

# APAC *of* NEWS

No. 13. Gener 1992.

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



**"Towards Autonomy.**  
Barcelona 27-29 February 1992.

*Falten fills.*  
**"Opening New Paths"**  
Jornades APAC.

APAC of NEWS

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

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Apartat 22.287  
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Distribution by:  
Longman Penguin España

## ***IN MEMORIAM***

---

**John McDowell, our dear friend and colleague, has left us.  
There are no words to express our grief.**

It was impossible to know John and not to love him dearly. He was always respectful, warm, helpful and infinitely generous. John loved Catalonia, spoke our language like the best of us, and had become a living symbol of the best style of Anglo-Catalan co-operation and brotherhood. The legions of teachers trained by him during his many years as Pedagogical Advisor for the British Council in Barcelona, and as teacher trainer for the "Department of Política Lingüística de la Generalitat de Catalunya", will find him irreplaceable.

I have been trying to think of a way to say farewell, John, and I believe that you would have liked these two poems -one English, one Catalan. They express our feelings and what you represented for all of us.

*With you for mast and sail and flag,  
And anchor never known to drag,  
Death's narrow but oppressive sea  
Looks not unnavigable to me.  
(The Narrow Sea, by Robert Graves)*

Amb tu per pal, bandera i vela  
i àncora que mai no s'arrossega,  
l'angost i opressiu mar de la mort, ara  
no em sembla pas innavegable.  
(*El mar angost*, de Robert Graves. Traducció  
de Josep M. Jaumà. Edicions 62.)

Reconduïm-la a poc a poc, la vida,  
a poc a poc i amb molta confiança,  
no pas pels vells topants ni per dreces  
grandiloqüents, sinó pel discretíssim  
camí del fer i desfer de cada dia.  
reconduïm-la amb dubtes i projectes,  
i amb turpituds, anhels i defallences;  
humanament, entre brogits i angoixes,  
pel gorg dels anys que ens correspon de viure.

En solitud, però no solitaris,  
reconduïm la vida amb la certesa  
que cap esforç no cau en terra eixorca.  
Dia vindrà que algú beurà a mans plenes  
l'aigua de llum que brolli de les pedres  
d'aquest temps nou que ara esculpim nosaltres.  
(Martí i Pol: *Solstici*. De *L'àmbit de tots els àmbits*  
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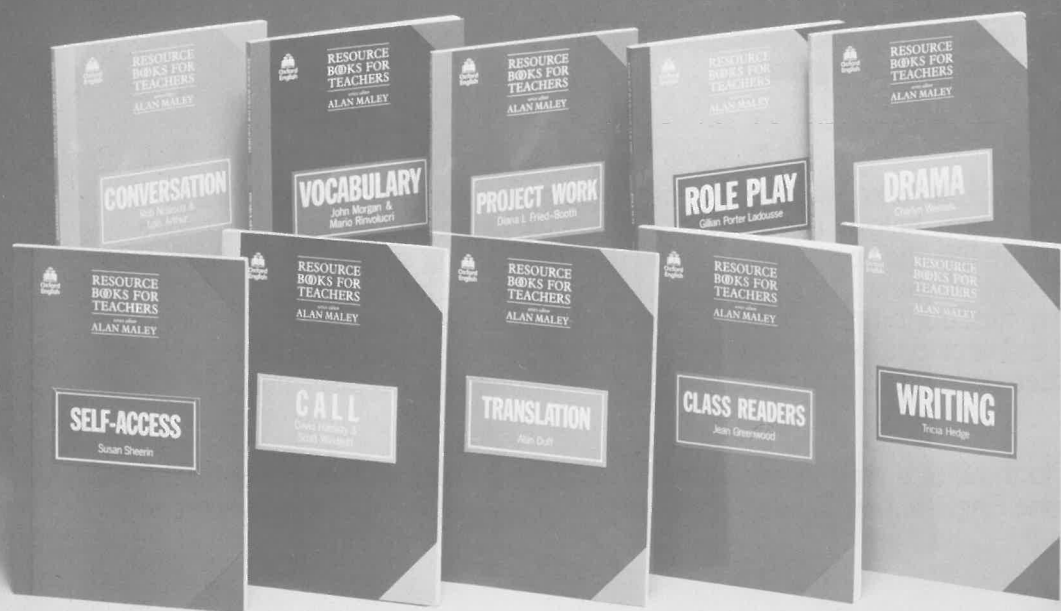
You will be in our hearts forever.

Ramon Ribé i Queralt  
President of APAC.

---

# RESOURCE BOOKS FOR TEACHERS

series editor: Alan Maley



A wide-ranging "resource bank" of practical ideas for immediate use in the classroom

## **Vocabulary**

*John Morgan & Mario Rinvolucri*

## **Project Work**

*Diana L. Fried-Booth*

## **Role Play**

*Gillian Porter Ladousse*

## **Drama**

*Charlyn Wessels*

## **Class Readers**

*Jean Greenwood*

## **Writing**

*Tricia Hedge*

First Prize in the English Speaking Union Duke of Edinburgh Book Competition 1989

## **Conversation**

*Rob Nolasco & Lois Arthur*

## **Self-access**

*Susan Sheerin*

## **CALL**

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## **Video**

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## **Grammar Dictation**

*Ruth Wajnryb*

For further information please contact:

Oxford University Press, Almirante, 30 1º D, 28004 Madrid. Tel(91) 531 04 71

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English

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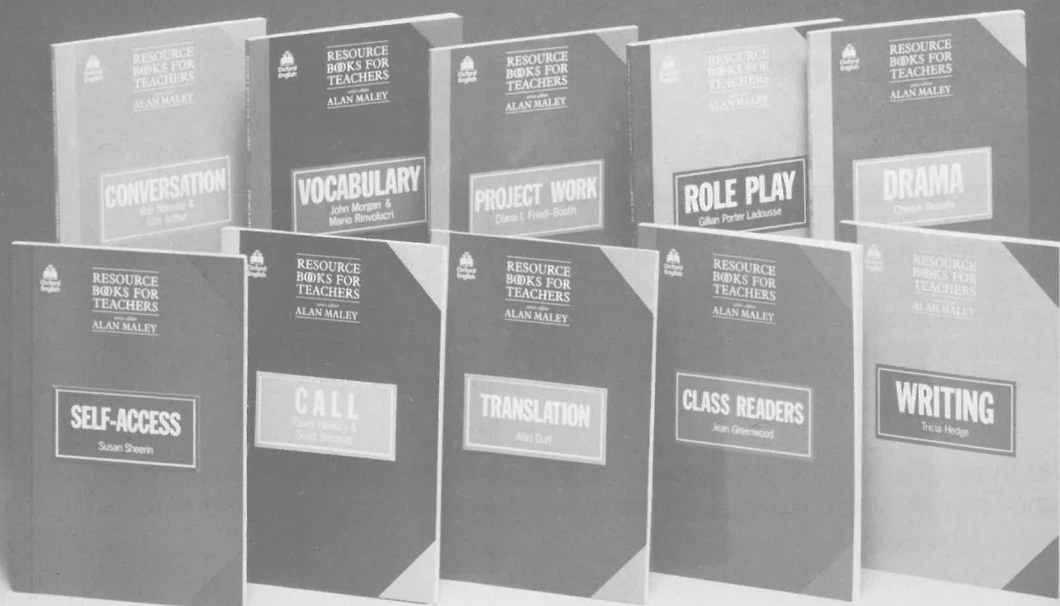
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FROM ME TO YOU

Dear APACs,

Winter is the usual time for getting together. Events are organized all over Catalonia. APAC pedagogical weekends in collaboration with other institutions help make this possible. Other institutions and teams (British Council, ESADE, ICEs, teachers' seminars, training team for Reforma, etc.) provide us with similar opportunities. Some are short events, others (post-graduate courses) run along the academic year. This means that at least some of the most urgent training needs are catered for. But it is the local conventions - Jornades in Girona (November-91) and in Lleida (March-92), the recent convention (December-91) in Tarragona, February Jornades in Barcelona, etc.- that attract most people and give us the best opportunities for sharing professional experiences and information. APAC, faithful to its principles, collaborates whenever asked and substitutes wherever necessary.

This year the ICE of the UAB has not included the February Jornades in their yearly planning. Sensing the need, APAC -our Associació de Professors d'Anglès de Catalunya-, always cooperative, is filling in the gap, so that there is no year without our traditional meeting. To avoid any institutional misunderstandings, we are moving away from the old label and renaming this encounter "APAC ELT-Convention 1992" or "Jornades APAC 1992". Other events (TESOL Mediterranean Summer Institute, etc.) will be happening along the year at approximately the usual dates. In a year of Olympic celebrations, ELT events seem to be as crowded as always in this language-conscious corner of the world.

