

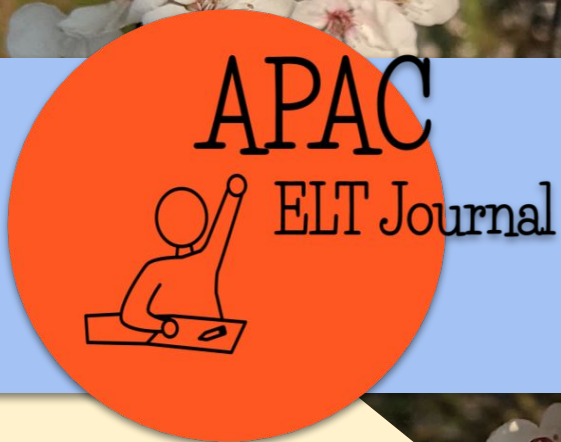
**Zhe Chen**  
#intercultural  
#self-reflection



**Svetlana Gritsenko**  
#technology



**SHORT & SWEET - APAC's INFOGRAPHICS: Are You A Facilitator Teacher?**



**A journal for teachers,  
created by teachers**

Welcome to APAC's new issue!

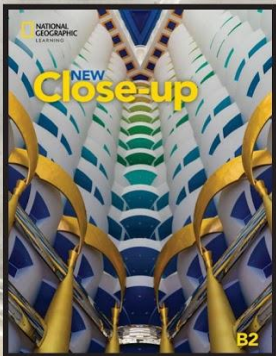
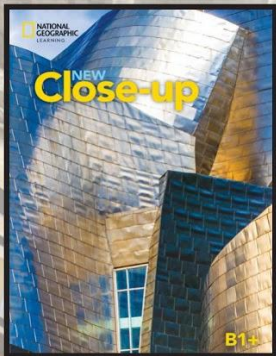
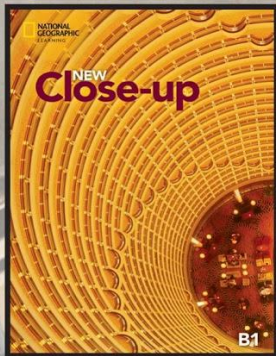
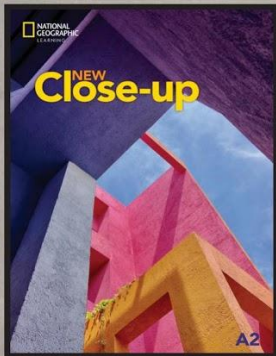
APAC's ELT Journal is an electronic journal for English teachers working in Catalonia and beyond.

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](#).

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## ***A quick note from the editorial team***

For the past thirty-four years, APAC has striven to shine a light on all the great things that are happening in ELT in Catalonia - the improvements in students' achievements and in teacher training, the projects, the international connections, the reconceptualization of what it means to learn a language and how it is achieved, and the increasing connections within and across departments.

And even though finding the silver lining to 2020 is quite a challenge, we are in awe at how well ELT professionals have reacted to the pandemic, taking everything in their stride to keep their students safe, cared for and connected to the group, providing them with freshly adapted materials and resources to carry on with their learning. We hope that we managed to support you throughout this process, and we'll all come out wiser and more connected than ever.

In this issue, we present an extract from **Svetlana Gritsenko's research project about the use of Nearpod**, winner of last year's **John McDowell Awards** for research projects by teachers or student-teachers. You can also read **Zhe Chen's account of her experiences teaching in China and Catalonia**, and share her reflections on engaging a group of very young learners. The latest of our infographics presents the role of **teachers as facilitators**, and prompts you to think about the **Humanist approach to education**, as envisioned by Carl Rogers. Read a summary of this year's **Autumn Workshops: A Practical Toolkit For Online Teaching**. You can check out the materials on our webpage, and find the videos of the plenary sessions for free on our brand new [youtube channel](#). Make sure you subscribe, as we will be uploading more things soon! And you can find a summary of our first ever online ELT convention, **Birds Of A Feather Teach Together**. Thanks a lot to those who attended and shared your insights. We have also included an APAC Toolkit with some of the great tools speakers presented during the Convention.

*Enjoy reading, stay safe and let's do this!*

# Featured in this issue

## [What happens when you join APAC?](#)

*Call to action*

A thank you note to all APAC members and supporters

## [APAC ELT Convention: Overview](#)

Birds of a feather teach together, January 2021

*APAC training*

## [Teachers need to get out of their comfort zone: Teaching in Chengdu, Teaching in Barcelona](#)

*Experiences*

Zhe Chen, from Sichuan Normal University & Universitat Ramon Llull

## [Are You A Facilitator Teacher?](#)

*Short & Sweet: APAC's Infographics*

Àngels Oliva



**The Effects of Using the Nearpod Tool on L1 Spanish Learners' Vocabulary Acquisition in the EFL Classroom (extracts)**

*John McDowell Awards*

Svetlana Gritsenko, Universitat Rovira i Virgili

**A Practical Toolkit For Online Teaching**

**3rd edition of Create, Innovate & Communicate 2020**

*APAC training summary*

**Birds of a feather teach together**

*APAC training summary*



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»»» 8.36 «««  
out of 10

average rating for  
the talks

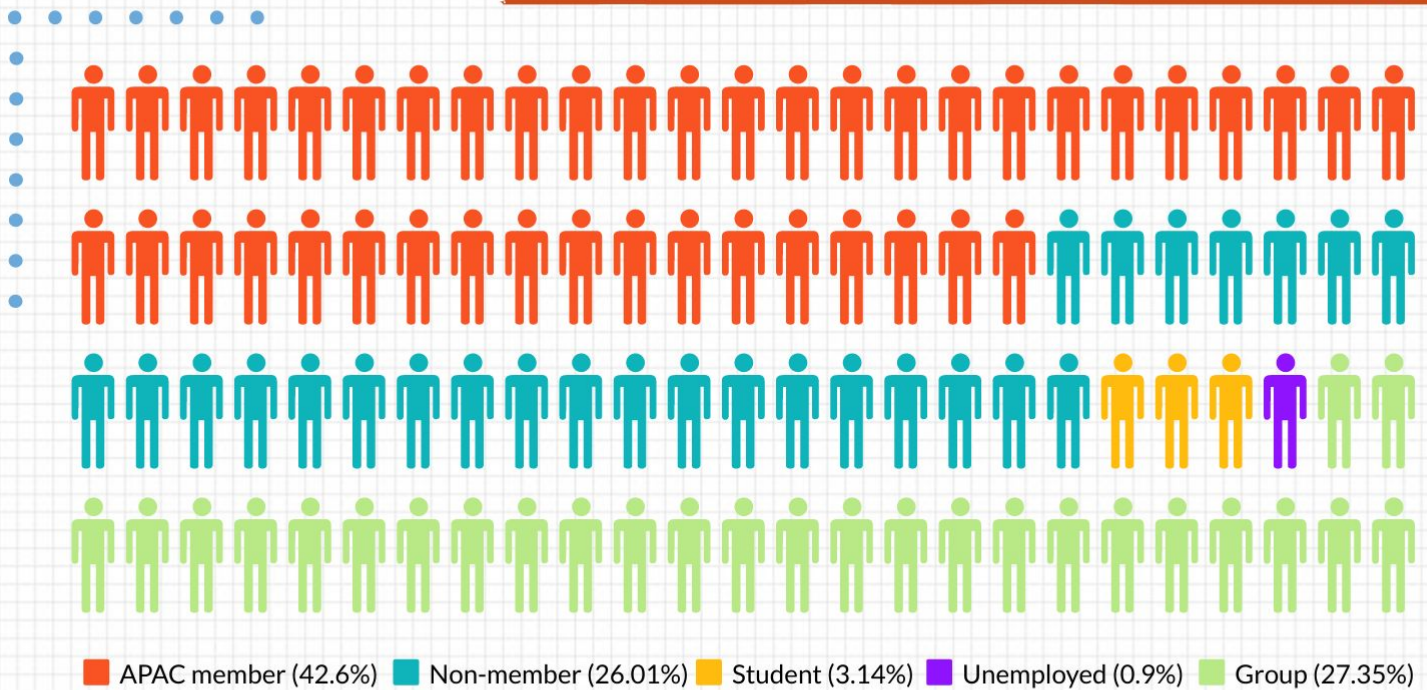
»»» 224 «««  
attendees

not including speakers, board  
members, and guests

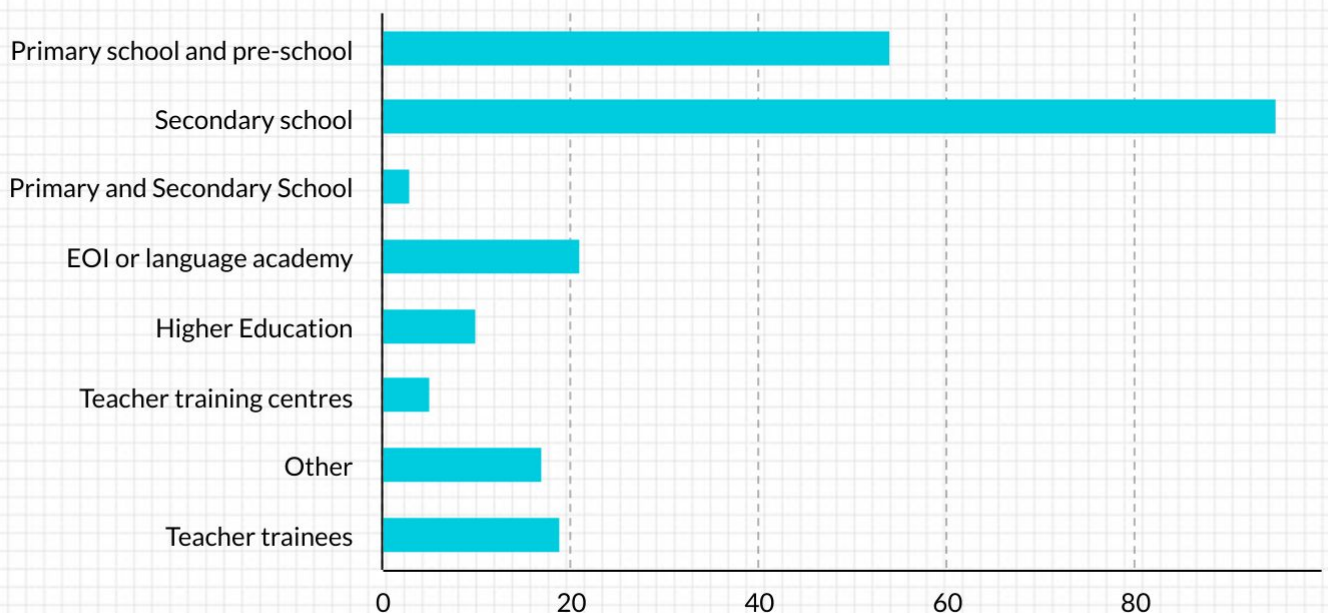
»»» 4,076 «««  
views

through the site after  
the live sessions

## Attendees by ticket type



## ... by current occupation





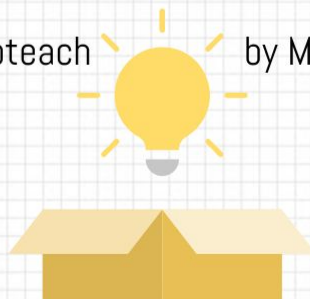
## ... and by teaching experience



■ Novice teacher (10.33%) ■ 1 to 5 years (19.02%) ■ 6 to 10 years (13.59%) ■ 10 to 20 years (25.54%)  
■ 20+ years (31.52%)

