



Institut de Desenvolupament
Professional
UNIVERSITAT DE BARCELONA

English Is It!

(ELT Training Series)

Grup de treball IDP (UB):

TEACHERS IN USE

ESTER MAGRINYÀ, MÒNICA PENA, MARIOLA PUIG

ANA MARÍA FUENTES (COORD.)

Professors convidats:

ADRIANA MARIA BUTNARIU

ANA B. GONZÁLEZ

SULAIKA GUALLART

JORDI ROMERO

MARTA RUIZ

col·lecció / colección

DOCÈNCIA I METODOLOGIA DOCENT, 8

edició / edición



Institut de Desenvolupament
Professional
UNIVERSITAT DE BARCELONA

Primera edició: Novembre 2014

Edició: Institut de Desenvolupament Professional – IDP. Universitat de Barcelona

Pg. Vall d'Hebron, 171 (Campus de Mundet) - 08035 Barcelona

Tel. (+34) 934 035 175

Consell Editorial: Antoni Sans, Xavier Triadó, Mercè Gracenea

Correcció de text: Anna Vilarroya i Zaida Mateo

amb el suport de / con el apoyo de:



Universitat de Barcelona

Obra distribuïda sota una llicència CC-BY-NC-SA 4.0. Consulta de la llicència completa a:
<https://creativecommons.org/licenses/by-nc-nd/4.0/deed.es>



Obra distribuida bajo una licencia CC-BY-NC-SA 4.0. Consulta de la licencia completa a:
<https://creativecommons.org/licenses/by-nc-nd/4.0/deed.es>

© Autors. Adriana Maria Butnariu, Ana María Fuentes, Ana B. González, Sulaika Guallart, Ester Magrinyà, Mònica Pena, Jordi Romero, Marta Ruiz, *English Is It!* (ELT Training Series). Vol. 19: 14 articles. Barcelona, Universitat de Barcelona (Institut de Ciències de l'Educació), 2024. Documente electrònic. [Disponible a:

URI:

Dipòsit legal: B-8432-2015

ENGLISH IS IT!

VOLUME 19, OCTOBER 2024

TABLE OF CONTENTS

INTRODUCTION PAGE 5

Introduction to volume 19

PROFESSIONAL BIOS PAGE 8

Professional Bios of the members of the research group and the addenda collaborators: from "Teachers in Use: Sharing Experiences ed. 3"

ARTICLES 10	PAGE
----------------	------

Teachers in Use: Celebrating a Decade in English Learning and Teaching
ANA MARÍA FUENTES
page 10

Open Day Sessions For Primary Students at High School (I): Organisation and materials
ESTER MAGRINYÀ
page 21

Open Day Sessions For Primary Students at High School (II): Description of the workshops
ESTER MAGRINYÀ
page 34

A digital newspaper article: Enhancing writing engagement and self-regulation
MÓNICA PENA
page 47

ADDENDA

ACTIVITY BANK 61-76

PAGES

- #22: Upper Secondary “Scavenger Hunt Challenge” by Adriana Butnariu
- #23 Upper Secondary “Help Me Out!” by Jordi Romero
- #24 Secondary: “Exploring Drama through *Romeo and Juliet*” by Ana B. González, Sulaika Gualart and Marta Ruiz
- #25 Adult and Upper Secondary: “Engaging Assessment” by Mònica Pena
- #26 Secondary: “Interact is a Fact” Magrinyà

TECHNOPILLS 77-83

PAGES

- #11 Jamboard by Mònica Pena
- #12 Puzzel.org by Ester Magrinyà
- #13 Edpuzzle by Ester Magrinyà
- #14 Mentimeter by Ester Magrinyà
- #15 CoSpaces by Ester Magrinyà

CONTACT

[Teachers in Use, IDP \(Institut de Desenvolupament Professional\), Universitat de Barcelona \(UB\)](#)

Teachers in Use teachersinuse@gmail.com

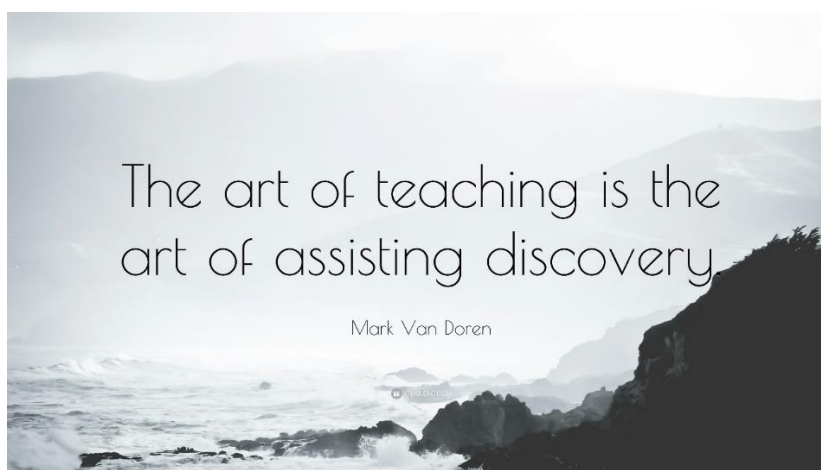


Image: Ryan McGuire

Quotefancy. Retrieved July 4, 2024, from Quotefancy.com Web site:

<https://quotefancy.com/quote/1583495/Mark-Van-Doren-The-art-of-teaching-is-the-art-of-assisting-discovery>

Introduction

Ana María Fuentes
afuent22@xtec.cat

The Research group [*Teachers in Use*](#), before [*From English Acquisition to English Learning and Teaching*](#) is registered at the **Institute of Professional Development Teaching (IDP), at the University of Barcelona**. The group, founded and led by **Lourdes Montoro** (September 2013 - June 2021), has involved 28 teachers and professionals. 7 of them have been members of the group, and, together with 21 guest authors, have presented their work in the publication which she also created, and coordinated to fulfill the objectives of the pedagogical project which she had devised: [*English Is It! \(ELT Training Series\)*](#) (Vols. 1-15).

In 2013, she initiated the group with **Rosamaria Fàbrega** (Vols. 1-15), **Laia Andrés** (Vol. 1, 2, 3), **Andreu Cardo** (Vol. 1, also format designer of the *English Is It!* (ELT Series) collection), **Laura Prat** (Vols. 1, 2, 3), and **Núria Viñas** (Vols. 1, 2). **Ana María Fuentes** joined the group in 2014 (Vols. 3-15), and together with Rosamaria Fàbrega and Lourdes Montoro became the permanent group which has been since then.

Thanks to the Promethean spirit of **Lourdes Montoro**, founder and former coordinator of this group and creator of this publication, this research group continues her pedagogical project and intense work in the path of knowledge of our area of expertise, English learning and teaching. Having taught English learners, trained teachers and shared more than articles, books and papers, based on her vast experience, thorough methodology and robust pedagogical principles, the founder of this group has entrusted us with the fire that might continue lighting more professionals, and subsequently, more learners. To her we address a heartfelt gratitude and deep respect for the legacy that she has bestowed on us. Now coordinated by Ana María Fuentes, a group member since 2014, the research group aims at looking into the foundations of EFL teaching, finding future inspiration, creativity, fostering a knowledge-sharing culture and, undoubtedly, promising challenges.

Rosamaria Fàbrega, Ester Magrinyà, Mònica Pena, Mariola Puig and Ana María Fuentes are specialists in all stages of EFL teaching: Mariola Puig (nursery and primary school), Ester Magrinyà (primary and secondary), Rosamaria Fàbrega (secondary education and vocational training), Mònica Pena (adult language teaching) and Ana María Fuentes (secondary and upper secondary education). All members combine their teaching with training activities and experience sharing sessions.

The group shares work ethics, vocation, and senior professional careers. Their human and academic background enhances the team with specialties such as art, films, group dynamics, computer science, interpretation, literature, mass media, music, philosophy, sports, theatre and translation. The group analyses the work of those teachers who we all know, and who, day after day, do admirable

and creative EFL teaching works of art, making a difference in their students' lives and in theirs, and from which schools and educational system much benefit.

We have all met excellent teachers who are so submerged in their daily lessons, administrative chores and the constant updating of professional life, that they are not given the chance to consider research or publications. *English Is It!* (ELT Training Series) was created with a view to providing opportunities which can make up, somehow, for this gap. The permanent members have extensively trained to spend the most time in the writing process in order to give the least work to the reader. They bear in mind that, unlike training sessions, there is no audience in front, who can ask for clarification; therefore, all the planning, the sequencing, the explanations and details have been considered under this premise.

In a constant search of renewal, the volumes now offer three different sections: "Articles", "Activity Bank" and "Technopills". The first section consists of articles following the tradition in the publication, excellently devised by L. Montoro. They put forward teaching experiences of the highest quality, distilling a wide understanding of the linguistic, communicative and personal dimension of English learning and teaching. The "Activity Bank" offers proven activities for teachers to implement in class, however succinct and compressed for practical purposes, they do not lack in explicitness or precision. "Technopills" highlights pedagogical apps that intend to help, simplify and widen the possibilities of learning activities in EFL.

With articles, activities and ICT tips meant for immediate implementation, all members have aimed at clear, yet thorough texts, which include images, charts, lists, questionnaires, tables, photos... to facilitate the reading. They also include references. In general, these articles, activities and technological tips summarize what regular classes stand for them. Long-time quantitative and qualitative work has taken their classes to the documents in writing into which they have turned. From original theses, which were presented individually and welcomed by all members, they proceeded to the defense of their general didactic framework, basically the inclusiveness of the basic pillars in teaching English as a foreign language, and also the sequencing of the contents, ensuring cohesiveness.

Without leaving aside the authors' teaching style, this group has pretended to blend all participants' didactic work. As pointed out earlier, all contents in this collection stem from the basics in lesson planning, whether, depending on their nature, they are fully or partially pointed out and/or described: topics, levels, organization, timing, objectives, contents -procedures and concepts (communicative structures, vocabulary, pronunciation, culture) and attitudes-. Materials are also referred, as well as the general development of activities along with references, evaluation and comments.

This publication counts on an **ADDENDA** section, devised to welcome external teaching professionals, as well as allow the permanent staff members of the research group to present other academic works. It is also open to alumni among the members of the group, so that further pedagogical interventions from them can be considered. This section within the collection has allowed the group to

invite the earlier-mentioned professionals so far, looking forward to welcoming many more. All initial members, the permanent ones, and the guest authors are gratefully acknowledged.

In the Addenda section included in this volume, the group is proud to present the name of the research group, Teachers in Use, given the full identification with our professional and pedagogical purposes. Such excellent work by the participants stands out from their contributions to the second edition of our annual online workshop, *Teachers in Use: Sharing Experiences*, which the research group has conceived, designed and was glad to conduct for the third time on 10th May 2024.

Teachers in Use is a project developed by the research group “From English Acquisition to English Learning and Teaching (EAELT)” (IDP). Following its main pedagogical and professional principles, *Teachers in Use: Sharing Experiences*, aims at granting a meeting point for English teachers of all levels, from diverse professional careers, experience and methodologies with the view of pooling their ideas and experience, appealing to an iapetian spirit of community of EFL craftsmanship. The article “Teachers in Use: a Meeting Point for English Language Teachers” in this volume describes the different stages of development from the common feeling of passion and concern about English teaching and learning to the realisation of this workshop, and two more courses generated by this group. All of them, given their positive appraisal, eventually might become an actual community of practice.

Such a fruitful crossover of *Sharing Experiences* created new connections and experience exchange and to celebrate it, this research group has invited the most relevant experiences to be part of this volume’s long addenda section, made up of a total of, three activities are included, which were presented by the attendants of the different, summing up to our “Activity Bank” and “Technopills” sections presenting the materials by four guest authors: Adriana Butnariu, Anna B. González, Sulaika Guallart, Marta Ruiz and Jordi Romero. All the authors’ abstracts and their bios, as well as the permanent members’ are presented next.

Neither the volumes nor the numerous articles, “Activity Bank” and “Technopills” would have been possible without the group supervisors at IDP: **José Ramon Albiach**, Mireia Hugas, Continuing Primary and Secondary Teacher Training Coordinator, **M. del Mar Aldámiz-Echevarría**, present Director of Continuing Teacher Education, and **Mercè Gracenea**, former Director of Publications, who supported the group research work from the start, and turned it into what it is today.

We are also glad to share our tenth anniversary offering this volume, and willing to celebrate it with English teachers and professionals that have helped us, promoted us and have given us their kind words of wisdom and encouragement. We are looking forward to meet and have a nice chat while toasting to our ten years of “English is It!” and the research group “From English Acquisition to English Learning and Teaching”, now called “Teachers in Use”, named after our most distinguished feature: our deepest need to be practical and helpful for the sake of the teaching and learning of English. This is exactly what invigoratingly keeps us moving towards better teaching!

Professional Bios

RESEARCH GROUP



Ester Magrinyà holds a B.A. in English Philology and a M.A. in Applied Linguistics and Acquisition of Languages from the University of Barcelona. She has trained extensively in EFL and is also qualified to teach Catalan, Spanish and French. She has taught all English levels both in language schools and private schools. At present, she is working at a public high school. She is interested in linguistics, and particularly, in researching about students who grow in multilingual contexts.



Mònica Pena holds a B.A. in Translation and Interpreting (English, German, Japanese) from the UAB. She also studied at UMIST in Manchester and started her teaching career with in-company language training. After several years working in international logistics and sales she decided to retrain with the Master's of Foreign Language Teaching at the UPF. At present, she is an English and German teacher at the EOI, working on emotions, teamwork and ICT to enhance students' linguistic and social competences.



Mariola Puig has a degree in Teaching English as a Foreign Language from the Universitat Autònoma de Barcelona and a **Post-Grade in Kindergarden Teaching** from UNED. Specialized in the early learning stages, she has been teaching English in several schools for almost thirty years, also different subjects such as Art, Science or Robotics in EFL. A consultant for the creator and editor of the method: J. M. Artigal, she is co-founder and co-editor of *Magic Stone* series, an English teaching methodology for Primary English.

COORDINATOR



Ana María Fuentes holds a B.A. in English Philology and a postgraduate course in Textual Translation Analysis from the University of Barcelona. She has also specialized in Text management for Professionals at the University Pompeu Fabra in Barcelona. She has taught English in Catalonia for more than twenty years. She has published several articles about the exploitation of drama, literature and project work in the English classrooms as well as new technologies to promote learners' progress.

ADDENDA AUTHORS



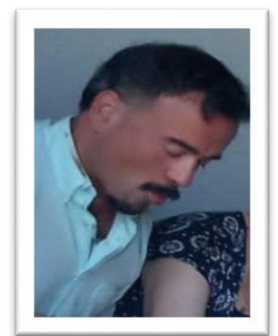
Adriana Maria Butnariu holds a B. A. in English Philology from the University of Barcelona and a M. A. in Special and Additional Learning Needs from the University of East London. She has been an English teacher in private and public schools from Barcelona and at the moment she is combining teaching English in a secondary school with teacher training. She is fond of Project-based Learning and likes to design collaborative projects using new technologies, Mindfulness and Holistique techniques to address her students' emotional, social and academic needs with an integrated learning format.



Ana Belén González Muñoz is Specialist in Comparative Literature, Cultural Studies and Theory of Literature, currently enjoying teaching Literature and Creative Writing to High School students while keeping on developing her career as novelist and illustrator.



Sulaika Gualart is a secondary school music, language and social sciences teacher. She's really interested in drama and music and loves playing the piano. She also loves travelling and learning about other cultures. Since having a good English level is necessary to communicate fluently and effectively with people from other countries, she has been studying English for three years now.



Jordi Romero owns an academic and professional background in Mass Media Communication, specializing in Journalism (*Universitat Autònoma de Barcelona*), where he also completed a Doctorate (Ph.D.) in the Semiotics of Mass Media and a Master's degree in Specialized Technical Translation from the *Universitat Pompeu Fabra (UPF)*. In his professional career, Jordi holds a dual role as a Technical English teacher for vocational training students and a dedicated professor at the *Universitat de Barcelona*, teaching Theory and History of Communication

Teachers in Use: A Decade in English Language Teaching and Learning

Ana María Fuentes
afuent22@xtec.cat

ABSTRACT

This article aims at celebrating the decade of existence of *Teachers in Use*, the IDP working group dedicated to the teaching of English. Paying attention to its origins as “From English Acquisition to English Learning and Teaching”, the article depicts the different stages of growth, evolution and transformation in the last ten years.

Teachers in Use is one of the many forms of continuous formation programmes for teachers of English as a foreign language provided by the IDP department of the University of Barcelona.

Favouring the integration of methodological changes and innovative practices, the group, initially named “From English Acquisition to English Learning and Teaching”, is one of the many examples of the involvement of different types of teaching professionals constituting today’s framework of English as a foreign language in Catalonia, Spain.

The objectives of this group address at the gap between teaching and the competent learner of English, in an effort to get a closer look at reality and the immediate context of learning English. This observation has a materialisation in online meetings, creation of materials and courses for teachers.

Since its foundation in September 2013, the group has published a total of 18 volumes of its publication “English is It!”, whose first volume was issued in March 2014.

A working group involves a strong commitment of work ethics and vocation, which has been respectfully lifeguarded by its permanent members along the years: Lourdes Montoro, founder and leader for eight years, Rosamaria Fàbrega, Laia Andrés, Andreu Cardo, Laura Prat, Núria Viñas, Ester Magrinyà, Mònica Pena, Mariola Puig and Ana María Fuentes, the present coordinator.

Alongside its human worth, a research group grants a safe network of professionals with common objectives, willing to work collaboratively around a shared project. Together we have been able to help each other, as teaching professionals, to build new knowledge and generate proposals or

actions promoting the spreading of said knowledge and experience, with an open and optimistic mindset.

This article aims at celebrating the decade of existence of *Teachers in Use*, the IDP working group dedicated to the teaching of English. Paying attention to its origins as “From English Acquisition to English Learning and Teaching”, the article depicts the different stages of growth, evolution and transformation in the last ten years. With hanking its members, addenda authors have shaped the materials and courses designed and created by the group, whose achievements and its challenges keep them as realistic as optimistic.

1. EAELT, FROM ENGLISH ACQUISITION TO ENGLISH LEARNING AND TEACHING

The working group started as “From English Acquisition to English Learning and Teaching”, created and originally led by the talented **Lourdes Montoro**, expert EF teacher and teacher trainer, specialized in academic writing. Her leadership and guidance have been a source of invaluable knowledge in many levels: the intricacies of the English language, writing techniques, coherence, cohesion and structure. We learnt from her professional skills such as tenacity, search of accuracy and a deep respect for the teaching profession. These firm foundations that we owe her have shaped the contents, façade and the efforts and outcomes of the group and have determined the direction to which it is headed. We are extremely grateful to Montoro’s excellent leadership and guidance, as well as the group’s initial members: Laia Andrés, Andreu Cardo, Laura Prat, Núria Viñas and Rosamaria Fàbrega.