It is increasingly obvious that APAC members are really professional people. In fact our APAC colleagues are running most ELT events in Catalonia under the umbrella of different institutions. They all pull together for these occasions and help each other as best as possible. Which reminds us of another aspect of cooperation. We have been informed of the massive response to our ad asking for volunteers for the Paralímpic Games. Congratulations to all those who have volunteered.

1992 is a special year for everybody. Our best wishes.

Yours,

APAC

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INFORMACION: Numància, 48-50 Entlo. 2 A, 08029 - BARCELONA,  
Tel. (93\_4103804 - Fax. (93) 4196866



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VAMOS!!  
CON



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08193 Bellaterra (Barcelona), Spain  
Tel.: (3) 581 15 98  
Fax: (3) 581 20 00  
Telex: 52040 EDUCIE



**COURSES FOR ENGLISH TEACHERS**

**WORKING IN SECONDARY EDUCATION**

COURSE 1991 - 1992

**Inscripció i informació:**

Secretaria de l'ICE de la UAB a Barcelona, Avgda. Sant Antoni M. Claret, 171. De les 18 a les 20 hores.  
Telèfon: 235.82.57

- a) **CONVERSATION COURSE (30 hours)**  
Teacher Trainer: CHARLES CUMMINS  
Days: On Mondays, from 14.00 to 16.00 hours (15 sessions)  
Dates: From the 10th of February - 1st June  
Enrolments: 27th January - 6th of February
- b) **COOPERATIVE LEARNING: GROUP DYNAMICS AND MATERIALS PRODUCTION (42 hours)**  
Teacher Trainers: Lew Barnett  
Matthew Cruickshank  
Days: On thursdays, from 18.00 to 21.00 hours (14 sessions)  
Dates: 13 th of February - 28th May  
1- Group Dynamics (4 sessions)  
2- Materials production (10 sessions)  
Enrolments: 27th January - 6th February
- c) **"EL DISSENY CURRICULAR D'ANGLÈS A L'ENSENYAMENT SECUNDARI OBLIGATORI" (30 hours)**  
Teacher Trainers: Secondary education teachers working in "La Reforma"  
Days: On Tuesdays, from 18.00 to 20.30 hours (12 sessions)  
Dates: From the 11th of February - 5th May  
Enrolments: 27th January - 6th of February

# CONCURS APAC

## 4t. Concurs APAC

APAC convoca el 3r concurs APAC en les següents modalitats:

\* Per a alumnes d'anglès de tots els nivells:

1. Premi APAC Classroom Magazine.
2. Premi APAC Comic Stripe.
3. Premi APAC Video.
4. Premi APAC Story Telling.

\* Per a professors d'anglès.

5. Premi APAC Classroom Activity.

### BASES GENERALS

1. Hi podran participar tots els estudiants d'anglès en centre públics o privats d'EGB, FP, BUP i Escoles d'Idiomes.
2. En el cas del premi APAC 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:

APAC (Associació de Professors d'Anglès de Catalunya).  
Apartat de Correus 22287  
08080 Barcelona
6. El termini de presentació finalitzarà el 23 d'abril de 1992.
7. El jurat estarà format per cinc socis de l'APAC.
8. Els treballs premiats seran publicats en el butlletí de l'Associació -APAC of News- totalment o parcialment, segons les característiques del treball.

Institut de Ciències de l'Educació

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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 APAC Classroom Magazine

- A. La revista haurà de ser íntegrament en anglès. Pot tenir qualsevol tipus de contingut, si bé es valorarà, a part de la seva elaboració i forma, l'enfocament que es doni 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 APAC Comic Stripe

- A. El Comic haurà de ser íntegrament en anglès.
- B. El tema del comic serà lliure.
- C. El format i l'elaboració seran lliures, si bé, però, el comic haurà de tenir un mínim de 12 planes (portada inclosa).

#### 3. Premi APAC Vídeo

- A. El vídeo haurà de ser íntegrament en anglès.
- B. El tema de l'enregistrament serà lliure.
- C. Es presentarà en sistema VHS, i la seva durada no podrà ser inferior als 15 minuts.

#### 4. Premi APAC Story-telling

- A. El treball haurà de ser íntegrament en anglès.
- B. El tema serà lliure.
- C. La llargada del treball serà de dues a deu planes.

#### 5. Premi APAC 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.

**...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)



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Jornades APAC.

## A WORD OF WELCOME.

For ten years we have been meeting every February. And it has been a delight to renew acquaintances, to have an opportunity for discussing shared problems, for learning from the best experts in the field of ELT, for having a break in the middle of the exhausting second term. What started as a crazy enterprise by four enthusiastic teachers and 275 attendants in 1982 has grown up to over one thousand teachers and

150 teacher-training modules in 1990 and 1991. However, our meeting this year has some new features. Educational institutions change their policies and so this time the Institute of Education of the UAB has not included our Jornades in their yearly planning. It is maybe just a question of timing and of priorities. We hope that there will be collaboration again in the future. APAC - our Associació de Professors d'Anglès de Catalunya- has come to help and will provide all the necessary support this year. And other institutions are helping as always. Everything will be as always. Better, if possible. So APAC will be running our 1992 meeting, as it is a customary thing with GRETA in Andalucía, APIGA in Galicia, APPLE in Asturias, TEA in Granada, APIE in Aragón, AIRE in the Balearic Islands, ATLANTIC in Huelva, TESOL SPAIN, etc. APAC is us -the collective body of teachers of English working in Catalonia. The same teachers who support our yearly events and who are the real protagonists of our work groups and 'seminaris', of our daily teaching, OF THE REAL EDUCATIONAL CHANGE. This time it just happens that the activities behind the screen -thinking, organizing, planning, making contacts- and the up-front activities -presenting, administering, etc.-will be us -APAC -the teachers of Catalonia working together. And we will still be open to collaborating with any institutions that help us.

**MEMBERS OF APAC WILL HAVE A REDUCTION IN THE REGISTRATION FEE**, of course. And we encourage the rest of our colleagues to join forces and become members during the Conference. A special affiliation fee will be offered during the Conference.

Speakers and attendants enjoy our Conventions. What makes them so enjoyable? There is no secret to it. Let us go back in our mind to what is the typical day during our yearly event.



Kobe, Japan

23/10/91

"I'd love to do another Jornades in Barcelona. Of all the conferences I've done around the world it's the most enjoyable. Affable, efficient, enthusiastic - and a chance to really develop a theme and relationships over the three days."

**Brian Tomlinson.**

**It is a meeting place for old and new friends.**

New generations of teachers come out of our faculties every year. Our Jornades are the best place to meet older and more experienced colleagues. We live such hectic lives, that some of us meet only once a year. Would you guess where and when?