## most popular videos

1. Opening session
2. CAPACSULE #1 by @2ProfesEnApuros
3. Laura Caldas
4. Russell Stannard's plenary session
5. CAPACSULE #2 by 2 Profes en Apuros
6. Gregg Sotiropoulos, sponsored by MM Publications
7. Opening Talk by Dr David Bueno: The Art Of Educating The Brain
8. CAPACSULE #4 by Ready Set Coteach
9. Dr. Joan Kang Shin, sponsored by National Geographic Learning
10. CAPACSULE #5 by Trinity College London
11. Elena Vercher
12. Chris Roland, sponsored by Trinity College London
13. Colin Young
14. A+ Project
15. Nadia Theochari, sponsored by MM Publications





## positive comments you made...

100% useful session, specially based on motivation, organization, dynamism, etc. I loved it!

A talk with lots of resources and ideas! I am looking forward to co-teach with some of my colleagues in the future!

A good talk about the importance of being in contact with our students and foster in them emotional intelligence!

Absolutely marvelous! He was motivating and down to earth with the problems we face in our lessons. He's inspiring and makes you want to be his student.

A very very relevant topic for nowadays since online teaching and learning have become part of our daily lives so abruptly during this pandemic and we need to make the most of it for the benefit our students

About the wrap-up session (...) I especially liked that the organizers of the convention made us feel as if we truly were a community all together. I liked the fact that we played a game together and shared some experience as if we were having this last event live. I hope that this will happen next year too.

## ... and a note from APAC's board

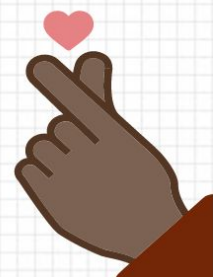
In May, it'll be 4 years since we took the wheel at APAC, with the kind and valuable support, or rather mentoring, of the previous board members: Miquel Berga, Sílvia Borrell, Neus Figueras, Carme Tinoco and Tom Maguire, we can never thank you enough! And of course Miquel Bretón, who luckily for us stayed on as Treasurer, and Paqui, our admin extraordinaire. It's been a very challenging experience, and it's very time consuming and exhausting at many levels we hadn't even thought about.

But in spite of all the technical shortcomings, the challenges of balancing the views and requirements of people as different as we all are, in spite of the lockdown, the need to adapt to constant changes in the educational contexts, in spite of the late nights and the Sunday meetings... in spite of it all, being in APAC's board is quite a blast, and the best bit is the feeling of community we have, among us and with you, who keep sending us ideas, turning up at events, interacting in the social networks and, best of all, opening a window into your classrooms whenever you share what you do or use any of the resources we provide for you.

Thanks again for all the supportive feedback you've been sending our way. It means a lot to the team, and we really went through all your 1500 comments and took note of all the suggestions you made! We'll keep giving it our best, and we'll be looking forward to meeting you along the way.

Wishing you all the best,

The APAC board - Àngels, Usua, Esther, Mireia, Raquel, Miquel, Anna, Carme, Cèlia, Edward, Jim & Montse



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## Experiences

# Teachers need to get out of their comfort zone: Teaching in Chengdu, Teaching in Barcelona

Written by Zhe Chen, from The Experimental School Attached to Sichuan Normal University & Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna, Universitat Ramon Llull

## Introduction

This article is about intercultural teaching experience and teacher self-reflection. The article combines these two parts. The first part introduces a Chinese school (its location, size, number of students per class, and other school features) and English teaching in China. It aims to give the readers some necessary background on Chinese education content. The second part is about the author's motivation for studying in Barcelona. It recounts the internship experience and describes an English class in a local primary school and the experience of teaching in this school. Also, she explains how she changed her opinion about teaching and some ideas about the teaching job. Finally, she found that being a good teacher is hard everywhere and there is no correct way to teach in the world, only the appropriate method for students.

## Teaching In Chengdu: The Experimental School Attached to Sichuan Normal University

I come from Chengdu, in the southwest of China, the home of the panda. It is in the middle of the Sichuan Province. In Chengdu, there are three types of schools: public schools, private schools and international schools. But most children go the public and private schools.

From 2015 to 2018, I was a teacher in The Experimental School Attached to Sichuan Normal University. There are more than 300 teachers and 2600 students from Year 1 to Year 6 in the school. (In 2018, the preschool was cancelled). Each year has 10-12 classes, and every class has 40-45 students.

Being a private school, it is more flexible than public ones, and it has more choices for selecting teaching materials. For example, the English group chooses the original English book Good English as textbooks, The Raz-Kids as reading materials, and other teaching resources for daily teaching and after-school classes to enrich the lessons. Also, the school encourages English teachers to participate in teacher training programs and to attend language teaching and research conferences inside China. Besides English, there are Spanish, French, and Japanese classes from Year 4 to Year 6, which aim to help students to broaden their knowledge of second languages and study in international understanding courses.





## Working and studying in the school

In the beginning, I took charge of teaching English in preschool (2 classes) and Spanish in Year 6 (10 groups, but each one has Spanish class every two weeks). Then I was transferred to teaching Spanish in Year 4 (10 groups) and was a tutor and the English teacher in the same class in Year 6. Every week, I had 4 sessions in English and 5 sessions in Spanish. Each session was 35 to 40 minutes long.

Considering the difference between Chinese and English, and lacking a language environment, teachers create an immersion language class for students in order to give them the greatest exposure possible. Before beginning the semester, each grade's English teachers jointly make up a teaching plan for the students, generally setting a range to cover in the textbooks and adding extra activities depending on the learning situation. On the whole, the educational sequence starts with a story from the textbook, it is followed by a series of workshops, and ends up with a final production task. Because of the size of the class, most of the time students sit in their chairs, completing individual worksheets, and sometimes doing group work. After school, their homework includes copying vocabulary and sentences, practising pronunciation, doing worksheets of exercises, writing, reading, making a poster, preparing a presentation or a show, etc.

After three years of working and training, I was accustomed to the established teaching method and was tired of being limited to the same way of teaching English. There were some questions in my mind: Are there other approaches to teaching English? How about English classes outside of China? Is there a better teaching methodology? With these issues, I decided to go back to Barcelona, to study the teaching of English in primary schools and early childhood education.

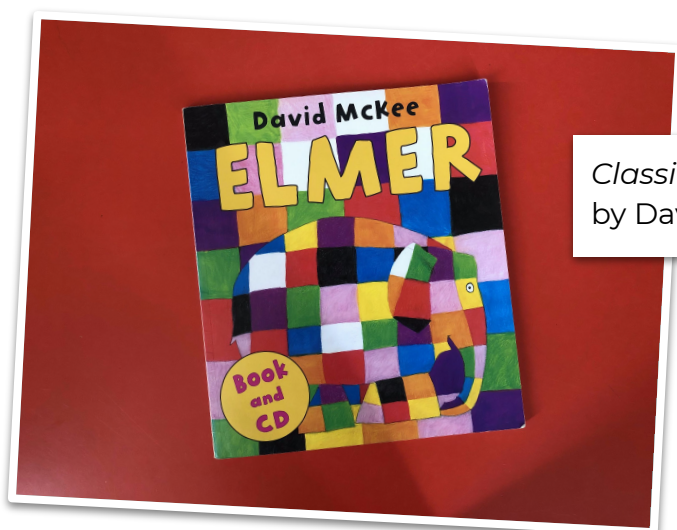
## Teaching in Barcelona

In the Official Master in English in primary school and early childhood education at Blanquerna, I studied language methodology, learnt about different teaching approaches, tried out various tools to support teaching activities, and kept in touch with teachers from the university and local schools. These courses inspired me and enriched my bank of ideas. In the second year, I did an internship in a local school and had a chance to visit the primary school and attend its English classes.

On the first day, I was nervous and expectant at the prospect of beginning this unique journey. There were only 24 students in the English class. For me, the small size of the class was a gift. But later, I changed my idea. Some boys played with rulers or papers, and some girls kept talking with others, even across the whole classroom. I was shocked at that, because in China, the students are forbidden to talk out of turn. If I were their teacher, I would go crazy. But Laura is experienced, patient and calm. She asked them one question: "Have you noticed that there is a new teacher here?". At that moment, all of the students concentrated on the class. They were curious about me. Student's curiosity is the best teacher, but it needs to be found by us.

During the one-month internship, I needed to prepare a proposal and implement it in the classroom. I chose P4, and it was a challenge for me, because I had never taught young children like them, neither in China nor in Spain.

The topic was Elmer and colours. The plan of the first class was: Routine (using a puppet to have a dialogue with a student, such as "What's your name? How old are you?") - Storytelling - Colour Dictation. Before the class, I followed Laura's advice to practise telling the story in front of a mirror and to change my voice to have dialogue with a puppet. Also, I sharpened more than 200 colour pencils to make sure that every student had the colour pencil they needed at the same time. And I made copies of the worksheet for the 13-colour dictation.



