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DE PROFESSORES DE INGLÊS

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Dear APPI members,

The summer break is long gone, autumn has passed, and now a sunny, rainy, cold winter is here!

We wish you a prolific school year. Count on us to get some ideas to share with your students so as to develop some of the 21st century skills, such as Critical thinking, Collaboration, Communication, Creativity.

Some of the APPI board members attended the International Association of Teachers of English as a Foreign Language (IATEFL) Conference in May 2022 to update their knowledge on the latest trends in teaching English as a 2nd language and to choose the best speakers to bring to the APPI events.

In July three Desmond Rome Scholarship winners had the pleasure to participate in a two-week course in the charming, historical, academic city of Cambridge. Maria da Luz Fernandes attended the course "Creativity in the Classroom" and shared with us both a report on her experience and an article highlighting the power of creativity, by suggesting two apps to deal with Images and Art, as well as a game to develop Reading and Writing.

Alexandra Geada shows the reader how to engage students to celebrate the 'European Day of Languages' making use of several practical activities.

Homework is a controversial issue. However, Luís Elói suggests a writing activity for homework that can be useful.

Grammar constitutes another subject under discussion, but Nicolas Hurst, Catarina Gonçalves and Leonardo Vares repurpose it proving its usefulness with a different approach.

Scaffolding, its origins, uses and actual meaning proves to be a way of developing students' agency, according to Andrew Sampson.

Libor Štěpánek develops the idea of 'English as a Medium of Instruction: A language teacher's perspective' as the use of the English language to teach other subjects other than English itself, '(...) it differs from, for example EFL, which focuses on language only, or CLIL, which focuses on both, language and content.'

'Equity, Equality and Educational Leadership from an American Perspective' by our writer in residence, Carlos Lindade, presents the differences of the Californian school system and the Portuguese one, concluding that both public school systems face identical hardships. Moreover, the concept of Equality, Equity and Reality gets enlarged to Equality, Equity, Reality and Liberation 'to equip students with what they need to succeed and eliminate barriers that prevent them from accepting the resources they need to succeed.'

Neil Mason gives us an example of how chatGPT (openAI) has changed the game as far as writing is concerned by using it to write his article!

On the Bookshelf, Judite Fiúza reviews Antonia Clare and Alan Marsh's book 'The Creative Teachers's Compendium'; and Lucia C. Bodeman highlights the benefits of reading 'A Descriptive Grammar of English by Example', written by Andrew Rossiter. This review was first published in Voices, Issue 288.

We hope 2023 will be a great year to attend face-to-face events and to live in peace.

With very best wishes,

Judite Fiúza & Neil Mason

Please, get in touch at ejournal.appi@gmail.com

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

contents

IATEFL BELFAST ≈ Judite Fiúza	5
July 2022 Desmond Rome Scholarship · CAMBRIDGE ≈ Luz Fernandes	8
Be Creative — BTA (Bell Teacher Academy) ≈ Luz Fernandes	11
Engaging Students in the European Day of Languages ≈ Alexandra Geada	15
Writing activity for homework? Yes, please! ≈ Luís Elói	19
ROAD SAFETY ≈ Cristina Pereira & Natércia Oliveira	23
Repurposing the grammar hammer ≈ Nicolas Hurst, Catarina Gonçalves, Leonardo Vares	29
Scaffolding: deconstructing what it is and isn't ≈ Andrew Sampson	33
English as a Medium of Instruction: A language teacher's perspective ≈ Libor Štěpánek	37
Equity, Equality and Educational Leadership from an American Perspective ≈ Carlos Lindade	41
iRobot ... fake teacher? // chatGPT ≈ Neil Mason & a robot	47
On the Bookshelf ≈ Judite Fiúza, Lucia C. Bodeman	49



IATEFL BELFAST

Judite Fiúza



About IATEFL Belfast 2022

After a two-year IATEFL interruption, we are back to face-to-face Conferences.

As usual, some of the APPI board members head to the International Association of Teachers of English as a Foreign Language (IATEFL) Conference that takes place every year in The United Kingdom, this time in Belfast.

You may wonder why we go there and you are right to ask this question.

'IATEFL and the IATEFL Associates bring together a combined community of over 100,000 English language teaching professionals around the globe.' Therefore, this event, one of the biggest in the world of EFL, constitutes a way of being in touch with the latest influential trends used and spread around planet earth so that you may attend a myriad of sessions presented by some of the most valuable, well-known experts in ELT at the APPI seminars and the annual conference.

Amidst a huge crowd of about two thousand people, this year fewer than usual, coming from a wide range of countries having in common the pleasure of teaching the English language, we wouldn't but think that EFL unites speakers and delegates at the 55th IATEFL Conference and further as we keep in touch with some of them.

This event organisation brings speakers from all walks of life and so we were able to listen to a plethora of subjects covering an array of areas of interest such as Applied Linguistics, Business English, English for Academic

Purposes, English for Specific Purposes, English for Speakers of Other Languages, General English, Global Issues, Inclusive Practices & Special Educational Needs, Leadership & Management, Learner Autonomy, Learning Technologies, Literature, Materials Development, Materials Writing, Pronunciation, Research, Teacher Development, Teacher Training & Education, Testing, Evaluation & Assessment, and Young Learners & Teenagers. You name it, and you will get it.

Professor Gabriel Díaz Maggioli, IATEFL's president, pointed up 'the chance to interact with likeminded colleagues, learn about the latest developments in the field, and access the most cutting-edge educational materials in the ELT world', which proved to come true as we were able not only to exchange ideas with many colleagues but also to attend excellent sessions.

Just a quick highlight on Nayr Ibrahim's '(Re)imagining and (re)inventing early English language learning and teaching's plenary session; Silvana Richardson's debate on 'The Native Factor, native and non native teachers mixed identity and who is better', the approach to 'The Education Framework for Action', which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all; Caterina Skiniotou's 'Sustainable extensive reading programs: approach, strategies, resources, techniques, which aim at 'sharing and exploring an approach, free resources, strategies and techniques for designing and implementing sustainable extensive reading curriculum components for EFL/ESL learners in online or blended learning settings and contexts'; a forum on the new CEFR, its companion volume 2020; a plenary session by Asmaa AbuMezied and Hansa AbuMezied who let us know the issues they face and live 'at refugee camps and marginalized areas in the Gaza Strip

focusing on the utilization of interactive method in teaching English, and running initiatives with students to encourage English learning.'

We may conclude that if they survive in teaching in such areas of deep conflict, we certainly will succeed in teaching in our society with many pitfalls but also some safety and rewards.



July 2022 Desmond Rome Scholarship · CAMBRIDGE ·

Maria da Luz Ribeiro Fernandes

APPI/DESMOND ROME SCHOLARSHIP — CAMBRIDGE/JULY 2022

In May 2022 I attended the 35th Annual APPI Conference, in Altice Forum — Braga ('Recovering Lost Learnings in EFL — what and how?'), three full days of knowledge, sharing and reflection. Since day 1 till the end of the Conference, I thought to myself — and even shared it with family and friends — how enriching it would be to attend this teacher training once or twice a year, with true immersion in teaching/learning issues, as well as true moments of immersion in the English/British culture and language. Fortunately, the Universe must have heard my wish... and I was contacted by APPI some weeks later, as a winner of a contest by APPI/Desmond Rome Scholarship for a summer course, by Pilgrims, in the Republic of Ireland. ☺

Due to several constraints, there were no vacancies for the course I intended to attend in the Republic of Ireland, for the 3rd and 4th weeks of July, so I was sent to Cambridge, England, to the Bell Teacher Academy. I previously visited Cambridge 28 years ago — though I had never experienced 40°C in England! — but felt as though it was my first time there! I really love the city, its atmosphere, its landscape... I was sent with two other teachers (actually we were the 2020/2021/2022 scholarship winners) — as a consequence of the successive pandemic lockdowns — which was an asset because, even though they were attending a different course, we have shared wonderful experiences for these 2 weeks, among workshops, excursions and many laughs! We also shared some reflections about how far Portuguese teachers are in terms of teacher training, since we got to know colleagues from different countries who were at the Bell Teacher Academy doing this kind of course paid by their schools or governments. ☺ When will this happen in Portugal?

My course — "Creativity in the Classroom" — was, indeed, very creative! My teacher — Anna Young — was very creative too (and — private joke! — she is so lucky because she will be forever YOUNG! ☺), as well as my whole group, a melting pot of European nationalities: Dutch, Polish, Czech, Slovak, Yugoslavian, Danish, German, Turkish... and Portuguese, of course! ☺

The two-week daily activities inside the classroom were very creative indeed, from daily interesting warming-ups to guessing games with vocabulary and grammar; funny exercises with idioms; creative text production; many tasks full of movement (few of them involved sitting still!); spelling games and pronunciation; emoji stories (creating stories using only emoji); useful and awesome follow-up ideas and activities; many apps and other sources to search for further resources... Better than this, it was possible to reflect and share some ideas on how we can apply those tasks and exercises with our own students!

Besides these activities, we attended workshops on Tuesdays and Thursdays. I chose some interesting ones: "An introduction to Project-Based Learning — How to Plan a Project" by Tom Beakes; "Getting Reading Right" by Katy Kelly; "Mind the Gap: low-prep differentiation for busy teachers" by my own teacher, Anna Young; and "Writing Frames for Speaking" by Françoise Votocek. All these speakers are Bell Academy teachers and shared impressive ideas and made me more aware and more creative too!

We also had the opportunity to attend some cultural talks. I loved the ones I attended: "Hidden Cambridge" by Lis Harrison, who also accompanied us on a trip through the city and its most famous pubs! and "British Music" by Anna Young, who gave us an insight on modern musical tendencies in the UK and in England, in particular.

Last but not least, we also attended plenary talks on Wednesdays. I felt they were very interesting and allowed the participants to question, to reflect, to think outside the box... The first one was "How can we develop students' life competencies in the English classroom" by Mathew Ellman. It was very productive, making us reflect upon 21st century skills and on each one's framework, as well as on self-assessment. The other one was "Spelling Myths and Enchantments" by Johanna Stirling and I truly enjoyed her ideas on English spelling systems and the complex part of the English spelling. It was so mind-blowing to listen to such honourable speakers, discussing many others' ideas I have read and listened to, mainly at some APPI conferences, back in Portugal!

Along with this array of knowledge and sharing opportunities, we also had true immersion on culture and British daily life. We had the chance to visit Cambridge (pubs, bookshops, Botanic Gardens, the University landmarks, watch a Shakespearian play in the open air at King's College Gardens — "The Twelfth Night" — and to live the Punting experience! We also visited wonderful places such as Grantchester, Ely and London! Of course this was only a part of this wonderful and enriching experience! The human interaction with so many diverse and interesting people was an asset too!

I feel my teaching practice will be enriched and I'm eager to implement many of these ideas and activities with my students throughout this new school year and in the future!

I would like to thank APPI/The Desmond Rome Scholarship for this amazing opportunity; the Bell Teacher Academy, Cambridge and all their staff for their kindness and teachings; my newly dearest colleagues and friends Cristina Reis and Marta Donato (who had to put up with me for 2 full weeks! ☺) and also my course teacher and my group, who were very nice and empathic people I will remember forever! ☺

I'm also grateful to the Universe for this professionally and personally enriching experience! ☺

Cambridge/England: wait for me! I intend to go back over and over again... but not with so high temperatures, please!

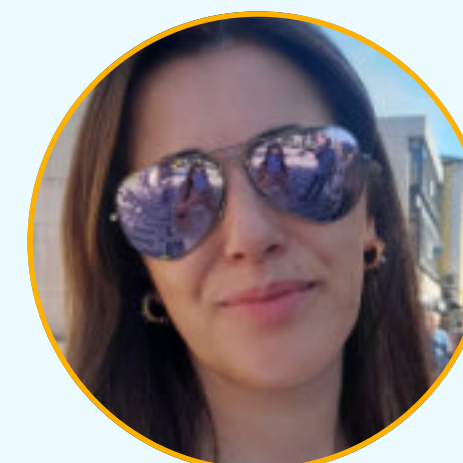
Republic of Ireland: I keep waiting... Next summer... perhaps? ☺

Maria da Luz Ribeiro Fernandes

BIO

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She has 28 years' experience in teaching English to 12–21 years-olds (3º CEB/Secondary levels) and has worked most of this time in her hometown, Vieira do Minho, at EBS Vieira de Araújo.





