#films
#storytelling

#projects
#SkillsForLife
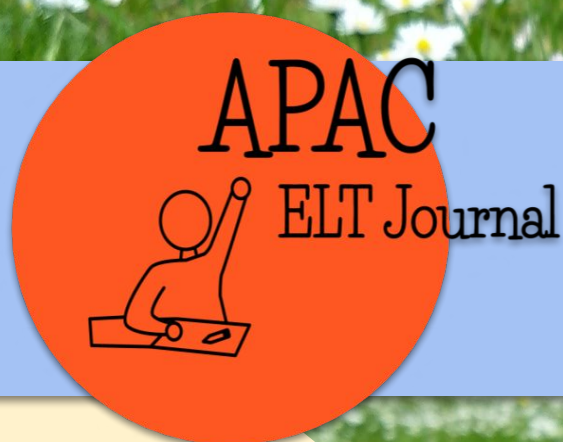
#etwinning
#projects

SHORT & SWEET - APAC's INFOGRAPHICS: The Plurilingual Model

APAC'S TOOLKITS: ICT Tools To Build Up Writing

APAC ELT Journal

A journal for teachers, created by teachers

Welcome to APAC's new issue!

APAC's ELT Journal is an electronic journal for English teachers working in Catalonia and beyond.

APAC publishes three issues of the journal per year. APAC members receive it first, and at the end of the year all issues are made available online.

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

Editorial team
Jim McCullough & Àngels Oliva

APAC board contributors
Àngels Oliva & Iolanda Ribes

A quick note from the editorial team

We're fast approaching the end of yet another school year, and it is time to start thinking about our summer plans: Choosing this year's training courses, writing up a long, long reading list, enjoying a spot of travelling, or perhaps simply having the time to look back on the past year and reconsider our choices and opportunities for the future.

Here at APAC headquarters, we would like to add a little to your summer plans, contributing for starters to your **reading list**, and focusing your attention on some issues worth thinking about. You'll find two fab **proposals by Elena Vercher and Suzanne Davis**, **Cèlia Raventós's** account of a European exchange experience, APAC's own brand-new **Toolkit** on writing resources, which some of you may have first seen on **Twitter**, and an **infographic** with the key new points of the new **plurilingual policy** by the *Departament*. Perhaps, we may even tempt you into participating a bit more in next year's events? Check out the **call for papers for APAC's next ELT Convention**, submit your project to the **John McDowell Awards,** and check what's cooking in APAC's **training** labs.

Enjoy the reading and have a fantastic summer break!

This issue has been prepared with the kind support of APAC's partners:

Featured in this issue

**Filming English
Creating Audio-visual Materials With Primary School Students**

Teaching methodology
Elena Vercher, Escola Cal·lípolis

**Short & Sweet
The Linguistic Model of Education in Catalonia**

APAC's Infographics
Àngels Oliva

English Skills For Life

Teaching methodology
Suzanne Davis, Escola Virolai

APAC Toolkit: Writing Resources

*Resources for the modern teacher
Curated by Iolanda Ribes for APAC's social networks team.*

Transforming Teaching Through Erasmus+ Discovering Europe

Experiences
Cèlia Raventós

APAC ELT Convention 2020: Going Global

Call for papers for APAC's ELT Convention

Addressed to anybody who wishes to present at next year's convention

home to home (hth)

(hth) **Language Immersion Experiences**

Programmes Away

English Camps & School Projects

Conversation Assistant Programme

Teaching methodology

Filming English
Creating Audio-visual Materials with Primary School Students

Written by Elena Vercher, from Escola Cal·lípolis

Abstract

Filming English! is a project-based learning experience that relies on the use of English as a Second Language for the students to create their own audiovisual material. This project started as a way of using storytelling with Year 6 students (11-12 years old) at the Cal·lípolis Primary School, a group of kids who were not keen on the English subject nor on storytelling – as it was something for little children, they claimed.

But, students were truly smitten with Youtube, and all of the media world surrounding them. It was then that we decided to start a project called *Filming English!* that consisted in introducing students who did not want to learn English to the audio-visual world, where they had to use English in order to tell the stories they wanted to.

Meet the stars of the show

We started to create short films and movies of their choice through English, and it became an activity that we have had to repeat every year, as they continue to demand it. It is also being implemented in some other schools in Catalonia, and we are preparing a website together through Google so that everyone will be able to start Filming English!

Develop students' agency and team work

Context

Throughout the history of education, communication has been the centre of experiences. We cannot learn (or teach) if we cannot communicate – and, increasingly, communication happens through audio-visual techniques (Goodwyn, 2004). The origin of languages is unknown, and even though there is no 100% reliable explanation of where they came from, one of the hypotheses that is most widely accepted is that language appeared in order to explain past events to people who had not been present. Maybe that's how language began to exist, and surely it was how the art storytelling began as well.

Many ancient civilizations used the technique of telling stories to convey their knowledge. Storytelling was the most commonly used teaching methodology. As time passed, and also as other new methodologies appeared, we have distanced ourselves from this technique and we have forgotten about its incredible value, as mentioned by Dujmović (2006. p.77-78):

● Stories are motivating and fun [...]

● Stories make the imagination flow [...]

● Listening to stories in the classroom is a shared social experience [...]

- Children enjoy listening to stories over and over again [...]

- Through stories [...] you can introduce or revise vocabulary and structures [...] in varied, memorable and familiar contexts that will enrich the students' thinking skills and gradually become part of their speech.

... and action!

When teaching English at the Primary School stage, it is not usual to use stories in class. What we have tried to do in this particular case is to adapt the planning of the aims and contents we had to teach to introduce audio-visual material creation. For this proposal, we have used English as a vehicular language in the Arts subject (which in our context includes Arts and Crafts and Music). At Cal·lípolis School, we have therefore joined the subject of Foreign Language (English) and Arts in Year 6, focusing on the audio-visual world (movies, ads, short films, short videos...) and implementing CLIL methodologies. Audio-visuals are the starting point for this project, one that connects with students' interests, helps them internalize the language we work on and improves their language skills in English.

And that is how we started working on a year-long plan where we learnt how to tell a story with a setting, a conflict and a resolution, then how to create a script with a suitable storyboard and, finally, how to record the short film, edit it and add sounds and music. *Filming English!* has helped us to move from a more traditional methodology using textbooks, to a more active, dynamic and motivating methodology in which children build the contents of the course.

Theoretical framework

The theory beneath *Filming English!* is based on Problem-Based Learning (from now on, PBL), an approach to learning that focuses on solving "the many problems we face every day" in order for learning to happen (Barrows & Tamblyn, 1980). In this framework, problem-solving would be a skill that our students learn at school with us but that they would carry on using throughout their lives.

PBL (Marra, R., Jonassen, D. H., Palmer, B., & Luft, S., 2014) is defined by its being:

- Problem-focused

- Student-centered

- Self-directed

- Self-reflective

- Facilitative

PBL places students at the centre of the learning experience, while teachers are facilitators of knowledge, leading the students to find the information they need, the tools they have available to reach their purposes, and providing the rubrics for formative assessment so that the students can observe and reflect on their strengths and weaknesses.

It is also based on the six C's of education for attaining 21st-century skills (Knezevic, 2018): **Critical thinking**, **Collaboration**, **Communication**, **Creativity**, **Citizenship / Culture**, **Character Education / Connectivity** (to understand the importance of being responsible and empathetic citizens in a world filled with technology).