One of the original members of this group and one until 2023, **Rosamaria Fàbrega**, has been essential to its past, present and future. She has actually created a bridge between the initial objectives and achievements and the shape of the group as it is today. Firstly, she has always had a clear vision of the role of the English teacher. A wide traveller and philanthropist, she has been able to integrate technology with a humanistic purpose, and enjoyed the many artistic sources of knowledge from the English-speaking world to provide much more than language teaching, but vivid and meaningful expressions of the self and the world around us, especially in literature, cinema, culture and art. Rosamaria’s push towards connecting professionals of the English teaching in Catalonia has resonated with our own hearts and has been the decisive step that is definitely giving the most rewarding experiences. Thanks to her, and Mariola Puig’s proposal, we have become *Teachers in Use*, a renewed version of the group with a strong will to value the rewarding aspects of teaching English. We could not have identified our new essence if it had not been for her support and encouragement.

Since October 2021 the group incorporated a more social position to turn the contents, connections to a more globalized position with the new coordinator, **Ana María Fuentes**, who had been a contributor to “English is It!” for eight years. This period has provided her with a powerful source of meaningful knowledge of English writing, text creation and coherence as well as cohesion. The rigorous understanding of the nature of the textual analysis provided one with an enduring depth in building articles and skilfully addressing all the ideas and concepts that were to be assembled to explain class experience.

Her expert eye has spotted outstanding professionals that generously agreed to contribute with their articles. I am deeply grateful to these years, where I had the opportunity to work on my own abilities to identify, develop and enjoy my efforts to innovate in my class experience.

As a coordinator, the satisfaction of creating a common project, where all the members could enjoy their deserved role, with up-to-date perspectives and proposals, has been a delight to be mutually motivated and engaged in projects, formations and successes. All these experiences have undoubtedly transformed in a mature reflection on the act of teaching, the need to share and the imposed need to be better for the sake of a better learning in my students.

2. TEACHERS IN USE

The observing, experiencing and analysing excellent tokens of lesson design, collecting the most selected works of teaching planning in the group's publication "English is It!", the group has gradually incorporated space for interaction and exchange of ideas among members of the research group and the teachers of different stages. This has given an actual opportunity to participate in a professional debate and analysis in the different formative activities proposed and also by publishing a contribution in the group's publication as addenda authors.

This is a moment of joy and success, and a moment of pride to value the English teacher and ensure a space where their work is showcased, valued and enhanced for the sake of the quality of English learning and the teaching professionals that make innovation possible as well as improvement and evolution.

Proudly, we can affirm that in a ten-year span, this group has evolved amplifying its scope.

In fact, the publication of "English is It!", with 200 articles, makes us so joyful to run with articles with experiences of excellence in the classroom. Let us not forget that we make sense where there is a classroom involved and there are students, learners, achievements and challenges. In this group, we meet with the purpose to reflect on what we do, what we like to talk about and we are extremely proud to continue to do so for a long time.



Teachers in Use members: from left to right, Ester Magrinyà, Mònica Pena, Ana María Fuentes and Mariola Puig

The participation in the group putting my share in the production of the 19 volumes along more than ten years is an excellent opportunity to focus the lens on the profession of teaching and paying attention to what matters in teaching and, most importantly, why we do what we do. Indeed, taking the necessary time to reflect on our own teaching strategies, methodologies, and the essence of one's teaching it is essential to realise of the importance of vocation and professionalism.

Thanks to the recent curricular changes, the methodological innovations that once were an example of far-fetched lesson plans, have come to stay and give a more consolidated meaning to my isolated innovative activities and projects. For example, collaborative projects, drama performances, game jams, are now part of the current spectrum of activities that might enable the learner to experience English learning as something alive, meaningful and personal. The current curriculum emphasizes on how to connect with the learner so that the act of learning can be about skills and now competences that have a more global and humane approach. With its difficulties and inconsistencies, the curriculum progresses with time, as we do. Hence, we still feel the need to provide the teacher with the necessary tools to make the methodological changes a reality and not to expect that they magically materialise.

3. ENGLISH IS IT!

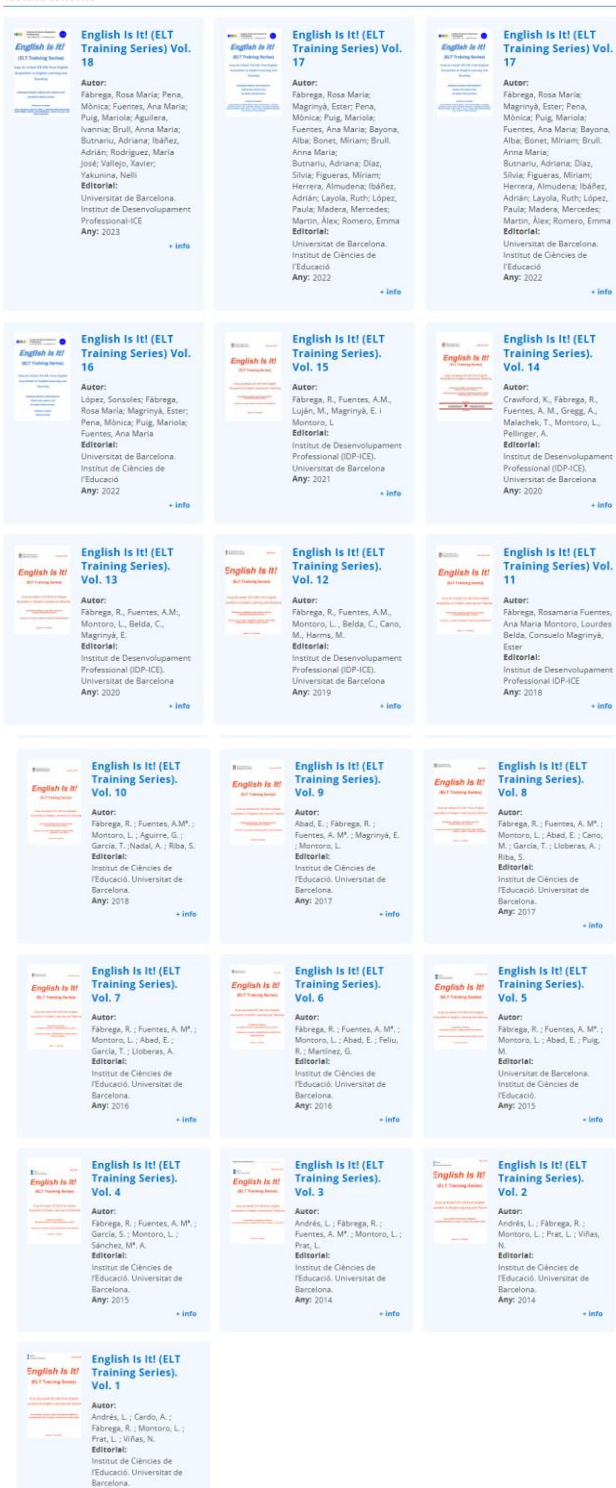
"English is It!" is the digital product of the research and work of the group, whose first edition was launched in March 2014. It was precisely created by the research group to provide the opportunity for excellent teachers to access research and publications. The members investigate their different areas of expertise in their classes, expose them to the group members and make proposals, which are later turned into articles and materials.

The members are extensively trained to spend most time in the writing process in order to give the least work to the reader in their depiction of all the planning, sequencing and the explanations and details. These articles are meant for immediate implementation and with the help of texts, images, charts, lists, questionnaires, tables and photos aim at facilitating the reading and include extensive bibliographical and web references.

They summarize what regular classes stand for each member and all and show the picture of a human teaching, with its human factor and didactic ground, showing the pillars in teaching English as a foreign language and also the sequencing of the contents, with cohesiveness, stemmed from the basics in lesson planning, where the topics, levels, organisation, timing, objectives, contents, procedures and concepts and values are included, as long as references, evaluation and comments.

"English is It!" is a publication with the signature of IDP from the University of Barcelona that has issued a total of 19 volumes counting the present one, with a total amount of 200 articles of different formats written by 47 authors in the field of ELT, part of the collection "Docència i metodologia docent". At present, it is one of the two publications in English by the University of Barcelona in the IDP department, and the only one in the institution about the English teaching and didactics.

Tota la col·lecció



18 volumes of “English is It!”

The authors of the articles in “English is It!” include the members of the group in the different stages of the group and the addenda authors and guest writers. They depict English class experiences that reflect the utmost creativity and excellence of their authors, who are teachers, teacher trainers and professionals related to English teaching of different levels and different pedagogical backgrounds. They promote the best practices and excellency in the efforts reflected in the publication in different formats. Nowadays there is the *long format article*, the *Activity Bank* entry and the *Technopills*.

We have covered many different topics, which we classified in this Google Sheets named [Authors](#) according to author, title, topic, volume and to help the reader, researcher or teaching professional. This classification aims to accompany the IDP list of digital publications, as each and every one of the authors is indexed to the official IDP publication search and directed to the exact volume of the publication. All authors are displayed with their corresponding articles in alphabetical order, showing the type of document that they created, the pages in the volume and other information such as the level of teaching and the category of the class activity, for example, video, digital, competences, 4Cs, writing or literature, among others.

Author(s)	Tot					
Autor(s)	Volume	Title	Document	Pages	Stage	Tag
Abad, Elisenda	5	Turning TV Series into EFL Classes: Part 1: "The Simpsons"	Arti...	54-63	Sec...	video
Abad, Elisenda	6	Turning TV Series into EFL Classes. Part 2: "How I Met Your Mother", "Modern Family" and "TI	Arti...	68-79	Sec...	video
Abad, Elisenda	7	"Lights, Camera, Action!": An Awarded Motivation Booster within a Learner-Centered Project	Arti...	84-92	Sec...	video
Abad, Elisenda	8	Taking TV Advertisements into the EFL Class. Five Pedagogical Samples	Arti...	77-88	Sec...	video
Abad, Elisenda	9	How to Take the Youtuber Phenomenon into the EFL Classroom	Arti...	82-97	Sec...	video
Aguilera, Ivannia	18	"Local Waters"	Acti...	59-60	Sec...	STEAM
Aguirre, Gina	10	EFL Visible Learning and Thinking Routines Applied to Four-to-six-year-olds	Arti...	82-92	Pri...	4Cs: co...
Andrés, Laia	1	Their Motivation Is You. Who Else?	Arti...	8-19	Pri...	4Cs: co...
Andrés, Laia	2	The Magic Box: Building Grammar through Games	Arti...	9-20	Pri...	compet...
Andrés, Laia	3	The Magic Box: Building Grammar through Games	Arti...	10-21	Pri...	compet...
Bayona, Alba	17	#07 Secondary: "The Burger Paragraph"	Acti...	75-76	Sec...	writing
Belda, Consuelo	11	EFL and Spanish Literature in High School. Part 1: Wuthering Heights (Introductory Literary	Arti...	104-115	Sec...	literatu...
Belda, Consuelo	11	EFL and Spanish Literature in High School. Part 2: Wuthering Heights (Biography, Fiction, Str	Arti...	116-127	Sec...	literatu...
Belda, Consuelo	12	EFL and Spanish Literature in High School. Part 3: Emilia Pardo Bazán's Los Pazos de Ulloa at	Arti...	73-84	Sec...	literatu...
Belda, Consuelo	12	EFL and Spanish Literature in High School. Part 4: Emilia Pardo Bazán's Los Pazos de Ulloa a	Arti...	85-96	Sec...	literatu...
Bonet, Miriam	17	#04 Nursery: "The Volcano Adventure"	Acti...	63-64	Pre-...	STEAM
Brull, Anna Maria	17	'All About USA' Escape Room for 9th Graders	Arti...	41-51	Sec...	active ...
Brull, Anna Maria	17	#10 Secondary: "Curiosity Didn't Kill the Cat"	Acti...	79-82	Sec...	active ...
Brull, Anna Maria	18	#21 Secondary: "Australian Animals and Aboriginal Art Exploration"	Acti...	66-68	Sec...	active ...
Butnariu, Adriana	17	#11 Secondary: "How Green is your Neighbourhood?"	Acti...	83-84	Sec...	STEAM
Butnariu, Adriana	18	#19 Secondary: "Escape the Lab"	Acti...	60-62	Sec...	active ...
Cano, Mar	8	EFL Challenging Tasks for Late Teens from a Competencial Approach	Arti...	89-101	Sec...	compet...
Cano, Mar	12	A Thinking Culture in EFL Secondary School: Thinking Skills, Routines, and a Dialogic Strateg	Arti...	97-108	Sec...	4Cs: co...
Cardo, Andreu	1	Using Trailers in Our English Lessons.	Arti...	20-29	Pri...	video
Crawford, Katerin	14	Click the App and Here We Are. Promoting EFL Students' Talent to Fight Covid-19	Arti...	12-23	Upp...	digital

Image of the list of authors of "English is It!"

These outstanding pieces of work are the examples of excellent attempts of teachers to improve themselves, enjoy and try to help their students overcome any difficulty and facilitate their learning processes. They value the quality of the class experiences, above any other aspect.

This project could have never been possible without the staff of the IDP from the University of Barcelona, to whom we owe the utmost gratitude for their support, trust and especially, Mercè Gracenea, José Ramon Albiach, María del Mar Aldámiz and Mireia Hugas, among all the staff in this institution. They are the clear example of generosity and professionalism in their work for their experience and their valuable guidance in this group's path.

4. TEACHERS IN USE: HUMAN FACTOR

The human factor is extremely important in teaching. We feel sincerely grateful. The present members, Ester Magrinyà, Mònica Pena, Mariola Puig and myself, focus on interaction and connection among teachers of English with different interests.

In September 2022, the course *Strategies for the (new) curriculum* was designed, created and generated by Mariola Puig, expert on pre-school and primary English teaching and Ana María Fuentes, expert in secondary and upper-secondary teaching. The contents of this course depict what is to teach English today in Catalonia, Spain and

what it is required to be ready for the present-day classroom. There is also room for what it is yet to come in terms of teaching, learning and methodological changes to improve in our daily duty as educators and helpers of the young and the learners of English as a foreign language.

The fact that this course was created by Mariola and Ana María is a healthy sign of the continuity of learning from pre-school, primary and secondary school. During the creation process, a lot of compelling ideas were brought up and there were profound debates about teaching and language teaching. This has been one of the most rewarding experiences since one became a member of the group.

Equally, the meetings to discuss the article topics with Mariola, Ester and Mònica are so stimulating that one gets loaded with new batteries. The group members are talented, creative and engaging professionals, who never stop learning and growing. Moreover, they are incredibly generous and engaging personally and professionally, so one never ceases to grow with them.

Also, many teachers have become part of us. They have taken up training or have been part of our Sharing workshops and collaborators in the publication: Adriana Butnariu, Anna María Brull and Elisenda Abad. We would like to thank them for their unconditional support.

5. TEACHERS IN USE SHARING EXPERIENCES

Sharing Experiences and *Strategies for the Curriculum* are two of the activities that engage and summon teachers and integrate a wide variety of teachers and teaching styles.

The importance of creating a community of practice gets more and more evident when there are spaces to reflect, listen actively and start a reflection process. Since 2021, the group members have been carrying out their monthly meetings and also have been able to include many more people, through courses such as *Strategies for the Curriculum* (Pre-school and primary) and *Strategies for the Curriculum* (Secondary and Upper-secondary) and workshops called *Sharing Experiences*, so far, counting three editions.


Up to the present day, we have celebrated the first edition of *Sharing Experiences*, on 6th, 20th and 27th of April 2022, the second edition, on 16th, 23rd and 30th of May 2023, and the third, on 10th May 2024 live workshop. Around two hundred teachers have joined us and have been open to learn from other colleagues and open to teach from experience.

The *Strategies Pre-school and primary* and *Strategies secondary and upper-secondary* have gathered very positive reviews. They have worked very well in terms of course contents, planning and suitability.

The first two editions of *Sharing Experiences* were online and the most recent one, on 10th May 2024, was celebrated face to face. “*Sharing Experiences, edition 3*” took place in the Mundet Campus. It was a special occasion, since this group had existed for ten years.

Home > TEACHERS IN USE: SHARING EXPERIENCES 1a edició

TEACHERS IN USE: SHARING EXPERIENCES 1a edició

Compartir:   

Estat matrícula: Matrícula tancada



Image of the 1st edition web announcement of Sharing Experiences

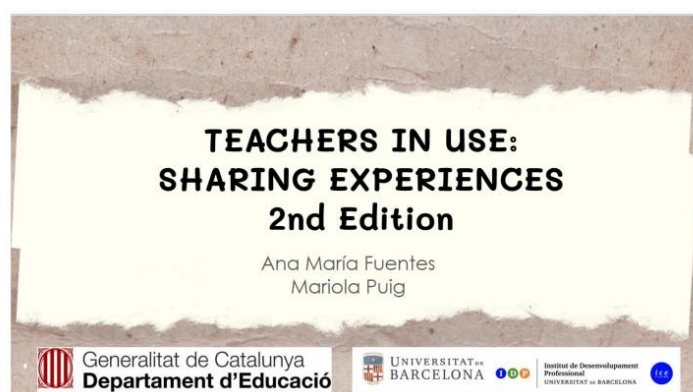


Image of the 1st edition web announcement of Sharing Experiences



"Sharing Experiences, edition 3" leaflet

For that May afternoon each one of the members of the group gave a workshop to provide a wide range of levels of teaching and areas of interest or itineraries, detailed as follows:

- Itinerary 1, Storytelling by Mariola Puig;
- Itinerary 2: Digital tools by Ester Magrinyà
- Itinerary 3: Drama, a ready-to-use project by Mònica Pena
- Itinerary 4: Project-based learning by Ana María Fuentes

All rooms received very positive reviews about the content and methodology. There were particularly good comments regarding the (sometimes) scarce opportunity that we English teachers have to connect with other professionals, speaking English among us and get fresh and varied perspectives on lessons, activities and methodology. To be completely honest there were lower reviews, but they were regarding the short lesson length, commenting if only it had been longer or on a second continuing session.

The course Strategies has been and still is a source of very enriching moments. The attendants have been so generous to share and be ready to participate in the activities proposed, giving the sessions a wonderful flow of fresh exchange of ideas and suggestions. It is delightful to be in contact with great teachers who provide such good care of their students' needs that they devote their free time to learn more how to be helpful and become a bit better every day in their area of expertise.

Membres del Grup de treball



Ester Magrinyà holds a B.A. in English Philology and a M.A. in Applied Linguistics and Acquisition of Languages from the University of Barcelona. She has trained extensively in EFL and is also qualified to teach Catalan, Spanish and French.



Mònica Pena holds a B.A. in Translation and Interpreting (English, German, Japanese) from the UAB. At present, she is an English and German teacher at the EOI working on emotions, teamwork and ICT to enhance students' linguistic and social competences.



Mariola Puig has a degree in Teaching English as a Foreign Language from the Universitat Autònoma de Barcelona and a Post-Grade in Kindergarten Teaching from UNED. Specialized in the early learning stages, she has been teaching English in several schools for almost thirty years. She is co-founder and co-editor of Magic Stone series, an English teaching methodology for Primary English.



Ana María Fuentes holds a B.A. in English Philology and a postgraduate course in Textual Translation Analysis from the University of Barcelona. She has also specialized in Text management for Professionals at the University Pompeu Fabra in Barcelona. She has taught English in Catalonia for more than twenty years. She has published several articles about the exploitation of drama, literature and project work in the English classroom.

