



## APPInep e-Newsletter no. 15 — Winter/Spring 2020

### From the editor's desk

WELCOME everyone to the first issue of the *APPInep* e-Newsletter in 2020.

This is a very special year for us at *APPInep*. In 2020 we celebrate 20 years of activity as a Special Interest Group within APPI, focusing on teaching children under 10 years old. In these two decades, a lot has changed in the Portuguese educational system in what concerns the teaching of English to Young and Very Young Learners. We believe that *APPInep* has actively contributed to the professional development of those who teach at these levels and to a higher quality of our educational practice.

Throughout this year there will be some initiatives to celebrate our 20th anniversary. So, stay tuned, because there should be some interesting news later on.

Meanwhile, we hope you find this new issue of the e-Newsletter to your liking. And don't forget, we would like to hear from you. Your feedback and suggestions are very important to us!

Ana Nunes

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Celebrating 20 years

# We don't teach English. We teach people.

*EFL teachers, especially those who teach young learners, know instinctively that they are expected to teach not just English but also values. In this article, I will outline a very simple methodology for introducing values in the language classroom and present two ideas that can be implemented with young children and older learners.*

EFL teachers, especially those who teach young learners, know that they are teaching more than English. One of those things is values.

However, it is important to point out the controversial nature of the subject of moral education and the sensitivities it may engender, since moral education could be perceived as a form of indoctrination. To guard against possible misinterpretation, I would like to point out the following:

- The nature of the work of schooling involves dealing with issues that could easily be labelled under moral education, for values are manifested in what we do, how we act, and what we say.
- Teachers need not avoid tackling moral issues. Quite the opposite, they should be encouraged to do so not with the purpose of steering their students in the direction of a certain point of view or converting them to a new doctrine, religious or otherwise, but rather to prepare them to think carefully and critically about moral issues.
- One major issue of contention in relation to moral education is whose values to teach. This issue could be more sensitive in an EFL

context where the values of the immediate environment differ significantly from the values of English-speaking societies.

### Methodology

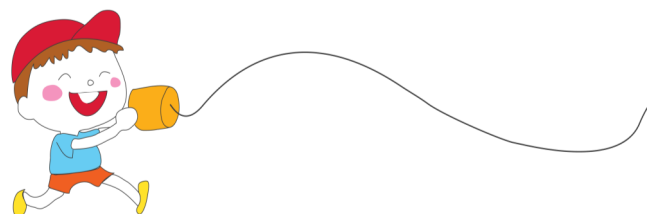
In order to implement values education in the EFL classroom, we should centre around creating an active learning environment. Active learning involves building an open classroom climate characterised by student participation and interaction, respect for students and teacher, open discussion, and positive reinforcement.

We can't walk into a classroom at the beginning of the year and say, "This year I expect you all to be fair, kind, honest, careful, friendly, helpful and on time." It won't happen. But we can set specific, small goals and ask students to try to stick to them.

By breaking values into small, meaningful chunks, stating our expectations, following up during the week and rewarding students for good behaviour, teaching values becomes not only manageable, but incredibly helpful to your image as a teacher.

### Young Learners

With young learners and in the initial stages, you will need to do most of the work in L1. Learners will give examples in their L1 because they don't have the necessary language yet. Repeat their contributions in very simple English. Ask the class to repeat key vocabulary and help them to gradually incorporate the words in sentences.



# We don't teach English. We teach people. (cont.)

## *'Please and Thank you Week'*

### From Age 3

During a week (or month, depending on your schedule), tell the children to remember to say 'please' and 'thank you'. Tell them that these are magic words because they make people happy when they use them.

If kids ask for something and they forget to use 'please' and 'thank you', say, e.g. 'Magic word?' and they will remember. You can do this with very young children. I did this with my own children in English and Spanish when they were as young as 3 years old.

In the classroom, they can do this in English. And they can do it in their native language outside the classroom in other classes and at home.

## *Being Polite*

### Lesson plan for children aged 5 - 7

Ask the class to work in pairs and ask their partner to lend them something. How do they ask politely? How do they answer?

Remind them of the use of 'please' and 'thank you'.

Pre-teach the words 'polite' and 'rude'. Discuss the importance of being respectful to people in general, at home, in the street, at school. Elicit examples of polite behaviour.

Show pictures that reflect polite and rude behaviour. You may use pictures in your books, from magazines or the Internet.

Encourage pupils to describe each situation in L1. Ask them if these situations reflect polite behaviour or not.

Encourage them to say, It's polite/It's rude.

Make red and green cards and ask the children to show them as they say the corresponding word.

Ask them to make their own mini-posters reflecting polite and rude behaviour. Help them write It's polite/It's rude.

## *Self esteem*

Children of all ages need to reinforce their self-esteem and we can help them to become aware of their abilities and talents and appreciate their potential.

### Lesson plan for children aged 6 - 7

Pre-teach the words 'polite' and 'rude'. Discuss the importance of being respectful to people in general, at home, in the street, at school. Elicit examples of polite behaviour.

Ask pupils: 'Are you a good boy/girl? Are you kind to others/polite/a good son/daughter? Do you help at home?'