*Classic children's book Elmer, by David McKee*

I thought that I was ready for the class. But in the Routine, a boy immediately stated that the puppet could not talk and that it was my voice they were hearing. During the class, some kids did not follow me, doing such things as playing with their shoes or continually talking with their classmates. Also, I did not have time to finish the worksheet and only dictated three colours. It was so frustrating. After the class, Laura and Irene cheered me up and shared their teaching materials and experience to give me more inspiration.

After that class, I looked back on the two-week observation. For P4, Laura, based on the students' age, had made many beautiful teaching materials to support her class. And she had prepared many songs or games to maintain discipline. Also, she had left sufficient time for students to finish the worksheet. What's more, she kept everyone busy in the class with group work or pair work. Hence, during the whole class, the students thought that they were playing games in English. To them, learning English was playing in English.

I realised that I should concentrate on the students' age, ability, needs and learning routines rather than on following the teaching plan. For this reason, I modified my teaching plan completely. To assess the methodology, Irene gave me her P4 class to practise in, and I was able to improve my activities after each session. Finally, the kids of P4 and I enjoyed the last session of decorating Elmer. After the routine, I invited Irene to be my helper. She had a box of Pom Pom balls. I asked:



"Can I have a blue ball, please?"

"Yes, of course." *(She gave me a blue ball)*

"Thank you." *(Then I stuck it on Elmer)*

In students' daily lives, they use the structure: "Can I have XXX, please?" to ask for food or water, so they know how to say it correctly. At this moment, kids were surprised and engaged in playing the game. And I said:

"Let me see, who is the quietest one?"

In one second, everyone was sitting properly and was quiet; they hoped they would be the lucky one. It was hard to choose. I sang "Eeny, Meeny, Miny, Moe" to pick a girl to help me to do it.

Then we did the model again, and, after that, everyone raised their hand to say "I want to play". So I separated them into four groups of 4-5 students each. In the group, one student held the box and the rest asked her or him for balls to decorate Elmer. Meanwhile, Irene and I helped them from the sidelines. Finally, they finished them, and every student cherished their Elmer very much; they thought it was the most beautiful elephant in the world. When the students are happy in the class, I know how to be a good teacher.



*Elmer in progress, and fully dressed up*



## Conclusion

Our comfort zone gives us security, but leaving it brings us into the wider world. Stepping into a new realm, I was met with many new experiences and gained valuable insights.

- There are fewer students, but teachers need more energy and smarter techniques to control the class; they have less working time but an intensive schedule as well; classes are less stressful in terms of entrance exams but have more engaging activities in each session. **Being a good teacher is hard everywhere.**

- After modifying the teaching plan and practising my teaching many times, I understand that there is no correct approach to teaching in the world, only the **appropriate method for students at hand.**

- **Teaching is teamwork.** Working with colleagues will make the class much more comfortable and more productive. On the path of education, you should not be alone.

Teaching needs practice, it also requires getting out of our comfort zones.

Finally, the one-month practicum is a cherished experience for me. I appreciate the help from Laura, Irene and Cristina. Without it, I would not have adapted to local teaching life as soon as possible, nor would I have improved my teaching skills so quickly.

## About the author



**Zhe (Sonia) Chen** holds a master's degree in Teaching Chinese as a Second Language at Sichuan University and is now a Master's student in Teaching and Learning English in Early Childhood and Primary Education in *Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna*, Universitat Ramon Llull. She has been a Chinese teacher for two years in Barcelona, an English and Spanish teacher for three years and a tutor for two years in a primary school in Chengdu, China. She participated in the project *Junts Barcelona - Chengdu* (2014-2016), and coordinated the communication between schools of Barcelona and Chengdu.

With an international educational background and teaching experience, she brings students a different, valuable, and practical learning experience, and encourages them to learn further. She loves teaching second languages in primary school and early years, and is good at developing teaching materials based on story books or textbooks.

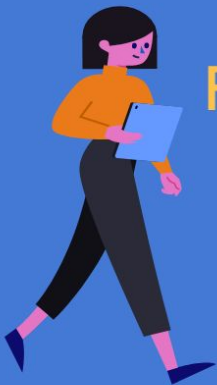




ARE YOU A

# FACILITATOR TEACHER?

The Humanist approach to teaching involved a shift in emphasis in the learning process



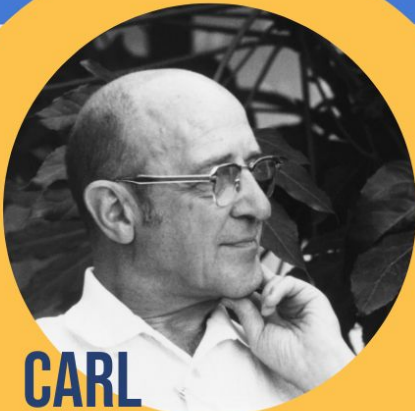
FROM THE TEACHER...

TOWARDS THE LEARNER



FROM AUTHORITY, EXPERT & PROBLEM FIXER...

... TO FACILITATOR OF INDIVIDUALS FINDING THEIR OWN SOLUTIONS



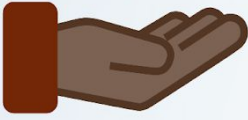
**CARL  
ROGERS**

'We cannot teach another person directly; we can only facilitate their learning'

'The goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.'

# BEING A FACILITATOR TEACHER REQUIRES 3 QUALITIES

## 1 REALNESS



Teachers can be a real person in their relationship with students: be enthusiastic, bored, interested in students, angry, sensitive and sympathetic. Teachers are not the faceless embodiment of a curricular requirement, nor a sterile tube through which knowledge is passed from one generation to another.

When teachers accept these feelings as their own, there is no need to impose them on students: We can like or dislike a student product without implying that it or its author are objectively good or bad.

## 2 ACCEPTANCE & TRUST



Prizing the learners, their feelings, opinions. It is an acceptance of this other individual as a separate person, having worth in his own right, a belief that this other person is somehow fundamentally trustworthy.

Facilitating teachers can accept personal feelings which both disturb and promote learning —rivalry with a sibling, hatred of authority, concern about personal adequacy.

## 3 EMPATHY



The teacher must have the ability to understand the student's reaction from the inside, a sensitive awareness of the way the process of education and learning seems to the student.



## HOW TO BE A FACILITATOR TEACHER



1. Set the initial mood or climate of the group experience.
2. Help to elicit and clarify the purposes of the individual students as well as the group's.
3. Rely upon the the purposes that motivate students to achieve significant learning.
4. Make easily available the widest possible range of resources for learning.
5. Act as a flexible resource to be utilized by the group.
6. Accept both the intellectual and emotional content that arise from the learning experience.
7. Become a participant learner, a member of the group.
8. Share your feelings about the learning experience.
9. Stay alert to the expressions indicative of deep or strong feelings.
10. Recognize and accept your own limitations.



John McDowell Awards 2019 - WINNER

# The Effects of Using the Nearpod Tool on L1 Spanish Learners' Vocabulary Acquisition in the EFL Classroom (extracts)

Written by Svetlana Gritsenko, student of Universitat Rovira i Virgili



## Introduction: What is Nearpod?

In view of the current affordability of digital devices, a significant number of educational apps have emerged for use in the English as a Foreign Language (EFL) classroom. One of them, named Nearpod, is a mobile learning platform that helps teachers to construct their own interactive lessons. It can be used as a website or a downloadable app. The Nearpod home screen consists of MY LIBRARY, where the teacher can access his or her own Nearpod lessons and the EXPLORE category to find lessons created by expert teachers and educational publishing partners. This is followed by the CREATE component, which enables the educator to create lessons from scratch or from pre-existing instructional materials. Finally, the REPORT section provides access to assessment and participation data from the lessons.

*Image by Randy Rebman*

It is important to describe some of the unique characteristics of the platform, so the reader can get a general idea of how the app works. The CREATE tab allows users to upload existing PowerPoint presentations as well as PDFs and images by dragging and dropping them on a blank Nearpod lesson screen. Once the file conversion is finished, it is possible to insert the following interactive features just by clicking on the ADD ACTIVITY button: field trips, slideshows, draw-it activities, quizzes, polls, collaborate charts, fill in the blanks, memory tests, matching pairs and open-ended questions. Moreover, there is an option to add multimedia content to your presentation, such as videos from YouTube, web content, slideshows, field trips, PDF viewer, audio files and live Twitter stream. When the activity or content is created, the user can drag and drop it anywhere in the lesson and finally save the lesson in the library. A Nearpod session can be launched in two modes: the LIVE LESSON, which is teacher-paced, and used for synchronized interactive learning; and the STUDENT-PACED MODE, where students can learn and navigate at their own speed. After clicking on the selected mode, the platform generates a unique password, which the students enter on their tablets to join the session and follow the instructions. The application generates reports of students' responses on all the interactive tasks.

Utilizing Nearpod provides the opportunity to monitor students' performance and comprehension levels, which is necessary in order to adjust instruction to their needs. Furthermore, the app provides immediate feedback, which is considered to be a beneficial component for larger class sizes.

## Aims of the Study

Recent years have seen various reports investigating technology-mediated instruction in vocabulary teaching. However, little to no empirical research has been carried out on exploring the effects of learning platforms, such as Nearpod, on students' actual improvement. This study has three main purposes:

- (1)** to investigate the effectiveness of technology-enhanced instruction via the Nearpod online platform on Spanish learners' vocabulary acquisition;
- (2)** to determine the role of animated representation strategy and collaborative learning in long-term retention of new vocabulary;
- (3)** to examine the relationship between the learners' motivation and vocabulary acquisition.



## Motivation in the EFL Classroom

It goes without saying that motivation is one of the most influential factors in second language acquisition (Brown, 2007). Researchers have introduced different categories and orientations to clarify the relation between learner motivation and second language acquisition. The earliest and most significant study in this regard was conducted by Gardner & Lambert (1972), when they examined instrumental and integrative motivation, with the former being related to learners' practical needs such as obtaining a job, passing an exam, or career development, and the latter being associated with the learners' wish to become a part of second language community. Gardner's study, which took place in a multicultural setting in Canada, showed that integrative motive is an important requirement for successful second language acquisition.

