



APPInep E-Newsletter no. 5—June 2016—Summer

Being a teacher is...

Getting up in the morning with a job to do
Shaping hearts and souls without more ado
Greeting and waving showing a smile
Teaching these children will be worth your while!

Walking down the hall and then open the door
What a ruckus inside, what a mess on the floor!
"Who did this? Sit straight! The teacher is here!
No, you can't eat this now, we're starting my dear!"

"So, come on dears, let's start with a song!
It's a very simple one, you can't get it wrong!
Stop, listen and repeat after me!"
"One more time Ma'am, it's really easy!"

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Terrific
Energetic
Able
Cheerful
Hardworking
Enthusiastic
Remarkable



"What's this in English? I'll spell the word,
it's something so easy which you've already
heard!"

"Me, choose me teacher! I'll get it right!
It's a classroom object, it must be "Light!"

"Well done! I'm so proud of you all!
I'll put your projects up on the wall!
Our time's up, we must say goodbye!
Tomorrow's a new day, let us fly high!"

"Here teacher, this drawing, I made it for you!
I taught my parents that song about the zoo!"
"Wow! That's great! What did they say?"
"They are very happy and I am as well,
having my English lessons is the best part of my
day!"

Liliana Ferreira—APPI member B-6053

Two more questions about little ones and language

In the last newsletter we asked whether our students actually understand what they are saying or reading in English class. My next question concerns the way that we talk to our classes between exercises, during the everyday running of the class. The way we do so, I believe, is normally in the imperative: Sónia sit down. Paulo, listen to

the story. One two three look at me! Okay everyone, make a line. This is our default setting. It is what imperatives are for – telling people what to do – but is this the most useful form of language for our students to hear?



I have thought about this for some time and it occurs to me that young children themselves do not have a lot of use for the type of imperatives they hear from us. They do not get much chance to tell other people what to do. They do need to

speak about themselves though and, at the other end of the power spectrum, they do regularly have to explain or justify what they are doing to adults.



So I have recently made some adjustments to my own teacher talk. When I want my learners to sit in their chairs I now say: I'm sitting in my chair. Instead of telling them to listen while I read from a picture book I say: I'm listening to the story. With each of these utterances the students are required to repeat and to do. We also have: I'm sitting properly. I'm waiting properly. I'm working hard.

Although perhaps a little odd from the teacher's perspective, it seems to make more sense from

the students' perspective. They are practising full sentences and can articulate what they are doing (or supposed to be doing) when we ask them: What are you doing?

My final question, for now, involves the way we plan our classes. Please look at the following lines and imagine they are part of a teacher's lesson plan:

- Line up/Greet Ss at door.
- Appoint classroom helper for day.
- P. 13 Student's Book questions about yesterday.
- P. 13 Activity Book Ex 3c.
- Early finishers help others.

While I would say this seems like a perfectly reasonable plan, we might ask ourselves what it actually describes. It describes what the teacher, or what the students, will be doing. It describes what the students will do (in terms of class as managed event) rather than what they will learn. The same plan, framed in terms of language content - the specific and particular words and sentences we want the children to learn - would look like this:

- I'm waiting properly.
- Can I come in please?
- Who's the monitor today?
- Teacher, which book?
- Teacher, what page?
- Did you... [+ eat, play, go, do]
- Yes, I did. No, I didn't.
- Teacher, which exercise?
- I'm working hard.
- I've finished.
- Can I help you? Yes please. I'm okay thanks.



Now we can see at a glance exactly what the end result of the class should be right from its initial blueprint. For both novice and experienced teachers alike, such a reframing of our intentions

learning later, a more accurate record of the exact words covered and a reminder that teacher/student interaction is probably our best vehicle for transmitting language.

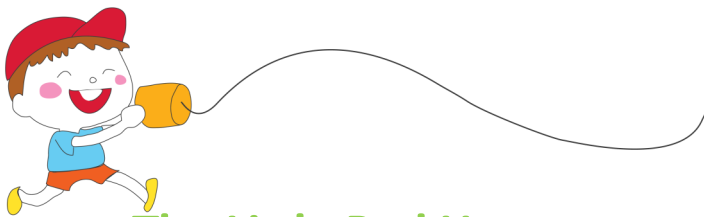


So my three questions have been:
Do our students know what they are saying? Do we talk to them in language they can use? Are we planning more for language or activity? I think that if we are reasonably solid on all three then

we dramatically reduce the risk of our classrooms being places where both children and adult are simply going through the motions.