Pupils answer and talk about different situations in order to support their answers. Allow them to use L1 at this stage.

Pre-teach 'I'm special', 'I'm good at + verb', 'I can + verb', 'talent'. Discuss the importance of appreciating our abilities and talents. Ask the class to think about one thing they can do well. Introduce 'I'm good at (drawing).' Supply additional vocabulary as needed.

Explain that they are going to draw, use pictures/photos and write about themselves. Invite pupils to use photos of their family, crayons or colour pencils, glossy paper or magazine cut-outs to make a collage, etc. Allow plenty of time for pupils to work. Circulate asking questions and helping as necessary.

## We don't teach English. We teach people. (cont.)

Write on the board the opening phrases: 'I like...' 'I can...' 'I'm good at...' Have learners write a sentence about themselves. Supply additional vocabulary as necessary.

Collect all the pictures and make a class poster. Give it a title, e.g. We're special!

Display the poster in the classroom and remind the class that they are special.

For children, learning explicit values can be lots of fun. They enjoy helping each other remember the week's value and really enjoy seeing how we, the teachers, occasionally forget to use it. (We're all learning together!)

But remember that above all, whether with very young or older children, teaching values takes time and patience and it is best done by example!

**ANNIE ALTAMIRANO | VICE-PRESIDENT OF  
TESOL - SPAIN**

**APPI**

**THE**  
**B**RINGING THE 'APRENDIZAGENS ESSENCIAIS' INTO THE CLASSROOM  
**B**LENDING 'AE' AND THE 'PERFIL DO ALUNO'  
**C**REATING LANGUAGE LEARNING OPPORTUNITIES

**SEMINAR**

AÇÃO DE FORMAÇÃO DE CURTA DURAÇÃO (ACD)

**23RD MAY 2020**  
Escola Secundária Manuel da Fonseca  
Santiago do Cacém

AESC.edu.pt  
REPÚBLICA PORTUGUESA  
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2020  
appiforma

## Review time

There are thousands of resources on the Internet, and sometimes it is not easy to find something that is adequate to our Young Learners.

[Learn English Kids](#) is part of British Council Digital Services and it is specially dedicated to YL. Here we can find many resources that we can use in the classroom with our children. Online games, songs, stories and activities can be accessed for free and used in the classroom with fast finishers, for example. Teachers can also search for resources, download and print them to use during the lesson. We can look for resources on a particular topic or according to the different skills we want to practise.

Parents can also register on the site and have access to articles and tips on how to help their children learn more English at home. This can be a useful idea to get parents more involved in their children's learning process.

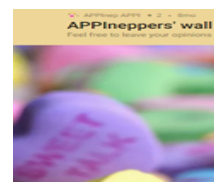
LearnEnglish Kids



Kids and the LearnEnglish Kids website

## Your opinion matters...

We are looking forward to your feedback, ideas and suggestions. Visit our *Padlet* and post your message or "like" some of the posts.



# **Language & Culture in the classroom:**

## **A personal view and a suggestion of good practices in the English primary classroom**

### **Introduction**

It is important to create learning moments that offer the possibility of relating language to cultural aspects of the English-speaking universe and these to the students' cultural context. This class suggestion attempts to sensitise young learners to the existence of multiculturalism and to develop linguistic and soft skills. This paper also tries to present some helpful strategies, instead of providing the finished version, giving room to use the recommendations according to one's classroom educational needs.

### **1. Benefits of introducing culture in the English primary classroom**

In my perspective, learning a language means going further. Alongside with learning theoretical knowledge, i.e. vocabulary and grammatical structures, as well as the practical skills to use it effectively, which are crucial to master a foreign language, raising awareness to the existence of other cultures and ways of living is also fundamental. By combining language and culture, as teachers, we contribute to the development of our students' academic potential and to the expansion of their cultural horizons. Let's not forget that today's young learners will be tomorrow's adults, which means that if they are previously sensitised to the existence of multiculturalism and its value, they will be better prepared to deal with it and understand it.

Therefore, I hold the opinion that the mentioned connection may bring forward benefits, such as:

- a) development of a greater cultural awareness of the world, in general, and of English-speaking countries, in particular;
- b) association of certain habits to a specific country;
- c) expansion of a sense of tolerance towards different cultural customs;
- d) increase of the students' involvement in the class activities;
- e) improvement of the students' capability to relate previously acquired knowledge to a new one;
- f) stimulation of the students' natural sense of curiosity to learn more.

Young learners are very creative due to a strong presence of an imaginary component on their minds, common to this age group. When presenting cultural aspects in the classroom, to a certain extent, sometimes students' first impression is of fascination as probably most of them are in contact with something that is actually real for the first time but that at some point might have crossed their minds as part of an imaginary world. So, when exposed to cultural aspects in the classroom, young learners have the possibility to go through a more authentic and motivating learning experience.

