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Butlletí de l'Associació de Professors d'Anglès de Catalunya



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FRom

ME

to

you

Better late than never!

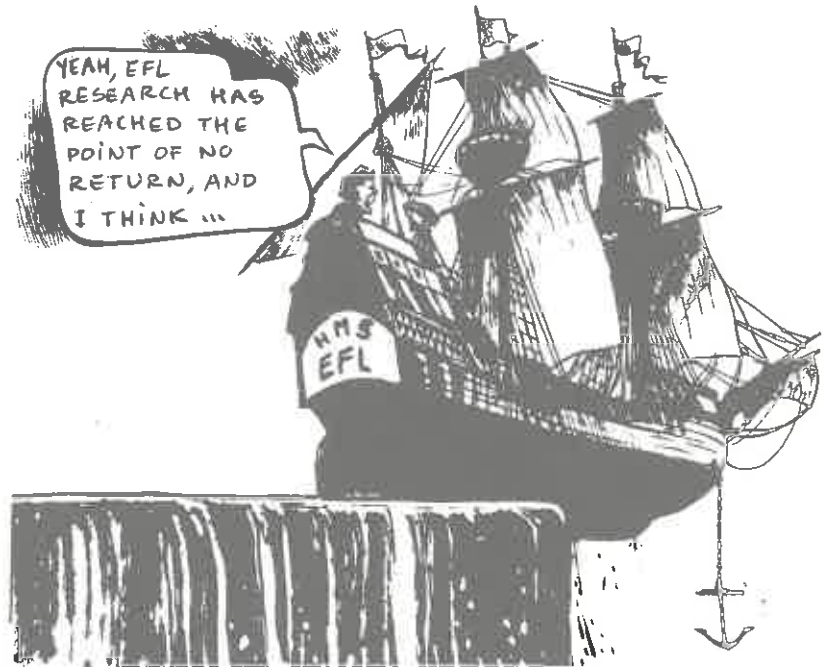
Some of you might have thought that our last issue was the end of our last "glorious" magazine. Yet AON strikes back with a thicker number and lots of information.

Dear APACs,

Whenever you feel like criticising the editors (and some of you don't help very much) just remember that, incredible as it may seem, we also work. By the way, we'd like to remind you that unless you want this magazine to disappear, please send your collaborations **READY TO BE PRINTED**, as it is impossible for us to go on retyping everything you send. Have you heard of computers? There won't be another Friday 13th until April 1990. So computers can be used again safely. Have a try, it doesn't hurt!

We are so sorry for this outburst of loving anger, you know that we couldn't make it without you. Incidentally, get ready for a big and exclusive surprise in the next AON. In the meantime here you have some excellent reading stuff provided by some colleagues.

Yours, the editors



CARTA OBERTA

Dins del marc de les Vuitenes Jornades Pedagògiques per a l'Ensenyament de l'Anglès -Febrer 1989-, vam iniciar la campanya-APAC en favor de la millora de l'ensenyament de l'anglès i altres llengües estrangeres a casa nostra, tal i com els components de la Junta actual havíem promès. Molts vau signar les cartes dirigides al Molt Honorable Sr. President de la Generalitat i a l'Honorable Conseller d'Ensenyament, exposant la precarietat actual d'aquest ensenyament a la xarxa escolar, des del punt de vista de temps d'exposició a/de la llengua, i sol·licitant l'establiment d'uns temps mínims i una situació semblant als països de l'entorn (veieu referència de l'estat de la qüestió en les planes interiors del butlletí). L'altra carta anava dirigida a la ràdio davant els rumors de la possible supressió de les bandes originals simultànies de les pel·lícules i també fou signada per un gran nombre de socis d'APAC.

Reprenem avui el fil amb un seguit de temes que estan en boca de tothom, alguns dels quals ens heu fet arribar, i dels que APAC es fa ressò. Per això, en un país on tanta propaganda es fa de la importància de l'aprenentatge de llengües estrangeres, APAC -amb l'esperit constructiu, el respecte degut, i la passió per la millora educativa al nostre país que sempre ha tingut- llança una sèrie de preguntes obertes a qui correspongui. Hem recollit uns vint temes, dels que avui en reproduïm la meitat. Respostes institucionals o d'organismes rellevants i opinions i suggeriments dels socis de l'Associació sobre qualsevol d'elles seran benvingudes i, en la mesura de l'espai disponible a cada butlletí, aniran essent reproduïdes.

Heus aquí el recull-APAC de PER QUES d'aquest número d'APAC OF NEWS.

1. Per què no hi ha una dotació automàtica inicial de material hardware per a les aules d'anglès a cada centre, com succeeix en el cas d'altres assignatures que tenen la consideració administrativa d'experimentals, i com en un cert moment semblava que se'ns havia promès?
2. Per què no s'ha implantat ja la segona llengua estrangera a la xarxa escolar?
3. Per què ara que existeix el Centre de Recursos de Llengües Estrangeres que tant havíem demanat, no gaudeix de més recursos, tot i els esforços -que ens consten- dels companys que el dirigeixen, i, a més, es comenta que serà traslladat a un lloc menys accessible?
4. Per què ara que som oficialment dins Europa i parlem tant d'internacionalisme, no s'obre la porta a més opcionalitat d'ensenyament de llengües a la nostra escola ja?
5. Per què els professors d'anglès no aprofundim més en el que vol dir l'ús d'aquesta llengua com a llengua internacional (pel que fa a cultura, accent, comunicació intereuropea, etc.) com s'està fent a d'altres països (v. els congressos recents de París, d'Osnabrück, etc.) i obrim els nostres horitzons a formes més àmplies de comunicació més enllà de fixacions geogràfiques o socio-culturals?

6. Per què gaudint de tants bons professionals, no es fa una gran promoció de les nostres Escoles Oficials d'Idiomes -recursos, locals, control de qualitat, propaganda, expansió, etc.-, per a què esdevinguin de debò allò que realment són -les Escoles Oficials d'Idiomes de Catalunya-, amb tot el prestigi que aquest títol comporta?
7. Per què es parla tant d'avançar l'ensenyament de la llengua estrangera als set o vuit anys (cosa a la que no ens oposem), quan
- més enllà de l'atractiu aparent de la mesura- l'evidència de la recerca respecte als avantatges és minsa i contradictòria?
 - hauríem d'assegurar primer la quantitat i freqüència setmanal d'ensenyament als cicles actuals?
 - no hi ha prou plantilla per a cobrir les necessitats actuals (alumnes que no poden escollir idioma en alguns centres, substitucions per professors d'altres matèries). Qui donarà l'anglès? S'ensenyarà només en casos hipotètics d'excedent de plantilla? S'està pensant en importar professorat a partir de 1993 sense un Pla de Formació propi per a cobrir aquestes necessitats?
- No hauríem d'assegurar primer la qualitat als nivells actuals d'EGB i nivells secundaris (en termes de recursos, formació, quantitat d'ensenyament), no fos cas que extenguéssim la deficiència en comptes de la qualitat?
8. Per què no tenim auxiliars de conversa -els tradicionals assistants- en els nostres centres? Sabem que és una qüestió espinosa, que el nombre de sol·licituds és petita, i que en algun lloc fora de Catalunya s'ha fet demagògia amb el problema de l'idioma. No hi ha res que la nostra Conselleria d'Ensenyament -via Centre de Recursos, organismes estrangers vinculats aquí, etc.- pugui fer per promocionar el prestigi de Catalunya com a país lingüística i culturalment interessant (si no el més interessant des de certs punts de vista) per a estudiants en pràctiques al territori espanyol?
9. Per què no hi ha més permisos anuals d'estudi amb sou per a professors de llengües estrangeres, si aquesta és considerada en la convocatòria una àrea prioritària? Per què la quantitat de recursos que el MEC dedica a aquest capítol és percentualment tant superior a la nostra i d'això ja fa diversos cursos?
10. Per què no estem al dia i, com les associacions de professors d'anglès d'altres comunitats autònomes, no rebem tota mena de facilitats, subvencions, ofertes de locals, canals de diàleg, etc., com a associacions desinteressades que lluiten pel panorama educatiu i cultural del nostre país?

Seguirem.
A P A C.

GRAMMAR: simple or subtle?

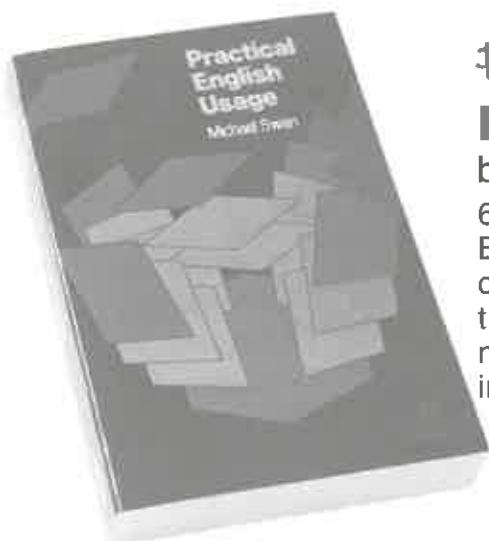
For the Student

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Our interviews...

María Luz Celaya interviews Dr ROD ELLIS

Q. People currently working on SLA research are linguists, sociolinguists... from your point of view which is the best word used to call someone who investigates into SLA? And how do you prefer to be called, a teacher, a linguist, a researcher...?

A. I think SLA research as an area is quite young and really has developed enormously over the last ten years. If you go back to its origins, which were really the late 60s and the early 70s, then I think its origins lay in teachers who were looking for ways of finding answers to language teaching, and so the study of how language learning was taking place was one way in which they could find possible answers to pedagogical questions. Increasingly, as the field has developed, it has become more academic, it has grown into a discipline and like other areas of language teaching, it has close associations with linguistics, with the description of language. So we have seen a change from something that was almost completely pedagogically oriented initially, to something that is much more theoretically oriented currently. And how do I see myself? I see myself as still someone who is primarily interested in pedagogic issues and who used SLA research as a way of gaining insight into pedagogic issues.

Q. Now let's clarify another concept which may still sound new to some readers. Could you give a brief definition of the term "SLA"?

A. Yes, sometimes a distinction is made between SLA and FLA, SLA being what occurs in America or, say Britain or Australia and FLA being what occurs in Spain. And that's a significant difference because quite clearly the learning environment in the US or Britain is different from the learning environment in Spain. But nevertheless, the term "SLA" is a generic term and it is also used to refer to all kinds of the learning of a language as a second and other languages. Although there are differences in the learning environment, this does not mean that there are differences in the learning process, and the learning process may in fact be very similar.