Publicacions del grup de treball

Un dels objectius del grup de treball és crear material pels docents de les etapes d'educació bàsica per l'**aprenentatge de la llengua anglesa**. Per aquest motiu durant els 10 anys del grup s'han elaborat **publicacions** que formen part de la col·lecció **Docència i metodologia docent**. Hi podeu accedir amb el QR o entrant a la web: <https://ja.cat/englishisit>



"Sharing Experiences, edition 3" leaflet

Programa

17.30-18.00h

Benvinguda als assistents, presentacions dels diferents representants de l'Institut de Desenvolupament Professional (IDP-ICE)

Descripció de la jornada-taller a càrrec d'Ana María Fuentes, coordinadora del grup.

Presentació de les altres membres del grup de treball i breu descripció del taller que realitzaran.

18.00-19.30h

Tallers a càrrec de les formadores (4 tallers simultanis)

- Itinerary 1: **Storytelling**, a càrrec de Mariola Puig (pre-school and primary)
- Itinerary 2: **Digital tools**, a càrrec d'Ester Magrinyà (primary and secondary)
- Itinerary 3: **Drama: a ready-to-use project**, a càrrec de Mònica Pena (upper secondary-batxillerat and adult-EOI)
- Itinerary 4: **Project-based learning**, a càrrec d'Ana María Fuentes (secondary and upper-secondary)

19.30-20.00h

Jigsaw game



Living the experience of a workshop led us to reflect on "Who is an English teacher?". The answer reveals itself very clearly: we are all experts and incredibly adaptable, competence-focused, innovative, creative and experimental. Definitely, experts or potential experts in the matter of English teaching. A total expert is an individual trained by experience, permeable to change and the wisdom that the class hours and shared time with students can only provide. That is clearly what we deeply enjoy. A good teacher never ceases to learn, because then he or she will never cease to teach.

6. CONCLUSION

Ten years is a relatively substantial amount of time for its members to be able to identify an actual progression and improvement in their skills and analysis of the most valuable aspects of teaching English in the 21st century.

There are still many **challenges** to overcome, given that social inequity and inclusion need to be addressed and make sense of the confusion and mess and see the most useful way to help other teachers by creating a community, unity, trust and collaboration. However, there are still the same spirit to seek novelty, innovation and finding answers to go beyond what is there in front of us, and as their learning is not static, we need to explore on the importance to find more active ways to integrate learning and personal growth into our learners' lives.

As a group we have witnessed relevant differences in methodology, changes in the curriculum, towards a competence-based description of skills, the changes in society, changes in our youth, their daily study habits, digital habits, ways of learning, the technological advances that we need to spot on AI, apps, networks, social media and

Instagram. And we are eager to go on as strong as the first years, with more confidence, counting more and more *flying hours* in the EFL classroom.

References

Community of practice

https://en.wikipedia.org/wiki/Community_of_practice

IDP - University of Barcelona

<https://www.ub.edu/idp/web/>

Fàbrega, R & Puig M. (2022). "Teachers in Use: Another Resource for the English Teacher". *English Is It! (ELT Training Series)*. Vol. 17: 13-27. Barcelona: IDP - Universitat de Barcelona <http://hdl.handle.net/2445/189605>

From English Acquisition to English Learning and Teaching (EAELT)

<https://www.ub.edu/idp/web/ca/english-acquisition-english-learning-and-teaching-eaelt>

Listado de Publicaciones Digitales

<https://www.ub.edu/idp/web/ca/publicacions/biblioteca-digital?combine=English+Is+It%21&year=all>

"Grup de treball Teachers in Use". Blog IDP

<https://www.ub.edu/idp-educacio/2024/06/17/10-anys-del-grup-de-treball-teachers-in-use/>

WENGER Etienne & TRAYNER Beverly .- *Introduction to communities of practice - A brief overview of the concept and its uses*. 13 June 2020.

Open Day Sessions For Primary Students at High School (I): Organisation and materials

Ester Magrinyà Clos
emagriny@xtec.cat

ABSTRACT

To begin with, the context and pretext for writing this article is the Open Day from high school. This event is aimed at getting to know the new high school's educational project and its facilities. In this paper, the focus is on 6th graders who visit the high school and experiment two EFL and digital workshops.

The description of this event is divided into two articles. The former deals with the organization and the materials used for the workshops and the latter is a detailed explanation of the lesson plan for this Open Day project including the focus on virtual reality.

A large number of Primary students from public schools and a small proportion from private and subsidized schools need to change school after 6th grade. This means that their parents need to look for another educational centre or high school in order to continue the studies on Compulsory Secondary Education (CSE).

Some parents get really worried during this process because they wonder what school can be best for their future teenagers. The very first aspect which differs one high school from another are the teaching methodologies involved. Some of them can be more technological, others might still work with textbooks and there are even some schools based on artistic domains. Despite this, the new curriculum LOMLOE supports the idea of collaborative work, competency-based activities and as a result, all educational institutions of CSE and post compulsory stages must adapt their teaching style to the new educational law.

Another aspect that makes a difference between schools is related to their students' profile, in other words, some high schools count on a wider variety of students from different origins whereas others are more homogeneous. This fact basically depends on the area where the school is located but, since the recent laws also defend inclusive schools, high schools are likely to become more heterogeneous from now on.

Likewise, parents may also look at the academic level, the percentages on results and other issues but, my experience says that parents' concerns must focus on their son or daughter as an individual, in other words, on their interests and future needs.

I must say that the Open Day workshops mainly arise from the need to make both the high school's project and its teaching methodology visible. It is also the perfect day to show its facilities, the building and some families might be interested in the teachers' evaluation criteria as well as the school's discipline regulations.

Despite the afore-mentioned aspects, I truly believe that Open Day sessions should focus on the new students. In fact, at Vilatzara's high school (Vilassar de Mar) where I am currently working, workshops for 6th graders are offered besides the institutional speech from the headmaster and a PowerPoint presentation for families. As a result, the students can see how they feel about what their future school might be, its teaching method and they also have the chance to talk to current students to ask them for doubts and curiosities. In other words, the **transfer of knowledge** from the older group to the younger students is key throughout the Open Day week.

This paper consists of two parts. The first one presents the whole **set of materials and the way the activities were organized** to promote a successful the Open Day – which can be adapted to most high schools. The second part offers a detailed **description of the workshops** commenting on the previous activities, during and post tasks too. It is also important to stand out that the Foreign Languages Department has a relevant role in such temporary event because learning English, French and German belongs to the Educational Project of our school (PEC) and thus, the eagerness to teach what we do within our FL classroom to other students is obvious. For this reason, a workshop in English is a must in the Open Day event.

To start with, "*Open Day sessions for Primary Students at High School: Organisation and materials (I)*" focuses on the main objectives of the event, the setting, and the organisation of the workshops for 6th graders. The **first workshop** deals with **Augmented Reality (AR)** where students are asked to do either a **Merge Cube** to promote their own high school or a cultural Merge Cubes with information about tourist places from UK and USA. In order to do this, the students should be familiar with the **CoSpaces** website. For this reason, I suggest reading the article titled "*An Interdisciplinary and Augmented Reality EFL Project for 7th Graders*" included in volume 15 from *English Is It! (ELT Training Series)* since it contains information about the latest technology within the EFL classroom and in particular, to have some prior knowledge on the topic. In fact, I already mentioned the possibility of including AR in school events in the "*Further considerations*" section from such article. As for the **second workshop**, students create **cardboard models** of the most popular monuments and sights in English-speaking cities, such as London's Big Ben or New York's Statue of Liberty. Such paper miniatures are set in a physical map with several **QRs** which emerge from the previous workshop.

Taking everything into consideration, the first workshop stands out for being digital and **innovative** thanks to AR and the second one is relevant for dealing with **cultural** aspects in a manipulative way.

This **article** is structured as follows:

- 1. Objectives**

2. Setting and timing

- a. For parents
- b. For students
- c. Timing

3. Organising the event

- a. Before the visit

4. Materials

- a. Linguistic resources

Needless to say, all images included in this article have been granted written permission by the students' families from high school.

1. OBJECTIVES

The Open Day event involves several people with different roles (parents, students and teachers) but, to put it briefly, some of them present and others receive the information. Regarding their objective, it is bidirectional, they all expect to get to know each other, receive and share information about the high school.

Despite this, the headmaster's and the high school staff, the families, the future students and also the current students may have different objectives. The following chart illustrates the objectives from the subjects involved:

Subjects	Goals
Families	<ul style="list-style-type: none">- Find the most appropriate school for their sons and daughters.- Learn about the educational project, discipline measures and academic results.
6 th graders	<ul style="list-style-type: none">- Get to know students from the new school- Experiment the high school's teaching methodology
CSE students	<ul style="list-style-type: none">- Share digital and EFL experiences to future students- Show Primary students the facilities of the high school- Answer 6th graders questions
Headmaster's and staff	<ul style="list-style-type: none">- Present the educational project both to parents and future students- Answer doubts

Likewise, there are some specific-related objectives for each of the activities:

Activities	Goals
Speech	<ul style="list-style-type: none">- Comment on the educational project, discipline and academic results.
Guided tour	<ul style="list-style-type: none">- Show the facilities of the high school to parents and future students.

Workshop 1	<ul style="list-style-type: none">- Emphasize the possibility of using of technology in the EFL classroom- Give information about the high school- Learn about AR and how to program a Merge Cube
Workshop 2	<ul style="list-style-type: none">- Consider arts and crafts as an enjoyable and useful activity- Raise students' interest in cultural places from the UK and USA by scanning QR codes- Test students taking continuous assessment into account

2. SETTING AND TIMING

First and foremost, the dates need to be established in order to start working on the Open Day period.

a) FOR PARENTS

On the one hand, the Directive team from high school sets two sessions devoted to the **families** with different perspectives. The first session deals with the typical presentation of the headmaster which takes place **online** through the school's YouTube channel since Covid times. In this case, Vilatzara's **meeting** was held in streaming, but it is also recorded and available in the following link: <https://www.youtube.com/watch?v=qmZlmg-0AVQ>

The second session welcomes families **in-situ** where teachers show them the high school facilities while explaining the most relevant aspects related to the rooms they visit. This activity requires an extensive preparation since all staff members participate and loads of families come to the visit. This tour takes place from the afternoon until the evening of one working day in March. Also, since the academic year 19-20, parents book their visit in advance by filling in a Google Forms in the high school's website. As a result, it is easier for the Directive team to foresee the number of people coming, the number of groups to be arranged, the need of teachers in charge of the guided tour and other responsible ones to give information in determined classrooms. For instance, the head of the Maths department explains how to learn Maths through a competency-based learning approach, the technology room where Robotics is offered as an elective subject is also shown as well as there is a standard room where students comment on the digital tools they regularly use, that is to say, laptops, digital books, Moodle and Classroom platforms. More information about the parents' meetings could be given; however, we will not go into detail since the focus of this paper is on our future students.

b) FOR STUDENTS

On the other hand, the headmaster keeps in touch with the Primary schools from the town and informs them of the week of the Open Day sessions for 6th graders. Regarding the visiting hours, these used to be in the morning years ago; then, due to Covid, the visit was carried out by volunteers in the afternoons and outdoors in order to ensure health safety. Despite being the only alternative we had, the experience was really successful anyway. Finally, in academic year 2021-22, the event has been set up in the

morning again. It is much better doing the workshops in the morning so that children can see the real environment from a high school when everyone is working and studying.

In terms of calendar, a full week from Monday to Friday needs to be booked by the nearest schools. Since there are 5 working days in a week, one school comes every morning, that is to say, a total of 5 schools are welcome to the practical sessions for Primary students. Regarding the CSE students' organisation, I must say it is quite easy to arrange them into different days because there are always volunteer students who participate and most of times, they are eager to "teach" the Primary children from the schools they studied in. For instance, this chart illustrates the organisation for the Open Day week.

	Monday	Tuesday	Wednesday	Thursday	Friday
	28 th February	1 st March	2 nd	3 rd	4 th
Visiting Schools	Pérez Sala	Els Alocs	Escola del Mar	Vaixell Burriac	La Presentació
Arrival time	9.15 a.m.	10.45 a.m.	9.30 a.m.	9 a.m.	9.15 a.m.
CSE Students	Clàudia Martí Aina Dina Jeroni	Damià Jana R. Jana S. Bernat Alejandro	Elsa Paula Arnau Aina Aleix	Clàudia Júlia Alet Jana B. Jana A.	Clàudia Arnau D. Laia Carla Yeray
Staff members	The headmaster, either the Head of Studies or the pedagogical coordinator, the English teacher (<i>Ester Magrinyà</i>) and another teacher for the guided "tour".				
Sub teachers	A teacher from the Foreign Languages Department might be needed to sub for Ester's classes in case she has an ordinary lesson at the specific time of the Open Day visit.				

It is important to notice that each school arrives at different times. This fact depends on their location, playground times and/or other school activities. Therefore, it is important that the organisers ensure that they can do the event without any unforeseen issues.

c) TIMING

The Open Day period takes place during the second term in order to help both students and families to make their choice. The Open Day workshops for 6th graders are concentrated during one full week in the first fortnight in March. The workshops are carried out by volunteer students in the morning and each of them lasts for 20-25' each.

3. ORGANISING THE EVENT

Justification of the sequence: As aforementioned, the Open Day is a need for families but, from both the high school's director and my point of view, children in the town deserve being offered some activities in order to see what a high school is like. It is important to take into account the feelings of the future students since they will be the ones studying either in one place or another. Besides, the suggested activities are in

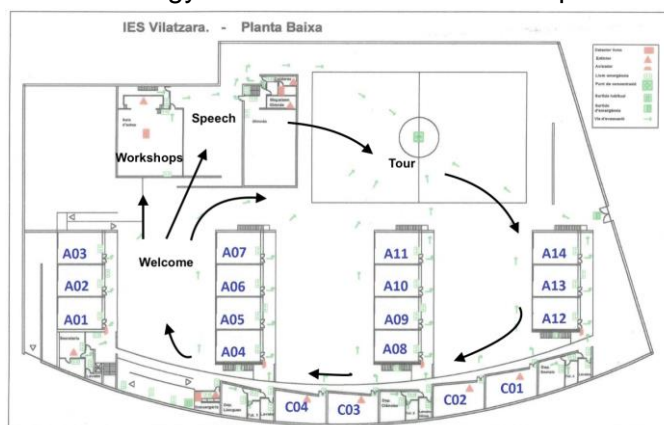
English because I personally designed them from my field but, they could be done in another language and from any other subject, the bottom line is to make them familiar with a part of our teaching methodology.

BEFORE THE VISIT

The main Primary teachers from the visiting schools are asked to write down possible **questions** from their students. In order to do this, they ask 6th graders what information they would like to get. This fact helps the director know beforehand what their interests are and go straight to the point as well as the speech does not become too long or too boring.

Grouping: When the Primary students arrive to the Open Day session at high school, they are asked to be divided into 3 groups. We suggest their tutor to prepare the groups in advance not to invest a lot of time deciding how to gather.

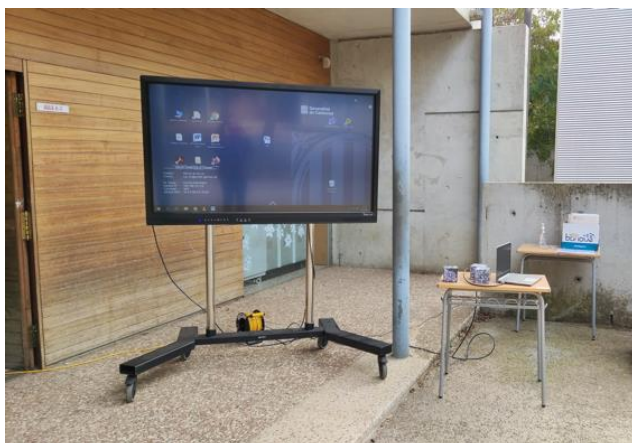
Location: This is the ground floor's map of our high school. A football pitch can be appreciated in the top-right hand corner; numbers A01 until A014 and C01-C04 are standard rooms; there is a playground with a pine grove in the top-left hand corner and finally, the auditorium and the gym are located in the middle part of the map.



- Welcoming the students takes place in between classrooms A02 and A06. In this area, Primary students are divided into the afore-mentioned groups.

The Open Day event counts on 3 main **activities**:

- The director's **speech** is held outdoors in between the auditorium and next to the gym.
- During Covid-19, **workshops 1 & 2** were held outdoors next to classroom A03 as it can be seen in the photo. At present, they are located in the auditorium.
- The **tour visit** implies going around the building, the football pitch, the canteen, the different playground areas, the classrooms and so on.



Sequence: Since the Primary students are divided into 3 groups, this means that they start the visit from a different “point”. They will all be working on the same activities of the event but in a different order. As soon as they finish each part; then, they swap. In other words, some students directly go to the speech, others attend to the workshops (1&2) and the last group starts with the guided tour.

Volunteer students: Helping out in the workshops encompass all kinds of students’ profiles. Despite this, the CSE students who volunteer are usually characterized by common patterns:

- Students who are very extroverted.
- Participative students.
- Students who are really good at digital competence.
- The so-called “*fast-finishers*” and also the “*high-achievers*”.

Gender and diversity: In fact, the “*high-achievers*” need challenging tasks to develop. For this reason, suggesting them to prepare a video related to the topic can be a great option for them. This means that certain students might be asked to take photos and short clips about the everyday activities in class so that when they have their main task finished, they can edit it later. If they feel like, they can also work on it at home; otherwise, if they need extra time from school, I usually ask the tutor to allow them finishing it on the tutoring sessions since it is a flexible period when students do homework and other non-compulsory tasks.

In this case, a couple CSE students prepared a **virtual tour in AR** so as to introduce their high school to future families and students. Thanks to this task, they made the most of their digital competence by using techy tools such as a 360 camera and adding recorded audio into the virtual scenes through the school. You can access the online video in the following link <https://www.youtube.com/watch?v=HP-f4CPXI0c>

A brief description of the **activities** (ACT) and the **material** (MAT) for the Open Day event are listed in the charts below:

Headmaster’s speech	
ACT	General and specific information about the high school is given. Obviously, Primary students do not need as many details as their parents and often, they

	have different questions. For this reason, the director explains everything they need and answers the doubts which arise in the moment.
MAT	A brief PowerPoint presentation

Guided tour

ACT	In this case, it takes place outdoors because Vilatzara's high school is characterized by its external architecture. It just consists of the ground and a first floor surrounded by large gardens and playground areas. CSE students, then, show the facilities to 6 th graders and it is a nice part of the visit since they can talk on the same level and they usually comment on other facts from their student's point of view. For instance, Primary students usually ask our volunteer students if teachers give a lot of homework or if they are allowed to buy food in the canteen in between lessons.
MAT	Although this activity does not need an extensive preparation, the teacher in charge and the students involved should have an outline of what they are going to explain and what classrooms they are going to visit. A sample with two different itineraries and some comments can be seen below.