### **2. Suggestion of good practices in the young learner classroom**

In order to illustrate how language and culture can be addressed in the young learners' classroom, I

# Language & Culture in the classroom:

## A personal view and a suggestion of good practices in the English primary classroom (cont.)

have prepared a 60-minute class suggestion concerning the topic “Food”, whose audience is a class of 4th graders, especially concerning the cultural aspect “Full English Breakfast”. This is a suggestion of activities that one can use or adapt according to their classroom context and educational needs. Below, there are the steps regarding each activity.

### Step 1: Warm-up activity

a) To do this activity you will need flashcards containing just vocabulary. Here is a list of the necessary vocabulary:

*bacon, (baked) beans, breakfast, butter, cereal, cheese, chips, coffee, fish, (fried) egg, (grilled) tomato, meal, milk, mushroom, omelet, orange juice, other meals, pancake, potato, rice, sausage, soup, spaghetti, tea, toast.*

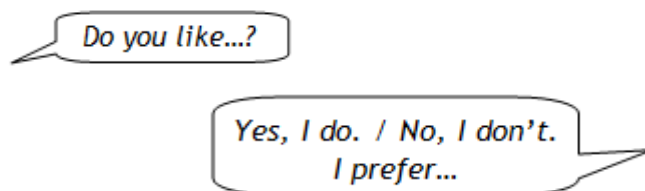
b) Hand out a flashcard to every student and stick the flashcards “Breakfast” and “Other meals” on the board, as exemplified in the picture below.

Breakfast	Other meals
cereal	soup
milk	rice
toast	(...)
(...)	

Tell students that in pairs / by row they can go to the board and stick their flashcards on the appropriate column, according to their eating habits in Portugal.

c) When they finish, check if every word is in the correct place and make sure all of them

understand the vocabulary. Then, it is possible to use the vocabulary on the board to practise some structures, such as:



### Step 2: Creation of an animated character

Note that this step should be prepared before the class.

- Access [www.voki.com](http://www.voki.com)
- In order to create an animated character, it is necessary to register on the website, which is possible for free.
- Once your registration is completed, select “create”, follow the steps, and you will be able to make your own character and customise it as well as the scenario.
- The speech can be recorded using your voice, or someone else’s voice. If you prefer, you can write the information, up to 600 characters, choose a voice and an English accent, and the website will convert the written speech into oral speech. Here is a suggestion for the character’s speech:

*Hello! My name is Daisy and I am from the United Kingdom. I live in London with my parents and my adorable cat. In the UK there is a special breakfast called the Full English Breakfast and it consists of bacon, sausages, fried eggs, grilled tomato,*

# Language & Culture in the classroom:

## A personal view and a suggestion of good practices in the English primary classroom (cont.)

*mushrooms, baked beans, and bread. And tea, of course. I have the Full English Breakfast on Saturdays and Sundays. On school days I normally eat a toast with butter and drink milk.*

- e) Save your work and you have an animated character to use in the classroom with your students!
- f) Then, for this class in specific, you can tell students that they are going to listen to a character (from the UK, for example) talking about her/his eating habits at breakfast. If necessary, play it twice.

### Step 3: Listening and speaking activities

This step is a follow-up of the previous activity. So, I suggest it to be divided in two parts:

#### a) Part I:

A listening comprehension exercise can be very useful as students are in contact with “someone” else speaking English other than their teacher, in case you do not record your voice, they have the possibility to be in touch with different accents (i.e. if you have an American accent you could select a British accent for the character or vice-versa, as students will find it fun), and, finally, students practise matching oral language to its written form. Below there is a suggestion of activity.

#### Listening comprehension -

##### 1. Listen to Daisy and circle the correct option.

- |  |   |
|--|---|
| 1.1. Daisy is from the _____.<br>a) UK                      b) USA               | 1.4. In her country there is a _____.<br>a) special breakfast      b) special lunch     |
| 1.2. She lives with her family in _____.<br>a) Lisbon                  b) London | 1.5. This special meal contains _____.<br>a) bread and sausages      b) bread and fruit |
| 1.3. She has a pet. It is a _____.<br>a) dog                      b) cat         | 1.6. On school days she eats _____.<br>a) a toast                      b) a tomato      |

#### b) Part II:

In this section, you can ask your students to make a drawing of what they normally have at breakfast. After, they are expected to present the drawing to the class using some structures that you can write on the board so that they can remember, such as:

Hello, this is my breakfast. I have breakfast with my (...).  
I eat (...) and drink (...).

### 3. Conclusion

All things considered, this class aims at establishing a bridge between language and culture not only to acquire linguistic and cultural knowledge, but also to sensitise students to the importance of multiculturalism in today's society. Throughout this class suggestion there is the opportunity to foster students' interest in the English-speaking cultural universe and simultaneously to establish comparisons with their own reality. Alongside with linguistic skills, there is also an emphasis on the development of soft skills, namely social and artistic skills. Additionally, this class takes into consideration interactive activities that enable everyone to have a meaningful role throughout the class. In an attempt to create an enticing atmosphere, the activities are diversified in order to meet students' interests, such as the use of a technological resource and the opportunity to express their vision by means of a drawing. All in all, language and culture walk side by side.

## Storytelling corner

### Once upon a time...

This is the story of a teacher who loved teaching and reading. So, naturally, she loved reading to and with her pupils.

