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37TH ANNUAL APPI
CONFERENCE
THE FUTURE OF
EDUCATION
EFL CHALLENGES

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Dear readers,

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

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

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

Bilingual education takes centre stage as Ana Xavier, Helena Soares, and Janey Gregório share valuable insights from their attendance at the Congreso Internacional de Enseñanza Bilingüe in Spain. Their reflections shed light on the challenges and rewards of teaching in a bilingual context, offering practical guidance for EFL teachers interested in this pedagogical approach.

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

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

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

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

As usual Judite Fiúza makes a review of a book, this time "The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education", where some aspects of the AI's role in shaping the future of learning are explored.

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

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

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

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

Warm regards,

Judite Fiúza
Maria Isabel Silva
Neil Mason
The Editorial Committee

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The Creative Teacher
2 Weeks Teacher Training
Galway, Ireland

**La Salete Torres &
Marília Cristina Melo**

La Salete Torres has been a teacher since 1994 and for the last 22 years, she has been teaching at *Agrupamento de Escolas Professor Abel Salazar* in *Ronfe, Guimarães*. She holds a degree in *Línguas e Literaturas Modernas (Inglês/Alemão)* from *Universidade do Porto* and a Master's degree in English Didactics from FCSH – *Universidade Nova de Lisboa*.

Marília Cristina Melo has been teaching since 1987 and is now teaching at *Agrupamento de Escolas Fontes Pereira de Melo*, in Porto. She holds a degree in *Línguas e Literaturas Modernas (Inglês/Francês)* from *Universidade do Porto* and a Master's degree in American Studies from *Universidade Aberta de Lisboa*.

We are the two lucky winners of the Alberto Gaspar APPI Scholarship, and we are very grateful for being given this first award that represents Alberto's passion for teaching English, self-development, and teacher training.

As we are both from the north of Portugal, we took the same flight to Dublin and met for the first time face-to-face at the airport, two hours before our plane took off. We had talked on the phone about the training course but hadn't met in person before. Soon we shared stories about our journeys as educators and about the adventure that lay ahead. And a friendship blossomed!

As the plane touched down in Dublin, excitement and anticipation filled the air. We were about to embark on a transformative journey, a two-week teacher training course in Galway, Ireland, focused on creative teaching. Little did we know that this experience would not only rejuvenate our teaching methods but also enrich our souls

with feelings of friendship and memories of our teenage years in ways we could never have imagined. And the Creative Teacher course from Pilgrims was the perfect choice!

After a two-and-a-half-hour bus journey, during which we could contemplate green landscapes and sheep all around and realise why Ireland is known as the Green Emerald Island, we finally arrived at the Galway University Campus site, our home for the next two weeks. We were staying in a flat, which we shared with two other trainees.

We spent 4,30 hours together, from 9:00 to 12:30 with a 30-minute break in between; and then from 13:30 to 15:00 every day. The first day began with a warm-up activity that instantly broke the ice and brought us closer. We were encouraged to share our teaching experiences and our aspirations for the course. It was evident that we all shared a common desire: to foster creativity in our classrooms and inspire our students to think outside the box.

The first training week was led by the experienced trainer, writer, and expert in creative teaching methodologies, Chaz Pugliese. There was a total of 14 trainees from all over Europe taking part in this course: teachers from Slovenia, Czech Republic, Poland, Italy, Spain, Switzerland, Austria and, of course, Portugal. It was an eclectic group and this diverse mix of backgrounds and perspectives set the tone for a rich and dynamic learning environment. Each day was a whirlwind of interactive workshops, discussions, and hands-on activities. We explored innovative approaches to engage students, encourage critical thinking, and foster their innate curiosity. One of Chaz's mottos is "Use a distraction to distract students from their distractions". He urged us constantly to think outside the box and find our own creativity by telling us that it is possible to be creative with low or limited resources and without much preparation. Having in mind Chaz's ideas about what learning vocabulary implies, why not use our own incredible

stories to teach new vocabulary? As one of us was without her suitcase for nine days we could tell this story to the students and write some vocabulary on the board so that students may remember to use it; then an A student restarts telling the story and when the teacher claps, a B student goes on telling the story, like in a game of ping-pong.

Another creative reading activity suggested by Chaz is dividing students into groups and then they are given a text that is balled up, they are told not to uncrumple it; every group has the same text but doesn't know it. The teacher must be careful about not balling the text up the same way because the text balls are moving around the groups, and they have to find out more information by answering 3 questions about the text they have (What is the text about?/What clues do you have?/What is its genre?). Students guess about its content and try to recreate the text.

Week two delved deeper into practical applications of creative teaching strategies with another experienced and well-known teacher trainer, Christopher Roland. In one of the sessions we attended, Chris gave us the opportunity of being creative with food-related topics. The students are given a challenge list and express positive, negative, or non-committal reactions. Then they complete some dialogues to reuse and reinforce the emotions and vocabulary.

Another inspiring activity on creative writing was Chris's idea to bring to class real-life defective products he had bought and used as prompts for writing letters of complaint. How can we motivate students in a better way than by engaging them and making them curious towards a positive resolution?

During the sessions, we were tasked with designing our own creative teaching activities, which we will be able to implement upon our return to our respective classrooms. Each activity reflected the unique teaching journey of its creator and served as a demonstration of the transformative power of the course. We were constantly encouraged to think outside the box and go beyond the activities we had in our textbooks. In additional stages to exercises, we should try to bring in as many skills as possible as students are supposed to step out of their comfort zone to step into the learning zone.

We also participated in a workshop on films and a night session on Scottish and Irish culture. These events took place after regular sessions and allowed us to interact with Pilgrim trainees and trainers from other courses.

Our daily programme finished early in the afternoon, so we got the most out of Galway's rich cultural heritage, which acted as an inspiration for our teaching journey. We visited the local museum, attended traditional music performances, namely at the Galway festival, walked on the promenade along the coastal seaside of Salthill, visited the Aran Islands and the breathtaking Cliffs of Moher. At night, we interacted with the

friendly locals while listening to live music and drinking the famous Guinness beer. These outings also strengthened the bonds we created with our fellow trainees.

After this training course, we have a panoply of creative teaching strategies and thus, we feel ready to empower our students to explore their potential and embrace their creativity. This experience has not only refined our skills as educators but has also encouraged us to make creativity a part of our lessons and consequently, create a lasting impact on our students' learning outcomes.

Thank you, Alberto and APPI for giving us this lifetime opportunity which we will share with our fellow colleagues at school! We now have the chance to exchange ideas and projects with the fantastic group of teachers we worked with because we have witnessed what teamwork can bring about. This course proved that learning is an everlasting process. Galway girls forever!

APPI | ERASMUS+
Experiencing a Croatian Conference

Sónia Ferreirinha & Cristina Bastos

Cristina Bastos, APPI member A 52, has a degree in Germanic Philology (English/German), *Universidade do Porto*, and a Master's degree in Education Sciences (School Administration and Organisation), *Universidade Católica Portuguesa*, Porto. She was a secondary and university teacher. Currently she is involved in teacher training and in the evaluation of national educational projects.

Sónia has a Master's degree in "Teaching English as a Foreign Language", from Nova University – Lisbon. She has been teaching English since 1997, both primary and pre-primary levels. She is APPI's vice-president, Director of APPI's Teacher Training Centre, as well as a teacher trainer.

Sónia Ferreirinha, member B-4808 and Vice-President of APPI, and **Cristina Bastos**, member A-52, both members of the APPI board, attended the **Annual International HUPE Conference** (a three-day training event), held in Porec, Croatia, on the 20th, 21st, and 22nd of October 2023.

This participation was only possible due to the financing of the APPI | Erasmus+ Scholarship.

HUPE (Croatian Association of Teachers of English) is a professional association involved in ELT that, among other objectives, intends to promote and support the teaching of English and teacher education.

To participate for the first time in a new conference organised by HUPE was a unique opportunity. As members of the conference organising APPI team, our main goals were as follows: to gain insights into the Croatian Education System, with a focus on English as a Foreign Language; to

identify new trends in English language teaching and potential trainers who could participate in the upcoming APPI Conference in Portugal, thereby diversifying the list of speakers for the event; to establish contact with fellow organisers of the Croatian Conference to foster potential future collaboration between the two entities; and to explore new ideas for organising and managing international seminars, and conferences.

During this three-day training event conference, no programme slot was missed (plenaries, talks or workshops). One feature that we were able to confirm was that most sessions were up-to-date with the latest developments of TEFL, offering hands-on learning experiences, and equipping the teachers with ideas, tools and techniques applicable to their daily work. We both found it interesting that most sessions shared examples of activities or strategies implemented with students, and

there was always a common aspect in every session: the importance of creating rapport with students and a secure, engaging environment.

As there were two of us, we decided to attend different sessions. This way, we could share the content and approaches of the different speakers, as well as their relevance, innovation, and most of all, their quality and appropriateness for Portuguese teachers — and to scout for possible new speakers for our annual APPI Conference.

Regarding the overall impact of this conference on our professional development, we would like to emphasise several levels of impact. On a personal and professional level, this event contributed to increasing our knowledge in terms of EFL teaching and learning and European culture as well as it enabled a refreshing of ideas and approaches to classroom activities and training

practices. "Breathing" the atmosphere of a conference as participants was a very relevant opportunity for us. Having been members of the APPI board for several years and having to support the tasks involved in holding our own conference does not allow us (and the other members of the board) to attend many sessions or to have this experience.

Furthermore, conferences are not only about talks, they are also about the community and the people who attend them. They bring together participants from different geographical areas, backgrounds, and cultural experiences; they give us the opportunity to talk to these people one-on-one about what they are working on. Consequently, this conference provided networking opportunities. It made it possible to make acquaintance with teachers, trainers, and even exhibitors to be contacted later for their possible participation at the APPI Conference.

As a result of our participation, APPI has already signed a partnership agreement between the two EFL associations, which aims to exchange delegates for participation in Teachers' Associations (TA) Conferences and to exchange publications. This partnership will hopefully contribute to the development of Portuguese teachers, providing them with a broader understanding of education in Europe as at least three of the HUPE Conference speakers are going to participate in two APPI events in 2024: The Mindful EFL Day and the 37th APPI Annual Conference.

Cristina Bastos & **Sónia Ferreirinha**

Gifted Gems

Unleashing Brilliance in the Classroom

Cristina Bastos

Cristina Bastos, APPI member A 52, has a degree in Germanic Philology (English/German), *Universidade do Porto*, and a Master´s degree in Education Sciences (School Administration and Organisation), *Universidade Católica Portuguesa*, Porto. She was a secondary and university teacher. Currently she is involved in teacher training and in the evaluation of national educational projects. Cristina is a member of the APPI board.

The opportunity to be present at the Annual International HUPE Conference held in Porec, Croatia, in October 2023, due to the financing of the APPI | Erasmus+ Scholarship, made it possible to attend several useful and interesting sessions.

Faced with so many relevant plenaries, talks, and workshops; the choice was not easy, which is why this article focuses on a session about the need to recognise the hidden talents and strengths in our students. In fact, this is a common need for all teachers, regardless of the type of students we teach.