Q. So following this idea, do you think that the L₁ plays a role not only in SLA but also in FLA?

A. I think that the L₁ plays a role in both FLA and SLA. I think the role is not the role that people normally think it plays. I think people's understanding of the role of the first language tends to be associated with behaviouristic theories and the notion of habit-formation, the notion of interference,... and I don't think this is an adequate model to account for how the first language plays a role in either F or SLA. I think that there are certain very general processes of language learning that occur irrespective of the person's first language but that first language exists as a resource which learners draw on in the process of learning a second or foreign language; therefore, one shouldn't necessarily see the first language as something that inhibits or gets in the way of

learning. One should see it as a body of knowledge which learners draw on in the process of trying to construct a grammar of the second language. One needs to view it in a much more positive way than it is traditionally being viewed.

Q. So could we say it is a strategy?

A. It is a strategy. I mean the classic example that is often given is: we know that all learners in early stages of SLA of English produce negatives of the kind **No + verbs** in utterances like "No going to the cinema tonight", "No liking ice-cream", etc. and it's very easy if your first language is Spanish to see this as interference. But when you find German or Japanese learners producing exactly the same kinds of structures, you begin to realize that this is not a structure that is directly the result of the first language. What you then find is that learners who have Spanish as their first language stay in this stage of negative production for a much longer time than do other kinds of learners. You can see that because the first language has an influence but fits into the very general process which characterize all language learning.

Q. Now a more general question, can you see any differences between American and European lines of research in SLA?

A. Well, it's very difficult to talk about European lines of SLA research because I think in mainland Europe there has always been a strong interest in second language learning. There has always been an interest in contrastive analysis (CA), in error analysis (EA), etc. And this is a major part of research whether one goes to Holland or Germany or France. I'm less familiar with Spain but, increasingly, I think in Spain as well. In Britain, I wouldn't say that SLA research is a main area of Applied Linguistics. No, if you look at the number of British researchers working in the field of SLA, it's relatively small. Perhaps the most prominent person was Corder in the 70s and the early 80s. Corder has now retired and there's no major figure in Applied Linguistics departments of British universities who is currently engaged in SLA research. And that, I think, says a lot of the status of SLA research in Britain. If you go to the United States, SLA research is almost a discipline in its own right. There are 'Master' degrees in SLA research. It's a whole area of learning because, in fact, there are many different components of SLA research. There are psycholinguistic components, there are linguistic components, there's CA still, and the role of the first language. So I think that probably SLA research is most prominent in the US, then secondly perhaps is mainland Europe, and as a very poor third, is the UK.

Q. And then Spain?



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A.Well, I think Spain is increasingly part of mainland Europe. I don't think Spain looks towards the UK or the US. I think Spain increasingly looks towards Europe in all sorts of respects, including research, education, pedagogy, etc.

Q.But nowadays it seems that there is a greater interest in these themes, because ten or twenty years ago nobody was interested in them. Nowadays there are a lot of doctoral dissertations which are being carried out in this field.

A.Yes, I mean, SLA research is a new field and one must never lose sight of the fact that it is a new field. It's really twenty years old.It dates from the late 60s, and if you take relatively new disciplines like Psychology and sociology, which date back to the 19th century... I mean, SLA as a field of enquiry is very young compared to those. It's still struggling to delimit itself.

Q.Now let's move on to a different question. In the book you edited in 1987, *Second Language in Context*, variability is the key concept. What do you mean by "variability"?

A.Well, the first thing is that the status of variability in SLA research is controversial because there are different linguistic models on which SLA research draws on. If one is drawing on a model of language use, then variability becomes a very key issue because as soon as you look at language use amongst second language learners, you find immense variability. You obviously find variability among native speakers of a particular language too. All users of a language have access to more than one variety, whether one measures variety in terms of dialect or different languages, or even different styles of the same language. New SL learners have access to more than one variety because they are in the process of learning a language and what they may be able to perform is one type of language use. They may not be able to perform in another type of language use. So SLA in terms of use is inherently variable. So if you base your theory of SLA on language use, then variability becomes a key issue because it is *the* essential characteristic of language use by second language learners. On the other hand, if you operate with, say, the kind of theory of language which is associated with generative linguistics (Chomsky), where a clear theoretical distinction is drawn between competence and performance, then we find that variability is something that is relegated to performance. Given that the theory of language essentially is a theory of competence and not a theory of performance; given that this is what is seen as central, variability is something that is pushed out of the way and one seems to talk of linguistic knowledge in a much more abstract sense, not in terms of language use but in terms of what someone knows. To me, the problem is always that of actually trying to distinguish what someone knows from what someone does, and I'm not at all convinced that you can ever actually do that. For a start, the only way

of finding out what someone knows is finding out what they do. And therefore you have an inherent problem in the competence-performance model.

Q. Which are the latest trends of research and which is the area which interests you most?

A. As I have indicated in some of my previous answers, increasingly SLA research is looking towards Linguistics and increasingly we find researchers making use of descriptions of generative grammar, in particular government and binding theory, in order to form very specific hypotheses about what learners would know. Empirical research is linked almost to the testing of the theory, to the linguistic theory. This is linked, for instance, with the idea of *markedness*, the idea that some features in language are inherently more marked than others. Theoretical reasons were advanced for why one feature can be considered more marked than another, and it would follow that learners would tend to learn the unmarked features before they learn the marked ones, etc.

It's also linked to theories about the role of input, the notion of input as a trigger, and the idea that language is so complex that a learner must have some kind of innate knowledge and that input may trigger the learning of one feature which, in turn, may then act as a trigger of other features. The input may enable you to acquire feature X but because you have acquired feature X magically, you are able to acquire features Y and Z, etc, as well. One feature triggers the acquisition of other features. And this is now a very major area of enquiry in SLA research. I have to say that it's an area that I remain increasingly sceptical of and that what I'm turning back to thinking about is the process of language learning in a classroom. I'm interested in the relationship between instruction and language learning, and the factors that relate to that relationship.

Q. But somewhere in your book *Second Language Acquisition in Context* you write about the general feeling among teachers towards the results given by SLA research; in other words, scepticism. According to your experience in the 1987 Jornades, the Barcelona Summer Institute, and now in these Jornades, do you think that teachers here are also sceptical about SLA research findings?

A. I think that teachers are always sceptical of research. Teachers dichotomize the day-to-day problems of teaching English from the sorts of things that researchers look at. And I think that teachers are always suspicious of research. I have to say that teachers are absolutely right to be suspicious of research. But I also think that teachers, to a some extent, create a certain idea of what researchers do, which is not necessarily true of all researchers and certainly, in my opinion, not true of how I see research. For instance, I don't see research as producing definitive answers which will tell teachers what to do. I see it as a way of making alive key issues which teachers need to think about. But I don't see this as the only way. In other words, to a certain extent,

what I try to do using SLA research is not very different from what a meteorologist might try to do. A meteorologist uses common sense, experience and previous writing in order to get people think about certain issues. I use SLA research to get teachers to think about similar issues. I see SLA research as illuminative, not definitive. A good teacher needs to be an enquiring teacher. SLA produces material to make you think. It's not meant to produce solutions. It's meant to generate thinking.

Q.The line between a methodologist and a general researcher of this field seems to be very vague sometimes...

A.Yes, there is a big distinction between how one does research and the uses that one makes of research once one has done it. Now, if you are going to do research, then one should try to do rigorous research, which means a well-formulated research question, a proper design, well-collected data, properly analyzed, etc. But, it's the use of research that is the key issue for language teaching, not the doing of research. The doing of research is a theoretical operation which some people like and some people don't like, that's their choice. What teachers need to understand is that the research results are no different than a methodological handbook. They are a series of propositions for them to think about.

Q.Sometimes methodologists seem to work with very handy things that you can use in the classroom and they are very helpful whereas general researchers tend sometimes to go up into very theoretical fields. Therefore, as many teachers are not familiar with the newest concepts, they tend to become very sceptical...

A.Yes, I mean, this is a healthy scepticism, and it's a scepticism that I would want to support. If, as a methodologist, one is making a certain proposal for what should happen in a classroom in the form of a method or activity or test or whatever, then, underlying that proposal is a theory. And that theory may or may not be explicit. If it is explicit, then it is more possible to examine the theory and therefore the actual practice. If you have people who come along and only present a theory, and are not able to relate that theory to methodological practice, then I think that this is also problematical. I think that all language teaching is a wedding between theory and practice. Whether the teacher wishes to make the theory explicit or whether she¹ wishes to operate on some implicit theory, nevertheless there is a theory there. So no language teacher operates without theory, that's a fallacy; all teachers operate with a theory, the only issue is how explicit the theory is, and with theoreticians, the opposite. The only issue is how far they are prepared to go in tracing their theory into actual methodological activities.

Q. And finally, which books would you recommend, apart from yours obviously, to those people who are interested in SLA?

A. That's a very difficult question to answer. The first thing is that because SLA is a field that has grown so much and because it's a field that overlaps into other areas of enquiry, into linguistics, into language pedagogy, into sociolinguistics, etc. it's very difficult to point to any particular publication that one really feels people should look at. I mean, what is happening is that you are getting very specialized publications coming out. I think, for instance, that there is a very general feeling that one book that I wrote: *Understanding Second Language Acquisition*, published by OUP in 1985, would be very difficult to write now. I am very glad I wrote it then and not now. Why? Because it has become much more difficult to integrate and manage the whole field and I don't think I can do that any more. I think there is a strong case for producing digestible account of certain areas of SLA. And in fact, there was a series on the way to do that, which was produced by Edward Arnold. Three books came out or will come out in the series, one by McLaughlin on theories of SLA, one by Elaine Tarone on variability in SLA and one just about to come out by Peter Skehan. But I think that, unfortunately, that series has collapsed and there will be no more after those three. I don't think it's easy to produce now a single volume that is, if you like, and overview of the field. I would find it very difficult to update *Understanding Second Language Acquisition* and what I have chosen to do, in fact, is to work instead on a particular area, which is classroom language learning and the research that is now being done on classroom language learning, and try to produce again a comprehensive overview book on this field. I think that's the way forward, one picks certain areas of the field and tries to produce comprehensive books on that.