As always, my greatest of thanks to the dedicated APPInep team and I wish you all a fruitful remainder of the academic year.

Chris Roland—Freelance

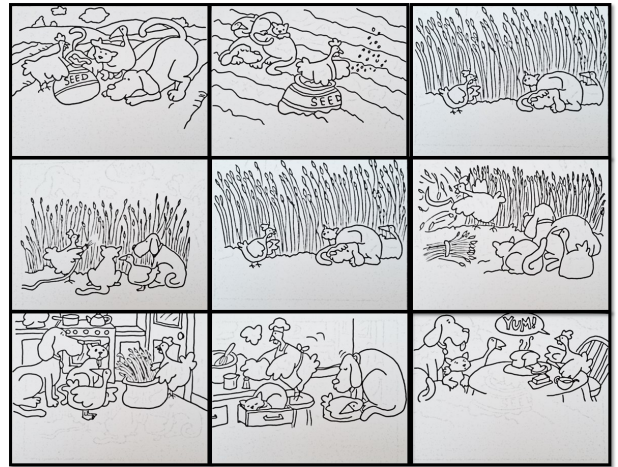


The Little Red Hen

This story can be used to teach our students about where their food comes from, to value their food, to teach them the life cycle of plants and also to teach them about the importance of helping friends.

- **As you tell them the story** – encourage them to join you and repeat the lines the animals say. Use pictures to illustrate the different parts of the story.
- **After telling them the story** – ask them to retell the story, using the pictures as prompts. You can also show them the pictures out of order and ask them to put them in the correct order while they say what happened. This will help them break the story into its different parts.

- **Drawing comics** – ask your students to draw the story in the style of comic books, using speech bubbles to write the lines of the animals. Teach them some fun onomatopoeias they can use.



- **Class survey** – give your students a table with their names and different types of food. Get them to go around the classroom and ask and answer the question “Do you like apples?”

Yes, I do. /
No, I don't.”.

On the table they record the answers they get.

Do you like...?	Ana R.	Ana T.	Diogo
	✓		
	✓		
			

- **Make a bar chart** – using the data they collected in the class survey, students will now make bar charts. For each answer “yes”, they will colour a square green and for each answer “no”, they will colour a square red. In the end they will have to read the information in the bar charts.



Helena Soares—APPI member B-6226



Summer Wishes, the magical flip-flop

Did you know that if you stick your summer wishes onto a magical flip-flop they will always come true?

Close your eyes and imagine summer, no school, no homework, just fun and laughter!

This summer I want to:

- Go to the beach,
- Collect shells,
- Swim in the swimming pool,
- Go camping,
- Fly a kite,
- Have lots of picnics with my family!



What about you?

Pick your wishes, cut them off this paper and stick them onto your magical flip-flop!



To make your own flip-flop you are going to need: a pretty paper or cardboard, some EVA foam for the straps and sole, shiny crystals to stick on, vegetal paper (to copy the template), scissors and glue.

You can find a magical flip-flop template here:

<https://s-media-cache-k0.pinnimg.com/236x/15/90/2d/15902d27a868d8d0f4513ec182b76442.jpg>

Have fun and may all your Summer wishes come true!

Ana Catarina Rocha—Agrupamento de Escolas de Silves (APPI member B-6587)

Teacher training courses

Teaching English to Young Learners

- 25h - 1 u.c.
- Trainer: Elisabeth Costa
- Professores de Inglês dos 1º e 2º CEB
- 20, 21, 22 e 23 de junho, - Biblioteca Municipal Manuel José do Tojal - VILA NOVA DE SANTO ANDRÉ
- 27, 28, 29 e 30 de junho - Escola EB 2,3 Piscinas - Olivais, LISBOA

Motivating Students to Acquire and Develop Critical Thinking Skills

- 25h - 1 u.c.
- Trainer: Vanessa Esteves
- Professores de Inglês dos grupos 220 e 330
- 27, 28, 29 e 30 de junho - PORTO

Learning Technologies for the Classroom

- 40h - 1,6 u.c.
- British Council online course
- Professores de Inglês dos grupos 220 e 330
- Plataforma Moodle British Council
- Início: 26 setembro e Fim: 18 dezembro

Becoming a Primary Teacher

- 25h - 1 u.c.
- online course
- Professores de Inglês dos grupos 120 e 220
- Plataforma Moodle APPI
- Início: outubro e Fim: dezembro



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