Design

The planning of the units for this project started at the same time as the project itself. As students themselves led the selecting of the contents they wanted to work with, some of the contents (such as the film genres) were restricted to the ones they decided to put into practice. Allowing students to decide has made *Filming English!* a communicative and meaningful project, one that promotes communication in a meaningful way for students, as they could work on a topic they loved. The units we designed followed these steps:

- Choosing a film **genre**   **1**
    - Fiction:
        - Fantasy
        - Action
        - Science Fiction
    - Documentary
    - Animation

- Creating a **story**   **2**
    - Different parts
    - Games to create stories:
        - The Storybook Game
        - Story Dice

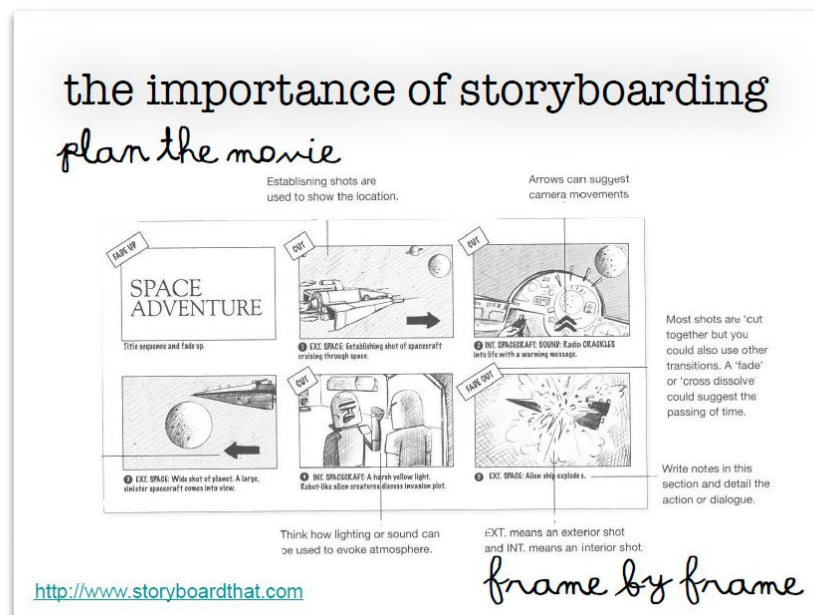- Deciding who the   **3**

  characters will be

- Writing the **script**   **4**

- Designing a storyboard
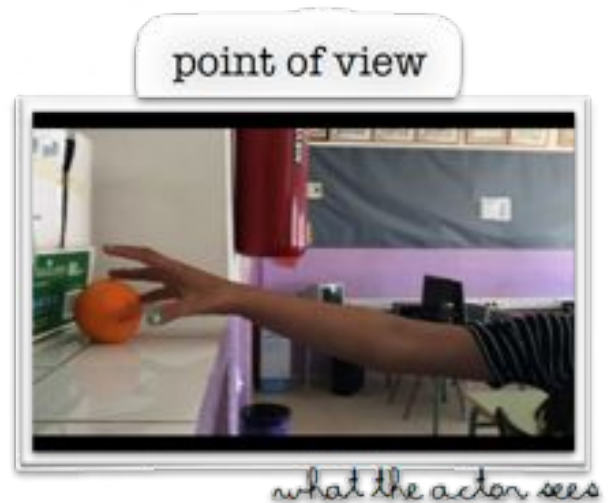   - Traditional
    - **5** Digital

- **6** Recording the film, which includes rehearsals, costume design and assigning roles to actors, director, camera person, sound assistant, and such.

○ Digital Camera

■ Camera shots such as the ones displayed below:

- ○ Special effects (you can instal apps such as FX Guru or Green Screen by DOINK, use Powtoon, there are many options)

- ● Editing the films, which includes:

  - ○ image editing

  - ○ voice editing & sound editing

  - ○ video editing software (WeVideo, Kizoa, apps such as iMovie, or other tools such as Windows Movie Maker, Pinnacle Studio and such)

Implementation

These are the aims we have pursued in this project:

- ● To improve the students' communicative competence in the English language.

- ● To use the English language in a field that differs from and enriches the English subject.

- ● To introduce the use of the Interactive WhiteBoard to listen, tell stories and do significant related activities in the classroom.

- ● To improve students' 5 communicative skills (listening, reading, speaking, writing and interacting).

We would also like to refer to the term "contents", which identifies the teaching and learning objects that society considers useful and necessary for promoting the personal and social development of all individuals. Today, what society considers as objects for learning are sets of cultural forms and knowledge that allow students to build their knowledge and skill set around them. These contents are also the key to achieving satisfactory development of their capacities.

The **contents** that are worked on in this project are the following:

- ● Reproduction of brief oral texts, adapting the intonation, the tone of voice or the gestures to the content.

- ● Active participation in activities of dramatization, dialogued storytelling explanation and whole-class representations, showing respect for the others' productions.

- ● Comprehension of everyday social interchange messages such as greetings.

- ● Interest and respect for the oral intervention of others.

- ● Recognition and identification of words and short texts accompanied by visual or audio-visual aids.

- Use of reading strategies: use of visual and verbal context and previous knowledge about the topic or situation.

- Observation of the importance of the phonetic, rhyme, accentuation, and intonation aspects of the foreign language, and their use in improving oral production and comprehension.

- Observation of the relationship between the sound and its written form.

- Interest in knowing other languages and comparison among them to observe similarities and differences.

- Appreciation of the necessity of knowing foreign languages to be able to communicate with more people.

- Receptive attitude to people who speak another language and have a different culture.

- Critical attitude to linguistic and audio-visual stereotypes - especially the media ones that reflect class-judgements, racialist or sexist prejudices.

- Use of non-discriminatory and respectful language towards differences.

- Interest in listening to songs, tales and other traditional or current productions in the foreign language or others unknown to them, and interest in recognizing similarities and differences.

- Use of verbal and non-verbal elements in order to communicate in multilingual situations.

- Recognition and learning of basic forms of social relationship in the foreign language and others' languages and cultures.

- **A positive and confident attitude towards foreign language learning and motivation to know other languages and cultures.**

We have also drawn from the document "Key competencies. A developing concept in general compulsory education", published in 2002 by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture) when trying to define "Key Competences". The majority of experts seem to agree that for a competence to deserve attributes such as 'key', 'core', 'essential' or 'basic', it must tick three boxes: 1) it must be necessary and beneficial to any individual and to society as a whole; 2) it must enable an individual to successfully integrate into a number of social networks while remaining independent and personally effective in familiar as well as new and unpredictable settings; and 3), since all settings are subject to change, a key competence must enable people to constantly update their knowledge and skills.

Analysing the contribution of this project to foreign language learning, we must distinguish between the key competences directly related to it, and the key competences non-directly related to the area, but also worked on through the *Filming English!* project.

Key competences directly related to foreign language learning:

- Communicative competence:
    - Linguistic and audiovisual.
    - Artistic and cultural.
- Methodological competence:
    - Information handling and digital competence.
    - Learning to learn.
- Personal competence:
    - Autonomy, initiative and decision-taking competence.
    - Competence in the knowledge of and interaction with the physical world.
- Key competences non-directly related to foreign language learning:
    - Social and civic competences.
    - Mathematical competence.

Assessment

The summative assessment of the project has been carried out through a pre-test and a post-test, along with co-operative and individual rubrics to assess all of the parts of the film-making process, from the groups' creation using Kaplan's cooperative roles and techniques to the film edition, where they all have to work co-operatively to create the final product.

The assessment is one of the most important parts of the project, as it is there where students can reflect on their learning and see their strengths and weaknesses so that they can keep working on them. We use an add-on named CoRubrics, which is a handy tool to create rubrics and convert them into Google Forms for the students to fill in. In the following page, I have included a sample of the aspects assessed during the project:

Here's a snapshot of one of the rubrics used to assess students

Conclusion

To conclude, we would like to finish with what is for us the best part of the project. While we were implementing *Filming English!*, all our students were excited about the English and Arts and Crafts time, and eager to learn new words and expressions that they needed for their film.

The main aim of this didactic intervention is to reconceptualise English not only as a school subject, but as a reflection of the wider world we all are part of, and we believe we have achieved it.

As we said, this has been a communicative and meaningful project fort the students, but not only for them… It has been a communicative and meaningful project also for the teacher, who has been able to find a path to talk to the students, know their worries and their interests, and, having that, teaching them English was the easiest part. We cannot be more grateful to the students, for having let us come into their world and be part of it.

Want to have a look at the videos? Follow this link to see all the videos created in this project.

You can also see the media impact on local and national news: Més Vila-Seca; Diari de Tarragona; and Ara

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About the author

Elena Vercher is a teacher based in Catalonia since 2009. She is currently teaching English, STEAM and Arts and Crafts in Primary and Pre-primary at Cal·lípolis Primary School in La Pineda (Tarragona). She is a Google Innovator and Trainer and has been teaching in the English Minor of the Primary Education Degree at the URV for two years and has given teacher training talks in Barcelona, Madrid, Oviedo, Tarragona and València.

