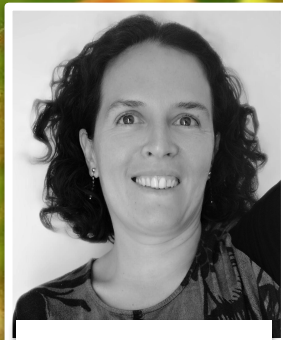




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#storytelling



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SHORT & SWEET - INFOGRAPHICS  
Reflective Practice

APAC'S TOOLKITS  
Oral Practice Resources



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.

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Jim McCullough & Àngels Oliva

#### APAC board contributors

Àngels Oliva, Iolanda Ribes & Sílvia Borrell

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## *A quick note (sort of) from the editorial team*

As we all readjust to school life, here at APAC we're starting the academic year with the full-on determination to break the boundaries between the classroom and the world. As teachers, we cannot ignore the issues that affect our students: Our role in the climate emergency, the spread of fake news, the restriction of civil liberties we had taken for granted, the challenge to consumerism, stark social inequalities... We are living through complicated times, and as teachers it's hard (and possibly unfair) to keep the world out of our sessions because that means losing our students' interest and losing the chance to educate global, engaged citizens for a better future.

This issue is packed to the brim with experiences, resources and methodological inspiration. We start off with a paper by **Julie Waddington** and **Sílvia Pardàs** that describes the impact of having students read to their younger peers. In the second paper, **Annabel Fernández** narrates her experiences as an EAP teacher in Bristol and makes us all want to pack and go. Inbetween these two, the second **infographic Short & Sweet**, this time presenting some ideas about reflective practice. After that, a fab list of resources you can use to get even your shyest students talking like there's no tomorrow - **APAC's Toolkit number 2**. Finally, **Sílvia Borrell interviews Lesley Denham**, a fantastic teacher and teacher trainer who has had a tremendous impact on many of us English teachers.

And don't forget to check out the call for papers for APAC's [annual ELT Convention](#), *Going Global*, also at the end of this issue. If you have any ideas, experiences or materials you would like to share, the call for papers is still open! And remember that you can still submit your project to the [John McDowell Awards](#), organised jointly by APAC, the **British Council** and **Trinity College London**.

Enjoy this new issue, and may all your ideas run free!

APAC's Editorial Team





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# Featured in this issue

## **Building Up STEAM**

*2nd Edition of APAC's Communicate, Innovate and Create*

Speakers and summaries

## **Did They Really Learn How To Learn?**

*Material development*

Julie Waddington, UdG and Sílvia Pardàs, Escola la Blanca

## **Short & Sweet: Reflective Practice**

*APAC's Infographics*

Àngels Oliva

## **Bristol: A Summer Teaching Academic English**

*Experiences*

Anabel Fernández, UdG

## **APAC Toolkit: Oral Practice Tools**

*Resources for the modern teacher*

*Curated by Iolanda Ribes for APAC's social networks team*



## [Lesley Denham: A Teacher Teaching Teachers](#)

*Interview*

Sílvia Borrell, APAC

## [ELT Convention: Going Global](#)

*Call for papers*

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*Call for submissions*

home to home<sup>hth</sup>

<sup>hth</sup> Language Immersion Experiences



**Programmes  
Away**



**English Camps  
& School Projects**



**Conversation  
Assistant Programme**

# BUILDING UP STEAM

## 2ND EDITION OF COMMUNICATE, INNOVATE & CREATE IN ELT

A one-day multilingual training event on flipped classroom, CLIL & STEAM

Jill  
Simon



Marcos  
Ordiales



Anna  
Martínez



Domingo  
Chica



Manel  
Trenchs



Elena  
Vercher



Christian  
Negre



Frank  
Sabaté

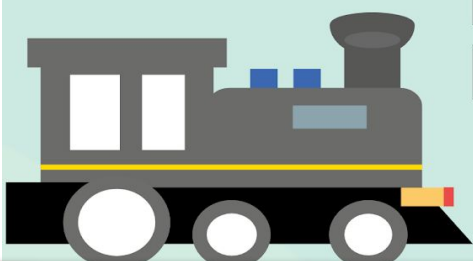


Dos profes  
en apuros



**INS JM ZAFRA, BARCELONA  
NOVEMBER 9TH 2019**

Organised by APAC and certified by the  
Departament d'Educació





# Building up STEAM

2nd edition of Communicate, Innovate & Create in  
ELT 9/11/2019

**9:00 to 9:25 - Registration and welcome**

**9:30 to 10:30 - Plenary session:** CLIL and the Active Learner, by **Jill Simon** (UAB)

Reflection, discussion, investigation and creation: These four words are at the core of active learning methods which aim to engage student minds through learner-centered, meta-cognitive, purposeful tasks. How can we as teachers create the conditions in our classrooms to promote active learning? What are the challenges? And what are the benefits? This plenary addresses the development of the Active Learner in the CLIL classroom.

**10:30 to 11:00 - Coffee break**

**11:00 to 12:30 - First workshop**

**PRIMARY**

Circuits de paper, robots que dibuixen i altres andròmines. El moviment maker a l'aula, amb en **Frank Sabaté**

En aquest taller ens endinsarem al món de la cultura maker i el seu impacte dins els centres educatius. Veurem diferents exemples de com podem fer servir la tecnologia de baix cost per fer-nos preguntes i alhora plantejar-nos noves maneres d'expressió i reflexió.

**SECONDARY & BEYOND**

Capgirem l'aprenentatge, amb en **Manel Trenchs**

Al segle XXI els rols del professor i de l'alumne s'han de replantejar, ens cal aprofitar la tecnologia per fer aquest canvi. A partir de la pròpia experiència d'aula amb alumnes d'Història de l'Art us compARTiré les meves estratègies, activitats i nous enfocaments educatius. Amb la mesura del possible si podeu portar un dispositiu electrònic al workshop molt millor.

**12:30 to 14:00 - Second workshop**

**PRIMARY**

Improve speaking with Game Based Learning Strategies, with **Christian Negre**

We all know speaking a foreign language is a hard job, even if it's English! This workshop will provide easy step-by-step Game-Based Learning strategies to help young learners remember vocabulary and expressions, and to encourage them to use these new items in context. A laptop, tablet or digital device is recommended to make the most out of the workshop.

**SECONDARY & BEYOND**

Enriquece tus clases de idiomas con Flipped Classroom, con **Domingo Chica Pardo**

La clase inversa o Flipped Classroom puede ser una estupenda propuesta para aplicar metodologías activas en el aula y llevar a cabo tareas competenciales con nuestro alumnado. En este taller conocerás las herramientas para la creación de contenido, diseño de una unidad didáctica con FlipCan de Genially e instrumentos para la evaluación.

**14:00 to 15:00 - Lunch break**

**15:00 to 16:00 - Plenary session:** Dar la vuelta a tu clase: ¿realidad o ficción? por Marcos Ordiales

En esta plenaria hablaremos del origen de la Flipped Classroom, cómo puede favorecer el proceso de aprendizaje de los alumnos, sus ventajas y sus inconvenientes, cómo se pueden superar los primeros obstáculos y las diferencias con el enfoque tradicional.

**16:00 to 17:30 - Third workshop**

**PRIMARY**

Aprendre jugant, amb l'equip de **Dos Profes en Apuros**

Tothom diu que aprendre jugant mola, d'acord, però com podem començar a fer-ho a classe sense haver d'invertir-hi la paga extra? En aquest taller ho veurem!