Be Creative — BTA (Bell Teacher Academy)

Maria da Luz Ribeiro Fernandes

Every teacher loves engaging students in their classes, through creative activities. The examples below are some I used in a summer course in Cambridge, at the Bell Teacher Academy (through the scholarship Desmond Rome/APPI) and are, in my opinion, very good examples to do so, either with tasks centred around vocabulary, listening, speaking, reading, writing, grammar, emotional/visual literacy or critical thinking, or several of these at a time. Adapt them as you wish to your classes... and enjoy!

I attended a summer course in Cambridge, England, at the Bell Teacher Academy, from 17th to 30th July this year. My course — “Creativity in the Classroom” — was very creative indeed! The two-week daily activities inside the classroom were very imaginative, as well as the interesting workshops, cultural talks, plenary talks, opportunities to immerse on culture and British daily life through visits to Cambridge landmarks, London, Canterbury, Ely and Grantchester.

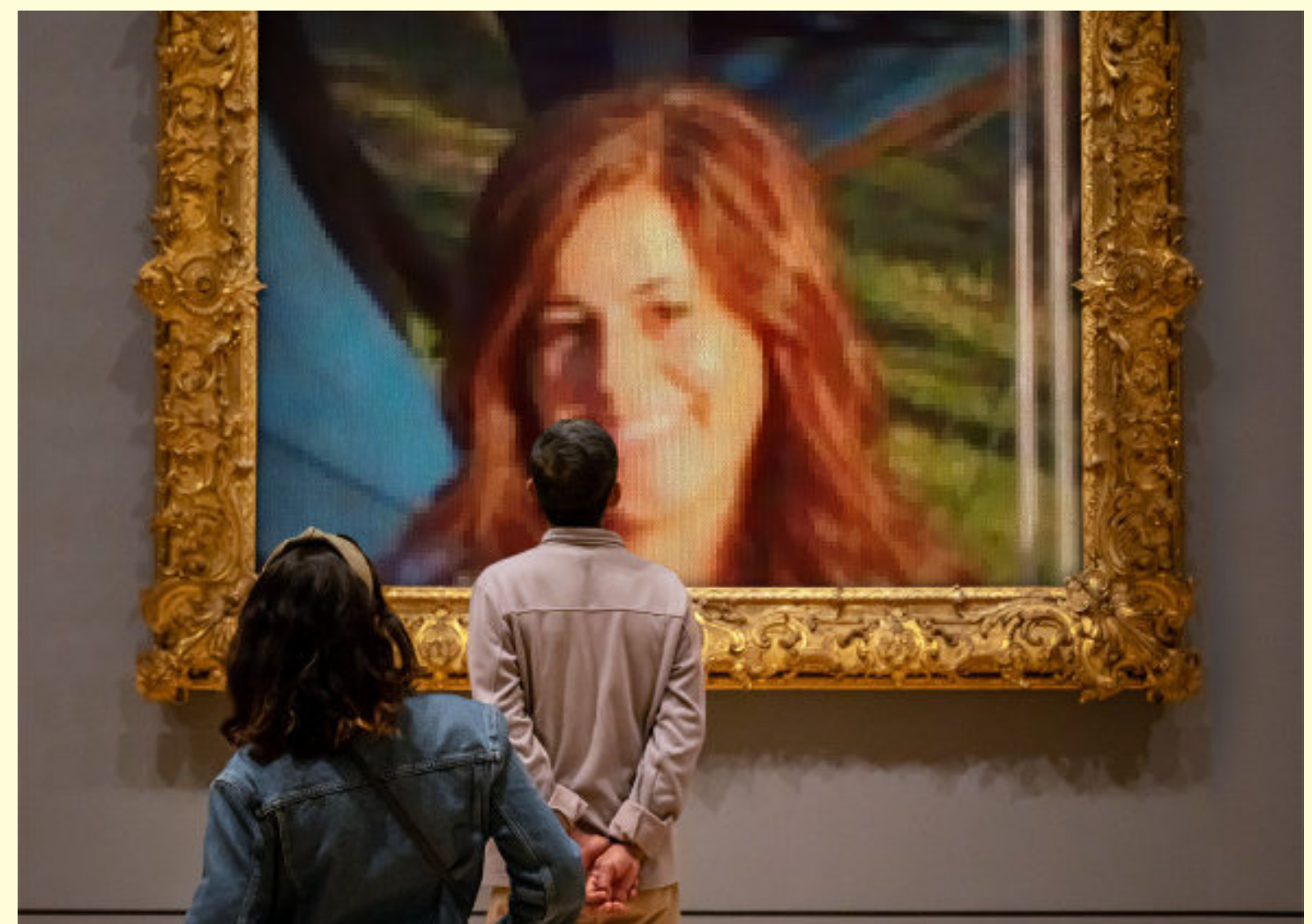
I will share some resources gently provided by the teacher Anna Young, responsible for this course, hoping you share my opinion about their usefulness and creativity. You can use them in your classes, engaging students in vocabulary, listening, speaking, reading, writing, grammar, emotional/visual literacy or critical thinking.

1 — IMAGES & ART

First, we will look at three different ways of working with images and art. The first exercise I suggest is related to a possible use of an app — Snipping Tool — through which the teacher cuts only the eyes of famous paintings (people / characters immortalised in those paintings) and students, working in small groups, are asked to guess who the people/characters are/whose eyes they belong to. Some possible examples are Mona Lisa (1517) — painted by Leonardo

da Vinci; Girl with a Pearl Earring (1665) — by Johannes Vermeer; Self Portrait in a Velvet Dress (1926) by Frida Kahlo, depending, obviously, on the language level of your students. Be free to adapt!

My second suggestion deals with another interesting app — PhotoFunia (<https://photofunia.com>), through which the teacher can develop a very interactive practice showing a picture of himself/herself on a page from a popular newspaper (or on a painting from an art gallery!) — notice the text isn’t readable — asking: “What do you think happened? / Do you think I am famous? Why am I on this newspaper/art gallery?”. The students can do the same with their own photos or with each other’s photos, during a spoken interaction. Again, beware of the language level of your students!



The third example, for pictures and art, could be to show different doors, on a slide, and ask students “Which door would you open? What or who would you find there? Describe the person (appearance, likes and dislikes, beliefs...).

Unquestionably, one can adapt and adjust to each class, but it is, in my opinion, a wonderful task to grab students' attention, for example, as a warming-up activity, to develop many skills, particularly speaking, of course, and to spark curiosity.

“People naturally seek novelty and have no difficulty paying attention in those situations”

Ellen Langer, *The Power of Mindful Learning*, 1997

2 — READING

During the summer course, we also reflected on creative variations of Reading and I particularly liked one, in which we rolled the dice and had to read a text or several texts accordingly: 1. like a robot; 2. a king/queen; 3. a rapper; 4. a politician; 5. a zombie; 6. a baby; 7. as if you are tired/excited; among other options. Laughter will be a constant, believe me! And reading will be even more interesting!

3 — WRITING

As for Writing, and still using the dice, I liked two activities in particular: “Story Construction — Dice Story” and “Emoji writing”. As for the first, students will answer a few questions, according to some instructions: “Write down 6 places to go on holiday” / “Write down 6 famous people (actors, musicians, sports personalities...)” / “Write down 6 forms of travel (bike, plane, car...)” / “Write down 6 things you can do on holiday (sunbathe, swim, hike...)” / “Write down 6 things that can go wrong on holiday (lose passport, sickness, etc). Then, in pairs, each student throws the dice, one at a time. The dice decides the story. For instance, if the dice lands on 4, the student circles number 4. This is the place the holiday is going to be. They do the same for each category. The students, together, make up their holiday story as decided by the dice (with the answers each one wrote

previously).

In relation to the “Emoji writing” (or writing with a smiley), students are asked to describe their weekend or the previous day using nothing more than emoji, using their mobile phones. Then, they send their message to a classmate; they join together and one at a time try to guess/decipher what their partner did and tell the story to the class either orally or in written form... or both! It's up to you and it depends on the skill students need to improve.

Hope you enjoy these ideas and adapt/adjust them to your class profile and to your students' language level.

Be creative! Think out of the box!

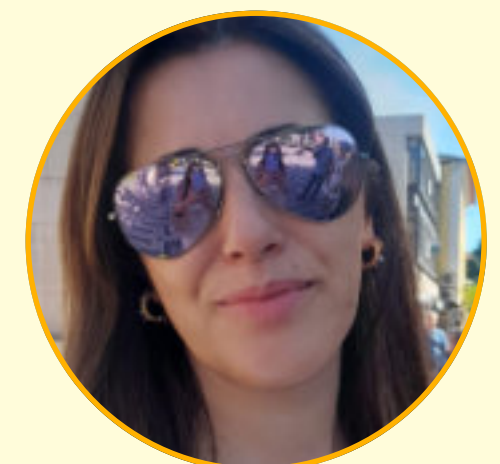
I wish you all an excellent school year!