Last year, I told my pupils about the competition “Conta-nos uma história / Once upon a time...” promoted by the DGE/ERTE and they were very excited about it, so we decided to submit a video.

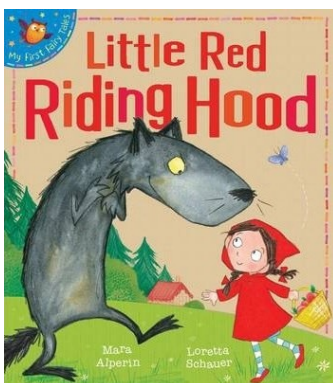


with their primary teacher and the whole process increased their motivation to learn English and to improve their receptive and productive skills.



Everyone was very proud of the video we made and we were even prouder when we found out we had won 3<sup>rd</sup> place!

**HELENA ISABEL SOARES |**  
**APPI MEMBER NO. B 6446 |**  
**ESPAMOL | LAGOA**

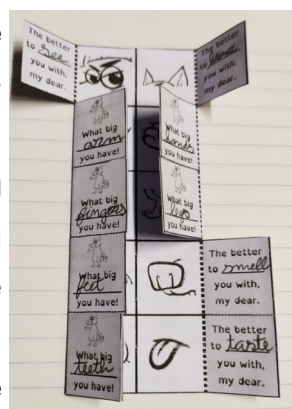


We were working on the topic “Our body and the five senses” and read the story “Little Red Riding Hood” by Mara Alperin.

We explored the illustrations and the story, focused on the

body parts mentioned and what they were used for and then expanded the story, to include more of the vocabulary we had learnt.

Then, we divided the original story into different parts and decided what we were going to draw to illustrate each part. The pupils were very creative and did a great job! When the drawings were finished, we scanned them and used Doodly, a computer software to make the video. Afterwards, we recorded the voice-over and they loved hearing themselves speaking English. It took some time but it was also an opportunity to cooperate



“Conta-nos uma história” is a competition promoted by DGE/ERTE since 2008/09. With the introduction of English as a curricular subject, a new category was introduced in 2016/17 - “Once upon a time...” aimed at students in the 3<sup>rd</sup> and 4<sup>th</sup> grades, this initiative intends to promote projects that associate storytelling to the use of IT in the classroom, more specifically digital audio and video recording technologies.

Here is the video created by the students from class 4P, Escola Básica de Porches, in 2018/19.

[Little Red Riding Hood](#)

## In the classroom

### Incorporating the unexpected into your language classroom

These are two classroom techniques for incorporating surprise events, first shown at the APPI regional event in Vila Nova de Santo André last year. Both strategies will help make your classes more personalised to your learners and help you to be more flexible as a practitioner.

#### ***Am I bothered?***

Imagine you are halfway through showing your primary learners a new set of flashcards and a car alarm goes off outside the class, or a big fly enters the room and starts buzzing around or one of the lights in the class starts flickering. Yes, you can choose to battle on, ignoring the distraction – but your children might not be able to.

Or you can put the following three sentences on the board

*It's bothering me a lot.*

*It's bothering me a bit.*

*It's not bothering me at all.*

and survey the class, with each child telling you which sentence describes how they feel about the intrusive thing. This could be done by going around the class one by one or in blocks (for a larger class) by asking everyone who feels bothered a lot to put their hands up and then drilling the first sentence with them before asking everyone who is bothered a bit to put their hands up and so on.

We can record how many people feel each way about the intrusion by placing ticks next to each sentence to produce something like this:

*It's bothering me a lot.* ✓✓✓✓✓✓✓✓✓✓✓✓

*It's bothering me a bit.* ✓✓✓✓✓✓✓✓

*It's not bothering me at all.* ✓✓✓✓✓

This might not make the car alarm stop sounding, but at least we can agree that most of us find it annoying. We can adjust the input sentences now and again, replacing *bothering* with *annoying*, *distracting* or *irritating*.

#### ***Really João? How interesting!***

Another thing that often happens is that a child will share a piece of random (although not to them) information with us such as:

“Teacher, my brother’s tooth fell out last night.”

Instead of simply saying “Very good João” then trying to continue with whatever class activity we were doing, we can put the following sentence on the board:

“João’s brother’s tooth fell out last night.”

This will most likely involve us reformulating the sentence into English from the student’s initial first language or attempted English utterance. In any case, we have now made the piece of information common property (whilst acknowledging the importance of the event for João) and can work with that using our students’ first language. For example:



## In the classroom

### Incorporating the unexpected into your language classroom (cont.)

“Quem me pode dizer que palavra significa ‘dente’?”

We then underline tooth and ask another question:

“Quem me pode dizer que palavra significa ‘do João’?”

or

“Quem me pode dizer que palavra significa ‘do irmão (do João)’?”

On an everyday level, our class of 7-year-olds might not be ready for a lesson on the genitive -s but in this way, we can take exchanges between individual students and the teacher and use them as a vehicle to briefly explore aspects of grammar without having a grammar lesson, as it were. Nearly any piece of information can be used and additional contributions from the rest of the class can be added to the first sentence to create a short paragraph that will provide even more material for analysis, though obviously we need to balance this with covering our set syllabus too.

