

Associació de Professors d'Anglès de Catalunya

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of

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**ELT
CONVENTION
1996**

**Poetry and Language Learning.
An Interview to Bill Phillips.**
by Teresa Navés

**ACTES APAC ELT
CONVENTION 1995**

"EXPERTO CREDITE"
(Trust one who has proved it.)

Virgil

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ATENCIÓ:

- Lamentem que degut a un error en la composició de l'edició n° 25 del nostre butlletí l'article del Dr. Ramón Ribé *The Role of the teacher of English in Spain* aparegué inclòs en l'article Lew Barnett In Memoriam de José Antonio Martín.
- Ja és a la nostra seu el darrer número del butlletí de la Federación de Asociaciones de Inglés de España: **ELTS**. En aquesta ocasió l'editorial Cambridge University Press s'ha ofert a fer-ne la distribució. Esperem que el rebreu properament. des d'aquí volem donar les gracies a C.U.P.

From Me to YOU

Dear APAC members,

First and foremost, a very Happy New Year 1996 to you all!

The "From me to you" section of this third issue of "APAC of News" in its present format will be shorter than usual in order to let you peruse the rest of this bumper edition. As in previous years, this one contains both the magazine and the programme for the APAC ELT Convention. I wish you luck in the mammoth task of choosing the sessions that interest you most from the very wide selection of subjects and speakers.

After all the Christmas festivities, it's certainly cheering at this time of year to have the "Jornades" to look forward to at the end of February! As always, I'm sure that they will provide not only an excellent opportunity for receiving some stimulating input, but also the chance to get in touch with old friends from the local world of EFL that we rarely manage to catch up with.

I would urge you to send in any feedback on ideas you have gleaned from the convention for our next issue of "APAC of News", and of course any other articles you would like to have considered for publication.

Enjoy the 1996 APAC Convention and see you there!

Yours,

Rosemary Hancock



n° 26

January 1996

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Benvolguts Apacs,

Com ja és tradicional en aquestes dates, m'agradaria aprofitar aquest espai per a fer un petit balanç de la nostra gestió durant el darrer any.

Suposem que a hores d'ara ja haureu rebut el pre-programa de l'APAC ELT CONVENTION 1996. Com veureu hem fet un esforç per a donar cabuda a tot allò que ens vau suggerir a la reunió general d'APAC del febrer passat. Confiem que, una vegada més, tinguem ocasió de veure'ns i que ens sigui profitós.

Per a la nova junta aquest número del butlletí també coincideix amb el primer any de la nostra gestió. Hem rebut algunes felicitacions per la nova línia de la nostra publicació. Confiem en que aquesta edició sigui també del vostre gust.

Ens han arribat aportacions per al CONCURS APAC i per al Premi John McDowell. Ambdós seran lliurats a l'acte d'inauguració de l'APAC ELT CONVENTION.

Finalment voldria recordar que vam fer la presentació d'APAC a Lleida amb la intervenció del Professor Leo Van Liar de la Universitat de Monterrey (Califòrnia) i un aperitiu per a tots els assistents a l'acte. Així mateix, hem col.laborat amb un ponent i una taula a les I Jornades de Llengües Estrangeres a Tarragona i al gener ho farem de la mateixa manera a les VII Jornades Pedagògiques a Lleida.

Us desitjo a tots un bon any 1996.

Afectuosament,

Isabel Vidaller

Presidenta d'APAC

VII JORNADES PEDAGÒGIQUES

Cap a l'Autonomia en l'Aprenentatge

ITALIÀ

ANGLÈS

FRANCÈS

ALEMANY

Lleida, 25, 26 i 27 de gener de 1996

Go!

EL MON QUE CONÈIXEN ELS TEUS ALUMNES...
... I EL QUE ELS HI RESTA PER CONÈIXER



GO! EL NOU CURS PER AL PRIMER CICLE D'ESO.

VINE A CONÈIXER ELS SEUS AUTORS,

STEVE ELSWORTH / JIM ROSE

By
Andrew Littlejohn

Language Teaching in Schools: What do students learn ?

“Perhaps the greatest of all pedagogical fallacies is the notion that a person learns only the particular thing he is studying at the time.”

Dewey, 1938.

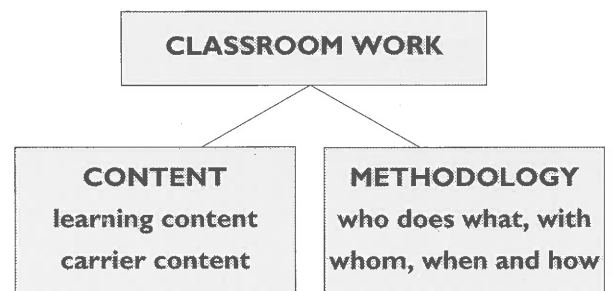
I think it is fair to say that during most of its history, English language teaching has been mainly concerned with the ‘syllabus’, that is, with determining what areas of language need to be taught and learned. Whilst the ‘syllabus’ plays a very important role, my principal aim in this article is to suggest that one can also look beyond this to the language learning experience itself and identify other kinds of learning outcomes from classroom work. I will show how one can analyse language learning tasks so that the nature of potential ‘non-language-learning’ learning outcomes can be identified. Consideration of these learning outcomes, I will argue, is important in analysing how far classroom practice may actually reflect our long terms aims in language education, particularly in the context of school education.

Aspects of the language curriculum

We may begin with a simple but useful division of aspects of classroom work into two main areas: ‘content’ and ‘methodology’. Content refers to the ‘what’ of language teaching and learning. In this, one common subdivision is to speak of ‘learning content’ - the knowledge it is hoped the students will take away with them, and ‘carrier content’ - that which is used to present or ‘carry’ the learning content. Thus, for example, the learning content of ‘the past simple tense’ may be presented to students through a carrier content text about the life of a famous person. ‘Methodology’, the second major aspect, relates to ‘how’ the language is being learned - broadly, who does what, with whom in the classroom. Thus, methodology is concerned with how teachers and students interact with each other, and the kinds of mental and social processes in which they are involved. Whether, for example, they are

working alone or in pairs, whether are required to work things out for themselves or to apply given rules, the extent of support they receive, and so on, all belong to the realm of methodology.

We can sum this up as follows:



Typically, language learning is seen principally in terms of the acquisition of language learning content and language skills, and methodology and carrier content are viewed as relevant only in so far as they facilitate the learning of the language. A wider, curriculum focus, however, views the total language learning experience as potentially contributing to the educational development of the student. Both content and methodology can therefore be seen as important in their own right, each potentially offering their own “learning opportunities”. Thus, for example, the experience of engaging in a grammar problem-solving exercise may involve a learning outcome in addition to knowledge of the grammar point upon which it focuses, or content which is intended simply as a ‘carrier’ may actually function as learning content for some students. It is in this light, then, that one can understand the quote from Dewey with which I opened this article. With this in mind, I would like now to turn to how we may begin to analyse the additional learning opportunities which may be offered by different types of tasks.

Analysing language learning tasks

The two main aspects of the language curriculum enable us to pose some key questions which we can use to analyse any language learning task. These relate directly to the areas of methodology and content as explained above.

Whilst the 'syllabus' plays a very important role, my principal aim in this article is to suggest that one can also look beyond this to the language learning experience itself and identify other kinds of learning outcomes from classroom work.

1. What are the students required to do?

- what role are the students to take in classroom discourse?
- what mental operation are they to use?

2. With what content?

- what is the nature of the content: fiction, fact, language commentary?
- where does it come from? From the teacher, the students, or within the task itself?

Taken together, these questions form a means of investigating what may be available for learning from any particular task. Let me take two examples to show how this analysis works, one fairly commonly found in school language textbooks, and the other less commonly so.

Example A. 'Listen and repeat' exercises

'Listen and repeat' type exercises form a substantial part of most language teaching procedures, particularly with beginning level students. They are useful in getting students familiar with the sounds of the language and enabling them to begin to see themselves as speakers of the foreign language. They also, it is often argued, form a means of internalising the language. If we apply the questions listed above, however, we can see that there are many other things going on at the time. Let me take a concrete, and fairly typical, example suitable for elementary students of English.

1. Listen to the dialogue.

Say each sentence after the tape.

Shop assistant: Can I help you?

Man: Yes, I'd like two pounds of apples please.

Shop assistant: Certainly, sir. Two pounds of apples. Here you are. Anything else?

Man: Yes, please. Can I have a pound of bananas?

Shop assistant: Of course. Anything else?

Man: No, thanks. How much is that?

Shop assistant: That's one pound fifty, please.

Man: Here you are.

Shop assistant: Thanks. Good-bye.

Man: Bye!

What is the student required to do?

In this example we can see that the students are simply called upon to respond to the stimulus of the recording by repeating exactly what they hear. The language they are to produce is provided entirely by the task and they are not required to initiate any 'new' language themselves. The task provides, then, a kind of 'script' for what is to happen in the classroom. For as long as it takes to do the task, the actions of both the teacher and the students are largely predetermined. The roles proposed by the task are thus essentially passive ones - to manage the tape recorder and monitor student output on the part of the teacher and simply to respond by repeating on the part of the students. In terms of mental operation, i.e. what is required to happen inside the students' head, we can see that the main requirement is for a 'low level' operation of holding something in short-term memory and then producing it almost immediately.