.....

Notes

(1) the use of "she" is not an error. Dr Ellis has incorporated the use of "non-sexist" language to his everyday usage.

Ma Luz Celaya, Universitat de Barcelona

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24th INTERNATIONAL IATEFL (International Association of Teachers of English as a Foreign Language) CONFERENCE

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3	L	O	A	K	K	I	Y	U	B	C
4	L	Z	C	O	F	N	E	W	S	R
5	O	C	E	D	A	R	F	J	A	I
6	W	A	L	N	U	T	C	M	Q	B
7	B	E	Y	U	B	A	O	B	A	B
8	L	L	T	H	Y	U	L	I	O	T
9	I	M	H	T	F	D	W	R	H	G
10	Q	S	W	C	S	F	R	C	J	N

“Don’t tell me it works”

This is the second part of John MacDowell’s article on “Songs in the classroom” appeared in AON no. 3

4 REORDERING JUMBLED LINES

You really need short songs for this, in my opinion. Like the one below, which Barbra Streisand obviously recorded with EFL teachers in mind. Quite apart from including all those nice interrogative forms, she sings it slowly!

Title: ‘Why did I choose you?’

What could you offer me?	(interrogative modal)
I saw a quiet man who had a gentle way	(defining relative)
If I had to choose again	(conditional 2)
And when I lost my heart so many years ago	(‘when’ clause/ ‘ago’/‘so many’)
Why did I choose you?	(past simple interrogative)
I would still choose you	(‘still’/conditional tense)
What did I see in you?	(another past simple interrog.)
I lost it lovingly, unwillingly to you	(irreg.past/adverbs of manner)
Why did I want you?	(unanswerable interrogative)
A love to last a lifetime through	(better to avoid this one!)
A way that caught me in its glowing spell	(defining relative with ‘that’)
I saw the heart you hide so well	(defining ‘contact’ relative)

Comment

See what I mean about it being short? May God forbid that the column on the right be taken seriously!

5 SONGS AS A BASIS FOR FURTHER STUDY

which is another way of saying that songs can be treated as a basis for reading activities or discussion etc.

Songs suitable for extensive use evidently need to be relevant to the class in some way, though not necessarily popular(?)

Below is an extract from 'Man in the Mirror', from the Michael Jackson LP 'Bad'. The whole song lasts more than five minutes, which may be rather too long for quite a lot of students! However, it is a song with a 'message', which may reward close study if both teacher and class are enthusiastic.

Michael Jackson is an example of the kind of singer whose vocal mannerisms (squeaks, heavy breaths, sighs, sniffs, coughs etc) can be distracting/amusing, and his enunciation of the lyrics is evidently not designed for EFL classroom use, but despite that, he is *quite* popular, and

I'm gonna make a change for once in my life (S1: 'What is 'gonna'?)

It's gonna feel real good, gonna make a difference, gonna make it right.

As I turn up the collar on my favourite winter coat

This wind is blowin' my mind (S2: 'Please teacher, what is 'blowin' my mind?')

I see the kids in the street with not enough to eat

Who am I to be blind? Pretending not to see their needs

A summer's disregard, a broken bottle-top and a one man's soul (skip this line!

unless students notice and ask, of course; then, it's poetry.)

They follow each other on the wind ya know

'Cause they got nowhere to go

That's why I want you to know

I'm starting with the man in the mirror

I'm asking him to change his ways

And no message could have been any clearer

If you wanna make the world a better place (x 2)

Take a look at yourself and then make a change (x 2)

etc etc

6 GENERAL JUMBLING AND MESSING
ABOUT (The GJMA technique)

Songs that have short verses with short lines lend themselves to GJMA treatment. The example below could well be used for a type-5 exercise too, of course, perhaps in contrast with the Barbra Streisand- and the Eurythmics songs, as the word 'love' is used differently in all of them.

'If you love somebody set them free', written and sung by Sting, 1984.

In this GJMA treatment

...Verse 1 has its lines jumbled, and the words jumbled within each line.

...Verse 2 is gapped, with the four missing expressions jumbled below. The verse probably requires that type of gapping because there are lexical difficulties in the metaphors.

...Verse 3 has its lines in the correct order, but within each line the words are jumbled, and in addition each line has its last word missing; the missing words are listed below the verse. Of course, if you want to be really perverse, you can jumble the lines as well.

want to possession if on to your hold you
you same if want can do someone you the
don't think even me about
if want keep precious something to you
you somebody name need call my if
lock up key got throw away and it the to you

Chorus: If you love somebody, set them free...

If it's (1)....., just look into my eyes
Or a (2)....., someone to despise
Or a (3)....., (4)..... you just can't see
Or a (5)....., that's all some people ever want to be

- (a) beast in a gilded cage (b) tied up in chains (c) a mirror you want
 (d) prisoner in the dark (e) whipping boy.

can't independent control an you
 the love can't you tear one
 we believe conditioned forever can't that to
 here happy with and can't we live be
 many so riches so many
 see we everything to want we

live souls heart less apart possess

Chorus:

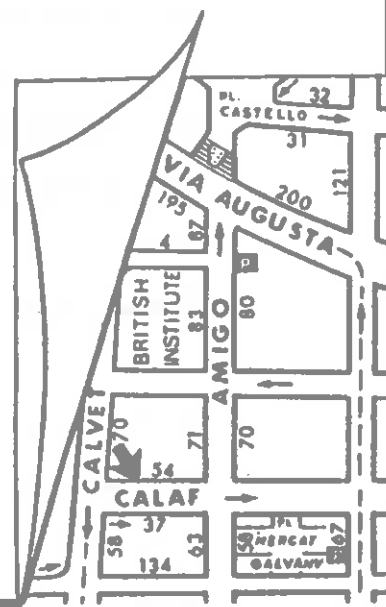
7 USING SONGS IN THE CLASSROOM
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tell me ...

SCHOOL NEWSPAPER

Newspapers are an important source of information... and a wonderful way to learn English. There are different techniques to use the newspaper in the class of EFL as a kind of extra activity. Here is another one you can try as an everyday, fixed activity.

Skills: Reading comprehension, writing. Others: summarizing, designing.

Level: Intermediate and above.

Organization: The school needs to subscribe to an English newspaper or to a weekly magazine.

Preparation: Have a student in charge of bringing the newspaper into class everyday (from the staff room, the school library or even from the newsagent's). This student will split the newspaper in three parts and hand each part to different students everyday.

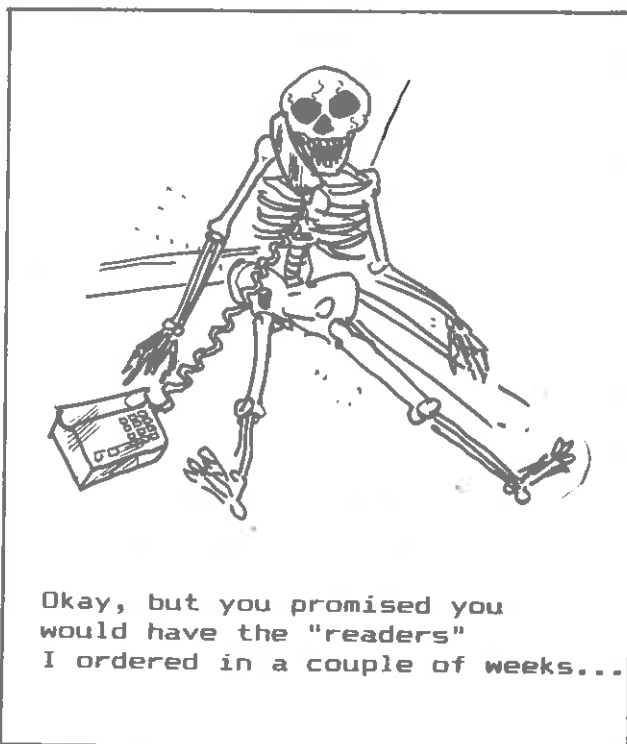
Procedure: Students will take their part of the newspaper and skim for an interesting article (from their point of view, of course). Then, they will read it through, summarize it and "re-print" it. Don't worry if they can't understand the whole text; it's enough if they get the main information. They may have to ask you some questions about the vocabulary. Allow them to cut off the photo from the original, but nothing else. And don't let them copy the headline of the article for it has got to be their own creation.

At this point they have got to design the whole article (text, headline and photo) as if

it was for a real newspaper. Once you have corrected them (it takes less than a minute), display all three articles in the school notice board. Reserve part of the notice board for this, dividing the space into three or four basic sections.

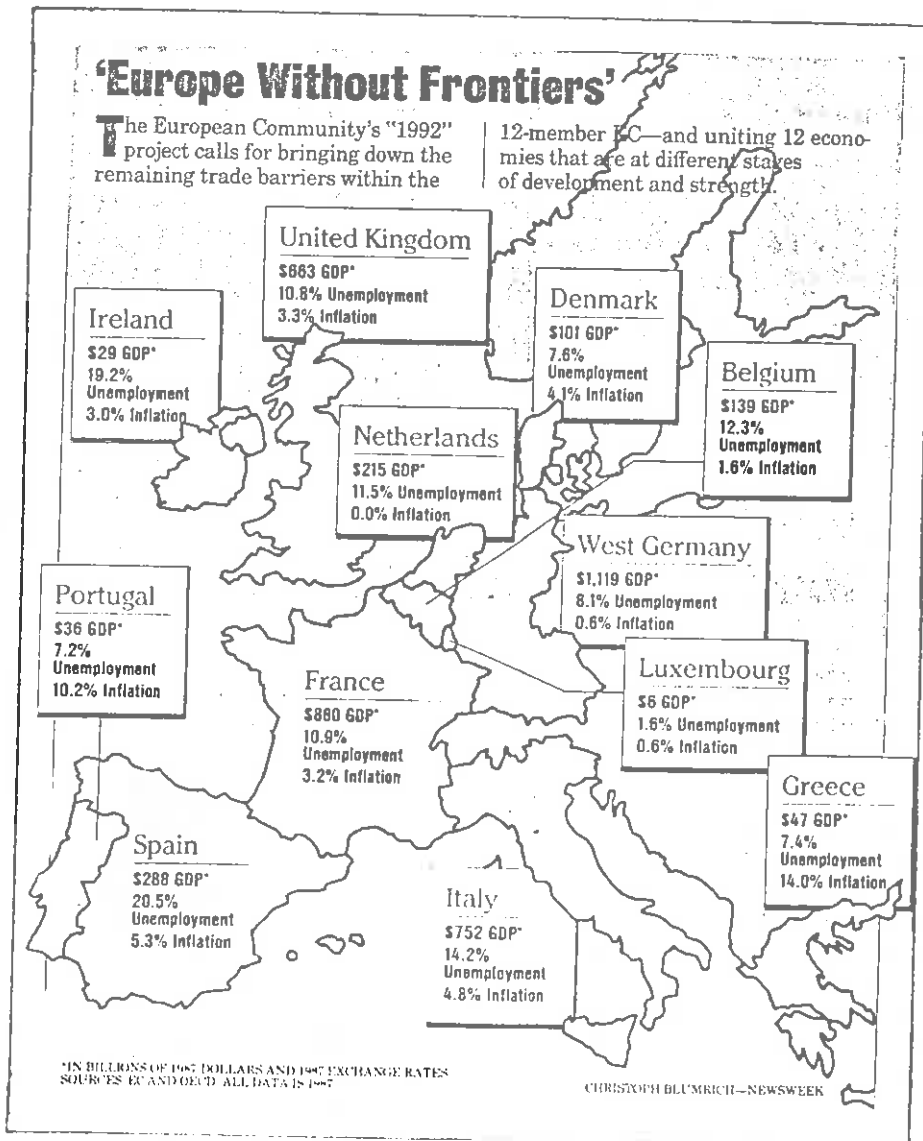
You will be surprised at the excellent results and you will see your students really enjoy this activity. The rest of the students will just glance at the headlines at first, but soon many of them will read this school newspaper everyday; it becomes a habit for them. Here you can see an example of an article designed by a fourteen-year old student.