CHRIS ROLAND | ELI SEVILLE | SEVILLE - SPAIN



### The Sound of Music lesson plan

As a teacher and a movie book author, I thought of providing an example of a suitable movie choice, together with some activities to be carried out in an ESL classroom with young learners.

The chosen film is **The Sound of Music** (Robert Wise, 1965), winner of five Academy Awards out of ten nominations. The reason behind this choice is not the most obvious one. One could summon aspects such as the extreme quality of the movie, the easily understandable plot, the appealing theme, the children characters or the unforgettable music score. All these features could easily justify the selection.

Nevertheless, this year marks the 55th anniversary of this outstanding motion picture. And since the Seventh Art is an indisputable part of Culture (while culture itself was once called the ESL fifth skill), this homage should undoubtedly take place.

The chosen segment is “Maria meets the Von Trapp children for the first time”.

**Grade(s):** 4th or 5th

**Learning Objectives:** Revising previous knowledge (telling the age; remembering family members); learning adjectives (physical description/personality traits); becoming aware of the movie’s significance.

**Contents:** Language content – vocabulary (numbers / family members / adjectives); language content – structures (interrogative adverbs, “How many...?”, “Who...?” / saying the name, age and briefly describing oneself, “I’m...”); intercultural

## In the classroom

### The Sound of Music lesson plan (cont.)

content – old times and other culture awareness and movies importance and aesthetics awareness.

**Skills:** Listening (teacher's instructions and questions; film characters dialogues); speaking (answering questions; telling name, age and personality trait; giving one's opinion); reading (film's main title; film subtitles; flashcards); writing (numbers).

**Life Skills:** Effective communication; interpersonal relationships; collaboration, critical thinking.

#### Activities

##### 1. PRE-VIEWING

**1.1** Teacher shows the movie poster and some features are discussed – picture description and oral interaction. **(6 minutes)**



What's the movie title?  
Can you read it? Do you know some words? Do you know its meaning in Portuguese?

How many people are there in the picture? Let's count them.

What's this? (= a woman/ a man)

What colour are the woman's clothes?

How many children are there?

How many boys are there? And how many girls?

What are they doing?

Can you see some animals in the picture? Which one(s)?

What is the woman carrying in her hands?

##### 2. WHILE VIEWING

**2.1** Students match the names of the characters

with the correct pictures while watching the first part of the sequence. **(4 minutes)**

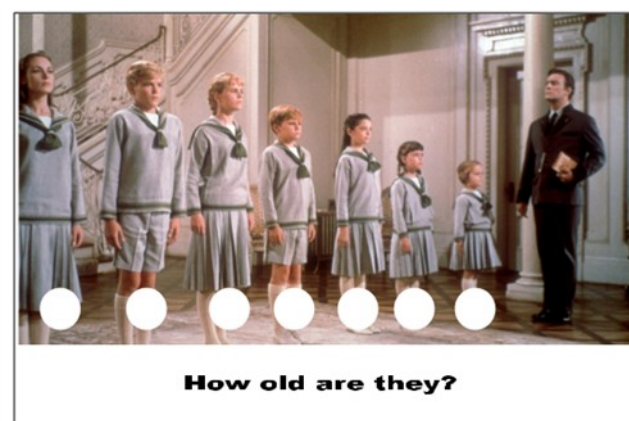
<https://www.youtube.com/watch?v=LJTRZI2HThU>



##### Handout 1

**2.2** Students fill in the blanks with the children's ages, while watching the second half of the clip. **(4 minutes)**

<https://www.youtube.com/watch?v=FYYEM6TvX8Q>



##### Handout 1

**2.3** Correction. **(4 minutes)**

##### 3. POST-VIEWING

**3.1** After watching the whole sequence once again (English subtitles on), students can discuss some ideas with the teacher. **(10 minutes)**

## In the classroom

### The Sound of Music lesson plan (cont.)

Who is Maria?

Is Maria the mother?

Is the father a nice person?

Are the children brothers and sisters?

Is Maria poor or rich?

Who is "impossible"?

And who is "incorrigible"?

Who likes the colour pink?

Do you like what they are doing?

Do you think it's funny? Or correct?

Is this happening now or in the old days?

#### 3.2 Teacher

provides flashcards with character-description adjectives and emphatically mimics each one while saying the words and sticking them on the board.