With what content?

In the particular example given above, we can see that the students are working with content which is entirely fictional in nature. They are not expected to interact with the text for the message it contains but simply for the forms and phrases it exemplifies. The context of a man in a shop, then, is simply a 'carrier' for the learning content of functional phrases for shopping. We can also see that all of the content with which the students are to work comes from the task itself. They themselves are not required to contribute anything, either from their imagination or from the repertoire of language which they have already acquired.

Example B: Combining knowledge

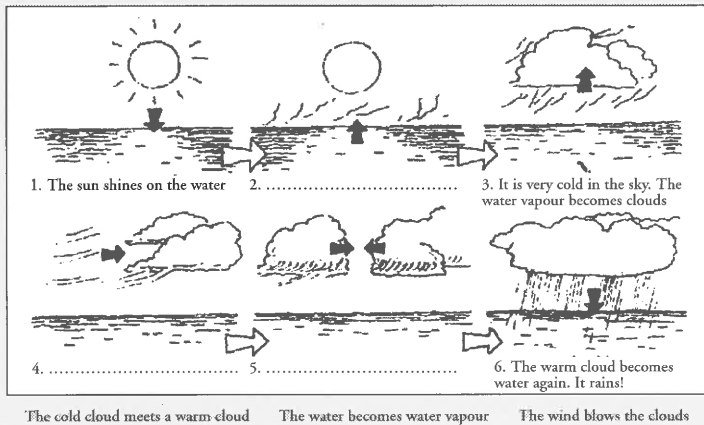
'Combining knowledge' types of exercises are exercises which require students to draw on knowledge that they already have and to relate it to something new. We can see one example of this in the following task. Apart from one or two vocabulary items, the task would also be suitable at an elementary level of English.

1 Where does the weather come from?

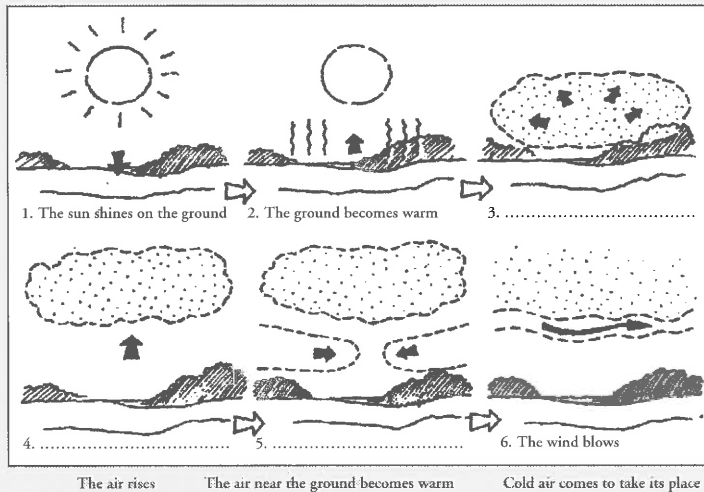
1.1 Why do we have rain? Why are there winds?
Tell the class what you think.

1.2 Work in a group of four. Two of you choose text A and two of you choose text B. Put the pieces of information in the correct places. Then, in your language, tell the other pair what your text says.

TEXT A: WHY DO WE HAVE RAIN?



TEXT B: WHY DO WE HAVE WINDS?



Applying the curriculum questions to this task, a rather different picture emerges.

What is the student required to do?

We can see that in this type of exercise, more demands are placed on the student. In the first place, they are asked to draw on what they already know about how winds and rain happen, making use of what they have covered in other school subjects. This is proposed as a discussion type activity, so there is to be an interchange of ideas amongst members of the class. They then have to work in small groups, with pairs within each group drawing on their knowledge of

weather processes and their knowledge of English in order to complete the diagrams. Once they have done this, they then have to reformulate this in their own language in order to explain it to the other pair in the group. The task, then, requires three kinds of knowledge: knowledge of the topic (weather processes), knowledge of English, and knowledge of their own language.

Predominantly, the task puts the students in a position where they are expected to initiate the use of language. This is clearly seen in the first step where they discuss what they already know, but it is also true in the later stages where they are asked to explain the diagram in their own words.

With what content?

In contrast to the frequent use of fiction, content in this task is factual and cross-curricular, drawing on a topic covered elsewhere in the school curriculum. More importantly, however, is the question of where this content has come from. Although the task sets the initial questions, the details of the answers come first entirely from the students themselves. They then approach the second part of the task with their own knowledge in mind in order to make sense of the diagram. There is thus an interaction between the content supplied by the task and the content supplied by the students themselves.

Learning from content and methodology

As the analysis above has made clear, each of the tasks is complex in its own way, each one suggesting certain types of classroom and mental processes. From the discussion earlier, we can see that these processes may each contribute to what the students learn. In both cases, students are interacting with and learning the foreign language. The question is, however, what other things may they be learning at the same time?

In Example A, the listen and repeat exercise, we saw how the students are placed in a predominantly 'respond' position where they were simply to repeat the dialogue on the tape. Potentially, this process will carry messages to students about how they are to behave in the classroom and what role they are to have in relation to learning. This message is underlined by the fact that the students themselves

contribute nothing to the content of the task - everything is provided, such that one can expect more or less identical events to unfold in the classroom, regardless of who the students are (assuming, of course, that the task is completed as the instructions suggest). Additionally, we can see that the content of the task is largely to be viewed as 'disposable'. Students are not expected to retain the details of the man's shopping list, only the language he used.

Example B presents quite a different picture. Here the students have a much more active and interactive role in learning. They are to draw on what they already know and are required to provide some of the content for the task themselves. The message to students is thus a very different one. The students are viewed as essential ingredients in the successful completion of the task. We can thus expect varying classroom events to unfold, depending on the participants involved. The content of the task, also, is to be viewed differently. Although the main focus is on learning and using English, knowledge of weather processes is an important aim in the task. There is no 'carrier content', since the students are to learn both the language and about weather processes at the same time.

The essential point I am arguing here is that these experiences may potentially have their own learning outcomes. Tasks suggest particular classroom roles and these may have the effect of training students to see themselves in particular ways in relation to learning. They also draw on upon varying mental processes and thus may (or may not) contribute to the general cognitive development of the students. They may (or may not) also offer content for learning in addition to the foreign language, and thus develop the students general educational background.

Conclusion

The suggestion that there is more learning going on in language classroom than simply the learning of the foreign language, is a very important one. It places a very great responsibility on course designers and teachers to reflect on the kind of experiences they are offering students and to consider how these relate to the students' general educational development. If particular kinds of classroom roles, mental processes and types of content are continually being offered to students then we may worry that we are not capitalising on the possibilities of language teaching and that we are unwittingly training students to behave and to view themselves in particular ways. You can gain a useful insight into this by simply listing what you think are three or four of the most common exercises which students do in your classroom, and then analyse each one in

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terms of the four questions listed earlier. If similar answers come from each type of exercise then you will gain a general impression of the kinds of learning opportunities which are being offered to students.

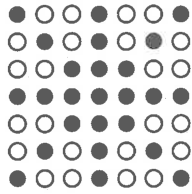
I have avoided in this brief article explicitly stating what types of exercises I favour. It should be fairly obvious to the reader, however, that my argument reveals a preference for more open-ended, interactive tasks which place students in a stronger 'initiate' role in using English, which draw on their own personal knowledge and which stimulate cognitive

My argument reveals a preference for more open-ended, interactive tasks which place students in a stronger 'initiate' role in using English, which draw on their own personal knowledge and which stimulate cognitive development.

development. Tasks which draw on knowledge learnt in other school subjects, tasks which require imagination and problem-solving, 'creative' writing tasks and so on, all fall into this category. There is no doubt that there is a very important place for repetitive, 'respond' tasks in language learning, but, as I hope my argument has made clear, if these predominate then we run certain risks in terms of the overall educational development of the students.

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The British Council
Institut Britànic

The Use of Translation in the EFL Language Class

By

Roger Marshall

Institut Britànic.

Many learners of English as a foreign language will use their knowledge of the target language to translate from that language into their own; a smaller, but still significant, number will eventually become proficient at translating from their own language into English; and all learners, virtually without exception, will at some time or other find themselves needing to translate. Translation is impossible to avoid. Only perfectly bilingual speakers of two languages can use both languages in such a way that translation from one to the other is never involved. It goes without saying that we should bear this in mind in our teaching of the target language; just as it is important to help students to improve their receptive and productive skills, so they must be helped to translate as efficiently as possible into and out of the target language, whether they actually intend to become professional translators or not. This will be one of the aims behind the ideas I shall be outlining in this article. The thrust of it, however, will be about how translation can be used, or, to put it another way, how LI can be used, to help students to get to grips with the target language. I shall not be arguing for a return to the bad old days when teachers relied almost exclusively on translation when teaching the target language. My underlying thesis is rather that if the students' own language can be used, among all the other resources at their and at the teacher's disposal, then teachers should not have any qualms about using it.

Numerous articles on the subject of translation have recently found their way into ELT journals, and there is a great deal more to be said. The questions that I shall be mainly concerned with in this article are, in the first place: How can we use translation in the ELT classroom in such a way that the students' own language is a help rather than a hinderance? and, secondly: How can we help students to deal with the need to translate as it arises in their everyday lives?

Translation with elementary and intermediate learners.

