of cardboard into four empty flashcards (playing cards size) for each student in class. The theme we were working on was the environment, but you can apply this activity to any other topic. I think students from the 9th form onwards can also be involved in such a task, because they may apply a range of vocabulary enough to replace the forbidden words.

### Procedure

As I said before, I decided to start by the coursebook proposal for the vocabulary activity which was to match

words or expressions to their corresponding definitions. Then students were asked to consider the words or expressions learnt with the exercise in the book and choose four words or expressions to write in each flashcard adding the grammatical category in brackets after the word or expression. I'm sharing with you the example I wrote on the board which intentionally had nothing directly to do with the topic.

Ex: CAR (Noun) At this point, I must say that some students couldn't do this right. Therefore, I had to correct it. They seem to know the language, but not always the correct part of speech.

After that, students were challenged to write four words or expressions related to each of the ones chosen for the flashcards right below each chosen vocabulary item. Although I had prepared a few related words, I preferred to ask students for suggestions to complete the given example, to keep them engaged in the task. You can see students' ideas in the box below which correspond to an example flashcard.

CAR (Noun)

- drive
- driving licence
- vehicle
- means of transport

And the students followed this procedure for their four words in their flashcards. At the end I collected all the flashcards and kept them per group for a following lesson.

In that lesson the students' flashcards were used for a speaking contest in groups of four classmates. Each group

got its flashcards back and, in each group, each student picked their flashcards back. Then they were asked to give the three groupmates oral clues to guess the Forbidden Word in each of their flashcards. The one who guessed got one point. They did it in turns until they had a winner in each group. However, and that was totally unexpected for them, they could NOT use the topics they had related to the word they were supposed to lead their groupmates to guess. This means that considering the example above, to lead the groupmates to the Hidden Word “CAR”, they could not say drive, driving licence, vehicle or means of transport. Needless to say that it was a real challenge! This time their clues were: a moving object that takes people wherever they want to go; we can park it; Ubers use it but don't have to park; They just stop for people to hop in and out, etc...

Their oral production and interaction were not always one hundred percent correct, but they managed to communicate their ideas. At the end of the activity, all the students had the opportunity to do twelve listening tasks (they listened to three groupmates giving clues to their four flashcards), to produce four oral texts in the spur of the moment and to interact in English as a Foreign Language, thus activating and expanding their vocabulary.

During the activity I went around the groups to check if they were speaking English while observing their performance. I took notes about my “tour” in my class grid. In general, the

students were really involved in the activity and engaged in their wider vocabulary learning process from the very beginning and did it actively. Here are some examples of flashcards prepared by them as inspiration.

### **Final Moment**

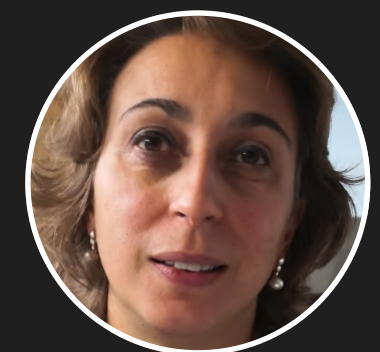
At the end, each group had a winner, the student who had guessed more forbidden words. As time was running out, in another lesson a final moment of the tournament was played among the winners of all groups.

Flashcards [[click ink](#)]

I hope you use or adapt this activity. It was very nice to see the students enlarging their vocabulary in a communicative situation without taking much time preparing materials! It was a very useful activity if we consider the learning developed by the students and at the same time, the fact that it is a teacher-friendly activity.

Looking back, and once teachers always want more and more, it would have been a good idea to ask each group words that they needed and did not know how to say in English when giving the group the clues and give the classmates the opportunity to help, instead of the teacher. If I happen to do the activity again, this could be a possible improvement and a suggestion that I leave here.

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# FORMAÇÃO CONTINUA

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Presentation Skills  
*What are presentation skills and why are they important?*

**Nina Lauder**





Abstract: Although we might ask our students to make presentations in small groups or to the whole class, oftentimes teachers neglect to provide students with the necessary support to help fully develop their presentation skills. This article will look at important aspects of presentation skills and will offer suggestions on how to help improve these invaluable transversal skills in class.

## **Presentation Skills**

### ***What are presentation skills and why are they important?***

All too often people think that presentation skills are only necessary for people who are interested in public speaking or who are outgoing; however, these skills are actually vital in a wide range of different settings. For example, a teacher may need lead a staff meeting or a student may be asked to carry out a 'show and tell' type task in small groups. Whether in front of a large group or presenting information to someone face-to-face or one-on-one, presentation skills are transversal skills that are important in our daily lives.

How are presentation skills defined? There is no exact definition for presentation skills, but generally speaking, these skills are seen as a set of skills or abilities that display an individual's capacity to interact and transmit messages to others in a clear way. These skills also include the ability to engage others and be able to judge if listeners have understood the message being delivered.

Regardless of the setting, in almost all lines of work, presentation skills are necessary in one way or another. Even in the case of a professional who is not required to make formal presentations in front of a group or work in an open-office social situation, they may be required to present a summary of findings or attend an online meeting where data would be presented.

Imagine different situations in our daily lives where we might need to make a presentation. Look through the list.

### ***Have you ever...***

- ... taught or tutored someone?
- ... made a speech at a wedding or event?
- ... given a presentation at a conference?
- ... had to explain a project to colleagues?
- ... had to present a project to tutors or classmates at the end of a course?
- ... had to deliver results or findings to a team?
- ... made a proposal in front of a group at a staff meeting?

In both social and professional situations strong communication skills and presentation skills are highly valued. In order to best prepare our students for ever-changing scenarios they will be faced with in the real world, it's important for students to be given opportunities to develop these skills in their lessons and to be given opportunities to build on these skills as they develop.

### **How can we develop presentation skills in class?**

As teachers, there are a number of ways we can work on presentation skills in class. One of the cornerstones for strong presentation skills is to have solid communication skills. Although we oftentimes only take into account spoken communication, things like our body language, expressions, gestures and non-verbal communication also have an impact on how we get our message across to others. These different aspects of communication skills can be worked on in class through easy to set up activities like dramatic play or role-playing. Obviously, presentation skills and communication skills are intertwined in a number of ways and there is a lot of overlap between the two skill sets.

In terms of ELT and CLIL lessons, developing presentation skills can help students build their competences in a foreign language and at the same time help them develop social skills and employability skills for the future.