Visiting school name: _____ Date: _____				
Group	Itinerary	Group	Itinerary	Comments
1	Workshop	2	Speech (next to the Auditorium)	Area which allows groups to work on different activities, theatre events, concerts, graduation ceremonies, final exams...
	Speech		Gym	P.E. also takes place in the football ground from the town, basketball's pitch
	Gym		Football pitch	Playground
	Football pitch		Classrooms	Show a sample class with permission from the teacher in advance.
	Classrooms		Labs	Some classes are about experimenting with Science, Biology, Chemistry and Physics.
	Labs		1 st floor	Post-compulsory students' area and the Artistic Department.
	1 st floor		Technology room	Robotics and computer science.
	Technology room		Canteen	Students can stay to have lunch here if they book the menu in advance
	Canteen		Workshops	-

	End of visit		End of visit	-
--	--------------	--	--------------	---

4. MATERIALS

WORKSHOP 1 – Cultural Merge Cubes

Activity:



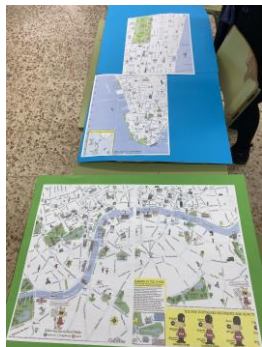


Since 8th graders are already familiar with the website CoSpaces and AR, from previous projects at school, they are now asked to design digital cubes with information for the Open Day visits. This means that they have to edit Merge cubes in a 3D perspective about two given topics. Some students prepare digital cubes including information about monuments from English speaking countries and others have to edit the Merge Cubes with details about the high school as it can be seen here: <https://www.youtube.com/watch?v=OtMq13r8ptA>

Material:



- An interactive whiteboard (IWB)
 - Laptops
 - Being registered in the CoSpaces website with a free trial period of 30 days with the code: COSPRO20 / COJESUSAR
 - Basic Merge Cubes from a template
 - Smartphones from the volunteer students with the CoSpaces app downloaded, data and wi-fi connection available.
 - A folder for each of the students who come to the high school visit. It includes photocopies with the written instructions of workshops 1 and 2 so that they can show to their parents what they learned and a Merge Cube template for them to cut and paste. The folder also contains a brochure with general information about the school.
 - QR codes. These are generated by the teacher. Each QR corresponds to either information about the school or might refer to culture. These QRs can only be read using the camera from a smartphone with the app CoSpaces. Instructions about this stage are given in the article "*Open Day sessions for Primary Students at High School (II): Description of the workshops*"
- Then, CSE students show Primary students how they can also create AR cubes. This first workshop, hence, consists of experiencing the so-called Augmented Reality (AR).

WORKSHOP 2 – UK & USA Cardboards

	<p>Activity:</p> <p>CSE students prepare a mockup as a sample. It is done with maps of the main tourist attractions in both UK and USA stuck in poster boards. Also, paper miniatures are prepared so that they can be stuck to the physical map later.</p> <p>Next to each monument, Primary students find QRs which are generated from the previous activity and once they scan them, information appears on their screen.</p> <p>Afterwards, CSE students suggest playing a Kahoot questionnaire in order to check what they have learned.</p>
 	<p>Material:</p> <ul style="list-style-type: none"> - Poster boards - 1 physical map of London's city photocopied in colour - 1 physical map of New York's city photocopied in colour - Photocopies of the miniatures. This material can be found at https://www.papertoys.com/ but you can download a selection from this folder. - IWB and laptop - CSE students registered in Canva's account - Questionnaire about London or New York's cities - QR codes - Smartphones from the volunteer students with the CoSpaces app downloaded, data or wi-fi connection available.

Volunteer students in charge of workshops 1 and 2 should have an **outline** with the order of the activities they are presenting. For example:

Open Day for Primary students	
1	Introduce ourselves
2	Show the Merge cubes and ask what 6 th graders know about them
3	Divide the school's visitors into three subgroups groups
4	Show them a sample copy with the Qrs to examine (school info)
5	Workshop 1 – Explain how to design a Merge cube using CoSpaces
6	Teacher's turn: How to create a group of students + need of a code
7	Workshop 2 – Show the map's cardboard with miniatures and QRs
8	In groups again, scan the cultural cubes and swap cardboards
10	Doubts & questions
11	Hand in folders

a) Linguistic resources

At this point, it is essential that students know about the **text typology** needed for each task. In other words, students should rely on their linguistic resources to build written knowledge about culture and oral strategies for their oral presentation. For this reason, they have a document posted in their Classroom platform with some **vocabulary** (adjectives and action verbs); **guidelines** when writing **narrative and descriptive texts** as well as **reminders** about **summarizing** and **oral strategies** to take into account. This worksheet basically illustrates what the students have previously worked on during the term by using the textbook, its activities and the correspondent writing tasks.

ACTION VERBS USED FOR TOURISM:

- Admire
- Appreciate
- Capture
- Discover
- Encounter
- Enjoy
- Experience
- Explore
- Notice
- Observe

ADJECTIVES TO DESCRIBE CULTURAL PLACES:

- Attractive
- Charming
- Iconic
- Lively
- Magnificent
- Pinturesque
- Spectacular
- Unique

AVOID USING *nice, beautiful, good* and DO NOT invent new words.

DESCRIPTIVE TEXTS:

- Create an **immersive atmosphere** so that the reader can experience it better.
- **Add** information about as many **senses** as possible (*sight, sound, smell, taste and touch*).
- **Use adjectives** and details about the people involved, the place, the objects, the event...
- **Use adverbs** to emphasize the actions.
- If the text is literary, use comparisons and metaphors.

THE NARRATIVE TEXT:

- Structure the text into 3-4 paragraphs: **introduction, body and conclusion**.
- Decide the point of view: **objective vs. subjective** depending on the task given.
- Locate the **context** and use descriptive language so that the reader can picture the image.
- **Describe the people/topic/fact** involved.
- Decide what **perspective** is the most appropriate: serious, humorous, informative
- Add dialogues, if necessary.

HOW TO SUMMARIZE:

- Identify the **key points**: Do not write too long sentences.
- **Use the “5Ws”**: Answer *who, what, when, where, why* and *how* to extract the main content.
- **Be concise** and coherent: Do not add unnecessary details but **linking words**.
- If necessary, use **bullet points** when enumerating ideas instead of writing long paragraphs.
- **Paraphrase**: Use your own words to show you understand the content and avoid plagiarism. Otherwise, it is a must to **provide the source**.

REMINDERS FOR ORAL PRESENTATIONS:

- **Mention the sections** at the beginning of your oral presentation; this will help you and your audience follow a logical order.
- **Use simple language**. Avoid using complex structures if you do not feel comfortable enough.
- If you feel lost, just say: *anyway, or in other words...*, and continue the discourse
- **Rehearse**. Record a video of yourself so as to check your pronunciation and your non-verbal communication respectively. It is important to see how you convey your message both orally and in terms of gestures and body position.

Organizing an Open Day event for both families and students is time and energy-consuming taking into account all the logistics and the materials described. Still, it is worth it since it allows both students and teachers to actively contribute to the development of innovative educational practices. We managed to successfully mix students' interests with different levels and ages and so, meaningful learning took place for all learners and the digital aspect must be highlighted too. All in all, the *Open Day event* is the best way for the high school to show its educational project and put it into practise with future students.

References

Cardboard miniatures in Google Drive

<https://drive.google.com/drive/folders/1ZWsay3OLNZrdlo1ygXacssLvakgY-WJB>

CoSpaces EDU. Make AR & VR in the classroom

<https://cospaces.io/edu/>

CoSpaces Edu for beginners – Students

<https://www.youtube.com/watch?v=Uvx5oC7f77U>

Gili, A. (2021) *Com escollir escola? 10 consells a tenir en compte per a les portes obertes* 2022, Betevé

<https://beteve.cat/societat/com-escollir-escola-consells-portes-obertes-2022/>

Institut Vilatzara (2021). L'alumnat de 1r d'ESO us presenta el nostre centre

<https://agora.xtec.cat/iesvilatzara/noticies-portada/lalumnat-de-1r-deso-us-presenta-el-nostre-centre/>

Institut Vilatzara (2021) Vídeo Portes Obertes

<https://www.youtube.com/watch?v=SnfrJLF4-Uo>

Institut Vilatzara (2022)

<https://agora.xtec.cat/iesvilatzara/noticies-portada/jornada-de-portes-obertes-4/>

Institut Vilatzara. Canal de YouTube. Jornada Portes Obertes 3 de Març.

<https://www.youtube.com/watch?v=qmZlmg-0AVQ>

Magrinyà, E. (2021) An Interdisciplinary and Augmented Reality EFL Project for 7th Graders: An Online Cinematographic Merge Cube Exhibition *English Is It! ELT Series. Vol. 15*

<http://diposit.ub.edu/dspace/handle/2445/183429>

Maizels, J. (2011). *Pop-Up London*. Ed. Candlewick press

Maizels, J. (2011). *Pop-Up New York*. Ed. Candlewick press

Papertoys (free paper crafts)

<https://www.papertoys.com/>

Open Day Sessions For Primary Students at High School (II): Description of the workshops

Ester Magrinyà Clos
emagriny@xtec.cat

ABSTRACT

As the main title indicates, this article describes the EFL and digital workshops offered during the Open Day week in high school.

To start with, new digital resources are described for the first activity. Students deal with the CoSpaces website in order to create cultural Merge Cubes. The second workshop implies arts and crafts where students build paper miniatures of typical UK and USA monuments.

The combination of paper and digital support for this activity makes it more balanced in today's digital educational environment.

Two of the aspects that have been highlighted in the previous article titled *Open Day sessions for Primary Students at High School: Organisation and materials (I)* is that using CoSpaces within the EFL classroom allows teachers deal with the **students' diversity** as well as work with **cross-curricular** subjects. This means that there are differentiated activities for students of diverse abilities as well as areas of history and social sciences, English and technology are strictly connected.

The teacher, therefore, suggests several options from which students choose a topic of their interest; then, they follow their own rhythm and when all students make their contributions from different areas, the pre-designed learning sequence makes sense. This means that learning becomes meaningful and reaches a **common objective** which, in this case, is about presenting our high school to future students **at interlevel** from a digital perspective and in a foreign language.

Since this project takes place within the Open Day event, information from the high school needs to be provided. 8th graders design Merge Cubes but, most importantly, the first workshop includes an explanation of the **design procedure** so that Primary children are also able to create content of their interest in a future. This leads us to another key element, the student's **motivation** since it has a direct impact on how an individual learns.

At present, dynamic and digital projects is what students ask for and what keeps them motivated. For this reason, teachers should promote the student's initiative as much as possible as well as students need to be praised

when they perform well. Hence, the workshops within the Open Day event indirectly expect to make both the current CSE students' and the future students' motivation increase and they will be subsequently more willing to learn.

Finally, this paper titled *Open Day sessions for Primary Students at High School: Description of the workshops (II)* not only contains the aspects related to the arrangement of the two workshops and how they are connected one another but also it expects to raise the students' awareness on technology, culture and learning among equals, which is the so-called **peer-to-peer knowledge sharing**.

This article is structured as follows:

1. Lesson plan for the Open Day's week

2. Description of the workshops

2.1. First week: Getting ready

Workshop 1: CoSpaces – Merge Cubes

Group A

Workshop 2: Paper Miniatures

Group B

2.2. Second week: On stage

Workshop 1

Workshop 2

3. After the visit

Oral presentations

Assessment

Needless to say, all images included in this article have been granted written permission by the students' families from high school. However, photos of the visiting students have not been included since they do not belong to our school's organisation.

1. LESSON PLAN FOR THE OPEN DAY WEEK

WEEK 1: GETTING READY		
Session	Length	Activities
1	20'	Whole class explanation + YouTube clip (reminder CoSpaces) + show samples of paper miniatures
	10'	Divide students into two groups and they decide their specific task. The teacher provides guidelines to design cultural Merge Cubes. Provide photocopies for the papercrafts
	30'	Groups A1 & A2. Register in CoSpaces + Merge Cube design

		Students start doing research online <i>Group B.</i> Start cutting the paper miniatures
2	60'	Groups A1 & A2 Merge Cube design: written text Group B. Cut and paste the paper miniatures
3	60'	Group A1 & A2 Merge Cube design: add images Group B. <i>Fast-finishers:</i> Prepare samples of Merge Cubes Finish the paper miniatures and place them on the map
4	40'	Group A1 Merge Cube design <i>High-achievers: Prepare virtual tour using CoSpaces</i> Group A2. Finish the Cultural Merge Cubes
	15'	The teacher generates the QR codes for each of the Merge Cubes and prints them out to paste them onto the maps later on.
	5'	The teacher explains the second part of the Open Day project. Groups A & B are going to prepare the oral presentation the following week

WEEK 2: ON STAGE (During the Open Day sessions)

	<p>6th graders come to visit. There will not be regular English lessons due to the teacher's special schedule. The students who remain in class and have a sub teacher, start working on the oral presentation.</p> <p>The couple of students who are working on the virtual tour do not have to prepare it since they already have a challenging task. It is recommended to finish it for homework if they do not have enough time in class.</p>	
	The timing of the Open Day visit is as below:	
	30'	Headmaster's speech
	30'	<i>Guided-tour</i> around high school
	30'	Workshops 1 & 2 will be repeated, at least, twice depending on the visiting groups during the day.



Volunteer students from the “guided-tour” explain to Primary students that they are in the auditorium where 8th graders have prepared two workshops for them.

WEEK 3 (After the Open Day week...)

1	60'	Give students time to rehearse the oral presentations
2	60'	Oral presentations about the Cultural Merge Cubes and show the virtual tours. Assessment takes place simultaneously.

5. DESCRIPTION OF THE WORKSHOPS

As the saying goes “*an image is worth a thousand words*”. For this reason, the event is going to be described while being illustrated with photos from the Open Day week.

5.1. GETTING READY

WORKSHOP 1: COSPACES – MERGE CUBES

First and foremost, it is essential that, at least, half from the students in class are familiar with the CoSpaces website in order to design Merge Cubes. This means that the teacher must take into account the students’ **prior knowledge**. The teacher should remind them about the technology contents from the previous course by a brief explanation to the whole group, for example. In any case, if other students would like to learn from CoSpaces, then, the teacher could suggest them watching certain tutorials from CoSpaces posted in YouTube to see how programming works. The recommended clip is titled *CoSpaces Edu for beginners – Students*. I suggest watching it in class together: <https://www.youtube.com/watch?v=Uvx5oC7f77U>

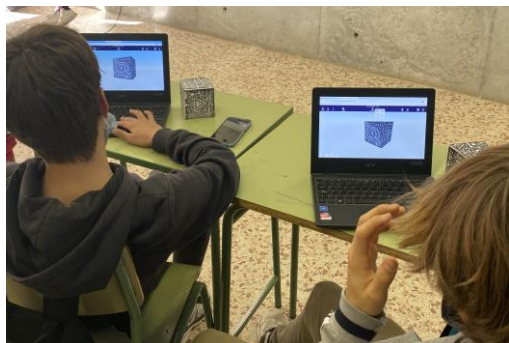
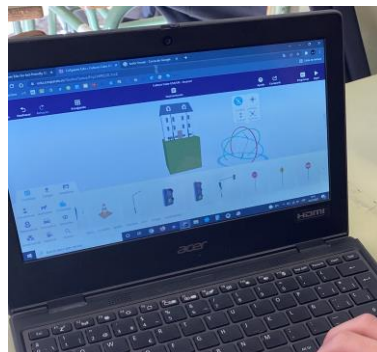
Once students have seen what CoSpaces and Merge Cubes are about, they have to decide their role to participate somehow in the Open Day week. The tasks to be assigned are the following ones:

Group	Task	Language	Number of students
A1	(High school's) Merge cube	English	3
A1	(High school's) Merge cube	Catalan	3

A2	Cultural Merge cube	English	6
B	Arts & crafts: paper miniatures	-	12

As in any lesson plan, the teacher must count on **extra activities** for those who are quicker. It is important to point out that the teacher must set an extra but compulsory task for those will not volunteer to be with the 6th graders on the days of the visits. In other words, 5-6 **volunteer students** from any of the previous groups will be **required for the workshops** with Primary. This means that they will skip one or two lessons while the rest will be asked to do a related activity which, in this case, is an oral presentation about a tourist attraction.

The starting point is that group A1 designs Merge Cubes containing information about the high school and the rest of students in group A prepare 3D cubes on cultural places from English-speaking countries. As in their previous project “*Online Cinematographic Merge Exhibition*”, the students are now given [guidelines](#) to know what to write in each side of the cubes.

Editing a Merge Cube about school	Designing a cultural Merge Cube
<ul style="list-style-type: none"> - Title + high school logo - Photo / Address - Key word: Excellence - Key word: Creativity - Word Cloud: Values - Personal opinion 	<ul style="list-style-type: none"> - Title of the monument / place - Historical background. When was it built? - Why (for what purpose)? - Explain a funny story, fact or anecdote that happened there. - Characteristics of the building / place - Photos / a YouTube clip - Extra information
	

GROUP A

The first group of students is asked to create a Merge Cube. This group (A) is also divided into two subgroups, the former (A1) will design the 3D cube in English and the latter (A2),

in Catalan. In fact, this option is given to cater **students' diversity** within the classroom where the teacher can suggest creating a Merge Cube in their mother tongue so that certain students feel more relieved and enjoy the activity as well. There are often students in the EFL class who are techy but not the best in a foreign language, so why not being flexible from time to time?

As a result, these students feel proud of themselves because they are good at computers and they are able to work on the given tasks. Besides, their Merge Cubes will be useful for some parents since this project is going to be posted in the school's website. As a result, some families will appreciate that they can understand the given information as well.

When the students have finished this assigned task, they show it to the teacher and depending on its quality, the teacher can tell them to either improve it, help their classmates or even suggest an extra activity. In other words, *fast finishers* and *high-achievers* may be given the possibility to create a **virtual tour** about the high school by using CoSpaces as well.



Image of the virtual tour on CoSpaces.

Although this article does not focus on virtual tours, it is important to point out the variety of options that the CoSpaces website offers and bear in mind that the students need to count on a wide range of activities so as to expand their knowledge. In this case, I suggested *fast-finishers* to build some Merge Cubes because Primary students will need them during the visit. Meanwhile *high-achievers* were told to design virtual tours around Vilatzara's high school. One clip contained their own voices recorded in English and the other one just included written dialogues in Catalan. Once more, diversity outreach must be present in today's lessons.

WORKSHOP 2: ARTS & CRAFTS – PAPER MINIATURES OF TOURIST ATTRACTIONS

GROUP B

The second group of students are going to design **paper miniatures** of cultural places from English-speaking countries. It may seem that teenagers do not like projects made of paper because they are used to spend most of their time using digital devices. Despite this, they need to be given the opportunity to do something different which they can also be good at. From my point of view, the combination of the first with this second workshop represents a **balance between the fact of using computers and using paper**, above

all, because our high school stands out for being fully equipped in digital terms but, it does not always have to stand out for this reason.