Most teachers realise that behind the difficulties elementary and intermediate students have in grasping a) the

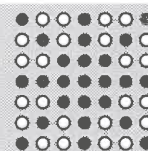
concepts of, for example, the perfect aspect, modals and the use of the past tense for hypothetical situations, and b) the forms of questions and the conditional lies the fact that these concepts and forms are not consistently the same in Spanish or Catalan. Aren't there creative, interesting things that we can do in class to draw attention to the discrepancies, and thereby help students not to expect forms and concepts to coincide with the equivalent forms and concepts in their own language? Here are some ideas:

Pellmanism

This game would be played in the same way as any other type of language pellmanism. Write one word or sentence in Spanish or Catalan on each of any number of cards. Write the translation of each of the words or sentences on each of the same number of cards either of the same or different colours. Lay all the cards face down on the table. The students then take it in turns to pick up two cards and either keep them or return them, depending on whether or not one is a correct translation of the other. This activity can be used for any level and its focus can be lexical or grammatical. It is especially useful for revision purposes, or for checking comprehension after a structure has been presented. It goes without saying that the sentences should be written in such a way that it is only by accurate identification of the structure that the matching sentence can be found. Eg:

No fa molt que vaig anar al cinema	I went to the cinema quite recently
Fa molt que no vaig al cinema	I haven't been to the cinema for a long time
Trabajo aquí desde hace muchos años	I've working here for many years
Trabajé aquí hace muchos años	I worked here many years ago

Pellmanism is a game which has to be played quickly, and which therefore requires quick processing of information. As



Translation is impossible to avoid. Only perfectly bilingual speakers of two languages can use both languages in such a way that translation from one to the other is never involved. It goes without saying that we should bear this in mind in our teaching of the target language.

well as giving them a firmer grasp of the structures themselves, training students to translate quickly will equip them for situations in everyday life in which they need to be able to do just that. As for lexis, this kind of activity is ideal for helping students with false friends. Eg:

Simpàtico (simpàtic)	Friendly
Comprensivo (comprensiu)	Sympathetic
Amplio (extens)	Comprehensive
Eventualment (eventualment)	Occasionally
Finalment (finalment)	Eventually

This activity will probably bring to light numerous mismatches in the students' minds. This could be a good way of dealing with long-standing fixed ideas and pre-empting a lot of problems that will arise in the course of their studies. Some may object that words cannot be de-contextualised like this, so it is misleading to suggest that the words in the left hand column can always be used in the same way as the corresponding words in the right hand column. This is true, and could perhaps be illustrated in some way as a follow-up activity. Eg:

a) A set of sentences in Catalan or Spanish from which the word concerned has been omitted. Students would then have to complete the sentence with the appropriate word, and then translate the sentence into English. The easy part would be choosing between "simpàtic" and "comprensiu". They might find it little harder to choose between "friendly" and "sympathetic" in the sentence. However, the game would have helped them to make the right choice.

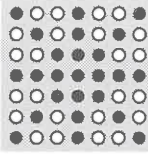
b) They could be given two different sentences in which it is possible to use the word "finalment". These sentences could then be translated for them (or by

them) and they would have to decide whether eventually can be used in both cases in the English translations.

Matching pairs of sentences and words can be dealt with in many other ways besides pellmanism. A game of "snap" using the same cards will also make participants think quickly, which is precisely what we should be helping them to do. Alternatively each student could be given a handful of cards and asked to find a match for each card by going round the class reading or quoting their sentence to other students. A more quieter variation on the same activity would be to project the words in the form of a grid onto the board. Either the English sentences or their Catalan or Spanish translation could be covered while students try to come up with a translation of their own. They could then compare theirs with the suggested translation. This could give rise to interesting discussion about degrees of synonymy. In other words, different translations of the same English or Catalan (Spanish) phrase may be concluded to be correct but not necessarily mutually interchangeable. Needless to say, depending on the structures and concepts chosen, these activities would work equally well with higher levels.

Odd Man Out

Pellmanism and its associates are ideal for determining one-to-one correspondence, for finding matching pairs, which is one of the sub-skills involved in translation. But translation is also about selecting from a variety of alternatives as they occur to us. Something along the lines of an "Odd Man Out" game would be ideal for practising this aspect of translation. At the most basic level, this might involve handing out worksheets on which there is a series of words or sentences with half a dozen possible translations in each case. Students would then be asked to underline or circle the right one and compare their suggestions with the rest of the group. The focus could be grammar (concept or form), lexis (vocabulary) or register (the adapting of language forms to the audience being addressed - ie. degrees of formality and/or complexity). In each case the criterion



would be the same: appropriacy, *le mot juste*. When the students' attention is being focused on register, as opposed to grammar or lexis, it will be apparent to them that a rendering can be accurate without necessarily being appropriate. Consider the following example:

Do make less noise, will you?

- a) Haga el favor de callarse. (Faci el favor de callar)
- b) ¡Un poco de silencio! (Una mica de silenci!)
- c) Os importaría no hacer tanto ruido, por favor? (Us faria res no fer tant soroll, si us plau?) (etc)

Most people would probably say that b) is the correct answer. And so it is, in the sense that in the English sentence, just as in sentence b), there is no attempt at formality. However, this single sentence could give rise to interesting discussion about different ways, including intonation, of conveying impoliteness, in both languages, despite the ostensible formality of the surface structure. In other words, a) and c) could be either formal or informal, depending on how the sentences are uttered. As the criterion is appropriacy rather than accuracy (an ungrammatical sentence will always be inappropriate as well, unless the inaccuracy represents an attempt by the author to transcribe inaccurate speech), the differences of opinion as to which one is right are simply an opportunity to explore the question of register. There need not be a single right answer. Indeed, students might be asked to select only one inappropriate rendering from any number of possibilities.

Rather than simply give out worksheets, the teacher might prefer to go for something a bit more active. One idea might be to write some sentences in either English or in Catalan or Spanish on the board. Some cards with possible (and impossible) renderings of the sentences could then be placed face down on the table and students could be asked to choose, reject, rank in order of preference and so on.

The words and/or sentences used in this activity could be taken from a newspaper article. After spending five or ten minutes on the activity, the class could look at the article in which the same words and expressions would appear in their original context. This might lead them to reconsider some of their suggestions. If this happened, it might be a good opportunity to discuss some of the ways in which the meaning of a discrete item is affected by context and by text-type. This kind of translation activity might therefore help intermediate students to get to grips with the concept of collocation. Supposing the word "fast" were one of the English words for which they had to choose a possible translation in Catalan or Spanish. Out of context, it would probably not occur to many students to choose "sòlid" as a translation. However, the context, which students will refer to after choosing their translations, might refer to "fast

colours", in which case "sòlid" rather than "ràpid" is precisely the word that would be used in Catalan.

Translation with Advanced Classes

All the ideas mentioned so far would work just as well with advanced level students as with intermediate classes. There are other activities, however, which might only make sense to advanced level students.

Comparative Discourse Analysis

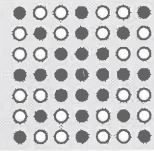
The first part of this activity is already common in advanced classes. It consists of taking a piece of text and studying the use the writer makes of devices like: a) referencing b) linking c) syntax d) register, and so on. This could take the form of a complete text or a text from which such devices are missing or have been altered. The next stage, which is the translation stage, will serve to help students not only to do similar translations themselves, but also to heighten their awareness even more of the linguistic devices that enable a text to hold together. This stage will comprise the following steps:

1. Students are given a translation of the same text into their own language. This translation may be a standard translation or one done by the teacher him/herself. It may even be a translation in which the teacher has deliberately "planted" some key errors of referencing, linking, syntax or register, depending on the aspect of the text that he/she wants to concentrate on.
2. Students compare the texts in the two languages, and draw conclusions about how these devices differ from language to language. Questions would arise about what sorts of structures are preferred by the two languages, what kind of syntactical differences occur, etc.

An alternative to 1. above is to hand out, not translations of the same text, but a text originally written in Catalan dealing with the same subject. This could be anything from press-cuttings taken from English and Catalan or Spanish papers published on the same day and covering the same news story to literary, technical, political, philosophical (etc.) texts which deal with the same or approximately the same subject.

Idioms

A problematical area for advanced language learners in general, and for translators in particular, is idiomatic expressions. The reason for this is, of course, that idioms are not only part of the language, they are part of the culture and the popular wisdom of the country. It is usually no so much a question of translation as a search for an equivalent.



One activity might consist of a variation on the Odd Man Out type. Students would be provided with sets of possible translations and/or equivalents of idioms or proverbs in their own language (not given). They would have to deduce the Catalan or Spanish saying and then select the one they think most likely to be the right expression in English.