### **Providing support**

Before making presentations in class, students can reflect on their strengths or areas of improvement when it comes to making presentations. Taking into consideration age and language skills, some things that can be investigated with students include:

- Have you ever had to make a presentation, for example, presenting a project in class or explaining something to someone? Were you able to use clear, simple language?
- How do you feel when you make a presentation? Confident? Nervous? If you feel nervous, is there anything you can do to feel more relaxed?
- Are you aware of how tone and volume might affect how other people receive your message? For example, if you are shouting or speaking calmly.
- Do you think it's important for presentations to have a clear, logical structure? Why? Why not?
- Do you make eye contact with the audience or try to engage them? For example, are questions posed to the audience?

Prior to making a presentation, students can also be given support and tips on how to carry out proper planning and preparation for effective presentations. By providing models, students can be given a better idea of what is expected of them and teachers can use tools like outlines, frames, guiding questions or checklists to help students organise their idea.

Immediately before making a presentation, students can also be encouraged to make sure they have all the resources and materials they need and, if using technology, students can be instructed to check equipment and technology before starting.

There are also a number of things students can keep in mind during their presentations. It's important to point out to students that if something goes wrong that they shouldn't worry and should try to find a quick solution. Remind students to stay calm and be aware of speed and tone and, if appropriate, interaction and engagement with the audience can be included.

Following a presentation, it's a good idea to help students reflect on their strengths and areas of improvement for future presentations. Through self-reflection task, peer-assessment and formative feedback from teachers, students can better understand how to make effective presentations.

### **Practical ideas**

Of course, pairwork, groupwork and projects are all activities that encourage students to improve their communication skills. Keep in mind that when working with others, it's a good idea to provide ample scaffolding and to give students different roles when working in groups or on projects in order to make sure everyone participates and is aware of what is expected of them.

There is a variety of specific ways that presentation skills can be worked on in class through easy-to-set-up activities. Here are a few examples: [Ideas in box?]

### ***Non-verbal communication through drama***

To develop non-verbal communication and to illustrate to students how emotions impact voice, tone and speed, students can be asked to greet (or say goodbye) illustrating different emotions. Students can be provided with a short dialogue to

be carried out in pairs. Each pair can be given a dice and each number on the dice represents a different emotion. Each student in the pair rolls the dice then carry out the dialogue using the emotions they roll. After a few rounds, students can reflect on how their body language or tone changes with different emotions.

### **Silent movie cards**

Another way of developing non-verbal communication can be through the use of gestures. In this case, pairs or groups of students are given 'silent movie cards' that are placed faced down in the centre. Students take turns selecting a card secretly then miming the word(s) on the card for their group to guess. It can be entertaining to do this with things like classroom instructions (open your books, work in pairs, repeat please), with adjectives (exciting, boring, wet) or with sports and free time activities. Following the activity, students can consider how gestures can be useful when getting a message across, especially when language barriers exist.

### **Hum it to me**

Provide students with a short sentence. Encourage students to hum the sentence to one another and to identify which word is being emphasised in the sentence. Discuss how emphasis changes the meaning of a sentence. For example, I think she ate the cake (she ate cake, as opposed to eating the pizza or ice cream) is not the same as I think she ate the cake (she ate it, as opposed to hiding it or destroying it).

### **Signposting**

Show some signs in real life and ask how signs help us find our way. Discuss things we can do in a presentation to help the audience 'find their way'. Provide students with vocabulary like: First of all, ... Moving on ..., To sum up ... to help them make their presentations easier to follow.]]

In conclusion, presentation skills are important future skills and life skills that can be easily worked on in class. Through encouraging students to interact and transmit messages to others clearly, they develop academic skills, social skills and transversal skills simultaneously.

Good luck working on presentation skills in class!

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National Soft Skills Association — <https://www.nationalsoftskills.org>

Successful Presentations (OUP Video)

<https://elt.oup.com/teachers/successful>

<https://youtu.be/Dh8XIFS3LkU>

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It's time to take play seriously!  
**Elly Setterfield**

## It's time to take play seriously

This article is a call to recognise the importance of play and become more playful in our classrooms. We discuss what play is and how to recognise whether our students are learning through play. We'll also explore the positive impact play can have on our students' academic results, their social and emotional learning, and their future-readiness.

Maria Montessori famously said 'play is the work of the child'. But with the constraints of a coursebook, a syllabus, and in many cases exam preparation, it can be a challenge to fit play into our young learner classrooms. It's easy to fall into the trap of seeing play as an 'extra': nice to have, but ultimately distinct from learning. Research, however, tells us that this isn't true. So, what exactly do we mean by play, and what impact does it have on learning?

Play exists as a spectrum. At one end, 'free play' is entirely child led, with no adult initiation or direction, and at the other end is 'playful instruction'. It's possible to apply formal learning goals to anything other than free play. Following literature reviews and conversations with experts in the field, The LEGO Foundation have highlighted five key characteristics that ebb and flow during play which directly link it to learning:

1. It's joyful. Play gives us an overall feeling of enjoyment, motivation, and pleasure, and triggers dopamine in the brain. Often, this pleasure is the result of overcoming a challenge or trying something new.
2. It's meaningful. Play helps learners make sense of the world around them and find meaning in experiences by connecting them to things they already know.
3. It's actively engaging, and often in a variety of different ways. An actively engaged child is more likely to learn.
4. It's iterative – meaning it's something that can be repeated and changed. Play gives children the opportunity to adapt and improve games/activities and they often repeat variations of the same game over and over again. This allows children to practise skills, try out different possibilities and discover new challenges, learning to deeper learning.
5. It's socially interactive. In play children communicate ideas and understand others.

Why should we care about this? Because play matters to children and their parents. Further research from The LEGO Foundation tells us that play supports learning, with 95% of children saying play helps them to try new

ideas, and 88% of parents believing that it contributes to children learning new things. Parents naturally use play to help their children explore ideas or experiences that they might find challenging, such as going to the doctor or starting school, but this has implications for us as teachers too: we can use play in the classroom to support our students' learning. (Liu, et al. (2017))

### Play leads to better learning

Picture a classroom where all your students are actively engaged and motivated, where learning is differentiated and personalised, and where your students remember new knowledge long-term and can apply it in a variety of different situations. It sounds idyllic, but play can help us achieve these goals.

Using toys as props in the classroom is a simple way to make our lessons more playful, and in turn more enjoyable, more engaging and more motivating. This could look like creating up a background scene for learners to practise functional language (a restaurant, a doctor's surgery), using toy cars to practise giving or following directions, or using blocks or scrabble tiles to physically manipulate letters or words in reordering activities. Hands-on experiences and meaningful play help students connect new information to real-life situations, making language learning more meaningful and applicable to the world beyond the classroom.