**SECONDARY & BEYOND**

Dieticians for a day, with **Anna Martínez Comalada**

As a starter, the global project Dieticians for a day will be introduced. Designed and carried out by both the Biology and English teachers, as the main dish, it includes competence-based curriculum, CLIL methodology, flipped classroom and VR, among others. All the materials will be shared and as dessert a selection of students' output will be presented. Participants will learn about PBL, CLIL, flipped classroom and competence-based activities as well as assessment. A laptop, tablet or digital device is recommended to make the most of the workshop.

**17:30 to 19:00 - Fourth workshop**

**PRIMARY**

Storytelling robots (Building creativity through collaboration and Communication), with **Elena Vercher**

This workshop will deal with how to use programming and robotics to explain and create stories in the English as a Foreign Language Class. It is aimed at both Kindergarten and Primary teachers. A language is learned with its use, so in this workshop we will use the 21st Century Skills to deepen the learning of a Foreign Language through Active Storytelling and STEAM. We will create cooperative groups to solve the challenges that are proposed and, for that, we will be exploring the didactic use of different robots, software and devices. Be ready to be immersed in the world of Storytelling Robots!

**SECONDARY & BEYOND**

Cómo crear tu video flipped, with **Marcos Ordiales**

En este taller veremos que crear un vídeo didáctico puede no ser tan complicado como se piensa. Hay que tener claras las pautas para enganchar al alumnado a través del vídeo y por qué no... hacerle participe para que evolucionen y se enriquezcan pudiendo elaborar ellos mismos sus propios vídeos.

Register now through [APAC's webpage](#). 10-hour training certified by the Catalan Department of Education



Teaching methodology

# Did they really learn how to learn?

Results from Our Storytelling Circle

Written by Julie Waddington (UdG) and Sílvia Pardàs, Escola La Branca

## Abstract

This article reports on the implementation of a whole-school storytelling methodology in preschool and primary education, which is also relevant to secondary school teachers. Links to video recordings are provided to demonstrate work carried out and to illustrate the different ways in which upper primary school students deliver a storytelling session using a picturebook of their own choice. Applying a qualitative approach based on teacher and student perspectives, a study is carried out to explore the extent to which the experience contributes to the development of the learning to learn competence. Results indicate that the different dimensions of the competence are developed during the experience; with the development of positive attitudes to learning being highlighted as one of the most important outcomes.

Image by Tumisu, from Pixabay



“Evidence provided over a three-year period [...] shows that children of this age are not only capable of rising to this challenge [delivering a storytelling session in English], but that the challenge itself has a positive effect on their language learning and self-concept”

## Context

Two years ago, at the APAC ELT Convention 2017, I, the leading author, presented a cyclical storytelling methodology to harness the pedagogical potential of authentic picturebooks throughout the different stages of compulsory education. Details of the methodology design and rationale are provided in the follow-up article ‘Competency-Based ELT: Learning to Learn through Our Storytelling Circle’ (Waddington, 2017). The most distinctive feature of the approach is that the children themselves become the leaders of the storytelling process with the guidance and support of their teachers. During the experimental phase, initial responses from participating teachers and students revealed high levels of motivation and interest. After working closely with the second author of this paper during the implementation stage of the project, my aim at the 2019 Convention was to report on progress made; to demonstrate some of the work carried out by participating students (video recordings); and to share results from both the teachers’ and students’ perspective. One of the key questions that remained to be addressed back in 2017 was whether children in the upper cycle of primary education would be able to complete the task of preparing and delivering a storytelling session in English. Evidence provided over a three-year period with heterogeneous student groups shows that children of this age are not only capable of rising to this challenge, but that the challenge itself has a positive effect on their language learning and self-concept (Waddington, 2019).

## Theoretical Framework

The title of this paper refers back to the subtitle of the 2017 article, ‘Learning to learn through our storytelling circle’, which, in turn, alludes to one of the key competences to be developed within the framework of the Catalan competency-based primary education curriculum (Departament d’Ensenyament, 2017). Key competences are defined as those which are relevant to all members of society and are essential for an individual to be socially included and employable. The importance of focusing on competences in education is highlighted in the following extract:

A competence is defined as something beyond skills and knowledge, for example Kegan (2002, p. 2) discusses that the “great benefit to a concept like ‘competence’ is that it directs our attention beneath the observable behavioral surface of ‘skills’ to inquire into the mental capacity that creates the behavior. And it directs our attention beyond the acquisition of ‘knowledge’ as storable contents (what we know) to inquire into processes by which we create knowledge (how we know)” (Hoskins & Fredriksson, 2008: 11).



With regard to the learning to learn competence, Hoskins and Fredriksson explain that it has become a political priority in education precisely due to the link between its development and lifelong learning and social cohesion in the Information Age (2008: 16). When it comes to defining the competence, different definitions are available, such as the one offered by the EU working group on Key competences – “the ability to pursue and persist in learning” – or the process-centred approach adopted by The British Campaign for Learning, defining the competence “as a process of discovery about learning [involving] a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is the belief that learning is learnable” (pp. 17-19). Emphasising the importance of this transversal competence, a document provided by the Catalan Ministry of Education encourages teachers to identify specific components of the competence and suggests methodological approaches to develop them and assess them within the primary classroom context (Departament d’Ensenyament 2018). These components are organised into four dimensions, as indicated below:

- **Self-awareness in relation to learning** – refers to the process of becoming aware of one’s own strengths and weaknesses as well as the strategies that help us learn.
- **Individual learning** – refers to the student’s capacity for making decisions and organising their own learning to make it effective and long-lasting.
- **Group learning** – refers to the student’s ability to learn with others in a cooperative way so that each member of the group achieves their goals.
- **Positive attitude to learning** – refers to the need to find the most suitable aspects that provide the motivation which is essential to achieve established goals and continue learning for life.

This four-dimensional framework will help us reflect on the results of the project implementation and to answer the question announced in the title of this paper: Did they really learn how to learn?

## Design

The project was designed to be applied in the context of a rural school which promotes close coordination between the preschool and primary stages of education. It was conceived as a cyclical project in which the students’ role develops, becoming progressively more active in the storytelling process; from the earliest stages of initial input (listening to stories), to the later stage (upper cycle of primary), when they prepare their own storytelling sessions to deliver to younger learners in the school. A storytelling routine/format was designed to provide an approach which could be adopted and shared by adult storytellers (teachers, volunteers), and which would also serve as a model to guide the older children and provide a focus for the competency-based tasks they would carry out to prepare their storytelling sessions.

A website was created to store key resources and to be able to share video recordings with participants: <https://sites.google.com/view/our-storytelling-circle-jw/home>. In the first instance, a model video (shown at the 2017 APAC Convention) was created to illustrate the different phases of the storytelling routine. A description of these phases and the video model created can be found under the Highlights section of the website. An action plan was drawn up to identify and organise the sequence of competency-based activities that would help upper cycle children prepare the storytelling sessions they would deliver to younger children at the end of the year. Examples of the content of these sessions and the specific (foreign language) and transversal (e.g. learning to learn) competences worked on are provided in Table 4 of the 2017 article (Waddington, 2017: 22).

## Implementation

In this section we show how students delivered their storytelling sessions using the picturebooks they had selected at the beginning of the year, and following the routine illustrated in the model video/session. Students had spent two terms preparing these sessions and had been guided to adapt their sessions appropriately to the age of their listeners: teachers had decided which class they would visit, depending on the picturebook chosen. Six storytelling sessions have been selected to illustrate how the different phases of the routine are carried out by different groups of students. Table 1 indicates the particular phase being worked on, the picturebook used, and the class the session is being delivered to. The last two columns provide details to help the reader locate the clip in the corresponding videos on the website.