Luz Fernandes

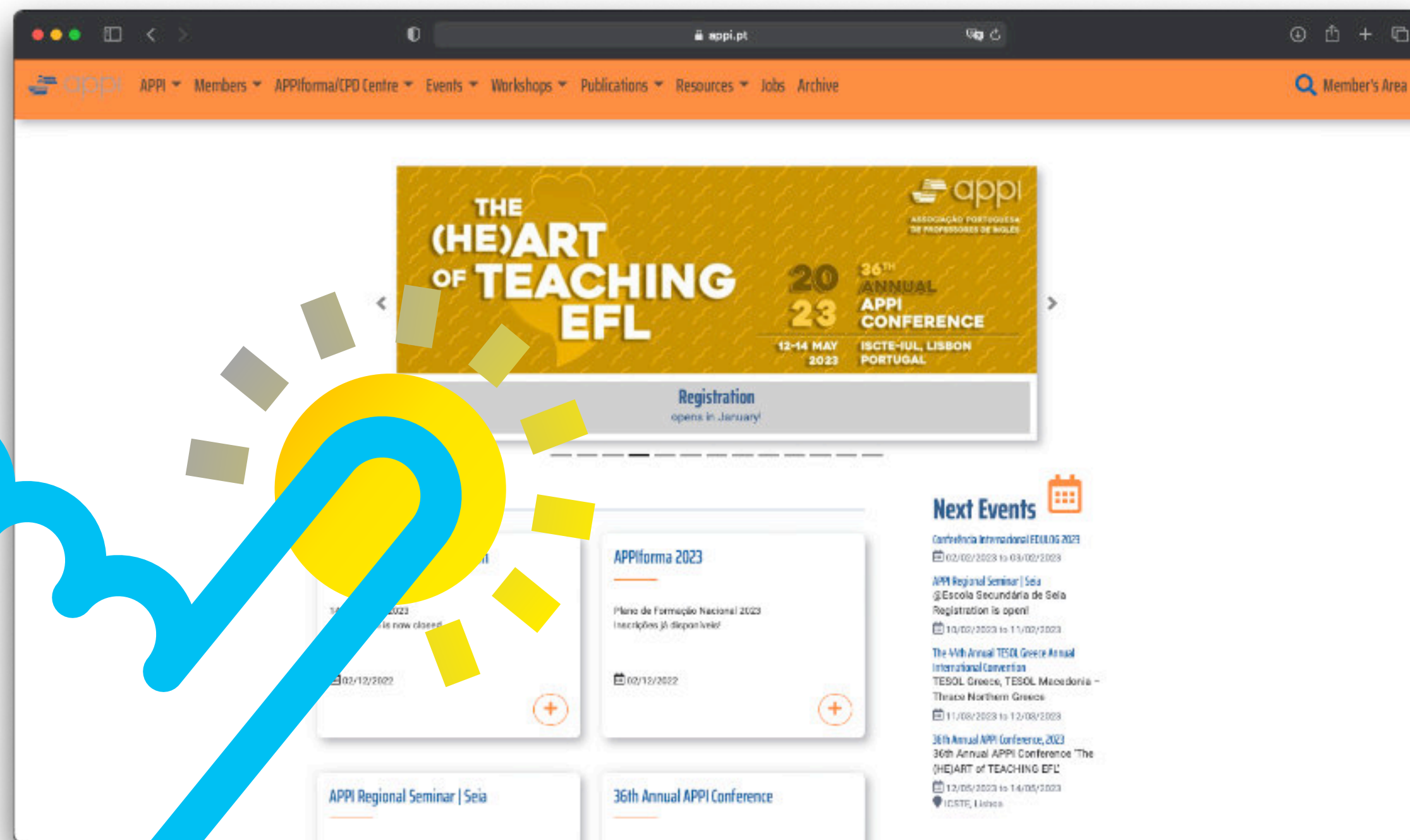
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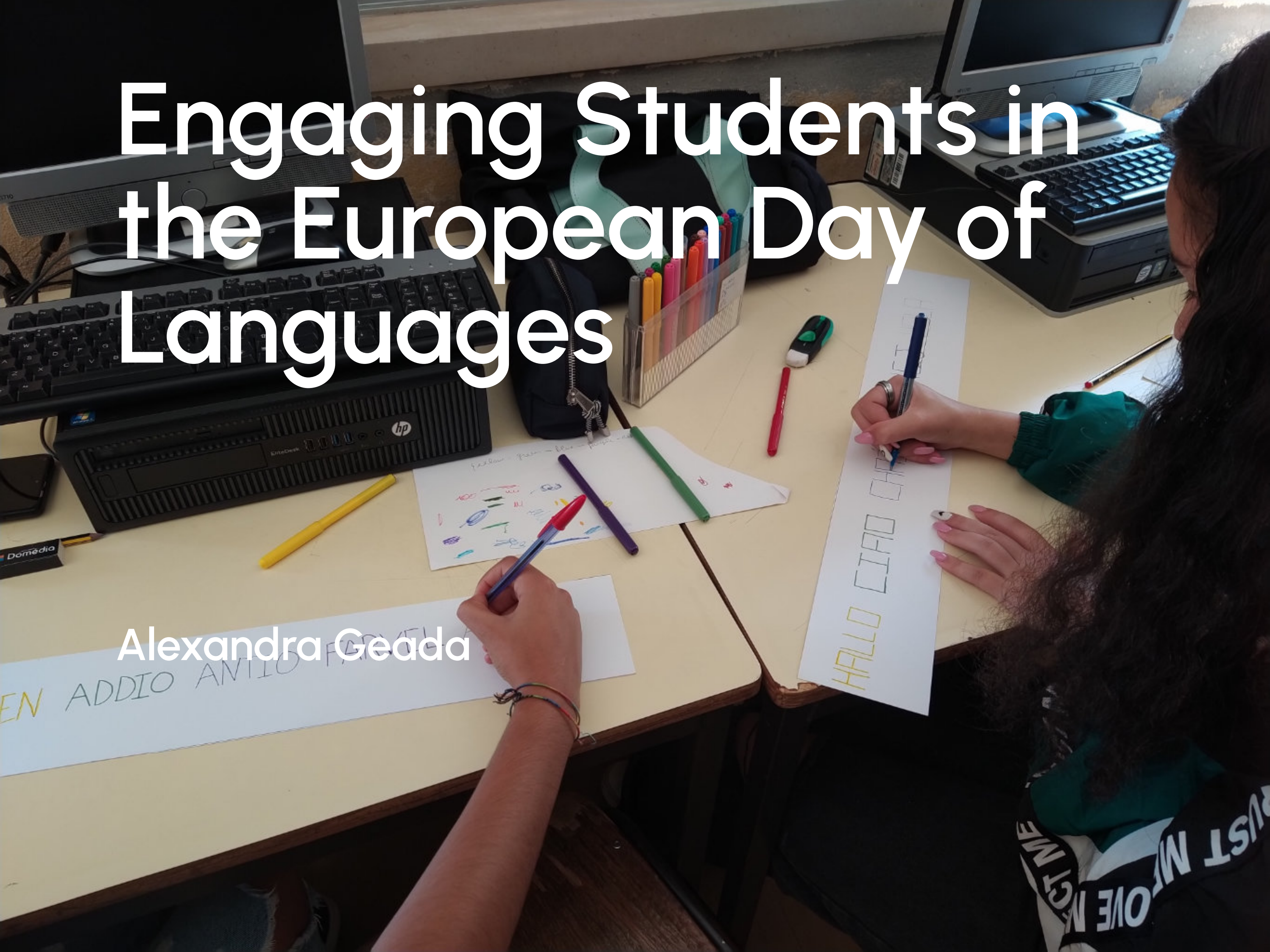
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Visit the APPI website





Engaging Students in the European Day of Languages

Alexandra Geada

EN ADDIO ANTIO FARVEL

HALLO CÍAO CHELO

Engaging Students in the European Day of Languages

The European Day of Languages — a DAC project including English, Geography, Citizenship, and the school subject “Letters Workshop”.

The celebration of the European Day of Languages on the 26th September was the first activity of the school-year. As it had not been prepared at the end of the previous school-year many teachers didn’t feel motivated to celebrate it once the date is on the first school fortnight and the beginning of a school-year involves a load of work for teachers. It was then that I thought students must have a central role in their learning, not the teachers. Thus, they were directly involved in all the steps of the activity celebration.

Warm-up

The number of European Union countries was elicited from the students, as well as the number of official languages spoken there. Then their guesses were compared to the information they found on the Internet. It was a surprise to find out that in the 27 E.U. countries 24 official languages are spoken! The students were far from predicting such a variety!

Taking Decisions

- The 9th-grade students that I teach at Escola Básica de Baltar had to choose the 4 words/expressions they would like to learn in a completely new European Union official language. This way, English, French and Portuguese, the languages taught at school, were excluded. They would like to know how to say:

Hello (student no.1); Thank You (student no.2); Good morning (student no.3) and goodbye (student no.4) in Swedish, Italian, Pole, German, Spanish and Romanian.

- They also took decisions about the group formation. To make 6 groups of 4 students 6 students were invited to come to the board (a SEN student, 2 new students in class, and 3 Brazilian new students in school) and each of them had to choose a classmate to work with and the classmate, another one until the group had 6 members. Is there a better way to guarantee inclusion and get new students to know each other in a class?

Then in a cooperative group dynamics each student in the group did research on how to write and pronounce the words/expressions chosen and the other group members had to check them out. The information was written in their notebooks.

Afterwards students had to choose a colour for each language and the languages sequence in the next activity:

Swedish (blue), Spanish (red), Romanian (yellow), Pole (Orange), Italian (Green), and German (purple).

Students with the same number joined together, this time in 4 groups of 6 students, a strategy called Number Heads Together, thus being students no. 1 — the Hello students — altogether, as well as students no. 2 — the Thank You students — and so on. This strategy allowed the same word to be written in the 6 different languages.

I totally recommend doing it in pencil before using the coloured

markers (one for each language) on the card stripes. It was then time to glue the coloured stripes on a cardboard and make a poster for the school hall. It was only complete with the speech bubbles with the words/expressions in Portuguese that students wanted to know how to say in the foreign languages, the flags of their countries, and the instruction of an interactive activity with the school community. It was: Find the European Union Languages that match the information in Portuguese in the speech bubbles. Your mobiles and the flags of their countries may help you to find out!!



9th A — the class that created the interactive task a group recording the video

The challenge: other classes doing 9th A interactive activities

The school community was also involved in the final part of the activity by making short videos on which students, teachers, and staff members could communicate in the foreign languages learnt. The activity report was written by the students for the Languages Department Newsletter and for a local newspaper as well.

This activity can be done with all the European languages and not only with the ones that belong to the EU.

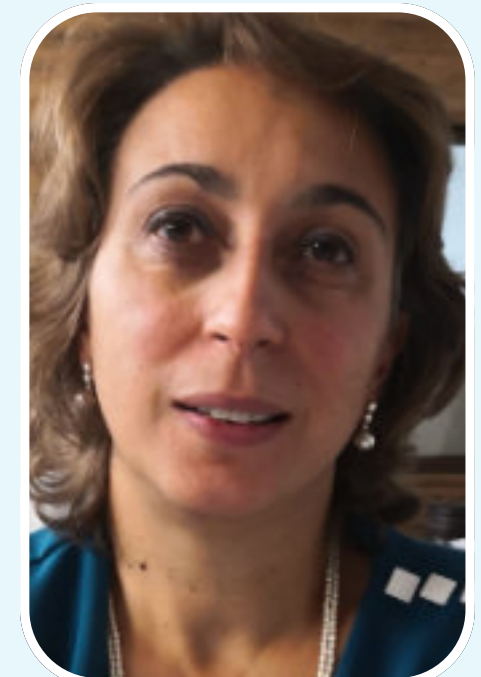
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TUESDAY
August
2

WEDNESDAY
August
3



A top-down view of a wooden desk with a spiral-bound notebook, a black pen, and a black coffee cup. A semi-transparent grey rounded rectangle is overlaid on the top half of the image, containing white text.

Writing activity
for homework?
Yes, please!

Luís Elói

The purpose of this article is to suggest a practical activity for homework in which the students use Padlet — a digital resource — to work on their linguistic competence, expand their cultural knowledge, interact with their classmates, and feel motivated to do written assignments.

The development of writing skills, the ability to use the foreign language to express information about the surrounding world, be it local or global, and the integration of technology in the learning process are the goals of the suggested homework activity.

"Written interaction concerns interactive communication through the medium of script or sign" (Council of Europe, 2020, p. 81). Considering that the suggested activity is online, although asynchronous, it falls in the sphere of online interaction that, following the same document (2020, p. 84), requires time to prepare a draft, includes interaction with one or more interlocutors, implies delivering content to be read that, in turn, entails generating replies. In essence, writing activities may require more time as, firstly, it is necessary to gather the necessary information and write an initial draft and, secondly, deliver the assignment.

As we will see further ahead in detail, the topic that is suggested for this writing activity is Anglophone cities. In this context, students interact online with each other by writing brief texts about a specific city, posting them on the class Padlet, and commenting each other's posts in a reflective way

(i.e., similarities/differences between their post and/or their cultural background and their colleagues' posts, other facts they know about the city mentioned in the colleagues' posts). The suggested homework involves using a foreign language to present and comment foreign cultures. Additionally, this activity contributes to work on the five dimensions of Byram's model for intercultural communicative competence, namely attitudes, which imply "Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (Byram, Chapter 5, Section 2, para. 7); knowledge, as it relates to "social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (ibid., para. 18); skills of interpreting and relating, that concern the "Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (ibid., para. 26); skills of discovery and interaction, that imply the "Ability to acquire new knowledge of a culture and cultural practices, and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (ibid., para. 29) and; ultimately, critical cultural awareness, that in turn, involves "An ability to evaluate, critically and on the basis of a systematic process of reasoning, values present in one's and the other cultures and countries" (ibid., para. 36).

Although in some circumstances the use of digital resources can simplify some tasks, they should also be regarded as one

among other complementary resources that contribute to diversify learning activities and engage students in their learning. In the context of the suggested activity, students are expected to develop writing skills, to become aware of other cultures, and to use that knowledge to express themselves reflectively. To what concerns the use of technology in general, according to Marczak (2014, p. 142), "the value of computerized activities is to a large extent determined by the quality of the ensuing intercultural analysis and reflection". Therefore, we can understand that the aim of a learning activity that uses digital resources is accomplished when the students can put into practice the knowledge that was worked on the assignment in subsequent follow-up activities.