Ginés Martínez
C.P. Països Catalans
(Lliçà d'Amunt)



Okay, but you promised you would have the "readers"
I ordered in a couple of weeks...

UNITED STATES OF EUROPE



FROM SCOTT SULLIVAN.

Just one year ago, the EUROPEAN COMMUNITY'S plan to initiate a 'single market' remained vague. Today it is a reality.

"Don't tell me"

A TEACHER'S LAMENT OR HOW TO MAKE THE MOST OF A DULL STORY: "THE VERGER"

Somerset Maugham's "The Verger" (El sagristà) tells the sympathetic tale of a man, who although unable to read or write, becomes a very successful businessman guided only by his personal pride and self-assurance. It seemed to me that the moral of this short story could make a challenging invitation to break away from school worries and teachers' boring stuff and open up our minds to the world of fancy and idle speculation. That was the aim of my setting this story as a dutiful reading matter for my 2nd BUP students. However, an exploratory test did not meet my initial expectations.

I had taken for granted that most teenage readers are pretty unlikely to enjoy a static story; but, more disappointingly, I found that the average fifteen-year-old High School student is rather conformist and not too enterprising or willing to change their status (should I have better tried it out with my CDU pets?).

The actual exploitation of "The Verger" consisted of the serial development of a pack of classroom activities (reading, writing, listening and speaking tasks), which altogether turned out to be quite enjoyable and (I hope!) fairly useful. This is the outline of the six-lesson project.

STAGE 1: UNDERSTANDING THE STORY

* A fine translation into Catalan had been handed out as an encouraging alternative to the unsimplified version of "The Verger" (the students with a shaky mastery of English could not believe their eyes!).

* The original story was read out in the classroom, occasionally switching to some improvised sketches of several dramatic events in order to release ourselves from pressure and boredom.

* The teacher gave dictations of a number of statements about the gist and some details of the story. The students were to decide whether they were true or false

Mr Foreman was a heavy drinker and smoker (f)
He had worked as a verger for sixteen years (t)

* A smart student had been commissioned to perform a picture-story. Eighteen lovely drawings showed the main points of the plot. It was up to the classmates (pair-work was welcomed) to write a caption under each picture.

* Finally, the "pusher" got the students to think of a more appealing title for the story: "You never can tell", "The lucky foreman"...were suggested.

STAGE 2: SETTING THE PLACE & THE TIME

* The pupils were requested to list down all kind of direct/indirect references to the place and the time where/when the story might have happened. The background was definite: a fashionable church, a bank and long streets in London (also the East End was hinted).

Getting a rough idea about the date became a puzzle. Still, a few brainy learners found that the reference to cigarette-smoking and tabloid newspapers might be the clues (early twentieth century). Actually it was written in 1936.

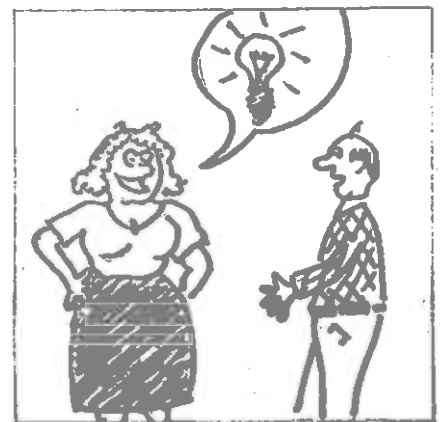
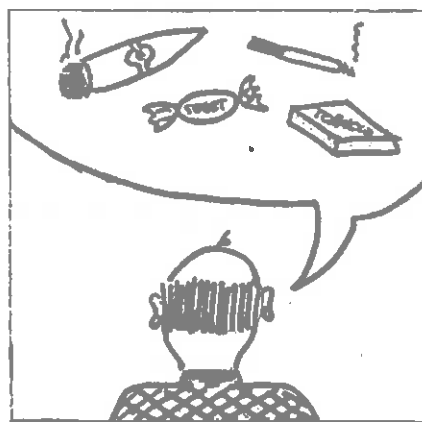
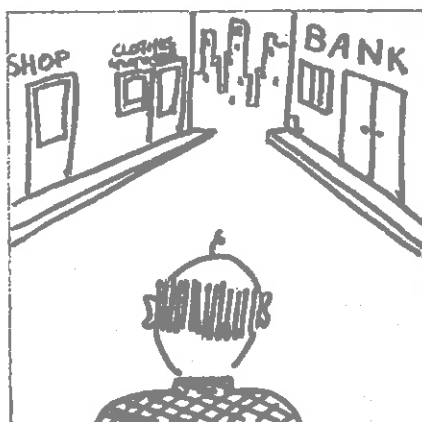
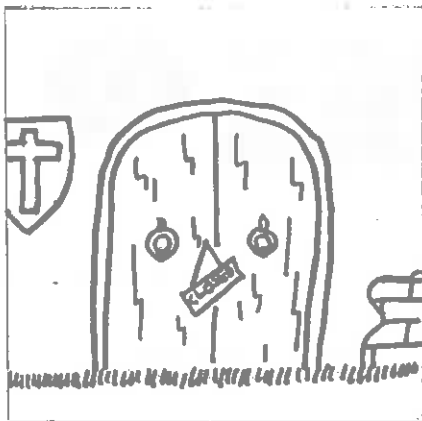
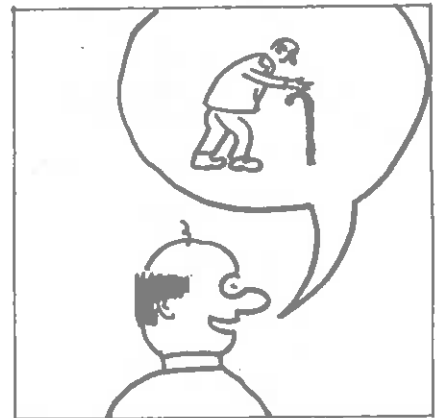
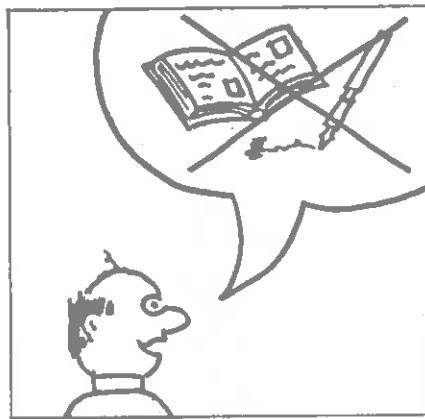
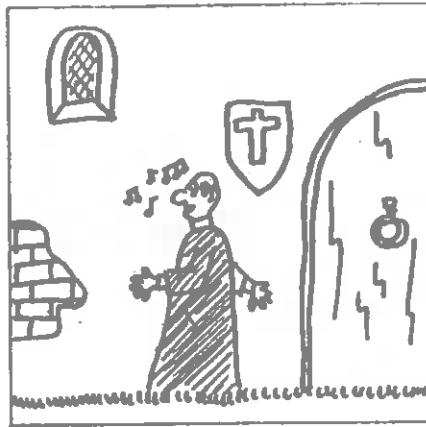
STAGE 3: CHARACTERS

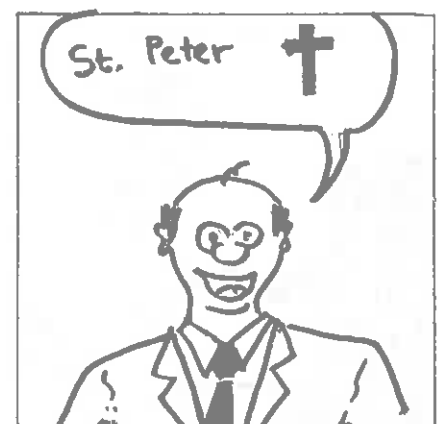
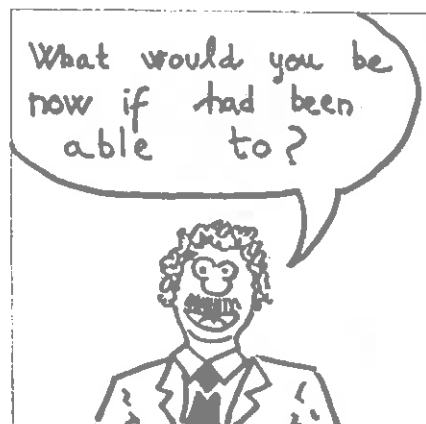
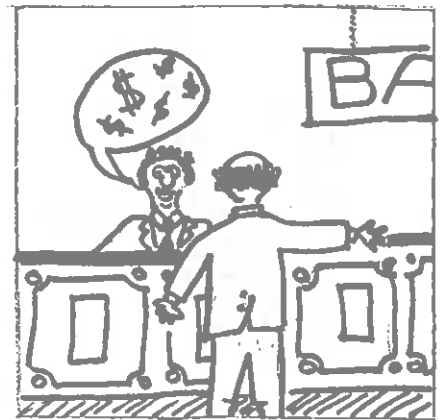
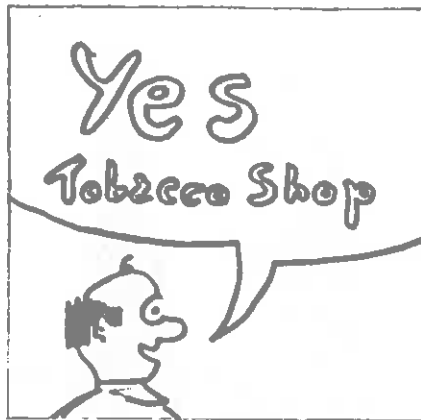
The main star -a verger- had aristocratic features as well as an aristocratic name: Albert (first name, after Queen Victoria's Prince Consort?), Edward (middle name, after Edward VII? Edward VIII?) Foreman (a family name meaning "capatàs"). He was unmistakably a "self-made man". This concept was explained and then a few American examples were called to mind: Rockefeller, Edison, Graham Bell, Henry Ford... The students were encouraged/spurred to talk about a "self-made person" they might have heard about: a local tycoon, someone in their neighbourhood, their grandfather perhaps...