Lidija Škrlec and Ana Katruša delivered a very enlightening workshop named "Gifted Gems: Unleashing Brilliance in the Classroom". As the speakers mentioned, and I quote "Giftedness encompasses a rich tapestry of intellectual, creative, and social-emotional characteristics. As educators, it's crucial to recognize the hidden talents and strengths in our students, even when they're not immediately evident. Early identification of gifted students provides a unique opportunity to offer tailored support and enriching education, allowing them to thrive and achieve their full potential."

After outlining the topic, the speakers started to identify types of giftedness, their characteristics, and needs. It is a fact that we, as teachers, recognise and work with the kind of students identified below, but pointing out their different needs caught our attention.

Six types of "giftedness", their traits, and needs were identified as follows:

1. Successful
Traits: good at school, responsible, perfectionist, avoid risks, learn only what they have to, are well accepted by the teachers and their peers.

Needs: more choice and freedom, challenging tasks, independence, less parent pressure, activities outside of their "comfort zone".

2. Autonomous
Traits: self-confident, optimistic, independent, seek challenges, intrinsically motivated, not afraid of failure and ready to learn from their own mistakes, well accepted.

Needs: more support, feedback on their strengths and abilities, not limiting time and space for studying, opportunities for exploring their interests and passions.

3. Challenging and creative
Traits: exceptional creativity, high sensitivity, impatient, set challenges for teacher, question rules and stick to their own beliefs, discipline issues, not really teacher's pets.

Needs: support in self-control and self-awareness, encouragement in social interaction, help in dealing with their emotional vulnerability.

4. Underground
Traits: feel insecure and reject their abilities, reject challenges, conflict, do not connect with teachers and peers, considered average, quiet, and shy.

Needs: require support to build self-acceptance, autonomy, and support in finding their path, encouragement, professional orientation, and planning.

5. Potential dropout or at risk

Traits: rebellious, defensive, irritable, have unrealistic expectations, not well accepted among peers, unmotivated, bad performance at school, often creative.

Needs: structure and a secure environment, guidance, extra-curricular activities, establish and nurture trust.
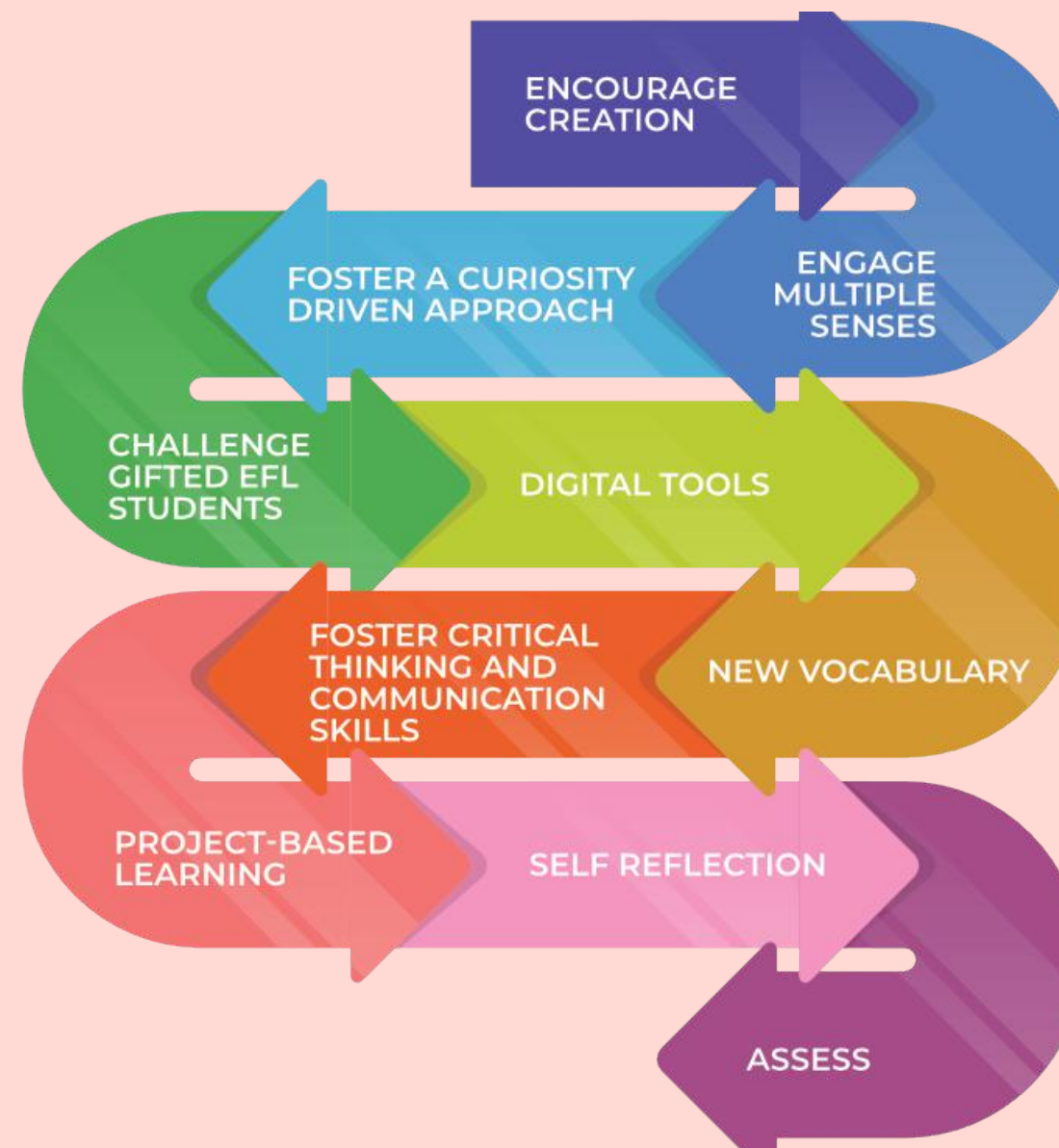
6. Multi-exceptional

Traits: both gifted and have specific learning difficulties, low self-esteem, easily discouraged, do not think of themselves as successful, disorganised.

Needs: focus on their strengths, provide a positive environment for learning, develop motivation through challenges, encouragement in setting reachable goals, and enhancing self-confidence.

We then discussed some features that led us to recognise gifted language learners for instance their self-motivation, effective communication, interest in multilingualism, eager participation, and their empathy and cultural openness towards people from diverse linguistic and cultural backgrounds.

After suggesting some approaches (such as exploring students' interests, redesigning and personalising the materials, carrying out open-ended projects and providing opportunities for collaboration and group work, the following strategies for teaching were presented:

ENCOURAGE CREATION

FOSTER A CURIOSITY DRIVEN APPROACH

ENGAGE MULTIPLE SENSES

CHALLENGE GIFTED EFL STUDENTS

DIGITAL TOOLS

FOSTER CRITICAL THINKING AND COMMUNICATION SKILLS

NEW VOCABULARY

PROJECT-BASED LEARNING

SELF REFLECTION

ASSESS

But what to do when our gifted student is bored?

As soon as the speakers said, "now it's time to play", some fun cognitive activities were tried out by us, as examples to motivate bored students of different ages. We were involved in several hands-on-activities, such as playing some memory games or answering unusual questions aimed at critical thinking.

There were also given some ideas for activities with young, gifted students, as: logic puzzles, rebus puzzles, word puzzles (crosswords, word searches, unscramble word games, letter Sudoku, word builder), acrostic poems, critical thinking questions as the Question of the day/week, associative cards, and story cubes for creating thinking and expression.

Many ideas and tools can be found at the end of this article in "Materials for further research".

So that our "gifted gems" can shine in our classrooms, the speakers recommended the following tips:

Mistakes are a natural part of learning. Praise effort and persistence rather than just outcomes.

Differentiate instructions to meet their individual needs, allowing them to explore deeper into topics that interest them.

Attend teacher training programmes to help you understand the unique challenges of gifted students and how to support their emotional and intellectual growth.

Be patient, flexible and responsive to their individual needs, as language development is a dynamic process.

Encourage collaboration and peer support: arrange group activities that require teamwork.

Create a supportive environment. Teach stress reduction techniques like mindfullness and incorporate social and emotional learning (SEL) into the curriculum.

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Tips for Teachers

After a brief debate, participants were invited to reflect on the questions:

- How do you currently encourage creativity and innovation in your classroom?

- Are you providing opportunities for open-ended projects and problem-solving activities?

- How often do you incorporate diverse learning experiences, collaboration, and group work?

- Do you offer flexibility and autonomy in assignments to allow students to explore their unique interests?

- How do you use digital technologies in your learning design, to develop inclusive learning activities and accessible resources according to your students' needs and capabilities?

This inner exercise was, in fact, useful and revealing for the participants, considering some of the comments made after this activity.

Lidija Škrlec and Ana Katruša ended their session with a quote of Chuck Grassley, (a senator has been the leading advocate for talented and gifted children in the United States Congress and has worked to ensure that they have access to the education needed to reach their full potential).

https://www.grassley.senate.gov/about/results/education

What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.

The HUPE Conference included some high quality and useful sessions, but the choice to write about this workshop was mainly because it fostered self-reflection and the questioning of practices.

Cristina Bastos

Materials for further research (suggested by the speakers):

◊ **Tools and links for identifying gifted students**

https://gifted.tki.org.nz/define-and-identify/identification/identification-tools/

◊ **Lesson Plans for Gifted Students**

https://www.lovetoknow.com/parenting/kids/lesson-plans-gifted-students

◊ **50 Tips, Tricks and Ideas for Teaching Gifted Students**

https://www.weareteachers.com/teaching-gifted-students/

◊ **Art, history and culture from a different perspective**

https://artsandculture.google.com/

◊ **The Thinker Keys – a set of 20 thinking techniques developed by Tony Ryan, to foster critical thinking and creative thinking skills in students & Innovative project ideas**

https://www.thinkerskeys.com/

◊ **Practical Differentiation: Languages**

https://talenteducation.eu/toolkitforteachers/practicaldifferentiation/en/projects/index.html#languages

◊ **Practice English with Google Quick, Draw!**

https://quickdraw.withgoogle.com/

Ana Xavier is an English teacher currently working for the *Direção-Geral da Educação* where she has been involved in the implementation of bilingual education in Portuguese state preschools and schools with the British Council Portugal since 2011. She participated in national and international teacher training in CLIL and bilingual education and has a Master's degree in English Language Teaching from FCSH/UNL – NOVA Lisbon, focusing on CLIL assessment at lower primary level. Ana has recently contributed to chapters in publications on bilingual education, CLIL, and assessment.

Helena Soares is an English teacher with experience in all levels, from very young learners to adults and university students, an accredited teacher trainer and coursebook author. She works with APPI, as a member of APPInep and as a teacher trainer. She is also a teacher at ESPAMOL, where she teaches English, co-teaches Arts, Science and Social Studies, and coordinates the bilingual programme.