Hereafter, a set of guidelines is presented. First, the instructions for the teacher to prepare the activity and then the instructions for the students to do the homework.

Guidelines for teachers:

Sign in to Padlet. If you are not registered yet, you can create a free account, format the layout, and turn the privacy settings to 'secret' mode so that only you and your students have access to it.

Write an example of assignment and next to it add a list of anglophone cities, one per student.

Share the guidelines with the students in the classroom and go through them together (see the students' guidelines).

Share the Padlet link with the students.

Comment the first two or three posts to exemplify the type of comment students are expected to write.

Correct the posts and/or the comments that require so.

Discuss the results of the activity in the class with the students as a follow-up activity (i.e., What was their experience like with this homework? What did they learn? Were they surprised by a specific aspect? If so, which one and why?)

Guidelines for students:

Open the Padlet link.

Choose an anglophone city according to the given list and following the principle first come first served; repetitions are not allowed.

Write a brief text (max. 200 words) about the chosen city following these topics: location, general description, what to see/do, a local event, and a curiosity. Do not forget to include your name as the author of the post.s

Comment a minimum of three posts in a reflective way and add your name too (i.e., similarities/differences between your post and/or your cultural background and your colleagues' posts, other facts you know about the city mentioned in your colleagues' posts).

Overall, this suggestion of homework articulates language and culture, promotes the development of awareness towards other cultures in a reflective way, and integrates technology as a means of diversifying resources and activities in the learning process.

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BIO

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ROAD SAFETY



Cristina Pereira & Natércia Oliveira

Road Safety — from teacher training course into the language classroom through the scope of TIFC (Trabalho de Integração e Flexibilização Curricular)

The suggested activities are an outcome of an assigned task related to the teacher course (*Capacitação Digital nível 3 — Tecnologias da informação e comunicação aplicadas a didáticas específicas TIFC**) we both got enrolled in. The main goal was through a lesson design, focusing on bringing into the classroom projects of disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary nature — in our case — the topic "Road Safety", trying to enhance the students' learning experience by considering and integrating different practices, activities, and tasks mingled with simple technologies in order to provide diverse learning experiences, resorting to either the English language or the students' very own mother tongue.

The designed activities embrace a wide range of grades depending on the teacher's choices.

The objectives we set our minds on when considering TIFC*-inclusive activities are:

- approaching the contents of the knowledge area based on situations and problems
- providing diverse learning experiences
- sharing flexible management integrative practices
- sharing methodologies associated with project-based learning

The road safety education objectives are:

- identifying, knowing, and adopting appropriate pedestrian walking and crossing behaviour
- identifying and adopting appropriate passenger behaviour
- identifying appropriate and inappropriate driver behaviour and adopting safe driver behaviour
- being able to explain the risks to oneself and others on the road when riding a bicycle
- knowing the different parts of your bike

The starting point is inviting students to discover things for themselves. All along a Prezi presentation (<https://prezi.com/view/Lv8oSsFisofMvOWoCI0I/>) we let the dynamics of the first set of activities flow.

Through the first slide, we guide the students into the topic, asking them what they can see on the slide, picture by picture, and what all the pictures might have in common.

On the 2nd slide, the students might be asked about the World Day of Remembrance for Road Traffic victims and depending on students' feedback, the teacher might add some information (The UN extended an invitation to Member States and the international community to designate the third Sunday in November each year as the World Day of Remembrance for Road Traffic Victims. On that day, various initiatives are undertaken to remember the many millions who have been killed

and seriously injured on the world's roads and to draw people's attention to this quandary (slide 3) in the hope of reducing road casualties. Still, on slide 2, students are invited to read two graphs related to the UK (pedal cyclist fatalities) and to Portugal (pedestrian, passenger, and driver victims or seriously injured) getting students to know facts about road casualties.

In 2018 the theme of the World Day of Remembrance for Road Traffic victims was "Roads have stories". Invite students to share known stories of road traffic victims. Mind guiding the focus on two keywords: behaviour and attitudes.

Subsequently, students are invited to view three videos (one at a time), asking them to identify and recognise appropriate and inappropriate behaviours and to adopt appropriate and safe behaviours as a driver, a passenger, and a pedestrian.

In the end, students do a task sheet on the videos, meant as consolidation work bearing in mind the discussion (vocabulary) on the videos and some structures in the English language (e.g. "He/she shouldn't/mustn't..."; "He/She should/must..."; "Don't ..."; etc.).

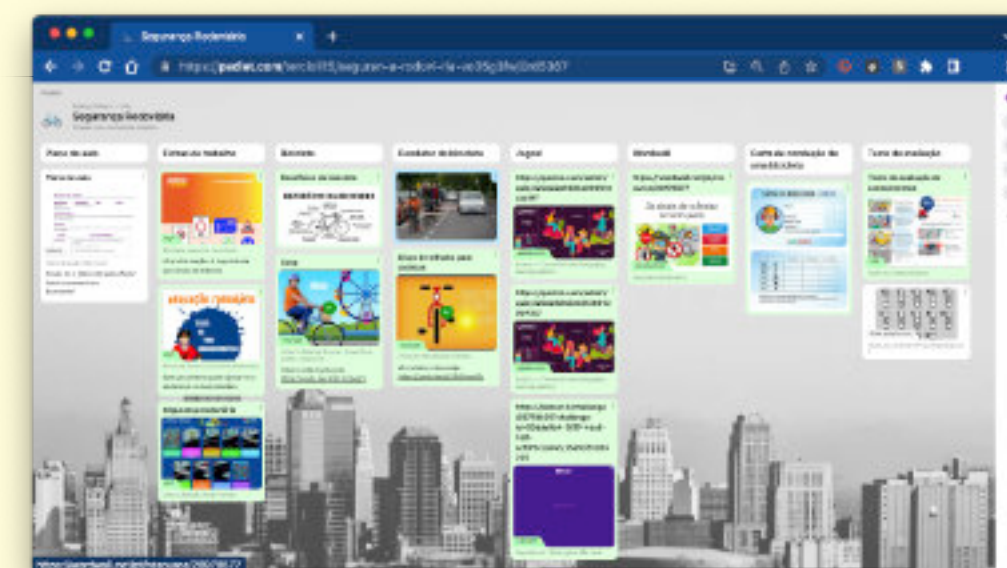
As a project assignment, groups can be made up and given the task to present their proposal of theme for the World Day of Remembrance for Road Traffic victims, through the creation of a poster (it would be an oral evaluation).

In the aftermath, and considering the scope of TIFC, we may consider the following set of activities in their mother tongue. Students are asked about their means of transport, how they go to school, how they behave on the roads, and how well they know their bikes.

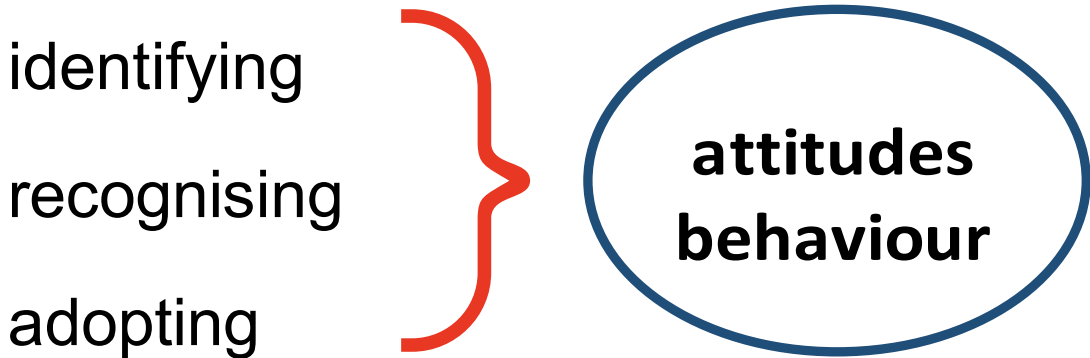
Depending on the way and the order the teacher addresses each subtopic, here is a set of activities that might be useful:

<https://padlet.com/tercioli15/vo35g3fwjOrd5367>

We sense that by integrating simple technologies into the classroom and working through the scope of TIFC helps, on the one hand, providing a more engaging learning environment and, on the other hand, they act as difference makers in students' growth within their learning environment.



World Day of Remembrance for Road Traffic Victims · WORKSHEET



Case 1 – Mobile phone



<https://www.youtube.com/watch?v=Oj5yF4jNmVg>

1. Identify the wrong attitudes and behaviour.	
2. Adopt the right attitudes and behaviour	

Case 2 – Fatigue



<https://www.youtube.com/watch?v=ipnJbSnmc24>

1. Identify the wrong attitudes and behaviour.	
2. Adopt the right attitudes and behaviour	

Case 3 – Speed + Crossing the road



https://www.youtube.com/watch?v=MSZ_so_4c7U

1. Identify the wrong attitudes and behaviour.	
2. Adopt the right attitudes and behaviour	

Webography

Videos

Case 1 — <https://www.youtube.com/watch?v=Oj5yF4jNmVg>

Case 2 — <https://www.youtube.com/watch?v=ipnJbSnmc24>

Case 3 — https://www.youtube.com/watch?v=MSZ_so_4c7U

RELATÓRIOS DE SINISTRALIDADE

<http://www.ansr.pt/Estatisticas/RelatoriosDeSinistralidade/Pages/default.aspx>

Reported road casualties in Great Britain —

<https://www.gov.uk/government/statistics/reported-road-casualties-great-britain-pedal-cyclist-factsheet-2020/reported-road-casualties-in-great-britain-pedal-cycle-factsheet-2020>

PRP · Prevenção Rodoviária Portuguesa

<https://vidanaestrada.prp.pt>

Prezi

<https://prezi.com/view/mw4fEHZi6UHMbVV4neHM>

Padlet

<https://padlet.com/tercioli15/vo35g3fwj0rd5367>

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— Educação Rodoviária. Prevenção Rodoviária Portuguesa

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Repurposing the grammar hammer

Nicolas Hurst, Catarina Gonçalves
and Leonardo Vares

Introduction

Do English teachers think that students are able to use their existing grammatical knowledge to communicate their own meanings for their own purposes by the time they move into secondary level education?

To address this question, take "able" as actually having the ability to, rather than just possessing some knowledge. This is a key distinction because one's overall communicative competence is more than just a systemic knowledge of grammar. To communicate effectively, students must learn to apply this knowledge in appropriate contexts, which should be personally meaningful to them (Richards & Reppen, 2014). This is crucial in secondary education because it's the time when students are growing towards adulthood, so their language learning experience should help them understand the social nuances of communication.

Towards a principled approach

In order to 'do' grammar differently at secondary level, we take some guiding principles from Nunan (2003). First, teachers should employ not only deductive but also inductive methods of teaching grammar, i.e., not only presenting then practising grammatical structures, but also just presenting language input and having students try and discover rules or patterns by themselves. An advantage of the inductive method is that it calls for greater mental effort and more active participation, which can lead to more effective learning: "inductive techniques appear to result in learners retaining more of the language in the long term" (Nunan, 2003, p. 158).

Second, teachers should select, adapt and design materials (e.g., images, texts, videos) in a way that is appealing to their students, in view of their needs and interests. Third, all materials and exercises should be integrated

in meaningful, communicative contexts; otherwise, students may learn, for instance, to transform a sentence from active to passive voice, without understanding when each is most appropriate. Fourth, there should be a focus on procedural knowledge over declarative knowledge (see Son, T.V. 2022), i.e., on applying language in communication rather than just knowing 'rules': "students must explore the meaning making function of grammar and find out how the various notions, relationships and shifts of focus are 'grammared' in English" (Bourke, 2005, p. 91).

In short, young adult learners (YALs) must learn to use the language rather than just manipulate isolated structures in exercises such as 'sentence transformations', or worse, just filling in the blanks. As Thornbury states "Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals and knowing how to do this in a socially appropriate way" (2001, p. 18).