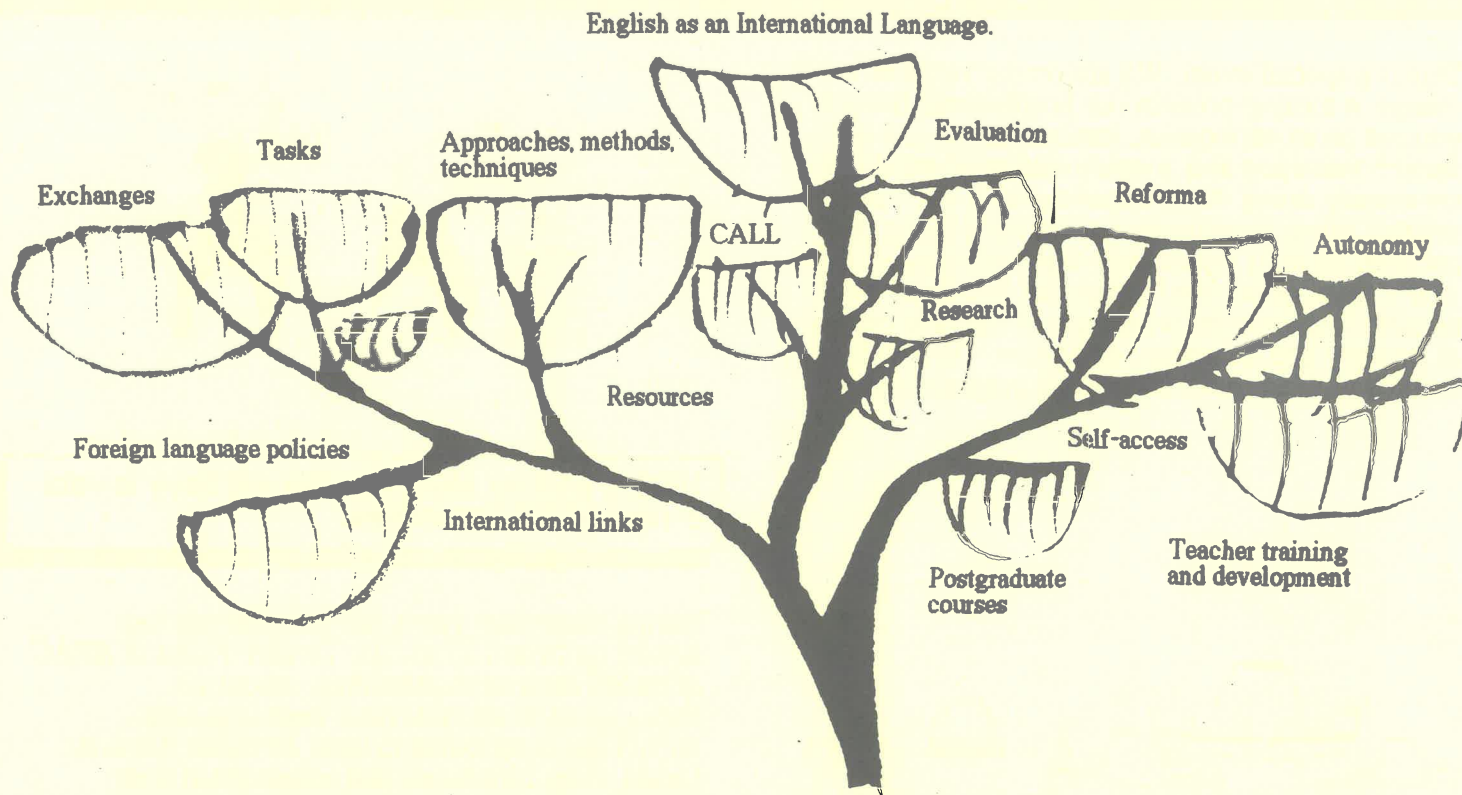
**There are over 130 1/2 h. teacher-training modules. All of them carefully selected.**

This includes plenaries, lectures and workshops. We have foreign guest-speakers and local contributions. Topics cover theoretical aspects, practical experiences, round-tables on controversial points, etc. There is a lot of everything to cater for the preferences of each of the attendants.

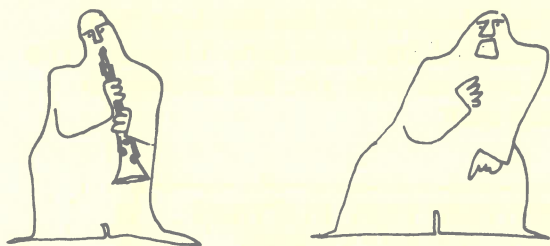


**REMINDER: This year we will have many more simultaneous workshops (26) so that there is ample space for everybody. But we will also limit the number of registrations. Do not wait. REGISTER NOW!**

Many of the sessions are organized around a central topic. but no issues are avoided.



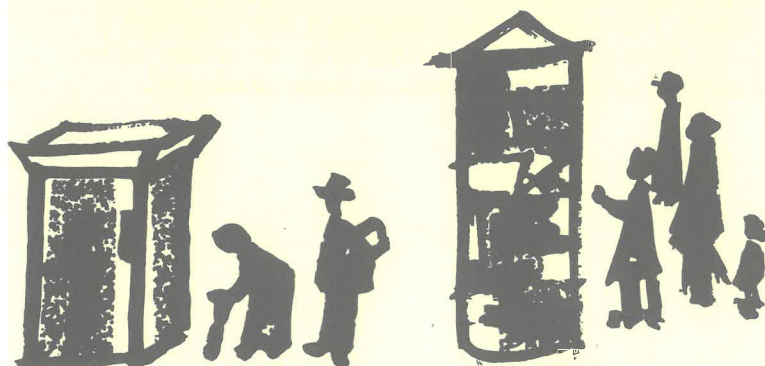
There is theater, music, and fun for everybody.



**REMINDER:** Getting permission from school directors is sometimes a problem. So, this year we will start on Thursday afternoon. This means that you need to be away from your school only Friday. This is much easier to manage. And of course, Saturday morning is not a problem. As always, there will be the usual glass of CAVA after the morning sessions on Saturday, and our colleagues of the "Play it again, Sam" band will play for us.

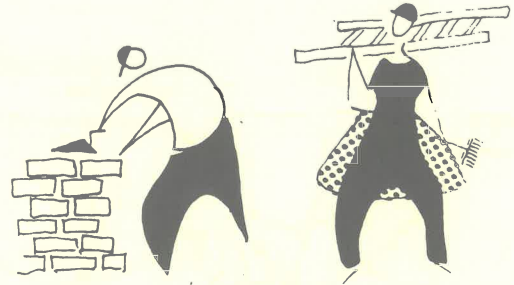
... we have a leisurely walk along the Rambles.

Between sessions we visit the book stands and say hello to our friends, publishers and reps, or...



**In 1992, many of the workshops and roundtables will deal with aspects related to the 'REFORMA'.**

This is a special event. We are on the verge of a change, a turning-point in our professional lives. It will not be an earthquake, surely. Maybe just a smooth transition and a confirmation of what we are already doing when experimenting and, in general, when developing our teaching along our personal style. It seemed only fair that many of this year's sessions covered topics that had to do with possible implementation aspects of the new cycles of primary and secondary education. They will be marked with a special sign in the programmes.



**1992 is time for elections. We will have to vote a new APAC Committee.**

During these four years, our membership has moved up from 125 to 525. Twelve issues of *APAC of NEWS* have been published. About 10 Pedagogical Weekends have been organized. APAC has contributed to local Jornades (Girona, Lleida, Baix Llobregat) and collaborated with countless shorter events. APAC organizes this year's Jornades in Barcelona, certainly the most important teacher-training event in the State, one of the biggest TEFL Conferences today. However, the big question is not "What is APAC doing for me?", but, as it has always been, "What can I do for APAC?" The present committee has done their share of work. And they have done it happily. The reward is in the well-done job. The message is then loud and clear,

**VOLUNTEER! THE JORNADES MAY BE THE BEST TIME FOR PUTTING FORWARD YOUR CANDIDATURE FOR PRESIDENT OR ANY OTHER RESPONSIBILITIES YOU ARE READY TO TAKE. Talk to colleagues. Make a team. Put your names or collective candidatures into an envelope and give it to the APAC stand. Elections will take place in April or May.**

And now for the programme itself. Turn to the next page and decide which sessions you may particularly like. Most of the guest-speakers from abroad (the ones we cannot listen to every day) will repeat at least one session. So, take it easy if the first time there is little space. There will be a second (and maybe a third and fourth) opportunity. Support our local speakers! They are among the best and quite often what they offer is much more relevant to our needs than decontextualised methodological contributions from elsewhere. Good luck to all of you, my friends.

Yours,

APAC

**DIJOURS / JUEVES:**

**15.00 REGISTRATION**

**16.00 OPENING SESSION**

**Paraninf Universitat de Barcelona**

**COWIE, T. "Single words or chunks?"**

In this lecture I shall survey the wide range of multi-word units that are commonly used in speech and writing; suggest why they play such an important part in language learning and use; and say how our approach to vocabulary teaching should be planned to take account of the ready-made in vocabulary as well as the newly created.

Plenary talk

**17.30:**

**CAVA**

(Offered by ViceRectorat-Secretaria General -U.B.- and APAC)

**18.00: Simultaneous plenary talks**

**CASAÑAS, Magí. "Curriculum development and the role of the teacher".**

**HOLDEN, S. "The investment of self, building on teachers' and students' individuality."**

**RIBE, R. "Task typology for 13-18 year old students".**

**SHEPHERD, J. "The convergence of grammar and semantics."**

**VIDAL, N. (Coordinator). "Teacher training for Reforma".  
Round Table**

**DIVENDRES / VIERNES: 9.30 - 11.00**

**ARILLO, M. "Transferring decision making to students. Some How tos. (3 sessions).**

Teaching teenagers: aims, contents and activities. Teacher's role and students' role. Teaching English as a compulsory subject: language development: implications. Helping students become autonomous learners: getting intellectual work organised.