Research demonstrates that children who participate in play-oriented classrooms in early childhood show long-term academic gains, while research in primary- and middle-years classrooms also shows connections between play and the acquisition of academic skills and deeper content knowledge across a range of subjects. (Mardell et al. (2023).

### Play teaches the whole child

Academic success isn't the only thing that's important to us as teachers (and rightly so). Play can help us to develop our young learners' social and emotional skills in a variety of ways. Playing a game in groups, pairs or teams gives students plenty of opportunities for collaboration and cooperation, where they can learn the value of teamwork, communication, and respect for others' perspectives, as well as developing their ability to solve problems.

As previously discussed, there are many different types of play. In imaginative play, such as role play, or creating a short sketch or film students can explore different roles and perspectives – as well as use different language to normal. These activities foster empathy and understanding as students step into the shoes of others, appreciate diverse viewpoints and challenge stereotypes.



By playing a boardgame students are also practising valuable strategies that will help them in the world outside the classroom: skills such as turn taking, developing resilience, dealing with uncertainty, winning and losing, and recognising their emotions and the emotions of others. Competitive games of any kind provide our learners with opportunities to engage in conflicts and challenges – but in a safe and supportive environment where they can learn to solve problems and maintain positive relationships. Setting and adhering to rules for a game helps students learn about the importance of fairness, equality and justice.

Games can also help our learners discover the amazing diversity of the world we live in and become better global citizens. By asking our students to consider how they would teach a favourite game to someone from a different culture, or to learn and play a game from a different culture, play is a great place to look for common ground. By modelling respectful curiosity, we can in turn help our learners become more aware of how, although we are different, in many ways, we are all the same.

#### **Play prepares learners for the future**

Finally, it is through play that our students learn the skills they will need as they move through their education and into their lives beyond the classroom. Today’s world is constantly changing, but play is a powerful way of helping children develop the skill sets they’ll need to thrive in uncertainty and to create opportunities for themselves and their communities.

Indeed, over 90% of parents say that play helps their children develop valuable life skills, highlighting creativity, communication, problem-solving and confidence as particular areas of development. (“The Power of Play”, 2022).

To conclude: in a world where the demands of academics and assessments often overshadow the importance of play, it’s time for us to recognise and reclaim the value of it in our classrooms. By integrating play into our teaching practices, we can make the most of our young learners’ natural joy, creativity and curiosity. Being more playful helps us foster a love of learning, nurture our students’ social and emotional skills, and prepare them to navigate an ever-changing world as thriving lifelong learners.

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She blogs at <https://thebestticher.wordpress.com>



# Literary Exploration in Reading Assessment

**Marta Zaninelli**

Marta Zaninelli is an ELT Coordinator at ETS EMEA, based in Milan, Italy. She holds a PhD from the Department of Linguistics and Literary Sciences at Università Cattolica del Sacro Cuore, Milan. Marta has experience as an English Language teacher and Business English Adjunct Professor. She has a strong passion for English Language and Literature.





This article explores the integration of literature in language education, highlighting its benefits and challenges. It discusses how literary texts, when thoughtfully selected, enhance reading skills, cultural insights, and language complexity. Balancing literary and non-literary materials fosters linguistic proficiency and a deeper appreciation of literature and cultural contexts, particularly for teaching and assessing reading skills.

### **Exploring the Benefits and Challenges of Integrating Literary Texts into Language Learning**

In language education, the integration of literature is a topic of debate. While some educators see it as a rich resource for developing language skills, others point out its complexities and potential challenges. In my experience as both a student and teacher in the Italian school system, I have always observed a distinct separation between the subjects of language and literature. In Italy, as per the official teaching programs of the Ministry of Education, students are expected to develop proficiency in two primary domains concerning foreign languages: language and culture. It is only after establishing a robust language foundation that culture and literature are introduced, typically starting from the third year of high school. This separation is also evident in other countries.

Such disconnection might lead students to perceive literature as something accessible and enjoyable only after years of preparatory study. Consequently, teachers are often cautious when selecting literary texts as a foundation for language instruction, except in dedicated literature lessons where these texts are essential. As noted by Martino and Di Sabato, “when speaking about the role of literature in language learning, we shall focus [...] on the ‘use’ rather than on the ‘study’ of literature [...], on literature as a ‘resource’ [...]. But the relationship between the two should not be looked at [...] as if language and literature were two ‘poles’ with no respective attractions. Rather, it would be fruitful to define them as two good neighbors who, due to academic policy, are separated by bad borders” (Di Martino & Di Sabato, 2014).

Literature, as defined by the Encyclopedia Britannica, is as “a body of written works [...] imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution” (Encyclopedia Britannica, 2024). And how can these aesthetically pleasing written works be integrated into language teaching and assessment, especially in the context of reading? The solution involves acknowledging them as a form of authentic materials. Authentic materials are prized for their

accurate representation of the target language. According to Morrow (1977), “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”. By this definition, literature qualifies as authentic material, offering students exposure to genuine language usage, a wide range of vocabulary, and nuanced cultural insights.

However, literary texts are not frequently used as authentic materials in language learning and assessment. Despite their benefits, teachers often prefer other text types for reading comprehension. The main reason is undoubtedly the complexity of language present in literary texts. These texts frequently feature intricate language structures, advanced vocabulary, and nuanced themes, which can pose a significant challenge for language learners, particularly those in the early stages of proficiency. Additionally, the incorporation of unfamiliar imagery and the use of poetic devices can add to the complexity of interpretation for students, as these aspects differ from what they typically encounter. Furthermore, literary works may feature obscure cultural references and nuances that are not readily understandable to learners from diverse cultural backgrounds. This can potentially engender a sense of inadequacy towards both the text and its author. Lastly, teachers may occasionally lack confidence or sufficient experience to effectively choose suitable texts.

Despite these challenges, literary texts can provide rich language exposure, cultural insights, and opportunities for meaningful discussions when chosen thoughtfully. They offer several advantages. First, like any other text, literary works can serve educational purposes if used correctly. Teachers should not discourage their use out of fear, as this can create unnecessary barriers. Another advantage lies in their inherent value, which is not incidental; literary texts are exceptional pieces of writing, profoundly enjoyable to read, and have the potential to captivate and engage students. Lastly, literary texts serve as a tremendous source of additional motivation. Students learn by engaging with the very essence of the language, experiencing its finest written expression. Being able to enjoy and understand these texts can significantly boost their morale. Additionally, literature often deals with universal themes and explores fundamental aspects of the human condition. Themes such as love, loss, identity, justice, freedom, and the pursuit of meaning resonate across time and cultures. Through the exploration of these themes, literature offers insights into the complexities of human existence and provides avenues for reflection, introspection, and personal growth.