Tradition isn't what it used to be

Teachers and ELT coursebooks in Portugal have persisted in using the Presentation-Practice-Production framework (P-P-P) for teaching new language items. This article takes a stand against this 'tradition', especially at the secondary level, in view of a series of problems.

First, P-P-P is teacher-centred, i.e., it focuses on teaching rather than on learning. This means that there is little consideration of the learners' previous knowledge and current needs or of different types of learning. Second, the P-P-P model is synthetically structured in accordance with outdated structuralist principles, focusing predominantly on form over meaning, and is thus prescriptive and inflexible (Willis, 1994; Scrivener, 1996). Thus, P-P-P assumes a linear progression to learning, which does

not reflect the way that languages are learned, since in reality this process is emergent and recursive. Third, P-P-P isolates language items into 'bitesize' units, which does not make the most sense at secondary level education since by then YALs will have already been 'taught' this way for years. What they need instead are new, varied and challenging learning experiences.

As for the structure of P-P-P, the Presentation stage (P1) often takes up too much time, overplaying terminology and non-authentic examples, and the Practice stage (P2) often becomes the 'main course' of the lesson, making use of the exercises provided by the coursebook, which tend to be dubious, highly artificial and overly focused on accuracy. Both of these stages therefore reduce learner attention and motivation, which in turn hinders engagement and deep learning. Many students may switch off right at P1 because of the high teacher talking time (TTT), or at P2 because of its repetitive and predictable nature (e.g., multiple gap-fill exercises). Even when P1 and P2 go well, there is often not enough time left for the Production stage (P3), which is especially problematic because the main focus of the lesson should exactly be on production.

For these reasons, P-P-P is far from being in line with 21st-century conceptions of ELT, especially when applied incorrectly or when lessons do not go as planned. Moreover, even if all goes well, the heart of the matter is that P-P-P neither reflects the nature of language nor the nature of learning.

A less-travelled path

In Portugal, there are no official curricular requirements for teaching specific grammar items in English at the secondary level. There is no official 'grammar syllabus', only what coursebooks somehow carried over from previous arcane programmes dating from the early years of this century.

So, if teachers choose to abandon P-P-P at the secondary level, now in 2022, where does that take them? Let's take insights gained from a more task-based teaching/learning approach (see Jackson, 2022). So, we could make use of tasks that:

Correspond to the interests and real-world language needs of YALs, allowing them to make choices about content and outcomes.

Focus on integrating content and language, harnessing 'comprehensible input' combined with constructive feedback, producing enhanced output.

Focus on attaining fluency while considering specific features of English that prove challenging for Portuguese-speaking YALs.

Vary between 'information gap', 'problem solving', 'decision making', 'opinion exchange', and 'jigsaw activities', all of which encourage increased interaction and convergence with specified outcomes.

Require an 'above-sentence-level perspective', such as jumbled sentences that only make sense as a paragraph, or even jumbled paragraphs so that YALs focus on the relationships between grammar and meaning at discourse level.

Are designed primarily for speaking or writing, emerging from different contexts and text types, enabling the teacher to identify learner-generated areas of grammatical difficulty or doubt.

Promote active learner participation in social processes associated with real language use (e.g., turn-taking, reformulating, repair strategies), fostering pragmatic knowledge.

Align with 'critical language pedagogy' so that YALs can create their own meanings in discussing, e.g., the construction of identity, social justice, multiculturalism, global equality and solidarity, oppression and freedom, social media and consumerism, etc.

Conclusions

In secondary-level ELT classrooms, teachers should employ techniques and materials to teach grammatical content in a way so as to integrate it with the 21st-century skills of communication, collaboration, critical thinking, and creativity (see Hurst et al, 2018). This is also explicit in the *Aprendizagens Essenciais*, which again do not specify which grammar items should be 'taught'.

The teaching of grammar for our YALs should focus on how, by combining their existing grammatical knowledge with that of other language elements (e.g., vocabulary, discourse features), they can produce personally meaningful spoken and written texts of different types. This implies a much more communicative approach that uses the learner as a resource and does not involve any explicit grammar presentations. YALs should be challenged to do much more than just manipulate isolated structures in non-communicative, so-called 'practice' exercises.

Perhaps the first step in discarding the 'grammar hammer' is to monitor the students' production and, as Richard and Reppen (2014) suggest, build up a database of difficulties that persist into the secondary cycle. This way, teachers can help students with what they need instead of imposing on them a redundant, outdated framework. Let's do some useful 'filling in the gaps' with our YALs: filling in the gaps in their existing competences, not 'teaching' them arbitrary grammar because the coursebook 'tells us' to.

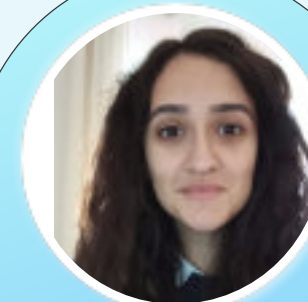
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Scaffolding: deconstructing what it is and isn't

TEACH

Andrew Sampson

The word “scaffolding” can be heard and read a great deal in our profession — so much so that it is easy to lose sight of what it actually means. In this article, Andy Sampson takes another look at scaffolding in ELT — what it is, what it isn’t and how it can help learners.

Within the ELT profession, the term “scaffolding” can be read and heard a great deal: in methodology books, in teachers’ guides, on teacher training courses, at conferences, and in feedback from mentors to teachers... at times, it feels as if the word “scaffolding” has all but replaced the word “support” in teachers’ day-to-day parlance. But are scaffolding and support one and the same thing? The aim of this article is to take a closer look at the term “scaffolding”, its origins and uses, and attempt to construct a working definition of what scaffolding is — and what it isn’t. To that end, it is probably most helpful if we first begin with what scaffolding isn’t.

Scaffolding is not just any kind of support

The words “scaffolding” and “support” often seem to be used interchangeably. Scaffolding is, of course, a kind of support, provided to learners in order to help them achieve what they might not be able to achieve alone. But two key characteristics differentiate scaffolding from support in more general terms: contingency, and fading (van de Pol, Volman & Beishuizen 2010). Firstly, scaffolding is contingent on the teacher’s ongoing assessment of the learner’s current level — the teacher continuously assesses what the learner is able to do at any given time, and only provides enough support in order to help the learner achieve what he or she could not achieve alone. Secondly, scaffolding should fade over time as it is gradually withdrawn by the teacher, with responsibility for task completion moving from the teacher to the learner until the learner can complete the task unassisted.

Scaffolding is not a Vygotskian term

A common misconception is that the term “scaffolding” was coined by psychologist Lev Vygotsky as he developed his Sociocultural Theory (SCT) of language development. The term “scaffolding” was in fact first used by Wood, Bruner & Ross (1976) to refer to finely-tuned support provided by teachers to learners in order to aid learners’ development from their current to potential level. That development takes place within what Vygotsky (1978: 86) termed the Zone of Proximal Development (ZPD), the “distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers”. So, while the ZPD is a Vygotskian term, scaffolding is not (although the two concepts are, of course, closely related).

Scaffolding comes in different types

A distinction can be drawn between scaffolding that is cooperative (Bickhard 2005) — also referred to by Holton and Clarke (2006) as heuristic scaffolding — where the expert models or simplifies a task to help the novice complete it, and scaffolding that is informational (Bickhard 2005) — referred to by Holton and Clarke (2006) as conceptual scaffolding — where the expert imparts new information.

Scaffolding is not just provided by teachers

While scaffolding has traditionally referred to support provided by teachers since the mid-1990s the concept has been extended beyond teacher-learner interaction to interaction between learners in pairs or groups. Since language learners have different levels of expertise in different areas of language and language skills, peers can provide scaffolding (Storch 2005). A number of classroom studies have provided to mediate each other’s development within the ZPD (Donato 1994; Ohta 2001); insights into how peer scaffolding can occur. Donato (1994), for example,

observed a small group of university French learners preparing a presentation, and identified instances of peer-scaffolding that included collectively managing aspects of linguistic problems, identifying discrepancies between the language produced and what learners perceived to be the ideal solution, and reducing frustration by drawing on the group's collective resources. Similarly, Ohta (2001) identified peer scaffolding in Japanese university learners as they collaboratively resolved language issues during a task. When we see stronger learners helping less able learners by prompting them to start speaking, finishing their utterances when they struggle, or taking the initiative in more complex tasks, these may be considered examples of peer scaffolding.

A more recent development is the idea of self-scaffolding (Knouzi et al 2009), where the learner supports him- or herself in order to complete a cognitively complex task. While a learner clearly cannot impart to him or herself knowledge that he or she does not know — that is, he or she cannot provide informational scaffolding — a learner can still self-scaffold by breaking down a task into smaller, manageable parts, beginning with simpler problems before moving onto more challenging problems, or drawing on knowledge of analogous contexts in order to figure out solutions to the problem at hand.

Conclusion

To sum up, while scaffolding can be considered to come under the umbrella of support provided to language learners, it is a very specific type of support: it enables learners to achieve within the ZPD what they cannot do unaided; it is contingent on the learners' current needs as perceived by the teacher or more capable peer, or even by him- or herself; and it fades with time as learners become more autonomous. Furthermore, it does not necessarily require a teacher, with more capable peers able to scaffold less capable learners, and individual learners able to

scaffold themselves when faced with cognitively complex tasks. If we can encourage our learners to peer- and self-scaffold in the ways described here, then we can help them become more autonomous in their future learning.

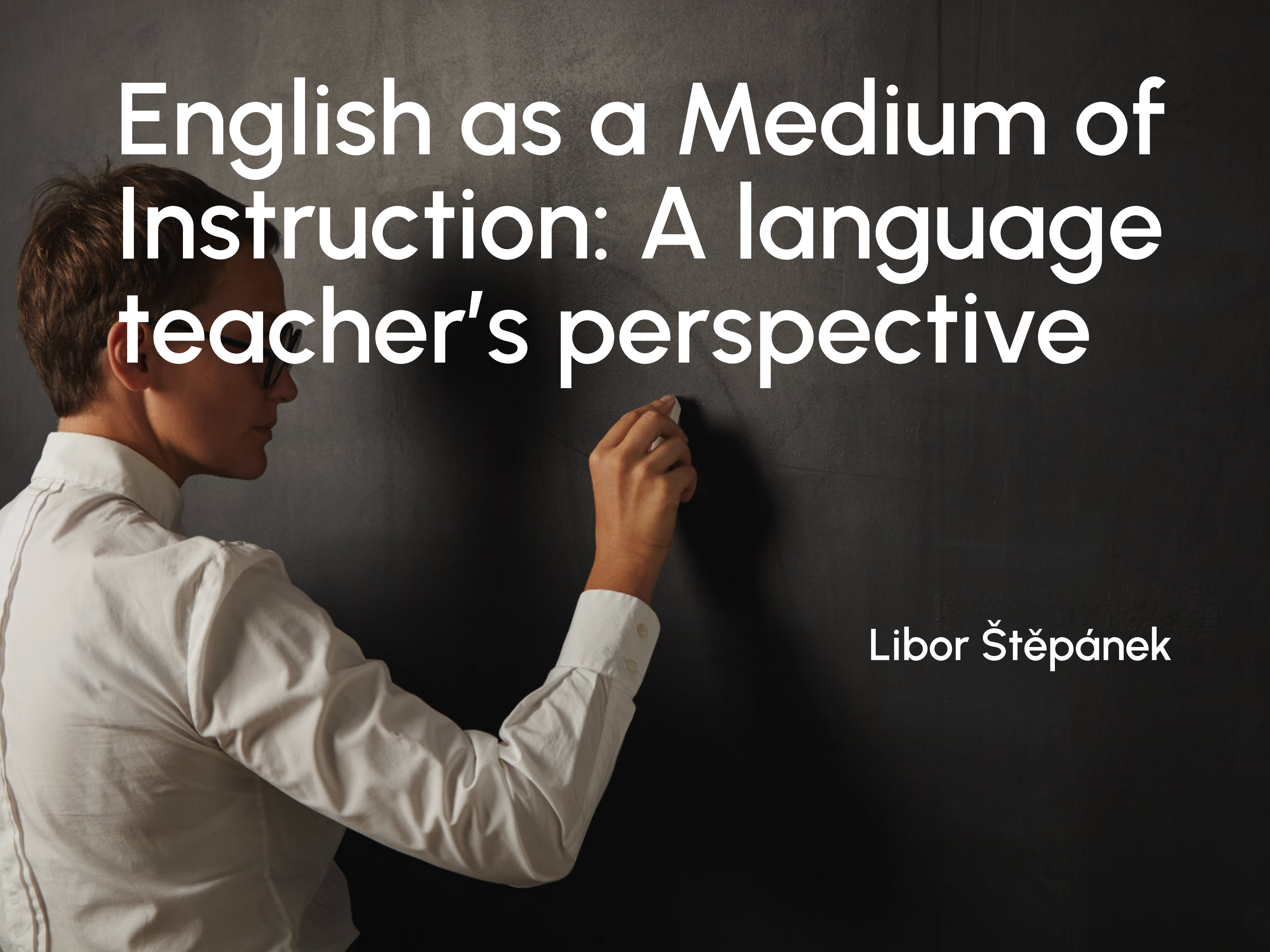
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English as a Medium of Instruction: A language teacher's perspective

Libor Štěpánek

Language teachers have recently been expected to expand their support to areas only partially related to language teaching, such as English as a Medium of Instruction (EMI). This text defines the term, addresses some roles language teachers can play in EMI support and discusses its challenges.