*Secondary*

*Room: 36*

**BAKER, VICKI. "Clarification and consolidation of grammar games through learner training".**

Any level can benefit from this type of input: elementary - proficiency. Preparation is minimal for the teacher; the student can help teach himself at home with minimal materials provided; interesting and stimulating grammar classes.

*General*

*Room: 56*

**BOSCH, Mireia. "Developing language awareness".**

Presentation of a variety of classroom activities designed to help learners become more aware of language and language learning.

*Secondary / Adult*

*Room: 66*

**CAVALLO, Robert. "Understanding yourself as a teacher".**

Reflections on what motivated you to be the teacher you are. (Teacher development talk).

*All*

*Room: 54*

**DENHAM, Lesley / BEDSON, Nick. "Learning Tools".**

Do your students make the most of you, their classmates, their textbook, a tapescript, etc? This workshop will look at ways to help students help themselves by taking full advantage of all the resources around them.

*General*

*Room: Video-3*

**ESCOBAR, Cristina. "All you wanted to know about summative evaluation/exams and you did not dare ask".**

Some of our most firm ideas about WHAT and HOW to assess our students are *gone with the wind* of innovation. In education there is no *Mary Poppins* to teach us a trick that answers all our questions, but ... is it possible to find ideas to improve our evaluation techniques in less than *nine and a half weeks*? We'll try.

*General*

*Room: 67*



**FISHER, Carol-Anne. "Working with video tapes In the classroom".**

The aim is to make the most out of the video tape. Practical ideas for working with guided exercises on a video tape. Applying children's inventiveness to a video tape.

*EGB*

*Room: 35*

**GANGL, Renate. "An activity-centred approach towards ELT"**

Activity-centred teaching aims at meaningful communication in the context of a holistic approach to learning. The teacher creates settings within the classroom which give young learners the opportunity for authentic messages and provide inherently motivating tasks.

*Primary*

*Room: Video-2*

**GREENWOOD, N. / HAUGHEY, S. "Creating worksheets for Satellite News Broadcasts".**

The speakers are responsible for producing worksheets to accompany the daily satellite news broadcasts at a variety of levels. In their talk they will state the principals they start from and demonstrate a variety of different approaches that can be used. The same broadcast can produce materials for many different levels. The focus of the talk will be essentially practical.

*All*

*Room: 61*

**MARTIN, José Antonio. "Project Work: A Firm Basis to Build Up a 'Crédit de Reforma'".**

"Project Work" took place in TEFL long ago. In fact, "Crédit" and "Project Work" are a well matched pair. We'll see some examples of "End-product-Expected-Activities" which are based on "la LOGSE" and they can still be good fun.

*Secondary*

*Room: 68*

**MOTT, Brian. "Some pronunciation teaching strategies".**

The talk will attempt to show how pronunciation teaching can be made an interesting and entertaining classroom activity through the use of varied exercises based on the domains of both Phonetics and Phonology, disciplines which are now undergoing reconciliation after a long period of artificial separation from each other.

*General / Adults*

*Room: 64*

**NICHOLSON, Anthony. "Developing Greater Autonomy In the Language Classroom".**

There is a lot of talk about mixed-ability classes, but is it as simple as that? There are many reasons why our groups are not homogeneous, and these have to be-kept in mind when dealing with the problem. If we set as an objective the idea of creating more responsible and autonomous learners, perhaps this is a good reason as any for developing autonomy amongst the learners.

*General*

*Room: 63*

**PALACIOS, Ignacio. "Classroom Management and General Tips".**

This workshop has been designed for teachers on initial training or with little experience. It starts by making a reflection upon factors that should be taken into account in classroom management, followed by class observation on a video and a general discussion.

*General*

*Room: 33*

**PIDCOCK, John. "Developing listening skills at upper Intermediate levels".**

A talk / workshop. A practical demonstration of various types of listening activities which teachers can easily adapt for use with their own levels and situations. The emphasis of the session is on method and approach rather than on materials themselves.

*COU / General*

*Room: 32*

**PIERCE, Jean A. "New approaches to reading in the classroom".**

Looking for new ideas on how to integrate reading in the classroom? This talk will present some fresh ideas using semantic mapping and its application in the English classroom.

*BUP / COU / University*

*Room: 69*

**PITT, Kathy. "Chaos or learning? A look at group project work".**

In this seminar we will look at projects done by groups of Spanish EGB teachers on a short residential course in Spain, what the teachers learnt from this experience and how you can adapt the ideas to your classes of teenagers and young adults. We will also discuss the pros and cons of letting your students make the decisions.

*BUP / FP*

*Room: 62*

**RAVERA, Margarita / LORDA, Willman. "Content teaching: Education and Physical Education".**

An interdisciplinary experience by Margarita Ravera (English teacher) and Willie Lorda (Physical Education teacher). A programme for adolescents elementary students (wear comfortable clothes and shoes).

*Secondary/Primary*

*Room: Video-4*

**REEVES, Alan. "Cross Cultural Simulation In Teacher Training".**

The value of simulation as a pedagogical technique has long been recognised in various areas of training and education, and its potential for creating situations of language use in the classroom is now being appreciated by language teachers. This session deals with a popular area of simulation design, the "Cross-Cultural Simulation" and shows how it can be exploited to give teacher trainees and students of applied linguistics a deeper insight into some of the problems faced by the learner in adapting to a foreign culture.

*General*

*Room: 75*

**SUREDA, Jeroni. "Coming of age -should non-native teachers follow a "native" methodology".**

We, non- native teachers, take for granted that we don't speak - or even know - English as well as native speakers, but how much else should be taken for granted?

*Adults/General*

*Room: 63*

**WILLS, Lee / ASQUITH, Pamela. "English In uniform".**

An account of the English program at the Escola de Policia de Catalunya based on simulations and role-play.

*ESP*

*Room: 58*

**13.30**

**C A V A**

Offered by FREIXENET

The "PLAY-IT-AGAIN-SAM" BAND will play for us during the farewell party.

## **ORGANISMES COL.LABORADORS I SPONSORS**

BRITISH COUNCIL  
CENTRE DE RECURSOS DE LLENGUES ESTRANGERES  
ESCOLA OFICIAL D'IDIOMES  
ESCOLA D'IDIOMES MODERNS (U.B.)  
UNIVERSITAT DE BARCELONA

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ANAYA	Sponsors of Carol-Anne Fisher and Guy Hill.
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SM-CRUILLA	Sponsors of Leslie Thompson.
TESOL Spain	Sponsors of Jean Pierce.

THE REST OF THE SPEAKERS ARE SPONSORED BY APAC.

## **PREMISES**

Escola Oficial d'Idiomes.  
Universitat de Barcelona.

## **COORDINACIO GENERAL**

Ramon RIBE

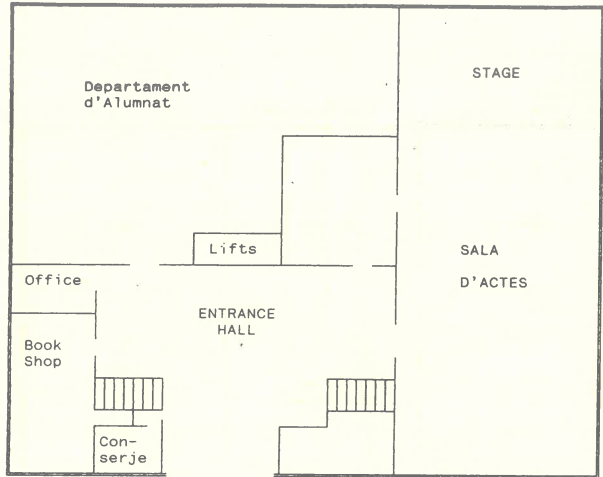
## **COMITE ORGANITZADOR**

Carme ARBONES, María Luz CELAYA, Carmela ESCRIBA, Josep M<sup>a</sup> FERRAN, Neus FIGUERAS, Julià FONT, Nuria GODOY, María GONZALEZ DAVIES, M<sup>a</sup> José LOBO, José Antonio MARTIN, Pepita SUBIRA, Elsa TRAGANT, Isabel VIDALLER, Maria VILANOVA.

