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Telling about someone else's ways of doing

The recurrent presence of Portuguese contributors who have been sharing their classroom knowledge and experience to both the APPI Newsletter and Journal issues has been on the rise, which is but an evidence of their wish to let their work be examined and/or replicated by others, with the (almost) inevitable adaptation of it before being put into practice somewhere else. On so doing, activities, strategies, viewpoints, lesson plans, teaching concerns, all of them are topics that contributors come back to again and again. This issue of The APPI Newsletter is no exception at all.

Reading about someone else's ways of doing in the profession and examining them 'at close quarters' – those who have done 'it' are self-reporting on 'it' – can bring a new perspective to the readers' teaching and widen their horizon whenever they have to make decisions about what and how to teach. This is a critical goal of all publications for language teachers worldwide irrespective of their contributors' nationality.

Several of the articles in this issue present and develop, with a considerable amount of detail, a few samples of teaching suggestions which have already been tried out by their authors. This is the case of João Rodrigues – 'The rat race': on 'The World of Work' in order to develop listening and writing skills; Lina Efigénio – 'Love United Activity': exploration of a song and a film trailer to serve multiskill purposes; Eugénia Moura – 'Four in line – a reading activity': a combination of playing a well-known game with doing a reading comprehension task;

Madalena Proença – 'The Trip – a class magazine': a project that has involved the whole class and contributed to improving students' writing, decision-making, team-working skills, among others.

Having both teachers and students think 'out of the box' has been highlighted as a critical issue these days. This is the core of Maria do Céu Pires Costa's article – 'Reflections on creative writing: words, language, imagination': it joins the author's thoughts drawn from both her teaching practice and personal taste and ongoing interest in the topic. Reading, listening and writing poems together with reading, listening and writing stories are strategies recommended by her to motivate students to do something different with the language they have been learning.

Fátima Silva – 'Building teaching skills through the interactive web (web skills)' reports on a project of a different nature related to *Romeo and Juliet*, which was carried out by herself and her 14/15-year-old students in May/June last year. It was inspired by the author's participation in the course bearing the same title, an E-Teacher Scholarship Program developed by the University of Oregon and promoted by the Embassy of the U.S.A. in Portugal as APPI have been recommending to members for a couple of years. The project was developed with the help of technology tools.

Andréa Cardoso – 'Improving Teaching Skills in Dunfermline (Scotland): acquiring new techniques and strategies' provides readers with a comprehensive piece of information

on using songs and games in the classroom.

Four reports of activities carried out during 2012 are included in this issue as well: Andreia Costa – 'An English contest': a challenging experience for young learners of English in Cinfães; Alzira Tavares – 'Language Olympics': a grammar, vocabulary and culture activity designed for 10th grade students at Freamunde; and another two reports in which the leading characters were teachers playing the role of students in Summer courses in the UK last year: Alexandra Duarte – 'My Cambridge experience, August 2012'; and Cristina Santos Pereira – 'The Mark Zuckerbergs in Cambridge'.

The last pages in this issue are dedicated to APPIforma: the *Regulamento* and the professional development courses enrolment form.

The editor also calls your attention to page 32 where the U.S. Embassy Office of Public Affairs advertises some important programmes and additional information resources at any teacher's disposal.

The final message is a big Thank You to contributors in both APPI publications, members in general, *formandos* and *formadores*, sponsors, publishers and all those who somehow have supported APPI's activity throughout 2012.

Do stay in touch with APPI.

