

A

B

A

C

7-8

O

F

M

W

S

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



Contents.	Page.
From me to you.	1
Assamblea APAC.	3
Don't tell me it works.	
Teach English by Magic.	
by Joan Gumbert.	7
Hat, Cat, Rat	
by M.Ravera & L.Raisanen	13
III Concurs APAC. Bases.	16
Letters to the Editor	
Student's contribution.	19
From Other Sources	
English, Britain & the ELT Teacher	
in the European context of '92'	
and beyond.	
by Tim Sebbage	20
Peticions d'auxiliar de conversa.	
Model d'instancia.	24
From the Malaysian 'The Star': The	
use of E. as an International Language	25
APAC Info	
Resum de Comptes	27
Concurs per a elaborar material	
curricular.	27
Postgraduate courses in Catalonia	28
Master courses in Catalonia	30
PhD courses in Catalonia	32
Our Interviews	34
Jornades de Girona	37
Keep yourself busy. A crossword.	39
X Jornades (27/II to 2/III, 1991)	41
Historia d'una reivindicacio	46

FROM ME TO YOU



November, 1990.

Dear APACs,

A thick issue of our bulletin APAC of NEWS (7&8), reaches your hands again. Do not be surprised. October syndrome and 1st term evaluations have had a hand in it. We hope that quality of content will make up for the delay.

We are happy to announce that FAPIE (Federacion de Asociaciones de Profesores de Inglés del Estado Español) is already in existence. The new baby is just born. It will need time for consolidation before it starts walking and becomes active. We will keep you posted.

We had our General Assembly in September. Many of you contributed to it with your presence and your ideas. If you could not attend it, you can still read the minutes of the meeting in this issue of APAC of NEWS.

No.9 of our Bulletin is almost ready. He hope you can read it before we meet at the X Jornades (Barcelona 27/II to 2 /III, 1991). Do not forget that this year it is a special event. A larger number of lectures and workshops, social events, and other surprises will welcome you. Do not miss it!

Merry Christmas, dear APACs. Enjoy your well deserved rest in the peace of your homes, with family and friends. Our best wishes for a happy 1991.

Yours,

APAC

...Foss takes Sugar's arm. He pushes her. Sugar falls down. She shouts to the little boy...

From *Sugar and Candy*
(Starter level)

...Sheila and Charles waited in the old building. Slowly it became dark....

...Suddenly a man hurried up the lane...

From *The Long Tunnel*
(Beginner level)

Roger was about forty years old. He was tall and handsome. And he was very rich...

...Ruth was younger than Roger. She was quite good-looking and she had big beautiful dark eyes.

From *The Escape and Other Stories*
(Elementary level)

**"But this girl is not innocent", Robert thought to himself...
...But who will believe it?**

From *The Franchise Affair*
(Intermediate level)

Cold, mud and fog filled the streets of London...

...That evening there was a small dinner-party at Bleak House...

From *Bleak House*
(Upper level)



HEINEMANN GUIDED READERS AND NEW WAVE READERS:

***make learning English
more exciting!***

Ask for the Heinemann
Readers Catalogue to:

Heinemann
Balmaes, 191 - Tel: 93/237 90 00
08006 Barcelona



Heinemann



ASSEMBLEA APAC 1990

20 setembre 1990
Ateneu Barcelonès, 18 hores

Assistents:

Ramon Ribé, Neus Serra, M^a Cristina Riera, Roger Franquesa, Mercedes Esteban, José Antonio Martín, Margarita Ravera, Núria Marquez, Ricard Garcia, Miquel Llobera, Isabel Vidaller.

Rosa Font i Ramon Comas d' Itaca.
Craig McWilliam d'Oxford
Una representació de l'editorial Heinemann.

Socis
En total 30 assistents.

1. El President Ramon Ribé saluda als assistents i informa, en primer lloc sobre què ha fet, què fa i què farà APAC.

- Informació sobre **activitats**
 - Activitats fetes per i dins l'APAC, activitats actuals d'APAC
 - veure el llistat a la revista APAC of News n^o 3 i 5/6
 - altres...
 - Activitats previstes per a aquest curs
- Caps de Setmana Pedagògics: a més dels ja realitzats, hi ha previsió d'organitzar més amb la col.laboració d'Oxford i Itaca.
APAC col.labora en les Jornades Pedagògiques de Barcelona, Lleida i Girona. Per altra banda, aporta ponents de la mateixa associació.
- El concurs anual
- L'edició de la revista *APAC of News*.

2. Estat de comptes

La secretària de l'Associació presenta el resum dels comptes des del maig del 1988 fins el moment.

Del període maig 1988 al setembre 1990:

Ingressos:

1.033.004 ptes per quotes de socis

250.000 ptes per publicitat a la revista

TOTAL ingressos: 1.283.004 ptes

Despeses:

TOTAL despeses: 779.304 ptes

Saldo favorable de 503.700 ptes



Es preveuen unes despeses de 100.000 ptes per al proper n^o de la Revista.





- Per que fa als rebuts, l'oficina de la Caixa amb la que es treballa des dels inicis de l'associació carregà 150 ptes en concepte de comissió per cada rebut domiciliat i cobra 350 ptes per cada rebut retornat. Hom veu que aquesta situació hauria de canviar. Una altra font de despeses és la Federació, ja que s'haurà d'aportar 300 ptes per soci.

-(RR informa de les reunions i gestions fetes a Madrid, per constituir la Federació. A l'última reunió es va formar la Junta Provisional amb els tres presidents de les Associacions assistents a la reunió: APIGA, GRETA i APAC. El total d'associacions interessades és d'onze).

3. Per tot això sembla convenient la pujada de la **quota anual**.

Actualment cada soci paga 1.500 ptes l'any. Les quotes en les altres associacions de l'Estat oscil·len entre 2.500 i 5.000 ptes l'any.

Es discuteix sobre la quantitat més convenient per fixar la nova quota. Es fa una votació amb els resultats següents:

2.500 ptes —————> 22 vots

3.000 ptes —————> 6 vots

(2 abstencions)

S'aprova, per tant, que la quota per al proper any sigui de **2.500 ptes**.

- La **quota institucional** o per a "institucions". La Junta proposa a l'Assemblea la modalitat d'afiliació a l'APAC per Centre escolar o Seminari. Aquesta quota podria ser el 80% del doble, és a dir, **4.000 ptes**. Amb aquesta quota i carnet hi podrien participar a les activitats d'APAC i gaudir de les bonificacions i avantatges dels socis un màxim de 2 beneficiaris.

4. Concurs APAC

- Ricard Garcia informa sobre el concurs d'enguany ("Board Games"). Hi ha quatre premis, un per a EGB, una per a la 1ª etapa d'Ensenyament Secundari (1r, 2n BUP - 1r grau FP), un per a la 2ª etapa d'E.Secundari (3r BUP, COU, 2n grau FP), i Escola Oficial d'Idiomes.

S'han presentat majoritàriament concursants d'EGB.

Es comenta que aquests premis es lliuren massa tard i que per al proper any caldria pensar que el lliurament fos per Sant Jordi. S'acorda que els "board games" presentats a concurs s'exposin a les Jornades de Barcelona i que els premis es lliurin als mateixos centres dels guanyadors.

Pel que fa al **concurso del curs 90-91**, es parla de convocar un per a alumnes i un altre per a professors. El termini de presentació serà el 28 de febrer 1990 i els premis els pagaran l'APAC i les editorials que hi vulguin col·laborar.

El concurs per a professors consistirà en la presentació d'**una activitat de classe** descrita de tal manera que d'altres professors també la puguin desenvolupar a les seves classes. Pel que fa al concurs per a alumnes hi haurà diversos apartats:

*Revista d'aula

*Board games (sembla que té molt d'èxit entre els alumnes d'EGB)

*Conte visual (còmic???)

*Vídeo o àudio





Les bases del concurs sortiran al n°7 de la revista.

5. Renovació parcial de la Junta. Nova composició.

Baixes:

Per diferents motius han deixat o deixen la Junta: Elena Pavía, Montse Colell, Josep M^a Ferran, Magí Casañas i 3 o 4 persones més.

Altes:

Es proposa com a nous membres de la Junta:

Ricard Garcia
Roger Franquesa
Núria Márquez
Joan Gumbert

que ja col.laboren, actualment, en diverses activitats de l'APAC (Concurs, Revista...)

6. S'ofereixen, a més, com a **voluntaris** per col.laborar:

Assumpta Carandell (EGB), tel 200.51.16
Joan Farré (EGB, pedagog) , tel 666.21.43
Conxita Tort (Solsonès) , tel 490.15.34

7. Roger Franquesa parla sobre la situació actual de **la revista**. Diu que s'hauria de trobar la manera de potenciar la secció de "Cartes al director", i que seria també enriquidor per a la revista encarregar i pagar articles.

8. Revisió i **canvi** d'alguns punts dels **Estatuts** de l'associació.

- Es fan les següents propostes:

a) que la composició de la Junta sigui la mateixa i no es renovi durant un període de 3 anys-i no 4-, sense eleccions per a renovacions de càrrecs diferents cada dos anys.

b) que s'ampliï i obri l'afiliació a col·lectius que ara no poden ser de l'APAC; per exemple, professors d'acadèmies d'idiomes, etc

Es discuteixen i aproven ambdues propostes.

Es discuteix, sobretots què s'ha de demanar, doncs, per a ser soci de l'APAC.

N'hi ha prou amb donar classes d'anglès??? Com s'acredita que un és professor d'anglès?

9. A l'apartat de **precis i preguntes**, hi ha els següents punts:

- Una pregunta sobre si per assistir a congressos de IATFL s'ha de ser soci de l'APAC.

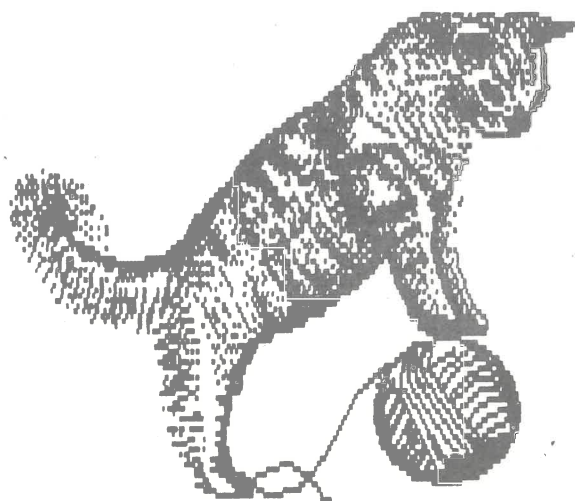
- Consulta sobre informació de beques per a cursos de professors. En José Antonio Martín contesta que al n° últim de la revista hi ha informació sobre les convocatòries del DOGC i del BOE.

- Pregunta sobre el curs British Council - APAC. Es demana que sigui gratuït per als socis de l'APAC i que contempli tots els nivells de l'ensenyament.

- Consulta sobre el pla de Formació del Dpt. d'Ensenyament de la Generalitat i de com l'APAC hi podria incidir. Es comenta que actualment una cosa és el Pla oficial de la Generalitat, i una altra les accions d'una Associació privada com és l'APAC.

-
- Consulta sobre la difusió de la Revista. Es comenta que hi ha uns 6.000 centres d'Ensenyament a Catalunya. El Butlletí arriba a 1.500, que són una mostra del "mailing" d'una determinada editorial. S'hauria d'intentar ampliar la difusió i pensar la manera de finançar-la. De moment es suggereix d'enviar-la als Centres de Recursos i institucions similars on poden tenir una difusió extra.
 - Es parla de nou sobre la quota institucional.
 - Es suggereix de tenir una tauler d'anuncis de l'APAC. Podria ser al Centre de Recursos de Llengües Estrangeres de Barcelona.

S'acaba la reunió a les 20.00 hores del vespre.



ATENCIÓ!

SABEU QUE EL

III CONCURS APAC

JA ES AQUI?

No us ho penseu més!

Mireu la plana

Afanyeu vos!

DON'T TELL ME IT WORKS!



TEACH ENGLISH BY MAGIC.

Algunes idees per a bastir un projecte per a l'ensenyament de l'anglès a través de la màgia.

1. TEACH ENGLISH BY MAGIC.

Why Magic?

.Because it provides a communicative theme that the teacher may develop in the classroom.

.Because it is novel and therefore it motivates the students.

.Because it may be easily slotted in every lesson.

What Magic?

.Rough magic: at the presentation stage.

.Real magic: at the recreation stage.

Which Magic?

.The procedures and materials suitable to particular linguistic items and teacher's individual style.

A. Rough Magic

It provides a framework involving limited lexic, structures and functions combined with an abundance of gesture.

The context may help to establish grammatical or functional words such as articles, auxiliary verbs, etc...

The framework provided can be considered communicative due to the fact that audience cannot know the outcome of the magic, so its attention is held.

The GUIDELINES to take into account are:

-presentation not overcrowded with techniques.

-economical language.

-excessive illusion or sleight of hand gives way to the deception. The way magic works must be as much unnoticeable as possible.

-add a sense of fun to the proceedings by suggesting that the teacher is an incompetent magician who is cheating.

-careful attention to the layouts, the silences, the gestures,...

B. Real Magic:

The students need to have experiences beyond the language-learning classroom in order to have anything to communicate.

They must learn to enjoy using English in a natural context regardless of it is relevant or not to their long term objectives.

An important aim is to emphasize on student involvement in C.A. more than in Language Teaching Goals.