Janey Gregório is a teacher, a teacher trainer & editorial consultant for Leirliviro, Lda — Express Publishing. In the Azores, she coordinated PACIS XXI until August 2022, dedicated to promoting equitable and quality English language learning, teaching and assessment, through curriculum design and implementation, grades 1 to 6. Now, she is coordinating *Ensino Bilingue Português/Inglês* (EBPI) in the

Bilingual Education and CLIL:
Insights from CIEB 2023

Ana Xavier, Helena Soares, and Janey Gregório share their thoughts after attending CIEB – Congreso Internacional de Enseñanza Bilingüe 2023 in Spain.

ABSTRACT

This article aims to share with English Foreign Language (EFL) teachers who are interested in bilingual education, the experience of participating in *Congreso Internacional de Enseñanza Bilingüe* (CIEB) 2023. It will present: background and context; some implications of teaching in a bilingual provision, and what it may look like in the classroom.

BACKGROUND AND CONTEXT

Bilingual education (BE) through Content and Language Integrated Learning (CLIL) is a dual focus approach, developing both content knowledge and communicative competence in an additional language. It is an academic and professional advantage for learners which answers to the needs of an increasingly multilingual and multicultural society. It is widespread in Europe and Portugal, there are three top-down BE programmes or projects using CLIL (*Sections Européennes de Langue Française* SELF, *Bilingual Schools Programme/ Programa Escolas Bilíngues em Inglês* – BSP/PEBI, *Escuelas Bilingües Y Interculturales de Frontera/Projeto Escolas Bilíngues e Interculturais de Fronteira* – PEBIF), some initiatives at local level (Ellison *et al*, 2022), and in the Azores a BE pilot is being collaboratively planned and designed drawing on PEBI.

CIEB 2023 was an opportunity to revisit the fundamentals of CLIL and BE, to look at learning and teaching methods, while networking with participants and institutions. It is important to highlight that the Spanish context, so close to Portugal, delved into BE with an array of programmes across the country.

These events are important to get a grasp of what is happening around the world in terms of BE and where it is heading. Ana Xavier, Helena Soares, and Janey Gregório are APPI members who attended CIEB 2023, and now share their perspectives. The last two were graciously sponsored by Erasmus+ APPI Project.

WHAT ARE SOME OF THE IMPLICATIONS?

The implications of BE addressed teachers' role as a "motor of change", focusing on how teacher agency improves, promotes, supports, and enables change to happen in educational institutions. As teachers working in different contexts, we were driven to critically reflect on good practice, in differentiated

settings. Grasping how programmes are designed and implemented around the world is crucial: the broader the view, the more enhanced the coordination and teaching practice will be.

Topics like legislation, learners' language certification, teachers' language level, curriculum, continuing professional development (CPD) on methodology, including instructional skills, and developing collaboration with and among teachers, as well as challenges faced underlined the need for a growth mindset to improve the overall quality of BE.

Legislation

After two decades of BE in Spain, quality is a concern. There is a need for (more) specific legislation to help establish quality benchmarks across different provisions in place.

Knowing European policy, such as the *Recommendation on The Importance of Plurilingual and Intercultural Education for Democratic Culture* (CoE, 2022), and embedding BE in curriculum was regarded as fundamental. In Portugal, the BE scope is smaller, there is no specific legislation, although reference documents provide guidance and support to schools implementing BE.

Language proficiency

In some regions in Spain, specific tests certify the proficiency level of bilingual learners, aiding in attesting the quality of the provision. As for teachers, language levels required range from B2 to C1, as in Portugal. However, it was shared that the B2 level is now considered insufficient, particularly in upper secondary.

CPD

While CPD in Spain mainly focused on language, it is shifting to promote

effective CLIL teaching practice. In Portugal, the focus has always been more on methodology, giving newcomers the opportunity to enhance instructional skills in BE.

A study on BE in Portugal by Ellison and Morgado (2021) showed that effective practice requires having teachers working together and sharing experience. Likewise, it entails analysing how to improve international online teacher collaboration, e.g. VALIANT, to tackle common issues and find joint solutions. Opening up the classroom to research was stressed as a need, as it is very scarce in Portugal in comparison to Spain, expressing the variety of their programmes across the country.

Challenges

It was shared that teachers struggle with the lack of available resources, the additional workload in BE, proficiency level in the target

language, managing expectations, and the need for more administrative support. By bringing up these constraints, which are common to Portugal, this conference has arisen discussion, related to the lack of resources, to explore ways of sharing good practices on existing platforms.

In sum, *The 10 Lessons for Success from Top Dual Language (Bilingual) Schools* shared by David Samore, from the US, highlight important implications for any BE context. Bold leadership, faith in the human brain, recognising success, having clear communication channels are just a few key aspects to keep in mind when implementing effective programmes. Aside from the lesson referencing recruiting, which is centralised in the public school system, in Portugal, all lessons are relevant. Yet, being able to "interview hard" to get the best fit for the job in a school as done in the US favours staff stability which is an asset to any setting.

WHAT MIGHT IT LOOK LIKE IN THE CLASSROOM?

Alongside the implications, the teachers' role in BE is critical to ensure quality practice leading to effective learning of content and language. Thinking about the often-traditional focus on form in EFL and how it impacts learners, Mathea Simons' session entitled *Reducing Anxiety In The Foreign Language Classroom: Does CLIL Help?*, showed how in Belgium using CLIL in French and English reduced Foreign Language Anxiety in the classroom, giving teachers a very positive outlook on using CLIL to promote BE. However, effectiveness is dependent on other considerations.

Input

Teachers should reflect on how to help learners go from input to intake to output by delivering effective instructions, using tools like the one below.

Self-evaluation: Reflection	YES	NO
1. I prepare how I will deliver instructions when lesson planning.		
2. I arrange student groups and furniture before giving instructions.		
3. I make sure 1 have my students' attention before I start to give instructions.		
4. I hand out materials at appropriate times.		
5. I speak clearly and pause appropriately when giving instructions.		
6. I use Language at or below my students' current level of understanding.		
7. I use extra-linguistic devices to aid meaning		
8. I check for understanding before letting students start an activity.		
NOTES:		

Effective instructions self-assessment rubric (Sowel, 2017)

This facilitates learning and leads learners into active production creating a sequence of learning with clear connections between each stage and scaffolding communication.

Delivering effective instructions facilitates learning and leads learners into active production, using tools like the one below.

Comprehensible input helps learners understand language and how to use it. This can be achieved through anticipation tasks that activate prior knowledge, such as those José Moreno proposed: looking at key concepts; exploring cognates; categorising; researching or trying to guess their meaning. Macarena Pablo suggested analysing materials focussing on the communicative language competence and the three sub-competences: linguistic; sociolinguistic (markers of social relations, politeness conventions, expressions of folk wisdom, register, dialect, and accent); and pragmatic.
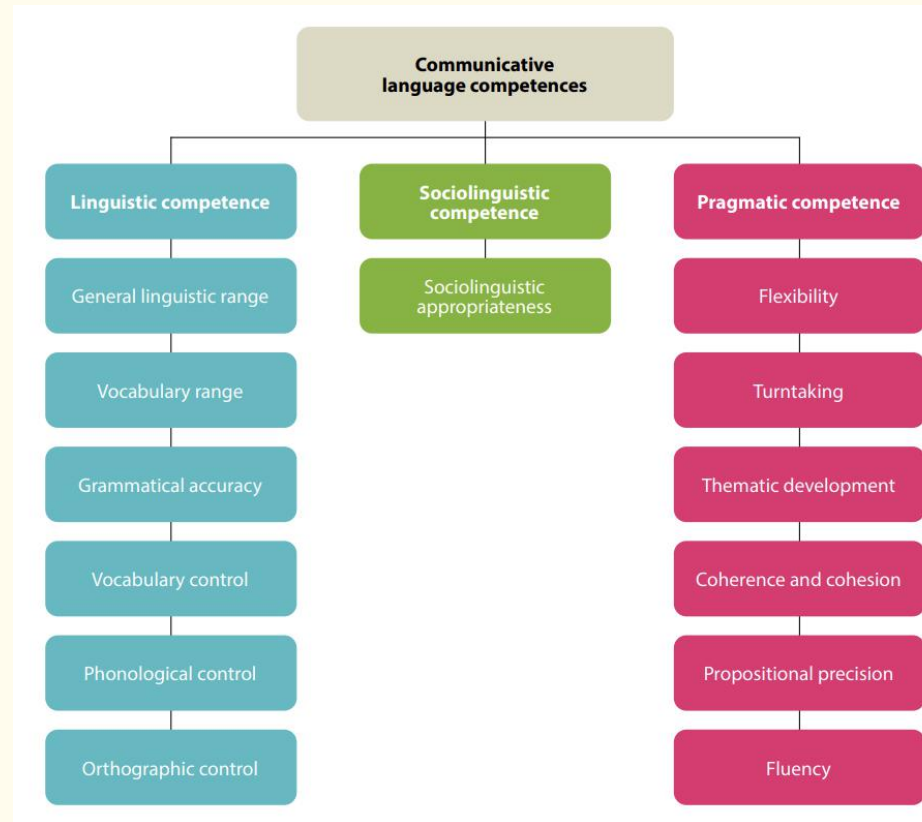
Communicative language competences (CEFR Companion Volume, 2020, p. 129)

Intake

Learners will then go from input to intake. Scaffolding strategies include creating mind maps or graphic organisers to make learning visible, using reading frames to exploit text

types, personalising by giving opinions, reading circles, *and languaging*. This facilitates understanding, making it meaningful and memorable.

Output

To scaffold production tasks, provide models and writing/speaking frames which help learners understand the features of different text types, provide effective feedback for learning that focuses on the task. For example, turn feedback into detective work, so they look at their work analytically: let learners know how many questions they got wrong but not which ones, hand out feedback anonymously to groups so each learner figures out which one is theirs.

Using stories

Stories naturally engage learners. Rebecca Place suggested setting the scene by asking questions first, having learners answer using their imagination which in turn activates

prior knowledge, promotes thinking aloud, and inferring meaning.

Michele Guerrini proposed a framework to explore stories in five main areas: content; language; activities; cross-curricular links; and competences. Stories are rich in content-area vocabulary and structures useful in CLIL settings. Using images to play games such as "I spy…", ordering or matching them to words; designing graphic organisers with words or pictures or giving personal reactions to stories. Realia is also useful to clarify content and prompt questions.