**APAC OF NEWS**

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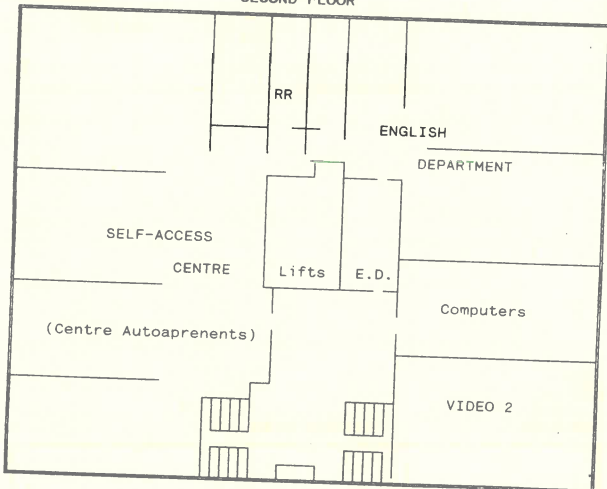
GROUND FLOOR



- N.B. 1. REST ROOMS (RR) located on 2nd, 3rd, 4th, 5th, 6th, 7th.  
 2. VIDEO ROOM 1 is located one floor up from GROUND FLOOR.  
 3. BAR located one floor up from GROUND FLOOR.  
 4. READING ROOM & LIBRARY are located on the FIRST FLOOR.

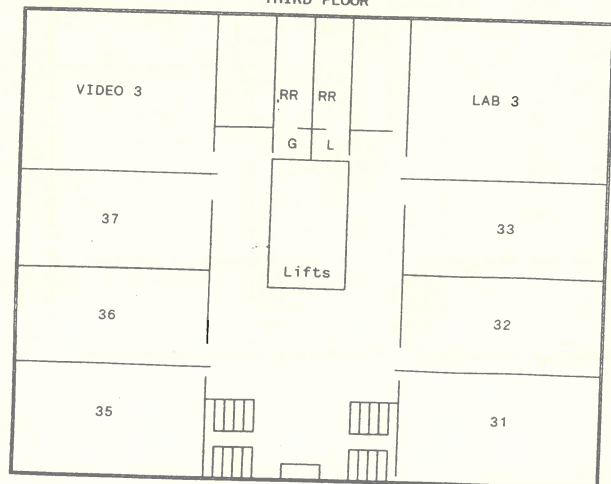
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SECOND FLOOR



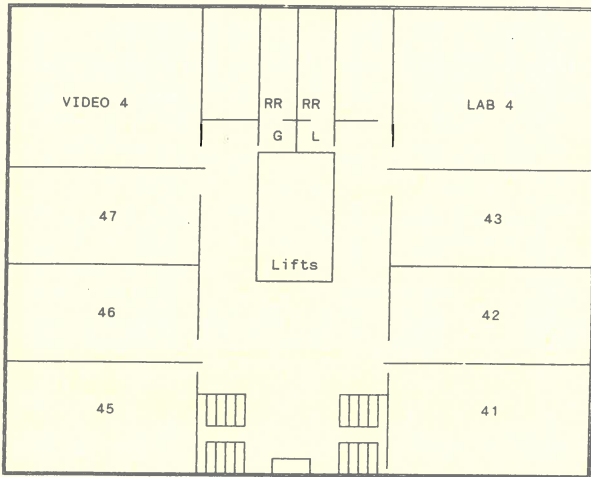
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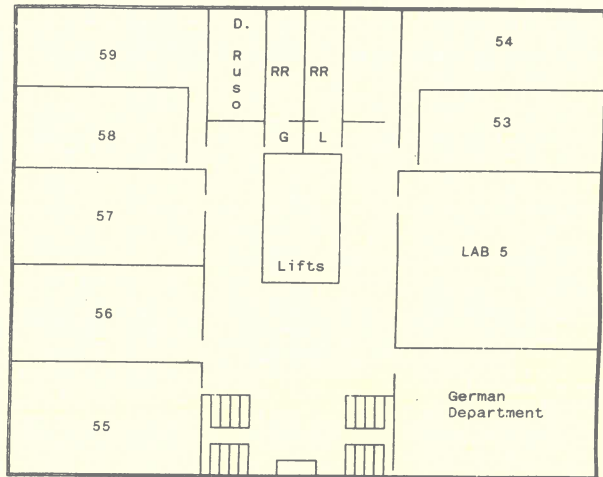
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FOURTH FLOOR



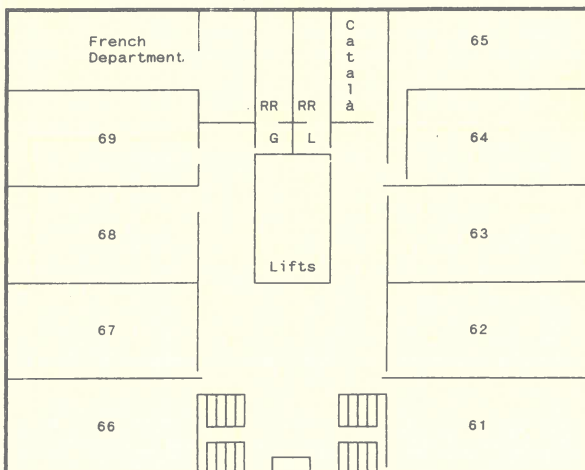
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FIFTH FLOOR



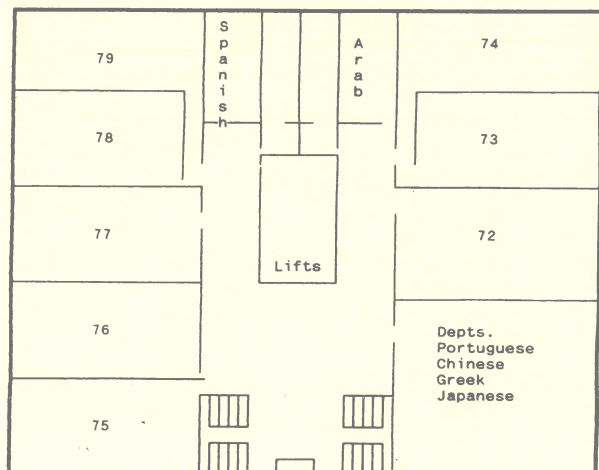
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BARCELONA

SIXTH FLOOR



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OFICIAL  
D'IDIOMES  
BARCELONA

SEVENTH FLOOR



A . P . A . C .

BUTLLETA DE SUBSCRIPCIO

(Escriuiu si us plau en majúscules i lletra clara)

NOM I COGNOMS: _____ ADREÇA PARTICULAR: (Carrer, No., pis): _____ Població: _____ Codi Postal: _____ Província o Comarca: _____ Telèfon: _____
LLOC DE TREBALL: _____ ADREÇA: (Carrer, No.) _____ Població: _____ Telèfon : _____ Treballo a EGB ( ) BUP/COU ( ) FP ( ) Escola Idiomes ( ) Facultat ( ) Altres ( )
DADES BANCARIES (per domiciliar la quota de soci = 2500) Banc o Caixa: _____ Agència No. : _____ Compte/Llib.: _____ Adreça (Carrer, No., Població, Codi Postal): _____

AUTORITZACIO BANCARIA Banc o Caixa: _____ Agència No. : _____ Compte/Llib.: _____ Carrer i No.: _____ Codi Postal i Població: _____  Senyors: prego a aquest Banc/Caixa que fins nou avís, paguin amb càrrec al meu c.c./llibreta, els rebuts que els presenti l'Associació de Professors d'Anglès de Catalunya (A.P.A.C.). Atentament els saluda. Signatura,  Data: _____ de _____ del 19____  Titular del compte: _____ Número del compte: _____
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Trametre a: Associació de Professors d'Anglès de Catalunya  
(APAC). Apartat de Correus 22.287 - 08080 Barcelona