The students are given an opportunity to experiment at their own linguistic level without the constraints imposed by exams and syllabuses.

The roles of the teacher in this situation can be:

-organizing the classroom, and promoting the students involvement.

-advising students.

-learning from them.

-only intervening when communication breaks down.

Advantages of this kind of activity:

- it provides with a communicative theme outside the real language syllabus.
- it is an activity that should involve most students.
- it implies interaction between the magician and the public.
- it can complement other Communicative Activities
- it includes a lot of extra-linguistic elements.
- it allows students of linguistic ability to perform in public.

2. HOW TO ORGANIZE ALL THIS "MESS"?



The Classroom:

- very formal approach: teacher controlled classwork.
- formal approach: teacher-directed classwork towards linguistic goals.
- informal approach: teacher-directed group towards personality and linguistic goals.
- very informal approach: students centered activity.

Introducing Magic into the classroom; Things to remember:

1. Perform the trick only on a particular day or ask someone to perform one before you repeat yours. This will make it more interesting and less easy for the audience to guess the secret.
2. Take your time -generally the longer it takes, the more enjoyable it is.
3. Don't worry if the things turn out slightly different when you are performing. Don't worry. Take your time. It may still work.
4. Don't worry if things go completely wrong-failing can be fun too.
5. Remember the golden rule: let other magicians have a chance.

Instructions to your Students before performing in front of the Audience:

- .Select a trick for negotiation with the teacher and the colleagues.
- .Work out what the trick entails (linguistically and practically)
- .Practise the trick with someone else to watch and assist.
- .Prepare the performance (equipment, memorize what to say,...)
- .Do it! and Good Luck.

3. MAGIC FESTIVAL

(For a group of 8th of EGB)-C.P. Napoleó Soliva

ACTIVITIES:

1. Introduction: The teacher performs a magic trick in the classroom. 1 session.
2. Dialogue about it with the students. Asking them how it works, and if they like or dislike that kind of shows.

Aims:

- Motivation to a further work.
- Recognise the meaning of social conventions, and the way they are used.
- Recognise the meaning of mime, gesture, facial expression, etc.

3. Group Activity: Each group of four or five students, choose among several options a magic trick. And following the instructions given in a worksheet they must:

- read and understand it
- prepare materials they need
- perform the trick in the group and then in public, in front of the big group. 2 sessions

Aims:

- Acquire a wider vocabulary.
- Become familiar with written instructions in English.
- Develop a sense of sharing and being concerned with the other in a language development activity.
- Develop ability to use a F.L. for purpose of communication.
- Getting and processing information.

4. Performing in public the tricks. 1 session

Aims:

- Activating acquire language.
- Using English and interacting with the classmates.

5. Group Activity: Our own tricks; the book for magicians. Each group again looks for, collects magic tricks they like, and prepare to be performed, and they also write down the instructions and materials to do it, in order to help someone who may want to do them. With all the instructions we make a book, our own book of Magic. 2 sessions

Aims:

- Develop one's strategies to communicate at an elementary level.
- React appropriately to things done and said by the others.

CONTENTS:

- Welcoming ceremonies.
- Introducing yourself and someone else: "This is my assistant...".
- Explaining the public what they see or the magicians wants them to see.
- Specific vocabulary.
- Commands: asking people to do something, like calculations, looking at someone cards, etc...
- Describing objects: "This is heavy,...."
- Making decisions: "Let's choose the....one".
- Talking about actions.
- etc...



4. BIBLIOGRAPHY:

The following are some books about Magic and communicative approach theory:

Andrews, John. Say what You Mean in English. Book I. Thomas Nelson 1975.

Asher, James, J. Physical Activity as a Continuous Integral Part of learning in Learning Another Language through Actions: the Complete Teacher's Guidebook, Sky Oak Productions, 1977.

Brook, Peter. 1970 Production of 'A Midsummer's Night Dream' (Shakespeare) in BBC TV Review programme 1971. Open University Drama Course A307.

Byrne, Donn. Teaching Oral English. Longman 1976.

Daikin, Julian. The Language Laboratory and Language Learning. Longman 1971.

Davis, Robin. 'All Protein and no Roughage makes Hannd a Constipated Student' in Holden, Susan (ed.) English for Specific Purposes, Modern English Publications. 1977.

Gateegno, Caleb. 'The Silent Way' in The Common Sense of Teaching Foreign Languages, Educational Solutions. 1976.

Haskeil, John F. 'An Eclectic Methbd?' TESOL Newsletter. April 1978.

Kerr, J.Y.K. 'Picture Cue Cards for Pair or Group Work' in Holden, Susan (ed.) Visual Aids for Classroom Interaction, Modern English Publications, 1978.

Lee, W.R. Language Teaching Games and Consents 2nd edn. Oxford University Press. 1979.

Maley, Alan and Doff, Alan. Drama Techniques in Language Learning. Cambridge University Press. 1978.

Nicholls, Sandra, O'Shea, Patrick and Yeadon, Tony. English Alive Book I. Edward Arnold. 1977.

Reed, Graham. Magic for Every Occasion. Kaye & Wood. 1978.

Revell, Jane. Teaching Techniques for Communicative English. Macmillan, 1979.

Edey, Philip. 'When Communication Breaks Down: Levels of Coherence in Discourse' Applied Linguistics, Autumn 1980, Oxford University Press.

Sion, Christopher. 'Just the Thing for Friday Afternoons: Limericks' Modern English Teacher. September 1978.

Spolsky, Bernard. 'The Comparative Story of First and Second Language Acquisition' in Fekman, F.R. and Flastings, A.J. (eds.) Studies in First and Second Laguage Acquisition. New Bury House. 1979.

Wilkins, D.A. Linguistics in Language Teaching. Edward Arnold. 1972.

Wilkins, D.A. Second-language Learning and Teaching. Edaward Arnold. 1974.

The following are a few different types of books on Magic:

.Written for English-speaking Children:

Ladybird, Tricks and Magic, Ladybird Books, 1969.

Very good illustrations and tricks. Quite simple language but some new words, too.

.Collections of Games for Parties:

Edmundson, Joseph, The Best Party Games, Pan, 1958.

Not many pictures, but written in clear style. Two chapters on Magic but there are other tricks in this book which you will have to search for.

.Written for Amateur Magicians:

Clive, Paul, Card Tricks without Stoll, Faber, 1968.

A difficult book which introduces a lot of new terminology but starts with a very detailed glossary. A section on tricks of Master magicians too. If you find any books like tehese (not only about card tricks) written more for professional or serious amateur magicians it may help you to write out your own glossary first.

Gibson, Walter, Secrets of Great Magicians, Collins 1967.

A fascinating book with sections on oriental, historical and famous Magic. Good illustrations, very interesting. Easy to understand the Magic but not ewasy to do it.

Kaye, Marvin, The Complete Magician, Pan, 1977.

A long book full of tricks for many different types of audience -children, adults and 'special' audiences. Very detailed explanations and good advice on how to perform tricks. An introduction on the Magic Circle. Hard work but satisfying.

Lanners, Edi, Columbus Egg, Paddington Press, 1976.

Beautiful illustrations, old-fashioned language. Many tricks, games and experiments with objects that you can find easily such as eggs, corks, forks. If you use a book like this you must 'translate' it into modern English before you perform the tricks.

Wright, A., Betteridge, D. and Buckby, M., Games for Language Learning, Cambridge University Press, 1979.

Some good tricks for Beginners and other interesting games.

.Optical Illusions:

Paraquin, Charles H., Eye Teasers, Granada Publishing, 1979.

Full of interesting pictures; you can amuse yourself too.

And, highly recommended:

Hassal, Peter John, English by Magic, Pergamon Press, 1985.

Ideal for use at the free or 'recreation' stage of a lesson, these activities will provide an enjoyable context for learning English.



Joan Gumbert i Ribot
C.P. Napoleó Soliva
Blanes (La Selva)

*** INVITATION TO ALL APAC MEMBERS.

ANN SNOW will be coming to Barcelona next January. She will give a lecture at the University of Barcelona. This event has been jointly organized by the Institute of American Studies and the Dep. de Filologia Anglesa-UB.

TITLE: *Theme-based Curriculum and Materials Development.*

DATE: 31, January. TIME: 19.00

PLACE: Departament de Filologia Anglesa. UB.
Plaça Universitat.



EF

VIAJES LINGÜÍSTICOS

La mayor organización internacional
del sector turístico cultural

precisa

PROFESORES de INGLES

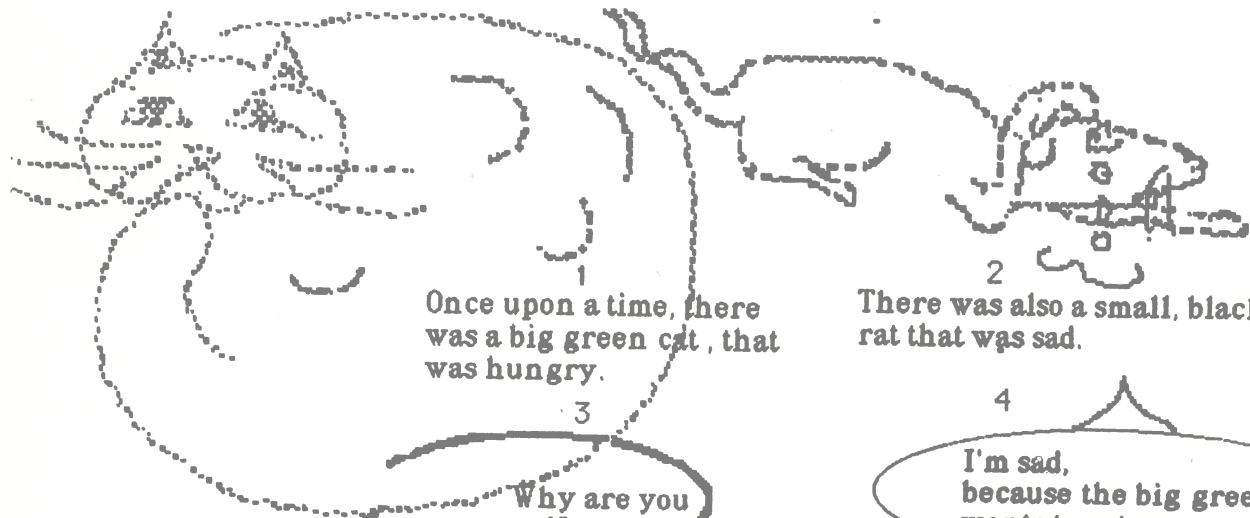
Para impartir cursos de verano
en Inglaterra, durante un mes,
a alumnos de 10 a 19 años.

Si desea recibir información detallada, remítanos, por favor,
la pestaña inferior

----- ✂ -----

Apellidos: _____ Nombre: _____
Dirección: _____ C.P. _____ Tel. _____
Población: _____ Provincia: _____
Centro en el que imparte clases: _____
Población: _____ Curso/s: _____
Enviar a: E. F. / F. Pérez Cabrero, 19, 101a/ 08021 BARCELONA

HAT CAT RAT by Margarita Ravera and Leena Räisänen

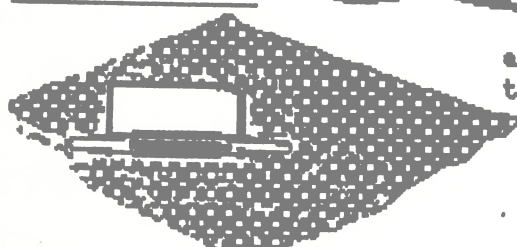


1
Once upon a time, there was a big green cat, that was hungry.

2
There was also a small, black rat that was sad.

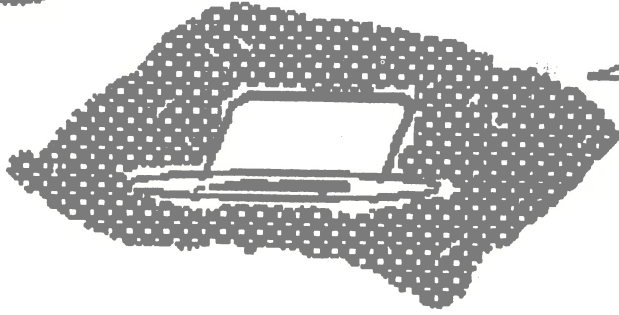
3
Why are you sad?

4
I'm sad, because the big green cat wants to eat me.



asked the hat that was on the rug

Said the small black rat



5
Come under me, said the yellow hat, that was on the rug.

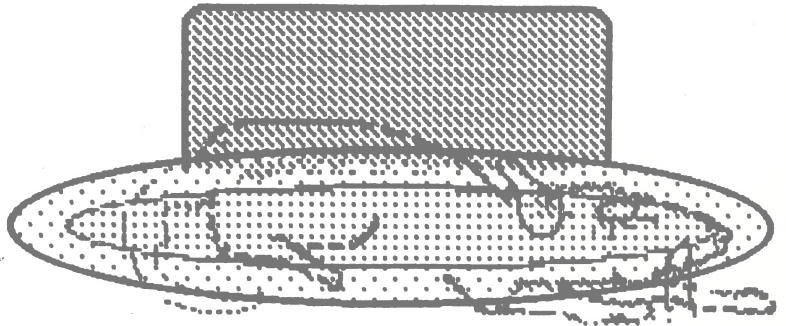
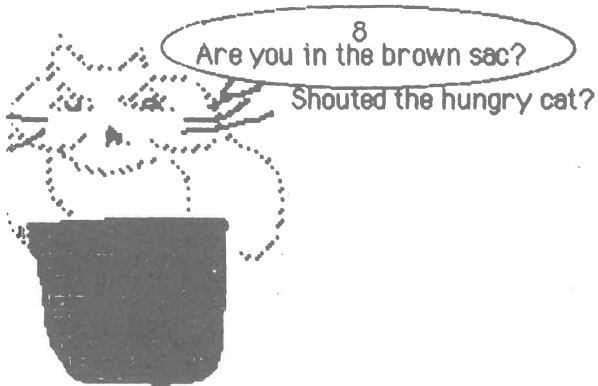


6
Where is the rat?

Shouted the hungry cat going around like mad.