Irene Prieto and Eva Jechimer emphasised the importance of developing literacy using the Understanding by Design/Backwards Design Framework (Wiggins & McTighe, 2005) to plan learning based on learners' needs. This framework was also referenced by Lola Navas when highlighting Constructive Alignment (Biggs, 2003) of the curriculum to promote quality learning in BE, as illustrated below.
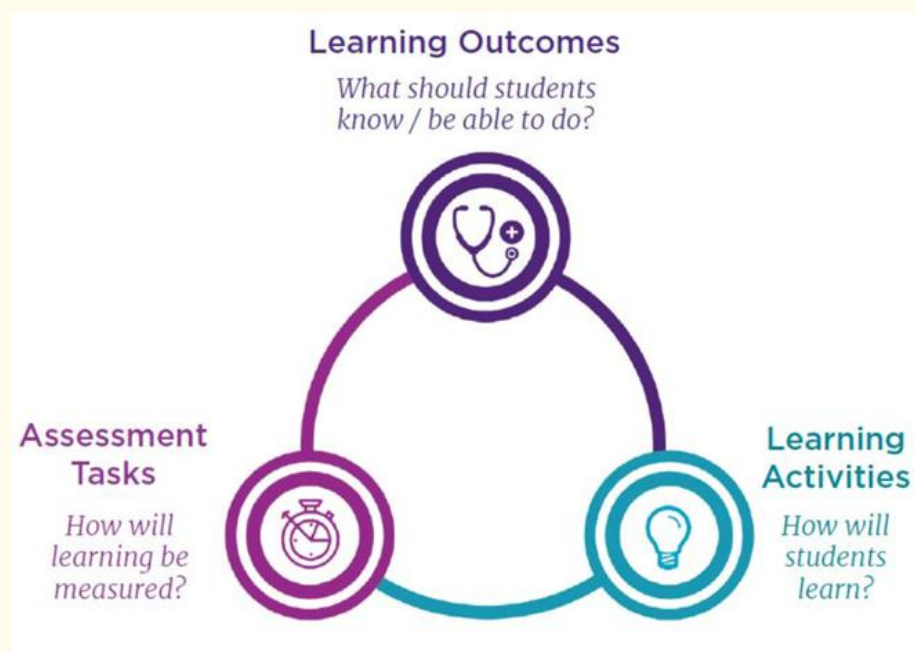
Constructive Alignment (Biggs, 2003)

PBL

PBL (Project Based Learning) is a motivating approach for learners which develops autonomy and creativity. It is effective in CLIL contexts, as it promotes interdisciplinary work. Amudena Díez and Francisco Luelmo approach planning PBL based on a driving question or challenge while organisation: curriculum subjects; key competences (linguistic, STEM, digital, …); content; and assessment criteria. Then, plan the learning challenges, tasks — including

grouping, timing and resources — the final product, assessment tasks, and dissemination.

CONCLUSION

Events like CIEB 2023 are opportunities for professional development and to listen to specialists and scholars while promoting networking opportunities with teachers and institutions involved in BE. Participants access the latest research and practical examples from other teachers working in bilingual contexts.

Participants were encouraged to embrace education as a whole and BE specifically with a growth mindset that promotes the strive for CPD that caters to the complexity and diversity of each learning environment, helping teachers become interactive mediators who are future-oriented, motivated, and reflective.

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The Finnish Educational System and the Portuguese Paradox

Ana Galvão

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The Finnish Educational System and the Portuguese Paradox

Training – "Structured Educational Visit to Schools/Institutes & Training Seminars in Finland" (6/10/2019—12/10/2019). Was this training relevant in personal and professional terms? Will it have an impact on pedagogical practices?

One of the key points of training in Finland concerns the dissemination of the experience. Disseminare etymologically means spreading seeds, which from a starting point seriously hinders the goal, taking into account the dimension of the assumption.

What made the most impact about this training in Finland? Nothing and everything. In other words, focusing only on the educational system, it is a matter of fact that – the educational system is the structuring basis of society and is efficient.

As mentioned by one of the school directors, in the presentation speech, in all political forces, from the most conservative sectors to the most progressive ones, there is a consensual idea – the education system must be public, equal for all, and free.

Teaching times last 45 minutes and classes end at 1 o'clock. Children are encouraged from a very early age to be independent (it is possible for a 6-year-old child to go to school alone, with parental permission).

Classes tend to be more practical (project-based learning). Teachers are an extremely valued class, there have been no inspectors since the 70's and there are no rankings. Competitiveness is not encouraged; students are educated to serve society in the best feasible way. Therefore, the design of the assessment is different, it is intended to encourage learning and not rankings. Levels are not displayed; results are sent via email to parents. There are scheduled teacher/guardian meetings, at times when information is transmitted.

Compulsory education lasts until the age of 16 (extension is currently being discussed) and there is a mandatory exam (the only one) at the end of secondary education.

Schools have curricular autonomy, but there is a core national curriculum. Of course, there is homework (based on the child's ability), concern for inclusion, teachers who work with students with special educational needs. Another interesting aspect, but not exclusive to this country, is the design of the physical space – schools are large buildings, without railings or walls around them.

There are other features worth mentioning, i.e., teachers represent a professional class that has social prestige (compared to doctors or lawyers) and are very well paid. Primary School teachers are top ranked since it is a graduation with a higher numerus clausus. There is no outside interference in the school ethos. It is rather unusual to have a parent complaint, in other words it is absolutely atypical.

Sports play an important role (e.g. there was ski equipment available for winter activities). Co-teaching is a common practice. English is taught from an early stage. Most of the kids speak the language fluently and they also learn Swedish.

Are there any similarities with the national education system? Possibly... but it is more what separates us than what brings us together. It does not seem to me that there is a maze-like and redundant bureaucracy, or decree-laws, one after another, with new directives, some being nothing more than mere substitutes, under the cover of new paradigms, a very common phenomenon of epigone among us, as an endemic outbreak. Curricular areas that are introduced and suddenly disappear, whose only trace is the ecological footprint.

Portugal is the only country in Europe (at least in the European Union) where classes last all day (without this translating into better learning). This fact may have to do with another meteorological factor – it is the country with the most hours of light during the day. Does this natural luminosity not make other realities seem diaphanous? However, the statistics of teachers being insulted and attacked are increasing...

Bridging Worlds
Service Learning in EFL Education

Carlos Lindade

Carlos Lindade is a Portuguese Canadian ELT professional who has been heavily involved in teacher training and writing course material for Portuguese EFL students (U Dare 9, 2015; Stars 4, 2016). He holds a PhD in Advanced English Studies from the University of Vigo and is currently lecturing at the University of Porto (Portugal).

Bridging Worlds:
Service Learning in EFL Education

Life's most persistent and
urgent question is,
'what are you doing for others?'
— Dr. Martin Luther King Jr.

Summary:
Service learning as a teaching approach is not common in the Portuguese school system. However, it is a valuable pedagogy that can positively impact EFL learners given that it has the potential to enhance students' public speaking skills, confidence, and community engagement, while bringing the core values of the "Perfil dos Alunos à Saída da Escolaridade Obrigatória" to life. This article aims to briefly explore how EFL teachers can engage in meaningful service within the scope of the current curricula.

Introduction

In the fascinating world of EFL education, innovative teaching approaches are constantly being explored to support learners' needs, enhance language proficiency, and promote intercultural awareness. Among these approaches, service learning is an influential pedagogy, blending community service with structured learning objectives. This contribution explores the potential of blending service learning in the context of EFL education, illustrating its unique position as a pedagogical approach that extends well beyond traditional classroom boundaries.

Unlike conventional volunteering or service activities, service learning integrates direct service to the community with curriculum-based learning. It is not just about providing assistance, it is a reciprocal process where students apply their language skills in real-world contexts, benefiting both the learners and the communities they serve. When properly integrated in the EFL classroom, lessons become richer and more meaningful, considering they foster a range of language skills, learners' cultural competence, and civic responsibility.

At the heart of service learning is the concept of experiential education. Here, learners are not passive recipients of knowledge. Instead, they are active participants, engaging with the community, identifying needs, and applying their language skills in practical, impactful ways. Whether it is through organising community English classes for senior citizens, or assisting in local non-profit organisations, service-learning projects in EFL contexts are as diverse as they are enriching.

Service Learning and the Portuguese Curricula

Service learning in the context of the Portuguese curricula, particularly as outlined in the "Perfil dos Alunos à Saída da Escolaridade Obrigatória" (henceforth PASEO), aligns seamlessly. It is well-known that the PASEO is a directive aimed at enhancing the quality of learning and ensuring the success of all students at the end of their 12 years

of mandatory schooling. It serves as a foundational document for the organisation of the entire educational system in Portugal, guiding it towards the challenges of the 21st century. This framework emphasises the importance of developing competencies and values in students throughout their schooling. Furthermore, it reflects a humanistic philosophy, encouraging students to mobilise values and competencies that enable them to make free and informed decisions about environmental, social, and ethical issues. This aligns perfectly with the goals of service learning which foster active, conscious, and responsible civic participation.

In the realm of service learning, such competencies and values include the ability to question established knowledge, integrate emerging knowledge, communicate effectively, and solve complex problems. Service learning, with its emphasis on experiential

education and community engagement, provides a practical context for students to develop and apply many skills. By participating in service-learning projects, students not only enhance their academic knowledge but also hone their social and emotional competencies (an area that has gained much attention in recent years). In other words, service learning is a meaningful pedagogy to bring the current curricula to life and develop a range of competencies that are central to this educational philosophy.

Service Learning Projects for EFL Contexts

Engaging in service-learning projects in the EFL classroom involves a few key steps to ensure that the projects are both educational and beneficial to the community. Here are some rules of thumb:

1.   Identify community needs. Start by identifying the needs of the local (or global) community that can be addressed through your students' English language skills. Engage with community leaders or organisations to find out areas where your students can contribute. This is the first step to establish a valuable partnership.

2.   Align the project with learning objectives. Ensure that the project aligns with the EFL curricula and learning objectives. The project should aim to enhance students' language skills, along with intercultural awareness and critical thinking.

3.   Plan the project. Design the project with clear goals, a realistic timeline, and roles. Decide how the project will be integrated into your regular teaching schedule. Consider the resources required and how to assess the students' learning and contributions. Assessment strategies may include portfolios,

rubrics, peer and self-assessment, among others.

4.   Implement and monitor the project. Be flexible and ready to make adjustments as needed. It is important to maintain regular communication with all stakeholders involved.

5.   Reflect and assess. After completing the project, have students reflect on their experiences. This can be done through class discussions, presentations, or writing assignments in English. Evaluate the project's impact on both the students and the community.

When bringing service learning to life, many challenges may occur. For instance, students may reveal varied interests and commitment levels. Remember that this also occurs in the classroom when using a more traditional approach to ELT. Another challenge concerns establishing and maintaining meaningful community partnerships. Nevertheless, regardless of the challenges it is always wise to consider the project's

sustainability by taking into account its long-term impact.

While there are many examples of service-learning projects online, here are some examples of potential projects:

Project 1 – Community Language Workshops. Students organise biweekly or monthly English language workshops for community members, such as teaching basic English to elderly citizens. This provides practical speaking and teaching experience for students, while providing companionship to the elderly.

Project 2 – Storytelling with Children. Learners visit local primary schools or libraries to read stories in English to children. This not only helps in practising pronunciation and public speaking but also fosters a love for language among younger students.

Project 3 – Translation Services. Advanced students can offer

translation services for a local non-profit organisation, translating documents or websites from or into English. This can be a great way to practise advanced reading and writing skills, while supporting a local non-profit.