# APAC

Associació de Professors d'Anglès de Catalunya

## APAC ELT-CONVENTION JORNADES 1992



**"Towards Autonomy.  
Barcelona 27-29 February 1992.**

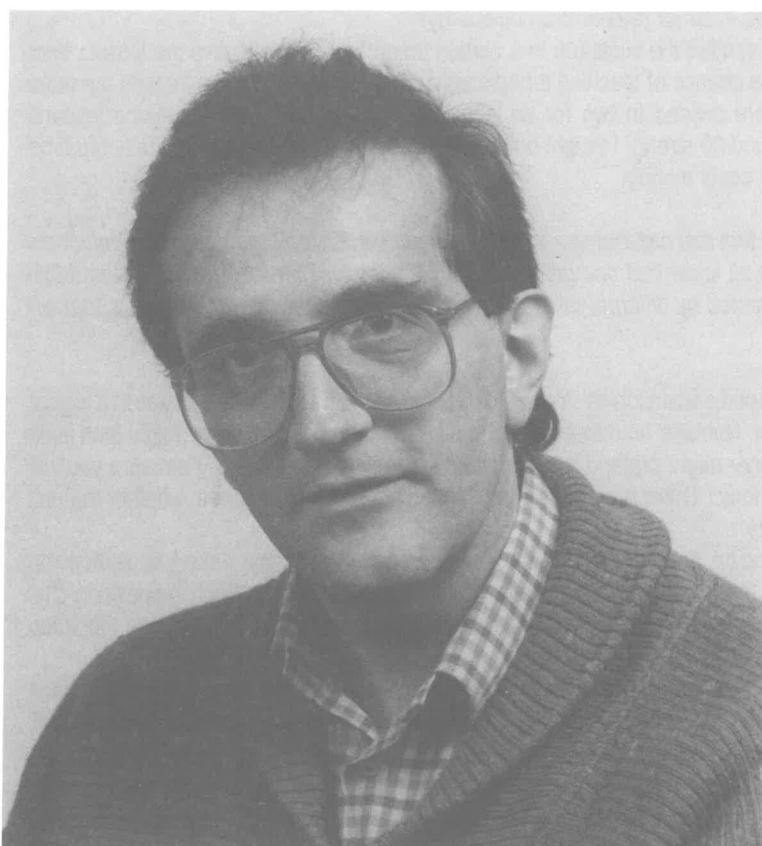
**Opening New Paths"  
Jornades APAC.**



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## OUR INTERVIEWS.

**PETER VINEY** has visited us in Barcelona. Neus Serra Interviews him.



Peter Viney lives in Bournemouth, England and is a frequent visitor to Spain. He was the co-author of the *Streamline English* series, and co-editor of *Streamline Graded Readers*. Since 1985 he has concentrated on video materials, writing with Karen Viney. Their latest multi-media course is *Grapevine*, the first two levels of which have already been published.

**Q** *One of the main complaints we hear from teachers is their students' lack of interest and motivation. There seems to be a sort of mismatch between teachers' efforts and students' interests. How could teachers get closer to their students' needs and at the same time go ahead with their school programme?*

**PV** Perhaps there is also a mismatch between students' interests and teachers' interests! We have found that video stimulates interest and motivation more than any other teaching aid. If the video amuses first, then students will want to decipher the meaning. If the video can help them to *enjoy* lessons, then interest and motivation will follow. We find that all too often teaching materials are dull, or assume that everybody enjoys learning languages. Most teachers are ex-language students themselves. They have devoted enormous time and commitment to language learning. It's difficult - but important - to be able to step outside your own interests, and to try to see language learning from the student point of view. Is the language a remote code? Does learning the language have any relevance to the students' interests, to their real lives, to their hopes for the future? Think of a subject you disliked at school. It might have been algebra or meteorology or the lives of Ferdinand and Isabella. Try to project that feeling, and imagine how some kids must feel about English. If we do this, we can begin to realise how important the content of lessons is, and how useful the relationship between the classroom and genuine sources of English - TV, rap music, or football vocabulary - can be. I've always drawn much of my motivation as a language teacher and materials writer from the fact that I loathed learning French when I was at school !

**Q** *Which are, in your opinion, the main strategies to help teachers make more interesting and entertaining lessons*

*and at the same time take students towards the objectives set by the 'authorities'?*

**PV** In any subject the main strategies have to be keeping students busy, changing teaching styles and introducing variety of activity throughout the lesson. Language teaching differs from other subjects in the school curriculum. In most subjects the teacher uses language to instil *knowledge*. As language teachers the end product we're seeking should not be simply *knowledge*. It should be *language*. I've always said that teaching languages is harder work - physically and mentally - than any other subject. Student motivation seems to be in direct ratio to teacher energy!

Let's face one hard but basic fact. The smaller the class (up to a certain point) the more effective the lesson. Last Autumn I visited schools in Budapest, and had the chance of teaching a beginner's class. The thing that impressed me most of all about the school was that all classes were divided in two for *all* language lessons (and also for maths lessons incidentally). Though the class was normally around 30 strong, I taught only 15. The objectives set by any authority must be to create effective users of a foreign language. It costs money.

**Q** *Teachers are quite ready to accept the fact that organizing a syllabus around certain topics might get their students a bit more involved in the whole process. But we all know that one group can be completely different from another and that even in the same class students seem to be attracted by different things. So, how can a teacher design a syllabus that will provide for all kinds of students?*

**PV** I don't think you organize a syllabus 'around certain topics'. You place the topics in an order which relates in a logical way to the difficulty of language involved. 'Jobs' or 'Hobbies' lend themselves to the present tense, 'Holidays' might lend itself to the past tense. However much a course designer might pretend that the choice of topic predominated, I am sure you will find that the 'present' topic will precede the 'past' topic! There is an underlying 'hidden agenda' of structures, whether the unit titles are related to topics, functions or vocabulary.

I've always hated topics that went on and on. Students might like one or two lessons on (say) Asking for Directions, By the 5th and 6th lesson interest wanes, by the tenth lesson they vow that if ever they're stuck in an English speaking city, they'll just buy a map and ask nobody for directions! That's why *Grapevine* has 40 short units. That's why each of the video lessons is on a different humorous theme.

A teacher who is working a full timetable cannot design a syllabus at all. Careful syllabus design requires months and years of balancing of structural, functional and lexical items within a framework of varied topics, themes and activities, with an interwoven syllabus on the skills of speaking, reading, writing and listening, and further sub-syllabuses on pronunciation, study skills. Two writers, together with several editors, designers, artists, actors and so on have been working for four years on the *Grapevine* series. I think it's totally unrealistic to expect classroom teachers to work a full day and somehow cobble together a 'syllabus' out of lots of separate elements.

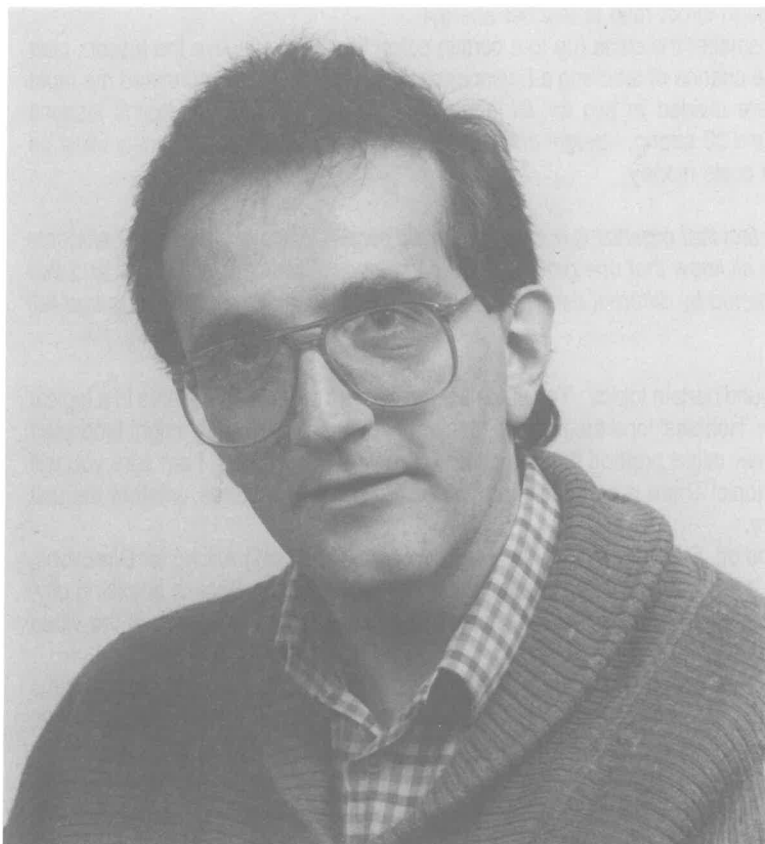
**Q** *Most teachers would easily agree that making their students independent learners ought to be one of the main aims in language teaching. But then the main question arises. That is, how should they go about it? How should our teaching be organized? Is it possible with large classes? What about school facilities, and so on? What would your suggestions be for a teacher trying to follow this line?*

**PV** Learner independence sounds great in theory. We imagine students quietly working away surrounded by massive libraries, banks of computers, listening centres, self-access video libraries and so on. Reality is somewhat different, if the school has limited resource material.