7
Are you in the red bag?

Shouted the hungry cat



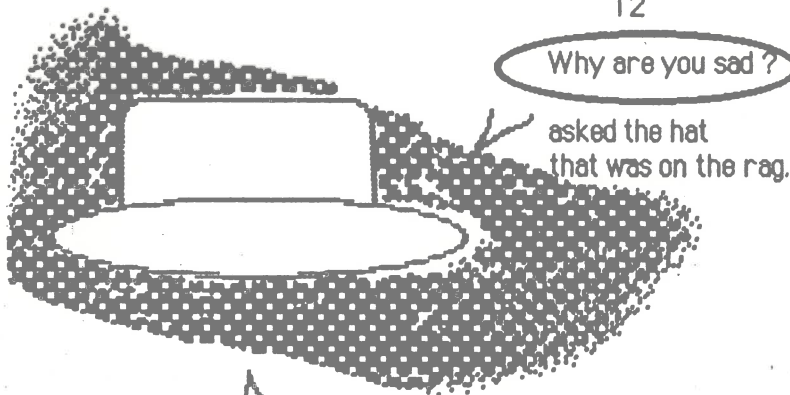
But the small black rat
was sleeping under the yellow hat
that was on the rag



And the rat was so glad

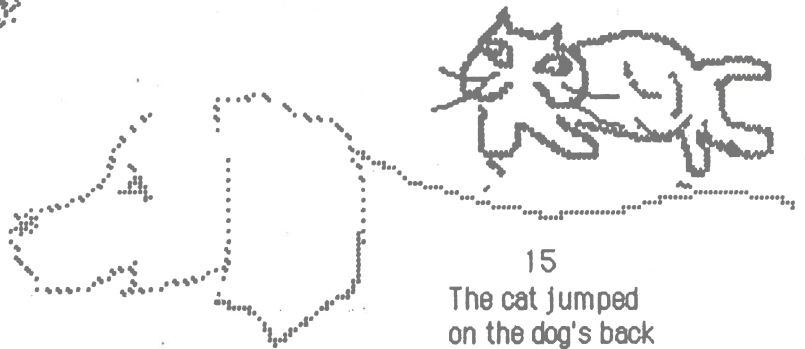


Now the cat
was sad.



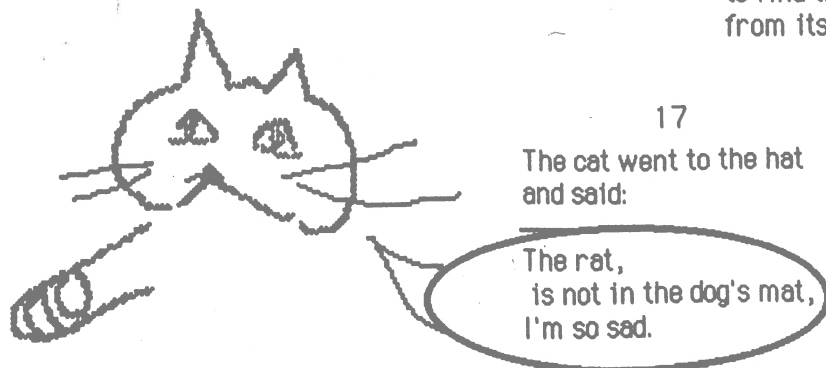
13
I'm sad, because I am hungry,
and I don't find the rat.
Said the cat.

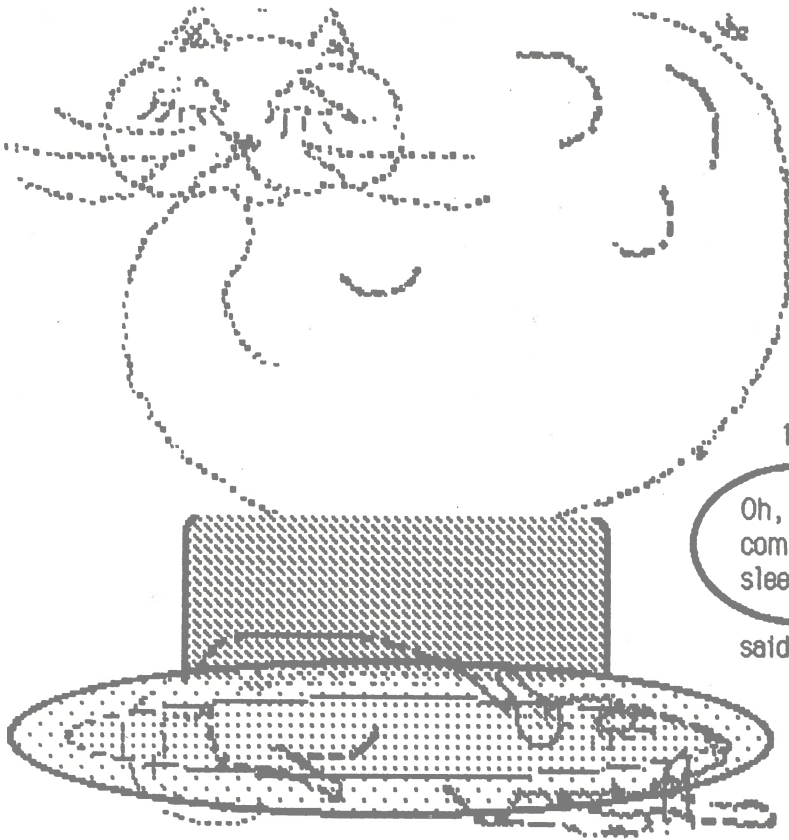
14
The rat is in the
dog's mat.
Said the hat laughing.



The cat jumped
on the dog's back
to find the rat
from its mat.

16
The dog got angry
and bit the cat's leg
The cat got angry,
and bit the dog's neck.





18

Oh, poor cat,
come here,
sleep on me,

said the hat.

19

So the rat was sleeping
under the hat,
and the cat
was sleeping on the hat.

And the hat -
was laughing glad.

**THE HAT
THE RAT
AND THE CAT**

by Margerita Rovera and Leena Rönönen

Concurs APAC

3er. CONCURS A.P.A.C.

A.P.A.C. convoca el 3er. concurs A.P.A.C. en les següents modalitats :

* PER A ALUMNES D'ANGLÈS DE TOTS ELS NIVELLS :

- 1- PREMI A.P.A.C. CLASSROOM MAGAZINE.
- 2- PREMI A.P.A.C. COMIC STRIPE.
- 3- PREMI A.P.A.C. VIDEO.
- 4- PREMI A.P.A.C. STORY-TELLING

* PER A PROFESSORS D'ANGLES.

- 5- PREMI A.P.A.C. CLASSROOM ACTIVITY.

BASES GENERALS

1- Hi podran participar tots els estudiants d'anglès en centres públics o privats d'E.G.B., F.P., B.U.P. i Escoles d'Idiomes.

2- En el cas del premi A.P.A.C. CLASSROOM ACTIVITY, sols podran participar-hi professors de qualsevol centre dels esmentats en l'apartat anterior.

3- Es podrà participar de forma individual o en grup.

4- Es presentarà en sobre o en paquet tancat. Dins es farà constar :

- Nom, edat, adreça i telèfon del concursant.
- Curs (en el cas d'alumnes) i escola.
- Nom del professor (en el cas d'alumnes).

5- Tots els treballs s'enviaran a :

A.P.A.C. (Associació de Professors d'Anglès de Catalunya).

Apartat de Correus 22287
08080 - Barcelona.

6- El termini de presentació finalitzarà el 23 d'abril de 1991.

7- El jurat estarà format per cinc socis de l'A.P.A.C..

8- Els treballs premiats seran publicats en el butlletí de l'Associació -APAC OF NEWS- total o parcialment, segons les característiques del treball.

9- Els premis consistiran en lots de material didàctic.

10- La participació en aquest concurs implica l'acceptació d'aquestes bases.

BASES ESPECIFIQUES DE CADA CONCURS

1- Premi A.P.A.C. Classroom Magazine.

A- La revista haurà de ser integrament en anglès, podent tenir qualsevol tipus de contingut, si bé es valorarà, apart de la seva elaboració i forma, l'enfoc que es dongui a l'estudi de la llengua anglesa (per exemple jocs, exercicis lúdics, etc.).

B- Les dimensions o formats són lliures, si bé la revista haurà de tenir un mínim de 12 planes (portada inclosa).

2- Premi A.P.A.C. Comic Stripe.

A- El Comic haurà de ser integrament en anglès.

B- El tema del comic serà lliure.

C- El format i elaboració seran lliures, si bé, però, el comic haurà de tenir un mínim de 12 planes (portada inclosa).

3- Premi A.P.A.C. Video.

A- El video haurà de ser integrament en anglès.

B- El tema de la grabació serà lliure.

C- Es presentarà en sistema VHS, i la seva durada no podrà ser inferior als 15 minuts.

4- Premi A.P.A.C. Story-telling.

A- El treball haurà de ser integrament en anglès.

B- El tema serà lliure.

C- La llargada del treball serà de dues a deu planes.

5- Premi A.P.A.C. Classroom Activity

A- L'activitat haurà de ser original del professor o grup de professors participants.

B- Tant l'"Skill" a desenvolupar com el mètode utilitzat seran lliures.

C- Es presentarà una explicació de l'activitat, especificant clarament els objectius, la durada, la dinàmica a seguir i els materials a utilitzar. Tot això serà exposat en anglès.

Concurs APAC



OXFORD UNIVERSITY PRESS



ELT SHOWROOM
Aribau, 237
08021 Barcelona
Tel.: 201 85 50

We Invite you to Come and See us:

- ★ Get advice on syllabus planning ★
- ★ Examine all our new material ★
- ★ Information on events and teacher training sessions ★
- ★ Free specimen copies of courses ★
- ★ See our latest videos ★
- ★ Listen to cassettes ★
- ★ Consult our Linguistics and Teachers's books ★

Opening Hours Weekdays 9.30-14.00 and 15.00-17.00



Srta. Rosa Rofes
Apartat 5660
08080 Barcelona



APAC
Apartat 22287
08080
Barcelona
Barcelona, 6 de març 1990

Distingits senyor:

Aquí us envio aquesta història que una alumna meva de 2on de BUP ha escrit com a resultat d'haver treballat a classe una cançó.

Si ho creieu objectiu, m'agradaria que fós publicada en la propera revista vostra, de la que en sóc subscriptora i penso que donaria gran satisfacció a la interessada.

Aprofito l'avinentesa per saludar-los molt atentament,

Rosa Rofes





I was in the country; a soft breeze was moving the grass and the sunlight painted the flowers with viloet colours.

There were a lot of trees' shadows around me.

My brother, Vincent, was playing with a ball near a line of houses.

My father was cutting some red roses for my mother, who was reading beneath a big tree.

Near us, silver houses ran accross the field and crushed all the flowers on the grass. I tried to run behind them, but suddenly I was tired, and stopped. Then I thought that they were free, so they could run fast along all the fields and countries...

Suddenly something disturbed my thoughts. I heard my family crying. I turned back, but the field was empty. Where was my father? Where was my mkother? And what about Vincent?

I started to call them, but nobody answered me; nobody was in sight so I was alone.

I satrted to suffer and I went to search them. After two hours of searching, I was so tired that I lay on the grass; I saw the sky; it was dark: it was a starry and beautiful night, but, where was my family? I was searching them for a long time and I didn't meet anybody.

My eyes started to weep; I was crying. I loved my family; I needed my family; if they were dead, what should I do? I didn't know I was hopeless. Suddenly I heard something, something like a person's voice. Yes, it was a person's voice! My brother's voice!; my dear Vincent!

I stood up as quick as I could and ran towards Vincent. I ran, and ran, but I didn't meet anyone.

All was dark, I didn't see anything: there were no trees, no horses, no houses... suddenly a hand caught me very tight and knocked me down. He or she covered my mouth and my nose... I couldn't breathe! I couldn't breathe!...


Suddenly, I woke up...I was covered with sweat. Vincent told me:

-Do you feel well Sandy?

What happened?

I looked at him and said:

-Nothing Vincent; it was a dream, only a dream.



Glòria García Cuadrado
I.B. "Santa Eulàlia"
L'Hospitalet de Llobregat

LLEIDA.

28, 29 I 30 d'Abril. 1991.

**Jornades Pedagògiques per a l'Ensenyament
de Llengües Estrangeres.**

Anglès, Francès, Alemany.

FROM OTHER SOURCES



ENGLISH, BRITAIN & THE ELT TEACHER IN THE EUROPEAN CONTEXT OF '92' AND BEYOND.



By *Tim Sebbage, T&S, Hamburg.*

To understand the roles of English, Britain and the English language teacher in the 'Europe of '92' and beyond, is firstly to understand the social psychology of native speaker communication in a given culture/language area and the relationship of different types of language teacher to it:

-the native-speaker teaching the mother tongue in his own language/cultural area.