The second shining star of the story -the villain- was a nameless vicar "who wanted to have his finger in every pie". He was christened "Mr Fussy", "Mr Unkind", "Mr Mind-your-Business". Shortly afterwards I inquired, "What about your teachers, do you give them nicknames? What do you call me? The whole class broke into smiles and laughter; yet, I did not manage to find out what they call me (I guess it must be something like 'Stinging Nettle').

STAGE 4: LANGUAGE

Londoners like Mr Foreman speak a funny sort of English: "Don't 'e know?", "only me name", "I shall be 'appy to 'and in my resignation". Some more features of non-standard English, including Cockney, were chalked on the blackboard. The students were delighted to learn that words like "Ta ta" and "Ta" are Cockney for "goodbye" and "thank you". The reading games in rhyming slang and the tapes recording Cockney voices were really amusing (next time they watch Gent del barri-Eastenders, on TV3 they will plug in the 'Dual System').





EUROCENTRES

Cursos de Inglés en Gran Bretaña (Londres, Bournemouth, Brighton, Cambridge, Torquay, Oxford y Edimburgo), en Irlanda (Dublín) y en Estados Unidos (Nueva York, Washington y East Lansing).

Cursos de *Perfeccionamiento y Seminarios* para profesores no nativos de Inglés.

En Barcelona, cursos de Inglés durante el curso académico y cursos intensivos durante el verano (Centro Examinador de la Universidad de Oxford).

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As a follow-up, they read a couple of strip cartoons introducing a Cockney hero: Andy Capp. An extra strip with blank bubbles was then to be filled in using non-standard English (the sort of language our pupils are good at in a grammar test!)

STAGE 5: INSTITUTIONS

"Is St Peter's a picture of an Anglican or a Catholic church?" The overburdened students glared at me as if wondering, "Is the teacher nutty?"

In fact, I had plotted this tricky question together with the school's "mossèn", and so the non-ethical students learnt straight from the horse's mouth that "churchwardens" and "clergymen" are parts of the Church of England.

"What if instead of St Peter's the church were called St Mary of the Immaculate Conception?" I added the morning after. Quite a few pupils swore that they would volunteer as Domund-collectors provided I stopped hammering their brains.

We also discussed a topical subject: the role of women in the Anglican/Catholic Church. No applicants I'm afraid neither as nuns or priestesses.

STAGE 6: PROVERBS

We talked about a few English proverbs on learning: "I'm too old a dog to learn new tricks", "There's no royal road to learning", "A little learning/knowledge is a dangerous thing". As a little practice, the students reworded these proverbs.

STAGE 7: SETTING YOUR OWN BUSINESS

A big poster showing a large number of local shops and facilities was produced in the classroom. "Imagine you are Mr Foreman. What kind of business would you start?" In groups of two or three they drilled free minidiologues following a pattern at first

A. Do you think we should open a fishmonger?

B. No, that's not a good idea. Olotins prefer Espunya products

A. Yes, but in my street there's one which is making money hand over fist.

B. You may be right. Let's try it!

At the end of this speaking round we found that more discos are wanted in our town.

STAGE 8: CLASS DEBATES

The following topics for discussion were issued

* "Do you think that the new vicar's decision to sack Mr Foreman was fair?"

* "Do you think Mr Foreman will ever change his mind and learn to read and write?"

* "How important do you think is a formal education?"

* The old vicar had said that "there was a great deal too much education in the world". Do you agree?

We commented on the rates of illiteracy in the world (UNESCO, 1980: 28.9%) and Catalonia (SEPT, 1978: 7.2%)

* Mr Foreman said, "I think a lot of these young fellows /students/ waste a rare lot of time readin' when they might be doin' something useful". Do you agree?

* Imagine you are a Health Inspector. One day you discover that a successful dentist, Ms Sugarless, is not fully qualified as she did not complete her training. In other words, she has not got a University degree ("títol"). What would you do?

* You are illiterate. How would you manage to vote for your favourite political party.?

As a curiosity, I explained the origin of the Elephant and the Donkey as the emblems of the Republicans and the Democrats in the USA.

STAGE 9: SCHOOL & POP MUSIC

As a farewell party I tried to preach rebellion one more time by playing a couple of nice pop songs in which school and teachers are scorned:

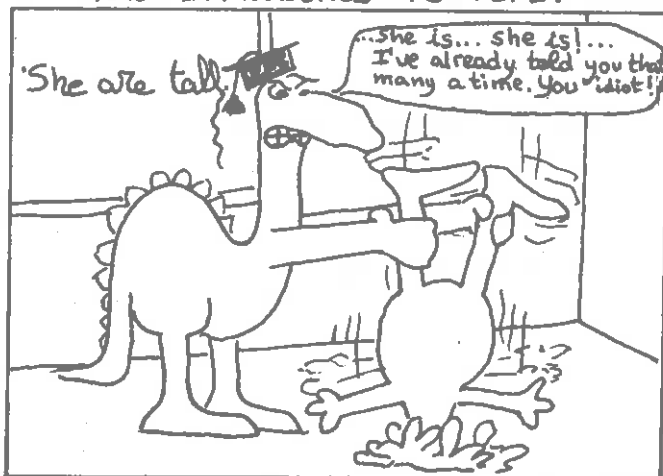
"When I think back on all the crap I learned at high school/ It's a wonder I can think at all" (Paul Simon)

"They /teachers/ are old and wise. Do as they tell you to, don't want the devil to come and put your eyes. Maybe I'm mistaken expecting you to fight." (Supertramp)

"We don't need no education, we don't need no thought control. No dark sarcasm in the classroom. Teacher leave the kids alone." (Pin1 Floyd)

No way! I felt lousy and blue again: my students (flattering me?!) believe coming to school is not a waste of time or rubbish. Ladies and gentlemen of the "Reforma", take note!

NEW APPROACHES TO TEFL.



J.L. BARTOLOME
I.B. MONTSACOPA, OLOT.

NPAC

“Don’t tell me it works”

Travelling light - a fun game designed by 3º BUP students
by Kathy Knott, I.B. F. Martí Carreres, Gerona

I am sure there are few high-school teachers in Catalonia who, after seeing Margarita Ravera and Nuria Vidal's COU syllabus based on a journey, have not incorporated some aspect or other of travelling in their teaching programmes. The following activity is based on a personal experience but it is also inspired by my colleagues' creative and stimulating work, so first of all I would like to express my gratitude to Margarita and Nuria.

Most students enjoy playing games in English but it is not always easy to find suitable ones for them; sometimes the games are too childish or too complicated for them. However, if the students design the game themselves, they can't really complain! "Travelling light" was designed by my 3rd year students after spending several lessons working on different aspects of travelling.

The idea came up while doing this theme as I had taken several of the students to England the previous year and during our trip we had quite a few mishaps: the coach drivers kept getting lost in France, there was a ferry strike, we were attacked one night by a gang of yobs. Consequently, it seemed only logical to talk about things going wrong while on the subject of travelling.

This is how I further developed the idea:

PREPARATION:

At home I prepared a list of possible adversities that might occur at each stage of the journey. e.g.