CHATTY	KIND
POPULAR	NICE
SMART	FRIENDLY
BORING	MOODY
RUDE	ROMANTIC
SILLY	LAZY
BRAVE	SHY
FUNNY	CALM

Students repeat

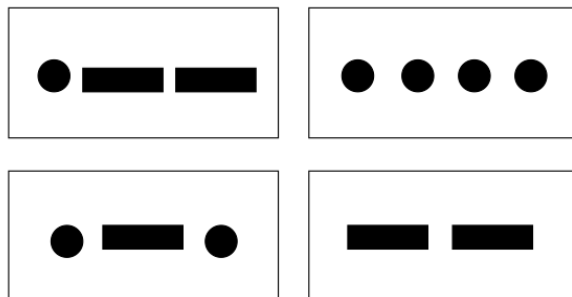
the words and mimic them as well. (5 minutes)

**3.3** Teacher then asks students to mimic the adjectives which he/she randomly pronounces. (5 minutes)

**3.4** Each pupil chooses (secretly) the adjective/personality trait which describes him/her better. (2 minutes)

**3.5** Each pupil is given a card showing his/her personal signal (just like the Von Trapp children) and the teacher explains what the dashes and dots

mean. (4 minutes)



**3.6** Each pupil comes forward as he/she hears the teacher's whistle calling his/her specific signal and tells the name, age and personality trait (just like the movie). (10 minutes)

*"I'm Joana. I'm nine. I'm friendly."*

*"I'm Pedro. I'm ten. I'm lazy."*

**Total Time:** 50 - 60 minutes

**Materials:** Handouts, a whistle, flashcards

LUÍS TOMAZ PIRES | AGRUP. DE ESCOLAS SÃO  
JULIÃO DA BARRA | OEIRAS



## In the classroom

### A dental health routine in the pre-primary classroom

Routines are extremely important in the pre-primary classroom. Routines help the children understand the structure of the day and create a sense of security. Routines are also contextualised moments where language is repeated, thus they create an excellent context for introducing chunks of language.

In Agrupamento de Escolas de Santo André, Santiago do Cacém, we have been working in the *Bilingual School Programme* (PEBI) promoted by DGE for three years and, in one of the classes, when preparing for another school year, we decided we would like to do a new routine in English. After lunch, the children usually wash their teeth in the classroom. We thought this was an opportunity to introduce some language.

First, we introduced some words using a prop. This was a very simple model of the mouth with some teeth and it allowed us to introduce the words teeth,



mouth, and tongue. We also introduced the words toothpaste and toothbrush. It allows the children to manipulate it, too, which is very important to make the routine develop and grow. We also found a song that we slightly adapted to introduce our routine.

So, when the children came back to the room after lunch, they would sit in the circle and we would sing the song (to the tune *He's got the whole world in his hands*):

*I've got all these teeth on my mouth (3x)  
I'm going to wash them every day.  
I'm going to wash the top teeth in my mouth*

*I'm going to wash the bottom teeth in my mouth  
I'm going to wash in front and in back  
I'm going to wash them every day.*

The song would be accompanied with gestures using the prop and a toothbrush. After some days, we also introduced the question *'Have you got your toothbrush?'* Each child would answer and then we would reply *'Go and get your toothbrush'* and they would get their kit and start washing their teeth.

Gradually, this routine developed. While some children were washing their teeth, we would be with the other children and, using the prop, we introduced the question *'How many teeth...?'* First, while holding the prop, we would ask a child *'How many top teeth have you got?'* or *'How many bottom teeth have you got?'* Then, the children started using the props and asking those questions to each other. To make this activity develop while working some maths concepts at the same time, we used the tooth fairy to help count our teeth. The child would put in the tooth fairy's bag the number of teeth shown in the card. They would ask each other *'How many teeth have you got in the bag?'* and the other child would count and say *'I've got ... teeth in my bag.'*

This routine was also used to develop some notions about the relationship between eating habits and dental health. Among the activities planned to celebrate World Food day we developed a very simple activity where children had to sort some food items, those that are good to our teeth and those that are bad for our teeth.

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### E-Twinning Project: “A Simple Postcard Exchange”

#### Summary

This article is about an E-twinning project between Agrupamento de Escolas Sebastião da Gama de Estremoz, Portugal and Osnovna Skola Bélica, Croatia.

The project was carried out throughout the 2nd and 3rd terms of 2018/19 and its theme was “A simple postcard exchange”. This project was made by 3rd and 4th-year pupils and, as one can understand from its name, it “simply” was about exchanging postcards.

#### Objectives of the project

- To practise English language skills by sharing not only personal information but also information about their country and hometown;
- To have contact with other cultures and develop intercultural skills.

#### About the E-Twinning project

My main objective was to give students a real opportunity to use the English language. Throughout the project, in the different tasks they had to complete, students had real purposes to communicate in English. Firstly, they wrote about themselves, their likes and dislikes and secondly, they also wrote about their country and hometown.

We exchanged the first postcards before the end of the second term and the last and second postcard was sent to Croatia in June. In this final task, we also recorded a video, so besides writing, all students had a real purpose to introduce themselves in English.

The postcards were made by the students

themselves at home or with their teachers (*professoras titulares*), involving drawing, painting, *collages*, cut-outs...

It was a great experience as students learnt about Croatia, had the opportunity to use the language they were learning at the time in our lessons and also got to tell about Estremoz, its remarkable places and, of course, its Unesco clay figures!

Altogether I used 4 lessons, that's to say four hours, to write the postcards. Two lessons in each term. Students had the postcards made at home or with their teachers' (*professoras titulares*) help and in our classroom they were given model texts to guide and help them. The videos were recorded in one hour.

All students participated. Forty students from the 3rd year and twenty-eight students from the 4th year.