Elena has been recently awarded one of the "Teaching Professional Stays" from the Ministry of Education in a Primary School in England, the follow-up of the 2018 edition of the John McDowell APAC award and the 2019 TESOL-SPAIN's first-time speaker grant. Elena has a degree in Primary, English and Music Education, the new degree of Pre-primary Education and a master's course in Teaching English as a Foreign Language.

The linguistic model of Catalonia's education*

PLURILINGUALISM

Language learning and use in multilingual and multicultural educational contexts

An infographic by Àngels Oliva (APAC)

Key points of the plurilingual & pluricultural model

Applies an itegrated holistic approach to language and content learning

Catalan/Occitan as the vehicular language, with focus on **plurilingual and intercultural approaches**:
- to **connect** students' own linguistic landscapes with their school experiences
- to facilitate **interdisciplinary development**
- to promote **holistic thinking**
- to increase **collaboration** between teachers across the curriculum

Aims at developing students' plurilingual competence

Through the **interaction** between students' different languages, they develop their communicative and linguistic competences:
- to see language as an instrument of **cognition**
- to **access** and **create** knowledge
- to **interact** in international contexts
- to participate in the **digital world**
- to **participate** socially, professionally and culturally

A global approach to teacher education

- to coordinate teaching across languages and subjects to build **connections** between the vehicular language, the students' languages and the additional languages
- to explore the **linguistic dimension** of all subjects across the curriculum
- to build more cohesion **across academic levels**
- to provide **training opportunities** that reflect the diversity of contexts they work in

(*) Generalitat de Catalunya, Departament d'Educació (2018). *El model lingüístic del sistema educatiu de Catalunya. L'aprenentatge i l'ús de les llengües en un context educatiu multilingüe i multicultural.* Elaboració: Subdirecció General de Llengua i Plurilingüisme.

Integration

... of students
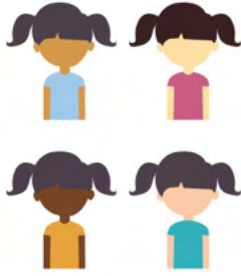
- **Social and linguistic integration** of foreign students
- **Respecting** students' own languages and **including** them in the curriculum
- Encourage **metalinguistic analysis** and interlanguage comparisons and practices
- Using existing resources such as **reception classrooms**

... of contents and languages

- Using **CLIL** methods
- Creating opportunities for **real use of language**
- Teaching language and field-specific knowledge **together**
- Focusing on **cognition, contents, culture and communication**
- Using **scaffolding** to support students' development

360° learning
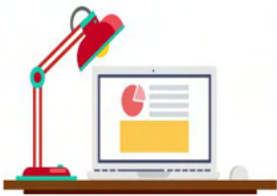
- Formal and informal education complement one another.
- Customise the role of languages to specific educational settings.
- Learning languages outside school can also be validated within the curriculum.
- Use of personal portfolios to integrate learning.
- By the end of ESO, students should have reached:
  - B2 level in Catalan, Spanish (and Occitan).
  - B1 level in an additional language.
  - A2 level in a second additional language.

At school & beyond

All students' languages, school and family ones, contribute to develop their communicative competence, and all are equally valid to construct knowledge and to communicate across different settings

Language immersion experiences

Competence-based curriculum design

Global methodologies

Content and language integration

Use of language in real situations

Use of translingual practices

Linguistic support and scaffolding

Teaching methodology

English Skills for Life
Language Teaching with Real Skills for the Real World
Written by Suzanne Davis, from Escola Virolai

Abstract

The world is changing and the way we teach English at school needs to evolve with it to help our students find their place in the future workforce. Little by little the classroom can become a place to introduce the necessary skills which students need to succeed in an environment which is increasingly valuing soft skills and digital competency over pure academic achievement.

Suzanne will give examples of the type of competency-based projects she has implemented at Escola Virolai and demonstrate how they can gradually be incorporated into a school's syllabus, while still reflecting the curriculum. She will also show how this approach can motivate students, encourage creativity and help both pupils and teachers develop transferable skills for their futures.

This article is primarily directed at teachers of secondary and baccalaureate students but could also be useful for those teaching extracurricular classes or who simply want to try something different from the textbook.

Context

Life skills: Those psychosocial abilities that our students will need for full participation in everyday life. We have all read the research; the world is changing and education needs to move with it to encourage adaptive and creative behaviour in our students, who will be entering a questionable future work environment that will ultimately be dominated by A.I.

So which skills do we need to focus on in particular? We all immediately think of digital literacy, the importance of which cannot be denied. If this upcoming generation are to be living and working alongside technology they will need to know how to navigate it and integrate new tech into their business and social situations. However, given the tech-intuition they have gained by growing up with it being omnipresent in their lives, this is not where our centennial generation is failing. Conversely, **so comfortable are the youth with interacting via a screen, that they experience a fear that has been referred to as "real life stage fright" when they have a real, face-to-face encounter** (see Michaela Launerts's *The Secret to Success in a Digital World*, 2017)**.** In a survey of American centennials, One Poll found that 65% of them do not feel comfortable conversing in person and 80% much prefer communicating digitally.

The majority of centennials don't feel comfortable conversing face-to-face

So, if this generation is so dependent on technology to function, how will they be able to stand out alongside it? Sites such as Forbes have published lists * of jobs that will soon be performed by technology, showing that, along with machine operators, other workers are also under threat, such as accountants, telemarketers and hospitality employees. Thus, so as not to be rendered obsolete, people need to shine via their human attributes, i.e. those that cannot be automated by a computer. It is training in these so-called 'soft skills' (which I shall detail in the Skills Content section below) that needs to be integrated into our lesson plans.

Project design

Step 1) Clear objectives: So, how can we bring these key abilities into the ELT classroom? Via PBL of course! Skills-based projects that use English as the working language, integrate life skills and even prepare students for official exams such as Cambridge and Trinity. This way we can cover our curriculum bases whilst furnishing our students with the capacity to deal effectively with the demands of everyday life. With this in mind, below is an overview of the key objectives which form the core structure of the projects I have co-created:

- **Create an end product**: Each project needs a finale which showcases the skills and language acquired during the project. For instance, in our Job Hunting project the objective is to select the successful candidate for a position, based on the full application process from job advertisement to interview. In turn, the aim of our Be an Entrepreneur elective is to create a product or service to benefit one's community.

- **Develop language competency**: Each project practices grammar and vocabulary that can reflect the curriculum or meet a specific class's needs and level. They also include practice of the key language competences (listening, reading, speaking and writing) and can even feature activities to develop skills for external exams (e.g. Cambridge B2 First).

- **Student-centred and flexible**: All projects actively encourage students to put their own stamp on the final product, whilst adhering to a rubric for evaluation. Giving them the flexibility to generate their own ideas and to personalise their output leads to greater engagement and accountability in their work. For instance, when they are asked to present a package holiday on a given budget for our Holiday on a Budget project, they get to choose their target customer, trip itinerary and how best to allocate their funds.

- **Real-world skills**: Life-skills projects are designed to be life-like and useful on both a personal and professional level. That means involving students in tasks and situations that they may be faced with in the real world and helping them to develop the required skills they would need to tackle them. Examples of how these skills are applied are detailed in the PROJECT OUTCOME sections below.

- **Built-in ICT**: Technology is integral to each project, for research, language practice, skills development and realisation of the final task. Computer tasks vary from project to project; they could take the form of a blog, presentation, web site or video, for example, with the aim of broadening students' digital skills.

- **Competency-based evaluation**: At Escola Virolai we have developed project evaluation rubrics that assess both linguistic competency and the realisation of key skills. You can see a skills-based project evaluation rubric that provides global feedback to the student by following this link. This clearly signposts to the student their specific areas of strength and weakness so that they may monitor their progress and target problem areas for improvement next time.

Step 2) Topic ideation: Topic choice can be based on the syllabus, students' interests or a recurring theme from the Cambridge exams. For instance, common topic vocabulary in the B2 First exam could be: travel, the environment, education, work, entertainment, family or social activities. Once you have this context established and your objectives clear, you can choose the language and skills paths necessary to take you there.