Project 4 – Local History Documentation. Students work on documenting local history or folklore in English. They interview community elders and create articles and/or videos, helping preserve and share local culture while practising their language skills.

Project 5 – Art and Performance for Language Learning. Learners organise performances (like plays or music concerts) where they use English to write scripts or perform songs. This could also involve collaborating with local artists or other schools. If funds are raised, money should be donated to support a local cause.

Each of these projects not only enhances the students' language

proficiency but also helps them develop a sense of social responsibility and cultural awareness, which are crucial components of modern education. Service-learning projects can be short or long term and tackle many issues. Sometimes these projects are more teacher-led and other times they are student-led. The important part is that it is not an episodic volunteer programme nor one-sided. Everyone involved should benefit from the project.

Closing Thoughts

In the tapestry of contemporary education, service learning in the EFL classroom stands out as a vibrant thread, weaving together foreign language acquisition with the art of meaningful citizenship. It transcends traditional classroom boundaries, transforming students into active actors of their learning and true ambassadors of change. By embracing this approach, one does not merely teach English, educators cultivate a

generation of linguistically skilled, culturally aware, and socially responsible students. As our learners step out into an unpredictable world, they are better able to establish bridges and make a tangible difference. Teaching English through service is not about formatting students to sit exams, it is about unlocking the potential within each student to reshape the world, one word, one action, one connection at a time.

Where can I find more information?

US Department of State: https://americanenglish.state.gov/resources/teachers-corner-service-learning-language-classroom

YouTube: https://www.youtube.com/watch?v=3_7zJ6Lm5-A&t=1s&ab_channel=Edutopia

Youth Service America Toolkit: https://ysa.org/resources/toolkit

European Day of Languages

A different way of celebrating it

Judite Valverde

APPI member B 8235, **Judite Valverde** has a Degree in English and German, post graduation in English Studies, both in Aveiro University and a Master's in "Gestão, avaliação e supervisão escolares" in *Instituto Politécnico de Leiria*. An English teacher for 29 years also works in continuous learning courses and as "Representante para Autonomia e Flexibilidade Curricular". Teaching is definitely one of her passions!

It is quite common that English teachers along with other teachers of foreign languages in the same school try to think of some activities to celebrate this day. But it is not easy to be creative year after year. So, I've decided it would be fun to ask the question that so many students ask or at least whisper: why?! Why do I have to learn this? I rearranged the question and it became: where do learning foreign languages, English in particular, can take me?

I then contacted two former teacher trainees I had 20 years ago that were never able to teach in Portugal (apparently we had too many teachers...), but with their knowledge and skills managed to create new and exciting careers abroad. I also invited a former student I had in the 8th and 9th years, who also remained a friend. He studied journalism and turned his passions into a career.

I spent an entire weekend interviewing and recording these dear friends of mine, using Zoom, asking them to explain what they did with their professional lives so far. Catarina went to Dublin, Ireland,

and after a few odd jobs, she started working in NGOs and producing documentaries, as she dreamed of. Elisabete started as a receptionist in a hotel in Andorra and is now living her dream in Spain: she is a teacher of English in an English private school. Pedro João had two articles published in The Guardian before turning 20 and is working in a national radio station and writing as a freelancer, in Portuguese and English.

Elisabete, Catarina, and Pedro also provided me with a short written biography that my students could access in Teams.

As a follow up activity and having these videos that I showed my students during European Day of Languages — which actually became a week — I decided to ask my 8th year class a different oral presentation. They should use them and the biographies as guidelines to record an interview or a statement in which they pretended to be 10 years older and were putting their old English teacher (me!) up-to-date with their exciting lives and careers. The results were much, much better than I had imagined! They were creative, they

tried their best to SPEAK English... and they had fun. And to be honest, so did I! Some recorded themselves telling about that life, probably reading, but most got together in small groups and interviewed each other or even performed a school reunion.

As I had only this class twice a week (100' in total) they had a deadline to upload the videos in Teams so that the entire class could watch and assess them, having a rubric for oral presentations in mind, so that time is not an issue for these different activities.

The question remained: why do we learn foreign languages? Because it may be a wonderful tool to help us follow our dreams! It happened to them, it may happen to you too.

Thank you Catarina Margarido Ferreira, Elisabete Garcia Morais, and Pedro João Santos. You make me proud that I was once your teacher and am now your friend and fan.

Judite Valverde

European Languages Day
September 26, 2024

Bookworm is my middle name

Ana Cristina Oliveira

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

Abstract

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

——————

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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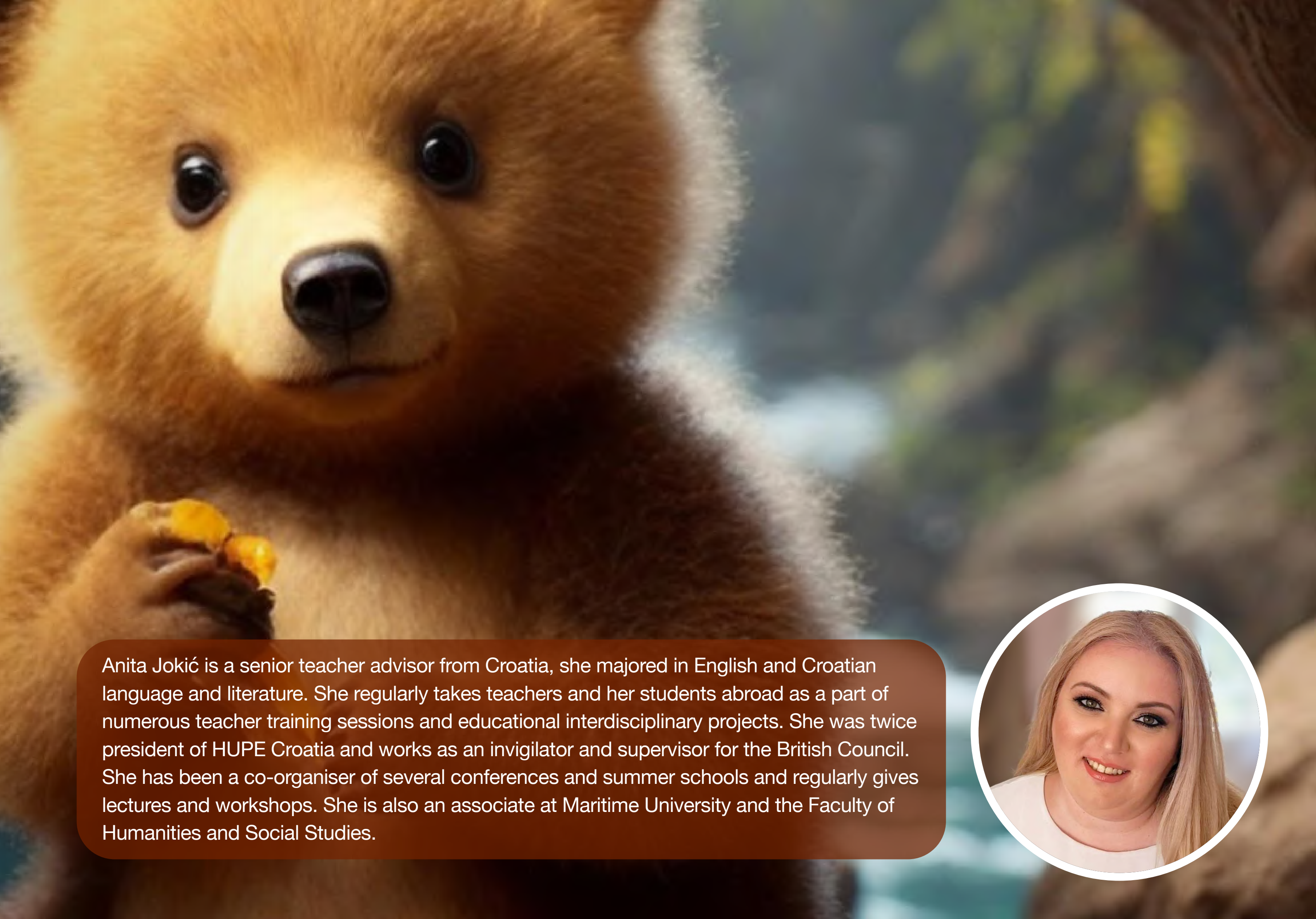
To wrap this up, a special thanks to my students and to APPI is due for all the sharing that made this possible.

What can we learn from "Winnie the Pooh"?
Class project for teenagers

Anita Jokić

Anita Jokić is a senior teacher advisor from Croatia, she majored in English and Croatian language and literature. She regularly takes teachers and her students abroad as a part of numerous teacher training sessions and educational interdisciplinary projects. She was twice president of HUPE Croatia and works as an invigilator and supervisor for the British Council. She has been a co-organiser of several conferences and summer schools and regularly gives lectures and workshops. She is also an associate at Maritime University and the Faculty of Humanities and Social Studies.

This multidisciplinary class project combines ELT, mental health, history, psychology, and Civic Education with modern technology, music, and meaningful practical work. The focus of the workshop is Winnie's world where the main characters show signs of mental disorders and are not afraid to cope with them. The Hundred Acre Wood is a place where every problem has a solution, and everyone is offered a helping hand. Students practise improving social skills and empathy, as well as all four skills, discuss the materials, reflect, express themselves creatively, and show what true friendship is all about.

"Winnie the Pooh" is a series of children's stories by A. A. Milne that offers more than just entertaining tales. The characters in the Hundred Acre Wood teach valuable lessons about life, friendship, and personal growth. Winnie the Pooh always maintains a positive attitude, regardless of the situation, which teaches us about the importance of looking at the bright side of things and maintaining a cheerful

disposition. The characters in the stories have a strong bond of friendship, they are always there for each other, even though they have their own quirks and characteristics, yet they are all accepted for who they are.

I have always enjoyed creating class materials and my classes have enjoyed them more than they enjoy their regular coursebooks. With time, they started asking about the upcoming ones or even eliciting ideas I could transfer into meaningful English language lessons, and that's how Winnie the Pooh became our friend (again).

I believe projects play a crucial role in classroom learning and have numerous benefits, they promote active learning, encourage problem-solving, foster creativity: projects allow students to express their ideas in unique and creative ways, teach collaboration, enhance understanding, develop research skills, provide assessment opportunities, and build confidence. Overall, they make learning more engaging, enjoyable, and meaningful for students.

Teaching students through projects about acceptance and tolerance is essential because it promotes diversity and inclusion, reduces prejudice, encourages empathy, and develops global citizenship. Most importantly, this project improves a safe learning environment, and students who feel accepted are more likely to participate, engage, and succeed.

They also learn a lot about perseverance, whether it's Pooh getting stuck in a honey pot or a door, or Eeyore losing his tail, the characters often find themselves in tricky situations; however, they always manage to find a solution by being patient and persevering, teaching us to do the same in our lives. "Winnie the Pooh" imparts wisdom about the significance of friendship, acceptance, and many more life values, all wrapped in charming and engaging stories.

Warm-up
Students listen to five songs and try to guess the title, performer, and the shared topic. This short activity engages students and draws their

attention since most of them enjoy music and playing quizzes (or winning). After a short discussion, we meet the characters from "Winnie the Pooh".