-the expatriate "colonial" language teacher.

-the mother language teacher teaching the target language within his own culture.

Between native and non-native speaking teachers there is always potential conflict regarding the questions of appropriacy, accuracy and fluency. The development of English as a European 'Lingua Franca' has led to the development of a new kind of 'Euro-Cultural' English teacher based and working in the 'lingua franca' area,

whose potential conflict with the other types of teacher is much greater.

1. The nature of Native Speaker communication in a particular culture.

Effective communication is dependant on various skill factors within a framework of accepted, shared, values, ethics and norms. Most communication acts happen without any kind of reflection. For the mono-lingual, and consequently probably mono-cultural, there is only one logic, one 'right' way of doing things.

One mono-cultural view can be demonstrated by an English native speaker talking about the 'spoon'.

"In German they say 'Löffel'.

In French they say 'cuillère'.

But in English we say 'spoon' and that is exactly what it is".



This article was first published by the N.E.L.L.E. Magazine. (Networking English Language Learning in Europe). We got it from it.



This surely is most people's perception of their own cultural norms and values in relation to others!

2. Language Teacher Types.

2.1. Teaching EFL in Native Speaking Areas.

It is quite normal, natural and expected by teacher and student to include a lot of target language cultural input.

2.2. Expatriate 'Colonial' English Teaching.

The job of the short term expatriate teacher is not to integrate into local language and culture but to impart the language and the culture of their homeland. They most live in their 'cultural world' with little real contact to the 'locals' outside the classroom.

2.3. Modern Language Teaching.

Most modern language teachers have a deep relationship with the target language/culture in their early adult/student years, which may be highly stylized, or idealized, through lack of adequate contact. Sadly, in many

cases target language ability diminishes in subsequent years. In most European countries the state school systems teach English against a blackcloth of British culture.

2.4. Native speaking ELT teachers in Western Europe.

There is now a generation of teachers who have settled and live in another culture, functioning within it, in the larger cultural areas, having to adapt to local realities, using the host language, with its own values and norms.

3. English in the Single Market.

3.1 Communication in Western Europe.

By observing international meetings where non-native speakers of different languages and cultural backgrounds are using English, the teacher's approach will change considerably. These participants are language users. Their specific need is to communicate within the European framework. Each of them is thinking, acting or behaving within his own cultural framework, most having (unconscious) cultural awareness and accommodation, recognising differences without trying to copy. Cultural differences will inevitably lead to misunderstandings.





In view of the long international tradition of English courses based on minimum vocabulary and common structures lists, most of the partners around the table will be using similar language, in similar ways, with similar understanding. In such situations an 'Interlanguage' is in use with a limited range of vocabulary and grammar.

Participants function well within their language competence to avoid misunderstandings, repeating ideas in different ways to be sure of putting meaning across currently and that their partners are able to comprehend adequately. Further repetition and redundancy may be created by the recipient repeating / paraphrasing for confirmation / clarification. Mutual language assistance by partners, or even adversaries, is also usual; each having similar communication difficulties, but familiarity with the topic, hence being able to supply a missing or mispronounced word or paraphrase.

3.2. Conflicts between Euro-English and native Speaker English.

In international meetings it is often the native speaker who disturbs or destroys the atmosphere, having no awareness or understanding why vocabulary and grammar should be simplified, speech slowed down, or regional accent minimised. He is thinking,

acting and behaving in normal native speaker manner, as if amongst native speakers. The majority of Americans and a large proportion of Britons come into this category. Others have become successful, mostly through painful experience and eventual recognition that one thing works better than another. This understanding is generally unprincipled.

More significant is the misunderstanding that since the meeting is in English, and since in most cases the native speaker is mono-lingual, and consequently mono-cultural, he assumes, quite wrongly that the non-native partners are thinking, acting and behaving in just the same way, or perhaps even worse, that if they are not doing so, then they should be.

Ultimately it is the native-speaker who will have to adapt to the Euro-variety as his contribution to successful communication.

3.3. Consequences for ELT in the 'Nineties'.

Errors will have to be considered on different levels, depending on variety, and gravity, in terms of Euro-English Communication, not native-speaker appreciation of appropriacy and accuracy.



Some non-native speakers particularly from Northern Europe will need to simplify their English to communicate in language areas where the English spoken is generally of lower standard, in a similar way to native speakers.

Language syllabuses and course books should include exponents to suit different cultural norms. Such a contrast of exponents for one communication intention will help raise cultural awareness. Settings and contexts should become European. eg. bank sequence set in Zurich for a Portuguese customer, using English.

4. Conclusion.

The understanding of concepts of accuracy, appropriacy and fluency according to purpose, topic and setting will not be identical to the British, or American varieties.

The influence of Euro-English on native-speaker varieties will not be felt for a long time, other than by native-speakers who have to communicate with other Europeans on equal terms. Euro-English will have a synthesis of values, but not many vernacular usages, which will emerge and develop naturally to become a true variety rather than 'Euro-Pidgin' or 'Euridgin' as many fear.

What the English language teacher / linguist may want, i.e. to preserve British English, should be no problem in the native-speaker situation, but teaching must be a reflection of the society to which it pertains, otherwise it is incongruous, and ultimately counter-productive. In the Single Market, Europe's English will be used:

A spoon will no longer be just a spoon on 1st January 1993.

Us recordem que la sol.licitud d'Auxiliars de Conversa es fa durant tot el primer trimestre. Adjuntem model, recordem que pel curs que ve s'ha de canviar la data del model per "curs 9-9" i que és més segur enviar còpia a tots els organismes que calgui. Per exemple és recomanable de fer 5 còpies, especificar a l'última part de la carta on s'envien la resta de còpies i cursar-les als següents llocs:

- Subdirecció General de Cooperació Internacional: C/ Cartagena 83-85, 2ª planta, 28028 MADRID.
- Cap de Gestió de Professorat i Centres Docents
- Sr. Director General d'Ordenació i Innovació Educativa
totes dues a Departament d'Ensenyament: Diagonal 682, 08034 BARCELONA.
- MEC-Delegació de Barcelona: C/ Maestro Nicolau 19. 08021 BARCELONA.
- Serveis Territorials d'Ensenyament: C/ Ultonia 13, 17002 GIRONA.

(El mateix es pot fer per sol.licitar Auxiliar de Francès).

=====

Per demanar ajuts per montar o millorar un Aula d'Idioma, i per demanar un professor de Francès o d'altre idioma si el Centre vol incloure optativitat d'idioma, es pot seguir el mateix procediment però enviant les sol.licituds només a Departament d'Ensenyament i a Serveis Territorials.

Model d'Instància

Direcció General d'Ordenació Educativa.
Direcció General d'Ensenyament.
Diagonal 682.
08034. Barcelona.

D'acord amb la política de millora de la qualitat de l'ensenyament d'Idiomes als Centres Públics de nivells no universitaris seguida pel Departament d'Ensenyament, em plau sol·licitar pel proper curs 91-92:

-Una plaça d'Auxiliar de Conversació Anglesa.

No dubtem que si és possible s'aconcediran aquestes peticions, ja que es consideren molt positives pel futur rendiment acadèmic i la formació de l'alumnat pel que fa a Idioma Estranger. I per al seu coneixement li comuniquem que hem enviat la mateixa petició al Cap de Gestió de Professorat i Centres Docents i a la Subdirecció General de Cooperació Internacional a Madrid.

a el de de 1990.

EL DIRECTOR.

ILM. SR. DIRECTOR GENERAL D'ORDENACIÓ I INNOVACIÓ EDUCATIVA.

We often speak of the usage of English as an International Language. Here we present you some excerpts from a Malaysian newspaper. These three articles come from 'The Star', thanks to the collaboration of one of our readers. Please keep them coming!

APAC

Quality control can beat 'racy'

In defence of his ex-English teacher

Support of the Khaw (The that the al cas-

across m — This the re-ay a

ce ago cas-ght-ne I on, I of the vy and ce fric-ment. I layer as sociated s clean. the best

prise the survive s hot on ct that ginals uality 'ding' s. pira-d by e on prod-e, af-). The be to umers mping es.


I AM at present on a short visit home from England, where I am studying.

I read with interest several recent letters regarding the standard of English, the first one of which was written by Alistair King.

Alistair King had two main points in his letter. He said that a problem he had was that his students picked up a lot of incorrect English detracted from the effect of his own teaching.

The other point was that RTM used people who didn't have a good command of the language as readers and script-writers, thereby instilling sub-standard English usage in young people who would listen in to Educational programmes.

The letter by 'Adult Mutant' (Aug. 11) seems to say that it is perfectly reasonable for Malaysians to speak — and be taught a "pidginised variety" of English ... so long

LETTERS 

Letters to the Editor must carry the sender's full name, address, telephone number and signature. A pseudonym may be included. Letters should preferably be typewritten with double spacing, and may be edited for clarity, objectivity, brevity and other requirements. We will only publish letters addressed exclusively to:
 Letters to the Editor,
 The Star, No. 13, Jalan 13/6,
 46200 Petaling Jaya.

as they can somehow communicate. He/she also made a lot of unjust and emotional criticisms of Alistair King who he/she accused of being a colonial.

Until a few years ago I also was a speaker of this "pidginised variety". I was often embarrassed by my command of English — or lack of command.

I tried to make sense out of the BBC and other English language broadcasts without much success. I was fortunate enough to be selected for studies overseas, but my

pre-university classes were all in English.

All of us felt at a disadvantage because of poor English, but we have several sympathetic expatriate teachers, among them a teacher of English from Scotland, whose task was to prepare us for our immediate and eventual needs in an English-speaking country.

We knew that this teacher was very able and qualified and we soon realised that he was dedicated to our improvement. One of his best known lines was: "I have come

6,000 miles to teach you so you'd better learn!"

Slowly, but surely, over the space of two years my English improved from sub-standard to something getting close to an internationally accepted level and I have to thank in particular this teacher from Scotland.

My advice to 'Adult Mutant' is that he/she should set real goals for his/her teaching in this country. We Malaysians expect great things from foreign teachers. We don't want to be left speaking our sub-standard form of the language.

He/she has to be prepared to meet this need. If he/she isn't prepared to help us then perhaps it's his/her bags that should be packed!

I almost forgot to mention the name of my ex-English teacher. He's Alistair King.

SHAIRUL,
London.

Middle East: Compromise before it's too late

THE Middle East has become an unstable region. The presence of foreign military powers and Arab troops have made the world give complete attention to this re-

If a war should break out, the region will be hor-

and ch-

Why not compromise? It may not be for one to back down. Talk and both

17

Incorrect usage of English must be checked

I WOULD like to respond to 'Adult Mutant' and Alistair King's letters regarding the standard of English in Malaysia. As a Sixth Form student, my perspective on the matter might be superficial but I am presenting the feelings and views of the new generation.

I absolutely agree with Alistair King's statement that "there are certain standards that ought to be observed, otherwise the language will degenerate into a pidginised variety ..."

The so-called 'Malaysian English' is not something to be proud of but should be considered as a 'pollution of language'.

RIDICULOUS

Adult Mutant's statement that "to communicate effectively in English does not require a certain standard of pronunciation" is unacceptable and ridiculous.

Incorrect English usage and pronunciation will result in serious consequences. The language will be severely polluted and its "beauty" will be destroyed.

I just wonder how humans can communicate effectively without a certain standard of pronunciation. If everyone pronounces certain words in his/her own way, we will be confronted with a serious communication problem.

Ultimately and inevitably, the effectiveness of English as the international language will be jeopardised. This is not an

exaggeration.

Adult Mutant's statement that "the implications of Alistair King's communication is that he would like to re-establish a British outpost in Malaysia ..." shows that he/she has a wrong conception of Alistair King's message.

Alistair King was not suggesting that Malaysians should follow the British slang but was emphasising that "certain standards" of pronunciation should be observed. Adult Mutant should analyse the letter very carefully.

The Malaysian way of pronunciation makes me sick.

Although I am not a good English speaker, I would like to learn and listen to correct English and not the so-called 'Malaysian English.' There should be no excuse for incorrect usage and pronunciation of English like what Adult Mutant claimed.

If variation in pronunciation is not considered as a major problem and the so-called 'Malaysian English' is acceptable, Malaysians or the new generation should think of packing their suitcases and leaving for London to learn real 'English.'

In conclusion, I would like to urge all Malaysians to conquer the problem step by step to maintain and upgrade the standard of English in our respected nation.

ERIC TAN WEI YANG,
Kuala Kangsar.

If you come across some other interesting articles and you think they are not within easy reach,

don't doubt it

and send them to us.

THE STAR THURSDAY August 23, 1990

LETTERS

Why pay more for poor quality?

I AGREE with Jason Khaw's comments on the quality of original cassettes in this country.

I used to be a regular cassette buyer but have stopped buying the origi-

LETTERS

Letters to the Editor must carry the sender's full name, address, telephone number and signature. A pseudonym may be included. Letters should preferably be typewritten with double spacing, and may be edited for clarity, objectivity, brevity and other requirements. We will only publish letters addressed exclusively to:

Letters to the Editor,
The Star, No. 13, Jalan 13/6,
40200 Petaling Jaya.

nal tapes as I do not see why I should pay so much for poor quality.

I have tried the 'pirated' cassettes and I dare say that some of them are of better quality than the or-

iginals purchased here.

Now I just borrow from a friend and tape them for my own listening.

JY,
Seremban.