However, the evidence accumulated over the next two decades indicated that different contexts can result in a variety of outcomes. As Brown (2007) points out, "there is no single means of learning a second language: some learners in contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from an instrumental orientation" (p.154). Therefore, it is worth considering whether a study is being conducted in a monolingual country or not. In the current study, insights drawn from the demographic profile of the school led the researcher to focus on instrumental motivation rather than the integrative motivation.

Since more than half of the students are immigrants whose goal is to graduate from school and start helping their family financially, this was the underlying reason for choosing the topic of "Hotel facilities and surroundings" as the theme for the sessions. In this respect, the researcher wants to enhance the learners' knowledge about the labor market and give them the opportunity to role-play the profession of hotel receptionists. Many students' professional pathway will be in the service sector.

Another major motivational theory, that of self-determination, was developed by Deci & Ryan (1995, 2002, as cited in Dörnyei, 2005). This theory focuses on the distinction between intrinsic motivation, the desire to be engaged in activities, and extrinsic motivation, which is driven by the desire to obtain a reward or avoid punishment. In this paper Bruner's interpretation of intrinsic motivation will be used. This states that "the will to learn is an intrinsic motive, one that finds both its source and its reward in its own exercise" (as cited in Malone & Lepper, 1987, p.223). Thus, the intrinsic form of motivation is more effective for long-term retention and successful language learning (Maslow, 1970; Bruner, 1972; Brown, 2007; Crookes and Schmidt, 1991). In order to gain a deeper understanding of the concept of intrinsic orientation, Noel, Pelletier, Clement & Vallenard (2000, as cited in Dörnyei, 2005) proposed a Language Learning Orientations Scale, where the intrinsic motivation (IM) is divided into three subscales known as: IM Knowledge, IM Accomplishment and IM Stimulation. The latter was particularly interesting and is defined as "sensations stimulated by performing the task, for example fun or excitement". Furthermore, Noel (2003, as cited in Dörnyei, 2005) describes intrinsic motivation as the learning process, which is

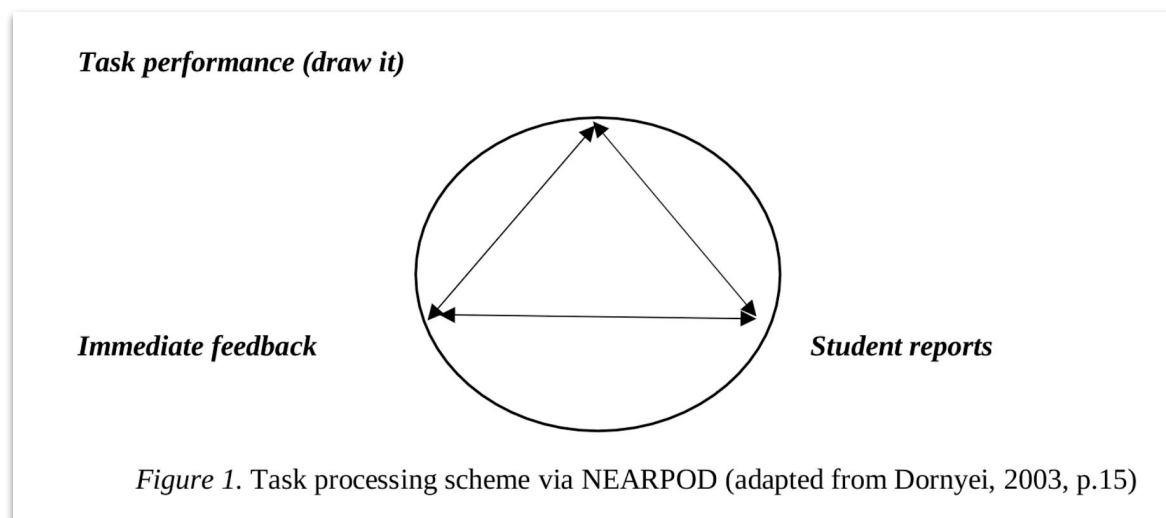
engaging, challenging or competence-enhancing for the language learner. At this point it is essential to state that in the current study, intrinsic motivation derived from Nearpod instruction could influence the results of the study for the following reasons:

- (1) Using the unfamiliar educational tool in the language classroom is a **challenge** for the participants.
- (2) The ‘draw it’ component, ‘field trip’ feature and ‘collaborate board’ of the tool is a chance to **explore** the new ideas and acquire knowledge.
- (3) The matching pairs and memory games are **engaging** activities and a fun way to memorize vocabulary.

Finally, it is worthwhile to mention the theory of the process-oriented L2 motivational approach, proposed by Dörnyei (2005). The author believes that "engaging in a certain task activates a number of different levels of related motivational mindsets associated with the various actional contexts, resulting in complex interferences."(p.81)

In order to better understand how task motivation can influence the language learning process, he introduces three interrelated mechanisms: task execution, appraisal and action control. The first represents learners’ involvement in the task, the second refers to stimuli from the environment and the third represents scaffolding or enhancement depending on the results.

With the task processing system having been described, it should be clarified how this could be represented by the technology-mediated task, in our case via Nearpod. The scheme below illustrates that Nearpod has all three features which correspond with Dörnyei’s mechanisms. Students receive instructions from the teacher and then start performing the task. As soon as the task is submitted, the teacher can view all the answers and provide immediate feedback.





The answers can also be shared and discussed by the students. After the task, the educator receives the Nearpod-made student reports, which can help the teacher in eliciting misconceptions in order to adapt further instructions or offer new activities, in other words, as Dornyei (2003) suggests, "to save the action" (p.16).

## Vocabulary Teaching Theoretical Framework

A large and growing body of literature has investigated approaches to vocabulary instruction in the EFL classroom. There are two basic approaches currently being studied: incidental learning and intentional learning. Prior to enumerating the main techniques of intentional vocabulary learning, the distinction between incidental and intentional learning should be established.

While a variety of definitions for these terms have been suggested, this paper will use those of Hulstijn (2001), which states that incidental learning occurs when words are acquired by "being engaged in a listening, reading, speaking or writing activity", and intentional learning is when "few words are acquired by an act of 'intentional' learning, as in the learning of a bilingual vocabulary list" (p. 266). In his article, he provides an example of the difference between these concepts by describing two experiments where one group of students is exposed to unfamiliar words without the instruction to learn them and then they are tested unexpectedly on their retention of the words, while the second group is informed about the post-test. The author clarifies that "telling or not telling students that they will be tested afterwards on their knowledge is the critical operational feature distinguishing incidental from intentional learning" (p.267).

Ellis (1999) highlights that even though the terms of 'incidental vs intentional' learning and 'implicit vs explicit' learning are often brought together in the literature of L2 pedagogy, the concepts are not the same. He instead suggests that "intentional learning requires focal attention to be placed deliberately on the linguistic code (i.e., on form or form-meaning connections)", whereas "incidental learning requires attention to be placed on meaning (i.e., message content) but allows peripheral attention to be directed at form" (p. 35). In other words, the learner acquires the form of the word and its meaning when instructed intentionally. Contrary to intentional vocabulary teaching, incidental teaching involves the acquisition of the word's "collocations, associations, reference and constraints on use that may be best learned through meeting items in context" (as cited in Schmitt, 2002, p.42).

Previous studies comparing incidental and intentional instruction have reported that the latter facilitates vocabulary development particularly during the initial stages (Nation, 1990; Schmitt, 2002; Laufer, 1998; Laufer & Paribakht, 1998). Therefore this approach has been chosen to design the lesson plans in Nearpod. Having defined what is meant by intentional learning, I will now move on to discuss the most effective ways of fostering intentional learning through explicit instruction.

Hunt & Beglar (2002) have described three major approaches to teaching vocabulary: incidental learning, explicit instruction and independent strategy development. In their article they also introduced seven principles of vocabulary development, which practitioners can employ within the framework of one of the approaches. These principles are:

1. Provide opportunities for the **incidental learning** of vocabulary;
2. Diagnose which of the **3000 most common words** learners need to study;
3. Provide opportunities for the **intentional learning** of vocabulary;
4. Provide opportunities for **elaborating** word knowledge;
5. Provide opportunities for developing **fluency** with known vocabulary;
6. Experiment with **guessing** from context;
7. Examine different **types of dictionaries** and teach students how to use them.

We intended to determine the effect of technology-enhanced explicit instruction, and therefore, it is important to elaborate on the 3rd, 4th and 5th principles. According to Channell (1988), not only the form of an unfamiliar word should be presented, but also the learners "need to hear the pronunciation and practice saying the word aloud" (as cited in Hunt & Beglar, 2002). Furthermore, Nation & Meara (2002) generated the learning guidelines for explicit instruction based on the previous research of deliberate vocabulary learning, where they had indicated that repeating the words aloud ensures "that the words have a good chance of going into long-term memory". Data from several sources have identified that students misinterpret words because the form element of the words had been disregarded (Koda, 1977; Laufer, 1988). Hence Schmitt (2002) highlights the necessity to teach spelling. As McCarten (2007) points out, students also need to write newly learned words many times in order to remember them.

The next mainstream technique of explicit presentation, as noted by Craik & Lockhart (1972), is associating a visual image with the word, as it helps learners to remember the word and aids deeper processing. However, the "stimuli which do not receive full attention, and are analyzed only to a shallow sensory level, give rise to very transient memory traces. On the other hand, stimuli that are attended to, fully analyzed, and enriched by associations or images yield a deeper encoding of the event, and a long-lasting trace" (p. 270). In other words, if the new vocabulary is taught using pictures [stimuli], then the students should be asked: "What is it?", "Could you please spell the word?", or "What can you see in this place?" [the laundry room, in our case] and other techniques in order to hold the students' attention. Nation (1990) suggested combining the definition with demonstration and contextual examples. However, if the word cannot be defined by illustration, then the picture or drawing can lead to a misunderstanding. Since the target vocabulary chosen for this current study is suitable for definition by demonstration, visual presentation such as a slideshow with added Graphic Interchange Format (GIF) images was employed.



Another view on the processing of new material was suggested by Wittrock (1974). He posited that there is a strong relationship between retention and the elaboration of the provided input. Based on this theory, the participants of the present experiment were encouraged to compose a dialogue [the interaction between hotel receptionist and guest] with the new words included. By creating the phrases, the subjects connect their prior knowledge [giving directions to locations within a building] with the newly instructed lexemes, which is likely to result in long-term vocabulary retention.