Tasks

Throughout these four 45-minute lessons students solve numerous creative tasks, practise all four skills, expand their vocabulary, practise grammatical structures without doing so too obviously. When creating a practice task for their colleagues, they strive to make their task challenging and interesting for their colleagues, and at the same time they are practising the vocabulary they are supposed to take away from these lessons anyways (e.g. charismatic, behavioural, anxiety awareness, impulsive, intrusive, tendency, obsessive).

Main ideas

Using three videos, students discover the (sad) life of a young boy, Christopher Robin, and his best friends, the toys he plays with in his 100 Acre Forest. After a short discussion, students read an adapted article from a medical journal, learning about different disabilities different characters have. This is an eye-opening moment of the lesson and students gladly share their ideas and express their (dis)agreement, all leading to greater acceptance through recognition of diversity and uniqueness. Students discuss bullying, ADHD, dyslexia, social anxiety, OCD, DID, obesity, and narcissistic behaviour.

Creative ideas

Each of the six groups of students is given a different short paragraph from "Winnie the Pooh" and a task – to think of an activity which would help a child cope with their feelings in such a situation, e.g.

Paragraph:

'Supposing a tree fell down, Pooh, when we were underneath it?'

'Supposing it didn't', said Pooh after careful thought.

Piglet was comforted by this.

Task:

What does it mean? Why is this an important lesson for children?

Create an activity to help a child in this situation, when a child is panicking or is worried that bad things will happen (e.g. When a child cannot find his mum when they get lost).

Conclusion

Class discussion about friendship ensues, if they were a celebrity, what would be wiser – having a celebrity best friend, having an anonymous best friend or someone whom they met in kindergarten. This activity allows students to think critically. In their final task students are asked to think about their best friend, explain what makes a good friend, how they met each other and what their wishes are for their best friend. This task enables students to express their ideas and, unconsciously, practise present, past and future tenses, along with wish sentences. Finally, students write down their ideas about the lesson in an exit card, providing valuable feedback.

References:
Winnie The Pooh Characters and Their Mental Disorders
https://yourmentalhealthpal.com/winnie-the-pooh-mental-disorders/

* For copyright reasons we are not able to reproduce any copyright images such as Disney characters.

My name is Barbara Bošnjak and for the last 16 years, I have been teaching English and German in Isidor Kršnjavi Secondary School Našice in Croatia. During my working career, I have participated in numerous Erasmus+ projects and professional development courses. Two years ago, I was promoted professionally to English and German language advisor.

Even though our curriculum is oftentimes fixed and rather inflexible, students always react positively to project implementation which thematically corresponds to the planned lesson structure. The article aims to provide examples of good practice when it comes to implementing projects in secondary school classrooms.

Apart from a variety of lessons proscribed by the curriculum, from time to time, I tend to incorporate thematically adequate project work in my classroom, which my secondary school students always wholeheartedly welcome. One such project is the Time Project. For the past eight years I have been guiding my students through a diversity of, more or less demanding, project activities offered in this project which I would like to share with a wider audience of teachers with the aim of encouraging and inspiring others to take part either in this or some other similar projects.

About the Time Project

The Time Project is a multilingual and intercultural global communication project for elementary and secondary schools. It was developed in cooperation with the UNESCO Associated School Project Network to commemorate the 50th anniversary of the UN and UNESCO. Since its beginning, the project has evolved and greatly expanded starting with only 40 schools in the initial years of its implementation. Today, more than 300 schools from all over the world actively participate in various project activities they choose from the project official Activity Booklet according to their own opportunities and preferences. The project is coordinated by the Time Headquarters in London, Ontario, Canada. The general aim of the project is to enable young people from different cultural and geographical backgrounds, aged between 10 and 19, to communicate and interact on current global issues such as sustainable

development, environment, human rights, social justice topics, etc. Since the project promotes international cooperation based primarily on inclusion, participation in the project is free of charge which allows schools with fewer resources to take part in it as well.

Any additional information including step-by-step application process can be found on their official website available on this link https://timeproject.org.

Sharing good practice

Since my students and I have quite a long history of participating in the activities in this project, my idea is to share and present last year's results. The project takes place annually with most of the preparatory activities taking place between the beginning of October and late November. Each year, most of the project activities are aimed to be implemented during the first half of December. Upon the completion of the chosen activities, the project coordinators of each participating school or institution

are asked to submit the Final report to the Time Project Headquarters. After that, the Headquarters issues certificates of participation for the institution, the coordinator(s) of the school activities, and each participating student.

For the purpose of sharing good practice, I decided to present a part of my last year's final report. Hopefully, it will be motivating enough to encourage future participation of your schools or institutions.

TIME PROJECT – FINAL REPORT 2022

Description of TIME-related activities

Type of activity: Local activity

Topic: Fake News and Disinformation

Learning Objectives:

- Increase awareness for global aspects within the local community – spreading of fake news and disinformation

- Develop the notion on contemporary issues such as human rights and social justice

- Communicate and cooperate with each other on current world issues by creating a global platform

- Share ideas and proposals on their role to contribute to a better world

- Work together in a fun, innovative way

Participation: 15 students (17 and 18 years of age), 1 organising and 1 participating teacher

Involvement of other participants: the steps in realisation of the activity and its results were presented to all the students attending Secondary School Isidor Kršnjavi (867 students in total) and all the Faculty members (104 teachers in total) as well as to a wider local public by posting the news about it on the official school website.

Duration of the activity: 6 school hours (45 min x 6)

Description of the activity:

For the purpose of participating in the Time Project activities, I motivated 15 students to get involved by analysing the topic of fake news and disinformation and their influence on our local community.

To start with, students were divided into 5 groups with the task to define the concept of fake news by answering a set of questions: How would you define fake news? / How is it formed? / Why is it formed? /

What ways is it distributed? / Have you ever come across a piece of fake news (where, what about, how did you react, etc.)?

After a short discussion in which all the groups presented their work, the students were asked to participate in a short research, again in their groups, during which they were instructed to find useful tips and tricks on how to recognise fake news from real ones. Their research results were presented to the entire class in whatever form the students preferred – PPT, posters, leaflets, etc.

Then, for the final part of the activity each student was encouraged to come up with a story that would be presented as fake news. The students were given certain story headlines they should choose from (such as – Granny Tackles Mugger, Extended Summer Break, World Cup Wonder, etc.) and according to which they should form their story. In addition, several guidelines were included as well, such as the time, place, participants, collocations, idioms, etc.

Upon finishing their stories, each student was invited to read the story and the rest of the class made assumptions and guesses as to how these would influence the local community if they were to be published in real newspapers (what consequences there would be and who would be affected by those).

Finally, by using the ICT tool Book Creator, most of the stories were adapted and published in online newspapers which can be seen here:

https://read.bookcreator.com/z2Zx5UMQDcWPWOk771T8IDQwtrFbIZ10Fbb9iftQdPg/90Aax02sSe-KDUijUZCt9g

The main idea of the activity was to raise students' awareness regarding fake news – to make them aware of its presence in their lives, of the potential harm it might cause if not handled properly, and to encourage them to stop its spreading.

Students' reflections

"The entire time I felt like I was doing something useful not only for myself but for my friends and family as well. I am happy to be able to share what I have learned to help others."
– Marica

"The most interesting part for me was writing a piece of fake news – this is where I could show my creativity and imagination."
– Lea

"I would definitely recommend taking part in future similar activities to everyone who wants to learn and have fun at the same time."
– Leon

Versatility
in Education
What I have learnt

Célia Silva

Célia Raquel Pestana Martins da Silva grew up in Australia and moved to Portugal at the age of 20. She has a bachelor's degree in *Línguas, Literaturas e Culturas* from *Universidade de Lisboa, Faculdade de Letras* and a Masters in Teaching English/Spanish from *Instituto de Educação*. Since completing her Masters in 2016 she has worked at Fun Languages Headquarters where she teaches a range of ages/classes.

Versatility in the classroom using techniques that can be adopted by the teacher. The text discusses the importance of creating an engaging teaching persona as well as the use of humour in order to foster a positive learning environment for all so that teachers can feel more comfortable teaching all ages/courses.

Teaching young children. You either love it or you hate it, right?! Well, that's what we have heard for years but what if we took on a different outlook? I am sure everyone has a favourite age group that they like to teach. The same goes for the type of class you prefer. You might prefer to teach exam classes, business English, or maybe even young children. More and more often it is difficult to find teachers who are eager to teach a variety of classes for several different reasons. For one, they may not feel at ease with certain age groups. I believe it goes without saying that in today's world, we have to be more and more versatile and be able to adapt ourselves to many situations because in a few years who knows, ChatGPT may take over altogether!

Here are some things I have learnt regarding resourcefulness that I believe can aid our ability to teach multiple age ranges and courses and do so with a smile on our faces.

1-   Creating a persona

We have all heard of that one teacher friend who is so shy and quiet that you cannot help but wonder how they are in the classroom. By creating a different version of yourself which you can present to students young and old, you can make teaching less stressful not only for yourself but for the students also. I often tell my students that once they pass the threshold of the classroom, they should forget Portuguese and try to think only in English. The same goes for letting go of the stress of day-to-day life which allows us to focus solely on the students and our objectives for the duration of the class.

By creating your teacher persona, you can then tweak it here and there so that it is perfectly suitable for each one of your classes. If part of your teaching character is your expressiveness, for example, you will be able to apply this in every single age group. Clearly, the facial expressions you make in a children's class and the ones you make with an adult will be worlds apart, but they will have the same objectives in mind: making the student comfortable; making room for openness, putting all involved at ease from day one among others.

2-   Humour

By sharing anecdotes with your students from the beginning you are creating a light-hearted atmosphere that makes students want to be in the classroom with you, which is not an easy feat nowadays, let me tell you! Once this is established, it won't be long before students are sharing their own stories using the target language without a second thought, which is our ultimate goal.

In a young learner's class, using a riddle or a knock-knock joke at the beginning of the class not only establishes the routine but also sets the tone for a humorous class which

in turn creates a willingness to participate. The same goes for an adult class; you would be surprised (or not) at how many adults actually jump at something different and engaging that involves humour to spice up the day.

3- Ice-breakers

Ice-breakers have long been a part of any classroom and team-building exercises. Students of all ages groan and moan about how cringey they are and that they are always the same. I have an easy alternative! A simple get-to-know-you exercise with the normal questions: Who studies in XX school?; Who has more than 3 siblings? etc. Students are bored at this point and then you drop the bomb: Who likes Benfica?! I assure you this is enough to cause an uproar in the classroom and get everyone laughing and debating. The objective is for everyone to get to know each other on a personal level with the additional aim of the

teacher getting an initial idea of the class's range, all while having fun.

4- Teaching techniques – creating a safe space

Another point that is useful for being able to teach different levels/ages/courses is to keep up to date on teaching approaches and strategies and be able to apply them when needed.

> "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid" – Unknown.