One method that I use to keep me on track is a Project Ideas Compass. **Imagine when designing a skills-based project that you are trying to balance Practicality with Creative Freedom and maximise both Linguistic Competency and Transferable Skills development.**
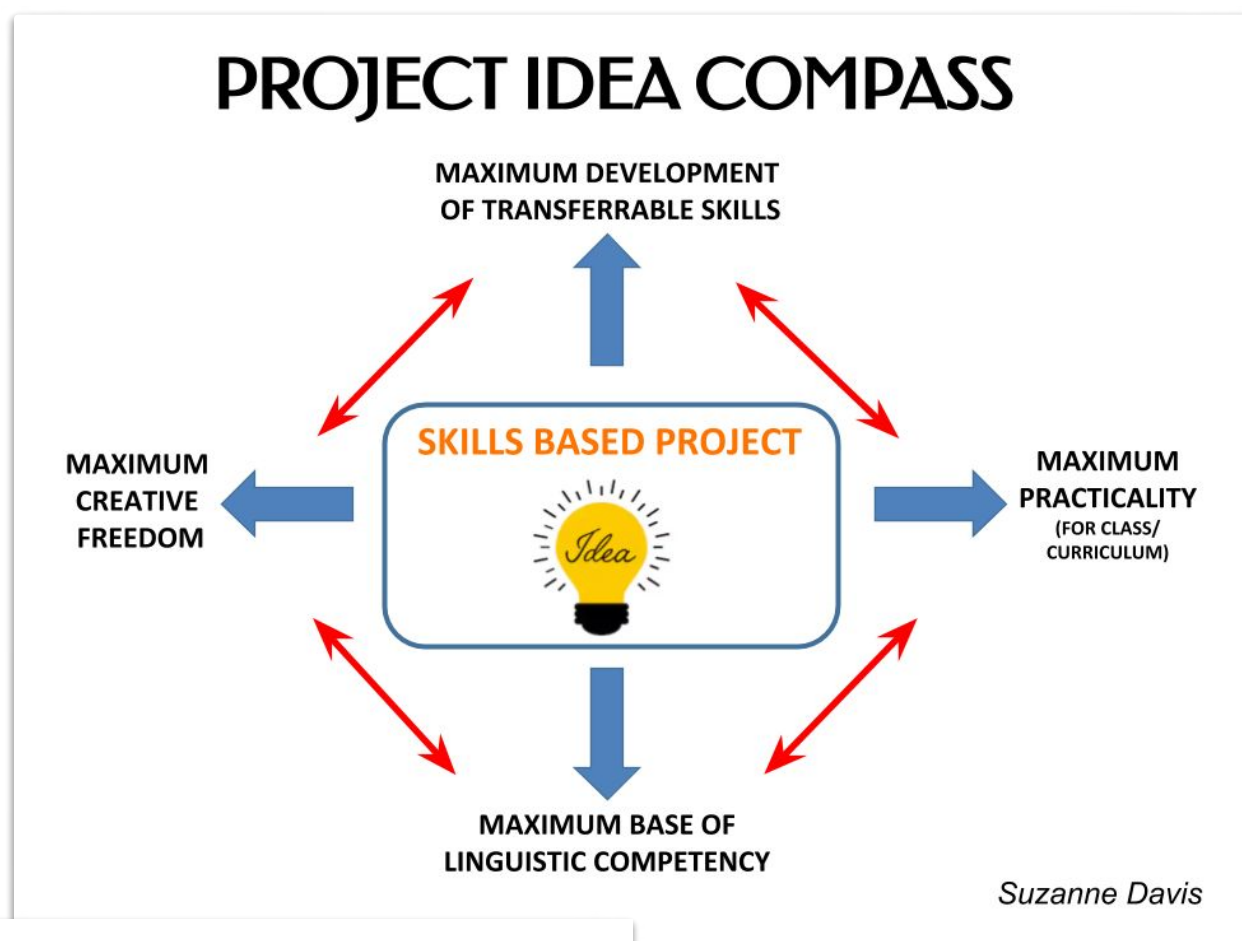
The Project Idea Compass - based on a model by Paul Kidd Hewitt

Step 3) Language and skill content: Language content for projects should be made based on an assessment of individual class objectives and needs. For instance, if I have a class that is preparing to take the B1 Preliminary exam, I might opt to include narrative tenses, descriptive language, vocabulary for travel and entertainment or language for future plans…. I could also combine this with the course competency goals such as oral participation in discussions, the production of specific texts (e.g. emails or stories) and the comprehension of fictional or journalistic texts.

When choosing which life skills to exercise, we have to consider the professional and social future facing our students. The dominance of technology looms before them and whereas they may consider themselves proficient in navigating it, they will need to develop the suitable skills to thrive alongside it. I have researched various lists of the proposed skills (aside from literacy and numeracy) to "future-proof" our students, and I have condensed them into the following six categories:

- DIGITAL LITERACY: As I mentioned earlier, although this may appear as an obvious and almost innate skill for this tech-savvy generation, not every digital skill comes intuitively nor is it automatically explored by students. Our students need to know how to use a variety of technology platforms in order to easily incorporate the new tech developments into both their professional and social lives.

- MANAGING INFORMATION: The internet is an inexhaustible source of information but understanding how to analyse, adapt and apply it to a specific purpose is a skill that needs to be learnt and practiced. Only then, will learners be able to fully understand an issue, process the relevant information and use it to develop strategies to make decisions and solve problems - two further crucial skills for life outside the classroom.

- EMOTIONAL INTELLIGENCE: Understanding yourself and others is vital to successful communication and forming meaningful social and professional relationships. Thorough self-knowledge leads you to recognise your own strengths and weaknesses, how best to apply yourself to a task and when to ask for assistance. It also helps you to understand in which capacity you can best contribute to a team. Empathy towards others is also imperative to productive relationships. Appreciating others' emotions leads to more effective communication, stronger relationships and conflict resolution in both social and professional settings.

- CREATIVE AND COGNITIVE FLEXIBILITY: Adaptability to changing situations and the ability to generate new ideas are necessary skills for adjusting to shifts and new developments in the market. Specialising in one skill-set without the versatility to extend beyond one's remit doesn't have value in today's workplace, where roles are set to transform as technology advances. Learning how to be more creative, and thus adaptable, is what prepares students for life beyond the classroom. They show that individuals are ready to deal with the obstacles that might come their way, to innovate and have the resources to meet these challenges head-on.

- ENTREPRENEURSHIP: Acquiring entrepreneurial skills doesn't presume that students are destined to set up their own businesses, yet it does provide them with a base knowledge in business. Apart from personal talents such as creativity, self-belief, communication skills and perseverance, entrepreneurship also breeds innovation, an understanding of the market, an introduction to finance and presentation skills.

Hence, being a budding entrepreneur is the first step towards being a competent and confident future professional.

● SOCIAL RESPONSIBILITY & GLOBAL CITIZENSHIP: In today's globalised marketplace, we work collaboratively with the rest of the world, so students need to understand their civic responsibilities towards it and how to benefit its communities. Learning to respect other cultures and the environment will encourage them to balance economic and technological advancement with global welfare and preservation in order to create a fairer and more sustainable world.

Step 4) Project phasing: Once you have established your project goal - with the key language points and necessary life skills to achieve it - you can begin to plan its stages and to research content. My projects are divided into three phases: PRACTICE, PREPARE & PERFORM

● PRACTICE: This is the absorption stage of the project, when students are provided with valuable input such as thought-provoking articles, key vocabulary and useful grammar structures, which they can later adapt and apply to their final product.

● PREPARE: Armed with their fortified knowledge and the relevant language, students are then presented with their final task criteria. Since creative flexibility and personalisation are encouraged, this is the time for research into and analysis of their chosen area while they adapt what they have learnt in the PRACTICE phase in order to realise their own idea.

● PERFORM: This is the delivery of the final product of the project, when students showcase their work (whether it be oral, written or virtual) and the evaluation process takes place.

Of course, the lengths and depths of these phases will depend on the time allowance for your project. You might have a whole trimester or just a month. The projects which I describe below were planned for a trimester (and we worked on them during two out three classes a week), but they could be edited for a shorter time period and adapted according to language level.

Here are two projects that have been trialled and tested with ESO and Baccalaureate students. Via this link to my blog, you can also find three of the activities to trial in your classes.

PROJECT 1: **HOLIDAY ON A BUDGET**
RECOMMENDED COURSE: ESO 3+
TIMING: 1 Term
RECOMMENDED LEVEL: B1+
OBJECTIVE: Organise a holiday for a target tourist on a strict budget.

Project implementation

Below are the phases of the project with suggested content to include.