The last important factor to be considered is to provide the learners with numerous encounters with the target word. Previous research has indicated that repetition of words has a positive impact on vocabulary retention (Salling, 1959; Saragi, 1978; Ghadirian, 2002). Based on the findings of these studies, students should be exposed to the newly learned word between five and twenty times. Owing to this theory, the participants of the current study ought to encounter the new word several times within the listening, reading and writing activities presented via Nearpod.

## Animated representation strategy

Throughout this study, the term “animated representation strategy” will be used to refer to all three interactive visual features of Nearpod such as field trip (360° image) and slideshow with GIF images. While a variety of definitions of the term “animated visuals” have been suggested, this paper will use the definition suggested by Harrison and Hummel (2010), who saw it as “the rapid display of a sequence of static images that creates the illusion of movement” (p.20). Nowadays, the broad use of the term GIF is sometimes equated with animated visuals, notwithstanding the fact that the former is defined as “a computer file that is used on the internet for sending images, especially moving images” in the Collins Dictionary or as “a form of computer image that moves as an animation, because it consists of frames, like a movie with no sound” in the Urban Dictionary.

A considerable amount of literature has been published on the relationship between animated visual displays and knowledge acquisition. Rieber (1990) reviewed 13 studies examining the role of animated graphics in computer-based instruction and concluded that animation is used to “assist one of three functions: attention-gaining, presentation, and practice” (p. 77). Similarly, in their research summary of 25 previous studies, Park and Hopkins (1993) indicated that animated visuals are used to direct the subject’s attention. Anglin, Vaez and Cunningham (2004) concluded that more research is required to examine the following issues:

1. The effect of age, learning experience, prior knowledge, and aptitude patterns on the effective use of animated visual displays;
2. Validation of the functional framework developed by Park and Hopkins;
3. Research that includes content for which external visual information is needed and that requires the illustration of motion or the trajectory of an object;

4. Comparative analysis of different treatment conditions with the control for the effect of static graphics.

Here, it should be noted exactly which of the above-mentioned aspects were taken into consideration before incorporating the animated visuals in the instructional material of the current study. First, the age of the students allows for the use of animated visuals, because the subjects of the study are so called "digital natives", who "prefer their graphics before their text rather than the opposite" (Prensky, 2001, p.2). Secondly, the GIF images were inserted into the slideshow only in cases where the movement and action can demonstrate the certain domain knowledge. More specifically, the target item "heated pool" was presented by an animated visual in which the students can observe steam rising, thus representing the adjective "heated". Finally, static images were employed in the instruction of the control group to ensure that any differences are indeed a result of the animated visuals.

## Collaborative Learning in Second Language Acquisition

Collaborative learning is a term frequently used in second language teaching, and yet it is difficult to define. The most commonly used definition is provided by Smith & MacGregor (1992):

Collaborative learning (CL) is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually students are working in groups of two or more, mutually searching for understanding, solutions, meanings, or creating a product. CL activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it (p.1).

A further interpretation of the Smith & MacGregor's definition is given by Dillenbourg (1999, p. 1-2): "two or more" may be interpreted as a pair, a small group (3-5 subjects), a class (20-30 subjects), a community (a few hundred or a few thousand people), a society (several thousand or several million people) ... and all intermediate levels; "learn something" may be interpreted as "follow a course", "study course material", "perform learning activities such as problem solving", "learn from lifelong work practice"; and "together" may be interpreted as different forms of interaction: face-to-face or computer-mediated, synchronous or not, frequent in time or not, whether it is a truly joint effort or whether the labor is divided in a systematic way. Throughout this thesis, the term "collaborative learning" is used to refer to both technology-enhanced and face-to-face types of collaborative activities, with the former being the Nearpod collaborate feature – an interactive brainstorming board for students to share text and images in real time or view responses and like each other's post – and the latter being a well-known collaborative activity called "think-pair-share". In this activity students are provided with a question on which they work individually, followed by exchanging ideas in pairs and finally report their findings to the whole class.



## Methodology

Before starting the experimental part of the research, Nearpod lessons were created. Since one of the aims of the study was to investigate vocabulary acquisition, low-frequency words on topic of “Hotel facilities and amenities” were chosen. The given topic had not previously appeared in the syllabus of the participants. The target vocabulary was presented by the slideshow feature (see Figure 2), where students can observe the GIF-format picture, the pronunciation of the word and the spelling of the word. The presentation of the target words was followed by the “field trip” element, “draw it” activity, and “collaborate” charts. At this point, an interactive element such as an open-ended question was presented to the students. They then had the opportunity to discuss it with their partners and type in their answer. The responses were shared by the teacher to the rest of the group to promote further discussion. For other elements such as drawing activities, the teacher displayed the responses as they were submitted.



*Example of a Nearpod slideshow presentation*

Regarding instruction in the control groups, a Presentation Practice and Production (PPP) model was adopted. Vocabulary was taught through incidental learning of word meanings from the context. First, the students read a brochure and completed some typical oral and written mechanical exercises, such as matching, putting the words in the correct order. Finally, a role play activity was used for the production stage of the lesson. The coursebook “Hotel and Catering” by Virginia Evans was the main source of the material. The supplementary activities were taken from “Flash on English for Tourism” by Catrin E. Morris. It should be highlighted that for the non-Nearpod group of students the content was delivered via Google Classroom. Both Nearpod and non-Nearpod groups were taught 2-3 lessons, 40 min each. The following tables demonstrate the schedule of the sessions.

Day 1		
	Traditional instruction	Nearpod instruction
<b>Stage 1. Presentation</b>	<ul style="list-style-type: none"> <li>Read the brochure and answer the CCQ questions</li> <li>Answer the multiple-choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Watch the videoclip and answer the open-ended question</li> <li>Watch the slideshow, listen to the word, spell the word, say the word. Discuss what can you do in this place</li> </ul>
<b>Stage 2. Controlled Practice</b>	<ul style="list-style-type: none"> <li>Put the words in the correct order</li> <li>Watch the video and answer the open-ended question</li> <li>Watch the video again and match possible answers with the following questions</li> </ul>	<ul style="list-style-type: none"> <li>Match the words with the pictures. Fill in the blanks.</li> <li>Watch the gallery photos of the Hilton hotel then Think-pair- share.</li> <li>Describe the hotel facilities by submitting three sentences.</li> </ul>
<b>Stage 3. Free Practice</b>	<ul style="list-style-type: none"> <li>Use the expressions from the previous exercise and write the dialogue between the receptionist and the guest.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the hotel facilities by submitting three sentences.</li> </ul>
<b>Stage 4. Production</b>	<ul style="list-style-type: none"> <li>Perform the role play.</li> </ul>	<ul style="list-style-type: none"> <li>Read the info about three hotels and answer the questions by using the given structures.</li> </ul>
Day 2		
	Traditional instruction	Nearpod instruction
<b>Step 1. Presentation</b>	<ul style="list-style-type: none"> <li>Watch the PowerPoint presentation to revise how to give the indoor directions.</li> </ul>	<ul style="list-style-type: none"> <li>Watch the slideshow with the phrases for giving directions indoors.</li> </ul>
<b>Stage 2. Controlled Practice</b>	<ul style="list-style-type: none"> <li>Read the dialogue and put the sentences in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Match the pictures with the words (memory test)</li> <li>Draw it activity (students follow the instructions and draw the route).</li> </ul>
<b>Stage 3. Free practice</b>	<ul style="list-style-type: none"> <li>Listen and note down the directions you've heard.</li> <li>Write the names of the facilities from the listening.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and note down the directions you've heard.</li> <li>Write the names of the facilities from the listening.</li> </ul>



Day 2	Traditional instruction	Nearpod instruction
<b>Stage 4. Production</b>	<ul style="list-style-type: none"> <li>Follow the web links to the maps and speak for 2 min on given scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Create the dialogue and post it on collaborate board</li> </ul>
Day 3	Traditional instruction	Nearpod instruction
<b>Step 1. Presentation</b>	<ul style="list-style-type: none"> <li>Watch the presentation of the profile screens of 5 top hotels</li> </ul>	<ul style="list-style-type: none"> <li>Watch the presentation of the profile screens of 5 top hotels</li> </ul>
<b>Stage 2. Controlled Practice</b>	<ul style="list-style-type: none"> <li>Think pair share (What components are included in the profile screens?)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz (What components are included in the profile screens?)</li> </ul>
<b>Stage 3. Free practice</b>	<ul style="list-style-type: none"> <li>Create your own Instagram hotel profile screen</li> </ul>	<ul style="list-style-type: none"> <li>Post the photo of any hotel facilities. Write the caption.</li> </ul>

## Discussion

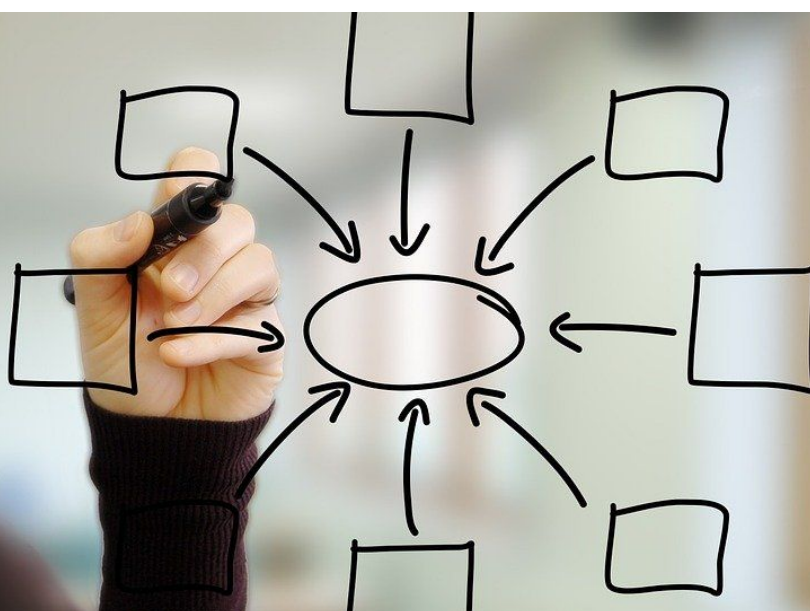
The present study has tried to answer the question of whether technology-mediated instruction influences learners' vocabulary acquisition. This question has been examined through the comparison of post-test results of experimental and control groups, which focused on production of a target word when given the L2 meaning. Moreover, the study examined the impact of animated representation strategy and collaborative learning on long-term vocabulary retention by comparing the results of the delayed sentence production test. Finally, this investigation has attempted to figure out if there is a relationship between learners' motivation and vocabulary acquisition. To do this, pre- and post-questionnaires were administered and analysed.