I believe this quote must be kept in the back of all educators' minds. We have to keep in mind that students learn differently and it is important to find a teaching technique that we agree with and works for us as teachers, but at the same time, the learner should come first. To allow each learner to reach their full potential, I believe the teacher should have a few strategies up their sleeve

in order to adapt to different learning styles. This is much easier said than done, especially if you have larger groups, but I believe it is something worth thinking about.

Once students feel that the educator has their best interest in mind and is trying every strategy possible to get them to reach their full potential, they will subsequently shift the barrier and become more invested in the learning process as a whole.

In conclusion, keeping these strategies in mind will not only open you up for more career opportunities but they will also keep you on your toes professionally. You will always be up to date with new approaches which will keep your mind active and you will have a whole bag full of magic strategies that you can apply and adapt to a range of different ages and courses.

Trial and Error by a Humble Teacher: Learning Portfolio

Silvina Ferreira

Silvina Ferreira has been teaching English in Portuguese public schools for about thirty years mainly to low-secondary students. Post-graduate in Pedagogical Supervision in Education in Foreign Languages.

Summary:

As a teacher of English one is expected to foster the development of strategic skills along with communicative ones. Providing fruitful opportunities for students to achieve such high goals does not come easy, let alone when a concrete and measurable outcome is desired. This attempt at creating a learning portfolio tries to answer those needs.

Planning one's teaching is a hazardous task most of the time, one aims for the best outcome, but defeat is always lurking around the next corner. Neverthless, one keeps going and trying. Besides providing good opportunities for pupils/ students to develop their communicative skills, one must concomitantly foster their strategic and intercultural skills as well. Moreover, one is expected to assess and feedback in a meaningful and accurate manner. As most teachers are human, therefore imperfect, this should be the work of gods, although they have seen better times themselves.

Aims and expectations

Assessing strategic skills is a true challenge unless you choose the path where you know your students so well that you manage to do it just by looking at them. A portfolio seemed to be a good tool, both a working and an assessing tool, making them think in a structured way supported by evidence, providing guidelines and pushing them to activate their critical thinking, autonomy and ability to get their message(s) through effectively in context, while self-regulating work and learning. Besides all that, they should also show creativity and master digital skills well enough. Most adults don't do that but say children and teens are expected to. I know: it's a mad world.

I've been postponing tackling this strategy for decades. This time I decided to have a go at it, but well aware of many setbacks and impairments. I made the decision of applying the strategy with all my six Year 8 and 9 classes, special needs students included. All had been assigned to me the previous school year, so they knew some of the needed skills and had knowledge of assessment criteria, if not perfectly at least sufficiently acquired.

I was certain this was a huge challenge to most, if not all of them, but it enabled me and them to really use and/or start to develop a set of diverse skills at once in one task which may turn out to be a Learning project.

Procedures

As my primary goal was to promote and assess a set of skills that may not be or not as purposefully assessed with other tools, I considered the Learning Portfolio the one which best matched my needs and aims.

4 types of digital portfolios

I started by crafting structure to help me envision what was given to and asked from students. Then I chose an online tool which might be adequate, easily used, and

Types of Digital Portfolios

SHOWCASE

- A collection of best work.
- Also called presentation, formal, professional, or career portfolio.
- Written after learning takes place and may involve student choice.
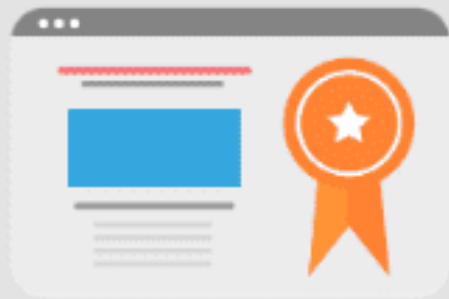
PROCESS

- A work in progress.
- Also called learning, development, reflection, or formative portfolio.
- Written as the learning is happening with a focus on reflections.

ASSESSMENT

- Often more formal and less student-centered than a showcase or process portfolio.
- Documents learning in line with curriculum objectives.

HYBRID

- A combination of the showcase, process, and/or assessment portfolio.
- Artifacts may be moved from a process portfolio into an assessment or showcase portfolio.

appealing: I went for Genially. Students had already used it the previous year, so they had at least an inkling, because teens and the elderly's ability to remember are quite similar. As it would be presented at the very beginning of the school year, along with other tasks such as a choice board and the EDL activity, I created a template, hoping to allure the least complying ones and to ease the life of those who never fail to correspond. The first slide provided all the information needed to understand the purpose and aims of the portfolio as well as its deadlines and procedures, as directions and a rubric were provided. The latter with formative and summative intent.

As there are shortcomings and many if not most of my students are far from brilliant or truly committed, I asked them to bring their laptops the very first Friday of the school term. The fifty-minute class was meant to let them explore the templates to understand what they were meant to do, how and when.

They were arranged in groups so that besides asking for the teacher's help or input, they could explore it together.

Also, to try and secure a higher probability of having all students handing in their portfolios, I set two deadlines for the first term, one to upload a personalised version to Classroom along with the 'About me' tasks and a second one for the evidence and reflections concerning their learning process and curve throughout the term. In the same spirit, special needs students were told to write at least a little English, but their true effort should be to reflect upon their Learning supported by some evidence. All were invited to choose but a few examples of learning breakthroughs or setbacks, or even failures, under the following headings: Assessment, Quizzes & Questionnaires, Project Work, Self-Assessment, Hetero-evaluation, and Feedback. By the end of the term they should offer their reflections on the following:
My current strengths & weaknesses;

Evaluate the role of the process portfolio. The true purpose of it all was to make them think about their learning process, their strengths, and weaknesses, what worked and not worked, and why, and take it from there to improve outcomes next time.

Outcomes

Many did not meet the first deadline, so I went back to asking why that had happened and gave them another chance to present any queries in class, hopeful that it would captivate their interest this time. I provided feedback via Classroom either for some to improve what had been done or others to simply do it before the next deadline.

As for the end-product expected for this term, a couple did not comply, a few more only met the first deadline, many simply returned assessment information collected previously without any added reflection, and some did not attach any evidence.

Fortunately, there were those who even though their initial expectations were not high, with time managed to get the gist and ended up with good examples of what a Learning Portfolio can be at these ages. Here are two examples the students agreed to publish and were timely edited by themselves to prevent sharing too private or personal information, for all were for the teacher's eyes only.

Year 8 #1

Year 8 #2

Food for thought

a. Do most lack the maturity and perseverance to embrace such a challenge?

b. Was I not clear enough? Did I not offer enough help or guidance?

Let's see what the next two terms bring.

References:

https://campuspress.com/student-digital-portfolios-guide/

https://flippedlearning.org/syndicated/creating-scoring-digital-portfolios-with-google-tools

Links:

Learning Portfolio template:
https://view.genial.ly/64fddb5ef0955c0018070462/horizontal-infographic-timeline-copia-my-english-learning-portfolionamenoyear9class23-24

Rubric:
https://drive.google.com/file/d/1B3yXfcrAPx1jcIIstnHWZo60U0QbUdPG

Learning Portfolio examples:

Year 8 #1: Gonçalo Guimarães
https://view.genial.ly/657edca1bffd090014b6f8b4/horizontal-infographic-timeline-copia-my-english-learning-portfoliogoncalo-guimaraesno3year8class323-2

Year 8 #2: Lara Carolina Carvalho
https://view.genial.ly/657b4969fc56ac00145fda09/horizontal-infographic-timeline-my-english-learning%20portfolioyear823-24

Year 9 #1: Margarida Oliveira
https://view.genial.ly/65787627a30fff00142e0cb6/horizontal-infographic-timeline-copia-my-english-learning%20portfoliomargarida-o-no7year9class-223-2

Digital Learning Portfolio | Year 9 | Rubric

	4 (mastered)	**3** (emerging)	**2** (unsatisfactory)	**1** (inadequate)
Completion of information	**All components of the portfolio are completely filled in** (Todas as componentes do portfolio estão comletamente preenchidas)	**Most components of the portfolio are complete** (A maioria das componentes do portfolio estão completas)	**Some components of the portfolio are complete** (Algumas componentes do portfolio estão completas)	**Most components of the portfolio are imcomplete** (A maioria das componentes do portfolio estão imcompletas)
Quality of reflection	**Pupil/student can fully explain his/her strengths and weaknesses concerning all the evidence provided and provide insightful analysis of his/her work** (O aluno consegue explicar plenamente os seus pontos fortes e pontos fracos, de acordo com as evidências apresentadas; consegue apresentar uma análise perspicaz do trabalho realizado)	**Pupil/student can mostly explain his/her strengths and weaknesses concerning the evidence provided and provide moderate analysis of his/her work; needs some refinement** (O aluno consegue explicar maioritaria-mente os seus pontos fortes e pontos fracos, de acordo com as evidências apresentadas; consegue apresentar uma análise razoável do trabalho realizado)	**Pupil/student can somewhat explain his/her strengths and weaknesses concerning the evidence provided and provide minimal analysis of his/her work - needs some refinement; more elaboration needed** (O aluno consegue explicar maioritaria-mente os seus pontos fortes e pontos fracos, de acordo com as evidências apresentadas; consegue apresentar uma análise muito curta e simples do trabalho realizado; requer um registo mais cuidado e elaborado)	**Pupil/student 's explanation of strengths and weaknesses is incomplete/ unfinished** (As explicações do aluno sobre os seus os seus pontos fortes e pontos fracos, de acordo com as evidências apresentadas, estão incompletas / inacabadas)
Organization	**The portfolio stricktly follows the structure provided; all evidence provided is correctly hyperlinked; the log's reflection includes an entry for every evidence of progress provided** O portfolio respeita rigorosamente a estrutura proposta; todas as hiperligações às evidências estão corretamente inseridas; o diário de bordo inclui uma entrada/reflexão por cada evidência apresentada)	**The portfolio mostly follows the structure provided; most evidence provided is correctly hyperlinked; the log's reflection includes an entry for most evidence of progress provided** O portfolio respeita a generalidade da estrutura proposta; a maioria das hiperligações àsevidências estão corretamente inseridas; o diário de bordo inclui uma entrada/reflexão para a maioria das evidências apresentadas)	**The portfolio somewhat follows the structure provided; some evidence provided is correctly hyperlinked; the log's reflection includes an entry for some evidence of progress provided** (O portfolio respeita parcialmente a estrutura proposta; algumas das hiper-ligações às evidências estão corretamente inseridas; o diário de bordo inclui uma entrada/reflexão para algumas das evidências apresentadas)	**The portfolio is unfinished; little evidence is correctly hyperlinked; the log's reflection about the evidence of progress is incomplete/unfinished** (O portfolio está inacabado; poucas hiperligações às evidências estão corretamente inseridas; o diário de bordo está incompleto ou inacabado)
Overall Spelling & Grammar	**No spelling/grammar errors** (Não há erros de ortografia/gramática)	**Few spelling/grammar errors** (Raros erros de ortografia/gramática)	**More than 5 spelling/grammar errors** (Mais de 5 erros de ortografia/gramática)	**More than 10 spelling/grammar errors** (Mais de 10 erros de ortografia/ gramática)
Punctuality	**All 3 deadlines are fully met** (Os 3 prazos são integralmente cumpridos)	**2 out of 3 deadlines are fully met** (2 dos 3 prazos são integralmente cumpridos)	**1 out of 3 deadlines is fully met** (1 de 3 prazos é integralmente cumprido)	

Source: https://flippedlearning.org/syndicated/creating-scoring-digital-portfolios-with-google-tools/ (adapted)

On the Bookshelf

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.