Introduction

English as a Medium of Instruction (EMI) has been a fast-growing world-wide educational phenomenon in recent years. Language teachers are sometimes expected to offer EMI support, despite the fact that such support is based on a combination of some linguistic and a great number of extra-linguistic competencies. This text presents the combination of competencies language teachers should be aware of when offering EMI support, addresses language teachers' roles in EMI and discusses challenges they often face.

EMI Definition

Defining EMI is no easy task. For example, the abbreviation may stand for "English Medium Instruction", "English as a Medium of Instruction" or "English Mediated Instruction". Similarly, a number of definitions of EMI vary considerably. Some definitions prefer details and define EMI as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English..." (Macaro, 2018), some adopt a more general approach, and place EMI in "educational contexts in which English is a dominant language" (Baker and Hüttner, 2016), and others choose only one aspect and define EMI as educational situations "where there are no explicit language learning aims and the focus is solely on teaching the subject content" (Blue, 2018). For the purposes of this text, we can view EMI as "the use of English language for the purposes of teaching subjects to mostly non-native speakers in non-English speaking countries".

It is essential to realise that EMI focuses fully on the content of a subject taught. In this, it differs from, for example EFL, which focuses on language only, or CLIL, which focuses on both, language and content. EMI can also be characterised by the diversity of its environments. It is applied in institutions from non-English speaking countries where all teaching, administration and support services are performed in English, to multilingual settings where English is equal to other languages in all possible situations, or to environments where English occurs in teaching and administration only sporadically. It is equally vital to note that EMI practitioners differ from language teachers considerably. They are typically experts in their fields who teach international groups of students through the medium of English, have little or no intention to teach English itself and "refuse to inhabit an English-language teacher identity" (Moncada-Comas, Block, 2021). Moreover, they consider language "just a tool", never the goal.

Areas of potential EMI support

Language teachers may offer EMI support, apart from the language-focused one, in the areas in which their expertise reaches out to the non-linguistic ones, such as general teaching competencies and intercultural communication. Let's take a look at some examples of the ways language teachers can support EMI in the areas of teaching, intercultural skills and language itself.

1) Teaching Support

Teaching methods and strategies differ subject to subject. Language classes often use reflective techniques. They may not be common in other fields. Therefore, reflections, based, for example, on general questions, such as "Why do I teach?" or "What type of teacher am I?", or more EMI-focused ones, such as "What teaching strategies and methods do I use in EMI classes?" can be a form of support EMI teachers will appreciate and learn from.

2) Intercultural Support

EMI setting is always intercultural. The learners bring to EMI classes varied cultures, types of knowledge and learning histories with them, which is rather typical for language classes. Language teachers, therefore, may share practical implications of intercultural communication on class dynamics or learning processes and show how seemingly familiar words, idioms, and concepts may change their meaning in diverse contexts. For example, European teachers may be surprised when a Korean student being asked "How old are you?" responds with an interculturally logical counter question "Do you mean Korean or international age?". In this way, EMI teachers could become more tolerant to, or aware of at least, unexpected reactions from their students caused by intercultural misunderstandings.

3) Language Support

English language is, logically, our strongest area of support. First, our help may focus on general language issues, such as styles, genres and discourses. We can clarify that, for example, conversational style deserves usually little attention, unless serious misunderstandings take place, while formal, structured styles deserve more attention because teachers need effective instruction giving skills and clear signposting to frame the organisation of their lessons, while students need it for basic orientation in new concepts and ideas.

Second, we can focus on more detailed language characteristics, such as accuracy and explicitness. Accuracy, the right choice of words in given contexts, is related to the content of teaching. Expressions, such as "clarify" and "explain", or "suggest" and "prove" may seem similar in certain general use contexts. However, they express vital differences when used in the context of specific fields. Accuracy can be added by explicitness, which helps prevent potential intercultural misunderstandings. EMI teachers re-explain, paraphrase and clarify frequently in order to make sure students from different cultures and backgrounds with diverse levels of English truly understand what is being taught. Local habits, communication patterns and expected behaviours should be explained in detail, e.g., "The deadline is on 6th May. This means your work has to be submitted no later than 6th May. It will not be accepted later."

Finally, we can focus on the idea of English as lingua franca. Being a practical tool of global communication that prefers no variant of English, it offers some space for extra confidence even to those who have no interest in language issues of EMI. Lingua franca has surprising consequences, such as instructions for native speakers at international events "to adjust their language to the global audience" or a certain extent of irrelevance of accents. EMI teachers do not have to aim at a native-like British, American or other specific accent. If their message is understood, they can keep their non-native accents without losing their status of an expert. EMI teachers tend to appreciate such re-assurances.

Conclusion

EMI brings language and field-specific teachers together. Despite the fact that the main goal of EMI is not English itself, language teachers can support their EMI colleagues effectively, especially, if the linguistic and extra-linguistic areas, such as teaching competencies or intercultural awareness, of support are maintained in the right balance.

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RELAX

have a CUPPA!



A photograph of a school hallway with rows of red lockers on both sides. The hallway leads to a large window at the far end, which looks out onto a green landscape. The floor is made of large, light-colored tiles. The text "Equity, Equality and Educational Leadership from an American Perspective" is overlaid in white on a dark, semi-transparent rectangular background in the upper half of the image.

Equity, Equality and Educational Leadership from an American Perspective

Carlos Lindade

In my previous contributions, I have covered a range of digital outlets in hopes of inspiring readers to engage students in agency and ultimately provide new and exciting learning scenarios. Given my recent experience as a US Department of State international scholar at California State University, Chico, this article will depart from the previous topics and consider some of the lessons learned in California and focus on what was shared regarding Educational Leadership by considering issues of equality and equity.

Equity, Equality and Educational Leadership from an American Perspective

"Leadership and learning are indispensable to each other."
— John F. Kennedy, former President of the USA

Introduction

By the end of the 2021-2022 school year, I was honoured to participate in the prestigious U.S. Department of State, Study of the U.S. Institutes (SUSI) for Secondary Educators programme in the United States. The programme provided direct classroom discussions with American academics, educators, and leaders, as well as interesting insights from the fellow participants, who represented 19 other countries from every corner of the globe. The networking opportunities, the site visits, and cultural activities were eye-opening and life changing. Not only did I acknowledge the differences of the Californian school system, but I also realised that a lot of the struggles we face in the Portuguese public school system: the shortage of qualified teachers, the unequal access to up-to-date educational resources, slow or questionable internet connections... are common issues among both countries. One of my visits took me to Las Plumas High School and allowed the group to meet and talk with its principal, Dr. Lamar Collins, who spoke passionately about issues of equity, equality and the importance of educational leadership. The following sections will try to capture the essence of our discussions.



Dr. Lamar Collins during his tour of Las Plumas High School



Las Plumas High School website

Equality, Equity... and Reality!

Equality and Equity in Education are consistent topics of teacher training sessions, conference presentations and even social media posts. When discussing such themes, we are often confronted with the following depiction:

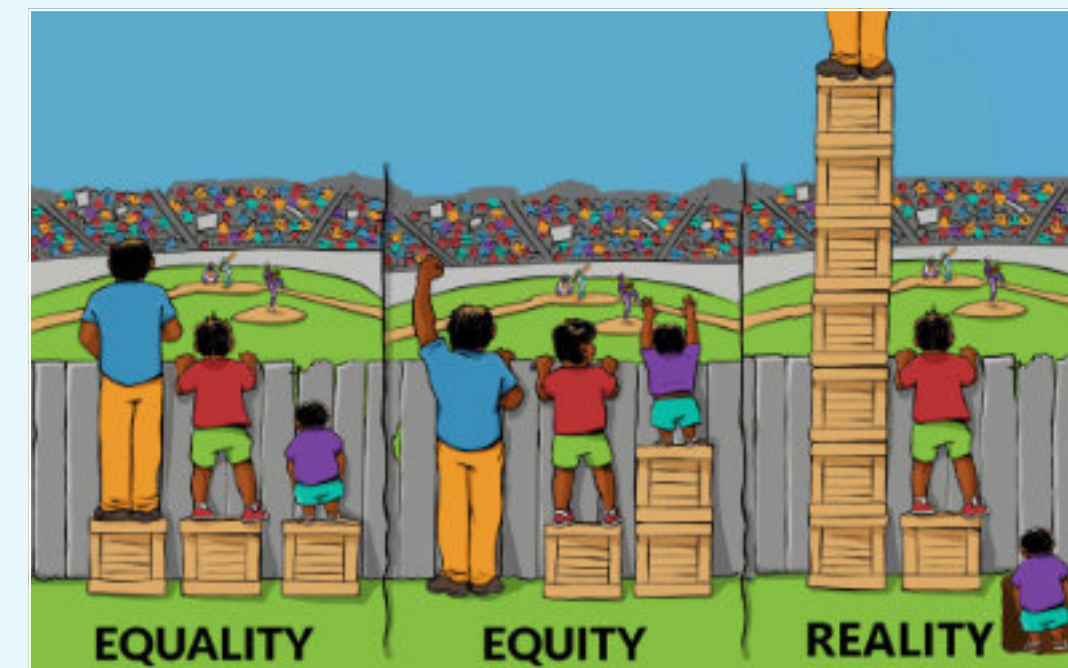


Image credit:

<https://medium.com/collective-power/equity-or-equality-why-it-matters-f0593f5d47c>

In the first part, we observe that many people have pushed for equality. Equality means everyone gets the same thing and is treated the same way. In theory, that sounds appropriate. However, in our current reality, it misses the mark. The second part shares equity which is something that the EFL teacher should always strive for (think about the implications of *Decreto-Lei 54/2018* in our schools when it comes to sustaining meaningful learning and promoting inclusion). Some students need more and others need less, but from experience, I know it is no easy task when teaching large groups and multiple levels. The third part attempts to reflect reality. Some students are born with everything they need, some are born with just enough, and some are born so far behind that if we do not help them, they will never catch up.