Phase 1: Practice

i) **Receptive Skills**: Open the project with some input to activate the theme. I researched and chose relevant texts from the internet which provided information on the topic plus reading and listening practice.You can also create B2 First-style questions to develop exam skills.

Listening to a video about the Top Ten most amazing destinations (see activity on my blog).

Reading an article about Responsible Travelling.

The Top 10 most amazing destinations. For Listening, Use of English and Speaking Practice

ii) Use of English: Provide some useful language for travel (for example, for use as a tourist or working in the travel industry). I integrated the following:

- Adjectives/adverbs: Describing Places
- Modals: Politeness (see: How to complain politely on my blog)
- Phrasal Verbs: Travelling (check in/out, take off, look around….)
- Travel Collocations (book a ticket/hotel…departure gate....take a taxi...collect luggage)
- Future Tenses (for making travel plans, setting out itineraries)

iii) Productive Skills work:

Speaking:

- Travel Roleplays (complaining in a restaurant / describing what you need in a shop / asking for and giving directions…)

- Persuasive presentation language and techniques (for the final presentation)

- B2 First, Part 2 – Comparing and contrasting destinations

- B2 First Speaking, Part 3 – Discussion on most important points

Writing:

- B2 First, Part 1: Opinion Essay – Should Governments Limit Tourism

- B2 First, Part 2: Article - The Most Amazing Holiday Destination

- B2 First, Part 2: Review - Testimonials for Travel Agency Blog

Phase 2: Preparation

Students are given the criteria on which they must base their final product, always allowing for personalisation, adaptation and creativity. The task in relation to this particular project was:

On a given budget (randomly assigned by the teacher / drawn from a hat):

- **Plan a responsible holiday in a location of your choice. The total cost of the trip must not exceed the budget that you are assigned**. It must include: all transport to and from the location (and for any excursions during the holiday), accommodation cost, sufficient spending money for food / shopping / tourist visits, etc.

- You must include a "survival guide" for the traveller (key phrases which can be used at a restaurant, in a shop, at the airport, social expressions, advice on cultural customs and manners of that country)

- Choose an appropriate location and itinerary to suit the niche market you have selected (e.g. couples, families, students……)

- Include the descriptive language, expressions, future tenses and persuasive techniques (support materials) that have been prepared in this unit.

- Set up a "company website" and upload all of the trip specifics mentioned above along with: Company Background and Mission Statement and Customer Testimonials (reviews). Some project examples here and here.

Phase 3: Perform

In this phase the students showcase their work, which is evaluated by the teacher, using Project Evaluation Rubric (see above), and their peers, who vote on the best holiday according to the following criteria:

- Task achievement – Did they comply with all content criteria?

- Quality of work – Was the trip original? Was preparation and rehearsal evident?

- Value for money – Was the money spent responsibly and wisely?

Hence, student judges must justify their choice of winner - not just vote for their friends or for the trip with the most extravagance and luxury.

Outcomes of project 1

So, what are the specific skills developed in this project?

Firstly, there is **linguistic skill progress** made in the key competences (reading, listening, speaking and writing), an increased familiarity with the B2 First format and the acquisition of new topic language for an effective delivery of the project. Then, there is the evolution of **life skills** - many are in action here. By balancing creativity in trip design with the practicality of a fixed budget, students are balancing two important aspects of entrepreneurship and exercising their cognitive flexibility. When they practice their persuasive presentation techniques, they are demonstrating emotional intelligence and empathy with their target audience. Time management, teamwork and the autonomy of making key decisions in a projects leads to self-knowledge. And the insight gained into travelling responsibly and investigating new cultures enhances a student's understanding of their global citizenship and social responsibility.

PROJECT 2: **JOB HUNTING**
RECOMMENDED COURSE: Baccalaureate
TIMING: 1 Term
RECOMMENDED LEVEL: B2+
OBJECTIVE: Ace a job interview and land that job!

This project was originally conceived for students who were preparing for C1 Advanced, but language and input could be adapted for B2/B1+. In the following pages there are the phases of the project with suggested content to include. I've set out the structure slightly differently to the previous project, in order to teach specifically to each step of the job application process (job advertisements, job applications and job interviews).

Phase 1: Practice

PROJECT WARMER: It's likely that students of this age haven't yet decided on the specifics of their chosen career, so some stimulus is helpful. We found it useful to have them read an article to activate the theme, and we derived C1 Advanced practice from that:

- Receptive skills: Read an article on reasons for choosing a particular career.

- Productive Skills:

    ○ C1 Speaking (Part 3) - Discuss the important factors when choosing your career

    ○ C1 Writing (Part 2) - Write a report based on your findings from the article

- Language Focus: Impersonal Passives

JOB ADVERTISEMENTS:

- Receptive Skills: B2 First Reading task based on various advertised job positions.

- Productive Skills: C1 Advanced Speaking, Part 2: Compare and contrast 2 of the advertised jobs. What may make people want to work there and what specific skills they may require?

- Language Focus: Provide Useful Language support for C1 Advanced speaking.

JOB APPLICATIONS:

- Receptive Skills: Listening: "Resumé Raspberries" (see full activity on my blog)

- Use of English: Error correction based on listening:

- Correct the typos (vocabulary and grammar)

- Recast the inappropriate information (skills development – rephrasing and modifying language).

- Productive Skills: C1 Advanced Writing, Part 2: An application letter and CV writing

- Language Focus: Inversion for emphasis

JOB INTERVIEWS:

- Receptive Skills: Listening: An Introduction to job interviews

- Receptive Skills: Reading: Tricky questions - and how to answer them

- Receptive Skills: Listening: Body language for success

- C1 Listening, Part 1: Multiple-choice questions, based on listenings.

- Use of English: provide some useful language for interviews (for both the interviewer and the candidate). We integrated the following and designed C1 Advanced Use of English activities to practice them:

  - KEY WORD TRANSFORMATION (C1, Part 4): interview vocabulary booster (key phrases from the listenings)

  - TYPICAL PHRASAL VERBS to use in interviews (C1 Part 2, cloze activity)

  - NOUNS / VERBS / ADJECTIVES for interviews (C1 Part 3, word formation)

- Language Focus: Strategies for tact (modals, passives and adverbial phrases) - for formulating difficult questions or delivering bad news (e.g. to an unsuccessful candidate)

- Language Focus: Indirect questions for politeness / formality

- Productive Skills: Speaking (C1 Advanced Speaking, Parts 3 and 4)

  - Discuss the strengths and weaknesses of a candidate

  - Evaluate what makes a good candidate.

Phase 2: Prepare and Perform

The final task, in relation to this particular project was:

- In groups of 3, simulate the whole interview process from start to finish. Integrate the skills and language learnt in the preparatory sessions. Assign roles: there will be one interviewer and two candidates. Your final product must include the following:
  - A site including:

    - A description of the company & post.

    - The 2 cover letters and CVs of the candidates (adapted for the job post).

  - Videos of the interviews.

    - Carefully prepared and appropriate questions and answers.

    - Pay attention to formality / body language / appropriateness.

  - Audio files (one per candidate) to deliver the employer's decision.

    - Reasons for rejection / selection.

    - Tact for delivering bad news / professional congratulations.

Students are given the above criteria, on which they must base their final product, allowing for personalisation, adaptation and creativity (i.e. in this case they can choose the job role, create a company, design their site and invent their own personas for the roleplay).

Check out students' use of body language in this still from one of the job interviews

Outcomes of project 2

So, what are the specific skills developed in this project?

Firstly, there is **linguistic skill** progress made in the key competences (reading, listening, speaking and writing), an increased familiarity with the C1 Advanced format and the acquisition of new topic language for an effective delivery of the project. Then, there is the development of **life skills** - again, many are in play. There is also increased knowledge of the job market and the appropriacy of language (both written and spoken) in a professional setting, which builds on students' entrepreneurial skills to give them an understanding of other areas of the business world. Digital competency is exercised on a range of platforms (site generation, online CVs, cover letters and video/audio file creation) along with the accompanying online research, and adaptation, of the information necessary to successfully realise the final task. An element of creativity is also necessary - to make oneself the most attractive candidate on paper and in person.

On an **emotional intelligence** note, students develop strategies to tactfully deal with delicate situations (such as rejection and administering bad news) and learn effective verbal and non-verbal communication techniques to connect professionally.

