

A+ Project shares online materials



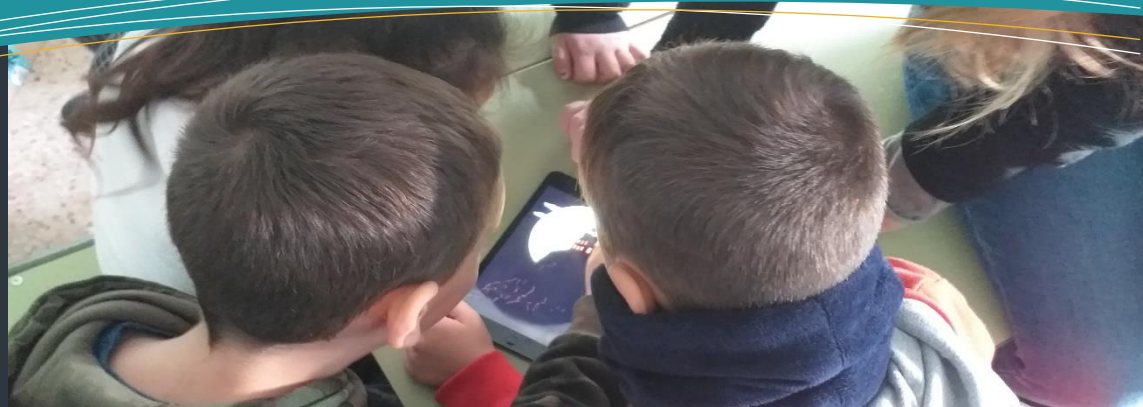
A+ Project team recommended a total of 100 short films, one per day since schools closed down and the stay-home period started. The task was completed by the end of June 2020. The selection includes animated picture books and songs, but it is mainly composed of silent movies about values (self-acceptance, cooperation, perseverance, tolerance, respect) and feelings (love, fear, pain, grief, hope). Some others are related to fine arts and history or have a touch of humour.



During the same period, **A+ Project team members** shared with the teaching community the materials we were developing for our students. The collection include science experiments, cooking recipes, story-based tasks and proposals to get children to create comics.

Visit [our website](#) and have fun!

Contact:
aprojecticeuab@gmail.com



Talking Apps

Using Apps in the classrooms help children develop the digital abilities necessary for them to become “multimodal competent communicators” [...] Apps offer users many multimedia elements, therefore, during the processes of planning, creating and reviewing the script of an oral text children need to take decisions regarding the formal structure of their discourse and the order in which they will deliver the information to convey a particular message, but also make agreements on the kind of visual and audio support they will use. For instance, some Apps for creating stories allow users to select characters and scene settings, photographs or drawings, background music, sound effects, voice filters (changers and modulators) and, if needed, features of text elements (display, font size, font type or colour of titles and subtitles). The possibility of including these elements in the production of an oral text is challenging and attractive to learners, specially to young children, and it also offers them a wonderful opportunity for engaging in a process of metalinguistic reflection as they must think about how to take advantage of all these elements to deliver the message they want to convey to their addressee to attain a particular goal. Thus, technology-enhanced speaking tasks do not only create an authentic context for using the target language, but also “ample opportunities for moments of noticing, reflecting, and repairing target forms through interaction and collaboration” (Dooley & Masats, 2019: 140).

Source:

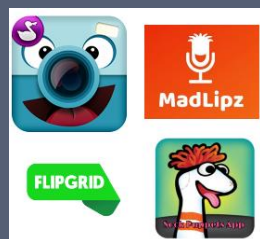
A+Project (2020). StandAPP and Speak up: the game is about to start. APAC ELT Journal.

Text cited:

Dooley, Melinda & Masats, Dolores (2019). 'What do you zinc about the project?': Examples of technology-enhanced project-based language learning. In Gulbahar Beckett & Tammy Slater (Eds.), Global perspectives on project-based language learning, teaching, and assessment: Key approaches, technology tools, and frameworks (pp. 126–145). NY/Milton Park, Abingdon: Routledge.

INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS

PBL allows the introduction of technology in the classroom and transforms technology consumers into technology producers. Using an App to design speaking tasks reduces anxiety because children can listen to their recordings, erase them if they are not happy with the results and record them again as many times as necessary.



Sock Puppets and MadLipz also offer users the possibility of selecting voice filters to change or modulate their voices, so anonymity can also be guaranteed. Apps like ChatterPix are useful because they can accept uploads of both pictures and drawings. Children who do not have problems with displaying their images can make their photographs talk and those who do not want to use their portraits can use drawings instead. Similarly, Flipgrid offers users many tools to modify and mask people in a photograph. They can, for example, blur their faces or choose an emoticon to hide them.

MadLipz and Sock Puppets, though, do not require users to use their own images because they have their own gallery. A+Project website contains examples of [our students' productions](#), as well as very [simple instructions](#) to guide children on how to use these four Apps.

Source: (pictures & text): A+Project (2020). StandAPP and Speak up: the game is about to start. APAC ELT Journal.