The first question in this study sought to determine whether Spanish learners would benefit more from learning vocabulary via the Nearpod tool. It was hypothesized that vocabulary instruction via Nearpod would lead to a more effective acquisition of the target words. Findings indicated that participants from three experimental groups outperformed the control groups in a delayed post-test on production of the target words, when provided with L2 definitions. In this case, the difference between two of the Nearpod groups and two non-Nearpod groups was statistically significant, indicating a robust positive effect from the use of this technology-enhanced instruction in the EFL classroom. However, with a convenience sampling and non-random assignment of the subjects being employed in this study, caution ought to be applied, as the findings might not be generalisable. There are three

likely causes for the success of technology-mediated instruction: the explicit presentation enriched by associations and visuals, the exposure to the newly learned word through interactive activities and the conformity of the digital learning environment with the learning style of “digital natives” (the 21-century learners) . The findings of the current study are consistent with those of Tsou, Wang & Li (2002), who found that multimedia presentation is more effective than traditional methods in vocabulary teaching. This result also agrees with Kim and Gilman’s (2008) findings, which suggested that web-based self-instruction programs support vocabulary acquisition. Furthermore, the present finding is in line with Chukharev-Hudilainen & Klepikova’s (2016) findings, which showed that the use of Linguatorium (another tool similar to Nearpod) promotes the increase of vocabulary gains in the experimental group. One unanticipated finding from the current study was that one of the control groups scored higher than an experimental group, although this did not reach statistical significance. It is difficult to explain this result, but it might be related to the time of day at which these groups were taught.

The second question in this investigation examined the effect of animated representation strategy and collaborative learning on the students’ long-term vocabulary retention. It was hypothesised that students taught through animated representation strategy and collaborative learning would show higher scores in the sentence production task. Statistical analysis revealed that two of the three experimental groups outperformed their respective control groups. However, no statistical difference between the two groups was observed. Furthermore, one of the non-Nearpod groups showed higher scores than a Nearpod group, but again the p-value was less than 0.05. Whilst this study did not confirm the second hypothesis, it did partially substantiate that including animated visuals and collaborative activities can result in a higher level of vocabulary learning and retention.

*Image by LTD EHU, from Pixabay*





The findings observed in this study mirror those of Lin, Chen & Dwyer (2006), who reported that animated visuals were more effective than static visuals only when the instructional objectives were to produce lower level learning such as declarative knowledge. On the one hand, it is encouraging to compare this finding with that found by Nasaji & Jun (2010), who pointed out that collaborative tasks did not lead to significant gains of vocabulary knowledge more than individual tasks. On the other hand, the findings of the current study do not support Lin, Chan & Hsio (2011), who indicated that the students who learned collaboratively showed better vocabulary retention. This rather contradictory result may be due to the small amount of collaborative activities employed in this study. In future investigations, it would be preferable to include more collaborative tasks than individual ones.

The third question of the study was established to identify whether motivation can influence vocabulary acquisition. It was hypothesised that the questionnaire analysis would show that learners feel more motivated, in turn improving vocabulary acquisition. The questionnaire analysis revealed that students had the desire to try working via the new tool, in order to do something different and interactive. Bearing in mind that motivation is a willingness of the student to do an activity, when nobody obligates him/her to do so, it could be stated that the participants were intrinsically motivated. It is likely that intrinsic motivation occurred due to the engaging activities and unfamiliar learning environment. As Dörnyei (2005) points out, being engaged in activity facilitates the deep processing of the input, which in turn complies with the hypotheses. Moreover, the subjects from the Nearpod groups indicated that via this tool they learnt vocabulary better as well as learning more words on the topic when presented by Nearpod than when receiving traditional instruction. This finding corroborates the findings of Donohue & Buck (2017), who reported that the addition of Nearpod-generated activities served to build up vocabulary. There are also similarities between the attitudes expressed by Turkish students in the study by Kiliç (2018), who reported that students benefited significantly from the interactive features integrated in the curriculum. Results from previous studies (Brown, 2007; Crookes & Schmidt 1991) reporting the positive relationship between intrinsic motivation and long-term retention can also be confirmed by the questionnaire results of this study.

Finally, students from the non-Nearpod group completed the planned activities faster than those in Nearpod groups. The questionnaire data showed that for most of the students the Nearpod tool was unfamiliar. Therefore, the fact that the planned activities were completed more slowly could be explained by the lack of learning via a new tool. Here, it is necessary to clarify the issues that appeared during the sessions, so that future practitioners or researchers can avoid them. First, a detailed instruction on how to answer all the question types and how to complete the interactive features should be given. The students should be aware of the fact that their teacher has his own “instructor panel”, where he can track all the students’ movements.

For example, the matching activity or memory test are easy tasks, however if the students know that the fewer the attempts, the better they do, they might be more focused. Moreover, in an activity called “fill in the blanks”, there were two blank spaces for the words and students mixed up the phrases (fitness area instead of spa area).

The educator should clarify here that there is an opportunity to change the answer by dragging the word back into the box. Regarding the “draw it” activity, where the students drew the route by following given directions, some participants had difficulty zooming in the screen of the Nearpod platform. It happened that the image or pdf uploaded into the background of the “draw it” activity was too large, and some parts of the image were invisible. Therefore, it is important to explain to the users which icons to click on in order to see the whole image or in our case, map. Second, the web content should be added carefully, because it took a long time to accept the cookies, and some students were lost or even thrown out of the session. To avoid this, a preview of the newly made lesson is recommended. Third, it is advisable to click on the “yes” icon when asked if you want to approve students’ comments before they are posted, because some students could post irrelevant content. The final section of this paper includes a brief summary of the findings related to the research questions. It also addresses the possible contributions and indicates areas for further research.

## Conclusions

Thanks to the widespread usage of mobile devices in the EFL classroom, countless studies have been conducted to reveal the effectiveness of using technology in language learning. However, to date there has been no quantitative research on the effectiveness of Nearpod use in the English language classroom. The present study was designed to determine the effect of this technology-mediated instruction on students’ vocabulary acquisition as well as the role of animated representation strategy in combination with collaborative learning activities on students’ long-term vocabulary retention. The research was also concerned with students’ motivation and perception of the web-based platform for learning new lexical items. Multiple methods to obtain the data were employed to aid the validity of the research findings. Firstly, a questionnaire on motivation was administered before the treatment to determine the learners’ willingness and reasons for studying via a new app and then a later questionnaire on the students’ thoughts after having had the treatment. Secondly, two different delayed post-tests were conducted to measure the productive knowledge of vocabulary. Based on statistical analysis it can be concluded that instruction via Nearpod leads to more effective vocabulary acquisition, which is also shown by the questionnaire data. Students from two Nearpod groups displayed significantly enhanced performance in the fill in the blank test, and one Nearpod group outperformed its control group students, but did not reach significant difference. However, it should be mentioned that one of the non-Nearpod groups performed better than the Nearpod group. Even though significant difference was not reached, this inconsistency indicates the need for further research.

The results of the study revealed that students taught using animated representation strategy and collaborative learning did not show significantly higher scores in the sentence production task. Surprisingly, one of the non-Nearpod groups again scored higher, though not significantly. This finding supports the idea that vocabulary presented by static visuals has a similar effect as if it was presented by animated visuals. In terms of collaborative learning, the researcher suggests that more activities should be added in the treatment for further research. The learners are motivated to work via a new tool. This type of motivation can be defined as an intrinsic motivation, due to the learners' willingness to study in an interactive way, and it is considered to be particularly beneficial for language learners because it positively affects the processing of new knowledge. Furthermore, it more than half of those who responded the post questionnaire stated that they learn vocabulary better when instructed via Nearpod, which in turn confirms the hypothesis.

The findings from this study make several contributions to the current literature. First, the results of this study serve to obtain an insight into the role of technology-mediated instruction in the EFL classroom. This paper also sheds light on how the level of motivation can influence language learning. The findings of the study will help educators to avoid making mistakes while integrating new educational platforms into the curriculum. They should be aware of advantages and disadvantages of using tools such as distractions or lack of digital skills. The practitioners should evaluate the learners' ability to work with technology or train them beforehand if necessary.

This research has provided many questions that require further investigation. A longitudinal study should be carried out due to several reasons. First, the effect of novelty will be excluded, since the learners would quickly become accustomed to working on the platform. Second, short-term and long-term retention of vocabulary could be investigated by conducting an immediate post-test and several delayed post-tests. It would be interesting to compare the results of this study and the results obtained from other schools where technology is only undergoing initial stages of implementation. Due to the fact that the participants of the current study had been taught via Google classroom the results could be significantly different in the other school, because the attractiveness of the newly implemented Nearpod features, synchronous mode of instruction, and immediate feedback can boost students' motivation which in turn is assumed to lead to the better language acquisition.