The hard work invested by the students in the different phases of the storytelling routine illustrates that the success of the experience goes far beyond their ability to understand a story and tell it to others. Instead, careful preparation of all the different phases help their listeners 1) be engaged/interested in the story; 2) understand the language used and the meaning of the story; 3) interact with the story and try out the language themselves; 4) experiment with the language while having fun; 5) interact in authentic communicative exchanges with their peers.

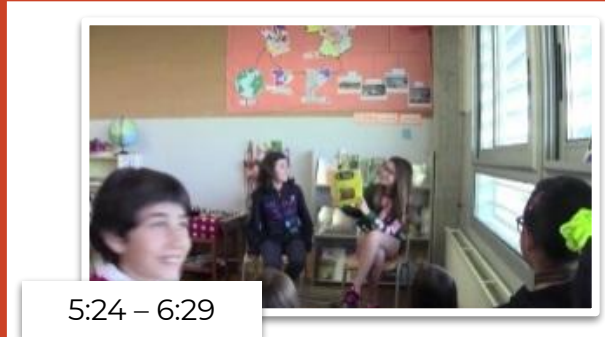

Thus, in the first example using *Dear Zoo*, the two 5th-year students begin their session by creating a relaxed and comfortable environment, saying hello to each (4 or 5 year-old) child in turn and prompting them to say hello back. Apart from gaining their attention and giving them an opportunity to use English in an authentic exchange, addressing each child using their name encourages them to feel included and to participate in the experience. In the next two examples (*Shark in the Park* and *Don't Forget the Bacon*), the storytellers use different strategies to elicit key vocabulary and expressions used in the story.



Table 1. Upper cycle primary students delivering storytelling sessions

Routine	Picturebook	class	Screenshot & times
<b>Welcoming/ greeting listeners</b>	<i>Dear Zoo</i> , Rod Campbell	P4	 0:00 to 00:44
<b>Introducing key vocab/ expressions</b>	<i>Shark in the Park</i> , Nick Sharratt	P4 & P5	 1:28 to 2:17
	<i>Don't Forget the Bacon</i> , Pat Hutchins	Year 3	 0:50 to 2:24
<b>Narrating story encouraging listeners to interact</b>	<i>Walking through the Jungle</i> , Julie Lacome	Year 2	 1:34 to 3.24
	<i>Ten Little Rubber Ducks</i> , Eric Carle	Year 1	 0:34 to 2:20

Table 1. Upper cycle primary students delivering storytelling sessions

Routine	Picturebook	class	Screenshot & times
<b>Follow-up game/activity</b>	<i>Oi Frog</i> , Kes Gray & Jim Field	Year 4	
<b>Closing session/saying goodbye</b>	<i>Dear Zoo</i> , Rod Campbell	P4	

In the first example, the storytellers use flashcards (created by themselves) to elicit the language from the listeners, pausing to praise them when they produce the correct terms. Preparatory work had been carried out during a previous class, in which the listeners had completed a worksheet created by the storytellers introducing key vocabulary from the story. In the second example, storytellers adopt a different strategy, using realia found in the school (chairs) or brought from home (cape) to elicit some of the key expressions needed to follow the complex narrative of this picturebook (*Don't Forget the Bacon*). They also use drilling techniques to practise the new language, asking the listeners to repeat some expressions (e.g. "a pile of chairs") to increase their chances of recognising and understanding the language when they hear it in the story. The storytellers of *Ten Little Rubber Ducks* use a similar strategy, using realia (rubber ducks, a box, etc.) to illustrate narrative events. In their case, they decide to blend phases 2 and 3 together, eliciting key vocabulary (e.g. colours) and introducing new words (ducks' bills) while narrating the story. Even when listeners are not explicitly prompted to interact, we find spontaneous examples of interaction, such as the girl making the gestures of a quacking duck (5:12 -5:14), indicating her engagement with the story despite the complex language of this particular picturebook.

The storytellers of *Walking in the Jungle* adopt clear strategies to encourage their listeners to interact with the narrative, waiting for students' responses after the sequence on each page, asking "What do you see? Can you hear a noise? What could it be?" In addition to the visual clues on the picturebook page, they provide the listeners with further prompts using sound effects (making the noise of the animal) and putting on masks (created by themselves) showing the animals' faces. Following this pattern for each animal encourages the children to join in and creates a positive environment in which both listeners and storytellers have fun with the story.

After narrating the stories, and in line with the routine established, most storytelling groups organise simple follow-up activities or games (e.g. Simon Says, Eye Spy, etc.) related to the theme of their story or to some of the language worked on. In the case provided in Table 1 (Oi Frog), the storytellers working with this linguistically challenging picturebook follow up their narration with a different kind of activity, showing a PowerPoint presentation they had prepared to retell the story and using a choral drilling technique to encourage listeners to join in with the repeated structure "(name of animals) sit on (objects sat on)". In most cases, the storytellers decided to close their sessions by giving the listeners a handcrafted gift to remind them of the story. This provides further opportunities for authentic communicative exchanges between students, as we see in the case of Dear Zoo, with the preschool listeners being addressed individually once again by their older primary school peers. Some months after the sessions, one of the preschoolers' parents commented on the fact that her daughter often took out the puppet (gift) at home, talking to it and playing with it. This suggests that the personalised gift reminding them of the story, and the experience in general, has a lasting, positive effect and stimulates further thought processes for these young children.

## Results

After sharing some of these clips during the APAC Convention workshop, attendees discussed the following question in small groups: "In what ways do you think they (the storytellers) learned how to learn?" After some initial ideas focusing more on what they learned (for example lexical sets related to picturebook topics), discussion turned to what they were actually doing (for example working collaboratively in small groups), and how this contributed to developing their capacity to learn. The question therefore shifts our attention "beyond the acquisition of 'knowledge' as storable contents (what we know)", encouraging us to "inquire into processes by which we create knowledge (how we know)" (Hoskins & Fredriksson, 2008: 11).

Some participants were surprised by the level of autonomy shown by the storytellers and the marginal role played by the teacher during the sessions (this role was carefully cultivated and the level of autonomy achieved was the result of preparation and planning during two school terms). Other participants were surprised by the way some storytellers used techniques that some educators may find outdated or questionable, such as choral drilling and asking students to "repeat after me". On the one hand, this could indicate that students are replicating



what they are familiar with, or, having been placed in the role of teacher, that they are doing what they think a teacher should do. On the other hand, the practice could provide insight into what children find helpful in their own learning experiences and the processes they consider effective for driving learning forward in others.

After sharing these ideas, I presented some of the results of the project implementation based on teacher and student perspectives. These results have been summarised in Table 2 and organised in line with the four dimensions of the learning to learn competence discussed earlier.