Finally, the **self-knowledge** gained from being responsible for the success of one's candidacy, understanding one's own strengths and weaknesses and learning from failure are vital skills for facing the challenges of the future job market.

Conclusions

Creating life skills projects is not a difficult task. Moving on from the textbook might take some getting used to, but the book can also provide you with a foundation for ideas. In fact, teaching from textbooks has brought benefits to project creators by providing them with a structure to build projects on - a wealth of vocabulary and grammar centred on specific topics; topics that can then be elaborated on to reflect real-life situations and thus transformed into vital skill-building activities. Whether you choose to base your projects on the curriculum, external exam training or an interdisciplinary approach, they are always justifiable, effective and dynamic methods for learning, from which both students and teachers can benefit. Although, nobody really knows what the future workplace holds for our current students, we can at least help them on their way by developing a skills base to give them the confidence to face new challenges. What's more, we as teachers can learn and develop with them - discovering new techniques and advancing our own skill-set. We become so much more than language coaches - we become guides for communication, vocation and innovation.

A small sample of students' work
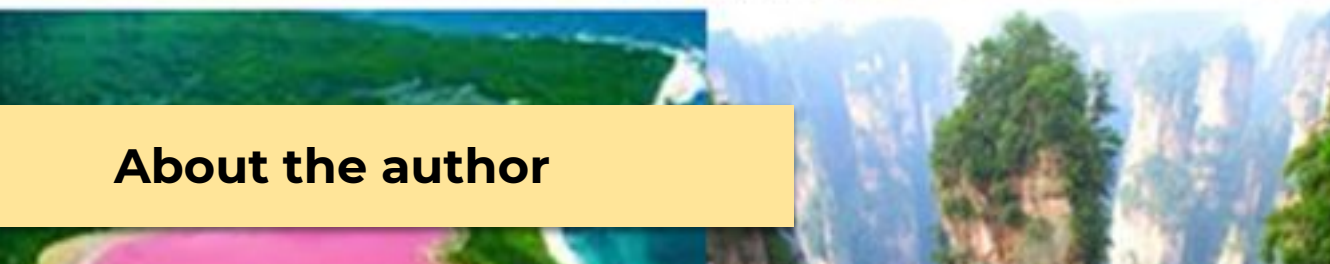
About the author

Suzanne Davis has been an EFL teacher and teacher trainer since 2004. After years of creating learning material for businesses and the ESADE, she has turned her focus to Project Based Learning in secondary education. She is currently acting Head of Department and Course Designer in the Àrea de Llengües Estrangeres at Escola Virolai Barcelona.

Get writing!

- Have you recently been inspired by something you've read?
- Has your department switched to some fantastic new materials?
- Are you following a book that ticks all your methodological boxes?
- Got your students to read (gasp!) for pleasure?

Spread the word! Send us a proposal, and we'll be happy to include it in our journal. Contact us at info@apac365.org or check out the publishing guidelines at https://www.apac365.org/elt-journal

WRITING RESOURCES

March & April 2019

Writing is a key aspect of literacy. We cannot ignore the fact that our students live in a digital world, hence the need to get them acquainted with digital tools with which to learn new content but also with which to produce better written work whether it is at a beginner level or at a more advanced level. We have gathered a few tools that are easy to introduce in your lesson plans. We hope you find them useful.

Grammarly: Tool for students to improve their writings independently. Check it out! www.grammarly.com

Grammarly

www.grammarly.com

Grammarly detects mistakes, provides suggestions and guidelines on how to correct these mistakes. It also provides a readability score in order to improve their style.

GRAPH WORDS

NEED SYNONYMS FOR YOUR WRITING? GIVE IT A GO!!!!
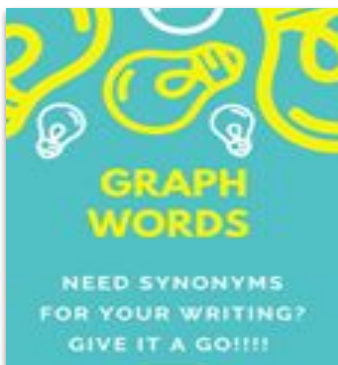
Graphwords

www.graphwords.com

Graphwords helps increase the level of lexical complexity of your students by providing synonyms and antonyms.

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Penzu

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Penzu is an online journal. It can encourage your students to write a little bit everyday. While a journal is something private, they can choose to share some specific entries with you or other students.
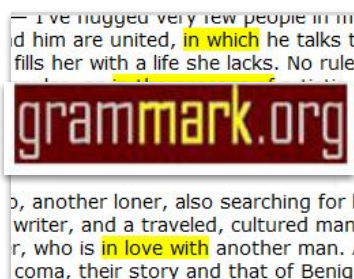
WRITING RESOURCES

Cambridge Write & Improve

www.writeandimprove.com

Cambridge English Write and Improve, is a website to practise the writing formats of the different Cambridge Examinations. Students find out their level, based on the European Framework of Reference, get feedback on the spelling, grammar and style of the writing they submit.

Grammark

www.grammark.org

Grammark is an online tool to help you improve your writings by highlighting grammar mistakes and the level of complexity.

Hemingway Editor

www.hemingwayapp.com

Hemingway analyses your writings for mistakes, wordiness and readability. It also gives you a score that you can improve by enriching your text with the suggested changes.

Pixton

https://edu.pixton.com/

Pixton is a free tool to write comics. Register, create your own avatar teacher, invite your students by email and select one of their free story backgrounds. You can leave the rest to your students´ creativity! Great tool! You´ll love it!

Have you tried any of these tools? Let us know on twitter, instagram, facebook or drop us a line at info@apac365.org

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Experiences

Transforming Teaching Through Erasmus+
Discovering Europe

Written by Cèlia Raventós, from Escola El Castellot

Discovering Europe

Discovering Europe is an Erasmus+ project, a three-year-long strategic partnership between 10 schools in Europe. This Erasmus+ project aims to diversify the methodology used in classrooms by introducing teaching methods that will foster students' self-motivation and sense of responsibility for their own education. We participated in this project between September 2014 and June 2017, with funding from the EU (Erasmus+ program) to carry out our activities and learning meetings.

The website for Discovering Europe, in which you'll see the teachers involved

We were so exceedingly happy with the results, that we decided to apply to present "Discovering Europe" at APAC's Conference "Rethinking teaching" in 2018. We focused on how this project had helped us to shift our teaching methodology towards more student-centred methods, and on the impact the project is having on our students, our teachers and on our schools as organisations. In order to do this, we involved three of our twelve- and thirteen-year-old students in the presentation: Mariona (14), Laia (13) and Manuel (12), who took part in different learning meetings in different school years, when each of them was in year 6.

Through this project, we strived to achieve real and durable changes that would go beyond project completion. In our view, the role of a teacher is to nurture children's natural enthusiasm for learning, their curiosity and creativity. Unfortunately, after a few years of formal education, those qualities in our students seemed to be seriously diminished. We thought that we needed teaching methods that placed the students at the centre of the teaching-learning process, fostering their self-motivation and sense of responsibility for their own education. In other words, we wanted to help them build their learner autonomy.

Partner schools

There are 10 partner schools in this project from 10 different countries in Europe: Poland, Slovenia, the Netherlands, Germany, Greece, Italy, Finland, Romania, the UK and Catalonia (Spain). We worked together in this strategic partnership for 3 years, and we all agreed that this project helped us and our colleagues change our teaching for more student-centred methodologies.

Distribution of the Discovering Europe schools

Our needs

We concentrated our efforts on age group 11-12, as this is where we observed the negative changes in students' motivation for learning. Students with learning difficulties or special educational needs often fail to achieve satisfactory results in traditional lessons, and many of them gradually lose motivation for learning. This sense of failure impairs their self-esteem, which adds to their problems and diminishes their chances of success in further education. We realised that we needed methods that would better suit their needs and enable them to achieve success and foster their self-confidence.
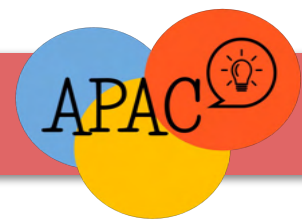
The reasons for this loss of motivation can be related to the methodology being employed in many classrooms, which should perhaps be updated to fit the needs and interests of our 21st-century, digital native students. Present-day students are used to making decisions about what contents they access, for how long, and for what purposes in their free time. School contents, on the other hand, tend to be offered top-down with hardly any flexibility. We think we need to let students make their own choices during their learning process, too, not just in their leisure, in order to get them more involved in academic life, and to help them build their autonomy as independent, lifelong learners.