A communication gap

'ADULT Mutant E.S.L. Teacher' (*The Star*, Aug 11) claimed to respond to my recent letter in which I expressed dissatisfaction with the standard of English used by speakers on Malaysian educational programmes.

I also mentioned that perhaps the main drawback about teaching English in this country was the influence of sub-standard English usage on students.

The most cursory glance at Adult Mutant E.S.L. Teacher's letter would reveal that the object of his attack was, not my idea on language teaching in Malaysia, but my nationality.

He confuses the issue of "certain acceptable standards" with (British) accent. He takes pains to impress on readers that what I should like to do is "establish a British outpost in Malaysia" where everybody would speak with a British accent.

In my previous letter I did not mention anything

about acceptable accents. My term was "variety" which is not the same thing as "accent".

If I understand his somewhat disconnected thoughts, Adult Mutant E.S.L. Teacher would claim that a pidginised variety of English is quite acceptable because the most important aspect of using a language is "communication".

His references to various textbooks are laudable, but it is a great pity that he failed to make reference to the Upper Secondary Schools English Language Syllabus whose first objective is "to enable the student to communicate effectively and be internationally intelligible in his speech."

There are many teachers of English in this country from overseas who are here because the Government espouses that goal.

Expatriate teachers have a very special role in this country. They are here to provide interna-

tionally acceptable models and this is expected of them by both Malaysian colleagues and students.

They are not here to perpetuate a pidginised variety no matter how endearing Adult Mutant E.S.L. Teacher finds it, because by doing so they would be perpetuating their students' handicap.

If Adult Mutant E.S.L. Teacher does not have this vision, then perhaps he should think seriously about his usefulness in this country. The ideas to which he gives vent do not provide much comfort for those who desperately seek to acquire proficiency in English.

Finally, let me say how much I appreciate the sentiments behind his suggestion that I should make friends with Malaysians so that I may understand how they communicate. I couldn't agree more — I'm married to a Malaysian.

ALISTAIR KING,
Kuala Lumpur



APAC Info



where's your ad?

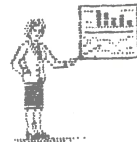


It could be here

Share your ideas with us!

RESUM COMPTES A.P.A.C. 1988-1990

A 20 de setembre 1990



INGRESSOS

Socis 1.033.004
Publicitat 250.000
TOTAL INGRESSOS 1.283.004

DESPESES

APAC of News. Impremta.	514.204
Secretaria. Papereria, correu.	52.500
Treball per a APAC, col.laboracions.	31.000
Activitats d'APAC, ajuts	10.000
Dietes i desplaçaments (viatges a Madrid...)	63.100
Comissions del Banc./Caixa...	84.000
Diversos	24.500
TOTAL DESPESES	779.304

SALDO (A favor) 503.700

DESPESES PENDENTS

Revista APAC of NEWS nº7 150.000'
Activitats d'APAC i col.laboracions 250.000'



CONCURS PUBLIC PER ELABORAR MATERIALS CURRICULARS

Al DOGC del 25 de juliol d'enguany va sortir publicada la convocatòria de concurs públic per elaborar materials didàctics segons el disseny curricular del Departament d'Ensenyament. Malauradament ja no hi sou a temps per participar en aquesta convocatòria, però esteu atents a noves convocatòries. Potser cap a l'abril o maig del 1991? El concurs d'enguany estava obert a projectes tant de crèdits o unitats de programació (per secundària o primària respectivament), com a projectes per a tot un cicle o etapa del nou sistema educatiu. Les quantitats pressupostades podien arribar fins a 250.000 ptes per als crèdits o unitats, i fins a 5.000.000 per any (durant dos anys) en el cas de materials curriculars per a un cicle o etapa.

Animeu-vos i presenteu els vostres projectes i materials!
La Reforma la tenim a un pas!

Per demanar material i informació sobre el Disseny Curricular en general i sobre el disseny curricular de l'anglès, podeu adreçar-vos als Centres de Recursos. Allí també trobareu el llistat de crèdits i materials publicats pel Departament.



Or

even

here



**Institut de Ciències
de l'Educació**

Edifici de l'Escola Tècnica
Superior d'Enginyers Industrials
de Barcelona
Diagonal, 647, planta 11
Tel: (93) 249 76 00 / 09
Telex 52821
08028 Barcelona

INSTITUT DE CIÈNCIES DE L'EDUCACIÓ. Universitat Politècnica de Catalunya.

DIPLOMA DE POSTGRAU:

TEACHERS DEVELOPMENT IN ENGLISH LANGUAGE TEACHING. (UPC)
CERTIFICATE FOR OVERSEAS TEACHERS OF ENGLISH. (RSA- U. of Cambridge)

This course offers a double qualification to practising non-native teachers of English as a Foreign Language. Candidates should be working as EFL teachers at any level, from primary schools to adult education, either in public or private centres. They must also be either Diplomats en E.G.B. or Llicenciats and prove their Knowledge of English Language with a written exam and/or an oral interview during the selection process.

The course structure offers a personalized guidance by means of a supervision task on behalf of a tutor who will visit his/her trainees five times during the year in order to assess the candidate's teaching performance. As well as being supervised, trainees will have to observe other colleagues under the guidance of the course tutors and will also have to submit different written assignments proposed by the tutors.

Candidates who have successfully passed these different controls, and who have attended a minimum of 80% of the input sessions will be able to sit for the Final Exam leading to the Diploma de Postgrau (UPC), and the Certificate (RSA- U. of Cambridge).

The input sessions will be held on Thursdays, from 5 to 9 p.m., starting in January 1990 and finishing in December 1990.

For further information please contact:

CARMELA ESCRIBA
ICE-UPC

Av. Diagonal, 647 p.11.

Tel. 249 76 00/249 76 09
249 91 04/249 91 05.

Fax n. 401 66 00



El Departament de Didàctica de la Llengua i la Literatura ofereix el següent curs de Postgrau: Didàctica de les llengües estrangeres per a professors de Primària i Secundària'.

Programa: Blocs i Matèries

BLOC 1: OBSERVACIO DE CLASSES I PROCES DE FORMACIO: 30h=3c.
Anàlisi de necessitats i observació de classes (oblig. i comú)
Auto-observació i anàlisi de pràctiques educatives (oblig. i separat A/F)
Avaluació de procés de formació i iniciació a la recerca de l'aula (oblig i comú)

BLOC 2: APORTACIONS DE L'ANALISI DEL DISCURS: 15h=1,5c.
Comunicació i interacció a l'aula (oblig. i comú)
Didàctica de conversa (opt. i comú)
Traductologia (opt. i comú)
Anàlisi del discurs (opt. i comú)

BLOC 3: ESTRATÈGIES D'ENSENYAMENT I PROCESSOS D'APRENTATGE: 25h=2,5c.
Estratègies d'ensenyament: currículum, programació i avaluació (oblig. i comú)
Processos d'aprenentatge: estratègies, diversitat, autonomia (oblig. i comú)
Ensenyament/aprenentatge d'una L.E. al cicle 8-12 anys (opt. i comú)
Ensenyament/aprenentatge d'una L.E. al cicle 12-16 anys (opt. i comú)

BLOC 4: ASPECTES METODOLOGICS: 30h=3c.
Ensenyament/aprenentatge de l'audició i la comprensió oral (oblig. i separat A/F)
Ensenyament/aprenentatge de la comprensió lectora (oblig. i comú)
Ensenyament/aprenentatge de l'expressió oral (oblig. i comú)
Ensenyament/aprenentatge de la gramàtica (oblig. i comú)
Aspectes interculturals de l'aprenentatge de les L.E. (oblig i comú)

BLOC 5: TALLERS PRACTICS DE TECNIQUES DIVERSES: 20h=2c
Tallers pràctics de tècniques diverses (oblig. i separat A/F)

BLOC 6: PERFECCIONAMENT LINGUISTIC: 30h=3c.
Perfeccionament lingüístic (oblig. i separat A/F) 30h
Total: 150 h.=15 crèdits

CALENDARI:

1. Primer període (70 hores)
Dates: del 25 de juny al 6 de juliol
Horari: matins de 9 a 14 hores
tardes de 16 a 21 hores
2. Segon Període (40 hores)
Dates: del 3 al 18 de setembre
Horari: tardes de 16 a 21 hores
3. Tercer Període: al llarg del curs 1990-91 (40 hores)
Dates: d'octubre de 1990 a juny 1991, cada 15 dies, 16 sessions
Horari: tardes de 18,30 a 21 hores



TEACHER EDUCATION IN ENGLISH AS A FOREIGN LANGUAGE

COURSE

METHODOLOGY FOR ELT

CLASSROOM METHODOLOGY
AND TECHNIQUES

PRODUCTION & USE OF
TEACHING MATERIALS

BASIC CONCEPTS IN
FOREIGN LANGUAGE TEACHING

CLASSROOM OBSERVATION

FOREIGN LANGUAGES IN
ELEMENTARY SCHOOLS

ENGLISH PHONETICS
& PHONOLOGY

GRAMMATICAL & FUNCTIONAL
DESCRIPTION OF ENGLISH

EVALUATION

ENGLISH LANGUAGE TESTING

SECOND LANGUAGE
ACQUISITION

SOCIOLINGUISTICS

The objective of this Master's Course is to help graduates expand and reformulate their professional approach to teaching and learning, so that

- a) they can attain a greater degree of autonomy in their self-education as teachers,
- b) they can influence the processes of pedagogical renewal that take place in their teaching environment, and
- c) they can be acquainted with different theoretical insights derived from related disciplines.

The educational aspects to be covered are:

- a. Practical aspects in the classroom.
- b. A comprehensive teaching approach which considers the diversity of methods available today, as well as the underlying organizational principles involved in the production and use of teaching materials.
- c. Applicable and applied theoretical knowledge of linguistics, SLA, sociolinguistics and pedagogical evaluation.
- d. A familiarity with current and up-to-date bibliographical sources, and other existing ways of disseminating information on ELT.

This Master's Course is addressed to:

- a. Practising teachers, holding a B.A. (''licenciatura'') in English.
- b. Secondary and further education teachers of English.
- c. Practising teachers, holding a B.A. in any other discipline, with qualifications and/or experience in the teaching of English or any other foreign language.

This is the English language branch of an M.A. on *Foreign Language Teacher's Education* (Formació de Professors en Llengua Estrangera). The other branch is Teachers of Spanish as a Foreign Language.

Directors of the Course:

**Dr. M.T.Turell
Dr. M.Llobera**

Coordinator:

Sr. Javier Zanón

For further information:

Sra. Teresa Jovell
Master de Formació de Professors de Llengua Estrangera (TEEFL)
DIVISIÓ DE CIÈNCIES DE L'EDUCACIÓ
UNIVERSITAT BARCELONA
c/. Baldori i Reixach, s/n.
Tel. (93) 334 90 08 - Fax 334 91 93
08028 BARCELONA

APAC



El Departament de Didàctica de la Llengua i la Literatura de la Universitat de Barcelona organitza un curs de doctorat anomenat 'Ensenyament de Llengua i Literatura'.

El Programa consta de dos cursos, el primer ofert durant els anys 1990-91 i el segon els anys 1991-92.

El Primer Curs consta dels següents cursos:

1. Implicació de l'anàlisi del discurs a l'ensenyament de llengües
2. Adquisició de la competència literaria en la edad escolar
3. Adquisició y dominio del léxico en L1 y L2
4. Grafodidàctica
5. Literatura i aplicació a l'ensenyament
6. Aproximación semiótica al estudio didáctico del teatro
7. Aplicaciones de la traductología a la didáctica de las lenguas
8. Implicació de la filosofia del llenguatge a l'ensenyament de la literatura
9. La percepció del llenguatge escrit
10. Diseños de investigación educativa
11. Adquisición de segundas lenguas
12. Sociolingüística
13. Descripción funcional del inglés

El Segon Curs consta dels següents cursos:

1. Discurso escrito
2. Evaluación de la expresión escrita
3. Establiment dels curricula a l'ensenyament de llengües
4. La interacció verbal en l'ensenyament
5. La percepció del llenguatge oral
6. Models de processament sintàctic
7. Models d'investigació en educació bilingüe
8. Llenguatge oral al parvulari
9. Models i estratègies de formació del professor
10. Treball i investigació

Durada: Cursos 1990-91 i 1991-92

Nombre de places: Màxim 15

Pre-inscripció a la Secretaria del Departament, fins al 10 d'octubre de 1990

Tutors dels Cursos de Doctorat: Dr. Antonio Mendoza (Llengües pròpies); Dr. Miquel Llobera (Llengües estrangeres).



Your letter to the editor could be here!

(Nota: Els programes dels cursos de Doctorat de la Universitat Autònoma seran publicats el proper número d'APAC of NEWS).

OUR INTERVIEWS

Our teaching population is varied. Some are new to it. They are the ones that bring new blood, energy and ideas. Others have already shared their experience with countless students and colleagues over the years. Their influence goes beyond the classroom and many have benefitted from it. Quietly but actively they are working in our midst. Solid trees, they bear fruit and cast their shade so that others may grow into maturity. With them all of us get richer. Their opinions count and their perspectives on current issues help our thinking. In the first of a series of interviews, Ramon Ribé interviews Prof. Fernanda Rodríguez.