**Table 2. Overview of student and teacher perspectives of the Storytelling experience**

Dimension of learning to learn competence*	Student perspective	Teacher perspective
<b>Self-awareness in relation to learning</b>	<ul style="list-style-type: none"> <li>• It's important to try to overcome shyness/reticence</li> <li>• Resources can help us (dictionaries, IT, teacher, peers)</li> <li>• Our behaviour matters (to us and to others)</li> <li>• You have to make an effort</li> </ul>	<ul style="list-style-type: none"> <li>• Students become more aware of their own strengths and weaknesses (through working on the task in groups); they enjoy making the most of their strengths and develop strategies to try to improve, manage or mitigate their weaknesses</li> </ul>
<b>Individual learning</b>	<ul style="list-style-type: none"> <li>• We like being able to make our own decisions (which picturebook to use, how to deliver the session, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Can be adapted/personalised to suit different student needs</li> <li>• Students learn new language in a meaningful context (more enduring)</li> </ul>
<b>Group learning</b>	<ul style="list-style-type: none"> <li>• You have to listen to others and respect turn-taking</li> <li>• Some of us wanted to be in different groups (with our friends), but we made the most of it</li> </ul>	<ul style="list-style-type: none"> <li>• Group work presents real advantages, but also challenges</li> </ul>

**Table 2. Overview of student and teacher perspectives of the Storytelling experience**

Dimension of learning to learn competence*	Student perspective	Teacher perspective
<b>Positive attitude to learning</b>	<ul style="list-style-type: none"> <li>• We looked forward to our storytelling sessions</li> <li>• We'd like to tell more stories in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Project motivates children to learn English (without them realising they're doing it!)</li> </ul>
*According to the four dimensional framework proposed in Departament d'Ensenyament (2018)		

Student and teacher perspectives indicate that the experience did in fact help these primary school students to learn how to learn, in line with recent calls for such approaches in ELT (Ellis & Ibrahim 2015). Most notably, the experience stimulated more self-awareness in relation to how they learn and what they need to do to maximise their learning. In this way, they became more aware of their own individual needs and learning preferences, while also becoming more sensitive to the needs of others and to the value of collaborative work. In terms of the lasting effect of the experience, the development of positive attitudes to learning is probably the most important outcome and will underpin the development of students' "ability to pursue and persist in learning", which has been described as the essence of the learning to learn competence (Hoskins & Fredriksson, 2008: 17).

## Closing comments

The results discussed above have been presented in a summarised way due to space restrictions. A more in-depth study discussing the effect on students' foreign language self-concept and highlighting the importance of self-efficacy beliefs can be found in Waddington (2019).

Some attendees at the workshop wanted to know more about the work involved in preparing the storytelling sessions. Although a description of the main characteristics and overall design can be found in the previous APAC ELT Journal article (2017), this does not provide a close-up view of how the preparatory sessions were developed. I have attempted to address this in the article "Motivating self and others through a whole-school storytelling project: authentic language & literacy development", which is currently under review. The article provides a detailed description of some of the classes (referred to as storytelling preparation workshops),

taking examples which help illustrate the different cross-curricular areas focused on by students: linguistic, artistic, IT. The article also includes a review of some of the key research which can help us understand the significance and role of storytelling with picture books in language and literacy development; particularly in ELT (see Fleta, 2019). I will make every effort to share this with the APAC community as soon as it is published.

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*Sincere thanks to all the staff at the CEIP La Branca for supporting the project at every step of the way. Special thanks to all the children who participated in the project. Particular thanks and praise go to the storytellers (in alphabetical order): Alba, Àlex, Ivet, Jan, Mònica, Nico, Noa, Noure, Oriol, Pere, Robert, Roger, Roure and Samuel.*

## About the authors



**Julie Waddington** teaches on the degree programmes in Preschool and Primary Education at the University of Girona. She enjoys developing research projects in schools (such as the project described in this paper) and has also worked as a teacher trainer for the Catalan Ministry of Education. With a PhD in Literary Studies and Critical Theory (Manchester Metropolitan University, UK), and as a member of the Cultura i Educació research group (Institut de Recerca Educativa, UdG), she enjoys applying critical theory to language education and is particularly interested in questions of learner identity. Her current teaching practice and ELT research interests are also informed by her earlier training as an EFL teacher and experience as a full-time English teacher in language schools in England and Catalonia.

[julie.waddington@udg.edu](mailto:julie.waddington@udg.edu) @juliewaddy



**Sílvia Pardàs** has enjoyed working as both a generalist teacher and specialist English teacher at different schools in Catalonia. Actively involved in various innovation projects, she enjoyed working at the Camp d'Aprenentatge Empúries, developing heritage education programmes promoting autonomous student learning and harnessing new technologies. She spent the last years of her professional teaching career working as an English teacher at CEIP La Branca (ZER Montgrí, Baix Empordà) before retiring in 2019. During this period she worked in close collaboration with Julie Waddington to design and implement the Storytelling Circle project, which has now become a permanent feature of the school's language and literacy programme.

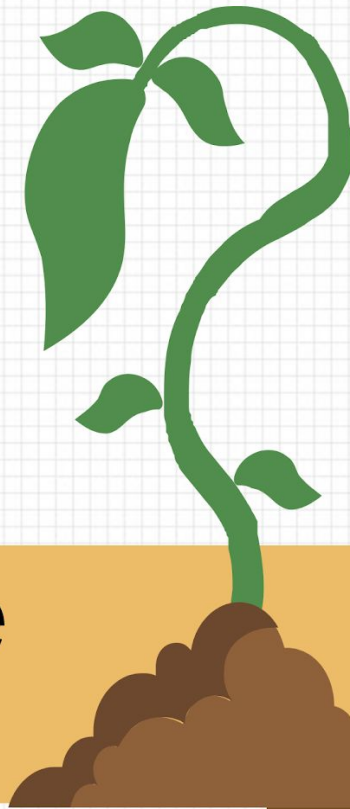


# The path to teachers' lifelong professional growth...

resulting in  
a shared, sustained,  
long-term cycle of  
action research



## Reflective Practice



stems from teachers'  
needs in specific contexts



that trigger reflection,  
study & actions



### REALITY-BASED:

- teachers' personal and professional experiences,
- specific needs in their specific context
- problem-solving skills

### SOLID:

- theory and published research are used to interpret reality
- help fill in gaps in understanding

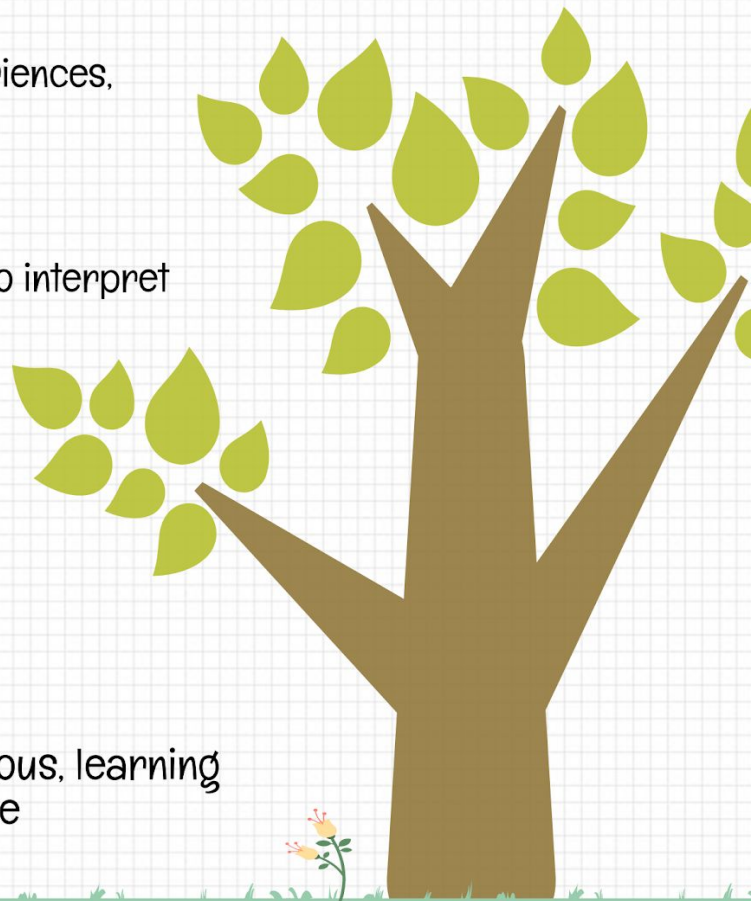
### HORIZONTAL:

- occurs in small communities & safe spaces
- sharing, observing, exchanging
- cannot be imposed

Reflective practice enriches  
**CURIOSITY** with **SYSTEMATICITY**



and nurtures autonomous, learning  
communities of practice



Short & Sweet, infographics by Àngels Oliva for APAC

## Experiences

# BRISTOL: A SUMMER TEACHING ACADEMIC ENGLISH

Written by Annabel Fernàndez-Córdoba, from Universitat de Girona

*The present article describes my first experience as an English for Academic Purposes practitioner at the University of Bristol in a summer pre-sessional course in 2018. Throughout a 6-week course I helped two class groups of mostly Chinese international students develop their academic skills in English, enabling them to begin their Master's degree at the University of Bristol. The learning curve was steep for both parties but it was also a hugely rewarding and formative endeavour on a professional and personal level.*

## Introduction: English for Academic Purposes (EAP)

The growth of English as the leading language for the dissemination of academic knowledge has led to the development in TEFL in universities and other academic settings catered for by the field of English for Academic Purposes (EAP). As defined by Hyland and Shaw (2016), EAP covers language and research instruction that focuses on the communicative needs and practices of individuals working in academic contexts and has the English language at its heart. Academic language is a social practice that must be learned by observation, study and experience (Bourdieu et al., 1994) and thus, EAP teachers and students alike need specialized training in order to become competent in academic English.

My interest in EAP started in 2016 during a visit with a friend who had started working as an EAP practitioner at INTO at the University of Exeter. In order to quench my thirst for knowledge in the field of EAP I decided to take an online Masters course in Teaching English for Academic Purposes at the University of Glasgow. Upon completion of my Master's degree, applying for a post as an EAP tutor seemed like a natural move that would enable me to put this newly acquired knowledge to the test. Shortly after having my first Skype job interview, I was informed that I had been selected for the job and became an EAP tutor in a 6-week Pre-sessional Course in summer 2018 at the University of Bristol.

## A pre-sessional course in Bristol

Summer pre-sessional courses provide an opportunity for international students to be introduced to academic life and culture at a UK university and to work intensively on all their language skills within an academic framework. The students I taught were from very culturally and linguistically diverse backgrounds, I had 6 different nationalities in the classroom: Chinese,



Taiwanese, Korean, Turkish, Thai and Saudi Arabian. As a teacher of ELT in Catalonia for over 20 years, I was used to teaching relatively homogeneous groups who shared the same L1 as me. In this first truly intercultural teaching experience I came to realize that an understanding of intercultural communicative competence can contribute to developing a more effective EAP learning environment.

In short, intercultural communicative competence “is the ability [in an additional language] to communicate effectively and appropriately with people from other language and cultural backgrounds” (Sun, 2014, para. 24). This ability involves empathy, respect, tolerance, sensitivity, flexibility, and openness to interacting with people from other cultures and linguistic backgrounds in ways that do not impose dominant or so-called “native speaker norms” (Sun, 2014). At first, communication breakdowns occurred all the time, as I struggled to understand my students’ spoken English. Although I gradually adjusted to my students’ pronunciation and intonation patterns, they would still, more often than not, have to rephrase their sentences to help me to fully grasp their message.

Image by Stux, from Pixabay





On the first day of the course, I asked students to write a short letter introducing themselves briefly, describing their previous English learning experiences and expressing what their needs and wants were in connection with EAP. This exercise would inform my practices, and I would give them their letters back on the last day of the course and ask them to reflect on their learning process and decide whether their needs had been met or not. Reading their letters was a journey of discovery, and one of the most striking things was to find out about the tension experienced by Taiwanese students for being in a classroom dominated by the presence of Chinese students, a situation fuelled by the intense political tension between the two countries.

Another experience worth mentioning is related to the concept of ethnocentrism, particularly in connection to adapting to dominant cultural norms. As part of the course, students had to become familiar with graffiti artists, like the world-famous Bristolian Banksy, and were asked to read a text from *The Guardian* and do some reading comprehension activities on it. The text was loaded with cultural references (Boris Johnson, Frida Kahlo, Buenos Aires, Bogota...) that were all completely unknown to my students, so I had to unpack an awful lot of information to help them decipher the text and do the activities without making them feel they had the immediate responsibility for adapting to their new cultural surroundings.

On another occasion, I had a little conflict with the Saudi Arabian students because their final Micro Research Report presentations were to be given on Eid al-Fitr, a religious holiday celebrated by Muslims worldwide that marks the end of Ramadan. At the time I had no idea what Eid was, so asked my students to explain what it was and why it was such an important event for them. Unfortunately management decided not to change their speaking dates, since their presentations would only take 25 minutes and thus they could accommodate their religious practices around them.

Image by Shauking, from Pixabay



All my students at the University of Bristol had received a postgraduate offer from the University of Bristol but did not have the IELTS profile to proceed directly to their studies. Inevitably, as an EAP practitioner you become involved in gate-keeping and assessment, and there is considerable pressure to ensure they pass their exams in order to move on with their lives in the UK. Students practised researching, preparing and writing long essays, and using academic sources to support their arguments; they were asked to prepare reading (Browne, 2011) or listening texts before class, and to do follow-up class work to consolidate their learning; finally, they were also encouraged to make full use of the online learning environment, particularly the interactive academic grammar ([BEAP](#)).

Writing a mini review of literature, a task called MRR (Micro Research Report), was a key assignment that involved selecting three journal articles to reflect critically on how knowledge had evolved over time and ultimately give an oral presentation about it, too. Every week we would spend tutorials reviewing their MRR, I would give them individual feedback, they would also peer review writings, give relevant and formative feedback. At first, my focus was on the sentence level, as students had difficulties stringing sentences together with the Subject+Verb+Object structure, but as they progressed we could move on to aspects such as boosting and hedging their claims and supporting their arguments with evidence. We also worked on critical thinking and a critical approach to knowledge, essential in academic culture, which we developed incrementally throughout the pre-sessional courses. Thus, my job involved helping EAP students deal with: consideration of place and date of publication; identifying author bias and purpose; evaluating the scope of the research; distinguishing fact from opinion; comparing the author's argument to other points of view and to the reader's own experience and knowledge; ultimately evaluating the strength of the argument and validity of the text with the goal of writing a critical response in order to synthesise ideas and opinions in their piece of academic writing.

## Conclusions

Working as an EAP tutor in a pre-sessional course was really intensive and demanding, as in the space of just 6 weeks I had to ensure that students improved their language level sufficiently to reach the entry requirements for university. The stakes are high for students and also for EAP teachers like me, who may not have much experience in teaching EAP and are pitched into a new kind of teaching and confronted with students who are eager to show that they can cope with university studies. I certainly felt the pressure and was completely out of my comfort zone, but I tried to help my students pass their exams and share an enjoyable and enriching learning experience with them.