Teachers should treat some of the more extreme calls for the promotion of learner independence with caution. In the British state system, the teaching of initial reading and mathematics has relied on students working alone on different levels within Workbooks. Learner independence in some maths departments has relegated the teacher to the role of supervisor and marker. To a degree, this works better with mathematics than almost any other subject. The central point of any language lesson has to be interaction between class members using the target language. This need not be teacher centred, of course, but it does require teacher exemplification, explanation and participation. There are areas where we can and should be promoting learner independence, but it would be tragic if we followed a mathematics led model too far. Karen and I have three children, and their common complaint is that lessons are boring because they're always working on their own! In a recent survey of British schoolchildren, they were asked to decide which was the 'most pleasurable classroom activity'. Their vote surprised a lot of people. The most pleasurable activity was 'listening to the teacher'.

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**Q** *One of the main complaints we hear from teachers is their students' lack of interest and motivation. There seems to be a sort of mismatch between teachers' efforts and students' interests. How could teachers get closer to their students' needs and at the same time go ahead with their school programme?*

**PV** Perhaps there is also a mismatch between students' interests and teachers' interests! We have found that video stimulates interest and motivation more than any other teaching aid. If the video amuses first, then students will want to decipher the meaning. If the video can help them to *enjoy* lessons, then interest and motivation will follow. We find that all too often teaching materials are dull, or assume that everybody enjoys learning languages. Most teachers are ex-language students themselves. They have devoted enormous time and commitment to language learning. It's difficult - but important - to be able to step outside your own interests, and to try to see language learning from the student point of view. Is the language a remote code? Does learning the language have any relevance to the students' interests, to their real lives, to their hopes for the future? Think of a subject you disliked at school. It might have been algebra or meteorology or the lives of Ferdinand and Isabella. Try to project that feeling, and imagine how some kids must feel about English. If we do this, we can begin to realise how important the content of lessons is, and how useful the relationship between the classroom and genuine sources of English - TV, rap music, or football vocabulary - can be. I've always drawn much of my motivation as a language teacher and materials writer from the fact that I loathed learning French when I was at school!

**Q** *Which are, in your opinion, the main strategies to help teachers make more interesting and entertaining lessons*

*and at the same time take students towards the objectives set by the 'authorities'?*

**PV** In any subject the main strategies have to be keeping students busy, changing teaching styles and introducing variety of activity throughout the lesson. Language teaching differs from other subjects in the school curriculum. In most subjects the teacher uses language to instil *knowledge*. As language teachers the end product we're seeking should not be simply *knowledge*. It should be *language*. I've always said that teaching languages is harder work - physically and mentally - than any other subject. Student motivation seems to be in direct ratio to teacher energy!

Let's face one hard but basic fact. The smaller the class (up to a certain point) the more effective the lesson. Last Autumn I visited schools in Budapest, and had the chance of teaching a beginner's class. The thing that impressed me most of all about the school was that all classes were divided in two for *all* language lessons (and also for maths lessons incidentally). Though the class was normally around 30 strong, I taught only 15. The objectives set by any authority must be to create effective users of a foreign language. It costs money.

**Q** *Teachers are quite ready to accept the fact that organizing a syllabus around certain topics might get their students a bit more involved in the whole process. But we all know that one group can be completely different from another and that even in the same class students seem to be attracted by different things. So, how can a teacher design a syllabus that will provide for all kinds of students?*

**PV** I don't think you organize a syllabus 'around certain topics'. You place the topics in an order which relates in a logical way to the difficulty of language involved. 'Jobs' or 'Hobbies' lend themselves to the present tense, 'Holidays' might lend itself to the past tense. However much a course designer might pretend that the choice of topic predominated, I am sure you will find that the 'present' topic will precede the 'past' topic! There is an underlying 'hidden agenda' of structures, whether the unit titles are related to topics, functions or vocabulary.

I've always hated topics that went on and on. Students might like one or two lessons on (say) Asking for Directions, By the 5th and 6th lesson interest wanes, by the tenth lesson they vow that if ever they're stuck in an English speaking city, they'll just buy a map and ask nobody for directions! That's why *Grapevine* has 40 short units. That's why each of the video lessons is on a different humorous theme.

A teacher who is working a full timetable cannot design a syllabus at all. Careful syllabus design requires months and years of balancing of structural, functional and lexical items within a framework of varied topics, themes and activities, with an interwoven syllabus on the skills of speaking, reading, writing and listening, and further: sub-syllabuses on pronunciation, study skills. Two writers, together with several editors, designers, artists, actors and so on have been working for four years on the *Grapevine* series. I think it's totally unrealistic to expect classroom teachers to work a full day and somehow cobble together a 'syllabus' out of lots of separate elements.

**Q** *Most teachers would easily agree that making their students independent learners ought to be one of the main aims in language teaching. But then the main question arises. That is, how should they go about it? How should our teaching be organized? Is it possible with large classes? What about school facilities, and so on? What would your suggestions be for a teacher trying to follow this line?*

**PV** Learner independence sounds great in theory. We imagine students quietly working away surrounded by massive libraries, banks of computers, listening centres, self-access video libraries and so on. Reality is somewhat different, if the school has limited resource material.

Teachers should treat some of the more extreme calls for the promotion of learner independence with caution. In the British state system, the teaching of initial reading and mathematics has relied on students working alone on different levels within Workbooks. Learner independence in some maths departments has relegated the teacher to the role of supervisor and marker. To a degree, this works better with mathematics than almost any other subject. The central point of any language lesson has to be interaction between class members using the target language. This need not be teacher centred, of course, but it does require teacher exemplification, explanation and participation. There are areas where we can and should be promoting learner independence, but it would be tragic if we followed a mathematics led model too far. Karen and I have three children, and their common complaint is that lessons are boring because they're always working on their own! In a recent survey of British schoolchildren, they were asked to decide which was the 'most pleasurable classroom activity'. Their vote surprised a lot of people. The most pleasurable activity was 'listening to the teacher'.

We have tried to promote study skills, particularly the use of dictionaries and Reading for gist and specific purposes in our recent books. In *Grapevine II* we have provided sections in the Workbooks on learning vocabulary and learning grammar as well as a vocabulary diary. I believe that graded readers should be used in a class library system, and self-study computer programs are due out shortly for some of my graded readers.

We need to persuade learners that they can extend their language learning beyond the classroom, and to allow the existence of a plurality of learning styles. Because there are large classes and limited resources, students need to enhance their abilities to study and expand their knowledge outside the classroom. My fear is that (as ever) the students with supportive parents and home environments conducive to study will benefit so much more than students with less supportive backgrounds, and that by putting more onus on work done at home, we will widen the gap between the advantaged and the disadvantaged. We will get even greater differences in levels within the classes.

I suppose my only solution is to say that we should go on promoting learner independence wherever we can, but we should not embrace it as an idea that is going to change the world. It won't.

**Q** *We cannot forget the fact that many teachers are faced with either difficult students, completely indifferent to what goes on around them, or slow learners who never seem to get beyond a few English words. Teaching in this situation is often very depressing. How can these teachers be encouraged to keep on trying?*

**PV** The existence of students who are indifferent to what we are teaching is inherent in 90% of teaching situations. Even when I taught in an expensive, highly equipped language school in Britain, we had students who had been forced to go there by parents or companies, and wanted to be anywhere else on Earth! There are two problems, the difficult students and the slow learners. The latter need not necessarily become the former. I do believe that streaming for language classes is a good idea, as abilities and interest differ so widely. Teaching slow learners is actually very satisfying when they are all together. You just adjust the pace and your style. I have always felt that ability in languages is not directly connected to apparent I.Q. (though it always helps!). I have taught medical doctors, engineers, university professors and nuclear physicists who were very slow language learners. I have also taught waiters and construction workers who were superb at languages.

Slow learners vary enormously. They might dislike an academic, analytical approach. On the other hand, that might be exactly what the lesson seems to be lacking for them. Shyness, inhibition and indeed a lack of 'musical ear' are demotivating factors in a language class. Let's be honest, some of them are simply unintelligent. A variety of materials and styles will help. Don't follow one approach or method slavishly. Streaming, unpopular as it may be with many people, certainly helps.

What about the ones who don't want to learn, who see no purpose in learning a foreign language, who perhaps can't stand the British? The last group exists. I had a very truculent student from South Yemen in a class in the early 70's who refused to co-operate in anything. He had been sent to the school I was teaching in by his government. It took me weeks to get the reason out of him. Members of his family had been killed by British troops during the troubles in Aden in the late 1950's. Once he'd aired the problem, and we persuaded him that he didn't have to like us, but that as an aircraft engineer he needed to be able to read instruction manuals and communicate with foreign advisors in English, he got on with it.