So, in order to decide what monument or figures to work on, the teacher provides the students a list such as the one below. Then, each student should choose a different place so that there is more variety. This activity is thought to be meaningful in terms of bringing English-speaking culture close to students and at the same time, it incorporates **arts and crafts**. All of the following models can be printed out for free from the [papercrafts](#) website but you can directly use our selection which is available to download [here](#). In fact, the selection of tourist attractions did not really depend on the students but on the paper miniatures available online. As a result, the teacher just needs to prepare several photocopies and “build” a few examples.

UK		USA
Big Ben and Houses of Parliament	Buckingham Palace	Empire State House
Shakespeare’s Globe	The Tower of London	White House
Communication: telephone box	Tower Bridge	Statue of Liberty
Transport: London taxi	Stonehenge	World Trade Center
Transport: double-decker bus		Brooklyn Bridge



Maps of London and New York used in workshop 2.

Students use scissors and glue to create their miniatures. Meanwhile, the teacher should prepare two photocopies of a London and a New York’s city maps in A3 paper. Then, these maps must be glued onto two separated coloured cardboards so that the materials are more solid and attractive. Once the students have finished their paper miniatures, they place them on the corresponding map.

	
<p>A student preparing the White House's miniature</p>	<p>Two 8th graders are working on Shakespeare's globe</p>

Later on, students are asked to look for information about their cultural place and prepare a brief presentation through audio-visual support. Using Powerpoint, Canva or Google Slides is encouraged. These oral presentations will take place after the 6th graders visit and the teacher will assess it as part of their regular learning process.

Most students from groups A and B, therefore, have to prepare an oral presentation about the tourist place they have chosen. However, the volunteers who directly participate in the Open Sessions with 6th graders do not have to prepare it. This means that the teacher will assess them through observation, the language they use, the way they approach children while the others will need to present in class.

The requirements for the **oral presentation** are similar to the guidelines given when designing the Cultural Merge Cube. In this case, students are asked to prepare a minimum of 6 slides including the following content: cover, why have you chosen this topic, context, main characteristics, photos/video and extra information. The speech's length should be 3' approx. It is crucial to point out that, in any case, I expect students to do things twice so the teacher should not ask to do a cultural cube and a PPT about the same. The idea of setting a presentation emerges from the need to have the students doing arts and crafts working a little bit on the focus of the project, that is, culture and using the foreign language. Since I tried this project, I realised that doing paper miniatures does not take a long time, so when they finished I had to set a task as such, which will be assessed at the very end.

5.2. ON STAGE

WORKSHOP 1

The Open Day week starts and the volunteer students are ready to welcome the first Primary group. They meet in reception and after a brief introduction, they are divided into three groups – as described in the previous article titled *Open Day sessions for Primary Students at High School: Organisation and materials (I)*.



As afore-mentioned, group A1 had prepared the school's Merge Cube in English, while group A2 worked on the same cube but in Catalan. Then, *high-achievers* from group A prepared a schools' virtual tour, in both languages. Both versions of Vilatzara's Merge Cube ([in English](#) and [in Catalan](#)) and [Vilatzara's virtual tour](#) are available online. These materials are shown throughout the 6th graders visit as well as posted in the high school's website.

In this photo, you can see some volunteers from 8th grade who are about to start the first workshop for 6th graders. They are on stage in the auditorium with several Merge Cubes in the front, then, they have the map cardboards with the miniatures on top and also, they count on the interactive whiteboard to show Primary students how CoSpaces works.



At the very beginning, CSE students follow the [line-up](#) of the event. They start showing 6th graders different QR codes in a [worksheet](#) titled "*Un tast de realitat augmentada*" and they ask them to scan them and see its content. Basically, they will find out an animals' Merge Cube as a sample to attract their attention; then, there are different versions about the Merge Cubes from high school and even a couple of QRs with film reports from previous year to ensure that CoSpaces and Merge Cube can be used for several purposes.



6th graders are divided into smaller groups to experiment AR



Volunteers help Primary kids their phones to access the information within the Cube

To sum it up, the students' designs through CoSpaces mix both technological aspects and linguistic competence, either their mother tongue or in English. Thus, the outcomes of this workshop rely on ICT within EFL lessons.

WORKSHOP 2

The second workshop consists of showing the two maps to Primary kids where they will see the paper miniatures with a QR code next to them. CSE students ask them to scan each of the QRs in order to read and learn information about cities such as London and New York.

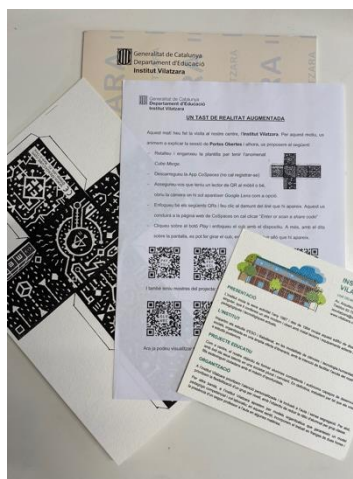
Cultural Merge Cube about Tower Bridge	Cultural cube about the Statue of Liberty	Cube about Stonehedge

The main objective of this part is raising students' interest into British culture by using the current smartphones while being able to identify each tourist attraction in a physical map. You can see the [result](#) of the student's cultural Merge cubes by scanning the QRs and using CoSpaces.

--	--



6th graders scan the QR codes from NY's city map	Students are scanning QRs from London's cardboard
--	---

Once this workshop is finished, each of the Primary student receives a folder which contains a photocopy of the Merge Cube so that they can build it at home, a worksheet with QRs from the first workshop and a brochure with the high school's information. After this, 6th graders go to the next activity of the visit which is either the “guided-tour” or the headmaster’s speech depending on the order assigned. Next there is a snapshot of the materials used.



6. AFTER THE VISIT

After the Open Day sessions, it is time to keep on the English lessons but, first, the students who did not participate with Primary now have to present their oral task on a cultural place from an English-speaking country. In order to do this, the teacher should give them some time to rehearse and then, they will start presenting their Google Slides or Canva documents. You can check out some of their tasks in this [folder](#). The volunteers do not need to do it but, they are welcome to present their Merge Cubes in case they are eager to show them to their classmates.

	
Students preparing a presentation on Canva	Students rehearsing the oral presentation

The teacher assesses the students' Merge Cubes and oral presentations by using a specific rubric which aims at evaluating the student's oral skills, the written information and their digital abilities too. This last part also includes the observation classes where certain students built the paper miniatures because it is seen as a support for their written and oral task.

	Satisfactory (2)	Notability (3)	Excellent (4)
Writing skills (Merge Cube)	Copy-pasted info after research	Presents solid ideas with good content	Well-structured task and developed ideas properly
	It contains mistakes and weak content	Appropriate language with few mistakes	A great command of grammar and vocabulary
Oral skills (Presentation)	Reading instead of speaking	Using eye contact to convey message	Well-organised speech and no errors
	Weak fluency and accuracy	Expressing ideas with a suitable tone	Ability to answer questions if needed
Digital skills (CoSpaces & "cardboard")	Basic use of collaborative tools with limited communication	Uses collaborative tools effectively for group projects	Shows outstanding digital tools in terms of visual support
	Struggles with projects combining paper and Internet.	Appropriate autonomy for developing digital and projects in paper	Excellent combination of techy and other supports to complete the task given
Score:	0 - 12 (AS)	13 - 19 (AN)	20 - 24 (AE)

Taking everything into account, the Open Day sessions are an ideal competency-based scenario where two languages are integrated, different educational stages teach and learn from each other; families are witnesses of the student's learning process and at the same time, dealing with languages, technology and education are interrelated within this Open Day project.

Last but not least, let me quote some parents' feedback days after the event: *"Thanks for the involvement in this special day where your teachers' staff brings their work closer to families but also show teamwork. Please, also convey our thanks to all the participating students, without them new families would not know what it means to belong to INS Vilatzara"*.

References

Arbués, J. (2023) Ambaixador de noves i disruptives tecnologies
<https://www.revistamirades.cat/2023/07/07/jesus-arbues-ambaixador-de-tecnologies-noves-i-disruptives/>

Arbués, J. (2021) CoSpace, Merge & 3D Objects
https://www.youtube.com/watch?v=b5_LAXqwmEM

Cardboard miniatures in Google Drive
<https://drive.google.com/drive/folders/1ZWsay3OLNZrdlo1ygXacssLvakgY-WJB>

CoSpaces EDU. Make AR & VR in the classroom

<https://cospaces.io/edu/>

Departament d'Educació. (2024) XVI Jornada de Programació i Robòtica Educatives 24

<https://projectes.xtec.cat/pensament-computacional/xvi-jornada-de-programacio-i-robotica-educatives/ra-i-rv-2/>

Institut Vilatzara (2024) Ens visiten les escoles de Primària

<https://agora.xtec.cat/iesvilatzara/noticies-portada/ens-visiten-les-escoles-de-primaria/>

Magrinyà, E. (2024) Jornada Aumenta.me Edu Presentación

https://www.canva.com/design/DAF3EZp_cTg/-XJPVKmQ80OW51upXnHrQg/view?utm_content=DAF3EZp_cTg&utm_campaign=share_your_design&utm_medium=link&utm_source=shareyourdesignpanel

Magrinyà, E. (2024) La RV i RA a la jornada de portes obertes de l'institut, CiberEspiral

<https://ciberespiral.org/la-realitat-virtual-i-agumentada-a-la-jornada-de-portes-obertes-de-linstitut-mostrant-el-projecte-de-cultural-merge-cubes/>

Magrinyà, E. (2024) Cultural Merge Cubes, mostra de projecte, mSchools

<https://mschools.com/es/cultural-merge-cubes/>

Merge Edu, Help Center. Getting started with your Merge Cube

<https://support.mergeedu.com/hc/en-us/articles/360053398111-Getting-Started-with-your-Merge-Cube>

A digital newspaper article: Enhancing writing engagement and self-regulation

Mònica Pena

mpena27@xtec.cat

ABSTRACT

As a proven antidote to combat EFL learners' disengagement on writing by increasing their motivation and self-regulating skills, this ready-to-use didactic sequence will show you the path to accompany your intermediate or advanced students on an enjoyable process to the creation of an article with a catching digital newspaper format.

Starting with a reflection on all resources available and needed, sharing memories by means of the windmill technique, going through a poetry slam to enhance their creativity, learning through peer assessment, exhibiting their newspapers in the school, and finishing up with an auction to focus on form through a gamified approach after appearing on the school's Instagram will no doubt be an unforgettable experience to enhance our students' willingness to write.

Writing is no doubt the toughest skill for our EFL students' to improve, not only because it is harder for them to express their ideas than while speaking, when they can use gestures and body language to make themselves understood, but also due to the often formal nature of written communication, where mistakes are more obvious and highlighted.

Therefore, this article aims to increase your learners' engagement on writing by increasing their motivation and self-regulating skills, by sharing our rewarding experience and a ready-to-use didactic sequence, which may not only be applicable to the **B2 level but also to B1 or C1** with more focus on form or on richer vocabulary and structures respectively (with further adaptation).

For this purpose, we will go through the different steps to take for an easy-to-follow and successful implementation of a **writing** project.

A roadmap with the kick off stage and the different 7 steps taken is provided and each of them is described in detail with timings and illustrated by some students' samples and links to the activities.

A **task-based active methodology** is used to foster **learners' autonomy and engagement** based on a Vygotsky's socio-constructivist and **cooperative learning** approach involving students working together in small groups. Thus, fostering scaffolding and promoting socialization and learning among peers. Finally, after carrying out **peer assessment**, a **gamified** focus on form by means of a class auction will wrap up the students' productions with a rush of excitement.

Through this didactic sequence teachers may target learners' engagement and positive emotions towards **written productions** supporting them in

overcoming language and context hurdles, while enhancing their **oral, listening, reading, mediation, social and digital** skills as well as **critical thinking** and **problem solving**.

1.BENEFITS OF COOPERATIVE LEARNING AND A TASK-BASED DIDACTIC UNIT

To begin with, in the first part of this article we will present the reasons for adapting a textbook unit to a task-based didactic sequence basing on cooperative learning and peer assessment in the EFL classroom, supported by both, a theoretical framework of experts on the topic and our personal experience with our EOI classes. Thereupon, the second part of this document will focus on the reasons to carry out peer assessment, whereas in the third section the process of implementing the didactic sequence “A newspaper article” will be tackled in detail.

Being our main goal as teachers to help our students attain their learning objectives, while providing them as many tools and strategies as possible for their process, the use of cooperative learning and its numerous benefits guarantees a successful choice due to the following reasons:

1. ACTIVE PARTICIPATION OF ALL STUDENTS
2. FOSTERING STUDENT’S SOCIAL INTERACTION AND COOPERATION
3. EFFECTIVE LEARNING OF HETEROGENEOUS STUDENTS
4. INCREASING THE USE OF L2 IN THE ESL CLASSROOM
5. PROMOTING SELF-CONTROL OF THE LEARNING PROCESS
6. BUILDING ENGAGEMENT

As Cohen (1994) points out, working in teams requires everyone to participate actively in task solving. Besides, our development as human beings takes place in social situations, as Vygotsky (1979) stated in his socio-constructivist approach, so that students may achieve better knowledge thanks to each other’s help. This is especially important for our heterogeneous groups of learners, where weak ones may learn more effectively with stronger peers, who, in turn, will reinforce their learning by being able to explain what they have acquired. A further benefit of cooperative learning is that the use of small groups focuses on helping learners to use L2 in the classroom, in Storch’s (2005) words, in order to accomplish a common goal to solve a task. This interaction, in turn, enables them to develop social skills as leadership, critical thinking, increase their self-esteem and motivation (Hill & Hill (1990). What is more, in the context of collaborative writing, EFL students go together through different stages and activities to collect their ideas, plan and organize them, create a draft to finally revise it (Rice & Hughley, 1994) through **peer feedback** so as to edit a final improved version. Thus, promoting debate, reaching agreements and problem solving working as a team. Last but not least, to produce and complete a share piece of writing after a collaborative process provides a sense of accomplishment and self-esteem, which is the seed of motivation for new written productions, as stated by Nunan (1989). To this end, it is well-worth the teacher’s effort to implement a didactic sequence which fosters this change of attitude towards the most feared skill of writing, while practising all other key skills in the process.

2.REASONS FOR CARRYING OUT PEER FEEDBACK IN THE EFL CLASSROOM

After discussing the benefits of collaborative learning and a task-based approach based on peer collaboration, we would like to briefly mention the main advantages of using peer feedback as a tool to promote self-regulation among our students.

Collaborative writing may include different strategies, being peer feedback a very useful one, as stated by Van Gennip, Segers & Tillema (2010). Some experts as Gebhardt (1980) consider it to be the base of collaborative writing, since “it allows all the different principles to work”.

As an exchange of knowledge and learning, carrying out a peer assessment in groups proves a successful strategy for both, beginners and advanced writer in order to evaluate their drafts and avoid any possible mistakes Ferris (2002). Here, as teachers, we need to act as facilitators helping our students to draw their attention to the type of error they have made, but also promoting praise feedback and a relaxed atmosphere to be open to peer comments, lowering anxiety to avoid feelings of embarrassment and encouraging positive interdependence.

Moreover, peer assessment enables students to communicate with their classmates, providing an opportunity for positive personal relationships among them. In parallel, the increased responsibility to participate in a bidirectional assessment may increase their motivation, since they know their objective is to help each other while gaining confidence in using the target language, as Littlewood (1984) suggested. Being both, self-confidence and motivation two key ingredients for learners to become more responsible managers of their own learning process.

3.CREATING A TASK-BASED DIDACTIC SEQUENCE OUT OF A TEXTBOOK

The English File series is the chosen textbook at many EOIs due to its communicative nature. Although its units are not designed to work on a task-based approach, we will see how we can make the most of this textbook, while enjoying the freedom as teachers of creating a task-based lesson plan focused on the functional and pragmatic use of English as a Foreign Language.

In order to successfully implement this didactic sequence, we recommend you to follow the seven steps described in detail as follows and summarized in the roadmap below:

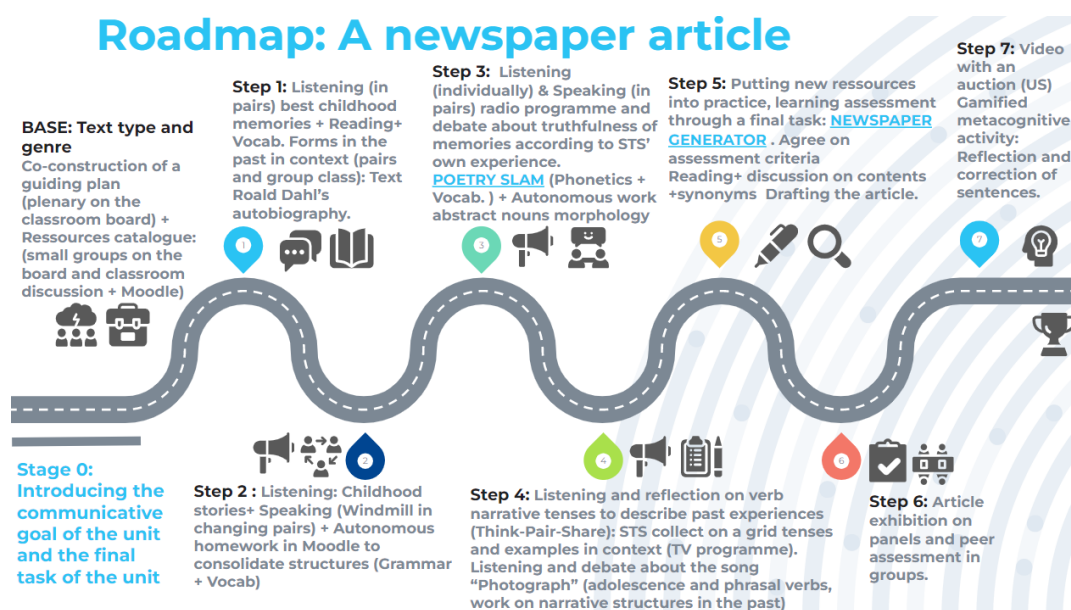


Figure 1: Roadmap: A newspaper article

Basing on text types and genres, as Olga Esteve (2008) suggests, is of paramount importance to create a coherent didactic sequence which in a scaffolded gradual progression leads our EFL students towards a final task to attain a communicative goal, while encouraging them to use self-autonomous work strategies, parallelly to team work and peer assessment.

Therefore, we strongly recommend teachers to start the unit (in our case unit 2 of English File C1.1 for B2 students: Memories) by sharing with their learners the communicative goal of the lesson so as to provide them with the tangible objective of what they will be capable to do in English in their daily lives at the end of the unit.

For this purpose, the best kick-off on a **stage 0** is to explain to the students that the goal of the unit is to describe incidents in the past and to write a **newspaper article** comparing how things were 30 years ago and how they have changed. So as to encourage learners to come up with the resources they need in English to write such a description, a brainstorming on the classroom board is carried out with the whole group, which results in a guiding plan for the unit as shown in Figure 2 below, also posted in the Moodle platform. You may count with **15 minutes** for this activity.