What's more, traditional teaching follows a transmissive model in which the teacher conveys knowledge to students. This no longer fits students' needs in terms of their further education and employability. We realised that we need to employ methods that concentrate more on developing in our students skills they will need after leaving school, such as:

- **Problem-solving skills**, which at this level means mostly the ability to search for information in different sources, and to organize, process and use it in different settings

- **Combining knowledge and skills from different fields** in order to perform a specific task

- Using **ICT tools and materials** in the process of learning and performing different tasks

- Using a foreign language in different situations **outside the language classroom**

- Using a foreign language for **communication** and **cooperation**

- **Collaboration**, developing **teamwork skills** and the ability to share knowledge

- **Organizational skills**, like planning their own work and assessing the results of their work and the work of others

We also recognized the need for enhancing the European dimension of education we offer in our schools by working on contents concerning other European countries through different subjects. We are aware that we are raising European citizens who will need to know and understand their neighbours and be aware and appreciative of cultural diversity.

To successfully bring about the required changes in our schools and effectively transform our teaching, the teachers needed to learn and practice new methods of working with students, to improve their own language competence, and to develop their ICT skills. Additionally, we helped students discard the notion that their education will be finished the moment they leave school. We believe that the best way to help our students build a positive attitude towards the idea of lifelong learning is by setting a good example and showing children that learning in adult life is not only necessary and possible, but can make work and life more interesting and satisfying.

Project objectives

The objectives of our project were set according to the identified needs:

- Introducing and implementing learner-centred and task-oriented methods of teaching, in particular webquests and PBL (project-based learning), to create a better environment to build our students' self motivation and learner autonomy

- Increasing the utilization of ICT tools and resources

- Expanding and improving English language teaching by:

    - Introducing elements of CLIL through performing webquests in English

    - Incorporating in English lessons regular activities based on cooperation and communication between children from different countries

    - Enhancing the European dimension of our schools through creating and utilizing public teaching resources based on topics related to geography, history, culture and the natural environment of different European countries.

    - Heightening the teacher's level of competence in English and ICT

- Promoting the idea of lifelong learning among teachers and students

Activities

There were three types of activities in our project, as shown in the table below:

Type of activity		
Teach & Learn	● WQ – modified webquests ● 2 phases	● Publishing + searching + processing information with a purpose ● Making decisions ● Teamwork ● Sharing results
Connect & Play	[e-twinning platform](#)	● Communicative and collaborative activities
Learning meetings	● 5 school days ● One meeting in each school ● Teams	● Learning modules ● Guest Day – Human Towers ● Host families

The main group of activities, **Teach & Learn**, is based on an innovative method of "modified webquest". A webquest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Bernie Dodge at San Diego State University in 1995, and it is now used all over the world.

For the purposes of this project, we modified some aspects of the webquests to foster the development of learner autonomy by allowing students more decision-making powers in their own learning. Modified webquests engage the participating students in decision-making processes on several levels: They choose the particular topics they study; they also choose the study materials and methods of work they use to explore the topic; and finally, they have control over how the product of their investigation is assessed.

We also added one extra step in the webquest process: After completing the research on the internet by choosing and gathering the information, teams of students create study materials necessary for performing the task, and then exchange them with teams from other countries. We added one further task: A product to be made by the students from other countries using the materials created for the first task. For example: In the first task, each school presents significant buildings in their home country. In the second task, the other schools build models of the buildings after accessing the study materials produced by their partners. This enables students to assess each other's work, first by assessing the study materials prepared for them, and then by assessing the result of the task performed with the help of their materials.

The modified webquests also introduced elements of CLIL in most participating schools, as the study materials were in English, and the topics the learners examine are genuine content areas from the general curriculum. We use English for both the websites the students use as source materials and for the products they make. Through working with modified webquests, teachers of different subjects acquire the skills and knowledge necessary not only to use existing webquests, but to create new ones, tailored to their needs and goals. They also gain experience with peer-learning and learning-by-teaching, as elements of those methods are blended into modified webquests.

We created six webquests, two each school year. They are now public resources, which we would be very happy to see other teachers use. You can find the work from our students under the drop down tab "Resources" in each webquest.

WQ1 – Amazing Europe (Geography)

TOPIC: Basic info about partner countries, regions and towns of partner schools.

TASK: Creating wall displays presenting the partner's countries and regions.

WQ2 – Traditional Songs Of Europe (Music, Local Language And Literature)

TOPIC: Traditional songs of partner countries, traditional music.

TASK: Writing song lyrics in students' L1 to traditional songs from other countries, plus performing and recording the songs.

WQ3 – The Art Of Building (Arts, History, Maths)

TOPIC: Famous buildings in partner countries, architecture.

TASK: Building model replicas of famous buildings from other countries.

WQ4 – Comic (Hi)stories (History)

TOPIC: Important events from the history of partner countries.

TASK: Creating comics based on important events from the history of other countries.

WQ5 – Folk Tales In Puppet Theatre (Literature, Drama, Arts)

TOPIC: Popular folk tales of partner countries, folk, culture.

TASK: Creating puppet shows based on folk tales of partner countries.

WQ6 – Treasure Hunt (Natural Science)

TOPIC: National parks in partner countries.

TASK: Creating posters and a tourist guide about national parks in Europe.

As an example, these are the tasks for this last webquest "Treasure Hunt" about National Parks:

Examples of tasks in a modified webquest		
Task 1	Presentation	• Together with your colleagues choose a national park located in your country. Find out important information about it: ○ location ○ when was it created ○ protected species of plants and animals ○ characteristic elements of landscape ○ interesting trivia • Your teacher may split you into teams for this task. • Using Powerpoint, create a presentation in English with the information and materials about the national park. • Attach links to other websites, if you think they could be useful for the students from other countries. • Your teacher will upload all presentations onto a common website.
Task 2	Creating wall displays	• Learn about other national parks in partner countries, based on the websites created by students from those countries. You will find the websites in the RESOURCES section. • Make posters in your own language inviting visitors to national parks in different European countries. • You will be working in teams. Each team will make a poster about a chosen national park. • Think about interesting ways to present information! Make it eye-catching and don't overload it with too much text! • Organize an exhibition of posters titled 'National Parks of Europe' in your school.

During both tasks, the students make many decisions. In task one, each team has to decide what they are going to present and how they are going to do it. They also have a rubric for assessing each other's presentations before sharing them with their partner schools. The second task is also to be performed as team work. Students need to browse and choose a National Park presented by students from a partner school, decide what information they include in their poster, and how they organise and present it.

Connect & Play activities attempt to provide communicative contexts for English language learning in the form of activities based on collaboration of children from different countries via the eTwinning platform. The tasks are carried out in Twinspace and typically involve using one of its tools (forum, blog, wiki, file archives, image galleries, chat). Twinspace is the virtual collaborative platform of the registered Erasmus and eTwinning projects, providing communication, collaboration and editing tools. The activities we designed for this strand foster language skills and cover topics relevant to the CEFR language level A1. Children respond very positively to these activities, since they usually include real communication with children from other countries, and they are free to do them at school or at home.

Some examples of connect & play activities are:

● **"Who is who?"**: Students need to upload a description of themselves and a picture that matches the description. Once all descriptions and pictures are uploaded, students match the descriptions and pictures of the children from the partner schools.

● **"Perfect holidays":** During the last month of the project, students from different countries talked about their ideal holidays in a scaffolded interview using video-conference tools. Each school agreed on a date and time for a video-conference with another partner school. Before the date, students prepared this activity in the classroom: They decided where they would like to spend their perfect holidays, what activities they would like to do, what places they would like to visit, and so on. Students learned how to discuss their choices and practised with their mates. On the set date, students were able to skype and chat about their perfect holidays with partners from other countries. They were really excited and highly motivated, since it was a chance to practise their foreign language in a real communicative situation. Indeed, teachers from different schools reached agreements so that students could skype and chat about other topics during Erasmus Club time (after the sessions).