Fernanda Rodríguez Torras. "Llicenciada" in Romance Philology (U.B.), "Llicenciada" in Modern Philology (U.B.), PhD in English (U.B.), "Catedrática de Batxillerat", Assistant Professor of English (U.B.), "Catedrática d'Escola Universitària" (U.B. in Tarragona), and now Head of the Philology Department of the University of Barcelona in Tarragona. She has completed post graduate work at the University of New York (USA), Bucknell (USA) and has participated in different Seminars in the field of E.L.T. at several European and American Universities. Adviser of the "Grup de Suport de la Generalitat de Catalunya" for In Service in I.E.F.L. in Primary and Secondary Education (84-88). She was Director of an In Service Teacher Training Scheme in Tarragona. Her research interests include the theme of the use of Literature in teaching English as a foreign language and Content Based Teaching.

R.R. Drawing on your considerable experience in the field of English teaching in Catalonia, how do you regard its evolution to date, and what stage has it reached? How do you envisage its future?

F.R. Certainly, the teaching of English has matured tremendously during the 30 years I myself have been teaching, and at all levels there has been improvement. To begin with, it was rather a slow process, but it has quickened with time. It was slow precisely because teachers then were not sufficiently prepared to work independently. They relied too much on text books and on information gleaned in seminars. In other words, they themselves were learning. Assistance came from the British Council and later from the Institute of American Studies in Barcelona. Teachers were at first very loyal to the direct method, and then were overzealous in their adoption of the notional-functional method. However, as more and more professionals had the opportunity to study abroad and follow M.A. courses at different British and American Universities, these new experiences were passed on, until our teaching has reached a stage of maturity and sophistication comparable to that of other European countries. I think these professionals profit from contact with Great Britain as far as concerns methodology, and also from the USA as regards research methods in foreign language acquisition.

Our Interviews

So I feel I can be confident that the teaching of English in Catalonia has a bright future in store, a clear example the U.A.B.'s "Jornades Pedagògiques" held annually in February and attracting a high level of written participation from our own teachers.

R.R. How do you see the present and future states of preservice and inservice training?

F.R. Preservice training for EGB in Teacher Training Colleges, is woefully insufficient both in Catalonia and in Spain as a whole. Teachers to be must specialize in three languages and very little time is dedicated to foreign language teaching. On the other hand, secondary school teachers, with a better linguistic background, receive even less training than their EGB colleagues: preservice training is limited to C.A.P.

Inservice training is conducted by the Generalitat in the case of EGB and through workshops and "Seminaris Permanents". I don't think this is sufficient either. I would like to see a greater amount of time dedicated by the new curricula (pre-service training) to a more thorough preparation of teachers, with an orientation in Secondary Education towards pedagogical content for those who want to become teachers. Periods of residence abroad on a regular basis should be made compulsory for the foreign language teacher.

R.R. What teacher training policies would you like to see implemented in the future? What would you recommend to our colleagues?

F.R. I believe in the principle that the professional has to have an excellent knowledge of subject matter, so every teacher, regardless of the age of their target group, should have a good command of the English language. Of course, this knowledge must be supplemented by a sound knowledge of theory in second language acquisition, psycholinguistics and methodology. These factors all go to the making of a competent professional.

From experience I know that even with all these requirements, a teacher is not successful if he does not enjoy this demanding profession, communicating in a language which is foreign to him and to his students. Foreign language teachers need to be helped to find new stimuli to carry on their task in future years.

R.R.



Send us your article!

OUR INTERVIEWS



This is Emília Rovira, one of our successful collaborators. Many of the board-games which entered last year's contest came from her students.

Emília Rovira teaches at the Col·legi Públic Pereantón in Granollers. Ricard García interviews her for APAC of News.

R.G. *Quan fa que et dediques a l'ensenyament de l'anglès?*

E.R. 14 anys.

R.G. *Quin són els aspectes més importants per a tu respecte a l'ensenyament d'una llengua estrangera?*

E.R. Creu que tots són importants però l'aspecte més difícil és l'oral, aconseguir que els alumnes parlin, que s'expressin sense inhibicions, que no tinguin por de parlar en anglès, que facin servir tot l'input que reben, o al menys el màxim possible.

R.G. *Fins a quin punt creus que es pot assolir un nivell de competència lingüística en l'etapa d'EGB?*

E.R. Per assolir un bon nivell de competència lingüística he lluitat durant molts anys. Aquest any he aconseguit que s'aproves el meu projecte per l'ensenyament precoç de l'anglès. De manera que des d'aquest curs al meu col·legi ensenyaré l'anglès de 3er a 8é.

R.G. *Creus que es facilita amb suport i medis suficients l'aprenentatge de la llengua estrangera? Quines ajudes creus que serien necessàries per a assolir uns resultats més satisfactoris?*

E.R. Contesto en part en la pregunta anterior. Crec que no es faciliten medis suficients per l'aprenentatge de l'anglès. Jo, sí he rebut el suport del Centre de Recursos de Llengües Estrangeres de Barcelona, Av. Francesc Cambó 25, 5é. Grans ajuts serien rebre més material: llibres, laboratoris, intercanvis, revistes, vídeos, cintes, etc.

R.G. *Es fàcil fer que els nostres alumnes aprenguin anglès avui en dia? Com valoraries la seva motivació envers l'anglès?*

E.R. Crec que no és gens fàcil. Masses alumnes per classe i manca de materials adients. La seva motivació és molt bona. Tots els meus alumnes tenen ganes d'aprendre anglès i tothom - alumnes, pares, autcritats i companys, ho consideren important.

R.G. En quin aspecte trobes més fàcil assolir uns resultats de competència en els teus alumnes, parla, escriptura, ...?

E.R. Jo lluito perquè els meus alumnes tinguin un bon nivell expressiu tant oral com escrit.

R.G. Com vas enfocar als teus alumnes la participació en el concurs de l'Associació?

E.R. Com un objectiu important per a demostrar que aprenien anglès i per demostrar també el seu nivell creatiu i d'expressió plàstica i artística.

R.G. De cara a futures edicions del concurs, veus altres possibilitats o modalitats que poguessin fer-lo més atractiu als estudiants?

E.R. Sí. Es podrien organitzar 'jornades' o convivències per a nens o joves. Per exemple: Cicle mitjà i Cicle Superior.

Granollers, 4 d'octubre de 1990.

Ricard García

TERCERES JORNADES PEDAGÒGIQUES
PER A L'ENSENYAMENT DE L'ANGLÈS

LEARNING ENGLISH, A MOUSETRAP?

Girona, 22, 23 i 24 de novembre

Escola Oficial d'Idiomes

Plaça Hospital, 6. GIRONA

Organitzen:

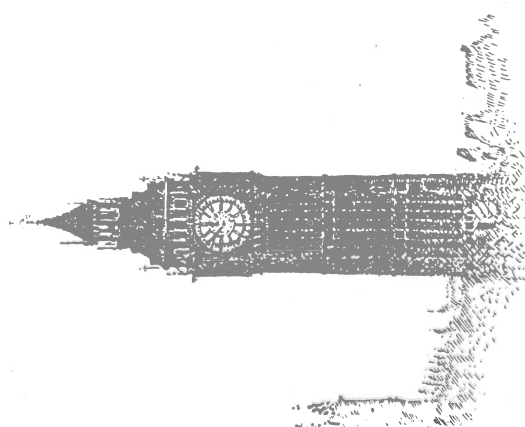
- Grup de Professors d'EGB, FP, BUP i EOI de Girona,
ICE de la UAB.

THIS WAY

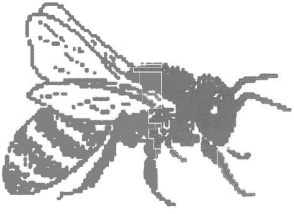
FRIDAY

SATURDAY

9,30 a 11 h	"An English immersion Camp: its effects on learners of EGB" M. BERNAUS i J. GUMBERT	"USING GRADED READERS" CHRIS LLOYD	"DICTATION AND READING ALOUD: ARE THEY USEFUL?" J. McDOWELL	"FUN ACTIVITIES WITH VIDEO" CRAIG McWILLIAM	"BUILDING A LESSON ROUND A LISTENING ACTIVITY" J. PIDCOCK	"SOME PRACTICAL IDEAS FOR AN ENGLISH WORKSHOP" J. L. BARTOLONIÉ	ATTAINING COMMUNICATIVE COMPETENCE IN THE BUSINESS ENGLISH CLASSROOM TERESA ZANAITA	BUILDING UP VOCABULARY TOWARDS PROJECT WORK NEUS SERRA	"NEW TRENDS IN TEACHING ENGLISH AS A S.L. IN CALIFORNIA" NEVI TORRUELLA
11,30 a 13 h	Sound Adrice GUY HILL	"QUÈ HA DIT? USING AND ORGANISING ACTIVITIES" MARIA TOH	"Q-QUESTIONS" J. PHILLIPS	"USING AUTHENTIC MATERIAL IN LARGE AND MIXED ABILITY CLASS ROOMS" ANGUS OLIVER	"HOW TO USE CARTOONS IN THE CLASSROOM" JONATHAN ROCHE	"DRAMA TECHNIQUES IN LANGUAGE LEARNING" FRED TARTIELLIN	CRAFTS IN THE CLASSROOM FOR THE SIX AND SEVEN YEAR OLD BEGINNERS TERESA ZANAITA	"AGATHA'S LEGACY" MIQUEL BERGA	INTERNATIONAL STUDY TOURS: PRO'S AND CON'S FOR TEACHERS AND STUDENTS CHRISTOPHERSON MARTIN
15 a 16,30 h	"POETRY IN THE CLASSROOM" BEN WEBB	"TEACHING ENGLISH TO YOUNGER LEARNERS" PEPITA SUBIRA Part I	"SHORT STORIES" VANESSA RIDGE	"INTEGRATING SKILLS AT INTERMEDIATE LEVELS" (PLENARY) WILLIAM FOWER					
16,30 a 18 h	"Communicative Activities in the classroom" GUY HILL	"TEACHING ENGLISH TO YOUNGER LEARNERS" M. JOSÉ LOBO Part II	"NOW GET TOGETHER IN A GROUP AND..." MABEL SORACCO	"PRONUNCIATION: THE TEACHER'S MODEL" PART ONE PART TWO JULIA FONT	"MAKING CORRECTION WORK" JOE HOGAN				



TERCERES JORNADES PEDAGOGIQUES
PER A L'ENSENYAMENT DE L'ANGLÈS



keep yourself busy

fun, entertainment, practice!

HOW GOOD ARE YOU AT HANDLING PREPOSITIONS, ADVERBS, PARTICLES, AND OTHER LITTLE BEASTIES?

DO YOU WANT TO HAVE FUN? TEST YOURSELF! TRY YOUR HAND AT SOLVING THIS PUZZLE.

PREPOSITIONS AND PARTICLES

by Ramon Ribé

1		2	3		4	5		6				7		
8		9			10			11				12		
		13		14				15	16		17			
18		19			20		21		22		23			
			24				25	26						
	27	28									29	30		
31				32			33	34		35		36		
			37											
38		39	40				41				42			
					43	44	45				46		47	
								48		49				
50			51		52		53	54		55		56		
				57		58		59						
60			61	62						63				
		64				65				66			67	
				68				69				70	71	
	72	73			74		75							
						76		77	78		79	80		
81	82		83					84					85	
										86				



ACROSS

1. The way we sun when we report.
2. Waiting for the cuckoo to die.
6. Where your friend is invited too.
8. You'll hang for doing her __.
9. It could be so.
10. To introduce a related matter.
12. It could be as.
13. In opposition to where the sky is.
15. After peeping and staring.
18. She is __ herself with grief.
21. She is __ and about again.
22. All the same. But.
23. When in this, you have problems.
24. No one loves me __ you.
25. The teacher told him __ for talking
28. __ with all worries!
29. It's just __ her to say this.
31. When in this, you feel miserable.
33. Wisps of smoke __ a small fire.
35. So the merry dance goes.
37. The cat is there, says Agatha.
38. Before time when we are late.
41. The pupil is not up __ scratch yet.
43. She turned __ him.
46. Ever gives it emphasis.
48. It's too conditioned for a film.
50. When at it you can't be higher.
51. It goes with your hand, when close.
55. I was really __ off by his words.
56. You are not for it.
57. __ time goes by in Casablanca.
58. Where the sky is.
60. Numbers can be like this.
61. With the exception of. But. Outside
63. Romanticism is out of it nowadays.
65. He ranks __ the best artists.
69. Mary, __ herself, had to admit it.
70. Stop it. You don't have to __ at me.
72. After in to sun.
77. We'll decide on this __ and when...
79. If you reach it, you can't go lower
81. If you __ out, you take a test.
83. She is liked by all, not __ Peter.
84. How __ John to be so late.
85. You can __ up in prison for this.
86. Think of what might go before at.