Literary texts can effectively enhance students' reading skills, including general comprehension, reading for gist, detail, inference, making predictions, summarizing, and paraphrasing. For example, paraphrasing exercises help students develop a broader vocabulary and use various sentence structures. Literary texts of different lengths and difficulties can be used for this purpose, offering a range of opportunities for students to engage according to their proficiency level. Inference activities are also valuable, because they encourage learners to predict, question, deduce meanings, and connect with the material. Poetry, often avoided due to its perceived complexity, can be an excellent tool for inferencing exercises. For instance, consider the poem "The Convergence of the Twain" by the Victorian poet and novelist Thomas Hardy. Students could be asked to read lines 16 to 27 and guess the subject of the poem and how they arrived at their understanding. This activity serves as an excellent example of an inference exercise, aiming to elicit background knowledge (most students have heard of the Titanic) and, hopefully, spark curiosity about the text. Additionally, a text of this nature provides a valuable foundation for language exploration, offering ample vocabulary for synonym practice.

To conclude, it is essential to recognize the unique advantages literary texts offer in language instruction. When selected thoughtfully, they provide rich language complexity, cultural insights, and profound expressions that enhance learners' reading skills. By balancing literary and non-literary materials, educators can create an extensive and engaging reading comprehension experience. This approach not only develops linguistic proficiency but also

fosters a deeper appreciation for literature and its cultural contexts, enriching the overall learning journey for students. After all, as Ezra Pound argued, "great literature is simply language charged with meaning to the utmost possible degree."

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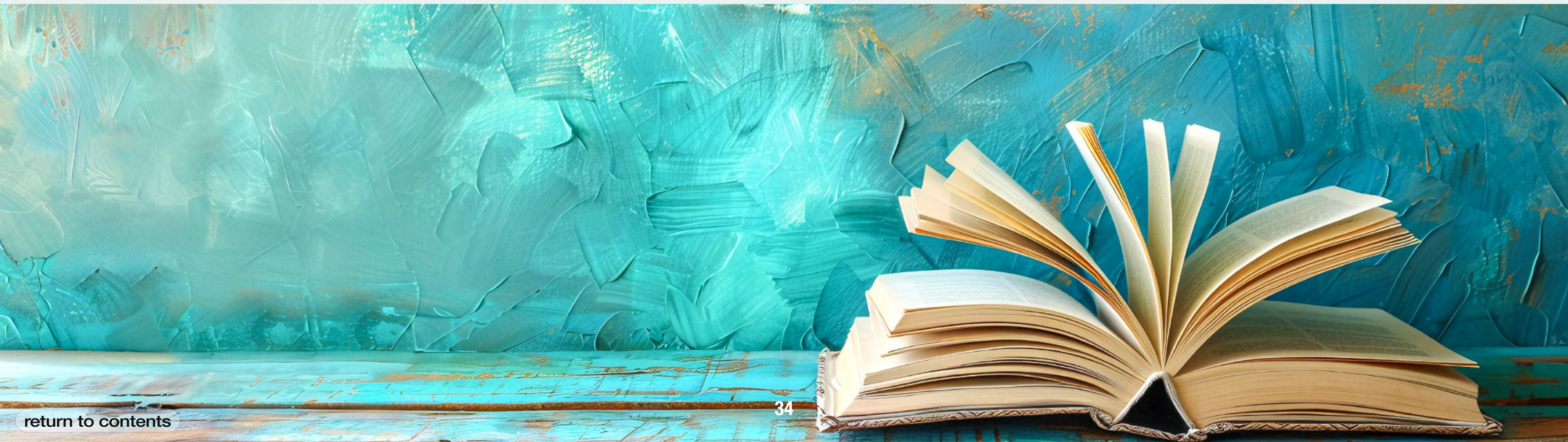
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# Brain Based Education

**Sofia Iakovidou**

Sofia Iakovidou is a teacher, an author and the owner of the London Calling School of Languages & London Calling Hub in Thessaloniki, Greece. She holds a Master's Degree in English Language & Literature and she has been awarded four times for the design and implementation of her School's '8-Themed Months' curriculum for using language, Arts and Fantasy worlds to teach values, citizenship and a growth mindset.



Does our brain shape us, or do we shape our brain? Can we help our students to gradually step out of their comfort zone and build a growth mindset through Art, poetry and creative writing tasks? Brain based education should be an indispensable part of language teaching as it can help us teach life skills and build autonomous students.

“The Brain—is wider than the Sky—  
For—put them side by side—  
The one the other will contain  
With ease—and you—beside—”

This poem was written by Emily Dickinson in 1862 and praises the human mind's capacity to imagine, perceive, and create, ultimately suggesting that the mind is boundless in its potential. Almost a century later, neuroscience provides us with the same knowledge.

Our brain. It has 100 billion neurons. Think about the world's population: that's a mere 7 billion. And we have hundreds of trillions of connections in our brain. If we imagine all the stars in the Milky Way Galaxy, there are more connections in our brain than all those stars combined. So, this incredibly complex organ that we all carry within us, does shape who we are and makes us uniquely who we are.

Science has taught us that our brain shapes us. It is a filter, it filters our perceptions and our understanding of ourselves, of others, of our world, and of our place in that world.

Let's introduce our students to the magical concept of Neuroplasticity. Simply put, it is the brain's ability to change physiologically and functionally due to new stimulation. So, science teaches us that not only does our brain shape us, but we can actually shape our brain. Providing students with such knowledge can have multiple positive effects on their growth:

### **ADAPTABILITY & GROWTH MINDSET**

Using the science behind our brains we can help our students become more self-aware of their strengths and their potentials. We are not

born with a certain set of skills and abilities. We are not born with ideas and beliefs. We are shaped by our experiences and as we grow up we can deconstruct them and reconstruct them anyway we wish.

Learning about the brain's plasticity—that it can change and adapt over time—encourages a growth mindset. Students realize that their intelligence and abilities are not fixed but can be developed through effort and practice.

This understanding fosters resilience in the face of challenges and promotes a willingness to embrace learning opportunities.

They can leverage strategies to enhance motivation, such as setting achievable goals, breaking tasks into manageable steps, and celebrating progress, all of which contribute to a positive learning experience.