Co-construction of a guiding plan

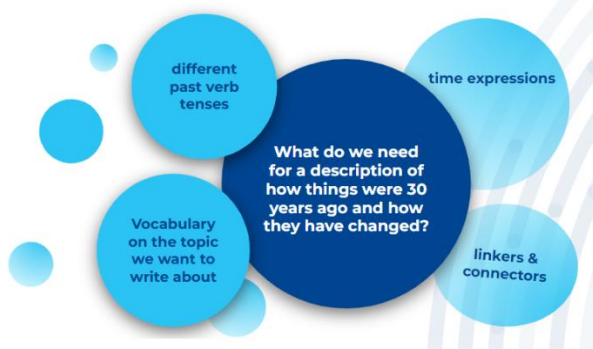


Figure 2: Guiding plan of the didactic sequence "Memories"

Then, in a second activity (**20 minutes**) students in small groups shall reflect on all resources for the above mentioned description they are already familiar with and decide what resources they would need to learn. A spokesperson for every group/table is asked to write on the whiteboard divided in two halves the suggested resources so as to end up with an open class compilation (see Figure 3).

Resources catalogue

Resources we already have ✓	Resources we need to learn ✖
past simple & continuous past perfect simple & continuous "used to" to describe habits basic time expressions basic linkers and connectors	would + inf to describe repeated actions and situations in the past B2.2 time expressions B2.2 linkers and connectors rich vocabulary on different topics collocations

Figure 3: Resources catalogue of the didactic sequence "Memories"

Once the students are aware of what they already know and what they need to acquire, it is time to start with the didactic sequence. Please note that this active involvement in the learning goals clearly increases their motivation, so this stage 0 is of paramount importance.

1.STEP 1: ROALD DAHL'S BIOGRAPHY



Timing STEP 1: (Text from ENGLISH FILE C1.1 P. 26-27)

10 minutes: Listening (in pairs) Best childhood memories

**40 minutes: Reading & Vocabulary + Forms in the past in context
(in pairs and open class)**

2.STEP 2: STORIES ABOUT CHILDHOOD



Timing STEP 2 : (Stories about childhood from ENGLISH FILE C1.1 P. 27)

15 minutes: Listening

15 minutes: Windmill speaking activity

Autonomous work: Grammar and vocabulary exercises to consolidate new structures and expressions. (Grammar and vocabulary bank Unit 2 ENGLISH FILE C1.1)

After working on the first step with a text on the biography of the British novelist and short-story writer Roald Dahl, students listen to different childhood stories and focus on the time expressions used, which they will note down in their resources catalogue. Then, in rotating pairs students explain to each other different stories about their childhood.

Before starting the activity, for which the learners need to stand up, facilitating movement and pumping oxygen through their brains, the teacher shows a picture of herself as a child and explains a personal story as an example. In order to carry out the windmill activity, students build two rows facing each other and to the bell ring they move to the right, speak until the bell rings again and change partner by the sound of the bell. Here, students put into practice some new time expressions for a B2.2 level which they have added to their as new learning in their resources catalogue.

3.STEP 3: POETRY SLAM



Timing STEP 3 : (ENGLISH FILE C1.1 P. 28-29)

15 minutes: Listening (individually, discussion in pairs)

15 minutes: Exercises on abstract noun formation

45 minutes: Create in groups a poem with an abstract noun ending and represent it in front of the class (video recording)

Autonomous work: Wordwall quizzes to consolidate abstract nouns morphology:

<https://wordwall.net/en-gb/community/abstract-nouns>
[HTTPS://WORDWALL.NET/RESOURCE/25187505/EAL/ABSTRACT-NOUNS](https://wordwall.net/resource/25187505/EAL/ABSTRACT-NOUNS)

After a warm up sharing childhood memories, students listen to a radio programme about childhood memories and discuss if the memories shared are true or not, according to their personal experience. Please see worksheet on Figure 4 as follows:

Are your early childhood memories actually false?

A) Talk about some of the following items with your classmates.

- 1- Something you used to be afraid of as a child.
- 2- A teacher who you remember from your primary school.
- 3- The place(s) where you would go on holidays.
- 4- A birthday party you won't likely forget.
- 5- A special Three Wise Men's Eve.

B) Watch an interview taken from *The Doctors* and say if the statements are true (T) or false (F).

- 1- The older man admits to having nitid memories of events which took place when he was a child.
- 2- Despite rejoicing in the experience, Dr. Batra's first memory involved a sense of intense fright.
- 3- What both Dr. Batra and the TV presenter have in common is that their first memories have to do with an accident while going down a hill.
- 4- According to a study, first memories aren't trustworthy if they took place before the age of two.
- 5- Over 39% of the people surveyed said they'd had their first memories before their second birthday.
- 6- Dr. Barbra suggests that family members contribute to the creation of fake first memories.
- 7- The TV presenter remembers getting spaghetti sauce all over his bib through an anecdote his mother shared with him.

Figure 4. Worksheet Childhood memories "The Doctors"

Then, in small groups students do some abstract noun formation exercises and prepare a **poetry slam** to practice abstract noun pronunciation. Every group prepares and represents a poem with one of 7 noun endings in English (e.g. "tion", "ness", "ity", "hood" ...).

Although working on **phonetics** in English is important in every level, in the case of advanced levels it is of key relevance, being the oral exam one of the toughest parts of the B2 certificate test.

Therefore, exploring creative and fun ways of practicing pronunciation is a significantly profitable investment on our students' oral skills. Learners of all ages may enjoy a poetry slam as you may see on some examples of the B2.2 students at the EOI Terrassa. Please click on this link: <https://drive.google.com/file/d/1w5mbwKU5Sjrv1I1HEyuYaVXR5YWGn24F/view?usp=sharing> to watch an example of the poetry slam video recording corresponding to the EOI Terrassa B2 group "Power Girls" on Figure 5 and for B2 evening group (Figure 6) click on this link: <https://drive.google.com/file/d/1btRVGKyI4DBR9nG5duTU3YXOKrBbE24e/view?usp=sharing>



Figure 5: Poetry slam by Power Girls (EOI Terrassa B2 2022-2023)



Figure 6: Poetry slam by Evening Group (EOI Terrassa B2 2022-2023)

4.STEP 4: PAST EXPERIENCES & ADOLESCENCE



Timing STEP 4 :

30 minutes: Listening and reflection on narrative tenses to describe past experiences (Think-Pair-Share)

30 minutes: Speaking +Listening and debate about the song “Photograph”

In order to focus on different narrative tenses to describe past experiences, the students listen to a [TV programme by The Doctors](#) and classify on a grid different tenses and examples in context. The teacher also provides the [transcription](#) after the first listening without any written aid.

NARRATIVE TENSES

1- Underline the different past tenses that are present in the transcription.

2- Label the tenses found and make a list of their main uses. Then, provide an example of your own.

Tense	Uses	Example(s)
1)	- -	
2)	- -	
3)	- -	

Figure 7: Step 3: Poetry slam by Evening Group (EOI Terrassa B2 2022-2023)

Then, before projecting the video of the song “Photograph”, the teacher asks the students to answer some questions, as observed in Figure 8, and share some anecdotes about their adolescence. After this warm up, learners are provided with a worksheet on the song “Photograph” by the Canadian band Nickelback to watch the [video](#) and work on narrative structures in the past as well as to practice phrasal verbs. Here you may find the [answer key](#).

Discuss in groups

- a) Were you a good or a naughty child?
What makes you say so?
- b) Who was your best friend in your childhood?
How important was she/he for you? Do you still keep in touch to each other?
- c) What did you use to do for fun?
Where did you use to go?
- d) Do you miss your childhood? Why (not)?

Figure 8: Questions for discussion about adolescence

5.STEP 5: A NEWSPAPER ARTICLE



Timing STEP 5 :

20 minutes: Brainstorming (small groups and agreement in group class of assessment criteria

10 minutes: Presentation of the final task and the digital tool NEWSPAPER GENERATOR

40 minutes: Reading+ discussion on contents +synonyms

60 minutes: Drafting the article.

After the above described four steps, our students are ready to assess their learning and put into practice all new resources acquired (and added to their resources catalogue of the lesson). This is why in step 5 the lesson starts with a brainstorming in little groups to agree in group class how a good newspaper article is written, namely, their assessment criteria for a top task.

Learners are also presented the easy-to-use digital tool [newspaper generator](#) to create a digital newspaper with the article from every group and a picture chosen by each team. The starting point of the writing phase bases on p. 190 of the ENGLISH FILE C1.1 textbook, a chapter on analysis and planning of an article. After that, teachers may provide students with enough time in the classroom to **choose a topic** for their newspaper article among three different ones and start planning as well as drafting it. To increase their motivation, learners are asked to **choose a name for their newspaper** and to upload their group's newspaper article in PDF a google drive folder, so that the teacher may print it DIN A3 and exhibit as a "surprise" at the corridor in front of the class in the coming session in order to carry out a peer assessment activity.

A good newspaper article

- Arise the reader's interest
- Have a good and coherent structure (paragraphs, connectors)
- Use a precise and rich vocabulary
- Include some examples, if possible about personal experiences
- Start with a question and answer it at the end of the article
- Correct spelling and grammar

Figure 9: Assessment criteria of a good newspaper article agreed by B2.2 students EOI Terrassa

6.STEP 6: PEER ASSESSMENT



Timing STEP 6:

30 minutes: Two stars and a wish: all groups read all articles and fill in a peer assessment sheet

30 minutes: Groups share their feedback and assessment to each other

Two Stars and a Wish

Group

Article

Use the two stars to share two things you really like about the newspaper article your classmates wrote.

Use the wish to share one thing you would improve.




Figure 11: Peer assessment sheet by K3 Teacher Resources

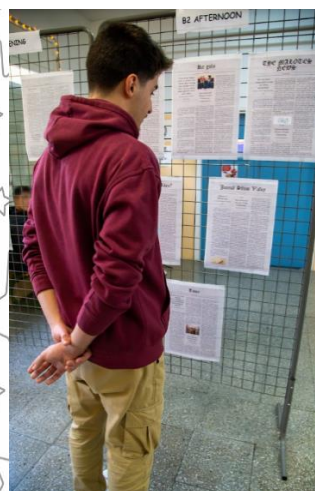


Figure 10: Article exhibition on panels

As explained above, the teacher prints the digital newspapers generated by every group and exhibits them in front of the classroom (as shown in Figure 10), so that students arrive to the lesson and can be proud of their work being exposed in the corridor, where other levels can see it. This way, the session starts with standing reading and then groups gather with a peer assessment sheet (Figure 11) to see what they liked the most about the written production of their classmates and choose one item to be improved bearing in mind the assessment criteria they had previously agreed on.

After that, a spokesperson of every group brings the fill-in two stars and a wish sheet to the assessed group and shares his/her group's feedback on the article. Thanks to this procedure, all groups will have an assessment sheet and peer feedback on their written productions, which after the session will be exhibited in the school's library and in the EOI's [Instagram account](#). On Figure 12 all newspapers of both afternoon and evening groups are shown.

7.STEP 7: AN AUCTION



Timing STEP 7:

10 minutes: Listening comprehension: Video: An auction in the USA

40 minutes: Auction game

Students watch a [video](#) on how an auction works. Then, instructions are given for an auction in the class, where every group has 1000 € to place a bid for all sentences which will be projected (Examples on Figure 13). Please note that all are extracted from the students' newspaper articles before receiving assessment by the teacher further to the peer assessment activity. Through this gamified focus on form, learners may reflect and consolidate the unit's new acquired resources.





Figure 12: Newspaper articles B2.2 EOI Terrassa 2022-2023

Please place your bid and correct the sentences

Love is no longer what it used to be.
These days dating has change a lot.
How do you think your parents meet each other?

4



Picture from Freepik

Please place your bid and correct the sentences

In addition, as a society, we have experienced big changes such as the massive use of the Internet and communication online, as well as, the influence of globalization and new different concepts of family.

1



Picture from Freepik

Figure 13: Auction with sentences from all newspaper articles.

8.CONCLUSION

In this article we have explored how a scaffolded task-based didactic sequence can lead our students to a team written final task with a digital format in a **gradual enjoyable process**, where they can share childhood memories, practice phonetics and creative writing on a poetry slam, learn how to give and take feedback to and from their peers and invest “money” on correct sentences. That is, expressing their emotions, ideas and

creativity, while acquiring new resources to describe incidents and events in the past and new strategies for self-regulation.

All in all, we would encourage all EFL teachers to put this didactic sequence or an adapted version into practice in their classrooms to **foster students' engagement** in communicating in English, and more specifically on writing, the most feared skill. By facilitating a positive experience, which lowers our learners' anxiety towards writing, we enhance their willingness to **overcome new challenges** in the foreign language. Finally, letting them learn from each other's feedback and focusing on the best features of each group production reinforces students' self-esteem and provides them with an authentic social context to personally grow in.

References

Besher Albeshier, Khaled. (2012) Developing the writing skills of ESL students through the collaborative learning strategy, Newcastle University.

Cohen, E. G. (1994) Restructuring the classroom: conditions for productive small groups, Review of Educational Research. American Educational Research Association

English File 4th Edition C1.1. Student's Book and Workbook with Key Pack (English File Fourth Edition). Oxford University Press.

Esteve, Olga (2013) Cuestiones de autonomía en el aula de lenguas extranjeras, Horsori.

Gebhardt, R. (1980) Teamwork and feedback: broadening the base of collaborative writing, College English.

Hill, S. & Hill, T. (1990) The collaborative classroom: a guide to cooperative learning, Eleanor Curtain Publishing.

Littlewood, W. (1984) Communicative approach to language teaching, Cambridge University Press.

Nunan, D. (1989) Designing tasks for the communicative classroom, Cambridge University Press.

Rice, R. P. & Huguley, J. T., Jr. (1994) Describing collaborative forms: a profile of the team-writing process, IEEE Transactions on Professional Communication.

Storch, N. (2005) Collaborative writing: product, process, and students' reflections, Journal of Second Language Writing. University of Melbourne.

Van Gennip, N; Segers, M. & Tillema, H. (2010) Peer assessment as a collaborative learning activity: the role of interpersonal variables and conceptions, Learning and Instruction. Leiden University.

Vygotsky, L.S. (1979) Mind in society: the development of higher psychological processes. Harvard University Press.

Websites

<https://www.instagram.com/eoiterrassa/>
<https://k-3teacherresources.com/>

<https://newspaper.jaguarpaw.co.uk/>

<https://wordwall.net/en-gb/community/abstract-nouns>

<https://wordwall.net/resource/25187505/eal/abstract-nouns>

<https://youtu.be/BB0DU4DoPP4>

<https://youtu.be/gcWJdWKOwdA>

<https://youtu.be/xZzP6-rCtk0>

ADDENDA

ACTIVITY BANK

#22

ACTIVITY BANK

SCAVENGER HUNT CHALLENGE PACK YOUR BAG AND TRAVEL THE WORLD! BY ADRIANA MARIA

BUTNARIU

• VOCABULARY TRAVELLING

OBJECTIVE(S) :

- learn new vocabulary: Transport and Travelling
- work in small groups or in pairs

LEVEL:

- 1st Batxillerat

SKILL(S):

- design various “final products” in Canva or Genial.ly

GROUPING:

- pairs or small groups of 3

TIME REQUIRED:

- 5 sessions

MATERIAL:

- laptops
- phones

DESCRIPTION:

In this activity students will have to answer 10 questions and find out more about different countries or cities around the world!

The activity is a **Scavenger Hunt Challenge** meant to introduce new vocabulary on *Transport and Travelling* and it is also designed to allow students discover more interesting facts about each place by answering each question.

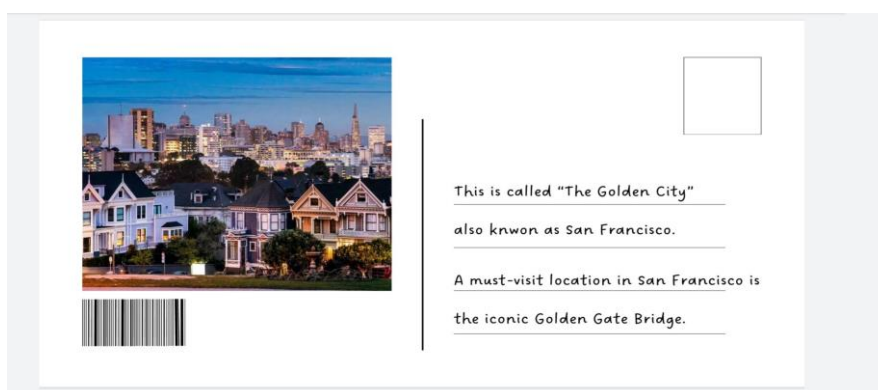
STEPS:

- 1) Session 1: Students have to complete the following Challenge★.
- 2) Sessions 2 and 3: They work in pairs or groups of 3 in order to design a final product in which they have to include the information they found out by answering each question: Map, Poster, Postcards, Travelling Itinerary, etc.
- 3) Sessions 4 and 5: Students present their final products to the class and assess the Scavenger Hunt Challenge. They also vote for the best final product and join a final debate on the project work.

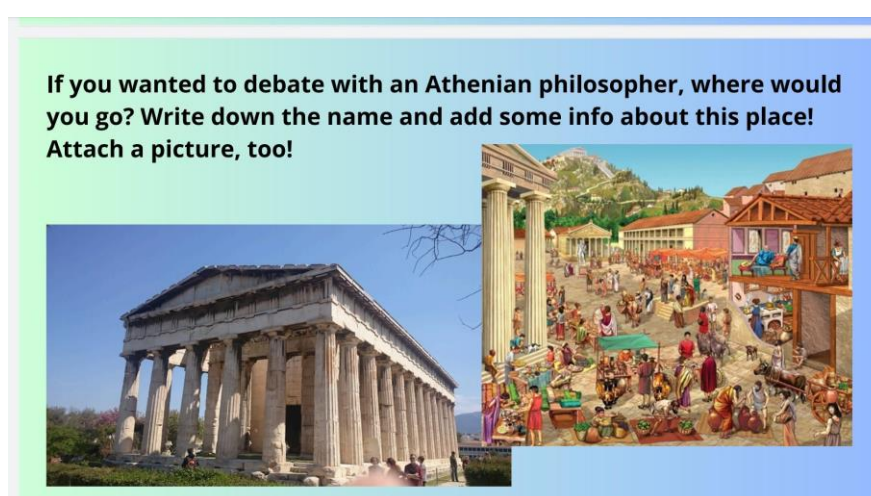
→ Digital tools used for the final product:

- Canva
- Genial.ly
- Wakelet

ANNEXES



Final product: Postcard



Final product: Canva presentation

SCAVENGER HUNT CHALLENGE - TRAVELLING AND TRANSPORT

☐ You are going to travel the world with this activity, so get ready and answer the following questions: when you finish, submit the task!