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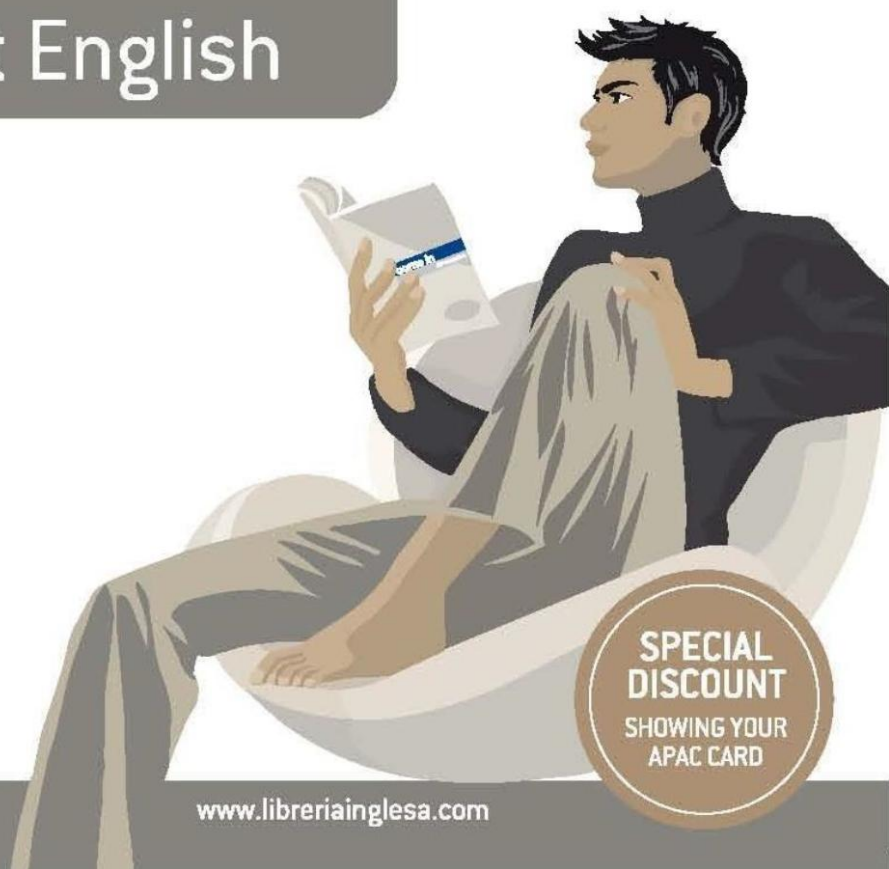
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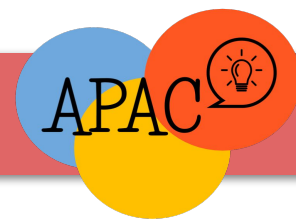
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*Here's a message from our partners at Trinity College London regarding their contribution to the John McDowell Awards*

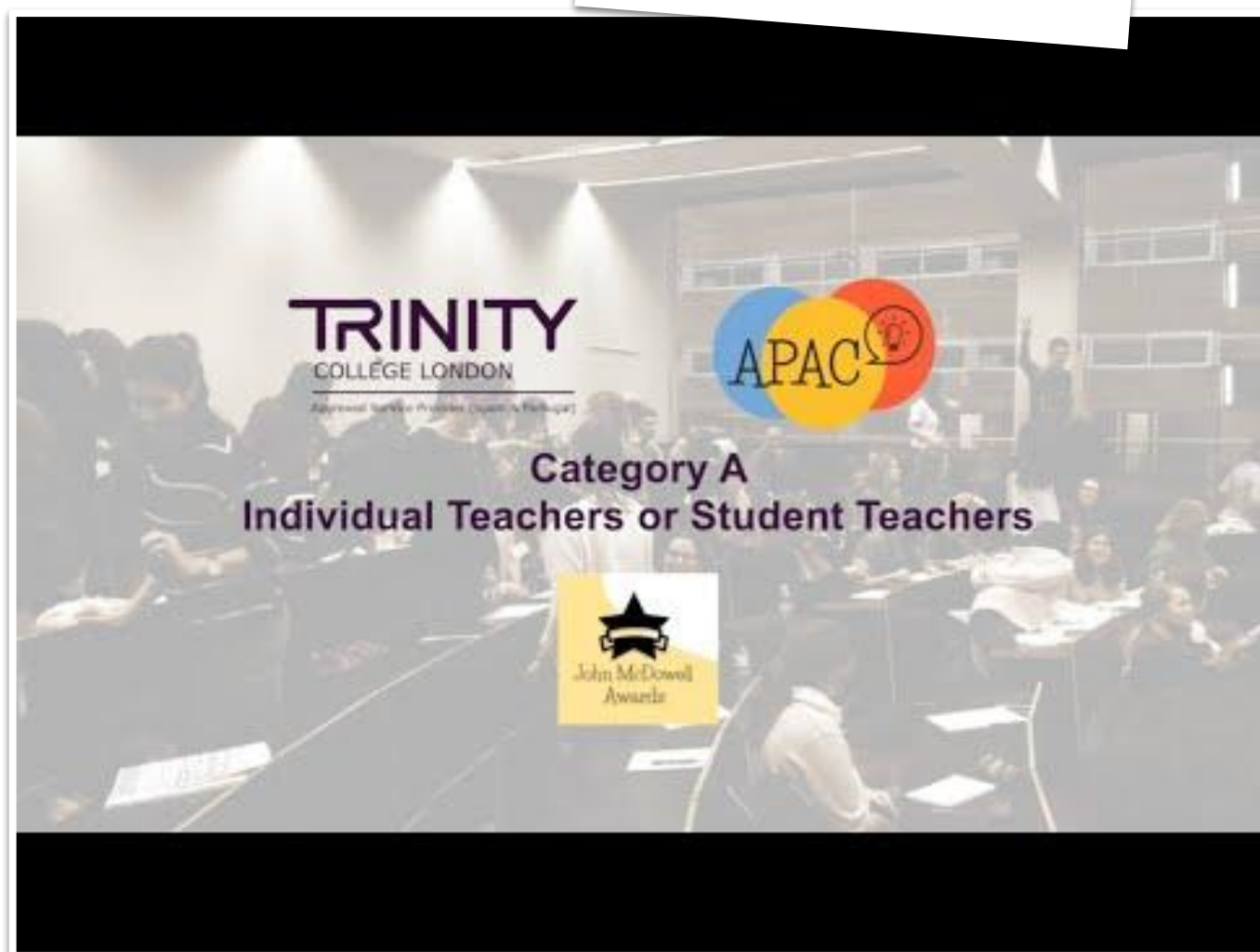






Photo by stokpic, from Pixabay



## About the author



**Svetlana Gritsenko** was born in Moscow. After graduating from the Moscow State Pedagogical University with a degree in English Philology she immersed herself into the world of teaching English as a foreign language. For over 5 years, Svetlana has taught children and teenagers at the private academy called English First, where she found how innovative use of classroom technologies could aid second language acquisition. Svetlana is currently studying for a Master's degree in Teaching English as a Foreign Language at the University of Rovira and Virgili in Tarragona.

On top of that, she's also interested in rethinking learning and finding the ways of effectively integrating ICT into EFL classrooms. Therefore, she took a course in teaching via the Nearpod educational platform and became a Certified Nearpod Educator. Recently Svetlana has launched a blog about digital teaching where ESL teachers can find free tutorials and detailed instructions on how to create online interactive lessons. In 2020 Svetlana was awarded a first prize in the John McDowell Awards for her Final Master Thesis. Follow Svetlana on Instagram @esL\_ed\_tech. With an international educational background and teaching experience, she brings students a different, valuable, and practical learning experience, and encourages them to learn further. She loves teaching second languages in primary school and early years, and is good at developing teaching materials based on story books or textbooks.

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## APAC Training

# A Practical Toolkit for Online Learning

Summary of APAC's Autumn sessions 2020

By Àngels Oliva & Usua Sol (APAC)

Through our [Autumn Workshops Create, Innovate & Communicate](#), APAC aims at opening up a space in which foreign language teachers working in Catalonia, and especially English language teachers, can get together to reflect on and construct innovative practices in collaboration with their peers, top-level trainers and other teachers from different contexts.

The third edition, with the motto **A Practical Toolkit for Online Learning**, took place online on Saturday 17th and 24th of October 2020, for a total of 10 hours of plenary sessions and workshops. For the third edition of our Autumn workshops, APAC gathered a varied team of trainers to present and engage teachers in the use of tools and strategies to adapt learning to online and blended contexts, focusing on learner-centred methodologies, competence development, the design of rich, interactive contexts of learning, and creativity. The resources presented can be used online and in face-to-face contexts to enhance students' learning.

## Goals of the sessions

- To promote a conception of online learning that matches the principles applied to face-to-face learning: dialogic, competence-based, collaborative and experiential.
- To share procedures and tools to help teachers manage learning and the individual features of their students to learn effectively in online and hybrid learning contexts.
- To share tools and resources that enable teachers to implement active learning methodologies during partial or total lockdown contexts, and in future contexts of online learning.
- To offer teachers a safe space in which to try out new resources to apply in their teaching, particularly in the context of foreign language learning, while managing their students' and their own wellbeing.
- To facilitate the exchange of ideas and experiences among peers and across different educational settings to promote good practices at all levels of learning.



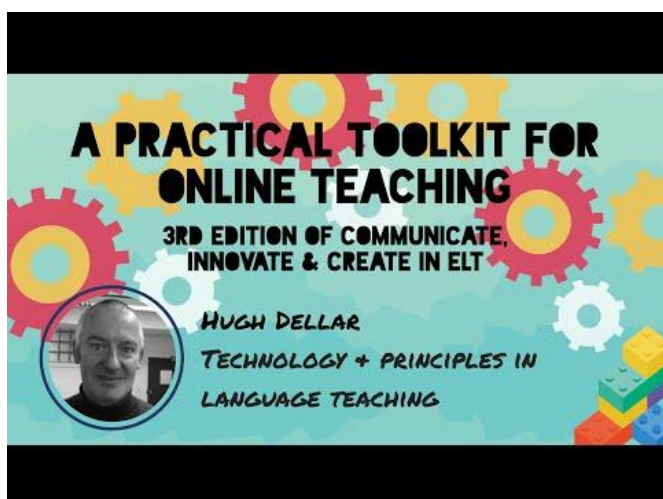
## Contents

Through the sessions, the following contents were dealt with:

- Online teaching: Key aspects, models, benefits and challenges for language teachers. Management of emotions and time available.
- Tools and resources for activities in whole group, small group and individual sessions.
- Experimentation and reflection on good practices.

## Resources available

As in previous editions, some of the materials are available on [APAC's webpage](#). The videos of the plenary sessions by **Russell Stannard** and **Hugh Dellar** are available on APAC's [YouTube channel](#), and the workshops are available for registered participants.



## Structure of the sessions

Certified by the *Departament d'Educació*, the Autumn Workshops combined 2 plenary sessions addressed to all participants and 4 workshops. In the plenary sessions, **Hugh Dellar** challenged the current over-reliance on technology and presented the key principles that guide his own teaching, based on current trends in research in ELT, whereas **Russell Stannard** presented some practical resources to incorporate students' input into the sessions, in both online and offline contexts.

