



APPInep E-Newsletter no. 3—January 2016—Winter

We don't teach English. We teach people .

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

Most parents recognize the need for their children to have right values and they want to instill these values in their children. Some governments suggest that teachers do it. Some schools expect its teachers do it. Some parents specifically ask teachers to help them out by teaching 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 will differ in some significant ways from the values of English-speaking societies.

Teachers are an integral part of making sure that each generation, like the generation before it, learns what it needs to know to succeed in the world. It's sometimes frustrating and tiring, but it's nothing new.



As a teacher, one of the most important things you can do is lead by example. There's no point in asking our students to be helpful and polite when we are not. Being nice, kind and fair is something most of us do naturally (because someone else, years ago, taught us to do it!) but it's important to remember, especially for teachers of young children, that our students are watching our every move. They are learning important lessons about how the world works by what they see.

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 intensive student participation and interaction, respect for students and teacher, open discussion,

and positive reinforcement.

By breaking values into small, meaningful chunks, stating our expectations, following up during the week and rewarding students for good behaviour, teaching

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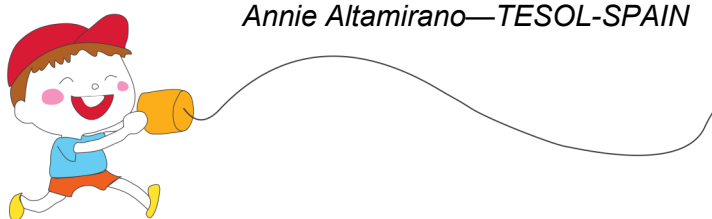
ageable,

but incredibly helpful to your image as a teacher.



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.

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



Annie Altamirano—TESOL-SPAIN

Developing an intercultural competence for Carnival

An intercultural competence

Learners demonstrate a growing cultural competence when they show evidence of developing sensitivity towards ethnic, linguistic, religious and class differences, begin to accept and respect these differences and as a result show a change in attitudes and values (Kirsch, 2008). An intercultural competence relates to understanding one's own culture and 'cultural selves' as well as that of others and an

ability to act in a sensitively and culturally appropriate manner. According to the Metas, this is one of the objectives of learning English in primary education.

To develop an intercultural competence in our learners we should help them put into action a set of practices. Learners should be encouraged to:

1. Observe and identify differences and similarities
2. Compare and contrast these differences and similarities
3. Tolerate ambiguity
4. Accept differences
5. Acknowledge other points of view ¹

If we remember these five points as we plan activities for our primary English learners we will ensure they develop a growing intercultural competence, which will stand them in good stead for a life long language learning experience. It also means we need to select activities which enable children to do this successfully moving beyond the tokenistic celebration of festivals.



Carnival

Carnival is both a religious and pagan celebration and its date is determined by Easter. As a religious festival it precedes the fasting of Lent. As a pagan festival it focuses on fun and overindulgence.

1. Observe and identify differences and similarities

When is Carnival? It is the last day before Quaresma or Lent, which is a time for simple eating. Children who go to Sunday school will be familiar

with this idea. What is this day called around the world?

- English – Shrove Tuesday / Pancake Day

- French – *Mardi Gras* (Fat Tuesday)

- Portuguese, Spanish, Italian – *Carnival*



Why not share the origins of the name Carnival in Portuguese? *Carne val* means *flesh farewell*, precisely because no meat is eaten during Lent. Why do you think It is called Mardi Gras in France?

2. Compare and contrast these differences and similarities

Special activities

In Portugal fancy dress is worn and there are street parades with dancing and riding on floats. And what about Brazil?

In Belgium there is a special fancy dress costume with a mask and actors throw oranges at the public.

In Italy (Venice) elaborate masks are worn and people attend dances and theatre shows.

In France there is lots of partying with fancy dress, masks and parading with floats and giant puppets



In the UK and USA many towns and villages organise pancake races, and people dress up wearing aprons and headscarves.

There's no such thing as Carnival in the UK at this time of year, but there is a very famous Carnival in August which takes place in Notting Hill, an area of London – The Notting Hill Carnival.

Special food

In England, Canada and USA pancakes are made to use up rich food like milk, eggs and sugar.

In France pancakes, waffles and Beignets de Carnival (a little like *sonhos*) are a similar festivity food.

In Italy *Frappe* (deep fried pastries) is eaten, accompanied an expression, "*A Carnevale dalla frappa non si scappa*" (At Carnival you can't escape from *frappe*). They also make other fried foods, using eggs, milk and sugar.



Is anything special eaten in Portugal at Carnival? There is an expression, 'No entrudo come-se tudo', and according to a site I visited, *pasteis de grão* or *azevias* are eaten in the area of Évora around Carnival.

By providing opportunities for children to gain a deeper understanding of a festival, they are able to observe, identify, compare and contrast what happens in their own world and that of others. As such they will begin to tolerate ambiguity, accept difference and recognize that we can have a different point of view.

Go for it! Develop your intercultural competence this Carnival!

Carnival in Belgium: <http://www.lonelyplanet.com/belgium/travel-tips-and-articles/76308>

Portuguese food at Carnival: <http://www.gastronomias.com/carnaval/>

Sandie Mourão

¹ Adapted from Kirsch, 2008: 157.

Celebrating St. Valentine's Day Teacher training

St. Valentine's is always a perfect celebration to engage students in different activities involving the English language and culture. Teachers are always on the look out for new ideas that motivate students. Here are two variations for the same type of activity that can be adapted to many kinds of themes or topics and that is also a chance to promote the participation of different subjects and areas.



We created an activity in which students had to create and build hearts in different materials, shapes, colours, etc. Students built their own hearts and included words/verses/rhymes in different languages. All students from our school could enter the competition from the 1st graders to the 9th graders. We had three editions of the competition and all were very successful.

More recently, we decided to give it an ecological twist and all materials used had to be recycled material and things we can reuse and transform. Students should use different languages in their words / verses /rhymes. Young learners were particularly active.



Hope this short account gives you new ideas for activities!

Fernanda Rosário—E.B. 2,3 de Avis

For a full list of all APPIforma courses, please check <http://www.appi.pt/appiforma/cursos-appiforma>.

Ação	Data	Local
Teaching English: Primary Essentials	Início: 11 de abril Fim: 30 de junho	Plataforma British Council
Teaching English in Preschool	6, 7, 13 e 14 de maio	RIO TINTO
Motivating Students to Acquire and Develop Critical Thinking Skills	27, 28, 29 e 30 de junho	PORTO
Congresso Anual APPI	22, 23 e 24 de abril	Hotel Méliá Ria e Centro Cultural e de Congressos AVEIRO
Spice up your Students' Speaking Skills	julho	MegaSkills VISEU
Teaching English in Preschool (em parceria com APEI)	21, 22, 23 e 24 de março	APEI LISBOA
Teaching English to Young Learners	27, 28, 29 e 30 de junho	Escola EB 2,3 Piscinas - Olivais LISBOA
Teaching English to Young Learners	20, 21, 27 e 28 de maio	SANTIAGO DO CACÉM



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