Challenges
If you wanted to debate with an Athenian philosopher, where would you go? Write down the name and add some info about this place! Attach a picture, too!
Name 5 international companies that produce electric cars: find their logos and attach the pics! Add their slogans, too!
What colours are the buses in the following cities: New York, Oslo, Tokyo? Attach the pics!
Chicago has more than 30 movable bridges that open to allow tall boats to pass through. Name at least 3 and attach the pics!
How many flags are in front of the Washington Center and what do they each represent? Attach a picture of the flags!
This city is known as "The City That Never Sleeps". Name 5 REAL places we should not miss when there!
This is called "The Golden City". Write down its name and attach 1 picture of an important place to visit there!
The Ponte Vecchio is a mediaeval stone bridge. Find out where and when it was built, then attach a picture!
What is the name of the river that runs through Budapest? What are the other 3 cities this river flows through?
Where is the Nobel Peace Prize held? What about the other Nobel Prizes? Find 2 interesting facts about the venues and the cities!

☐ When you finish the activity, write down the names of all the countries you "travelled" to during this Scavenger Hunt Challenge:

city						city					
country						country					

city						city					
country						country					

#23

ACTIVITY BANK

HELP ME OUT BY JORDI ROMERO

• SPEAKING • COMMUNICATION • B2

OBJECTIVE(S) :

-create a **You Tube** video, or a
-short video for **Tik Tok**.

LEVEL:

VTS (**V**ocational **T**raining **S**tudies degree, namely "FP Grau Mitjà" in Catalan, specialty "Microcomputer systems & Networks, ("Sistemes Microinformàtics i Xarxes"), **level 1** of Technical English (first years, VTS).

SKILL(S):

Oral skills

DESCRIPTION:

In this task the students will have to perform a short video about a problem they must solve in a professional context. It can be: a client's complaint, asking for a pay rise, helping a user to solve a problem in their PC, etc.

STEPS:

Week 1st: workshop presentation. partner's registration / topic choice.

Week 2nd: Working on written dialogues (either in Spanish/English), preferably in English (not to translate).

Week 3rd: Delivery of written dialogues (in English), part II.

Week 4th: teacher's correction / approval (?) of written dialogues.

Week 5th: Rehearsing – Recording of the dialogues (part I)

Week 6th: Recording of the dialogues (part II)

Week 7th: Edition week & submission of the clips on Moodle/Drive.

Week 8th: Class show and teacher, self and co-assessment (corubrics).

Each group must hand-in a **meeting minutes of compliance** at the end of every session, quoting the assistants, missing members for that session, tasks accomplished, if not accomplished, why and next tasks to be carried out in the next session. The secretary must sign down the meeting minutes related to that session.

GROUPING:

Their clip must last a minimum of **2-3 minutes**, according to the people recruited for the video clip.

TIME

REQUIRED:

TIMING: 8 weeks
(2-month workshop)

MATERIAL:

- PCs they normally use to perform their tasks (to write the script), with internet connection for online resources (spellcheck, dictionary...).

- cell phones

- rooms allocated by the teacher according to their needs (assembly room, class, office...)

TOPICS:

Here they have a directory of the topics studied in class throughout the course. They can choose a topic of their liking, after having passed the approval of the teacher (no guns, kidnappings or unrealistic situations allowed in a professional situation of this kind!).

SOME TOPICS TO CHOOSE:

- An employee asking his superior for a transfer.
- An employee asking for a workstation in his workplace for better working
- A user asking Technology Support for help in the assembly of his PC.
- A business owner asking for an upgrade for his computers.
- A consumer asking for a router and the professional explaining to him the router's differences.
- A user asking how to reorganize the desktop icons.
- A user asking for help to solve a word processing problem.
- A user asking for some help with the email
- Two employees talking about the advantages and disadvantages between PC's and Mac's.

ASSESSMENT:

Learning Outcomes (**L.O.**) or **RA** ("Resultats d'Aprenentatge")

#3. The student makes up and well-structured oral messages, common in IT companies, participating as an active agent in professional conversations.

#4. The student prepares simple texts in standard language common in the computer industry using the registers appropriate in each situation (the script).

#5. Apply professional attitudes and behaviors in communication situations, following conventions international

As previously informed, this workshop will be self-assessed, c-assessed and assessed by the teacher with the following percentages:

- 1) self-assessment: **10%**
- 2) co-assessment: **20%**
- 3) Teacher's assessment: **60%**
- 4) "Meeting Minutes" completion: **10%**

The “actors” required for the situation are, preferably, 2-3 people. In case of more than 3 individuals, each one will be assessed according to their amount of time spoken/acted out.

For the 3 assessments we will use the same rubrics, which will deal with items such as pronunciation, fluency (taking into account the number of cuts provided in the clip), originality of content, as well as; digitalization competency (edition), dramatization, etc.

RUBRICS:

(Please see the rubrics attached in this very email, free access provided to you:

https://drive.google.com/drive/u/1/folders/1EHEkw_ykwIDq3nY7Z9ACHMQ7I9hz6UOy)

#24

ACTIVITY BANK

EXPLORING DRAMA THROUGH *ROMEO AND JULIET* BY ANA B. GONZÁLEZ, SULAIKA GUALLART AND MARTA RUIZ

DRAMA • STORIES • UPPER SECONDARY

OBJECTIVE(S) :

- To introduce students to English literature and drama.
- To improve students' language skills through reading, speaking, and listening activities.
- To foster an appreciation for classical literature.

LEVEL:

4t d'ESO

DESCRIPTION:

This 3-hour EFL activity introduces secondary students to "Romeo and Juliet" through plot summaries, vocabulary exercises, character exploration, and group readings of key scenes. Students engage in discussions on themes and create modern adaptations of scenes, enhancing their English skills and understanding of Shakespeare's play.

STEPS:

Hour 1: Introduction and Plot Summary

1. Warm-Up (10 minutes)

- 1) Start with a brief discussion about Shakespeare and his significance in literature. Ask if students have heard of "Romeo and Juliet" and what they know about it.
- 2) Show a short, engaging video clip summarizing the play (e.g., an animated summary).

2. Plot Summary (15 minutes)

- 1) Provide a concise summary of the plot. Use a timeline or story map on the whiteboard to outline the major events.
- 2) Highlight key scenes that will be discussed in detail later.

<p>SKILL(S):</p> <ul style="list-style-type: none"> • Reading • Vocabulary • Speaking 	<p>3. Scene Summarization and Presentation (25 minutes)</p> <ol style="list-style-type: none"> 1) Each group summarizes their scene and presents it to the class, explaining the context and importance. 2) Optionally, groups can perform their scenes using props and simple costumes to enhance engagement.
<p>GROUPING:</p> <p>2-3</p> <p>TIME REQUIRED:</p> <p>3h</p>	<p>3. Vocabulary Introduction (15 minutes)</p> <ol style="list-style-type: none"> 1) Introduce key vocabulary from the play (e.g., feud, fate, star-crossed, balcony, duel). 2) Write these terms on the board, and give definitions and examples. <p>Have students practice pronouncing and using the new vocabulary in sentences.</p> <p>4. Reading and Discussion (20 minutes)</p> <ol style="list-style-type: none"> 1) Distribute copies of a simplified or abridged version of the prologue. 2) Read the prologue aloud as a class, with students taking turns. 3) Discuss the prologue's meaning and how it sets the stage for the play. Ask comprehension questions to ensure understanding. <p>Hour 2: Character Exploration and Key Scenes</p> <p>1. Character Introduction (15 minutes)</p> <ol style="list-style-type: none"> 1) Introduce the main characters (Romeo, Juliet, Mercutio, Tybalt, etc.) with brief descriptions. 2) Use character maps or diagrams to show relationships between characters.

	<p>2. Reading Key Scenes (20 minutes)</p> <ol style="list-style-type: none"> 1) Divide the class into small groups and assign each group a key scene (e.g., the balcony scene, the party scene, the duel scene). 2) Provide each group with a simplified version of their scene to read and practice. 3) Circulate to help with pronunciation and comprehension.
<p>MATERIAL:</p> <ul style="list-style-type: none"> • Copies of simplified or abridged versions of key scenes from "Romeo and Juliet" • A short summary of the play • Whiteboard and markers • Projector and computer for showing video clips • Costumes and props for role-playing (optional) <p>Notebooks and pens</p>	<p>Hour 3: Themes, Modern Connections, and Creative Activity</p> <ol style="list-style-type: none"> 1. Theme Discussion (20 minutes) <ol style="list-style-type: none"> 1) Discuss major themes in "Romeo and Juliet" (e.g., love, fate, conflict, family loyalty). 2) Relate these themes to students' own experiences and modern-day situations. 2. Modern Adaptation Activity (30 minutes) <ol style="list-style-type: none"> 1) Have students work in groups to create a modern adaptation of a scene from "Romeo and Juliet." They should rewrite the scene in contemporary language and set it in a modern context. 2) Each group presents their modern adaptation to the class. 3. Reflection and Wrap-Up (10 minutes) <ol style="list-style-type: none"> 1) Ask students to reflect on what they learned about "Romeo and Juliet" and how the themes relate to their lives. 2) Have students share their favorite parts of the activity and what they found challenging or enjoyable. <p>Collect feedback to understand their engagement and learning outcomes.</p>

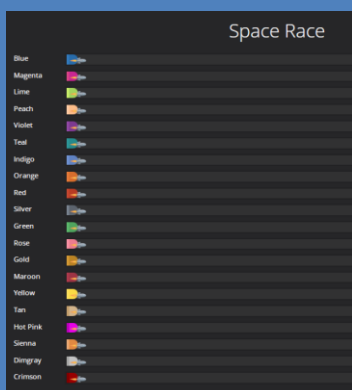
#25

ACTIVITY BANK

ENGAGING ASSESSMENT BY MÒNICA PENA

WRITING • READING • SPEAKING • B2.2 EOI • GROUP COHESION • ASSESSMENT

OBJECTIVE(S) : Get students engaged in reading their peer written productions and promote a safe and fun environment to enhance learning



LEVEL: B2.2 EOI, but it can be adapted to any level

SKILL(S): Writing, reading, speaking, assessment

GROUPING: Teams of 4 to 6 students

DESCRIPTION:

Through this activity students get to know their classmates better and test their reading of peer writing assignments.

By launching a Socrative space race quiz teachers may foster students interest on reading and speaking about each other, while testing or assessing their skills.

STEPS:

1) Homework

At the end of the first unit of English File C1.1, B2.2 students are asked to write a description of their personality on a padlet, an interactive user-friendly tool which displays a wall where learners

can upload their productions (both oral and written, see our article about a padlet activity on page. 129 Vol. 16)

Then, learners are encouraged to read each other's descriptions for homework and to comment on them.

https://padlet.com/mpena169/a-description-of-myself_afternoon-group-z8c1yc95bqp5n3rl

https://padlet.com/mpena169/a-description-of-myself_evening-group-ql0z4hmvz5uxnxxc

2) Socrative space race

Students gather in teams (at the EOI English class they usually sit on tables grouping 4 to 6 people) and are asked to use one mobile phone device per group.

Post a description
(homework)

Home reading of peer
writing assignments and
comments (homework)


10 minutes: Playing quiz

15-20 minutes:
Communicative activity
in rotative pairs

The teacher gives instructions to connect to the room for the Socrative space race and enter their names, they do not need to create an account. Once the learners get into the room, one question will appear on the screen and they can check if their answer was right or not and then continue playing.

In parallel, the teacher projects the screen with the space race open class, so that all teams can see their progress by means of a rocket in different colours (see image on the top left of this

page)



Before starting the race, the teacher can set the space race countdown timer to make the game even more thrilling. Here you can see some questions of the quizzes for both, the afternoon and the evening B2.2. groups at the EOI Terrassa (this is a PDF you can download and print in case you want to use it for a unit assessment or for a final exam).

1. Who tends to worry about things that are not important?

- (A) Marc
- (B) Lidia
- (C) Júlia Pérez



2. Who was born in Puig-Reig?

- (A) Carme Solé
- (B) Ferran
- (C) Anna



3. Who used to draw and paint in the past?

- (A) Rut
- (B) Montse
- (C) Eduard



4. Who did all 5 courses at the EOI Terrassa?

- (A) Pau
- (B) Diana
- (C) Christian

èoi
TERRASSA

Untitled Quiz

Save and Exit

5.



Who is a very good listener?

- (A) Nil
- (B) Júlia Pérez
- (C) Sara El Gzaoui

6. Who is very faithful to family and relatives?

- (A) Carme Campos
- (B) Anna Gual
- (C) Hakima



7. Who loves "Peaky blinders"?

- (A) Estela
- (B) Andrea
- (C) Pau



8. Who does always have a smile at others?

- (A) Carme Solé
- (B) Ferran
- (C) Raquel



9. Who will become a nursing assistant?

- (A) Júlia Codina
- (B) Estela
- (C) Andrea



10. Who doesn't have just one dressing style?

- (A) Rashri
- (B) Sara Cuevas
- (C) Quilque



19. Who does not like being taken in photos?

- (A) Luis
- (B) Santi
- (C) Pol



20. Who is generous and practices yoga?

- (A) Ana M. Donate
- (B) Johanna
- (C) Laura



21. Who likes bmx?

- (A) Aitor
- (B) Roger
- (C) Fran



22. Who likes programming?

- (A) Christian
- (B) Pol
- (C) Luis

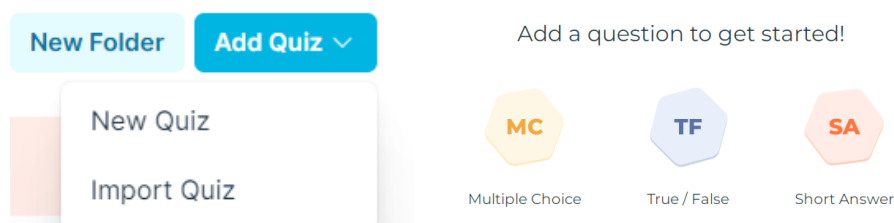


Please note that quizzes may also be shared and imported by other teachers, like our examples below, which you can personalize for your students by editing the quiz.

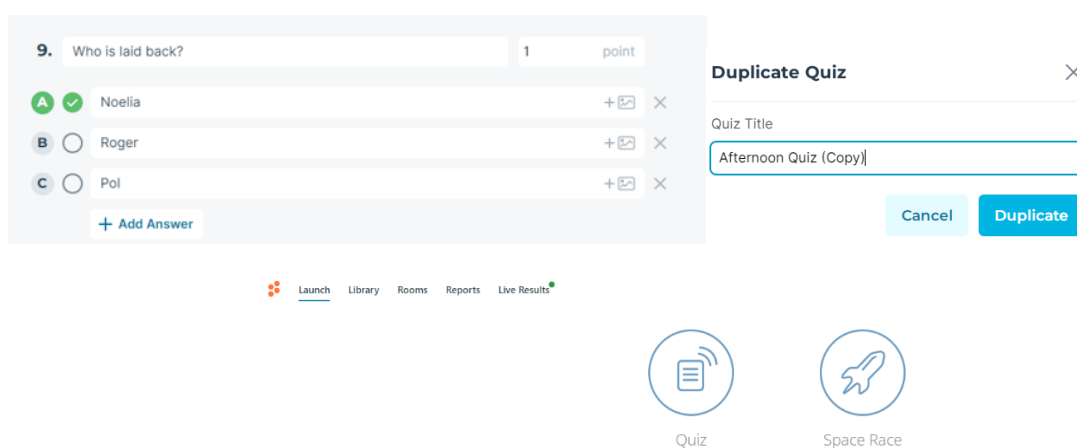
<https://b.socrative.com/teacher/#import-quiz/68703657> (afternoon group)

<https://b.socrative.com/teacher/#import-quiz/68704798> (evening group)

In case you prefer to create your test from scratch, Socrative is a very user-friendly website and on the following page we show you how to do it in some easy steps.



For every question you need to write the options and to mark the correct answer and the points (very useful for a test). Besides, a photograph can be uploaded to make it more catching, as seen on examples on the previous page. Later, you can change or edit questions and if you want to use the same structure for another group, you just need to duplicate the quiz. After creating the quiz, please do not forget to write a title, save and exit.



Finally, it has to be pointed out that only one space race can be launched at once, so you will need to launch one for every group. To this purpose, please click on launch and choose the quiz you want to launch. In order to project the quiz in the classroom, you need to click on live results for the rockets to show.

3) Speaking activity

Once students finish the space race, a little prize for the winner group is given so as to acknowledge and foster their interest on their classmates' personality description. Then, they are divided in two groups (A and B) and asked to stand up and look for As and Bs from the other side of the class for a communicative activity. This provides them with a new opportunity to reflect on their answers to the Socratic quiz and the information gathered in their reading about their classmates. Pairs will rotate in order to allow students to speak as well as to ask and answer questions about the personality description to as many peers as possible.

Thanks to the gamified approach motivation to read, watch or listen to their classmates next productions is enhanced by this practice, since students know that their performance at the next quiz will be better after doing their homework and learning about their peers.

#26

ACTIVITY BANK

INTERACT IS A FACT BY ESTER MAGRINYÀ

SPEAKING • INTERACTION • UPPER SECONDARY • USEFUL PHRASES

OBJECTIVE(S):

Get students engaged into speaking by recording audios.

LEVEL:

Pre-intermediate up to advanced

SKILL(S):

Speaking

GROUPING:

Individual

TIME

REQUIRED:

1 session (60')

DESCRIPTION:

"Interact is a fact" is a speaking activity which emerges from the so-called activity "Talk for a minute" but, in this case, it takes place asynchronously since students record audios and they are not given an immediate answer.

The main objective is that students talk for one minute about a specific topic and the end of their audio file, they ask a question so that someone else replies to it.

The audios are recorded by using the app Podcast Studio (Android) and Studio for Podcast (Mac) which is of great interest since they can easily record their voices, send it by email, upload it in Drive and thus, it is useful for teachers to make students work on speaking outside the classroom.






Besides, Podcast Studio belongs to Spreaker which is a website that deals with podcasts taking their creation as a starting point, going through the way to publish them up until its impact when launching them onto the market. The students could obviously use the applications they have on their smartphones by default to make recordings but, I truly believe that teachers must give them the opportunity to get to know other options.

STEPS:

- 1) Students get into their Moodle and/or Classroom platform to download the worksheet with the [instructions](#) for this activity.
- 2) As it can be seen in the worksheet, the students are initially asked to talk about 5 minutes but, depending on the level, the teacher could set them to talk about 1 or even 10 topics. In this case, the students in grade 10 have recorded themselves for 5 minutes. This activity is, thus, appropriate from pre-intermediate levels up to advanced as long as the teacher adapts the length and even the content.

- 1) The students download *Podcast Studio* or *Studio for Podcast* either on their laptops or smartphones, register themselves and then, prepare the recording.
- 2) According to the instructions given, they are offered 20 subjects from which they can choose 1, 5, 10 or even 15 depending on their level of English.
- 3) The students are allowed to write some notes down in order to help them gather ideas as long as they do not read them during the recording. As soon as they are ready, the students can click on the “red button” in the *Podcast Studio* app.
- 4) In order to make the activity more attractive, the app allows them to include sound effects while speaking. For instance, they can add music of mystery, people clapping or laughing.
- 5) It is crucial that the students produce a single recording, otherwise some students are likely to create one recording for each topic. This might happen when they are not confident at speaking and thus, they start pausing the app. For this reason, the teacher must clarify that students are expected to send one single file.
- 6) Once the file is recorded, the student stops the recording and uploads it in a [shared folder](#) in Drive with their teacher and classmates and which you can also access to listen to some examples.
- 7) From this moment on, another student is expected to reply. It is important that students keep on checking such folder online, at least, every two days. They are asked to do one contribution by answering the previous colleague.