DOWN

1. Jim is __ his wife's thumb.
2. Is it a country or is it we?
3. Difficult determiner for Spaniards.
4. Use it if you are in support of it.
5. Could your put your ideas __?
6. Turn __! __ turn! Right __ turn!
7. You can __ down with flu this month
11. She was tricked __ admitting it.
12. In __ of my efforts, I failed.
13. A way of reading lines.
14. Before to when in debit.
16. I'll wait. I want to see this __.
17. It can be short or long.
19. I'm sleepy. I'll turn __ early.
20. No milk? We'll have to do __.
21. We are __ the worst now.
24. The way time goes in Casablanca.
26. We're leaving __ good.
27. I teach English and write on the __
30. The __ to the mystery is on p. 32.
32. It is rude to answer like this.
34. Do this __ school hours.
36. Throughout (the summer/the year/..)
38. That work is __ my powers.
39. He finished __ of ten seconds.
40. Do not turn __ her offer of help.
42. They lifted it by __ of a crane.
44. Steady __, old chap!
45. Ferguson was drawing __ his pipe.
47. Don't argue! __ me no __s!
49. If it is off this, it's improvised.
52. In plural to express frustration.
53. I wouldn't put it __ him.
54. She rocked her baby __ sleep.
56. He's so active. Always up and __!
59. His conceit is in __. He's no Dalí.
60. She is at __ with him over this.
62. Their interests __ on music and ...
64. I'm tired of it. I'm __ up with it.
66. Don't be uneasy on my __!
67. You'll exclaimed it at the end.
68. Before between for a messenger.
70. Her __ is mud. She's so unpopular.
71. Beware! He's up to no __.
72. They will __ on this information.
73. The nuclear bang came the __ after.
74. The number rose from __ to 200.
75. You __ at it, when you suggest it.
76. Don't __ insult to injury.
78. Before up to summarize.
79. I should go, but I'll __ off.
80. I saw him __ up his shoelaces.
82. In formal English, concerning.

CLUES:

(solutions on page 50)

**X JORNADES PER A L'ENSENYAMENT DE
L'ANGLES - I CONGRES INTERNACIONAL
SOBRE L'ENSENYAMENT DE LES LLENGUES
ESTRANGERES.**

BARCELONA, 27 de Febrer a 2 de Març, 1991.

"1991 is our 10th anniversary. It is also time for sharing and for celebrating." (IX Jornades, 1990. Opening session)

We are trying to make this Xth edition bigger and better. Other groups will join in the celebration. There will be simultaneous but separate Jornades de Francès (XV), Jornades d'Alemanya, Jornades d'Italià, Jornades de Català (as a FL), Jornades de Castellà (as a FL). The programme also includes interlanguage lectures, workshops and roundtables, so that there is a common space where teachers of different languages may share information, opinions and experiences.

This is a preliminary list of speakers and titles. The full programme is very long. A copy will be sent to all attendants after registration.¹

Speakers	Titles
AGUILAR, Ana:	"Improving the Effectiveness of the Foreign Language Session".
BELMONTE, Agustí CONSOL, Cortés:	"Using Pictures in the Language Classroom".
BERNAUS, Mercè:	"An English Immersion Camp: Its Effects on Learners of E.G.B.".
BLOCK, David:	"Don't DIY and do DIY in Materials Design".
BOLTON, Nicola:	"Group Learning: Motivating Students with songs, games with Dictionaries and Role-Play".
BOWERS, Roger:	"Minimalism in the Language Classroom". "Talking about Grammar". "Talking about Words".

¹ Preliminary programmes and registration forms have been sent to English and other Foreign Language Departments in Catalan schools and elsewhere, and also to those who registered for the IXth Edition of the Jornades. If you have missed your copy, contact ICE-Universitat Autònoma (Bellaterra, Barcelona), Tel. 5811598.



- BRUMFIT, C J: "Language Teacher Training".
 "Teaching Literature to Advanced Learners".
 "Accuracy and Fluency in Language Teaching".
 "Language Teaching & Educational Policy".
- CABALLERO, Margarita: "In Lighter Mood".
- CADIerno, Carmen
 SORACCO, Mabel: "Drop me a Line".
- CENOZ, Jasong: "El inglés de monolingues (castellano) y bilingues (castellano-euskera) en el País Vasco".
- COLLIE, Joanne: "Literature in the Language Classroom".
 "Skills for Fluency".
- COTS, Josep M.: "La competencia conversacional: Intuicions i fets".
- CRUICKSHANK, Matthew: "Stop Worrying and Start Writing".
- DENHAM, Lesley
 PITT, Kathy: "Great Expectations?".
- EDWARDS, Marion: "English Pronunciation and the Native Spanish Speaker".
- ELLIS, Cathy: "Beyond the Gap-fill - Alternative Approaches to Using Songs in Class".
- FONT, Julià: "The Problem of Stress in English: Impotent or Important?".
- FOX, Gwyneth: "Helping Lerner's Achieve their Purposes".
- GARCIA, Josep V.
 MANUEL, Carme: "L'Anglès i la seva incidència en l'ensenyament de les Llengües de l'Estat Espanyol: el cas valencià".
- GRANADA L.A. WORK GROUP: "Towards Learner Autonomy".
- GRANGER, Colin: "The Role of Memory in Language Learning".
 "Teaching Grammar Creatively".
 "Using the Metaplan technique in the EFL Classroom".
 "Lead-in, not out".
- HANH, Tim: "Making Sense of Pronunciation".
- HEALY, Tricia: "Incorporating Learning Strategies".
- HERNANDEZ, Maria: "Us del Diccionari".
- JAMES, Peter: "Confessions of a Reflective Teacher".
- JURADO, M. Adelaida: "Report of Classroom Observation Research on Error Treatment".

...J CONGRES...

- LARA, Joana: "Primer Camp d'Aprenentatge d'Anglès a les escoles públiques de St. Feliu de Llobregat-St Joan Despí".
- LAROSE, Richard: "Developing In-House Video Workprojects from Authentic Materials".
- LAROY, Clement: "Creative Writing Through Music".
"People, Music and ELT".
"Music, other Arts and ELT".
"Linguistic Practice through Music".
- LEON, Antonio: "Del AV. al VA. con especial atención al Listening".
- LOBO, Ma. José
SUBIRA, Pepita: "Teaching English to Young Learners".
- LOPEZ, Rosa: "Listening and Speaking Strategies Development"
"Teaching English Through other Subjects".
- LUCEA, José M.: "An English Class Observed from the Last Row".
- MARTINEZ, José A.: "Insights into Classroom Interaction".
- MOLINA, María I.: "Research and Application in Audio-Phonology: Techniques to Improve Pronunciation".
- MILLS, E.P.: "Inhibiting Factors in Language Learning and Use. The Importance of Anxiety".
- MONTHY, Sarah
LANDAJO, Román
SEBASTIA, Soledat: "Talk Between the Lines".
- PARETAS, Gemma: "Spellbound by a Musical: Singing in the Rain".
- PARROTT, Martin: "Language Teaching, Silver Bells, Cockle Shells and Good Gardening Practice".
- PASCUAL, Anton: "Colonies d'immersió lingüística amb alemany: Resultats amb alumnes d'EGB".
- PEREZ-YARZA, Marta: "Experimentación de los medios audiovisuales en el área de la expresión".
- PIEPHO, Hans E.: "Text-based Writing Tasks (Hands-on)".
"English with Slow-learning, Non-motivated Pupils".
"Principles and Priorities in Modern ELT".
- PIKE, Hugh: "Body Language".
- POZAS, Ana: "Learner Training in BUP: Students as



... INTERACCIONAL

- Material Writers".
- PUCHKA, Herbert: "EFL in Primary Schools - New Ideas, New Materials".
"Creative Visualization in the EFL Class".
"Teacher Development through NLP (Neuro Linguistic Programme)".
"Grammar on Both Sides of the Brain".
- QUIRK, Randolph: "Corpus Frequency and Grammar Teaching".
"Words, Meanings, Grammar".
- RAVERA, Margarita et all: "A One Day Immersion Programme with EGB Learners".
- ROBINSON, Janet "Move Your Body and Let the Words Come Out".
LEEDS, Ana: "Simple Resources for Lively Classes".
"Old Macdonald's Alphabetical Farm (Another Look at Spelling)".
"The Wheels of the Bus Go Round and Round".
- ROCA, Jordi: "Inviting Students to Task Design".
- RODRIGUEZ, Fernanda: "Japan: The Country and its Culture".
- RODRIGUEZ, Ma.Ter.: "Literatura popular y folklore infantil inglés como materiales didácticos".
- SAVAGE, Alison: "The Problems of Teaching English to Beginners".
- SHEERIN, Susan: "Listening Comprehension: Teaching or Testing?".
"A Process Approach to Writing".
"Some Activities for Teaching and Practicing Intonation".
- SOLER, Susanna: "Crédits variables: Exemples pràctics".
- SOLE, M.J.: "Evaluation and Reviewing of Dictionaries".
- STEIN, Gabrielle: "ESL Dictionaries and the Teacher".
"Constructions of the Have-a-look in Modern English".
- STYLE, John: "Uses of Humour in TEFL".
- SZWAJ, Malgorzata: "Recipes for Using Newspapers".
"Teaching Advanced Students".
"The Real Thing - Objects as Teaching Aids".
- TARTELLIN, Fred: "Practice through Poetry".
- TEJADA, Gabriel: "Acceso a la interacción en inglés como L2 con niños".
- THORNBURY, Scott: "It's a Good Class - It's a Grammar Class".
"Controlled Practice: Who Needs it?".

- TOTH, Maria: "Què hem de fer? Using and Organising Activities".
- TRIM, John: "Modern Language and European Citizenship: New Developments in the Council of Europe." "Threshold Level 1990: An Extended Model for the Specification of Language Learning Objectives." "The Use of Functional and Notional Categories in the Analysis of Conversation."
- VERA, José L.: "What Kind of Teacher am I?". "Case Studies as a Means of Awareness Raising in EFL and Teacher Development: A Practical Approach". "Group Dynamics in an EFL Classroom".
- VIDAL, Núria: "Ten Years of Project Work".
- VINEY, Peter: "Using Video Actively at the Elementary Level". "Motivating Elementary Students".
- WICKHAM, Judy: "Peer Observation: A Counselling Approach".
- WIDDOWSON, Henry: "The Context of the Classroom".
- ZARO, Juan J.: "Literature as Study and Resource". "Extensive Reading Programmes".
- ZOZAYA, Pilar: "Who's Who in Contemporary British Drama".

Equip de Col.laboració:

Neus Figueres, Juan Manuel Fernández, Roger Franquesa, Ricard García, Olga Godoy, Magda Masset, Cristina Riera, Pepita Subirà, Isabel Vidaller.

With the collaboration of:

ESCOLA OFICIAL D'IDIOMES
DE BARCELONA.

BRITISH COUNCIL INSTITUTE
BARCELONA.

INTERNATIONAL HOUSE
BARCELONA.

CAMBRIDGE UNIVERSITY PRESS
COLLINS
HEINEMANN IBERIA
LONGMAN PENGUIN ESPAÑA
NELSON
OXFORD UNIVERSITY PRESS

and of

A.P.A.C. - Associació de Professors d'Anglès de Catalunya.

Coordinació: Julià Font, Núria Godoy, John McDowell, Ramon Pujol, Ramon Ribé.

HISTORIA D'UNA REIVINDICACIO

COM TOTS SABEU, FA TEMPS QUE REIVINDIQUEM UN TRACTAMENT Digne de les llengües estrangeres en els nous plans de reforma. La quantitat d'exposició setmanal prevista a la llengua es totalment inadequada. Com a tècnics hem de repetir-ho tant sovint com calgui. Podem ser la cua d'Europa pel que fa a les llengües estrangeres. Si el problema es d'hores d'estada de l'alumne en el centre i de repartiment d'aquestes entre totes les assignatures i activitats, llavors tal vegada es la concepció del currículum global la que no es bona i la que no permet una acció educativa eficaç des de les matèries del currículum.

"If the contact is as little as two hours a week, it will be difficult to inculcate a sense of progress and achievement and there will be serious lack of interest in learning. (...) With only two hours a week available, learning by normal inductive processes is probably very difficult. What is more, there is serious danger of forgetting when the contact is so sparse."

(WILKINS, D.A., 1974, Second language Teaching and Learning, p.45. Edward Arnold.

RACÓ PER A OPINAR.

Crec que és una qüestió prou important i que les nostres opinions s'haurien de fer sentir.

1. Hi ha un punt de total acord entre els investigadors dels processos d'aprenentatge d'una segona llengua (SLA): la condició principal d'aprenentatge és la *quantitat d'exposició* a la llengua objectiu (diguem-ne Ex_{11-0}) -en termes de temps-. La resta de factors pressuposen aquest.
2. La nostra situació pel que fa al factor Ex_{11-0} dins dels nivells escolars i en relació a altres països és particularment empobrida. Pensem en les situacions d'EGB i FP. Pel que fa al BUP, motius segurament molt lloables de política educativa global, l'han reduïda també a mínims.
3. Quin és el futur? Prescindint ara del model global -que no és el moment de discutir-, sembla que l'ensenyament de la llengua estrangera a l'experimentació dels nous nivells educatius obligatoris (12-16) es fa sobre la base de 9 crèdits (dels 12 possibles) de 30 hores cadascun. És a dir, 270 hores en quatre anys o, si ho dividim, un *promig* de 67 hores per any -dues per setmana- (o 9 trimestres de 3 hores setmanals i tres trimestres sense llengua estrangera). La "possibilitat" d'algun crèdit optatiu no modifica la perspectiva temporal general; la seva mateixa optativitat -tot i tenir avantatges- fa que no arribi a tots i, a més, presenti característiques molt específiques de coordinació.
4. ¿De debò serà una exposició suficient per a uns objectius bàsics d'adquisició de llengua estrangera?

R. Ribé



MOLT HONORABLE SENYOR PRESIDENT DE LA GENERALITAT DE CATALUNYA.

Senyor,

L'Associació de Professors d'Anglès de Catalunya (APAC), els seus socis i simpatitzants, volem saludar-vos atentament com a President de la Generalitat de Catalunya i posar a la vostra consideració un fet que ens preocupa.