Many idioms have direct equivalents; but there are many sayings, puns and plays on words which native speakers of the language take for granted, but which simply do not work if they are translated literally and may not have an accessible equivalent in Catalan or Spanish: newspaper headlines, advertising slogans and colloquialisms. It is challenging, for example, to be asked to come up with a satisfactory equivalent in Catalan for this slogan for razor blades: "A cut above the rest", or this one for holidays at a seaside resort: "You don't have to splash out to have a whale of a time"; or this slogan for banking services: "The X Bank, a Company of Note"; or for dairy products: "You can whip our cream, but you can't beat our milk"; or take this newspaper headline about the Spanish lottery: "Lean Times for the Fat One". It may not be possible to maintain the word-play when equivalents are chosen, but students usually have fun trying their hand at it. Admittedly, there might not be much likelihood of students' ever being asked to translate such utterances, but it is often by being asked to translate them or to find equivalents for them in class that they realise how different English word-play is from both Catalan and Spanish, and how advertisements and newspaper headlines work in English. Here are some suggestions for activities:

1. Gather up some hard-to-translate newspaper headlines. Discuss the style and concision techniques. Ask students to try to produce headlines for a Catalan or Spanish paper based on the same stories: that is to say, the kind of headlines that the Catalan or Spanish reporters or editors would use for the same stories.
2. Get students to imagine that they work for the marketing department of a multinational. Their job is to view English advertisements (this depends on the class having access to TV ads) and adapt them for Catalan audiences. The images are to remain the same, but the text, as well as being translated, can be altered in whatever way they think necessary. Students will notice how pithy English ads are, and how often the slogan relies on word-play. The challenge will be to produce something equally pithy, with an equally effective punch-line.
3. Select a short excerpt from a film or a taped conversation (possibly a radio play) in which there are one or two instances of particularly vivid colloquial language, puns etc. The students listen to the dialogue a number of times so as not only to understand the gist of what is being said, but also to get the flavour of the language and

to become as aware as possible of the mood of the speakers, the tone they are using and so on. Then they have to try to translate in such a way that a dubbing actor would be able to use their translation to convey the same mood, tone, attitude and so on. A possible variation on this idea for very advanced students who have already done some translation into English is as follows:

First select a dialogue scene from a film with subtitles in Spanish or Catalan. Students look at one or two scenes with voice-off, and the subtitles covered. They have to use the picture only to hazard some guesses as to what is being said. They can do this either in English or Spanish (or Catalan). Then they should look at the subtitles and the picture together, but without sound. They have to try to translate the subtitles back into English, after which they practise the scene, each student playing the part of a different character. Finally they watch and listen to the original soundtrack, and compare their translations with the original dialogue. They probably won't do this very well, but the activity will draw their attention to how different an accepted translation can sometimes be from the original script, and how difficult it is successfully to translate certain phrases.



Working with “Helping Cards” in and out of the Classroom

The aim of this work is presenting a different way of dealing with sentence structure (syntax), grammar and vocabulary, apart from developing the students’ autonomy and the students’ awareness of their own learning process.

INTRODUCTION

If you feel that practising grammar points, sentence structure and vocabulary in class has become a burden too heavy for you to carry, your pupils get bored after having undergone massive choral or written repetitions and, in spite of all the effort, you still feel the output to such a heavy exposure is not the one you expected, why not changing your way of approaching such course matters?. The method we are going to describe is really easy, cheap and simple and has proved to be quite successful.

PROCEDURE

If you have finished a unit (if you are using a coursebook) or any sort of work and you want to revise certain points (grammar, syntax, vocabulary) but you feel short of time.

- **FIRST:** Prepare a list of examples taken from the materials used in class including the new vocabulary and grammar points you think more relevant. Choose the most difficult or tricky words your pupils have come across and the sentences which you think more useful or meaningful to them.

- **SECOND:** Take a sheet of paper and prepare a grid providing as many squares as the number of grammar points or vocabulary you want to include. One or two sheets for each unit will be enough. Number each square. Write a “Q/A” or a “T” in a corner of each square.

“Q/A” stands for question an answer.

“T” stands for translation.

You will write “Q/A” if you want to practise a grammar point and a “T” if you want to practise some vocabulary. (*) You will find an example of the grid and some actual examples taken from our 1994-95 course at the end of this essay.

Example A: This is what I want them to practise “what.....made of?”

1	Q/A
What are scissors made of?	

Example B: This is the word I want them to revise “deaf”

2	T
He’s a deaf as a post	

Once you have filled every square, make one photocopy for each pupil.

- **THIRD:** Allow your pupils 15' to make the exercise writing the answers at the back; they had better use pencil.
- **FOURTH:** Go over all the sentences correcting them orally and writing them on the blackboard. Make sure they have written them correctly. Use phonetic transcription under the new word to be practiced.
- **FIFTH:** Have a quick look at some of your pupils' answers (at random). Ask them to cut the sheet of paper into squares (cards). Tell them they can study their set of cards everyday any time at home. Five to ten minutes everyday would be enough. They should put aside, little by little, the cards they already know by heart going over those cards which need more reviewing. Tell them they will be tested orally and they should be so fluent as to answer 20 cards in 2 or 3 minutes (you have to set the required time from the very beginning).

Students are completely autonomous and become aware of their own needs and efforts while following the process. Remind them they can be tested on any side of the card; either the question or the answer, either the Spanish/Catalan translated sentence or the English one.

TESTING

You can test them either orally or by means of a written exercise. Before doing it, decide whether they will be tested on the latest set of cards or if you are going to include the previous ones. Try to encourage your pupils when being tested orally from the very first time. Look for different sort of rewards, you will surely find the most adequate way of doing so. Don't forget the importance of pronunciation and accuracy.

A final test at the end of the course is quite necessary to make them consolidate the work they have done throughout the course. From our experience we may claim that the percentage of correct answers in a final test of this kind (oral/written) is between 60% and 70%.

ADVANTAGES

You may have found the system quite complex but once you feel confident and you see the results you will trust on it. Provided the pupils have to keep their set of cards to be used in their next course, you may easily revise the content of the preceding course.

By using this method you may supply your pupils (diversity) with different cards according to each of their needs and levels. You can use your pupils' first course set of cards as the basis for their next course but expanding its content gradually.

Example:

First course card..... "What are scissors made of?"

Second course card..... What's the dress you're wearing today made of?"

Third course card..... "What was the bra you bought at Sally's made of?"

Encourage your pupils to use what they have been learning in their written works (compositions etc...). Low-level students will surely feel safe when using those new structures in a certain context and will consider them useful. High-level students will be more daring and will use their "helping cards" but expanding the structures making them more complex and creative. That's all folks!!! Why not have a try? Phone us in case you feel like doing it. Thank you very much.

<p><i>Example of a 1st BUP Q/A</i></p> <p>What time does your mother get up?</p>	<p><i>Example COU. Translation. Descriptions.</i></p> <p>You would be completely astonished at the sight you can get from my bedroom window. An Endless landscape full of rolling green hills to the horizon.</p>
<p><i>Example 3rd BUP Grammar practice: reported speech.</i></p> <p>"Leave me alone!" My sister told me</p>	<p><i>Example COU. Translation. Describing people.</i></p> <p>He comes from a well-off family. That's why he is so whimsical when talking about habits.</p>
<p><i>Example 3rd BUP Grammar practice: passive voice</i></p> <p>Trevor has just left his wife. His wife</p>	<p><i>Example 2nd BUP. Translation. Story telling.</i></p> <p>Everything happened on a moonlight night by Dracula's castle.</p>
<p><i>Example 3rd BUP Verbal tense. Q/A</i></p> <p>What will you buy if I give you 10.000 pts?</p>	<p><i>Example 2nd BUP Translation (new vocabulary) "stand/demanding"</i></p> <p>She is so demanding that I can't stand her.</p>
<p><i>Example COU Translation exercise. Letter writing.</i></p> <p>Please let me have your reply as soon as possible. Yours sincerely,</p>	<p><i>Example 1st BUP. Q/A "Can" ability</i></p> <p>Can you eat three doughnuts in three minutes?</p>
<p><i>Example COU Translation exercise. Opinion.</i></p> <p>In spite of what some people say about it I don't think</p>	<p><i>Example 1st BUP -Q/A Past.</i></p> <p>How long ago did Christopher Columbus die?</p>

By
Teresa Navés

Poetry and language learning

An interview to Bill Phillips

Bill Phillips has been a teacher at the University of Barcelona since 1992 where he mainly teaches poetry. Before that he taught English as a Foreign Language in England, Turkey, Reus and Sabadell. He won one of the awards in the 1995 John McDowell prize with Poetry and Language Learners.

Teresa Navés: *What was it like to get one of the John McDowell awards? Would you encourage other teachers to enter for the prize?*

Bill Phillips: I think it is a good idea that a prize like this exists. There were three reasons for entering for a prize like this. Firstly it's probably the ego, you want to win and see your name in lights, the second reason is also probably connected; it looks good in your curriculum to have something like that. Normally that is probably sufficient for most people, it is true I think in this case that John McDowell did make a bit of a difference simply because everybody who entered for the competition knew him or knew of him, as was my case. I did not know him very well, but I used to work for a co-operative school called Speaker's Corner School of English which he seemed to take a certain amount of interest. He used to visit us occasionally, I think because we were a Co-operative of half Catalan, half English members and we were interested in improving our teaching. I remember having lunch with him once as he was trying to help us to become an examination centre which in the end didn't come off. I also studied Catalan using "Digui Digui" which he helped create.

Poetry and Language Learners is going to be published soon. Could you describe a little bit what it is about for someone who has not had the opportunity to have a closer look at it yet?

Well, what I wanted to do was to do something about poetry ... I have given talks before on the use of

literature at the APAC Jornades Pedagògiques and there are books which have been written on short stories and readers with exercises and how to use them how to make them more interesting but there was nothing of that nature about poetry, and so I thought it would be a good idea to unite my knowledge of poetry and English as a foreign language in one project and write a book on how to use poetry in the language classroom.