		
A student recording his 5 topics using the Podcast Studio app	A student is uploading his audio file in GDrive	A student is replying to a question from a previous partner

- 8) As far as the evaluation criteria is concerned, just check the following [rubric](#). Students need to be aware of the assessment as a whole where the content, vocabulary, syntax and the students' pronunciation are examined.

Last but not least, this app has emerged from *Spreaker* a former app which now offers a section on educational podcasts which are mostly based on social issues, politics and daily world news. It may be of interest for either older students who show a certain interest towards these subjects or learners who have an intermediate command of the language and need input to improve their listening skills. In this case, I suggest looking deeply at the materials posted on *Spreaker's* website: <https://www.spreaker.com/show/simple-english-news-daily>

REFERENCES

Studio for podcast en Apple Store

<https://apps.apple.com/es/app/studio-for-podcast/id585625596>

Spreaker website

<https://www.spreaker.com/>

Talk for a minute topics (A2-B1)

<https://tefllessons.com/product/talk-for-a-minute-topics-2/>

Talk for a minute PPT

<https://g.co/kgs/TFdqjb>



Volume 19 selection:

Mònica Pena :

#11 Jamboard

Ester Magrinyà:

#12 Puzzel.org

#13 Edpuzzle

#14 Mentimeter

#15 CoSpaces

TECHNOPILLS

PEDAGOGICAL APPS

#11 Jamboard <https://jamboard.google.com/>



Jamboard is a user-friendly digital whiteboard that allows your students collaborate in real time using a tablet, a pc or a mobile device. They do not need to register, you can invite learners to participate through a link and add text and images which can be viewed and edited from anywhere with an internet connection.

Besides, as a teacher you can use jamboard as a whiteboard in a Google Meet video call for online lessons.

A task for A1 students at the EOI VH was to provide information to people visiting Barcelona to know about habits that might surprise them. They were asked to post stickers and their comments including at least one adverb of manner or a modifier in each post, writing about food, transport, leisure, etc.

Badalona is not a tourist resort, because it is very near from Barcelona, but its beach is very nice! And there is a nudist one, too!

In Badalona, the best city in the North of Barcelona, some people drive dangerously, especially youngsters with their scooters.

Local people don't speak English or French fluently, but in Badalona there are a lot of foreigners living there.

Badalona citizens talk loudly, especially in bars and when they drink

Some people work hard from Monday to Friday afternoon. They take their lives seriously, but other people only like partying

The shop assistants and the waiters usually treat people politely

Eva thinks that local people dress more elegantly than Italians

In Barcelona, I think that people drive carefully but there are some exceptions.

In Barcelona there are different styles when it comes to dressing.

Barcelona is a tourist city. That's why we treat tourist very well.

We think that Barcelona there are different cultures for that reason people speak various languages.

Catalonia is known for its hard working population. In general, the population of Catalonia takes life responsibly.

In Barcelona, people without realizing it speak fast and loudly.

You would like people to come to Barcelona to know about habits that might surprise them. Please add your stickers and post your comments including at least one adverb of manner or a modifier in each post. Write about food, transport, leisure, money...

People are friendly

Badalona citizens always wait patiently in queues. Finally, they behave very nervously when they have a crisis in their lives.

People wait patiently its turn when necessary

In Barcelona I think the people don't wait patiently in queues, because they are stressed.

In Barcelona there are a lot of alternative people. In this city, people dress well but differently between them.

In Barcelona you can go to the "Bunkers" but before you have to walk slowly to the top of a hill.

In Barcelona people speak loudly, because they are so cheerful!!

Depending on the situation, people are more or less upset in a crisis situation. During the covid crisis, the population accepted all government regulations.

In Barcelona there is the longest street to buy quietly

We think people in Barcelona talk loudly, because the cars drive very noisily

In Barcelona you can move easily by subway, train, bus, taxi,

In Barcelona you have good weather, So people don't drees warmly in winter.

In Barcelona you can buy souvenirs cheaply.

In Barcelona, I think that some people drive dangerously, especially the bikers, they don't obey traffic rules.

In Barcelona, I think that some people don't treat tourists well because they complain about street drinking.

In Barcelona, I think that some people don't speak foreign languages fluently.

In Barcelona, I think that some people talk loudly when they are watching football.

In Barcelona, you can get the bus to go to another place very fast.

In the streets of Barcelona you can't walk quietly, because there are a lot of people.

Youngsters usually go out to party crazily

In Arc de Triomf, teenagers go skating very dangerously.

You would like people to come to Barcelona to know about habits that might surprise them. Please add your stickers and post your comments including at least one adverb of manner or a modifier in each post. Write about food, transport, leisure, money...

Aitor, Marc and Giancarlo

Marta and Ainhoa

Yari and Ingrid

Two more A1 groups, this time at the EOI Terrassa, used Jamboard to present their personal profile so as to introduce themselves to the rest of their classmates.

Hometown: I'm from Barcelona city, but I live in Terrassa.
Occupation: I'm a Logistic in a medicine warehouse.
Languages: I speak Spanish and Catalan

Sport: I like to go cycling and walking in the mountains. I also like to exercise at home while listening to music.

Personal profile: Jesús Saborit

Interests: My musical tastes are varied. I like pop and rock, but what I listen to most now is hip hop. Drake, Travis Scott, Pharrell Williams... I don't like the reggaeton.

Films: I like science fiction and horror movies. I don't like romantic movies because they bore me a little.

TV: I like watch sports and series. I don't like heart programs.

ROSALIA ROLDAN

MY PROFILE

HOMETOWN: I'm from Sevilla, but I live in Barcelona.

OCCUPATION: I work for one of the most famous restaurants in Barcelona.

LANGUAGES: I speak Spanish, Catalan and English.

INTERESTS

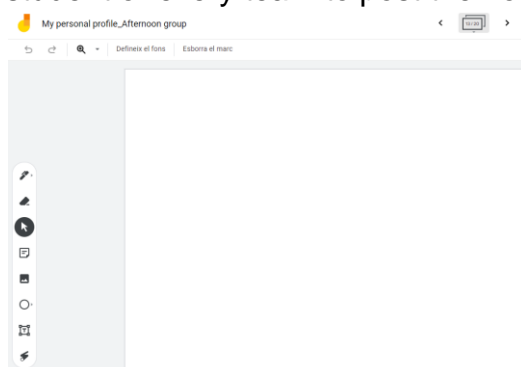
MUSIC: I like all kinds of music, but my favorite music are classical music and opera.

TV: I don't watch TV very often, but if I do is because I like watching TV series and films in original version.

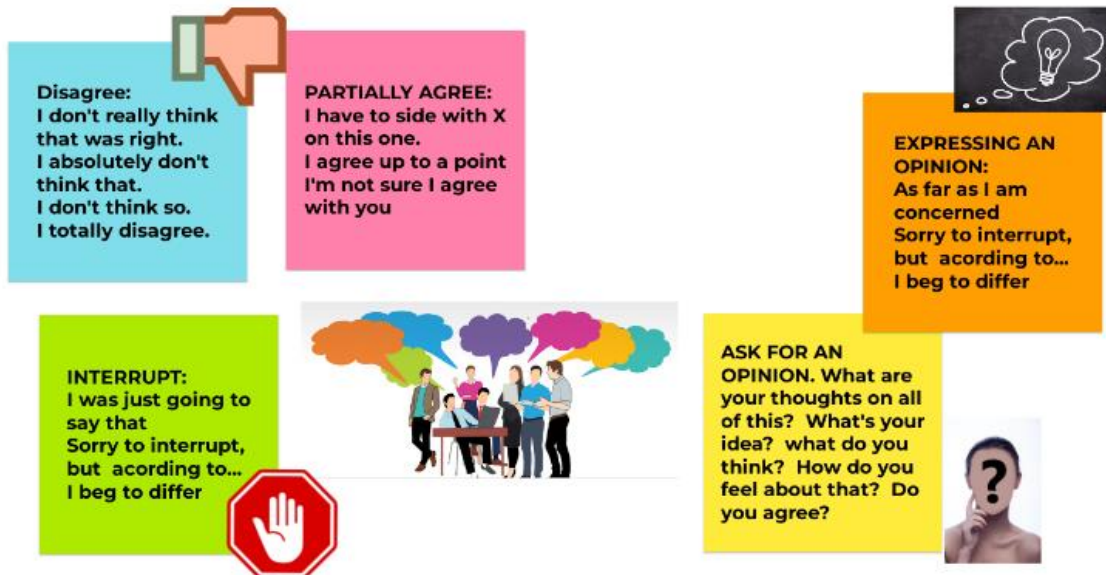
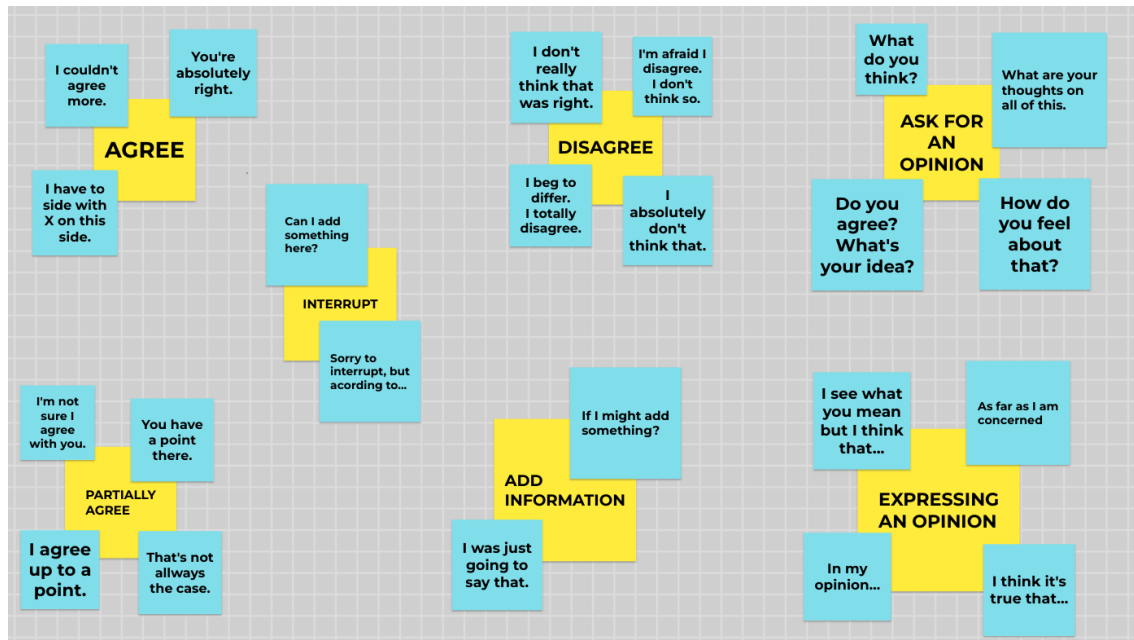
BOOKS: I love reading books of all kinds of genre, but especially I like fantasy books, e.g. HALAZAN Book of the Fallen.

SPORT: I don't watch sport, but I like it, sometimes I play tennis or paddle.

Jamboard is an intuitive tool with an easy-to-use icon menu and different pages to allow every student or every team to post their own productions.



Finally, EOI Terrassa B2.2 students carried out a task to work on expressions for discussing, a key skill for their performance at the B2 certificate exam. You may see some examples as follows. We recommend you using this tool is especially for brainstormings or classifying ideas.



#12 PUZZEL.ORG



This website looks similar to Wordwall since it allows teachers and students to prepare crosswords, wordsearches and memory games, for example. But, in this case, Puzzle.org which is an **online puzzle maker**, also enables us to create **ice-breakers** so that students get to know each other. Depending on the student's command of the language, you can simply include images and words or you might add longer pieces of text.

To start with, each student needs to send to the teacher a photograph with the objects that s/he feels more identified with. It must follow the “**knolling**” configuration; in photography, it refers to the fact of putting things in order and taking the photo from an overhead perspective. Once the teacher has received the “knolling” creations, the activity consists of creating a **memory**. In order to do this, the teacher must get into <https://puzzle.org/en/>, log into a new account and choose the memory option. The website then asks you to add an image with text, you can add as many as you need. Despite this, I suggest preparing sets of 7 or 8 photos with the students' names and doing it again according to the number of students in class so that you can play several times with different cards.



#13 EDPUZZLE

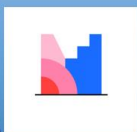
Edpuzzle allows teachers and students to mainly work on videos from YouTube and add questions during the clips to check their understanding. The videos can be about songs, language, literature or any other topic of your interest. Once you upload them in Edpuzzle's web, then you can choose between multiple-choice questions, writing answers as well as adding voice files. In case you need help, the website offers free training courses for teachers online.

This website was initially created to promote flipped classroom, for this reason, teachers may use it as an example first but, then, once students have seen how Edpuzzle works, they are likely to be asked to prepare a **video-questionnaire** for the rest of their classmates.

The activity I suggest using Edpuzzle is related to special days and **festivities**. The very first festivity that students come up with, in the first term, is Halloween. For this reason, once the teacher is registered, s/he might look for a video-questionnaire online where the context, why people celebrate Halloween and curiosities about it are explained. You can check it here: [Why do people celebrate Halloween?](#)

Later on, the students are paired up or in groups of 3 and decide a festivity to work on. They should preferably avoid working on the same topic since there are many dates to focus on. Do encourage them to work on relevant dates as well such as the world water day, the teacher's day, women's day... You can check out the festivities' [calendar](#) so that they see different options and choose what they prefer.

#14 MENTIMETER

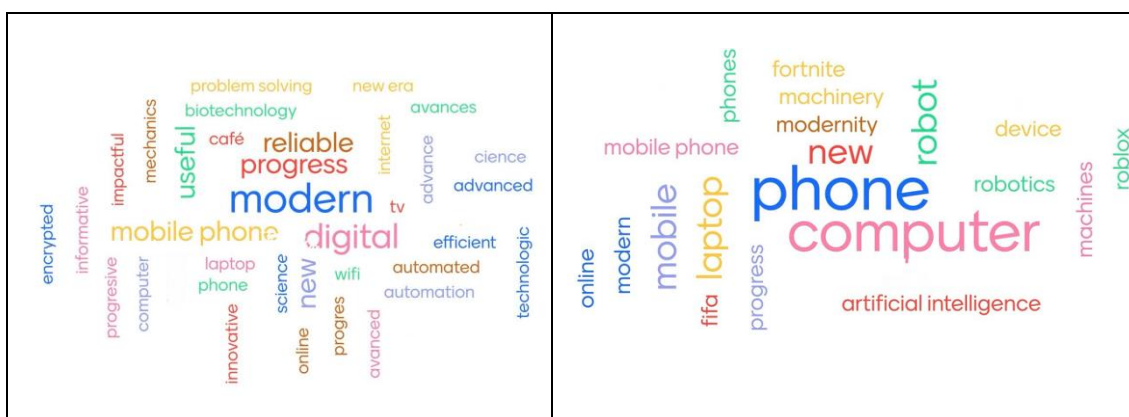


One of the positive aspects from this app is that the teacher asks questions to the whole class-group and it allows the players to write answers which can appear on the main screen as a **word cloud**. Therefore, it is a simple and techy way to start a lesson, for example, when the teacher needs to know the prior knowledge of the students. The inconvenient is that either you or your school need to be registered and pay for the basic plan, otherwise, only two slides can be edited.

To start with, as a teacher you access through its [webpage](#) whereas the students need to go to www.menti.com so as to write the code number and start playing.

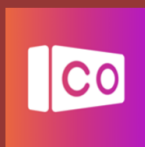
First, the teacher creates a couple of slides with one question and generates a link which can be posted in Classroom or any other virtual environment so that students access it. Also, they can be told to google the web and add a code number.

In this case, I used Mentimeter for checking the students' prior knowledge on vocabulary related to technology. This is the feedback we got as a result:



Similarly, Mentimeter may be a good resource for the tutoring sessions. You can use it as an ice- breaker or as a way to get to know your students by asking them about their likes and dislikes, thoughts as well as it is a good way of voting when you need to decide between two options. If needed, the results can be illustrated into percentages and diagrams as well.

#15 COSPACES EDU

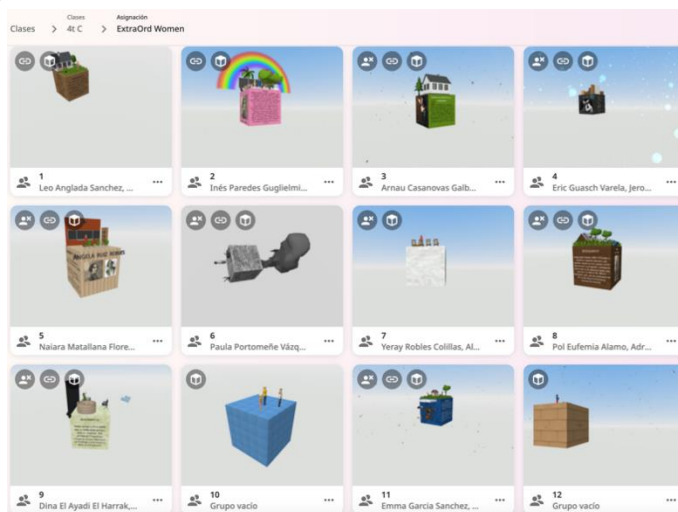


This website is an innovative educational platform which has been designed to boost the usage of virtual and augmented reality with students. It provides a very user-friendly and intuitive layout so that students can build 3D scenes with animated objects and of course, all subjects can be integrated. Therefore, it is a perfect tool for STEAM projects. Besides, CoSpaces counts on optional coding to make the students' designs more complex.

[CoSpaces Edu](#) counts on a great range of technical options. To start with, the teacher decides the type of task, for example, a 3D environment, a 360 image, a tour or the Merge Cube – which has extensively been described in the previous Ester Magrinyà's articles. Then, students can work on the 3D scenes collaboratively, in other words, CoSpaces Edu allows multiple users to work on the same project at the same time, promoting group work. Besides, this platform stands out for its interactive characteristics such as including animations, multimedia files such as photos, videos, audio and other digital functions.

CoSpaces EDU is a versatile learning environment since it can be accessed through laptops, tablets and smartphones. Depending on the configuration of the projects, these can also be viewed in augmented reality with the VR glasses. Otherwise, the teacher just needs to generate a QR code from each of the students' projects and they are ready to be viewed through any phone App.

Personally, I regularly use it with my students because they have fun while they practice their English. One of our latest projects was based on the biographies of four women from a [reader](#) called Extraordinary women. In order to do this, students worked in groups of three and created a Merge Cube about Hedy Lamarr, Colette, Artemisia Gentileschi and Ángela Ruiz Robles.



Students, thus, learned about the character's life, vocabulary from the book and anecdotes from their lives as well as added some images and extra information in each of the sides of the cube with CoSpaces. Later on, the students' creations are likely to be published on the school's web for the International Women's Day, for example.