### **CRITICAL THINKING**

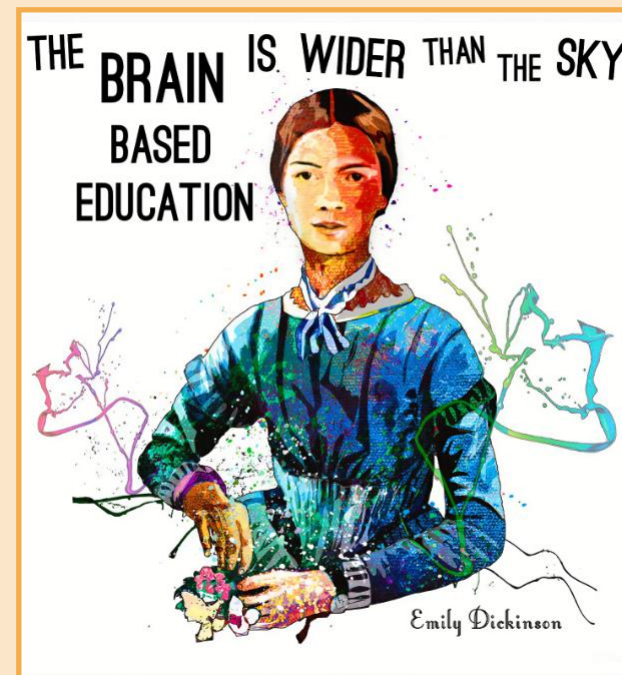
School is a place where students come not just to learn a new language, but mainly to strengthen their brains while learning and using the target language. So,

BRAIN-BASED education is not only teaching ABOUT the brain, but creating the learning settings that can stimulate the students' developing neural networks. And we can activate these networks through active learning experiences that involve students' prefrontal cortex circuits of judgment, critical analysis, induction, deduction, relational thinking with prior knowledge activation and creative thinking.

We, as language teachers, have all the necessary tools... stories, fantasy worlds, heroes, poems, the arts... tools to provide students with opportunities to explore, question, discover, to see beyond the obvious, to imagine and create.

Use videos to introduce students to Neuroplasticity; it is fascinating to see how our brain grows every time we see or feel something new.

Provide them with interesting brain facts and let students explore the vastness of their brain through numbers and catchy analogies.



Ask them to become BRAIN TRAINERS. Encourage them to research and collect clues about nutrients needed for a healthy and functional brain and design a diet and a set of exercises to boost their brain power. Give them choices of different forms of presentation, like a PowerPoint, an infographic, a poster or a vlog, and ask them to present their findings in class.

Let students tell their own stories. How would a day into their brains be? Use creative writing and encourage associative learning by creating opportunities for students to connect prior knowledge to new ones.

Are you a growth or a fixed mindset? Allow students to take the original mindset Quiz designed by Carol Dweck, make learning personal and discuss how words affect the way we view ourselves and our potentials.

Delve into the power of words further through social experiments. Watch, analyse and recreate the powerful 'Doll Test' to see how stereotypes are socially constructed and word-generated.

Stories are made of words. Follow the real stories of people, like Maya Angelou, and find out how they developed courage. Meet

Frida Kahlo, the original Queen of selfies, and discover how she used her healing Art to overcome challenges. Look for symbols, write poems, create quotes, make art and explore what is hidden beyond the visible.

Use Ted talks and explore the science behind mistakes. In the age of unfair grading systems, of multiple tests and stressful assessment, it is liberating to know that mistakes are actually opportunities for growth, even when we unconsciously make them. Brain scans showed that the brain sparks and grows even if we are not aware of making a mistake, because it is a time of struggle. Kids believe that 'effort = lack of innate ability', meaning that if something feels hard, they will never be good at it and they give up. It is our responsibility to normalise mistakes and tell them that 'hard = not acquired YET'.

Brain based education is an educational approach that sheds light upon the students. It is about them. All we need to do is to let them know how amazing they are and to orchestrate lessons that will ignite their curiosity, build their critical thinking and help them embrace challenges.

[return to contents](#)



\* Editor's note

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# Enhancing teacher wellbeing: Drive the BUS OF LIFE

*An internal journey to face your most challenging thoughts, emotions, and beliefs*

**Tiago Carvalho**

Tiago da Silva Carvalho – PhD in Multimedia in Education from the University of Aveiro; teacher and researcher in the field of Cognition, Learning, Instruction and Communication at the University of Helsinki. At the moment, I am working with a team of Educational Psychologists to develop a pedagogical course designed to equip teachers with the skills to manage their own wellbeing, and to include the teaching of these skills in their daily praxis.



This article focuses on committed action, i.e., efforts that align with one's values and lead to fulfillment. The Bus Metaphor is introduced as a visualization tool for managing internal experiences and staying true to values. Practical exercises are provided. Overall, this article provides a guide for navigating life's complex journey with intention/resilience.

Life as a teacher often feels like navigating a complex labyrinth, where each turn comes laden with decisions and emotional challenges. At the heart of navigating this labyrinth effectively is an ability to balance the professional, family, health, and emotional elements of your life. A more technical term for this is to have Psychological Flexibility. There are many ways to develop your psychological flexibility (check previous editions), but for this Spring/Summer issue, I would like to focus on a powerful visualization tool — the Bus Metaphor. This text explores how Committed Action facilitates a journey aligned with personal values, leading to lasting fulfillment. By understanding and applying the principles of committed action, individuals can steer their life's course with intention and resilience, turning daily challenges into opportunities for growth.

### **But first, a definition!**

Committed action refers to deliberate actions that align with one's valued directions in life. Unlike sporadic efforts, these are sustained, strategic actions that build over time to create a consistent lifestyle reflective of one's deepest values. This concept is illustrated vividly in sports psychology, where athletes engage in additional practice sessions not as sporadic efforts but as part of a habitual pursuit of excellence. Such practices are deeply ingrained actions that forge a path toward a value-oriented life. These (committed) actions are not about immediate results but about setting a trajectory that aligns future efforts with personal values, creating a ripple effect that extends far beyond the present moment.

Still, how can you, as language teachers, commit to actions that align with your values? Well, prepare somewhere comfortable to sit, with a pen and a piece of paper, and let's ride THE BUS OF LIFE!

Imagine life as a journey on a bus. You drive. This bus travels on a road you choose, reflecting the meaningful and essential paths. The passengers on this bus are your thoughts, feelings, emotions,

sensations, and memories, i.e. the critical inner voices that often challenge your decisions, pushing you towards doubt and discomfort.

### **Sidebar...**

The Bus Metaphor teaches that while you may not eject these challenging passengers, you can manage their influence on your journey. This metaphor is not just a tool for visualization but a strategic framework that guides the management of internal experiences. It encourages a harmonious relationship with even the most challenging aspects of our psyche, promoting a journey that remains true to our chosen values despite internal dissent.