This has been enormously enriching and informative professional endeavour, and I would highly recommend it to anyone with a background in ELT and a bit of knowledge on EAP. It certainly allowed me to smoothly transition into university lecturing in the Faculty of Education and Psychology at the University of Girona, where I am presently employed.



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## About the author



**Annabel Fernández-Córdoba** has taught English as a Foreign Language at various levels for 20 years. She holds an MA in TEFL from Universidad de Alcalá, a Masters in Teaching English for Academic Purposes from University of Glasgow and is currently a PhD researcher in Applied Linguistics. Since 2004 she has worked at different EOLs in Catalonia, and she is also an associate lecturer at the University of Girona. In July and August 2018 she taught English for Academic Purposes to international students at the University of Bristol.



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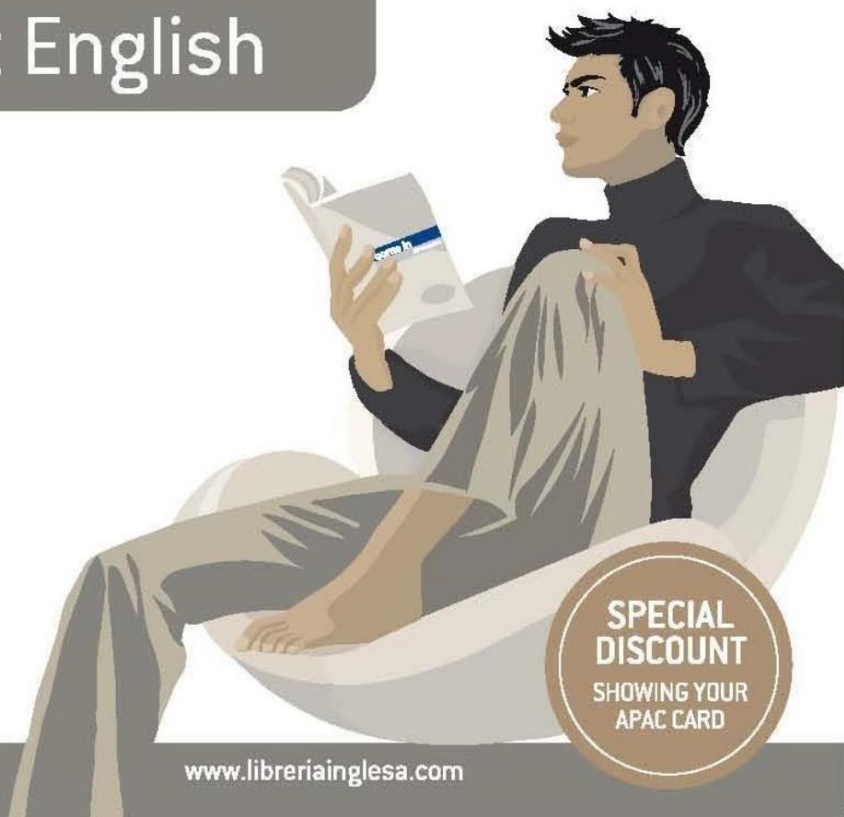
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APAC TOOLKITS 02/2019

Contents curated and revised by Iolanda Ribes  
for APAC's social networks team

# ORAL PRACTICE TOOLS

## September/October 2019

Being a 21st century teacher sure is a demanding job, but it's also infinitely rewarding thanks to the variety of tools you can use to get students to use language in the most natural way, to create contents for your sessions and to engage in a more personal learning environment. Speaking a foreign language can be a very challenging experience for many students who are insecure about their level or have trouble speaking in public regardless of the language. With these resources, you can create opportunities for them to goof around, impersonate a variety of characters or simply talk in a more relaxed, low-stakes situation. Enjoy!



### Apps4speaking

Thanks to speech recognition, you can now have an interactive conversation with an avatar. Listen to a dialogue as many times as necessary, read the dialogue to understand it better, become one of the characters and play your role. Get feedback and get points on your performance! Wouldn't your students love it?



### Audacity

Get your students to record themselves with Audacity, share their recordings and give their oral skills a thorough workout in the process. And get them to contribute contents and analyse their own speech!



### Blabberize

Do you need a fun activity to spice up your sessions? How about recording goodbye messages using Blabberize? With Blabberize, your students will be able to make any object or animal of their choice speak. Fun, isn't it? [Here's a tutorial](#) you can use.



# ORAL PRACTICE TOOLS



## EngVid

Engvid is a website with multiple resources for teachers among which you will find a page devoted to tongue twisters. Tongue Twisters have always been a motivating way to engage children and practise fluency. Students can compete and take it as a personal challenge. One to note down for the next academic year!



## Fotobabble

Are you looking for engaging oral activities? Why not use Fotobabble? With this app, simply upload a picture and record! It can be used for descriptions, inventing stories or giving personal opinions. Great tool!



## iVOOX

Why not get your students to transform a composition into a podcast? Get them to listen to their peers' podcasts by making them upload them onto iVOOX. Student-centred contents at its most immediate.



## Pili Pop

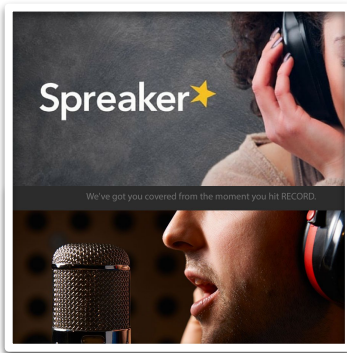
Catering for different paces of learning when it comes to pronunciation in a class with 30 young children is difficult, but here's Pili pop to the rescue! An app that provides attractive activities for younger children, teaches vocabulary, provides the pronunciation of words and allows them to record. Then, it gives them a green tick if their pronunciation is correct. Fun, useful and engaging!



## Speech Ace

Here's an idea to give your students oral homework. SpeechAce allows you to listen to a word or sentence, record yourself saying it and it compares your production to the original one. It highlights differences and gives you a score based on how close you are to the correct phonetics. [Here's a tutorial](#) to help you. Great stuff!

# ORAL PRACTICE TOOLS



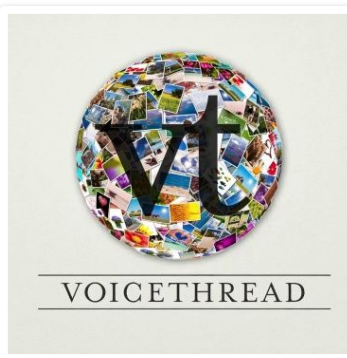
## Spreaker

How about getting your students to create a radio programme with different sections (the weather, school gossip, breaking news, etc)? You can easily do it with Spreaker. [Here's a tutorial on how to use it.](#) Enjoy it!!



## Talking Pegs

Talking Pegs are great for younger students. Choose a topic, ask them to draw a picture on one aspect. To hang it on the clothes line, they first need to record themselves explaining their picture using a Talking Peg. Students can then visit your improvised art gallery and listen to each other's descriptions. The session could finish with a debate about what they have learnt!



## Voicethread

Voicethreads allows your students to give presentations asynchronously by recording their voice over their slides. They can also embed videos, stop them, record and explanation about it and draw over slides or images to draw attention to specific details. Other students can record themselves giving feedback or asking for clarification.

Have you tried any of these tools? Let us know on [twitter](#), [instagram](#), [facebook](#) or drop us a line at [info@apac365.org](mailto:info@apac365.org)

## Interview

# Lesley Denham

A teacher training teachers

As told to Sílvia Borrell, from APAC's ELT Journal team

APAC: How long have you been working for the **British Council**?