Having worked in the Portuguese public school system for many years now has made me aware that a small group of teachers find the concept of equity

troublesome because it is perceived as more work for the educator. In fact, common-sense notions have been shared over the years promoting the idea we should give all students the same thing. However, it is extremely important to acknowledge that we do not need to give everyone the same thing... we need to provide opportunities rooted in equity to ultimately provide the same opportunities! On this note, Dr. Collins shared this analogy: if a student is having trouble reading, we give them glasses. If a student is having trouble hearing, we give them a hearing aid. Not all students need glasses and not all students need hearing aids. It is paramount to understand that a one-size-fits-all approach to teaching is unrealistic. Each teaching context, each group and each EFL learner is unique.

The goal in this context is to help learners climb the ladder of Bloom's taxonomy (check the revised version below). By supporting students in developing the ability to operate higher order thinking skills (henceforth HOTS), we are striving to get our pupils to create, to evaluate and to analyse. In the long run, simply remembering and understanding does not prepare a student for a very unpredictable 21st century workplace. By helping students to develop HOTS, we are hopefully preparing them for jobs that do not even exist, yet.

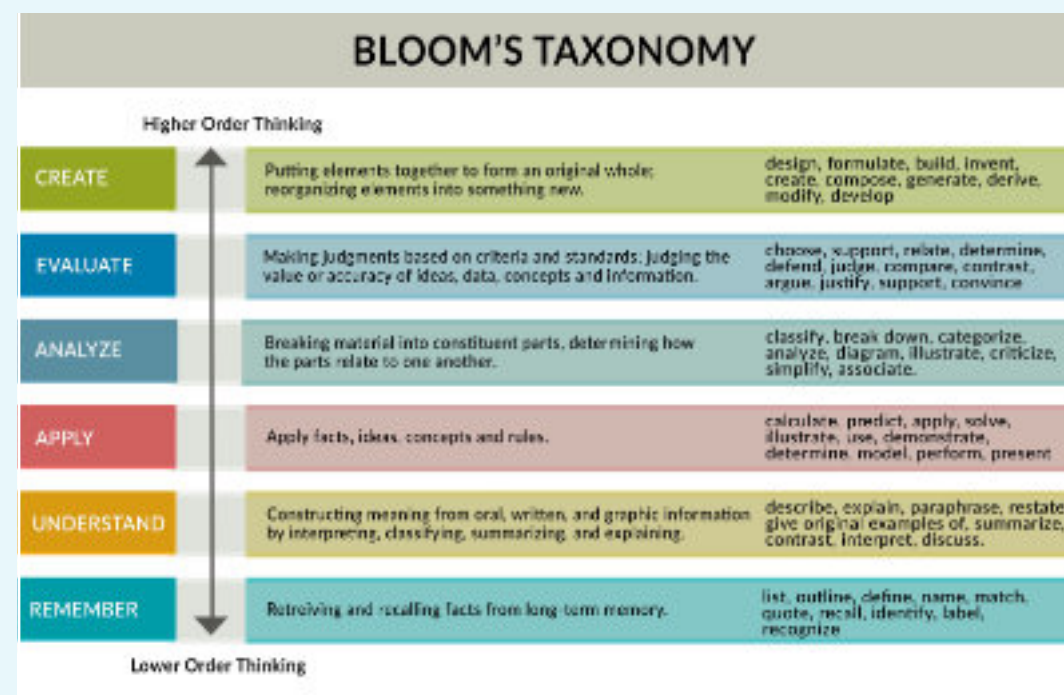


Image credit:

<https://sites.google.com/site/cepseveryoneengaged/bloom-s-taxonomy>

Leadership

During our visit to Las Plumas High School, Dr. Collins shared 3 quotes on leadership by noted leaders:

Peter Drucker: "The only definition of a leader is someone who has followers."

Bill Gates: "As we look ahead into the next century, leaders will be those who empower others."

John Maxwell: "Leadership is influence — nothing more, nothing less."

However, he shared that his favourite quote on this topic was by Colin Powell (who was a four-star general chairman of the Joint Chiefs of Staff, National Security advisor and Secretary of State). Powell said: "**Leadership is all about people.** It is

not about organizations. It is not about plans. It is not about strategies. It is all about people—motivating people to get the job done. **You have to be people centred.**" Dr. Collin's take on leadership is all about knowing his staff, knowing very well the learners that attend Las Plumas and creating the right environment. He argues that if we put a seed in the proper environment and give it the proper resources and nutrition, that seed will grow. As educational leaders and role models for our learners, it is our duty to create the proper learning environment conducive to student growth and development. Ultimately, providing support results. Therefore, Las Plumas provides the necessary resources for students who want to go on to College or University and complete some form of higher education while also offering alternative education with proper facilities for welding or mechanics for those students who want to start working as soon as they graduate. These alternative workshops are not funded by the Federal or State Government. The school heavily depends on the donations of the community and local partners, which speaks volumes for the work done in this High School.

In Las Plumas, and in many American schools, leadership is not a position, it's a mentality. As a reader, you may be thinking 'I'm not the head of the foreign language department; I'm not working directly with the principle; I'm just a teacher, I have very little power.' But that is the wrong mentality. You may not have the title of leader but if you influence your students, you are a leader. That is why Dr. Collins prefers teams of leaders vs teams of followers. The efforts of a team of leaders pooled together yields multiplicative results.

Do start moving towards this mentality, Dr. Collins ran an activity with the group, something you can try too. He gave us 10 minutes to write down our guiding principles as educators (he asked us to write 3 or 4). These guiding principles refer to what someone can expect from you every day. He told us this was important because if we are given a new position within our school, or eventually go to a new organization, it is easier to lead because we can share our principles and let the other staff members and students know what they can expect from you. These are the things you can be held accountable for professionally since our principles are deeply rooted professional commitments.

Finally, Dr. Collins challenged us to think further about leadership and consider the type of leader we would like to be. He shared 5 levels of leadership based on John Maxwell's work:



Image credit:

<https://medium.com/leadership-advantedge/raise-your-level-of-influence-63774d015cbd>

Unfortunately, after he presented the pyramid, we had run out of time and had to continue our trip and meet another educator (but we were all craving to listen to more on educational leadership). If you scan the following QR code, you can read more about this pyramid:

5 levels of leadership by John Maxwell



Final thoughts

By returning to the previously presented depiction on Equality, Equity and Reality, what we should truly strive for is... Liberation! This is the ultimate goal:

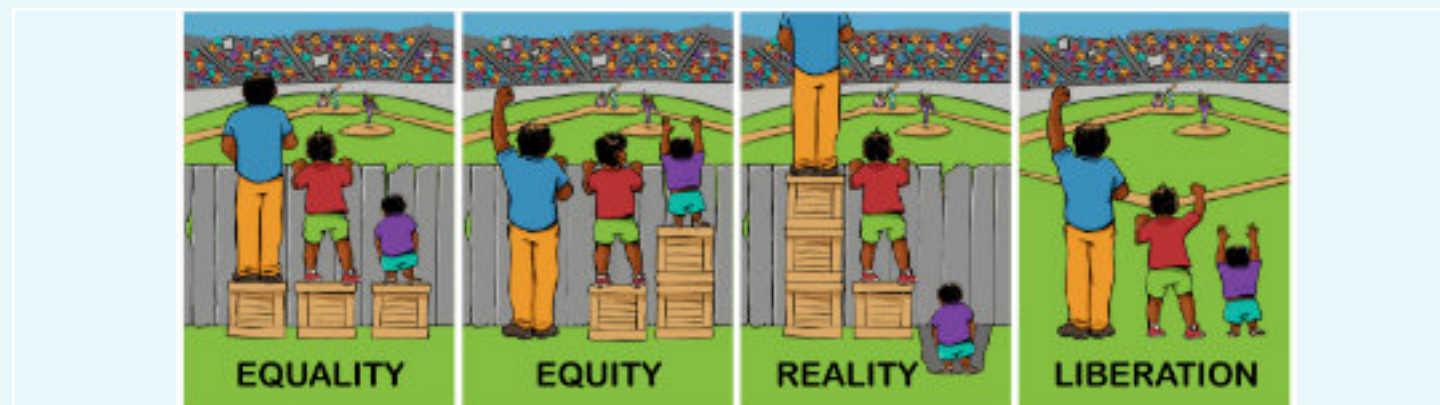


Image credit:

<https://medium.com/collective-power/equity-or-equality-why-it-matters-f0593f5d47c>

As Educators, we should always try to equip students with what they need to succeed and eliminate barriers that prevent them from accepting the resources they need to succeed. Perhaps we do not need to work more, but we need to work better!

While the (SUSI) for Secondary Educators program allowed me to connect to authentic experiences in U.S. culture and society and specifically learn more about US history and the American way of life (at least the Californian way), it also inspired me to be a better educator, a better teacher trainer and above all, a better global citizen.

Nevertheless, many months after this experience, I am still struggling to fully answer this question: what equity-based reforms do we need in Portugal to give better access to all students? Maybe we can think about this together on Padlet:



https://padlet.com/carlos_lindade/cfvvgg60kxhnw21pm

If you would like to read more about these endeavours in California, feel free to reach out and I will happily share more about this experience. These are some photos I took during my visit to Las Plumas High School.



One of the main hallways of Las Plumas High School



Outside the main building of
Las Plumas High School



Custom Plumas High logo made by
a student in the welding facilities



Classroom dedicated to
automobile restoration.

References

Equity or Equality? Why It Matters

<https://medium.com/collective-power/equity-or-equality-why-it-matters-f0593f5d47c> (accessed February 6th, 2023).

The 5 Levels of Leadership

<https://www.johnmaxwell.com/blog/the-5-levels-of-leadership/> (accessed February 6th, 2023).

Bloom's Taxonomy

<https://sites.google.com/site/cepseveryoneengaged/bloom-s-taxonomy> (accessed February 6th, 2023)



Group Photo with Dr. Lamar Collins

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).



Σὶ σπὶ γὰρ
ἡρεσεν δὲ
ἰταρὶ γὰρ
καὶ ἡρεσεν

iRobot ... fake teacher?

// chatGPT

Neil Mason & a robot



In November 2022, chatGPT was introduced to the world. In just a very short time it has generated debate, concern and excitement both in education and business. It is possible that your students are already using this software, you will need to catch up — quickly!

If you are interested in learning more — there are already hundreds of videos on youtube.

Check out this video:

GPT and ELT: Productive, Disruptive, or Destructive?

<https://youtu.be/qMTC2aTRYGg>

The integration of artificial intelligence (AI) tools, such as ChatGPT, in the field of education has raised a number of ethical and pedagogical concerns. One of the primary concerns is the potential for students to cheat on writing assignments by utilising these tools. This not only undermines the integrity of the assignment, but also fails to provide students with the opportunity to develop their own writing skills.

The use of AI tools for writing assignments raises questions about the authenticity of student work and the ability of these tools to provide students with the same level of critical thinking and analysis that is required for traditional writing assignments. While AI tools can generate text based on a given prompt, they may not be able to provide the same level of depth and insight originality as a student who has put their own thoughts and ideas into the assignment.

However, it is not all negative. AI tools like ChatGPT can be useful for students who are struggling with writing assignments, providing them with a starting point and helping them organise their thoughts.

Additionally, these tools can also help students with grammar and vocabulary, which can be especially beneficial for students who are non-native speakers of the language. Teachers can integrate these tools and help students develop strategies for good usage rather than the lazy approach of copy & paste of automatically generated ideas.

In order to mitigate these concerns, it is suggested that students practise writing in real-time in class under the supervision of a teacher. This will provide them with the opportunity to develop their writing skills in a controlled environment. Additionally, teachers can also use plagiarism detection software to detect any instances of “cheating”.

Good use of AI is a real skill that our students will need to learn to use. There may be significant concerns, but it is wise to dig deeper and learn more about the implications for the short term, mid and long-term.

[This article was written with the help of chatGPT and adapted]

<http://chat.openai.com> — currently freely available.



My goal here isn't to give instructions on how-to use this tool — but rather, through writing most of the article by using it, show a little of its capabilities — which is just the tip of the iceberg.

Explore it — have fun — wonder about how that changes the way we will work in the very near future, or even now!