### **And back on the bus!**

Navigating life's journey as the driver of your own bus, filled with diverse and sometimes challenging passengers, can be a daunting task. These passengers often have loud voices and strong opinions about the route you should take. How can you manage these voices, especially the critical and demanding ones, to maintain control and steer towards your values?

### **Let's explore through practical exercises designed to enhance your journey.**

#### **1. Acceptance Exercise: Welcoming All Passengers**

Start by visualizing your bus and all its passengers. Imagine driving on a road that represents your life's path. As you drive, notice that some passengers are shouting directions, some are criticizing, while others are supporting. Instead of trying to silence them or force them out, welcome them. Say aloud, "I hear you, but I'm choosing the road." This exercise of verbal acknowledgement helps you accept their presence without letting them take control of the wheel. Reflect on this experience in a journal or discuss it with a peer or therapist to deepen your understanding of acceptance.

#### **2. Mindfulness Practice: Observing Without Engaging**

Mindfulness helps you to observe the passengers without reacting. Set aside a few minutes each day to close your eyes and focus on your breathing. As thoughts and emotions surface, imagine them as

passengers talking to you. Observe these passengers without responding or engaging with them. Label each thought or emotion simply as "thought" or "emotion." This practice helps you recognize that you are separate from your passengers; you do not have to act on what they say. Over time, this technique will enhance your ability to stay calm and focused despite the noise.

### 3. Dialogue with Passengers: A Role-Playing Game

Engage in a role-playing exercise where you converse with your passengers. Allocate roles to friends or family members, or write a dialogue in a journal. For instance, if fear of failure is a frequent passenger, ask it questions like, "What are you trying to protect me from?" and respond with your understanding, such as, "I appreciate your concern, but your protection is keeping me from growing." This exercise fosters a deeper understanding of your internal dynamics and promotes compassionate self-dialogue.

### 4. Values Clarification: Aligning the Route

Understanding your values is crucial for steering your bus in the right direction. Spend time reflecting on what truly matters to you — family, career, health, personal growth. Write these values down and think of daily actions that align with them. Each morning, choose one action to incorporate into your day that reflects a core value. This practice ensures that your driving decisions are aligned with where you genuinely want to go, not just where your passengers think you should.

Through these exercises, managing the passengers on your bus becomes less about control and more about harmony. As you practice acceptance, mindfulness, defusion, and values clarification, your journey will become more intentional and fulfilling. Each strategy builds resilience and empowers you to navigate life's road with confidence, guided by your deepest values.

The practice of committed action within the framework of the Bus Metaphor offers more than just a coping mechanism; it is a transformative approach to living. By embracing this metaphor, we learn not only to navigate life's challenges but also to thrive amidst

them, steering our personal journey with confidence and clarity. This approach doesn't promise an easy ride free from discomfort but ensures a fulfilling one aligned with our deepest values. Through committed action, we don't just travel through life; we make every journey count, empowered by the very challenges that seem to obstruct us.



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# IATEFL – 2024

## Judite Fiúza



Judite Fiúza, APPI member A-1327, holds a degree in Filologia Germânica (English/German) and Línguas e Literaturas Modernas (Portuguese/English) from FLUL and the curricular part of a Masters in Anglo-Portuguese Studies at FCSHUNL; taught Portuguese for foreigners at UNL and later at FLUL and has been teaching English for 40 years in Secondary Schools. Judite is retired from teaching and is a member of the APPI executive board.

# IATEFL – 2024

Amongst a multicultural, ethnic crowd of teachers from all over the world there we were—some APPI board members—ready to take the most of the 57th International Association of Teachers of English as a Foreign Language (IATEFL) Conference—the biggest European EFL Conference—this time in the four seasons seaside city of Brighton, UK.

It is high time to be in touch with the latest trends in the field of English as a Foreign Language (EFL). We can get to know various internationally renowned experts coming from around the world so we can bring some of them to the APPI Annual Conference and regional Seminars as well as counting on their collaboration in The APPI eJournal and in The APPI eNewsletter.

A wide range of subjects was highlighted at the conference—all sorts of **technology**, namely **Artificial Intelligence (AI)**, which keeps on being paramount to ease teachers' workload, planning the best innovative lessons, meeting students' needs, putting them in the learning centre stage, providing instant feedback and agency. Vicki Saumell, the first plenary session speaker, gave the audience food for thought in what concerns the ethics that can be followed or not when using AI, environmental impact on the carbon footprint, loss of human connection, plagiarism and cheating, as well as contributing to the digital divide among countries and in the same country. We can say that this already happened with other kinds of technology and the use of AI proves to be controversial, too. George Pickering also focused on some pros and cons on using AI, enhancing '(...) its potential in writing and solving problems; data-analysis; its use in image and graphic

creation; how we can personally use it to improve performance.' Will Jordan-Cooley presented AI as a positive helpful tool 'to grant teachers and students language-learning superpowers.' This issue was also discussed in a vivid Forum.

Technological advancements also play a major role in **Inclusive and Accessible EFL Education**. Every student has the right to learn EFL, regardless of their special educational needs. AI can significantly assist both teachers and students, by tailoring materials to meet the latter's individual requirements, accessing **data-driven** instruction to identify areas in which they need more support, to mention just a few. Inclusion is much wider than just embracing students with special needs, and Varinder Unlu approached it as it deals with considering anyone with the same rights, no matter their age, race, gender, disability, religion or belief, sexuality, social status, or identity.

In Zarina Subhan's plenary session "Because you're all worth it!", we could realise how people are regarded in so many diverse ways according to the eyes of the beholder, their inner perspectives and beliefs. However, we're all worth it!', we all have value, and we would live in a better society if there was not prejudice that varies according to the country, status, race, religion.

So,

'... encouraging young adolescents to explore complex perspectives and emotions can have profound effects on their brain development and overall wellbeing, advocating for educational approaches that promote such thinking.' Centre for Affective Neuroscience, Development, Learning, and Education (CANDLE) 2024.

**Neuroscience** tackled by some speakers, such as Zarina Suhan, is becoming more and more effective in exploring how emotions and relationships drive learning and are a fundamental part of how our brains develop. Sofia Iakovidou advocated for brain-based education, pointing out the power of neuroplasticity, which consists of the brain's ability to change and adapt due to experience, to reconstruct, and create neural networks that will help build a creative, innovative mindset. You can find Sofia Iakovidou's article in this eJournal, as well as a review on one of her books 'Me, Myself and I'.