Could you give us some examples of what you mean?

Well, what I decided to do was to divide up uses of poetry because you can use a poem for grammatical purposes, you can look at a grammar point as you could with any piece of writing, or vocabulary. I was pretty interested in pronunciation too, because it seems to me that poets are really interested in sounds and rhythm.

How do you think it could be used in secondary schools?

Let me explain how the book is organised. What I did was divide the book into sections. The first section concentrates on pre-reading tasks, reading tasks and post-reading tasks, the other section involve vocabulary, grammar, pronunciation and writing and then at the end of the book there are lesson plans which could be extended for project work. What I particularly wanted to do was show that everything in the book could be regarded as an example, so although there are something like twenty-five poems

the idea is that the tasks can then be applied to other poems and poets.

Which poems or poets would you recommend?

The best thing would be to use twenty century poems because the language is most appropriate for now for the EFL purposes but unfortunately I couldn't do that because I was refused copyright permission in many cases. Another thing I wanted to do was include poems which are important to English culture in general and are recognised by all native English-speakers and it would be introducing a part of English culture to learners of English.

Would you recommend the use of poems in primary schools?

Well, originally when I wrote this book I had an excellent poem by Adrian Henri, which I was unable to include because I had no reply when I asked for permission to use it. It's a poem called "Me", and it consists of nothing but names which are put together in a rhythmic way and sometimes rhyme and the activity I had for that was just to use sounds because it was a way of introducing English sounds to the students, so obviously that could be used for a complete beginner because no comprehension is necessary at all.

Have you considered the possibility of using songs?

A lot of books have been written about songs so that was one of the reasons I did not include them but there are excellent songs which are poems. One of the problems I had with songs, the reason why I prefer using poems in a classroom is because songs are sung to go with the music which means that they are often not pronounced as they would normally be pronounced, stress does not fall where would normally fall, there are gaps in the middle of sentences, so I mean people do not actually speak as they sing, so for the purpose of pronunciation at least I'm not sure that songs are as useful as poems are. Also, songs are often difficult to understand because the words are drowned out by the music.

Could you give some examples of the pre-reading, reading and post reading activities that you have planned for some of the poems?

It is task-based book -I put the answers in the end so you can check up. Pre-reading activities would include things like taking say six words -it doesn't matter- four words, six words, which I consider to be the key words from the poem. Then I just give them to the students and the students would have to find, let's say four words, which they associate with each

one. So for each word they put four others that they associate with it. The idea of that is to prepare them for the poem. Another example is a poem I included about travelling to different places, so I extracted the names and then you can get the students to find where all these places are on the map, waht they know about them, things like that, which prepare them for the poem.

Are follow-up activities suggested?

Yes, for after-reading activities they can be divided up into skills: speaking, writing, for example, if a topic appears in a poem then obviously you can introduce some kind of speaking activity. I particularly like pyramid discussions which if you have a poem about war or work or something like that. Here's an example from the book.

Not I

ROBERT LOUIS STEVENSON
1850-94

Topic: Like and Dislikes Level: Beginners Time: 30 minutes

Aim: Pronunciation of different sounds and spellings; speaking practice

Pronunciation: Recognition of vowel sounds.

Not I

Some like drink
In a pint pot,
Some like to think;
Some not.

Strong Dutch cheese,
Old Kentucky rye,
Some like these;
Not I.

Some like Poe
And others like Scott
Some like Mrs. Stowe;
Some not.

Some like to laugh
Some like to cry
Some like chaff
Not I.

STUDENTS' TASKS

1. Pronunciation of vowels:

- How many different ways is the vowel "o" pronounced in the poem.
- Choose different vowels from different stanzas. For example, how many different ways is "e" pronounced in the second stanza?

2. Sounds:

- Underline the vowels which are pronounced in the poem.
- How many words have the sound /f/ in the poem?

3. Edgar Allan Poe (1809-49), Sir Walter Scott (1771-1832) and Harriet Beecher Stowe (1811-96) were all novelists. Write down your three favourite novelists and find out how many other people in the class also like them.

4. Old Kentucky rye is a kind of whiskey from the USA. Make a list of three kinds of drink you like, and three you dislike. Compare your lists with a partner.

1. Put the following sentences in order from 1 to 7 with 1 being the thing you would hate the most about being a soldier and 7 being the thing you would object to least.

- A) the uniform.
- B) strict discipline.
- C) the danger.
- D) living closely with lots of other people.
- E) guard duty.
- F) the lack of freedom.
- G) boredom.
- H) the possibility of having to kill

2. Discuss your list with a partner until you agree on a joint list.

3. Discuss with another pair until all four agree on one joint list.

The advantage of this kind of Pyramid Discussion, which could be used with any of the poems, is that it gives students time to prepare. Individual ordering gives time for students to sort their ideas out. Discussion with a partner, especially if the partner is a friend, gives the opportunity to practise the language needed. The third part of the discussion, in groups of four should be lively and everyone should be confident enough to participate.

It may be a good idea to write the options out alphabetically rather than numerically as then the students can place their own numbers as they rank the options. It also reduces the likelihood that the list as presented will already have the appearance of being ordered.

You could have a similar discussion about war. There are also certain poems which are written as letters or notes in which case obviously you can move onto letter writing or note-taking following the theme of the poem. I often like to use a poem as a warmer as well, very easy poems you can do a simple activity with, because it deals with the topic you are planning to use that day

Were you having in mind a particular type of student?

The thing about poetry is people always say it's extremely difficult. Consequently my aim was to keep the level as low as possible, what happens in the end is that I have a whole variety ranging from beginners up to advanced levels. The thing is, it simply depends on the task, a poem is the same as any other text, it

depends on the task. You could ask Can you find this word in the poem? anyone can do that whether they know the language or not, so although the poems I give had a variety of levels they can be exploited in many different ways.

About the relationship between literature and EFL, is there anything else you would like to add?

I have taught EFL for about ten years or so, but I was really increasingly more interested in literature so I wanted to put more literature into my language teaching. It seemed to me that when you are teaching descriptions of people, of houses, of countries... a lot of writers have already done it. I mean you can find a brilliant description of a house in almost any novel, so I started to do that, I started to introduce texts, descriptions that were taken from literature. Because I think literature hopefully represents some of the best form of expression, the best form of English, so that is another reason why is a good thing to use literature. One of the problems I think with teaching literature, just solely literature, is that literature is taught which wouldn't be read otherwise. For example who would read James Joyce's Ulysses if it wasn't part of a university literature course? I certainly wouldn't have read it if it hadn't been for that reason so another thing about Literature and EFL teaching you can introduce more popular more interesting literature, it doesn't have to be these great names, these important names; they generally tend to be a bit boring, for the last century anyway, so I think EFL gives an opportunity to introduce popular literature as well which I find more interesting.

In your opinion what role should literature play in secondary school?

If you are reading just to enjoy I don't see why you should necessarily read in a foreign language. It is good to read a book or something in the language you are learning because it helps you to learn, in which case it ought to be as easy as possible within your capabilities there may be occasionally some challenging vocabulary to help you to improve your vocabulary but I think you have to have a pretty high level to approach literature in a foreign language as Literature. I can't really see the point, it's difficult enough for most people in their own language anyway and they wouldn't do it unless they were studying at university. I think in secondary schools literature should be used to help your language in which case you obviously have to understand what you are looking at, it has to be an easy poem, an easy short story. I can't see the point in teaching Shakespeare in a Spanish Secondary school in English.

ACTES APAC

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Universidad de La Laguna

Not preparing tests or how to get students involved in test preparation

I'm sure that no one will disagree with the statement that test preparation is not one of our favourite duties as teachers. You may not use 'traditional' written tests at all, but if you do still use them (as do I), this is a suggestion of how to make test preparation and correction less of a headache for you and, at the same time, help the students prepare better for the written tests they do with you.

Brainstorming for test definition

When you feel it is time for a written test, tell the class that you need to have a test to check how well the objectives are being achieved and that what will be included will be defined by all the class together.

Have the students get into small groups and, using their textbook, notes, workbook, handouts, list of related objectives - whatever material they have - go through and list what they think should be included. They should list both 1) contents that should be included (grammar, vocabulary, etc.) and 2) how the contents should be controlled (matching, true-false, comprehension questions on a text, etc.).

As you see that a small group has some things written, ask one of them to go to the board and write what they have. Go to the other small groups, asking them to compare their list with what is on the board and add anything else they have, as well as putting marks by items which they have repeated.

I suggest you have your own list prepared ahead of time to contrast with the one the students are creating. That way, if something isn't included that you think should be, you can add this item to the list on the board. It's also a good way to check that what you think you've been working on coincides with what the students think you've been working on.

Once everyone seems to have run out of ideas, go over the entire list on the board to check if anything is not clear or should be eliminated. (For example, I have found groups of students who include 'translating from L1 to L2' on the list and when I ask why they have included this, when we have not worked this way they answer 'because there's

always translation on a test'. I have, as yet, never found students who leave out material because it is difficult for them.

Once everything on the board is gone over, everyone should make a copy of the complete list. This way, everyone has a very clear idea what the test will consist of. (See examples of this listing from COU and F.P. 2-1 groups at the end of this article.) At this point it is also necessary to devise/negotiate the marking system, e.g. the total number of sections, how many items per section, how many points will be given to each section, each item, if partial credit will be given and where, the percentage of correct answers needed to pass, etc.