#### Process or phases of the project

**January:** I designed the project proposal and found a partner on the E-twinning platform; the project was approved and my Croatian partner and I were sent an E-Twinning certificate. We started the first contacts through the platform and afterwards we also used Facebook and e-mails to exchange documents and speak in real time.

Teachers also sent each other the lists with the names of the pupils and their ages.

**Until the end of March - 1st exchange:** Pupils wrote short postcards about themselves mentioning likes and dislikes, school subjects, and hometown. 3rd-year students wrote about their favourite colour and favourite free time activities.

## Projects corner

### E-Twinning Project: "A Simple Postcard Exchange" (cont.)

**Until the second week of May - 2nd exchange:**

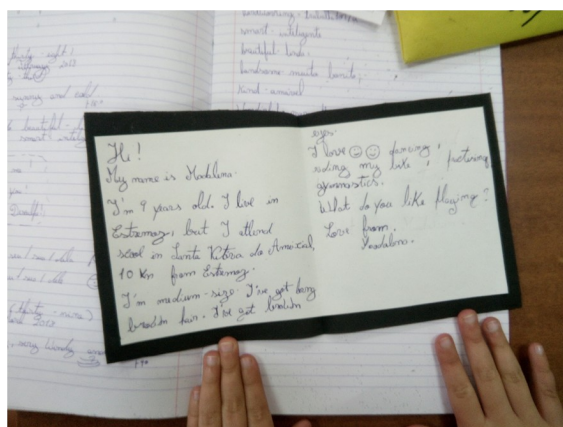
Pupils made short postcards with remarkable places in Portugal or different pictures of Portuguese cities/places and different places in Estremoz. This time, 3rd-year students could write about their birthday and favourite season, while 4th-year students could write about daily routine habits and free time activities.

**Final outcomes:** Project exhibition at the end of the school year with all the received postcards and video with individual introductions.

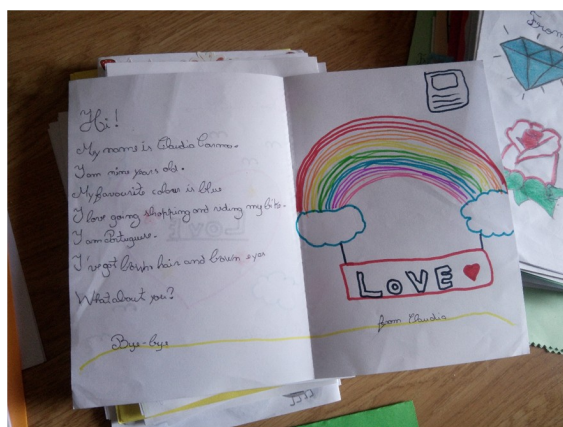
Here are some photos of the Croatian postcards. 3rd-year students and 4th-year students wrote about different themes.



Here are 3rd-year students' postcards from the 1st exchange.



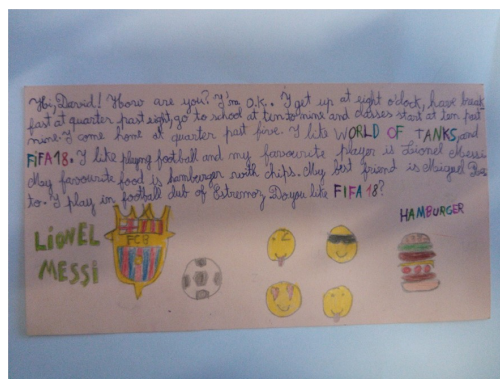
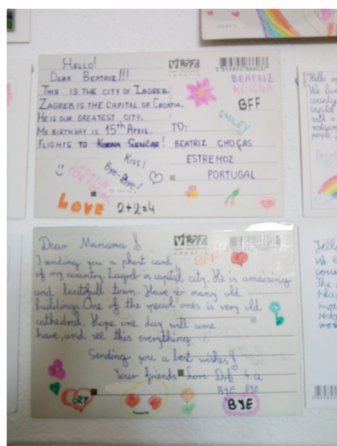
Here are some of our lovely Portuguese postcards .



We also have some examples of the second exchange. These postcards were written by Croatian students.

## Projects corner

### E-Twinning Project: "A Simple Postcard Exchange" (cont.)



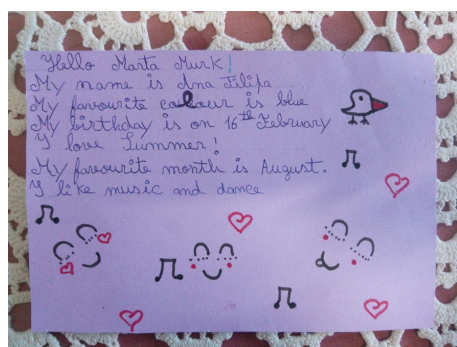
#### Conclusions:

Needless to say that students loved the idea of receiving and making postcards which would be received by other children in another part of the world.