1. Before you leave home:

- your luggage won't fit in your suitcase
- your parents don't want you to go

2. Setting off:

- the car won't start
- you miss your train

3. During the journey:

- the car breaks down
- the train is so full you can't sit down

4. On holiday:

- the hotel is disastrous
- the weather is terrible

5. The return journey:

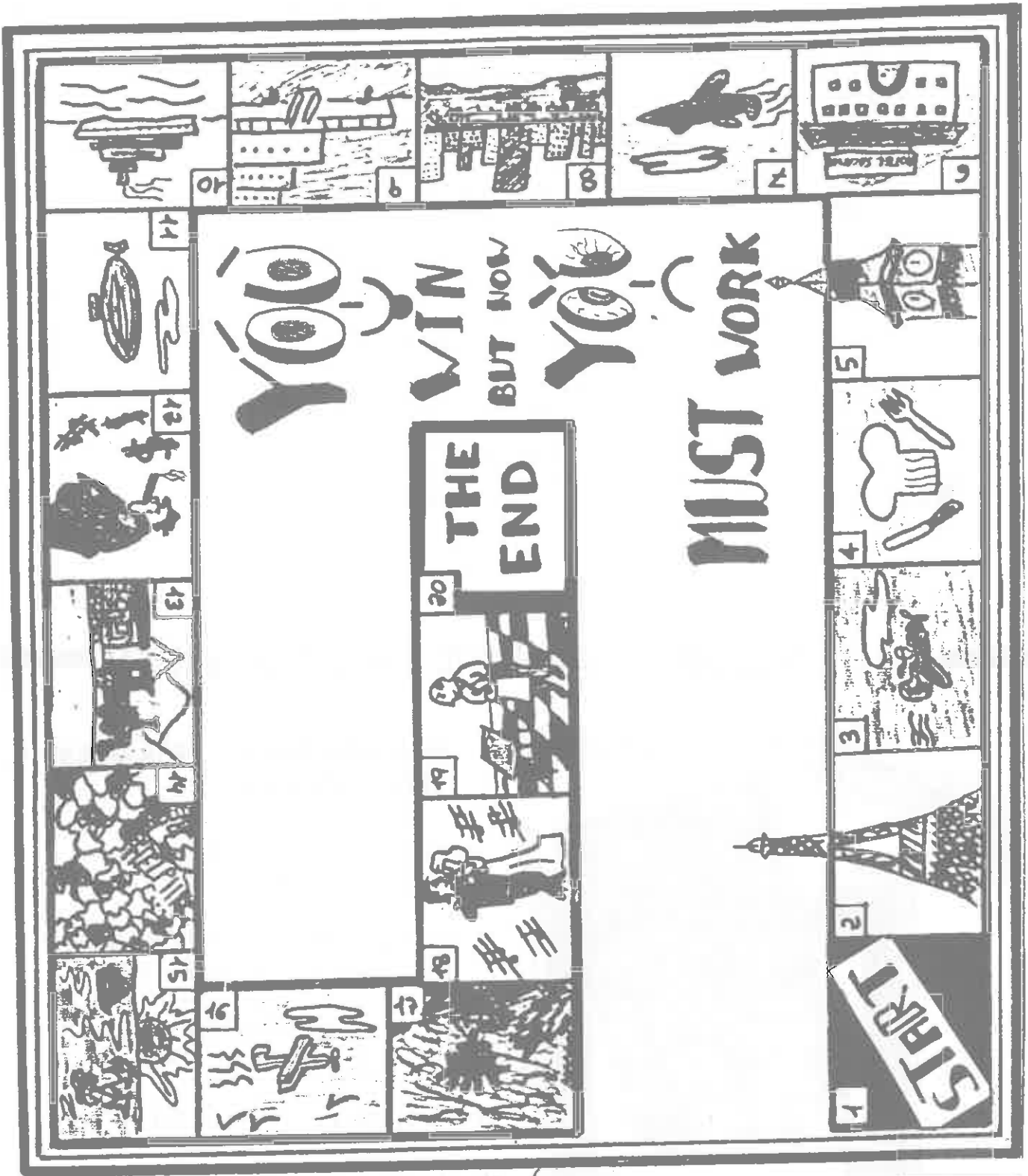
- there is a traffic jam
- you lose your luggage

I also wrote a list of adjectives that would describe a person's feelings in such adverse conditions: fed up, frustrated, exhausted, furious, etc.

Class Procedure:

First I worked with the class as a whole (or rather half the class as it was a "B" hour!). I introduced the theme of things going wrong when travelling and asked the class to say what things might happen before leaving home. I wrote their suggestions on the blackboard.

For the second part, the students worked in groups of four or five. Bearing in mind that travelling is an adventure and doesn't always go smoothly, they were asked to discuss and make notes about the things that could go wrong at the other stages of the journey (i.e. stages 2,3,4, and 5). Once everyone had finished, they read out some of their ideas. I was surprised how imaginative they were and how



DESIGNED by: *Jordi Casellas*
 GENIS.



- 1.START.
- 2.YOU VISITED PARIS.
- 3.AIRPLANE, GO TO THE NEXT AIRPLANE.
- 4.YOU GO TO A RESTAURANT AND YOU HAVEN'T ENOUGH MONEY (MISS ONE TURN)
- 5.YOU VISITED THE HOUSE OF PARLIAMENT.
- 6.HOTEL? YOU DON'T LIKE HOTEL'S FOOD.
- 7.AIRPLANE, GO TO THE NEXT AIRPLANE.
- 8.STRIKE IN THE BUS STATION. YOU MUST STAY MORE DAYS IN LONDON (GO BACK TO NO. 5)
- 9.YOU EMBARK IN THE PORT TO GO TO HAWAII.
- 10.YOU HAVE A GOOD WEATHER AND YOU GO VERY FAST TO HAWAII.GO ON FIVE.
- 11.AIRPLANE, GO TO THE NEXT AIRPLANE.
- 12.YOU GO TO THE CASINO, YOU WIN A LOT OF MONEY AND YOU WIN ANOTHER TURN.
- 13.NOW YOU ARE GOING BY TRAIN. IT'S FUNNY.
- 14.YOU DON'T KNOW WHERE YOU ARE. YOU ARE LOST IN A WOOD AND YOU MUST WAIT FOR ANOTHER PLAYER.
- 15.YOU ARE IN HAWAII.
- 16.AIRPLANE, GO TO THE NEXT AIRPLANE.
- 17.CANNIBALS!!!!!!!!!!!!!! YOU MUST GO TO START.
- 18.YOU MAKE FRIENDS WHEN YOU GO HOME.
- 19.YOU ARE SOON GOING TO START WORK AGAIN.
- 20.YOU HAVE FINISHED THE HOLIDAYS AND NOW YOU MUST WORK YOU WIN THE GAME BUT YOU MUST WORK AGAIN!!!!!!!!!!!!



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much they enjoyed it. After that they wrote out a list of adjectives describing how they might feel in this kind of situations. I found that they needed quite a lot of help (either from the dictionary or from me) with this due to their fairly limited vocabularies.

Finally, the students were given three options for their homework to be done either individually or in pairs:

1. Write a letter to a friend telling her/him about a disastrous journey.
2. Write a letter of complaint to a hotel manager expressing your dissatisfaction with your room, the staff etc.
3. Design a game similar to the Spanish "oca", based on a journey.

The game should be done on "cartulina" and decorated in some way, either with drawings or magazine cut-outs to make it visually attractive.

Some of the suggestions and ideas discussed in class should be incorporated in the game, but some positive travel experiences should also be included. Thus, when a player runs into difficulties, he is sanctioned in some way.

It is important that students know the correct language functions related to games e.g. miss a turn, throw again, go back/on etc.

Conclusion:

Here are some of the end products so you can see the results for yourselves. I find them really quite imaginative. In fact, some of them are so imaginative that they have little connection with travelling! Never mind. We've all had lots of fun preparing the games and playing with them of course.

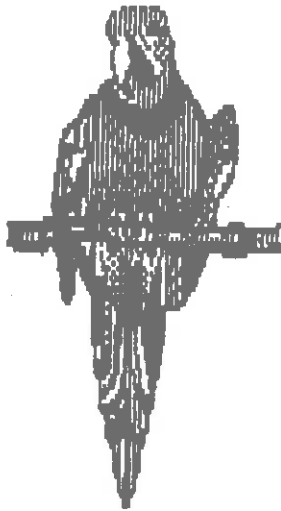
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HELP SECTION.

YELLOW PAGES. CONTACTS. LETTERS. HELP.

Some of the ads and letters published on this page are 'authentic materials', some are 'model input' for your ads and letters to APAC. Since all of them sound equally relevant, we print them together, hoping you enjoy this section. Send your replies as well as your contributions for next issues of APAC-of-News to the APAC Post-Box (Apartat de Correus 22287. Barcelona 08080).



"Shakespeare was OK. Anglo-Saxon was also OK, I suppose. But I am trying to make 40 young brats use the Present Perfect. Nobody taught me what to do in this situation. How about letting some new breeze and fresh air into our academic worlds? 'Anonymous'"

"Experienced undefatigable teacher of English (male) seeks intelligent companion (female) for afternoon/evening brainstorming on current problems of teaching and living. Interests: philosophy and art. Write to 'Albert' Ref.1"

"Do you know of a 'good' textbook? I'm fed up with colourful presentations and neverending remakes of the same. Write to 'Victoria' Ref.2"

"I am not allowed to choose my own textbooks. The director of my school seems to have a private phone line with the bookshop. Does anybody know who I should complain to? Help me, please. 'Sanchez' Ref. 3"

"I live in Puigcerda. I would like to get in touch with other teachers of English working in the area. Contact 'Neus' Ref. 4"

"Madonna's songs are super. I like them. My students love them. Would you like to swap lyrics and tapes? 'Pepita' Ref.5"

"What's the best simple introduction to Second Language Acquisition? Can you help me? I find the current books dense and expensive. Unfortunately my time is short and my patience even shorter. 'Adrian' Ref.6"

LETTERS TO APAC.

Dear Sir,

I suppose I should call you sir, even if we all seem to be doing a slaves' job. Having thanked you several times (even if you cannot remember me at all), for the wonderful job you are doing promoting our English Teachers' association -APAC-, I feel free to go straight to the matter in hand.

Sir. Were we not promised sabbaticals like manah in heaven by our authorities, so that our thirst for more knowledge could be quenched and we would thus feel somewhat rewarded on earth for our incessant struggles in favour of a better educational system in our little country, efforts so far to be rewarded only hereafter?

Were we not told (s. DOC) that FLT was a preferential area? Do we teachers of English not teach a foreign language? How is it then that such a small number of candidates among so many applicants were deemed worth being granted a sabbatical?

Is it not true that our long forgotten Ministry of Education has had for three or four consecutive years a much more generous hand than our beloved educational authorities of the Departament d'Educacio.

This is hard profession, as you know. One in which we live from hand to mouth. How about some help NOW?

Yours sincerely,

Joan.

JORNADES PEDAGOGIQUES

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ICE de la UAB. With the collaboration of APAC.

* El Cap de setmana pedagògic per a mestres d'EGB d'anglès-minijornades- organitzades per Heinemann Iberia, British Council i APAC conjuntament a l'Escola Oficial d'Idiomes han estat un èxit. Ha quedat una llista de 150 persones que no ha pogut participar-hi degut a la limitació de places. Repetirem l'experiència durant el segon i tercer trimestres, per a totes aquestes persones. Ja rebreu informació, com aquesta vegada. No patiu.

• • Durant les últimes Jornades Pedagògiques es passà una enquesta de la que us en oferim els resultats a les planes següents. ICE-UAB, APAC, organitzadors i col.laboradors de les Jornades us agreeixen les vostres opinions. Les Novenes Jornades incorporaran ja moltes de les millores suggerides i les Desenes la seva totalitat. Mercès.
Per cert, necessitem ajuda. Please!

COURSES FOR TEACHERS OF ENGLISH IN E.G.B SCHOOLS

METHODOLOGY & CONVERSATION CLASSES:

Course A

This course has been thought for those teachers who are teaching English in E.G.B. and who have little experience in methodology.

Aims.-

- To bring in some basic ideas for teaching English in a communicative way following students' own interests.
- To help E.G.B. teachers to use English outside the classroom.