THE HITCHHIKER'S GUIDE FOR EDUCATORS SERIES

THE AI CLASSROOM

THE ULTIMATE GUIDE
to Artificial Intelligence in Education

DANIEL FITZPATRICK

AMANDA FOX   BRAD WEINSTEIN

TEACHERGOALS
PUBLISHING

The AI Classroom:
The Ultimate Guide to Artificial Intelligence in Education

Dan Fitzpatrick; Amanda Fox; Brad Weinstein

In times of **Artificial Intelligence** (AI), it is of the utmost importance for teachers, students, and society at large to stay informed and current in this field; therefore, this book review.

Exploring the intersection of Artificial Intelligence and education, this book delves into various aspects of the AI role in shaping the future of learning.

The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education consists of Foreword by Vikram Chandra, who highlights this book excellence in what concerns the AI education.

This is separated into 4 parts divided into various chapters:

Part I – *The AI Uprising englobes* Chapter 1: *The Rise of the Machine,* Chapter 2: *The Future is Already Here,* and Chapter 3: *Outsource Your Doing, Not Your Thinking*;

Part II – *The AI Educator with Chapter 4: Educators Assemble*, Chapter 5: *Ped-AI-gogy*, Chapter 6: *World of Promptcraft*, Chapter 7: 40 *Prompts You Can Use Now*, and Chapter 8: *AI*

and the Universal Design for Learning Guidelines;

Part III – *The AI Tool Repository*: Chapter 9: *AI Tools You Can Use Right Now*;

Part IV – *The AI Horizon*: Chapter 10: *Leading in The AI Revolution*, Chapter 11: *Embracing the Future*, and Chapter 12: *Empathy and Algorithms. Spotlight* by Vicki Davis; *Epilogue*; *Afterword* by Priya Lakhani OBE; *Appendix*; *Acknowledgments* and *References* close the book.

In the ever-evolving landscape of education, the integration of Artificial Intelligence has emerged as a pivotal force reshaping teaching and learning paradigms. ***The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education*** stands as an indispensable compass navigating educators and stakeholders through the intricate realms of AI-driven educational innovation. With a comprehensive blend of theoretical insights, practical strategies, and compelling case studies, this book transcends mere discourse,

propelling readers into the forefront of educational transformation.

At its core, the book meticulously unpacks the multifaceted intersections between AI and education, illuminating how AI technologies can be harnessed to optimise learning outcomes and revolutionise educational practices. Through a systematic exploration of AI-powered tools such as personalised learning algorithms, intelligent tutoring systems, and data analytics, the author elucidates the transformative potential of AI in catering to diverse learner needs, fostering engagement, and facilitating mastery learning.

One of the book standout features is its lucid exposition of complex AI concepts, making it accessible to teachers across varied proficiency levels. By demystifying AI technologies and explaining their pedagogical implications, the authors empower educators to harness AI as a catalyst for innovation rather than a daunting enigma. Furthermore, the book seamlessly integrates theoretical underpinnings with real-world applications, offering a roadmap for teachers to navigate the ethical, social,

and practical considerations inherent in AI integration.

Moreover, **The AI Classroom** transcends the limitations of a mere instructional manual, embodying a visionary manifesto for the future of education. Through insightful prognostics and thought-provoking discourse, the authors envisage a future where AI augments rather than supplants human educators, fostering collaborative ecosystems where human creativity synergises with machine intelligence to nurture lifelong learners equipped to thrive in the digital age.

A major aspect of the book is its emphasis on equity and inclusivity in AI-driven education. By interrogating the potential biases inherent in AI algorithms and advocating for equitable access to AI technologies, the authors underscore the imperative of ensuring that AI serves as a democratising force, empowering learners from diverse socio-economic backgrounds to access quality education tailored to their unique needs.

Furthermore, the book transcends disciplinary boundaries, catering to a diverse audience ranging from educators and policymakers to technologists and futurists. Through interdisciplinary insights and cross-sectoral case studies, the authors illustrate how AI is reshaping education on a global scale, surpassing geographical constraints to foster a collective reimagining of learning ecosystems fit for the 21st century.

In addition to its substantive content, **The AI Classroom** is distinguished by its engaging narrative style and rich multimedia components. From interactive simulations and augmented reality experiences to multimedia case studies and expert interviews, the book goes beyond traditional textual formats, immersing readers in a dynamic learning journey that mirrors the transformative potential of AI in education.

All in all, **The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education** stands as a formative contribution to the rapid growing discourse on AI-driven educational innovation. With its visionary outlook, comprehensive scope, and practical insights, the book serves as a beacon guiding educators and stakeholders towards a future where AI catalyses a renaissance in teaching and learning. As we stand on the precipice of a new era in education, this book serves as an indispensable compass, illuminating the path towards a more equitable, inclusive, and empowering educational landscape powered by the transformative potential of AI.

Disclaimer: this review was written with the help of ChatGpt. However, it was necessary to read it carefully and rewrite some parts as there were various inaccuracies.

Associação Luso-Britânica do Porto & APPI

Nic Hurst

Associação Luso-Britânica do Porto

Nicolas Hurst. Assistant Professor of English Studies at FLUP. Teacher of English, ELT methodology and materials design. Numerous articles published in Portugal and abroad. Regular speaker at local and international conferences. PhD in Anglo-American Studies. ELT coursebook consultant. President of *Associação Luso-Britânico do Porto*.

In October of 2022, The *Associação Luso-Britânica* do Porto signed a cooperation agreement with APPI. The agreement implies cooperation at the level of providing financial support for APPI activities in the north of Portugal (conferences and teacher development).

The *Associação* is based, as its name implies, in Porto. It has a long history of promoting both educational and cultural contacts between Portugal and the United Kingdom and has a particularly strong affiliation with the teaching of English as an additional language.

From 1950 until 1987 the *Associação* was responsible for the teaching of English at its headquarters (known as the *Instituto Britânico*) in the Cedofeita district of the city (Rua do Breiner, 155). This function then passed to the British Council, which also conducts its own programme of cultural, scientific and educational exchanges, among other bilateral activities from the same building.

Prior to 1987, the *Associação*, as well as offering English language classes, sponsored many social and cultural activities. These activities, which were widely reported in the local press, included lectures, book exhibitions, film shows, and musical recitals as well as the Christmas Show, performed by the teaching staff.

A key figure from the early 1950s until the 1970s was Mrs Gwen Gething de Andrade (1914-1983), first as a teacher and later as Director of Studies of the Associação. Her early efforts were much supported by Martim Afonso de Melo, head librarian of the Associação (d.1970). Latterly, the responsibility for the smooth running of the institute fell to Prof. Manuel Gomes da Torre: an important figure in the development of Anglo-American Studies and English language teacher education at the University of Porto, he also oversaw the transition to the British Council.

Given the function of the *Associação* in promoting Anglo-Portuguese ties it is not surprising that the Institute was also visited by many famous British authors, artists and academics. Perhaps the most famous occurrence was in 1987 when the then Prince Charles paid a visit to the building, arriving in a crowded Rua do Breiner by Rolls Royce, and toured the installations where he greeted members of the *Associação* Board, administrative and teaching staff.

The *Associação* regularly attributes small-scale grants to support scientific and cultural events in and around the city of Porto. In addition, the *Associação* offers several scholarships to assist local, early-career teachers and researchers in their academic activities.

The *Associação* can be contacted via its institutional email: infoatalbdop@gmail.com or by contacting its current President, Nicolas Hurst: nrhurst@letras.up.pt.

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APPIforma in review
— 2023 —

Sónia Ferreirinha

Sónia has a Master's degree in "Teaching English as a Foreign Language", from *Nova University* – Lisbon. She has been teaching English since 1997, both primary and pre-primary levels. She is APPI's vice-president, Director of APPI's Teacher Training Centre, as well as a teacher trainer.

2023

We are happy to announce that the APPI*forma* Teacher Training Centre in 2023 continued to provide its members and other teachers with appropriate pedagogical teacher training in line with their interests and needs. And it is noteworthy that there has been a timid return to face-to-face training.

During 2023, a total of 20 teacher training courses were carried out, with 11 of them being free for APPI members, including 7 Short-Term Training Sessions (*Ações de Formação de Curta Duração*), 3 Training Courses, and 1 Webinar. Out of these 20 training activities, 15 were online using the APPI Moodle and Zoom platforms, while 5 were held face-to-face in the cities of Seia, Porto, Póvoa de Varzim, Lisboa, and Oeiras.

FACE-TO-FACE		
No. of events	5	
No. of registrations	804	
No. of certificates issued	590	
E-LEARNING	**Courses & Workshops (Cursos e Oficinas)**	**Short-term courses (ACD)**
No. of events	7 (5 courses & 2 workshops)	7
No. of registrations	143	565
No. of certificates issued	129	330
WEBINAR		
No. of events	1	
No. of registrations	105	
No. of certificates issued	52	

Of this total number of courses, 11 teacher training sessions were focused on Didactics; 6 in the area of English for the youngest learners; 2 in a general scope (Mindfulness), and 1 in the field of Technologies. The APPIforma Teacher Training Centre issued 1101 Accreditation Certificates.

As a result of the analysis and treatment of the evaluation instruments for the accredited teacher training events, it is concluded that the initially established objectives were achieved. All the training events proved to be effective and of high quality, meeting the expectations of both the participants and the trainers. It is worth noting that, in general, emphasis is placed on the methodologies, innovative and appealing materials, diversity, and

practicality, as well as the pedagogical quality of the trainers.

Despite financial constraints, as there is no direct financial support for the Training Centres of Teachers' Associations to run accredited teacher training, some of our training events were free for APPI members with updated membership fees. This was only possible thanks to the support of some institutions with which APPIforma has protocols, namely, the *Associação Luso-Britânica do Porto* (ALBdoP), the Teacher Training Centre of the Municipality of Oeiras (CFECO), Nova University of Lisbon – CETAPS, University of the Algarve, and the Erasmus+ Program.

In 2024 we aim to continue offering high quality teacher training events, both face-to-face and online, according to teachers' needs and interests with the goal of reaching everyone in the country. Also, and for the first time, we will be able to provide our members the opportunity to participate in Erasmus Courses all over Europe through an APPI | Erasmus+ grant.

More information about this project **here**.

The APPI*forma* Continuous Professional Development Programme is available on the APPI website:
APPI - CPD Programme & Registration and it is updated throughout the year.

Sónia Ferreirinha
APPI*forma* Director

WHEN WAS THE LAST TIME YOU LEARNED SOMETHING NEW?

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