On the Bookshelf

A stack of books with colorful spines (green, blue, red, brown) on a grey background. The books are stacked horizontally, with the spines facing left. The colors of the spines are vibrant and varied, creating a visually appealing pattern. The background is a solid, neutral grey, which makes the colorful books stand out.

The Creative Teacher's Compendium

Judite Fiúza

The Creative Teacher's Compendium

An A-Z guide of creative activities for the language classroom

Antonia Clare and Alan Marsh
Pavilion Publishing and Media Ltd
www.pavpub.com
First published 2020
405 pages

ISBN: 9 781913414528

'The Creative Teacher's Compendium' is comprised of *Acknowledgments*, *Introduction*, 26 chapters in alphabetical order, *Activity worksheets*, *Bibliography*, and *Index*.

The *Introduction* begins with a quotation on the human thirst for creating followed by today's constraints in stimulating creativity in the classroom.

Creativity and its diverse aspects are analysed and related to critical thinking.

The 26 chapters from A to Z start with a quote related to the topic envisioned, an explanation, and several proposals of activities to be done in the classroom. These activities go from 5—10 minutes to 45 minutes and are directed to different levels of English that go from A1 to B2 and always finished by a *Professional development* section where *Questions for reflection*, *Things to try* and *Things to share* are presented for teachers to reflect and they are also advised to follow some *Further Reading* to deepen their knowledge on varied issues.

Activity worksheets go from letter A to Y. *Bibliography* and *Index* finish the book.

In the chapters from A to Z, we have chosen an example under the letter P, *Poetry*.

First, we have a quote by Robert Frost, 'No 'Poetry is when an emotion has found its thought and the thought has found words.'

Second, there is an explanation of *Poetry* and what can be apprehended from it, from universal topics to individual ones.

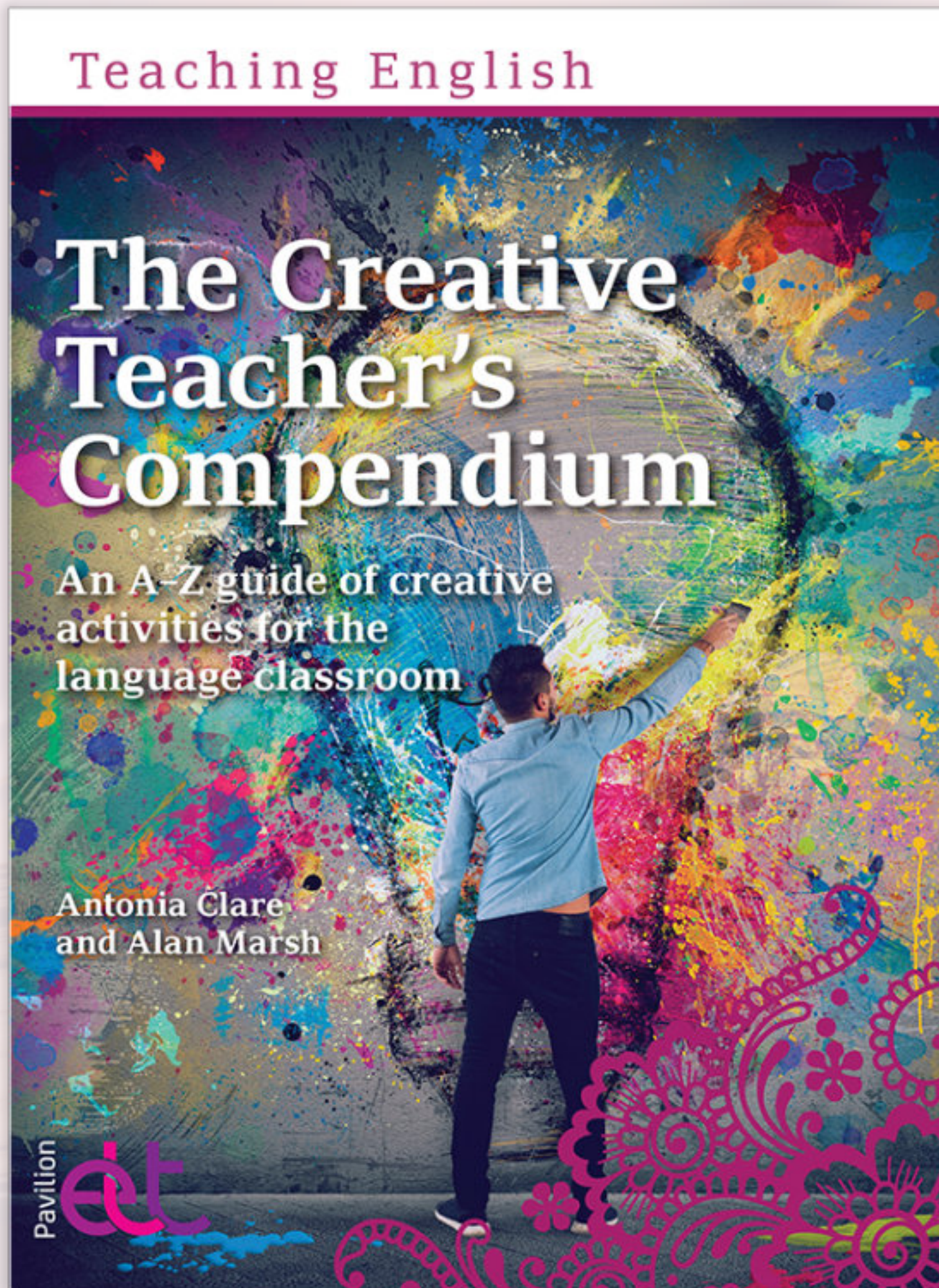
Third, five lesson plans are presented always following *Time*, *Level*, *Language link*, *Preparation*, and *Procedure*, under the titles 'Acrostic name poems', 'Adjective + noun poem', 'Happiness poem', 'Diamante poem', 'I have ... a poem'.

Fourth, *Professional Development* proposes *Questions for reflection*, *Things to try*, *Things to share*, and *Further Reading*.

In the *Activity worksheets*, we are contemplated with an array of the most diverse activities from letter A to Y.

Let's see *Chapter J* that stands for *Jokes* aimed at lower (A2/B1) and higher (B1+/B2) levels. Then, it is up to the teacher as well as the students to make use of these jokes.

All in all, 'The Creative Teacher's Compendium' is a must every teacher should read as a plethora of topics is planned with creative activities that will enrich both teachers and students in what concerns creativity and critical thinking, which will take the latter to a better preparation to enter University or the professional world.



A Descriptive Grammar of English by Example

Andrew Rossiter

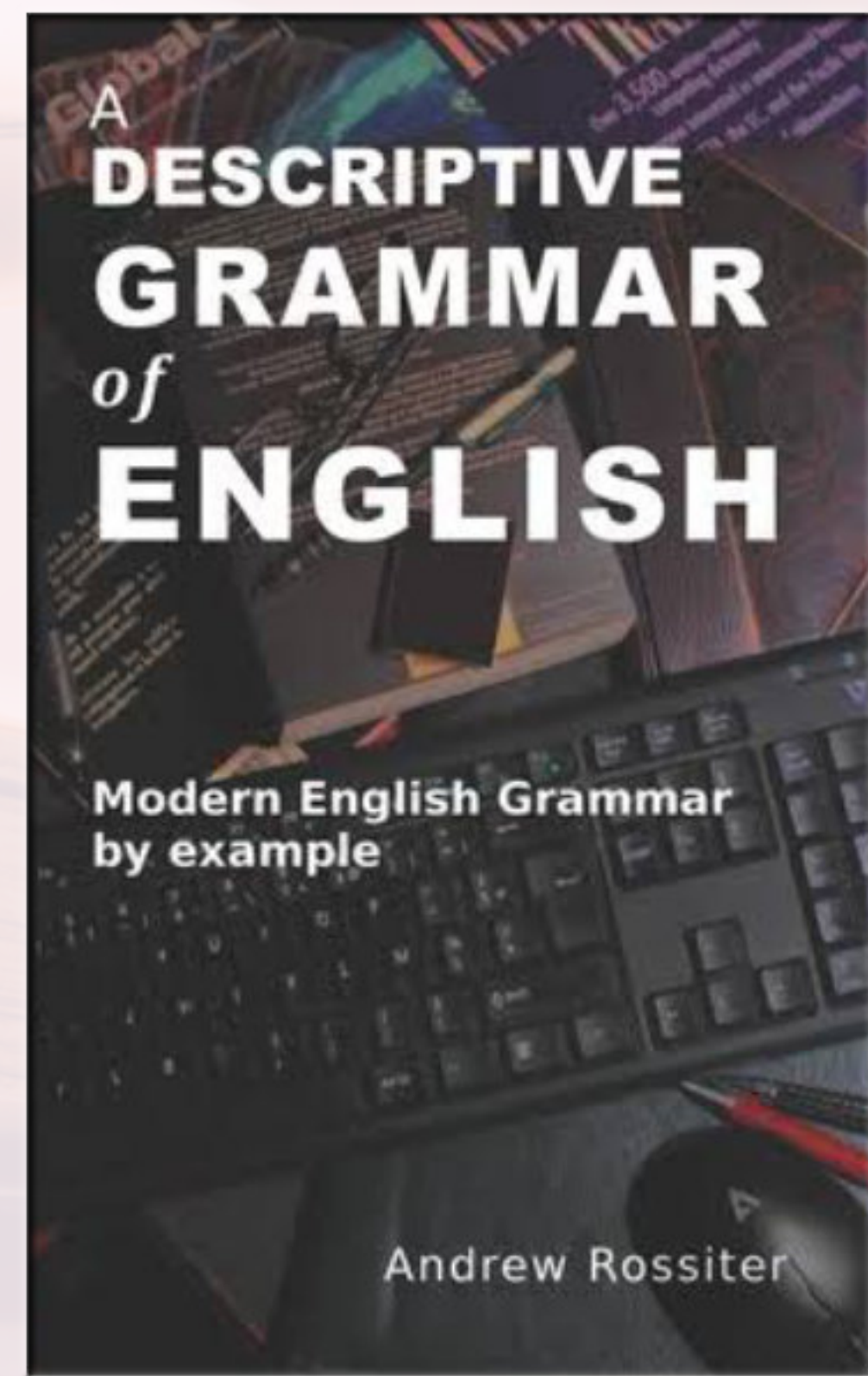
Linguapress, 2020 (revised in 2021)
74 pages

ISBN: 979 8645611750

When preparing for an international exam in the English language, it is important to choose your materials wisely while aiming for success. Having a thorough understanding of how the language works will certainly provide you with the confidence and knowledge to tackle the challenge head on. Andrew Rossiter's *A Descriptive Grammar of English by Example* should be included on your list of reference material. It reviews language as it is not only written but also spoken, and will cater for learners from upper-intermediate to advanced levels. The format presented is user-friendly, and unveils the mysteries behind how grammatical features are applied. For the invested student, this book is a huge step forward, and having the English language laid out in such a user-friendly approach is a welcome treat for non-native teachers and learners. In the preface, the author lays out the importance of grammar in effective communication, adding to a greater understanding of why the book was designed as it was. He defines grammar as 'the road signs and markings that tell people driving on it where to go and how to drive,' an excellent comparison. There is also a clear distinction between oral and written forms of communication. With linguistic jargon reduced to a minimum, the book presents clear explanations with examples of the language, as well as exceptions to the rules, and red flags — in red font — pointing out what to avoid. It is possible to see from the table of contents that English grammar is extensively covered. The book has five sections — 'Verbs', 'Noun phrases', 'Other parts of speech', 'Sentences and clauses' and 'Structural Elements of a Sentence' — and each section offers definitions and examples in

contemporary culture that are colour-coded to facilitate comprehension. Whether you teach or study the language, explanations are clear and accessible, even to long-time professionals who feel the need for further support in sharing the information with both colleagues and learners. And while the book does not offer activities for practice, you will probably want to add it to your resource library.

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