A nivell català, estatal, europeu, la preocupació per una política definida d'ensenyament de llengües és cada cop més palesa i necessària. I és clar que hi ha molts aspectes sobre els que s'ha de prendre decisions, tant pel que fa a a) *quantas i quines llengües s'han de promoure a la xarxa escolar, com sobretot a la b) millora del seu aprenentatge.*

L'aspecte b) de *millora de l'aprenentatge* és avui el motiu d'aquesta carta. La recerca existent coincideix en un factor essencial, pel que fa als factors externs: la **quantitat** i la **frequència** d'exposició a la llengua són factors essencials d'adquisició, més enllà de l'edat, aptituds i metodologia.

Actualment a Catalunya, l'espai quantitatiu i la freqüència d'exposició a la llengua estrangera dins la xarxa educativa obligatòria, són menors no sols que el de la major part de països europeus, sinó fins i tot que el de la resta de l'estat, degut al major nombre de llengües que formen part dels nostres curriculum i a la distribució peculiar d'hores lectives. Les previsions dins de les reformes educatives anunciades no són tampoc gens prometedores cara a aquest factor tan important.

Sabem que existeixen problemes per a aquesta ampliació. El nombre de llengües primeres n'és un. D'altra, la manca d'un nombre suficient de professorat d'algunes llengües (cas de l'anglès, per exemple).

Hi ha solucions a aquests problemes, imaginatives i no gaire costoses. Caldria, però, estudiar-les i sobretot prendre decisions. **Respectuosament us demanem doncs:**

- a. La previsió d'una ampliació de la quantitat i freqüència d'ensenyament de les llengües estrangeres a la xarxa escolar.
- b. Un pla de preparació, reciclatge, o reconversió del professorat necessari.
- c. Recolzament a la formació permanent dels professors actuals de llengües, tal i com es conté en les recomanacions de les institucions europees i es comença a preveure en altres territoris de l'estat.

Com veieu, la petició que us fem arribar no és una senzilla reivindicació corporativa. Ens mou l'amor a Catalunya, el respecte a la nostra llengua, cultura, i la nostra vocació d'ensenyants al servei del nostre país.

Atentament,



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?

11. Per què encara no hi ha més resposta oficial que la carta del Molt Honorable Sr. President de la Generalitat a la carta signada per tants socis d'APAC *referent al tema de les hores dedicades a la llengua estrangera en els plans de Reforma dels Ensenyaments Secundaris a casa nostra?*

De debò no interessa als responsables d'Ensenyament? De debò creu algú que criticar aquesta desídia és defensar interessos corporatius? De debò? O és que es tracta d'aconseguir el rècord europeu per baix?

DON'T FORGET !!!

**Send us anything
you think it is
worthwhile**

Address it to:

**APAC
Apartat 22287
08087 Barcelona**



Are you doing something new in the class? Tell us!

Calendari de 1989 de la Direcció General d'Acció Cívica de la Generalitat.



Aprenen idiomes.
Fem possible la
comunicació.

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

*Valeu la pena que este
escrivint també directament
al 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/GG
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 Esquiús
DIRECTOR GENERAL

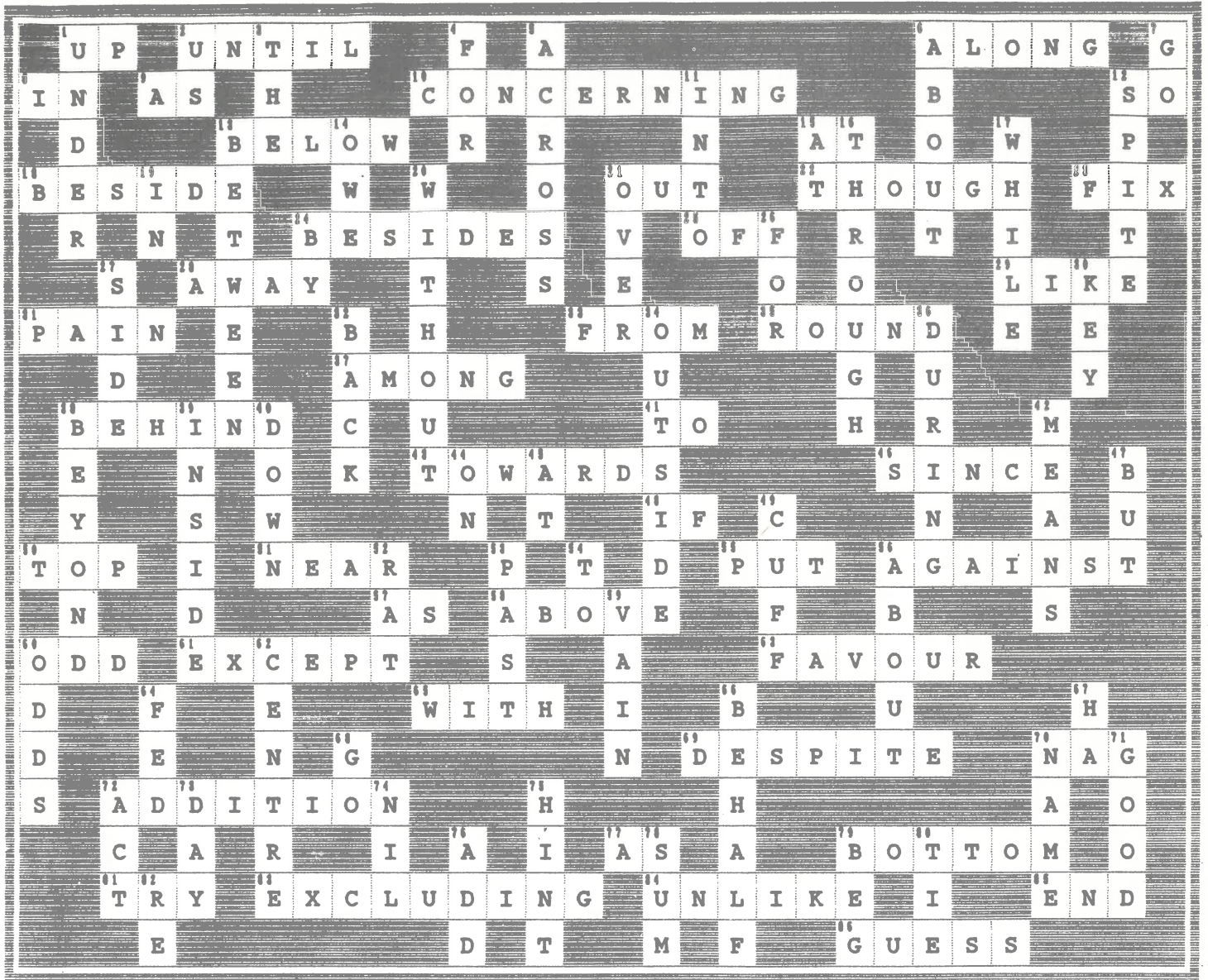
Calendari de 1989 de la Direcció General d'Acció Cívica de la Generalitat.

GENER							FEBRER							MARÇ						
Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	27	28	29	30	31	27	28	29	30	31		
30	31																			
ABRIL							MAIG							JUNY						
Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31	26	27	28	29	30	26	27	28	29	30	
JULIOL							AGOST							SETEMBRE						
Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30				
31																				
OCTUBRE							NOVEMBRE							DESEMBRE						
Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge	Dilluns	Dimarts	Dimecres	Dijous	Divendres	Dissabte	Diumenge
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31			
30	31																			



Generalitat de Catalunya
Departament de Benestar Social
Direcció General d'Acció Cívica





APAC
 (Associació de Professors
 d'Anglès de Catalunya).

APAC of NEWS

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

Editors:

José Antonio Martín
 Núria Márquez
 Ramon Ribé
 Roger Franquesa

Apartat 22287
 08080Barcelona

Dip. leg.: B-41180-88

Distribution by:
 Longman Penguin España

A.P.A.C.

BUTLLETA DE SUBSCRIPCIÓ

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

NOM I COGNOMS: _____

ADREÇA PARTICULAR: (Carrer, nº, pls) _____

Població: _____ Codi Postal: _____

Província o comarca: _____

Nº TELÈFON: _____

LLOC DE TREBALL: _____

ADREÇA (Carrer, nº) _____

Població: _____ Codi Postal: _____

TELÈFON: _____

Treballa a EGB BUP i COU FP Escola Idiomes Facultat
Altres

DADES BANCÀRIES (per domiciliïlar el pagament de la quota de soci)

Banc o Caixa: _____

Agència nº: _____

Adreça (carrer, nº, població, codi postal): _____

Nº de compte corrent / llibreta: _____

AUTORITZACIÓ BANCÀRIA:

Banc o Caixa _____

Agència nº _____

Carrer i nº: _____

Codi Postal i Població _____

Senyors: prego a aquest Banc/Calxa que fins nou avis, 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 _____

Titular del compte _____

Número del compte _____

Trametre a: Associació de Professors d'Anglès de Catalunya
(APAC). Apartat de Correus 22.287.08080 Barcelona.

The best
for you



and
your
family

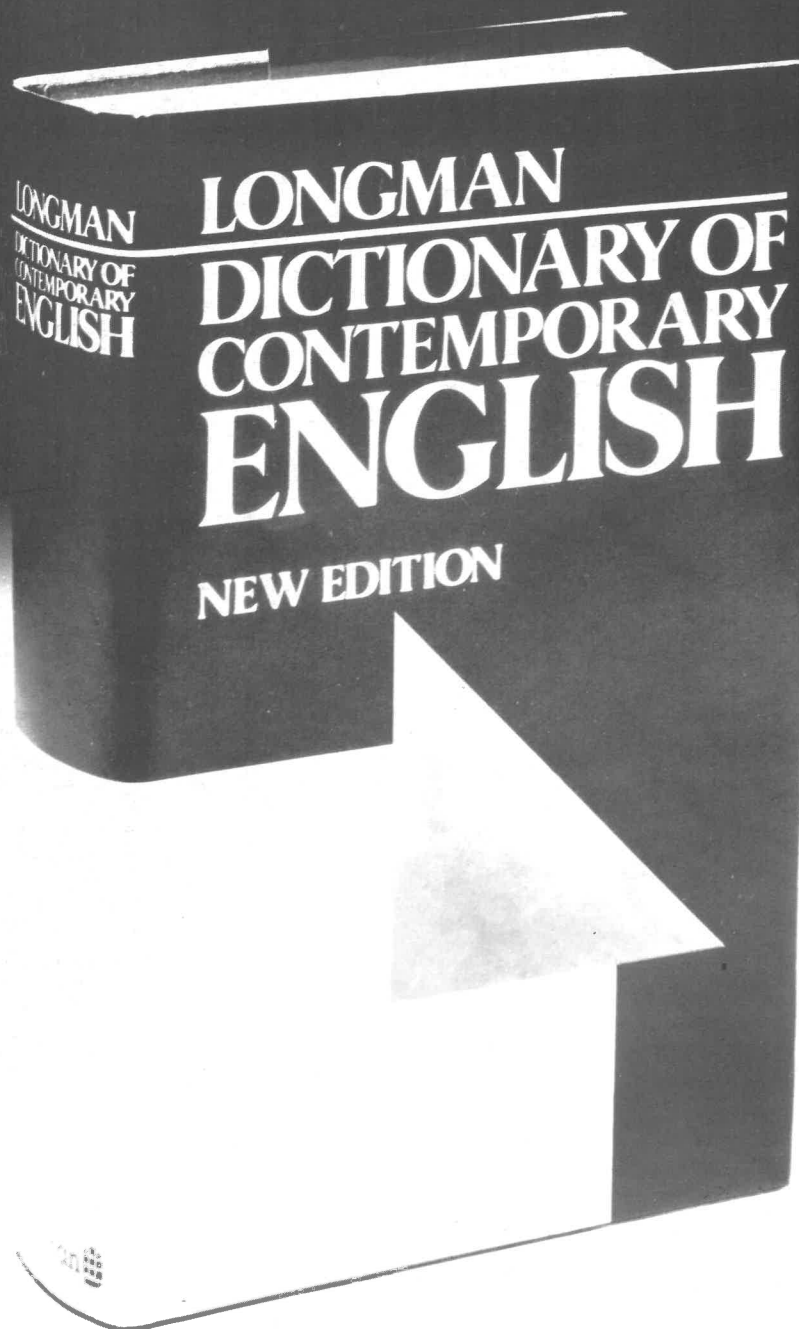


in this
Christmas
and in the
coming
year

AoA



FOR YEARS, PEOPLE
HAVE BEEN SAYING THE
LONGMAN DICTIONARY OF
CONTEMPORARY ENGLISH
IS THE BEST.



Write for full details and a free preview section to:

Longman 

Marketing Department, Longman Penguin España, San Nicolás 15, 28013 Madrid

NOW IT'S EVEN
BETTER

Announcing a major
New Edition of the most
successful dictionary
for advanced students
of English.

NEW...

Includes the most up to
date words and
phrases

500 new helpful
illustrations

CLEAR...

The clearest definitions
using the renowned
Longman Defining
Vocabulary

A new easy-to-follow
grammar coding
system

IPA Pronunciation of
British and American
English

...AND THE MOST HELPFUL

20 extensive Language
Notes

400 detailed Usage
Notes

75,000 realistic, useful
examples

"Through every aspect
of its design, this new
dictionary securely
speeds the learner's
efficient and sensitive
control of the
language."

Professor Sir Randolph Quirk

LONGMAN
DICTIONARIES
THE SYMBOL
FOR SUCCESS