The third type of activity is **Learning Meetings**. Each participating school hosted a learning meeting, so there were ten of them spread throughout three school years. Meetings tended to last for about a week (five school days), and they were interesting and very special experiences for our students:

● Teams of three or four students from each country, accompanied by two teachers, travelled to each host school to take part in the meeting.

- Students were accommodated with host families, and attended school every day.

- The host students chose and prepared the activities for the learning meeting in order to teach contents about different aspects of the host country to the visiting students. The activities included collaborative work and were carried out in international teams.

- There was a minimum of four, and a maximum of six, learning modules to work through in each meeting. Some modules included trips and visits to places of interest.

PRE: Guest day and contact with family

DURING: Activities at school, trips, time with host family, friends

POST: Report and feedback at school, stay in touch

Learning meetings offer students a perfect environment to practice their English language skills, to learn about a foreign country, and to get to know people from different countries all over Europe. The children loved those meetings: They enjoyed chatting, playing, learning and having fun with other students while using the foreign language. They were also usually surprised at the positive results achieved from working together on the proposed activities. These meetings proved to be mind opening for all participants.

The role of the teacher in these meetings is to act as some sort of coach rather than a traditional teacher. Learning meetings are also a good opportunity for learning and enjoyment for the host students, especially those who host visiting students at home. Living with them for a week, sharing meals, games, and knowledge are unforgettable experiences for them.

These are some quotes from children who took part in learning meetings:

> *"The Finnish school was so different to ours. There was more silence. Even in the dining room. I was also surprised that children could help themselves from the trolleys and choose what and how much food they wanted. They could also choose where to sit down. I wish our school dining room was like that."*

> *"Travelling to Poland changed my life. In that meeting I found out I was able to communicate with people from all over Europe, and learn and have fun together. It was great! I had never travelled without my family before. That experience also helped me to face hard situations."*

> *"I enjoyed teaching our lesson about human towers. The Greek students had never heard about it, and they were really impressed when they saw the photos and videos in our presentation. They really enjoyed the games and building a small tower."*

> *"It was such a great experience! This can only happen to you once in a lifetime"*

Each school established a system for choosing the students to take part in each meeting. Students usually earned points for good performance in the project activities. This gave them a clear reason to do a good job in their work teams and it was highly motivating for them. A small group of students from each country attended the meetings as representatives from their school, and they brought with themselves the result of the work done by the whole group of students.

In each learning meeting there was a "**Guest Day**". During the Guest Day, the visiting students teach the host students a lesson on some topic about their country. Our Catalan students chose to talk about *castellers*, "human towers", as it is a clear example of teamwork, and one of the most typical elements of our traditional culture. When raising a human tower, everybody is important, but nobody is indispensable. Moreover anybody (whatever age, gender, height, weight) is welcome and can play a part in building the tower.

A traditional Catalan human tower in Vilafranca during Sant Fèlix

Catalan students presenting human towers in Germany

Human Towers are built traditionally in festivals at many locations within Catalonia. At these festivals, several *colles castelleres* (groups who construct towers) often succeed in building and dismantling a tower's structure. On November 16th, 2010, *castells* were declared by UNESCO to be amongst the Masterpieces of the Oral and Intangible Heritage of Humanity.
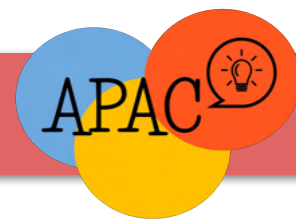
Reflections

How is our Erasmus+ project "Discovering Europe" transforming our teaching?

It is said that "change is slow, until it isn't". In 2014 we started a slow change towards more student-centred methodologies, where the students can make decisions about their learning process, they can assess their own progress and they are the main characters in the classroom. Teachers in all our schools were involved in some of the activities, and they had an experience of working on modified webquests with their learners, helping students prepare guest-day lessons, and also helping them prepare the learning modules for their own learning meetings. Students' motivation and performance in all these activities was much more positive than in more traditional setups, with opportunities for reflexion and self-assessment, which the students responded positively to. We're really happy with the results of this project, since we think it has contributed very positively to transforming our school and to helping us meet the needs of our students.

The success in this project led four of the partners (Poland, Finland, Greece and Catalonia) to start a new Erasmus+ project along with four new partners (Portugal, Italy, Romania and Germany): "Learning with the Arts" (2017-2019), and also a KA1 project "Cooperating to Learn and Learning to Cooperate in the 21st Century", which included a job-shadowing training period at our partner school in Norwich (UK).

"Discovering Europe" has been selected as a "good practice" and also as a "success story" by a panel of experts from the Directorate-General for Education, Youth, Sport and Culture of the European Commission, as can be seen on the Erasmus+ Project Results Platform. We're pleased to announce that it has also recently been selected to be showcased during the Second Edition of the European Education Summit, which will take place in Brussels on 26th September 2019.

Dear readers, thank you very much for your interest and for your attention to this presentation of our project. We hope it can be useful or even inspiring for you. As we said before, you're very welcome to use any of our modified webquests, which are designed to be usable even by schools which aren't working on a European project. We would also be very grateful if you could give us some feedback on the webquests and our project.

Thank you very much in advance!

About the author

Cèlia Raventós is a primary school teacher and a psychopedagogist, currently teaching English at Escola El Castellot in La Múnia-Castellví de la Marca. She is also working as a European Projects school advisor. She has been teaching English for more than 15 years, and taking part in eTwinning and Erasmus+ projects since 2013. Her current projects are Erasmus+ KA2 "Learning with the Arts", with 7 partner schools around Europe (Poland, Greece, Finland, Romania, Italy, Portugal and Germany), and a KA1 project "Learning to Cooperate and Cooperating to Learn in the 21st Century", which includes a job-shadowing activity in the UK. Her main interests are collaborative work and learner autonomy.

APAC
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GOING GLOBAL

APAC'S ELT CONVENTION 2020
CALL FOR PAPERS

For more than 20 years, APAC has organised its annual convention with the goal of offering teachers and other professionals working in the field of ELT an opportunity to meet up and to shake up their methods and beliefs about learning; to find out what's going on in each other's classes and what the latest trends in ELT are; to gain new skills and exercise all their teaching muscles. APAC's ELT Convention is, ultimately, a chance to recharge batteries and reconnect with colleagues and partners.

Last year's convention was a source of inspiration for us, and this year we'd like to return the favour by inspiring you to go global as a teacher. Going global refers to the increasing openness of today's ELT classrooms and the many implications of this.

For starters, _our_ class is not our island any more. We cannot just close the door (literally and figuratively) on everyone else and teach as if nothing else existed outside the room. We cooperate across subjects and departments, engage in a project with schools near and far, access a plethora of audiovisual materials as sources for our classes, follow the latest trends with our students and react to them together. More and more teachers are working as teams, even joining agents outside the school boundaries to deliver the best learning opportunities to students. As teachers, we're no longer in charge of teaching a discrete list of grammatical items and keeping the kids quiet, but rather we're expected to design and implement, along with all other teachers, a comprehensive learning path for students that enables them to be global citizens.

And finally, going global also means that the English class has opened its door to cultures and languages beyond English, incorporating languages and cultural practices that are present in students' lives, in an attempt to nurture in school students' communicative competences across their different languages and social networks. Just two words, and so much meaning, but that's language for you!

LET'S GO GLOBAL!

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GOING GLOBAL

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APAC welcomes papers addressing one or more of these issues to be presented in one of the following formats:

- **Workshop session**: One-hour, active, hands-on sessions in which the audience is expected to participate extensively.

- **Lecture:** One-hour session devoted to the presentation of interesting theoretical concepts or frameworks, state-of-the-art overviews of ELT topics, or recent research projects.

- **Symposium:** One-hour session in which 2 or 3 presenters discuss a topic from different points of view. Participants may suggest the grouping themselves, or APAC can suggest connections between different proposals.

- **Poster session**: One-hour session shared with other presenters, in which participants display and present a poster on a research project or a teaching intervention for about 5-10 minutes and then discuss it with members of the audience.

BY PRESENTING AT APAC'S ANNUAL CONVENTION, YOU'LL EARN SOME POINTS AS A TRAINER FOR THE DEPARTAMENT D'EDUCACIÓ, AND HAVE THE OPPORTUNITY TO SEE YOUR WORK PUBLISHED IN APAC'S ELT JOURNAL. NON-COMMERCIAL PRESENTATIONS WILL ALSO RECEIVE A SMALL FEE.

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