You, as the teacher, can stop the process here and prepare the test from your copy of the list OR:

STUDENTS WRITE THE TEST ITSELF

There are different ways the test writing can be done by the students. One is using the list of what to include on the test, students work in small groups and write test questions for one or more parts of the test during a specified time. (I begin this on a different day from the test defining.) Each group is asked to make a copy to give the teacher at the end of this period of time. The teacher chooses questions from those written by the students and puts the test together from them (a kind of cut-and-paste job). Leftover questions can be written separately and given back to the students to do as another review activity for the test. Working this way still leaves the final control of the test questions in the teacher's hands. This is basically the way I still work with my students to prepare our written tests.

OTHER EXAMPLES

Two other teachers who have their students participate in test preparation do it somewhat differently. Leonor Rodríguez, teaching the third year of ESO in the I.B. XII, in Leganés (Madrid) has the students make a list of what they think should be included on the test, using their textbooks and their notes. They begin working individually and then

compare what they've written in small groups. Each group writes its list on the board and the class makes one list that everyone agrees on.

In one class the students then started by making a list of types of questions in groups of four. After that they went on to write the specific questions with an answer sheet apart. In two other classes, the students started right in writing the questions for the test. This way seemed more difficult for the students to get started but at the same time they found it more interesting.

The teacher collected the tests prepared in the small groups and made a "collage-test" for each class, using exercises from each small group.

For the test correction, the teacher indicated where there were mistakes and returned the tests to the students. The students had to correct their own mistakes and give themselves a mark.

Marcela Dávila, teaching F.P. 1-1 at the E.C.A.M. in Valdemoro (Madrid) does the following. After doing two chapters (about four classes), the students go through the index of the book and write on the board what's been covered. For each point, the teachers asks what the test questions could be like. The students suggest different possibilities and these are written on the board too. Each student makes a copy of this.

The students get into groups of four. The teachers asks each group to try to write a test with ten sections on it. While the students are working, she goes around the class, commenting with them about how they're preparing the different sections. She collects a clean copy from each group. The exams from the small groups are photocopied so that the test can be done individually.

The students needed a class and a half the first time they did this preparation, later on with one class they had enough time to do it. The percentage of students passing these tests is between 85 and 90%.

SOME ADVANTAGES

Certainly for me the biggest advantage is that the students learn so much more preparing a test than studying for one. It's not easy to define what to include on a test or how to write a specific question (as we all know). Having to think through these helps students to learn a lot; it helps them to focus on what they need to work on more. I've also discovered (transcribing tapes of my classes) that students explain grammar to each other as they are defining what to include.

Another advantage is that students, especially those who are not doing well - and probably wouldn't review for the test, feeling defeated before they begin - do review. In fact,

I've noticed students who are not doing well go to every small group and copy all the questions that group has written in order to study everything so that they'll "know all the answers" on the test. Needless to say, I don't mention to them that if they'd put in that much time studying they'd have been getting better grades all along. They're learning, and that's one of our objectives, isn't it?

So many times students do badly on tests because they don't know what to study or how to go about it; having the students define what to include and writing questions seems to help them a lot. I've found that my students do tests much more successfully, and are much less nervous about taking them. That's another advantage.

For the teacher, even if you stop the process after the definition of what to include, preparing the test is easier. If you have students write test items, even more so, obviously. In addition, correcting well-done tests is a lot faster, easier and cheerier than correcting badly-done ones. And since students have been defining and writing tests with me, I no longer get complaints afterwards about unfair questions. That's not a bad advantage either.

Examples of the results of brainstorming to define what to include in the test

Here are two examples of the results of the brainstorming for what to include on a test, one from COU, the other from F.P. 2-1. The lines that are crossed out are suggestions which we decided not to include.

WHAT TO INCLUDE ON TEST:

First Semester, COU

- Find the answer to a question in a text
- Verbs (irregular)
- Scanning and skimming on a text
- Spelling words (saying and writing)
- Completing sentences (grammar)
- Multich test (grammar, vocabulary)
- Writing a composition
- Unjumble sentences

F.P. 2-1 Computer Science

- Complete sentences with technical vocabulary
- Using a text, answer multiple choice questions to show you understand the text
- With a list of technical words in English, identify their synonyms in a text.
- Using a text, write the words the pronouns refer to.
- True-False statements
- Translate a technical text from English to Spanish.

By
Liz Atkinson

The British Institute

Jigsaw Vocabulary

Ideas for advanced learners

How do our students get access to new vocabulary? We introduce it in the classroom in topic areas, usually following the current course book that we are using. Additional vocabulary is introduced when we illustrate grammar points. We introduce and practice functional language for speaking activities. This is all fairly controlled - school learning rather than street learning. New vocabulary arises whatever you are doing inside the class (or out) and we have to prepare our students for this.

What problems do Advanced level students have with vocabulary? In the classroom, not many. Give them authentic materials to read - magazines and newspapers - and often the only problem is the headlines. When reading they have time to break down unknown words or to look for a similarity with a word they already know. When both speaking and writing, if they do not have the vocabulary they want at this stage they can circumvolute and still make their reader or listener understand. With video material they are usually comfortable because, using verbal and paralinguistic clues, they can get a good enough global understanding of what it is about.

More problems arise when the students are listening to a cassette. Sometimes it is just one word that is the key to the whole exercise - no problem when teacher can anticipate this and help. However, students will not only use English in the classroom with their peers. We must prepare them for life outside the classroom when they will be listening to speakers, not cassettes that can be replayed! We need to give them practice in isolating unknown words and also teach them to recognize more words. Note "recognize" and not "use". At this stage we need to improve their passive vocabulary.

Both a strength and a weakness of our topic based course books is that the students seem to study the

same topics at different levels - family, ecology, fashion etc. I find that by using newspaper and magazine articles the students are exposed to a richer, fuller vocabulary.

But what motivates someone to bother to notice a new word? The NEED to know the meaning and the need to EXPLAIN the meaning. In these jigsaw activities there are information gaps set up and the students have the task of explaining the meaning of words to their partner or group.

Activity 1 - Teacher selects text and vocabulary

Select a newspaper cutting, ideally with some connection to the current topic of the course plan or text book.

Select 12 -14 vocabulary items and then divide the text in two so that each part contains half of the vocabulary items. The vocabulary is printed on a separate sheet of paper and the paper folded so that the students can only see one list.

The students are divided into two groups. Each student in the group has the same piece of the text and the vocab items from that piece of text. The students work together to find the meaning of the items, pooling their knowledge. If necessary, they use a dictionary.

Students form pairs, one from each group. They open up their vocab lists so that they now can see both lists. The first student explains the story of the first part of the text. They use "their" vocab items in context. The second student checks the vocab list and is free to ask for an explanation if the meaning is not clear to them. The explanation can be done using a synonym, paraphrasing or providing a straight translation.

The second student then completes the activity with the second part of the text and the second list of words. At the end of the activity, both students have

New vocabulary arises whatever you are doing inside the class (or out) and we have to prepare our students for this.

students will not only use English in the classroom with their peers. We must prepare them for life outside the classroom when they will be listening to speakers, not cassettes that can be replayed!

an explanation or translation for every vocab item.

The words are added to the class vocab box, to be recycled later.

Activity 2 - Teacher selects text, students select the vocabulary

Find 2 or 3 small texts that are unusual or funny. Photocopy the 3 texts on one sheet of paper with a space beside each mini text and fold the paper so that each student can only see one text. Have one sheet per student.

Divide the class into 3 groups and give each group one text. They decide on 6 vocabulary items that are new or that they find unusual. Within the group they try and find the meaning of them or use a dictionary if necessary.

Students write the vocab items on the space next to the text and their explanations.

Class then regroups into groups of 3. The students take it in turns to first show their word list to the other two and then tell the story of their text. As in activity 1, they use the vocab in context and the other students check. An explanation or translation is given if necessary. They then have time to read all the texts and list the other students words and explanations if the vocabulary is new. Teacher monitors this activity and makes a list of the vocab to go in the vocab box.

Activity 3 - Student selects the vocabulary

As a warmer all students bring a word to the lesson. They work as a class and have to explain "their" word. Teacher lists the words on an OHT. Students then select from the list what they thought was useful. The whole list is put into the vocab box.

Activity 4 - Teacher gives frame, students provide vocabulary

The students are given a text with gaps for descriptive words. One group of students must use words to make a positive, optimistic story and the others are to make a negative, pessimistic story. The students then work in groups of 4, 2 of each type of story. Each student tells their story and must be prepared to explain any word that the other students ask about. They then prepare a list of words from the four stories that are new to them. Teacher monitors and makes a final list of words to go into the vocab box.

Here the "jigsaw" part of the exercise only really refers to the explanation of the meaning.

A typical story might be:

Mary was a young woman
who regularly

One day a man
to her house in

He said,, that he had
come to take her away.

Mary was

All her life
she had been

Was this the way
it was going to end?

Students frequently underrate the amount of passive vocabulary that they have. About every three weeks go through the contents of the vocab box. Either do this as a class or groups. (you will need to make lists if you are going to work in groups). Make it

clear that you are not expecting 100% recall. The students are always surprised by how many words they remember. As the term goes on the list will get bigger, but so will the amount of passive vocabulary!