LD: I started working for the British Council as a substitute teacher in December 1984 and was appointed as a teacher in January 1985 ... so that's 34 years.

APAC: What positions have you had and what is your position in the British Council right now?

LD: From the humble beginnings of a substitute teacher, to a teacher, to a coordinator, teacher trainer, middle manager ... which is where I stopped. Anything above that took me too far away from teachers and teaching for my liking.

APAC: What are the British Council's main missions?

LD: The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and the countries we work with (over 100 across the world). We do this by creating opportunities, building connections and engendering trust in the fields of arts and culture, English language, education and civil society.



*APAC: Are there more teaching centres in Spain? Where and why (if there is any strategic reason)?*

LD: We have teaching centres in Madrid, Valencia, Bilbao, Barcelona, Segovia and Palma de Mallorca, and the British Council School, a bilingual and bicultural school which has two branches in Madrid. We also have examination centres in Barcelona, Bilbao, Madrid, Mallorca and Valencia which cover Peninsular Spain, the Balearic Islands and Andorra.

*APAC: Has 'teacher training' always been a British Council target/mission?*

LD: As one of the world's English experts, we are committed to people who teach this language: through our courses, events, teaching materials and support networks we help teachers become more effective professionals. In the case of Catalonia, we have our own internal training programme for our staff members, and through our long partnership with the Education Department and APAC, we work with Catalan teachers to provide them with training sessions. It was a privilege to be involved from the beginning with the training of CLIL teachers in the UK which now means the Education Department has developed a very experienced group of CLIL trainers. Across Spain we have been working with the Ministry of Education and Vocational Training since 1996 to support the implementation, development and evaluation of the Bilingual Project for 89 primary schools and 56 secondary schools.

*APAC: How many teachers have been trained here?*

LD: That's a hard one. I took over some of the role of John McDowell in the days of 'La Reforma' in the early 1990's and he played a huge part in preparing teachers for the change. We would have to take into account years of courses for trainee teachers at the Universitat Autònoma, Universitat Rovira y Vigili, UPC, Pompeu Fabra as well as courses held at the British Council for the Education Department since 1998. Add all this up and it comes to quite a number!

*APAC: How would you describe the relationship between the British Council and APAC? How did it start?*

LD: When I arrived in Barcelona, John McDowell from the British Council already had a strong relationship with APAC. During the following years – all 34 of them – APAC has always been a strong and respected partner for the British Council. As our role was to work with Catalan teachers, who better to have a partnership with than a prestigious organisation dedicated to the training of teachers?

*APAC: What would you say are and have been our main lines of collaboration?*

LD: I would say our main collaboration has been through training teachers. For many years the British Council sponsored the plenary speaker for the annual conference and we still contribute with workshops. We have also collaborated in the publication of booklets and articles for the APAC magazine. In the past few years we have also offered joint Spring Workshops for teachers. APAC also collaborates with our yearly ELT Conference by sending wonderful speakers.

*APAC: One of APAC's awards, the one that the British Council participates in, is named after John McDowell. Why? Can you tell us a bit about him?*

LD: As I've mentioned before, my predecessor, John McDowell, was an excellent teacher trainer who played a huge part in preparing Catalan teachers for 'La Reforma'. When John sadly passed away, the British Council and APAC wanted to recognize the work he had done training Catalan teachers of English. He was so integrated into Catalan society that he was also an advisor for the *Digui Digui* Catalan course books.

APAC: *I recall a very nice project called BritLit and a poetry performance at Cosmo Caixa by Levi Tafari ... Is the BritLit project still alive? Are there any other projects of the kind going on?*

LD: That was such a wonderful project. It was amazing to see the faces of the students when they met a real live poet whose work they had been studying. I had a great companion, Jo Dossetor, working with the teachers on this project and her contribution made it a great success. The material from this project is still on our website for teachers, [www.teachingenglish.org](http://www.teachingenglish.org), for anyone to use. Our main focus now is our ELT Conferences, which are held in late September in Barcelona, Madrid, Valencia, Bilbao and Palma de Mallorca.

APAC: Do you feel that the level of English in Catalonia has improved since you first arrived here? If yes, what do you think are the main reasons for it?

LD: The improvement has been amazing. When I first came, there were a lot of A1/A2/B1 classes and now we hardly have any, and C1 is the big level. And as for our young learners – they are incredible. Who would have thought 34 years ago that we would have CPE young learner classes? In 2018, 1,416 4th ESO students from public and private schools in Catalonia took the Aptis exam, and 65.9% of them had a level of B1 or above, and that is quite a change.

LD: When we look around, there are many things that have brought about this change. Firstly, the improvement in the pre-service training of teachers and the broad offer of in-service training. Then the world itself: internet and global communication, films available in English, TV in English at the flick of a button and, of course, Netflix. Also, a lot of young learners are now spending time in an English-speaking country for part of their education, and the horizons of university graduates are much wider than before, so they see the need for English.

APAC: *Does the British Council deal with the Catalan government somehow, or is this an issue of the British consulate?*

LD: As mentioned above, the British Council is the UK's organisation for cultural relations and educational opportunities. In this sense, we have a very close relationship with the Catalan Education Department and we have collaborated in many projects over the years I have been in post. Regarding our work in culture, we collaborate with institutions and festivals such as CCCB, Festival Grec, the National Theatre of Catalonia, Sónar, Mutek and FILMETS Badalona Film Festival.



*APAC: What do you think would happen to the British Council in Barcelona if Catalonia became independent?*

LD: The objective of the British Council is to promote British education and culture and strengthen and expand the cultural and educational ties that unite the people of the United Kingdom with their counterparts around the world. This objective would continue to be the same. In Catalonia, we have been offering classes and exams, developing and promoting educational and cultural relationships for over 76 years and that is what we would continue to do.

*APAC: And now, to finish, something more personal: Were you born in the UK? Whereabouts?*

LD: I was born and lived for 18 years in a seaside resort called Bognor Regis on the south coast in Sussex. It is famous because King George V reportedly said 'Bugger Bognor' when he was told shortly before his death that he would soon be well enough to go there.

*APAC: What made you come to Barcelona?*

LD: I had been working in Sweden for two years and was in no hurry to go back to the UK. So, when I was offered a job in Barcelona (not at the British Council), I jumped in the car and drove here. I had been here before as a schoolgirl on an exchange trip, so I knew I loved it.

*APAC: For you, what's the best place to live in Catalonia? Why?*

LD: I have to say where I have chosen to make my home for the last 25 years: Sitges. It was a wonderful place for my children to grow up in, as they had a lot of freedom from an early age. In a smaller community there are always eyes watching out and you soon learn if something is going on.

*APAC: And the best place in the UK?*

LD: That's a difficult one. I love the industrial history of the north of England and how they have been creative in preserving the buildings. I love Scotland for the space and walks. But where I go most is Bristol, where I am close to so many beautiful places. The best place for me is where my family and friends are!

*APAC: What would you say is the biggest challenge for the world today?*

LD: Compromise in all walks of life. We have to learn that our way of life now is not sustainable and we will have to change. For instance, in industry, we can't have individual profit and economic growth as the leading motive but have to move towards investing in developing new resources to save the planet.

*APAC: What do you think will be the consequences of Brexit for the British Council in Barcelona and in Spain?*

LD: The British Council has been in Catalunya since 1943, and Spain since 1940, generating opportunities and connections in education and culture, and this is what we will continue to do between the United Kingdom, the rest of the countries in Europe and the world. Language learning, recognition of qualifications and the creation of professional, academic and cultural experiences will continue to be the center of our work in an increasingly international and globalized world.