Table 01 on the following page provides an overview of the sessions and the trainers' background. You may notice that, as with last year's workshops, some sessions were delivered in English, but we also included one in Catalan. At APAC, we consider that this enables us to open up to more collaboration across the curriculum, and we can profit more from the expertise of trainers from different fields.

## Trainers & summary of each session

### Plenary session 1



*Hugh Dellar*

#### **Technology and principles in language teaching**

As more and more of us have been forced to pivot towards online teaching, I notice increasing anxiety about how best to implement pedagogy in a digital arena. My belief is that teachers' concerns should first and foremost be to focus on language, to act on principles of learning – and to work only the hours they're paid for! In this talk, I discuss these issues, suggest how technology can follow principles, whilst at the same time show parallel non-tech solutions.

**Hugh Dellar** has over twenty-five years' experience in the field and is the co-founder of the online school and training company [www.lexicallab.com](http://www.lexicallab.com). He has co-authored one six-level and one five-level General English series – *Outcomes* and *Innovations* respectively – both published by National Geographic Learning, as well as one level of the high-school series *Perspectives*. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016. Most recently, he has worked on two levels of the new Pearson General English series, *Roadmap*.

### Plenary session 2



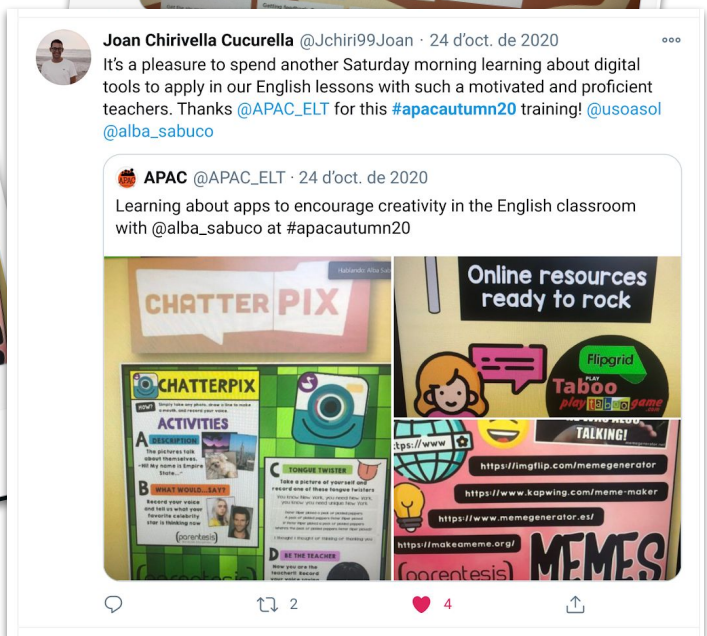
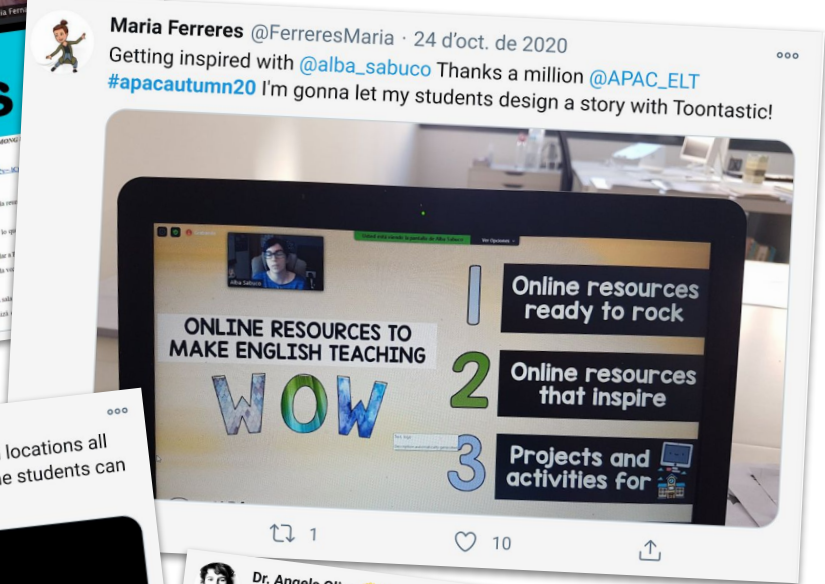
*Russell Stannard*

#### **Making your online lessons more student-centred**

Teachers often struggle to find ways to make their online delivery more student-focused. In this talk Russell will highlight a few tools and techniques that we can use to get the students more engaged in the lessons, and that also means less pressure on the teacher. It is a talk full of practical ideas, where, right from the start, you will be engaged. The session is based around simple but useful technologies that you will want to use time and time again.

**Russell Stannard** is the founder of [TeachingTrainingVideos.Com](http://TeachingTrainingVideos.Com). His popular YouTube channel and website get thousands of visits a day from teachers looking to learn about the use of technology in education. He is a previous winner of the British Council ELTons Technology Award and the Times Higher Outstanding Technology Award. He writes a regular column in *The English Teaching Professional* and has published widely on the use of technology in education. He is currently a NILE associate trainer and a consultant at King's College University London.







## Workshops 1 & 2



*Ricard Garcia*

### **Hey, buddy: Let's communicate! (parts 1 & 2)**

These two sessions will be devoted to learning about resources that can help our students foster their communicative competence, both written and oral.

#### **Session 1: Tell Me A Story**

- Bombay TV
- JaguarPaw
- Pixton
- Plotagon
- Storywars

#### **Session 2: Tell Me What You Think**

- Voki
- Voicethread
- Buncee
- Flipgrid
- Genially

**Ricard Garcia** holds a degree in English Philology. He has been teaching English since 1988, and he's currently teaching ESL didactics at UB and ICT in ESL at UPF. After many years at the Department of Education as a pedagogical advisor in ICT, he's now the director of a resource centre for teachers near Barcelona. He's very keen on the use of new technologies in education and has been a teacher trainer in ICT & ESL for many years.

## Workshop 3



*Hélène Colinet*

### **Brain breaks on & offline!**

Brain Breaks are a useful strategy to implement so as to improve students' participation and motivation during lessons. In this workshop, we will learn what Brain Breaks are and why they are important. I'll also demonstrate how to use them and I'll show you a lot of examples to implement in both online and face-to-face lessons.

**Hélène Colinet** is a French teacher in Mallorca. She holds a Bachelor's degree in French Language and Literature, a Master in Teaching Languages, a Master of Education and a Master in Plurilingualism, Intercultural and Linguistic policies. She has taught in France, Scotland and Spain. She has completely changed her way of teaching using the principles of language acquisition in her lessons. She simultaneously teaches at an international school at primary and secondary levels and trains language teachers. You can find resources on her blog [helenecolinet.com](http://helenecolinet.com) or her online school at [tprsci.com](http://tprsci.com).

## Workshop 4



*Cristian Olivé*

### ***Videojocs, Instagram, sèries i llengua i literatura***

Durant el taller, analitzarem propostes per treballar llengua i literatura a secundària a partir dels interessos i les inquietuds dels adolescents. Comentarem activitats literàries, gramaticals i d'expressió oral i escrita, i les vincularem amb el llenguatge viu de les xarxes socials, dels videojocs i dels continguts audiovisuals del moment. També plantejarem algunes eines per fomentar el gust de la lectura entre els joves.

**Cristian Olivé** és llicenciat en Filologia Catalana, treballa com a professor de llengua i literatura a secundària i també imparteix classes al Màster de Formació de Professorat a la Universitat Pompeu Fabra. Parla d'adolescents i educació al programa *Tot és comèdia* de cadena SER Catalunya i escriu a la revista de llengua i literatura «Archiletras». Ha escrit el llibre *Profes rebels: El repte d'educar a partir de la realitat dels joves* (Rosa dels Vents, 2020) i és coautor de *El quadern on per fi em puc expressar sense filtres. El meu jo* (Larousse, 2020), adreçat a adolescents i que pretén fomentar el coneixement d'un mateix més enllà dels prejudicis i etiquetes.

## Workshop 5



*Alba Sabuco*

### ***Online resources to make English teaching wow!***

In this hands-on workshop, you'll learn about many websites and online resources to enhance your online teaching which can also be used in face-to-face lessons. You'll leave the session with plenty of ideas to implement with your students right away!

**Alba Sabuco** works as a secondary school teacher in Alicante. Even though she has been teaching full-time since 2007/08, this is her second year teaching English. She studied Translation and Interpreting with French as her first language and a master's degree in English and Spanish as Second or Foreign Languages. She worked as a secondary French teacher from 2007 until 2012, when she moved to the US as a Bilingual Teacher. It was not in her plans to return to Spain. However, in 2018 she decided she needed a change and flew back to Alicante. She spent a semester combining her job as a Middle School teacher with an Associate Professor position at the University of Alicante. In 2019, after several attempts she finally became a tenured secondary education English teacher and decided to start training and helping other teachers.

## Workshop 6



*Anna Cañete*

### ***Low-prep activities and games for blended teaching***

In this workshop, Anna shares with participants the way in which she organises her sessions, and a series of key low-prep activities that engage learners in a variety of ways to get them to communicate and use English in enjoyable ways. She will also discuss the importance of building support structures to scaffold student participation, managing students' interventions and checking up on their understanding.

**Anna Cañete** is a primary English teacher working at Vinya del Sastret school in Sant Esteve Sesrovires. She currently teaches English and science in the upper grades of primary education and is also in charge of coordinating the school's plurilingual program (GEP). Prior to this, she worked for three years in the Austin Independent School District as a second grade teacher and team leader, an experience that totally transformed her teaching practice. As a professional, Anna is deeply passionate about cooperative learning, fair assessment practices and any tool or methodology that can help her engage and motivate her students in their learning process. Making children take ownership of what they do as they develop their communicative skills is a top priority in her lessons.

## Want to learn more?



Check out the materials that the speakers shared with us via [APAC's webpage](#), and make sure you register for next year's **Communicate, Innovate and Create**. And remember that you can still watch the videos of all the sessions online.

Join APAC to stay up to date with great training opportunities, job offers, informative readings and more!