**Sustainability** was another foremost topic presented and discussed by several speakers, such as Harry Waters and Margaret Kosior. The former came to the 37th APPI Annual Conference in Braga to present 'A Story for the Climate Crisis' and the latter was a presence in the 37th and also wrote a paper to the 1st 'APPI Book of Proceedings'. They both emphasised that 'Fostering change through youth empowerment and global connections' is of good value as 'you can become involved in an exciting collaborative initiative, 'Change Makers', and support it with creative contributions, allowing students to step up both locally and globally and have their voices heard across the world.' A project we can embrace providing students with the right skills to address global challenges such as climate change and social inequality; therefore, we can make a difference.

Another crucial subject that generates a lot of controversy lies in **Gender equity**. As teachers we must be up to date to know how to deal with such a sensitive issue. Julia Stanton explored this topic in her workshop 'Integrating Gender Pedagogy', making the audience work in pairs to compare their different languages and discuss how people

are addressed as masculine and feminine. While in English, it is already used the plural they/them/their/theirs to address any gender, in Portuguese we have not come to a conclusion, yet. The panel 'People like us' – representation of LGBTQIA + identity in ELT went further and concentrated in practical examples to achieve gender equity.

There is a growing emphasis on developing **soft skills and intercultural competence**. The importance of preparing students to communicate effectively in diverse global contexts consists not only of acquiring linguistic competence, but also of cultural nuances, body language, social norms, to name just a few.

Promoting teamwork, problem-solving, and critical thinking are already integrated in the EFL curricula, once project-based learning and collaborative tasks help students build essential soft skills while practising English. Recurring to intercultural training helps students get to know cultural differences, aiming to foster more empathetic and globally aware individuals.

**Mental Health and Wellbeing** has acquired a relevant role in today's world. Therefore, it is pivotal for both teachers and students to diminish their levels of stress, including mindfulness techniques in their daily lives. So, participants were invited to attend a mindful session as the best way to start day

1 at the conference. A 'forum on teaching wellbeing' was held to show teachers' stress causes and some techniques to reduce them. Daniel Xerri, who came to the 37th APPI Annual Conference, dedicated his session to present 'School leaders' experiences of burnout: causes, effects and solutions'.

Incorporating mindfulness practices, stress management techniques, and creating a supportive classroom environment are some of the strategies being discussed. Teachers are encouraged to foster a positive and inclusive atmosphere where students feel safe and valued. This holistic approach to education ensures that students' emotional and psychological needs are met, which in turn enhances their learning experience.

**Continuous professional development** for teachers remains a cornerstone of effective EFL education. IATEFL 2024 showcased various opportunities and resources for teachers to enhance their skills and stay updated with the latest trends. Workshops, webinars, and online courses are widely available, covering a range of topics from new teaching methodologies to advanced technology integration.

Collaborative learning among teachers is also promoted, encouraging the sharing of best practices and experiences. Peer

observation, mentoring, and participation in professional learning communities help teachers grow and improve their instructional techniques. This commitment to professional development ensures that educators are well-equipped to meet the evolving demands of EFL education.

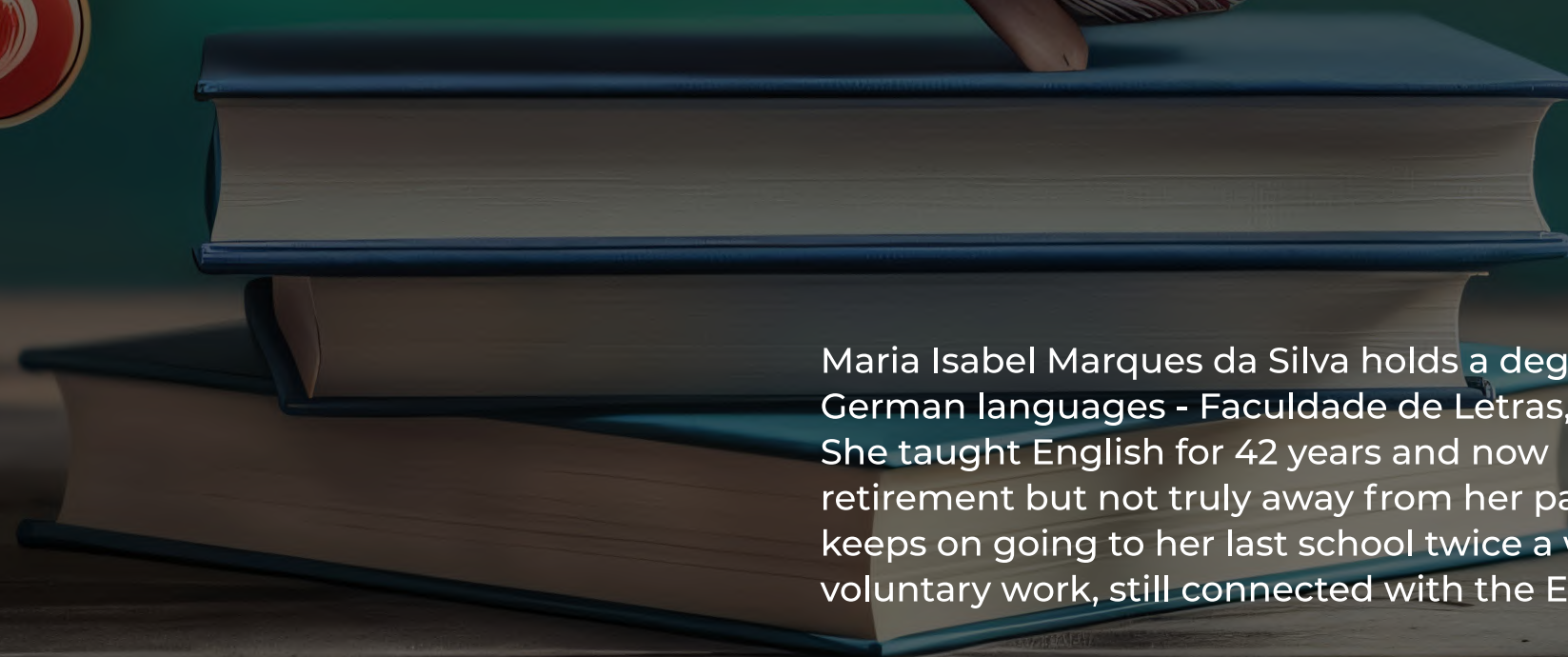
This four-day IATEFL Conference is always a boost to teachers' learning standards and we come fully supplied with new ideas to put into practice and to share with our colleagues.

It drew the audience's attention to several key trends that are shaping the future of EFL education. The integration of technology, inclusive and accessible EFL education, sustainability, gender equity, focus on soft skills and intercultural competence, mental health and wellbeing, and continuous professional development are all decisive components of modern EFL teaching. These trends reflect a holistic approach to education that not only aims to improve language proficiency but also prepares students for the challenges and opportunities of the globalised world. As these trends continue to evolve, they promise to make EFL education more effective, engaging, and inclusive for learners around the world.