**what motivates
someone to bother
to notice a new
word? The NEED
to know the
meaning and the
need to EXPLAIN
the meaning.**

By
Cristina Escobar

CROSS-CURRICULAR ACTIVITIES IN THE PRIMARY ENGLISH CLASSROOM

By cross-curricular activities we understand those activities that correspond to any area of the primary curriculum that are carried out in English with the aim of developing a better understanding of the world and the improvement of the learner's communicative capacities in the foreign language.

THE NEW PRIMARY CURRICULUM

The new Primary curriculum places a great emphasis on the global perspective of learning. The Catalan Curriculum for Primary Education devotes one whole section to the importance of globalization and supports it with the psychological theory of constructivism: "La globalització concreta la idea que l'aprenentatge no es porta a terme per simple addició o acumulació de nous elements a l'estructura cognoscitiva de l'alumne, sinò que és necessari que el nou material d'aprenentatge es relacioni de forma substantiva i no arbitrària amb allò que l'alumne ja sap." The integration of the different areas in the curriculum is highlighted as a means of achieving the objective of globalization. "El terme interdisciplinarietat té els seus orígens en la necessitat d'establir relacions entre diverses disciplines a fi de realitzar intercanvis i enriquiments mutus. ..."

In addition, the new curriculum present a series of themes that have to be developed across the curriculum in all the areas: Consumer's education, health education, traffic safety education, cultural diversity education, education against sexual discrimination and computers. Within the 'reforma' framework, it is also the responsibility of the English subject to cover these areas adequately.

COMMUNICATIVE APPROACHES AND CROSS-CURRICULAR ACTIVITIES

From the point of view of language learning, more and more experts and experiences advocate a curriculum-wide approach.

"... A foreign language can be associated with those areas which are represented by the other subjects on the school curriculum and that this not only helps to ensure the link with reality and the pupils' own experience but also provides us with the most certain means we have of teaching the language as communication, as use, rather than simply usage." (Widdowson, 1978).

Many teachers have followed this advice, another group of teachers still find it a good idea, if not a little unrealistic. There is a third group of teachers who do not believe in it at all. This workshop is addressed mainly to the second group, although skeptical teachers may also find it interesting.

To begin with, we will demonstrate that cross-curricular activities are truly communicative.

Comparing traditional and communicative approaches we find many important differences. Some of the most important ones are the following:

TRADITIONAL APPROACHES	COMMUNICATIVE APPROACHES
<i>Language for language's sake</i>	<i>Relating language and content</i>
<i>De-contextualized activities.</i>	<i>Contextualized activities</i>
<i>Reverses the natural language learning process</i>	<i>Resembles the natural language learning process</i>
<i>Graded syllabus.</i>	<i>Syllabus following learner's needs</i>
<i>Materials & exercises designed to exemplify grammar rules.</i>	<i>Realistic materials & authentic tasks</i>

As we will see below all the characteristics of communicative approaches are shared by cross-curricular activities.

Cross-curricular activities integrate language and content

'A language is a system that relates what is being talked about (content) and the means used to talk about it (expression)' (Mohan, 1986). When people, and more particularly children, listen, talk, read or write they listen, talk, read, or write about something. Something different from the language itself. People use the language with a purpose alien to the language code itself.

Children at school learn content and language at the same time. In the science class, children learn science and language. In the crafts class, children learn language and crafts. But in the foreign language class this relationship is frequently ignored. In language learning we sometimes focus so much on the language itself that we forget that in a meaningful activity, content should be communicated.

Cross-curricular activities embrace this relationship. Within this approach pupils carry out tasks that are not purely linguistic. Tasks related to other areas of the curriculum such as Social Studies, Science, Maths, PE, Literature, Arts and crafts, etc. In order to carry out these activities it is necessary the use of language. Our aim is that learners are able to do so in the target language. This will make unnecessary to find empty sentences of the sort of "This is a pen." "This is not a rubber." that the children are asked to imitate. Or to write artificial texts for listening and reading practice. In a cross-curricular task, the content of

the task will determine the vocabulary, the structures and the functions to be used. The information necessary to carry out the task will act as meaningful input. The output will be the result of the processing of that information on the part of the learner. The output can be modeled at the lower stages, but the emphasis is always on the content that is being communicated.

Cross-curricular activities provide the necessary context.

In the English classroom many teachers struggle trying to find an adequate context for the structure, function or vocabulary area that they want to teach. We all have seen very conscious teachers trying to find a pop song in order to teach the present continuous. And this even at the very best, as very often language items are presented in a totally de-contextualized way.

Cross-curricular activities help language learning because they put the emphasis on communicating information, not on the language used. Language is only a medium of learning something different. The content of the activity provides a natural and interesting context in which language is a necessary element.

Cross-curricular activities resemble the natural language learning process.

In natural language learning the focus is on meaning. In a natural environment a child is corrected if what he says is not true. If what he says is ungrammatical but it is comprehensible and true he gets away uncorrected. Similarly, in a cross-curricular activity the focus of attention is the content to be learned. Language is “only” a vehicle for the learning of that content. The learning of a new language does not contradict the experience of learning the mother tongue. The criteria of success is if the child’s answer is or is not true. Incomplete or ungrammatical utterances are accepted as part of the learning process.

Cross-curricular activities provide a syllabus following learner’s needs.

Traditional syllabuses sequence the language items on linguistic grounds. In Cross-curricular activities the selection of contents to be learned takes priority over the selection of linguistic items to be practised. In fact, the content of the activity determines the forms of the language to be used. The content is selected taking into account how interesting and relevant it is for the learner.

The English class is not viewed as a place where children go to practise vocabulary and structures that they will hopefully use when they grow up and eventually travel to a foreign country, but a place where they learn contents and skills new for them that can be immediately put into practice at home, in the street or in the next class. In this way intrinsic motivation is enhanced.

One of the main functions of the school is to help him to have a better understanding of the world by means of

helping him to extend and formalize his own experiences and this can be done, as well, in the target language.

Realistic Materials and Authentic Tasks.

In traditional approaches when the teacher decides to design an activity, the first thing she does is to select the structure, a function or a lexical area. Only then, does the teacher design activities or exercises to practise it. The important bit is the language the pupils have to ‘know’. Activities are there with the only purpose of helping the student to master that language. The activity itself is not important because it is not important what the learner can do with the language but what he knows. The result is artificial tasks that have little to do with what is expected from the learner out of the foreign language class. However, in a cross-curricular approach the teacher first designs the task resembling those performed in the Science, the Social Studies or the Maths class, which in turn are designed to help the learner to understand the world a little bit better and give him the necessary tools and strategies to live in a modern world. The result of this is that a task of this type is authentic and the materials are authentic or, at least, realistic.

In a cross-curricular task, the content of the task will determine the vocabulary, the structures and the functions to be used. The information necessary to carry out the task will act as meaningful input. The output will be the result of the processing of that information on the part of the learner.

HOW CAN CROSS-CURRICULAR ACTIVITIES BE INCORPORATED INTO THE FOREIGN LANGUAGE CLASSROOM?

Cross-curricular activities can be introduced in different ways and to different degrees. Here I suggest some of the possibilities available to the teacher.

A) Introducing incidentally contents from other subjects into the English class:

Skills and techniques from other subjects: Collecting and recording information, classifying, sequencing, using codes, discriminating, measuring, solving problems.

Facts and concepts: Pyramids, Tutankhamon, Skimos, A Roman house, Volcanoes, Water, Dinosaurs,

Endangered species,

Attitudes: Healthy habits, respect towards nature, systematicity, non-sexist attitudes, precision.

Advantages: It is compatible with a more traditional approach. The teacher can follow her usual coursebook and use it in such a way that she ensures that the activities are exploited making the most out of them from the point of view of the other subjects. Some coursebooks already incorporate this kind of topics. If not, the teacher can easily find interesting materials dealing with these topics to supplement her usual coursebook.

Another advantage, (or perhaps disadvantage?), is that the language teacher does not need to spend a lot of time negotiating with the content teacher what will be done in the English class.

The English class is not viewed as a place where children go to practise vocabulary and structures that they will hopefully use when they grow up and eventually travel to a foreign country, but a place where they learn contents and skills new for them that can be immediately put into practice at home, in the street or in the next class.

B) Doing suitable parts of a topic from another subject in English that you may finish in the mother tongue.

For example in a Maths unit about measuring, part of the work can be done in English. The same in a unit about magnets. In a unit about butterflies the teacher may wish to use the story "The Very Hungry Caterpillar" to introduce the topic, etc.

Advantages: This approach really links what is being done in the English class with what is done in the content class. This approach makes it possible to teach the content subject at the same level of difficulty as it were done entirely in the mother tongue. In bilingual countries it does not put an unnecessary strain on pupils who do not master the two official languages. It requires a perfect coordination between the content teacher and the language teacher.

C) Using English to integrate procedures, concepts and attitudes corresponding to the other areas of the Curriculum:

Topic: Food

Science: Classifying different types of food according to its origin; Analyzing ingredients of different dishes; Parts of an apple; Planting a bean.

Maths: Calculating quantities of food; Shopping: Prices of different items of food. Sets and subsets of food; Intersection of sets; Surveys and statistics: what's your favourite food?. Adding and subtracting problems.