General information.-

Methodology classes will be hold every Tuesday from 6 to 7 or 7 to 8 from December to April.

Conversation classes will be hold every Tuesday from 6 to 7 or 7 to 8 from January to May.

For further information please contact with the I.C.E U.A.B. secretary's office. avd. Sant Antoni M^a Claret, 171, Barcelona. Telephone number 235 8257 or 255 3678.

Course B

This course has been thought for those teachers with experience in teaching English in E.G.B. and who have already attended other methodology courses.

Aims.-

To improve pronunciation, to put new teaching techniques into pratice and to create and exchange materials.

General information.-

Methodology classes are organized on topics and each topic will last two or three sessions. Classes will be hold on Mondays from 6 to 8 from December to April.

Conversation classes will take place every Thursday from 6 to 7 or 7 to 8 from January to May.

For further information please contact with the I.C.E secretary's office. avd. Sant Antoni M^a Claret, 171 Barcelona. Telephone number 235 8257 or 255 36 78

We are looking forward to seeing you soon Seminary Permanent d'Anglès d'E.G.B.

SEMINARI PERMANENT D'ANGLES F.P. , Curs 1989 - 90

TITLE	HRS	NAME	TIME	PRECI S
CONVERSATION COURSE : CHATTING AWAY	30	P. WALLER	Thurs. 18.00 20.00	Is your English getting rusty? If it is come and lubricate it. Conversations ranging from commentaries on Leavitt's or Janowitz's latest works to Falcon Crest. Your lingo may have gone down the drain but your ideas must be sparkling.
THE POWER OF THE SCREEN IN THE CLASSROOM	15	N. VIDAL	Thurs. 18.30 20.30	Teaching with films and documentaries. A practical workshop on how to present and exploit through to creating projects based on the entire film and its themes.
MAKING WRITING WORK FOR YOU AND YOUR STUDENTS	16	M. CRUICKSHANK	Tuesd. 18.30 20.30	Everything in the course will be directed to the practical uses of the ideas discussed. Participants will not be given a formula, but a framework with which to clarify their uses of writing when teaching English. <i>They should enjoy writing.</i>
USAGE AND PHONETIC APPROACH TO ENGLISH FOR TEACHERS	40	J. FONT	Friday 18.00 20.30	This course is specially designed for teachers of English who are really interested in improving their fluency and pronunciation.

Estimat/da company/a:

Ens plau informar-te que el Seminari Permanent ha organitzat els següents cursos per aquest any. Aquests cursos van adreçats a tots els professors d'anglès de BUP i FP que hi estiguin interessats, però el nombre de places es limitat, per tant us preguem formalitzeu la vostra inscripció, dins de les dates indicades abaix, a la Secretaria de l'ICE-UAB, (Avda. Sant Antoni Ma. Claret 171 de Barcelona, de 17 a 20 hores).

CURSOS	MATRICULA	INICI
Conversation Course: "Chatting Away"	18 - 21 Desembre	11-1-90
"The power of the screen in the classroom"	18 - 21 Desembre	11-1-90
"Making writing work for you and your students"	27 Feb.- 2 Març	6-3-90
"Usage and phonetic approach to English teachers"	25 - 31 Gener	2-2-90

El preu de l'inscripció és de 500 a 1000 pessetes.

US HI ESPEREM.

Nuri Godoy
José A. Martín

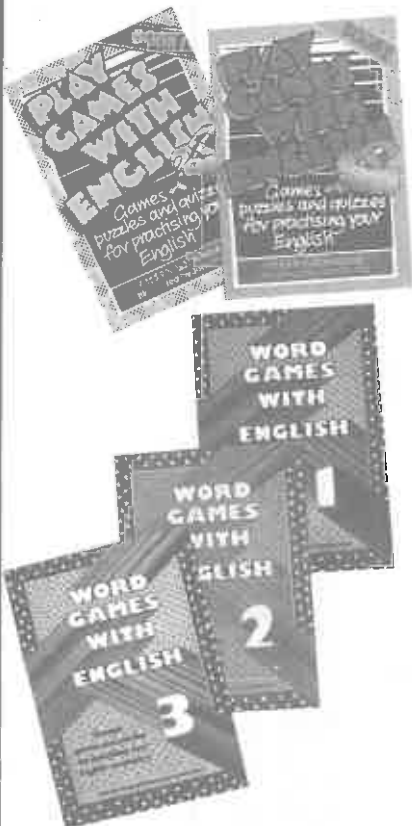
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 - ...
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PARA MAS INFORMACION:
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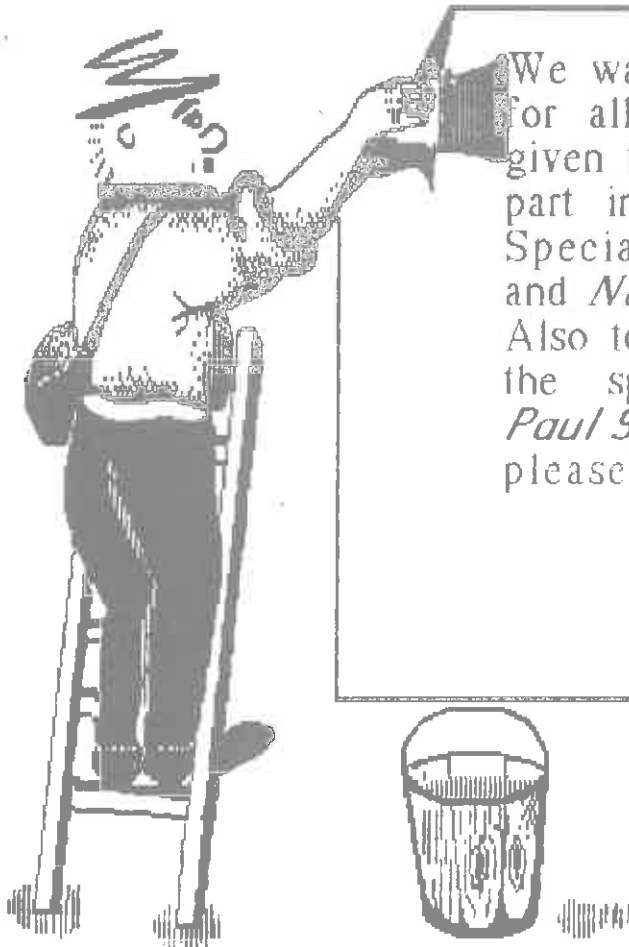
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**RESULTS OF THE SURVEY CARRIED OUT AT THE
" VIIIes JORNADES PEDAGOGIQUES PER A
L'ENSENYAMENT DE L'ANGLES "**

1. PREMISES	
a) Make adjustments and stay in the EOI.....	75
b) Move to a more spacious place.....	87
c) Blank.....	9
2. DATES	
a) Held in the second term as usual.....	151
b) Held at some other time	15
c) Blank	5
3. LEVELS	
a) Teachers from all levels together	118
b) Have two separate groups according to teaching experience	30
c) Have two separate groups according to teaching levels	23
4. PROGRAMMES	
a) Received it	67
b) Didn't receive it	24
c) Blank	80
5. REGISTRATION	
a) Limit the number of applications	17
b) Think of a greater frame	141
c) Blank	13
6. SPEAKERS	
a) Keep the foreign guest-speakers in the morning sessions	65
b) Have mainly local speakers	5
c) Have both local and outside contributions simultaneously	89
d) Different layout suggestions :	
- More talks in the afternoon because of attendance problems .	1
e) Blank	11
8. COOPERATION AND ORGANIZATION	
a) Would you like to help in the organization ?	
- Yes	11
- No	65
- Blank	95

*Total of surveys handed in : 171
Total number of participants: 900*



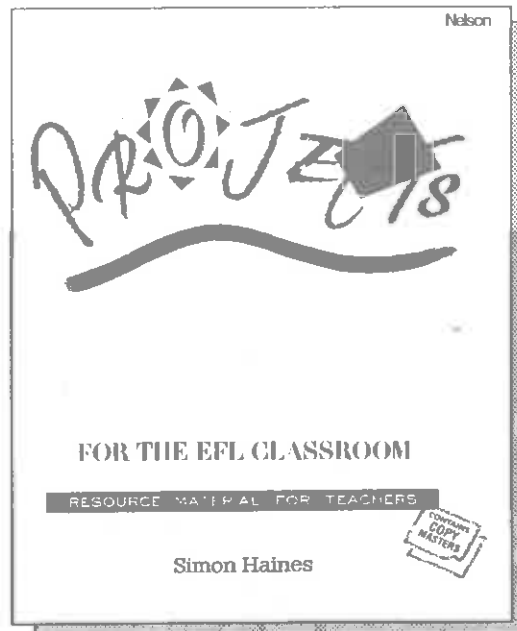
We want to thank Heinemann Iberia for all the effort and the attentions given to the EGB teachers who took part in the October weekend course. Special thanks to *Esther, Eva* and *Núria*, from the Barcelona office. Also to the British Council, and to the speakers *Vaughn Jones* and *Paul Selikson*. Could we do it again, please?-



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El resum següent correspon als suggeriments fets pels participants dins l'apartat de preguntes obertes de l'enquesta sobre les Vuitenes Jornades.