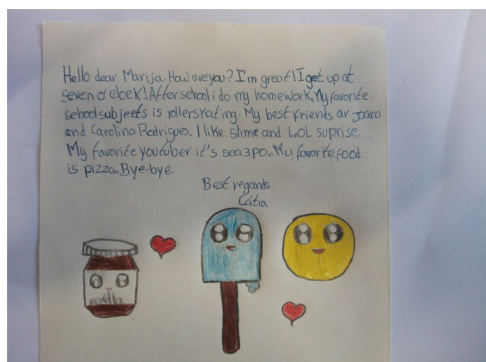
In my opinion having two exchange moments was very positive because students could really apply different language, their progress was visible for themselves and there was a sequence from the 1st to the 2nd moment. Watching and making the videos were also great highlight moments. These moments weren't planned at the beginning in our project proposal but, as time went by, my Croatian partner and I could tell that students wanted to see each other's face and go beyond writing tasks. It was proved to be very enriching for students!

As you can see, I didn't correct all the language mistakes, only the ones I thought were more important for that time of the year.

This postcard is a 3rd-year example by a Portuguese student.



The following postcards were written by my 4th-year students.



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Esc. SEC. DE Montemor o Novo



### ICEPELL



In 2019 APPI was invited by *Faculdade de Ciências Sociais e Humanas - Universidade Nova de Lisboa* (FCSH – UNL) to take part in a network of partners from five European countries: Portugal (UNL - FCSH), Germany (TUBS – *Technische Universitaet Braunschweig*), The Netherlands (*AVANS Hogeschool*), Italy (*USR Piemonte*) and Norway (*Nord Universitet*) to develop an international Erasmus+ project, Intercultural Citizenship Education through Picturebooks in early English Language Learning (ICEPELL).

The singular aim of this project is to support the development of Intercultural Citizenship Education (ICE) in early EFL with children aged 5 to 12 years in European schools. The target group is the school community, in particular practitioners (teachers of English, teacher librarians and student teachers), children and teacher educators.

The partners' intentions throughout the project are:

- to compile a database of picturebooks in English to develop ICE in early EFL;
- to provide training and professional development to pre- and in-service practitioners, equipping them with the necessary knowledge, attitudes and competences to successfully plan for, manage and assess ICE through picturebooks in early EFL;
- to develop, pilot and disseminate sets of picturebook activities - ICEkits - that will integrate ICE in early EFL;
- to publish and disseminate a handbook to support practitioners in integrating ICE through picturebooks into the early EFL curriculum;
- to facilitate an Open Educational Resources platform that enables pre- and in-service practitioners to develop communities of practice;
- to support practitioners in setting up ICEpal groups to bring their groups of children together across borders to develop ICE in real time.

The project partners held their first Transnational Meeting in Portugal, hosted by the Coordinator partner UNL – FCSH, on the 25th and 26th of November 2019. Here we were able to start discussing some ideas around “Intercultural Citizenship Education” and what this means in each country’s curriculum.

The sharing moment of some picturebooks was really fantastic! All the partners brought interesting picturebooks and presented them to the whole group. This is but a sample of those.



The discussion around these picturebooks was the starting point to think about criteria to select picturebooks that will focus on developing

## Projects corner

### ICEPELL (cont.)

intercultural citizenship, the topic of the ICEPELL project.

The next Transnational Meeting will take place in Turin (Italy), in June, and until then each country will apply a survey in their own country to better understand practitioners' attitudes and perceptions of intercultural awareness and citizenship in early English language learning. The data to be gathered will help us to design a professional development course, the ICEPro course, which will involve 75 teachers of the designated five countries, in 2021.

Further information will come up in future APPInep e-Newsletters and will be available on the APPI and APPInep webpages too. Moreover, sessions will be run at APPI training events for the dissemination of the project.

**SÓNIA FERREIRINHA | APPI MEMBER NO. B 4808**



## Training corner

# appiforma

### Continuous Professional Development

In 2020, the CPD programme of APPIforma has lots of training focussed on Young Learners & Very Young Learners, either accredited training or sharing practice events run by APPI/APPInep or in partnership with other institutions. We have new courses and we will have the YL & VYL Conference in October! APPInep SIG is celebrating its 20 years!

However, due to our actual national situation (Covid 19), most of the F2F courses were postponed. New dates will be confirmed as soon as possible.

**Storytelling with Young Children**, Gouveia, recruitment groups 120 and 220 (*dates to be confirmed*)

**Teaching English to Young Learners**, Torres Vedras, recruitment groups 120 and 220 (*dates to be confirmed*)

**Arts & Crafts in the Young Learners' classroom**, Lisboa, recruitment groups 120 and 220 (*dates to be confirmed*)

For further information about these courses (venue, dates and content) please access our webpage [www.appi.pt](http://www.appi.pt) - appiforma

or contact APPIforma: [appiforma@appi.pt](mailto:appiforma@appi.pt).

**SÓNIA FERREIRINHA | APPIFORMA**



Keep your APPI membership fee updated so that you receive all publications and have access to all teacher training sessions and webinars. Thank you.

APPInep Committee: **Ana Nunes; Daniella Costa; Dila Gaspar; Helena Soares; Sónia Ferreirinha**  
e-Newsletter Editor: **Ana Nunes & Sónia Ferreirinha**