Maybe we can find a motivating factor. However there are no easy answers. Some teenaged kids are near unteachable in any subject. There's no magic wand. Often we come down to discussing discipline methods which will minimise the disruption that they cause.

Why do you keep on trying? Because I've never seen a class where every single one of them is like that all the time, however cynical and indifferent they might appear to be. There's always someone somewhere who is letting a glimmer of light through.

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# BARCELONA 1992

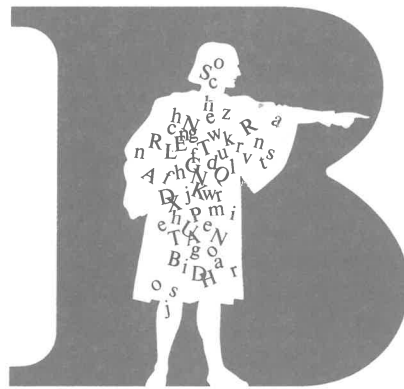
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## COURSES FOR LANGUAGE TEACHERS

CURSOS PARA PROFESORES DE IDIOMAS ■ COURS POUR PROFESSEURS DE LANGUES

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**SESSION 1**  
**JUNE 25 - JULY 3**  
**1992**



**SESSION 2**  
**JULY 6 - JULY 15**  
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# MEDITERRANEAN INSTITUTE

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**ESADE ■ BARCELONA-SPAIN**

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INTERNATIONAL COOPERATION IN LANGUAGE TEACHING

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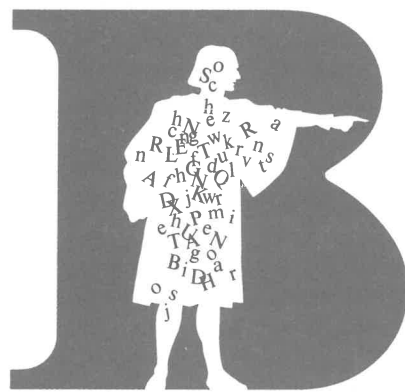
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INTERNATIONAL COOPERATION IN LANGUAGE TEACHING



## SPECIAL INTEREST FOR APAC MEMBERS.

### Reforma

By Margarita Ravera

The "Reforma" is getting nearer: some people are already teaching according to it, other teachers are working to create materials, others are debating issues that relate to the Reforma and quite a lot of people are beginning to worry about it, but many of us are still ignoring it. This year, very few presentations at the First International Conference for the Teaching of Foreign Languages even mentioned the Reforma, and there was no officially organized meetings to deal with any of the issues related to it.

I feel APAC with its over 500 members cannot ignore there are many issues to be debated by all for several reasons; the most obvious one is that the opinion of teachers may influence future decisions not yet taken by the administration; but even things that have been decided need to be discussed, understood and developed further. There will be no real "Reforma" unless teachers adopt it.

In the past two years, I have been to some extent involved in the Reforma through various teacher training activities and, as a member of APAC, I feel responsible for at least initiating the debate on those things that worry me. I hope you will contribute with opinions.

I will also be writing about some aspects of the Reforma that are familiar to me and to all those who already teach according to it, but not to all teachers.

Moreover, APAC through any of the experts is prepared to answer questions on whatever you may have doubts about.

I think there are two main differentiated areas that need debate:

#### 1. In the first place, the **theoretical and methodological aspects involved in the Reforma.**

The Reforma is really innovative and rich, the final objectives have been defined, but there is a lot to be done at other levels. For example: what kind of credits variables should be created? Should we focus on content teaching? Is project work or a task based syllabus the most adequate methodological development? What exactly do we mean by "procediments?"...

2. In the second place, we have **organization** issues that relate with the way things have to be carried on in practice. Amongst these problems there are some that will be decided *by the administration* such as the number of teaching hours English is a compulsory subject but has only 240 hours in *secundària obligatòria* (the 12-16 age group) Non Reforma Schools offer 360 hours for students of EGB and BUP 300 for those who study EGB and FP. Other important decisions will be taken *by each school* such as the way of dealing with mixability: a school can, for example, stream students according to levels, or it may promote heterogeneous groups.

APAC has something to say on those and other issues. We think we could:

- Publish your opinion on any matter. you can write letters or articles.
- Answer questions on whatever you may be interested in. We will answer through APAC of NEWS after consulting experts.
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So please keep informed. Write to APAC with a reference: REFORMA.

- We will write about the Reforma. This month: Credits.

## Reforma: CREDITS

### *The Organization of Curriculum*

The curriculum of the REFORMA does not consist of a fixed programme defined by the administration. The only thing that has been established are the final objectives that are called **Primer Nivell de Concreció**. The curriculum is organized in CREDITS. These are trimestral programming units of 20 or 30 hours into which the Curriculum is divided. The task of defining the contents of CREDITS belongs to the school.

There are two types of credits: **Crèdits Comuns** and **Crèdits Variables**.

### 1. Crèdits comuns

Are compulsory Programming Units which develop one part of the curriculum. in the case of English there are 240 teaching hours in Secundària Obligatòria which can be distributed into 12, crèdits comuns (20 hours each) and that amounts to two hours a week for 4 years (12-16) and 120 teaching hours in Secundària PostObligatòria -which can be distributed into 6 Crèdits Comuns. We do not know how many teaching hours will be available at Primary School Level. The school may decide to group "crèdits comuns" as they wish: for example we could have 4 hours a week for two years and only Credits Variables in the last two years. The advantage of programming in Credits is that it allows a great flexibility - schools decide how to group the teaching hours and they can also teach several subjects together. There are two types of Crèdits Comuns:

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### 2. Crèdits Variables

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Crèdits **variables** include all sorts of subjects that cannot be included in the compulsory curriculum, but ought to be offered as a choice to students who are interested. It is the school who will decide if a crèdit variable should be taught. A well organized school will offer those credits that are needed by the population of students -after a needs analysis-. We fear that, as is the case of EATPs in BUP, credits will be available only if there are enough teachers in the school.

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### **3. Crèdits de síntesi**

Those credits are testing mechanisms that are used by a group of teachers to test learners and programmes. They may last up to a week and are allowed to have a tutor for a group of 8 to 15 students. They usually test more than one subject. They may be related to the final objectives.

**The Generalitat are helping teachers who want to design CREDITS. They will obtain grants and the materials designed will be published, so that they are available to other teachers. The decree law that regulates what grants will be available will come out around May.**

# Professor d' anglès ...

L'interessa aconseguir el diploma de la CEELT (Cambridge Examination for English Language Teachers) de la Universitat de Cambridge amb un curs de tan sols dues setmanes ? ....

Els seus alumnes solen preguntar-li per viatges d'estudis a Gran Bretanya ? ....

L'interessa gaudir d'un servei que oferim que podria portar-li importants beneficis econòmics ? ....

Som representants d'un nombre reduït de centres a Gran Bretanya i a altres països de parla anglesa, que hem seleccionat per mitjà de contactes personals i que garantim personalment. Cada any, enviem o acompanyem desenes de persones que sempre queden satisfets del tracte que hi reben.

Sol·liciti el nostre dossier sobre aquest servei, per carta o per fax. Li agrairem que ens indiqui, en la seva sol·licitud, el centre on treballa i tots aquells aspectes que l'interessin especialment.

*Nota especial: Si porta un grup d'alumnes a Anglaterra a l'agost, no solament podrà assistir gratuïtament al curs CEELT sinó també cobrar importants beneficis !*



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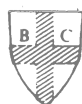
Els seus alumnes solen preguntar-li per viatges d'estudis a Gran Bretanya ? ....

L'interessa gaudir d'un servei que oferim que podria portar-li importants beneficis econòmics ? ....

Som representants d'un nombre reduït de centres a Gran Bretanya i a altres països de parla anglesa, que hem seleccionat per mitjà de contactes personals i que garantim personalment. Cada any, enviem o acompanyem desenes de persones que sempre queden satisfets del tracte que hi reben.

Sol·liciti el nostre dossier sobre aquest servei, per carta o per fax. Li agrairem que ens indiqui, en la seva sol·licitud, el centre on treballa i tots aquells aspectes que l'interessin especialment.

*Nota especial: Si porta un grup d'alumnes a Anglaterra a l'agost, no solament podrà assistir gratuïtament al curs CEELT sinó també cobrar importants beneficis !*



## THE BRITISH CENTRE

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