*APAC: Are you planning to retire in the UK?  
Why or why not?*

LD: My home is here and I love it. However, my aim is to spend more time in the UK and Sweden in July and August, and spend the winters here and, of course, wherever my two wanderlust kids are!

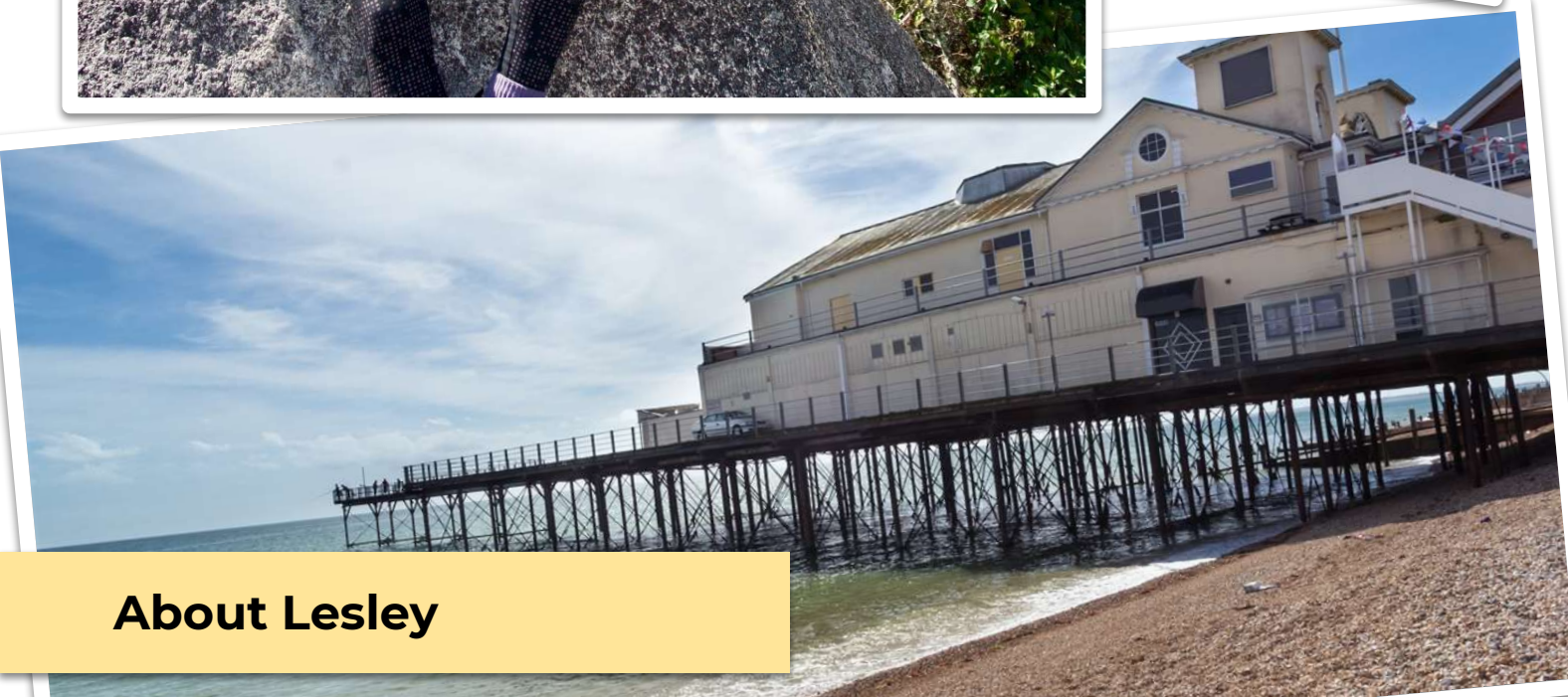
*APAC: Shall we see you again at APAC's ELT  
Convention 2020? :)*

LD: Yep ... that will probably be my last one as a British Council employee!



Would you like us to  
interview someone?  
Let us know!





## About Lesley

My experience in the teaching world includes the following: a comprehensive school in the UK (history teacher), English teacher and teacher trainer in Sweden, English teacher in the UK, English teacher in Spain & teacher trainer in Spain. I have given sessions at APAC, APPI (Portugal), GRETA, APIGA, IATEFL (UK) and more... and have contributed articles to various publications. Along the way, I also managed to fit in an MA in Teaching English from the London School of Education. I have had a long relationship with the Universitat Pompeu Fabra, first working on the pilot Master's to train Secondary School teachers (*Curs de Qualificació Pedagògica*) and in the new version for a number of years.



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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!



@APAC\_ELT  
#APACELT20





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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.**

**SEND YOUR PROPOSALS VIA [WWW.APAC365.ORG](http://WWW.APAC365.ORG)**



**LET'S GO GLOBAL!**



# John McDowell Awards 2019

## APAC, The British Council & Trinity College London

APAC, The British Council and Trinity College London invite all members of APAC to submit their entries for projects carried out during the academic year 2018-19. We call on English teachers, teams of teachers and student teachers to participate in one of the three categories according to the conditions established below:

### Category A - funded by APAC and Trinity College London

- This category is addressed to **individual teachers or student teachers**.
- Submissions can be:
  - a research project or inquiry in the field of ELT,
  - design of innovative materials/didactic sequences that include a theoretical framework, goals and conclusions..

### Category B - funded by APAC

- This category is addressed to **Batxillerat students and their research tutors**.
- Submissions should be a finished research project written in English either about a topic related to anglophone culture or to other fields of knowledge.
- The research tutor should write a brief cover letter listing the key points of the project and student's expertise.

### Category C - funded by the British Council

- This category is addressed to a **school or class group and their teachers**.
- Submissions can be didactic sequences or projects that have been carried out during the previous academic year.
- Submissions should include an introduction, goals, contents and conclusions. Contributions by students and other members of the school need to be detailed as well.

# John McDowell Awards 2018

## Prizes

A jury made up of members of **APAC's board** and our partners the **British Council** and **Trinity College London** will award prizes to a **winner** and a **runner-up** for every category:

### Category A:

- ★ *First Prize Winner:* Flight and one-night accommodation to attend Trinity's *Future of ELT* conference in June in central London.
- ★ *Runner-up:* 200€ coupon to be used at Come In English Bookshop (Barcelona)

### Category B:

- ★ *First Prize Winner:* Tablet
- ★ *Runner-up:* 100€ coupon to be used at Come In English Bookshop (Barcelona)

### Category C:

- ★ *First Prize Winner:* 1.200€ coupon to be spent on resources or materials for the school
- ★ *Runner-up:* 300€ coupon to be spent on resources or materials for the school

APAC will inform winners during the month of January, and prizes will be officially announced during the Opening Session of APAC's ELT Congress 2020, with the attendance of all winners. The results will also be shared in APAC's ELT Journal and on its webpage ([www.apac365.org](http://www.apac365.org)).

## Instructions for participants:

- **Materials submitted should be in English**
- **Information that must be included in all categories:**
  - Category (A, B or C)
  - Full name + surname(s) of the candidates who are APAC members
  - Level and context
  - Phone n°, e-mail address and postal address (including the school's address, if applicable)
- Candidates must submit their projects online by **December 10th 2019** at [www.apac365.org](http://www.apac365.org).
- Only APAC members may apply.
- APAC may publish all or part of the projects.