1. Insistència en la puntualitat dels participants a les sessions. El rosari de participants entrant a la sessió una vegada començada distreu, tant al conferenciant com als participants. Es, a més, una falta d'atenció i delicadesa molt gran.
* 13 mencions
2. Divisió de les sessions en 2 nivells: un per a principiants i un altre per professors més experimentats.
* 12 mencions
3. Repetir les sessions que hagin tingut més acceptació, per afavorir l'aprofitament de més participants.
* 09 mencions
4. Les sessions dels matins són massa llargues.
* 07 mencions
5. No s'hauria de permetre l'entrada a una sessió quan l'aula està plena. Generalment hi ha massa participants per aula.
* 07 mencions
6. Manca d'espai a les aules i manca de material fotocopiats per a tothom (per acceptar més participants dels que hi caben).
* 07 mencions
7. SESSIONS PLENARIES:
 - a) No permetre l'entrada una vegada començada: 02 mencions
 - b) No satisfactòries: 03 mencions
 - c) Fer-les els matins: 04 mencions
 - d) Buscar un local més adequat: 01 menció
8. PROGRAMA:
 - a) Hauria de ser més clar: 05 mencions
 - b) Hauria d'especificar el nivell de la sessió: 04 mencions
 - c) El disseny hauria de ser millor: 03 mencions
9. Control d'entrada a les sessions. No s'hauria de permetre l'entrada a persones no matriculades.
* 06 mencions
10. Les sessions haurien de ser més pràctiques.
* 06 mencions
11. CONTROL DE QUALITAT:
 - a) Millor selecció dels ponents: 04 mencions
 - b) Millor selecció dels ponents locals: 04 mencions

12. MATERIAL TECNIC:

- a) Cadires molt incòmodes: 02 mencions
- b) Micròfons no han funcionat bé: 03 mencions
- c) Millorar el servei de OHP i Videos: 03 mencions

13. ESPAIS:

- a) Hi ha manca d'espai: 06 mencions
- b) La zona de l'EOI es perillosa: 04 mencions
- c) Millor distribució d'aules: 02 mencions

14. SERVEI D'INFORMACIO:

- a) Els ponents estrangers haurien de ser informats del sistema educatiu a casa nostra i de les nostres condicions
- b) Les Actes es donen massa tard
- c) Més publicitat de les Jorn. a tot l'Estat: 02 mencions
- d) Les hosteses de les Jornades haurien de estar més informades i oferir informació clara a tothom
- e) Conformació de l'assistència dels ponents
- f) Informar en temps (ICE) de les dates d'inscripció i calendari i horaris
- g) La inscripció s'hauria de fer abans: 02 mencions

15. Oferir la possibilitat d'inscripció per sessions concretes al moment de formular la inscripció
* 04 mencions

16. Convidar únicament a ponents estrangers
* 02 mencions

17. Felicitacions a l'organització
* 03 mencions

18. L'anglès ha de ser llengüa única a les Jornades: 02 mencions

19. S'haurien d'allargar les Jornades: 03 mencions

20. SUGERIMENTS AMB UNA MENCIO:

- 1. Més sessions per principiants i EGB
- 2. L'horari es l'adequat
- 3. Suprimir la sessió d'obertura a l'Hotel Orient
- 4. Els ponents haurien d'ajustar-se al programa
- 5. El temps de descans hauria de ser distribuït per tal d'evitar aglomeracions al bar
- 6. Hi haurien d'haver més sessions
- 7. Convidar més ponents de casa nostra
- 8. Convidar ponents de tot l'Estat
- 9. Revisió de materials audiovisuals
- 10. Sessions de ELT computers
- 11. Donar els certificats d'assistència el primer dia
- 12. Mesclar els ponents, nadius i no nadius junts
- 13. Més varietat en les sessions
- 14. Menys varietat de temes en les sessions
- 15. Les sessions de la tarda haurien de ser més llargues
- 16. Gestionar els permisos de la DGE per l'assistència
- 17. Començar les sessions de mati i tarda una mica més tard

ULTIMA HORA.

En resposta a la nostra carta demanant més hores setmanals per a l'ensenyament d'idiomes als cicles escolars (v. a APAC OF NEWS-3 l'original de la carta que es passà a signar durant les Vuitenes jornades Pedagògiques; v. també "el racó de l'opinió" al Butlletí n° 0 d'APAC) hem rebut resposta del Molt Honorable Senyor President de la Generalitat de Catalunya i el Sr. Director General d'Ordenació i Innovació Educativa. Incloem reproducció d'ambdues. Durant l'entrevista amb el Sr. Joan Descalç, a la que assistiren el Sots-Director General del departament, Sr. Pere Solà, La Sots-Directora General de Formació del Professorat, Sra. Irene Rigau, i la Sra. Dra. del

EL PRESIDENT
DE LA
GENERALITAT DE CATALUNYA

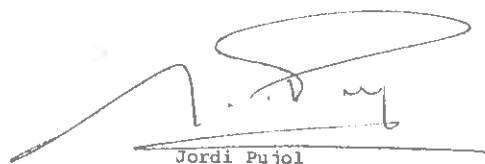
Barcelona, 15 de juny de 1989

Sr. Ramon Ribé i Queralt
President de
l'Associació de Professors d'Anglès de Catalunya
Barcelona

Distingit senyor,

He rebut el seu escrit amb relació a l'ensenyament de llengües estrangeres. Em plau de comunicar-li que ho he passat al Conseller d'Ensenyament, Hble. Sr. Josep Laporte, per tal que s'ocupi del tema.

Ben cordialment,



Jordi Pujol

*Valdrà la pena que vote
escriu'm també directament
el Conseller.*

Generalitat de Catalunya
Departament d'Ensenyament
Direcció General d'Ordenació
i Innovació Educativa

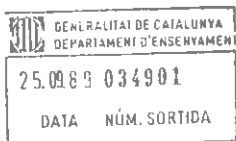
Avda. Diagonal, 682
08034 Barcelona
Telèfon (93) 205 10 00

Associació de Professors
d'Anglès de Catalunya
Apartat de Correus 22287
08080 BARCELONA

Localitat i data Barcelona, 20-IX-1989

Referència DGOIE/JD/CG

Assumpte



Benvolguts senyors,

Responent a la carta tramesa al Molt Honorable President de la Generalitat de Catalunya us convoquem a una reunió que tindrà lloc el dia 10 d'octubre d'enguany a les 11 hores al Departament d'Ensenyament, Av. Diagonal, 362 3a. planta, per parlar amb el Director General d'Ordenació i Innovació Educativa, que juntament amb el Subdirector General d'Ordenació i la Subdirectora General de Formació del Professorat, puguem tractar del tema que us ocupa.

Ben cordialment,



Joan Descals i Esquius
DIRECTOR GENERAL

Centre de Recursos de Llengües Estrangeres, Sra. Ma. Dolors Solé, argumentarem el punt de les hores i alguns mencionats a l'editorial d'aquest APAC OF NEWS. Se'ns assegurarà: 1. que es facilitaria l'assistència a les Jornades (permisos); 2. més dotació per al Centre de Recursos; 3. pel que fa a les hores, es preveu la possibilitat de 3 períodes setmanals de 50 minuts (dependrà dels centres) als nous ensenyaments; 4. s'està estudiant la convalidació acadèmica dels que han estat Formadors del Pla de Llengües Estrangeres; etc. Agraïm haver estat rebuts. Haurem d'analitzar doncs aquestes informacions.-

(seguirem informant)

A.P.A.C.

BUTLLETA DE SUBSCRIPCIÓ

(Escriviu si us plau en majúscules i lletra clara.)

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Senyors: prego a aquest Banc/Calxa que fins nou avís, paguin amb càrrec al meu c.c./llibreta, els rebuts que presenti l'Associació de Professors d'Anglès de Catalunya (A.P.A.C.), referents a la quota anual de 1.500 ptes.

Atentament els saluda.

Signatura,

Data: _____ de _____ del 19_____

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Número del compte _____

Trametre a: Associació de Professors d'Anglès de Catalunya
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APAC of NEWS

Butlletí de l'Associació
de Professors d'Anglès de
Catalunya (APAC)

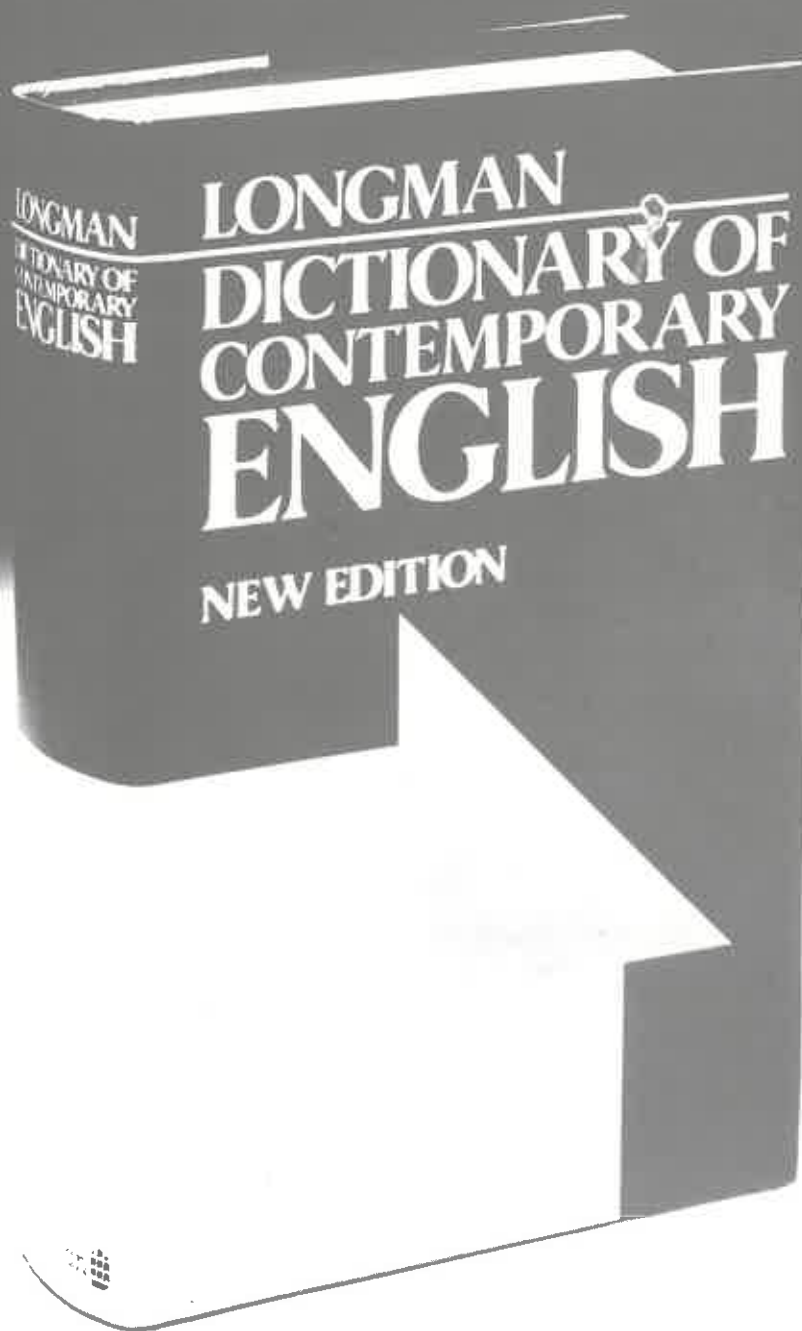
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