# On the Bookshelf ...

## Maria Isabel Silva



Maria Isabel Marques da Silva holds a degree in English and German languages - Faculdade de Letras, Lisbon University. She taught English for 42 years and now she is enjoying her retirement but not truly away from her passion. In fact, she keeps on going to her last school twice a week but to do voluntary work, still connected with the English language.



# Title: **Me, Myself and I**

## Author: **Sofia Iakovidou**

No. of pages: 84

In the introduction **Sofia Iakovidou** discloses her passion for superheroes and shares with the audience “a great discovery” – that we are all born with superpowers. Through a set of questions, she challenges readers to find them in order to get a better version of themselves.

**Me, Myself and I** consists of 8 chapters.

**Chapter 1: Brain Power 1**

**Chapter 2: Brain Power 2**

**Chapter 3: The Power of Mistakes**

**Chapter 4: The Power of Yet**

**Chapter 5: The Power of Words**

**Chapter 6: The Power of Poetic Stories**

**Chapter 7: The Power of Art**

**Chapter 8: Powerful You**

A general feature about this book is the fact that the author offers the readers multiple interactive activities avoiding very elaborate texts on some complex areas. Scanning QR codes, watching videos, filling in gaps, doing experiments or even creating a story/poem, to name just a few, are activities that can be performed in class, either individually or in groups as suggested. Moreover, a significant role is given to proactivity, that is, acquiring knowledge seems too little an achievement if that knowledge is not processed and eventually shared, either by means of a presentation or a personal/group reflection. Furthermore, throughout the book the readers are surprised with truths that they were not aware of and whose impact can change the way they perceive themselves and the world around them. In addition, through the acknowledgement of those new realities, they are able to work on the empowerment of their selves and reshape a better they.

The analogy established between the brain and a garden is indeed illustrative and it highlights the relevance of an invigorating sleep, to “restore the brain’s environment”. The provided facts about “our powerful brain” and the “test your knowledge” activity in **Brain Power 2**, as well as the text under the title Mistakes make you smarter, surely add some more pivotal information on the human brain, undoubtedly questioning a couple of assumptions on the matter.

In **chapter 4**, the readers are invited to “attend” one of Carol Dweck’s TED talks, in which she brilliantly illustrates through examples the relevance of

developing a growth mindset compared to having a fixed mindset. She refers to a school where students in their evaluation paper are given a “Not yet” grade instead of a “failing grade”. The outcome is visible, that is, with such a grade students feel that they are on the way to achieve their goal and if they persevere, just like when they were “learning how to ride a bike”, they will surely attain it.

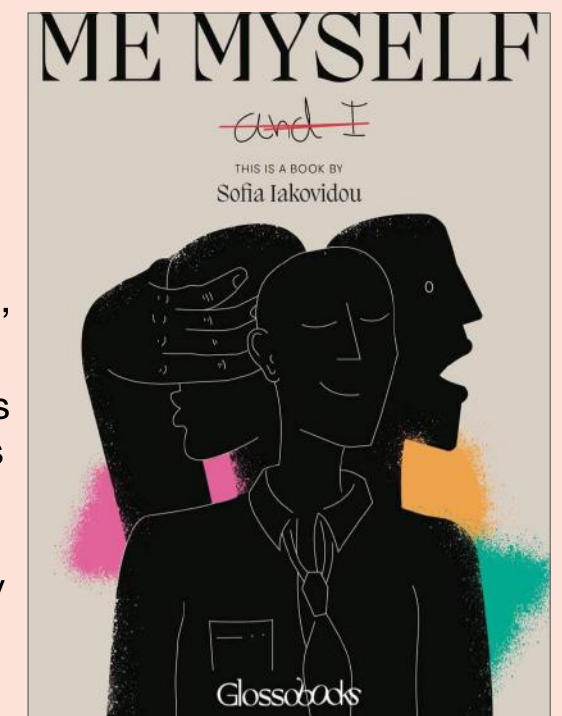
Through Dr Masaro Emoto’s guidance, experimenters are taken into “implausible” situations – water crystals reacting “emotionally” according to the words being voiced to them, thoughts and the surrounding environment. Though opinions differ on the credibility of Emoto’s “pseudo-scientific study”, the impact that positive or negative words have on humans is indeed an intriguing question.

In **Chapter 6, The Power of Poetic Stories**, the readers are asked to plunge into Maya Angelou’s vast list of sorrows and hardships through her biography and majestic poetry. Other people’s true stories of resilience and determination can become a solid bridge over one’s “troubled water”, fostering a path to new beginnings.

Due to her varied adversities, Frida Kahlo constitutes a symbol of hope and empowerment in a time when women were not entitled to have a voice. Through her art, in particular her paintings, she rejects to submit to her poor health condition choosing “to embrace and celebrate life” instead. Throughout her journey, her attitude mirrors that of a growth mindset warrior fighting for her beliefs and welcoming her physical traits, beautifully portrayed in the self-portraits by “the queen of selfies”.

Jim Rohn’s words on motivation and habit open the last chapter, **Powerful You**. Another thought-provoking TED talk, this time with Marco Badwal, makes the listener reflect on the importance of being aware of one’s habits because, either good or bad, they really shape who we are. Further useful data come with other videos like the 21-day myth and the average time to “make or break a habit”. Some sound piece of advice is also given on setting “S.M.A.R.T. goals”, keeping a planner to track one’s progress, being patient and consistent, among others.

All in all, **Me, Myself and I** guides us through a panoply of appealing and practical activities powered, on the one hand, by solid data and by inspiring testimonies, on the other. By reaching its end, the readers possess tools which will help them to proceed in their growing inner journey much better equipped.





# Mindful EFL Day

## 5th Edition

### Speakers

Ana Demitroff  
Bárbara Monteiro  
Chantelle Walsh  
Susana Rocha



21st September 2024  
APPI Zoom Platform  
*Ação de Curta Duração: 3 horas*

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## Mindful EFL Day - 5th Edition

21st September

APPI Zoom Platform

Ação de Curta Duração (3 horas)

Join us for the 5th Edition of the Mindful EFL Day, on 21st September for an inspiring, mind-opening, paradigm-shifting experience.

The APPI Mindful EFL Special Interest Group, offers insights around the purpose of Mindfulness as a daily practice of presence in the now moment and all of the benefits this can provide as well as the challenges one may encounter and also provide hands-on tools to improve focus, well-being, and collaboration in the classroom.

<https://appi.pt/post/mindful-efl-day-5th-edition>



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