Social studies: Eating habits in different countries: mealtimes, how many meals a day, typical dishes; Food in underdeveloped countries. Processes: Story of an apple/ ice-cream. Food shops in your neighborhood: Where are they? What do they sell?.

Crafts: Cooking: making a cake.

Music: Songs that deal with food or eating habits. Making instruments with food packages.

Languages and Literature: Stories and poems. Cognates. Reading and studying packages and labels.

Themes across the curriculum: Healthy and unhealthy food. Boys and girls make good cooks.

Advantages: The teacher is seen as a generalist and uses English to integrate contents that may appear as dissociated in the other areas. If the school follows a global approach to all subjects, this is the best way to integrate English into the whole planning.

D) Teaching one whole subject in English.

The subject to be chosen may vary from more 'action' subjects such as PE or Crafts to more book orientated ones, such as Science or Social Studies. The former have the advantage of requiring less verbal production than the latter, thus being more appropriate during the initial stages.

Advantages: A major advantage to take into account is that the number of hours dedicated to English are highly increased as a consequence of adding up the hours that correspond to English to the hours that correspond to the content subject.

However this approach cannot be decided in a rush by one or two teachers for just one school-year. The decision should be taken after careful reflection and requires the consensus of the school community and the compromise on the part of the authority to provide with the necessary resources -staff and materials- throughout the years.

INGREDIENTS TO THE SUCCESSFUL CROSS-CURRICULAR ACTIVITY

However not any activity taken from another area is adequate for the English class. Activities need to meet several pre-requisites that we could summarize as follows:

Activities need to be relevant for learners: The task has to be relevant for the learner and respond to his

present needs.

Activities need to be challenging: Adequate to the cognitive development of the child. Learning, discovering, doing something new. Not repeating exactly what has been done in the content class, although deeply rooted in what they already know.

The language should be made comprehensible: First we understand, then we learn. In a cross-curricular activity the teacher helps the learner to comprehend the content and in this way she facilitates the understanding of the language.

Visual support is essential: Art-work and photos to illustrate the content. Diagrams and charts to present information.

Tasks should aim at developing transferable skills: It is important that the things learners learn to do in the English class can be applied to other situations, inside and outside school. It is for this reason that procedures become such an important element in the cross-curricular lesson.

Outcomes: Some activities will require a non verbal response. That is the case of making a cake or a puppet. Other will require a verbal response than can follow a given pattern. For example in a measuring unit pupils can measure different objects, keep a record of the results and talk about them using the pattern: 'It's cm long.' In the more advanced stages learners will produce more complex utterances.



CONCLUSION

Cross-curricular activities have a number of advantages that can be summarized in the following six points:

- They focus on meaning rather than on form.
- They integrate language and content.
- They help the learner to transfer thinking skills to other areas of the curriculum.
- They help the learner to integrate different types of knowledge.
- They build on the learner's previous experience.
- The context is perceived as relevant and this enhances motivation.

Not only learning to talk but talking to learn.

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By
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A SOCIOLINGUISTIC RESEARCH THROUGH A TEENAGER'S GUIDEBOOK IN SWANSEA (SOUTH WALES)

I. DESCRIPTION OF THE EXCHANGE

Don't be too surprised about the title of this workshop, because whenever anyone hears about "sociolinguistics" in Secondary schools, and this is related to English Language Acquisition, it may sound a bit weird or even too specialized. But don't worry, because what I am going to deal with is a research made by some Catalan students from I.B. Cambrils, who participated in an exchange programme with the Gorseinon College (Swansea) and worked out a guidebook as an excuse to study the real situation of the Welsh language and compare it to Catalan.

The exchange took place on January the 30th, 1994, and it lasted two weeks. When we chose Wales for our exchange, it was not a random choice. We were looking for a speaking community which had something in common with ours, so we opted for Wales. This is a bilingual community, where the language of the neighbouring country has stepped on their own. It is because of this that Mr. Meic Stephens, a Welshman specialized in minority languages, stated that "we are all different but nobody is unique", and that there are many countries which struggle in order to achieve that specific feature which defines them as a nation, so we can feel identified with them.

There is not any society which can function without their own language, because this is not just a vehicle of communication, or of significance. A language is by itself, content and reference of loyalties and rejections. It is because of this that throughout this century, and especially after World War I, Wales has struggled a lot in order to recover its language.

Let me give you some of its background: the mother-tongue of this country is Welsh, a Celtic language, and it is spoken by 19% of the whole population. But this 19% is not equally scattered, there are some areas, especially in the South of Wales and on the eastern border, where the presence of the language has almost completely disappeared. On the other hand, Welsh is spoken quite a lot in the rural

and depopulated areas.

The reason of this unequal use of the language is due to the industrialization of this country, as there was a large amount of immigration of English people into Wales; and later on the crisis of the 30's many Welsh people were forced to immigrate. We also have to take into account other factors such as the building of primary schools by the British State, and the prestige that the English language was acquiring, all these things together were the main causes of the regression of the Welsh language.

In 1962, in response to a statement made by the writer Saunderson Lewis, who said that "the Welsh language would disappear before the end of the 20th century, if the factors which had provoked the decrease of the Welsh-speaking population were not neutralized", a society in defence of the Welsh Language was founded, it is called "CYMDEITHAS YR IAITH".

This society is based on two main principles:

- the right of every Welsh man and woman to live their life in Welsh;
- the necessity to keep the Welsh language alive.

So we thought that the experience of Wales and the effort that a good part of its population are making to recover the language in different spheres could be a good example for our country and our students. But in order to reach a good understanding of this "new reality", it was necessary that our students had a good knowledge of where the exchange was going to take place, and at the same time, were aware of the "use of the Welsh language".

We knew, in advance, that a two-week exchange was a short time to know a country well enough, to be able to write a "Guidebook" for young people of Swansea and its surroundings.

This "Guidebook" was supposed to cover different spheres, and it was the ideal setting to go through a "sociolinguistic" use of the national language among the

population, their degree of competence etc.

You may wonder why we chose the “sociolinguistic analysis” to find an answer to our questions:

- to start with, sociolinguistics allows us to study the situation, the dynamics and the social and historical procedures in which a community lives;
- on the other hand, it also helps us to analyze the situation of the minority languages which are oppressed and in danger of extinction.

The Welsh language is one of these, together with the languages of Lapland and Sardinia, Gaelic, Basque and our own Catalan Language, having in common the fact that it is not spoken by many people.

Nevertheless, although they have kept their own language, their culture is linked to another culture, so the population has to be bilingual. However, those who are bilingual are the weakest part of the population, because they are the speakers of the dominant language. Meanwhile, those who only speak the dominant language are monolingual of their own language.

The unilateral bilingualism is the previous step for the loss and extinction of the minority language, if something very definite is not done.

II.-MAIN OBJECTIVES

An exchange which implies a research within another country will improve the integration of the student in the new community, will stimulate their perception of the reality which surrounds them, and definitely their degree of motivation and curiosity will increase.

The fact of being Wales the chosen country for the exchange, had for us a double incentive:

- a) on one hand, the possibility of two weeks in touch with the English language, but also with the Welsh way of living;
- b) on the other, the fact of mirroring ourselves in a community with similar problems and difficulties as ours, but with the same need of overcoming them;
- c) we are also improving the development of certain “skills” in our students: the research, the selection, the preparation of the information and its sources, and the oral practice of the language.

III.-PEDAGOGICAL PROJECT

WARMING UP ACTIVITIES:

Before the exchange came about, we had created a good atmosphere in the classroom, both for those who were going to participate in it and those who weren't.

Different activities which took place in the classroom:

- showing a video-tape about Wales;
- listening to Celtic music, to the “Male Choirs”, and presentation of some of their myths and legends;
- work-groups looked for some more information about Wales and presented it orally in the classroom;
- and finally, we tried to find different presentations for the “guidebook”.

3.1.The Guidebook

Our “guidebook” was an open proposal for those students who wanted to follow our steps in the discovery of this area, its language and roots.

3.1.1. Procedures of making the “Guidebook”

We followed these criteria:

- easy to look up;
- an easy introduction with the basic information;
- authors' commentaries were added;
- a list of useful addresses.

3.1.1.1. Collecting the Information

We formed six workgroups, three students in each one of these groups in order to cover six different sections of the Welsh life:

- A) Cultural
- B) Spare Time
- C) Facilities
- D) Ecology
- E) Economics
- F) Language

Each one of the groups made a research and collected information, either by visiting libraries, town halls, travel agencies ..etc, or asking the residents of the towns.

3.1.1.2. Selection of Data

Once they had finished this step, there was a

presentation of the previously collected information and a debate in order to choose the most useful and interesting data. Each group decided the final format.

3.1.1.3. Final Elaboration

The final elaboration took place in Cambrils when we came back. After reviewing all the material collected, they added newspaper cuttings, maps, pictures, drawings, addresses etc. , everything they thought that could make their "Guidebook" look more attractive and exciting for the future visitors.

3.2. SOCIOLINGUISTIC RESEARCH

If the Guidebook was useful for us to immerse ourselves in the reality of Wales; the sociolinguistic research allowed us to be aware of the use of the national language among its speakers, their degree of competence, the resourcers of official protection from the Department of the State, and their feelings towards the language.

3.2.1. Criteria

First of all we made a study of the population of Swansea and its surroundings. We consider Swansea a town of urban aspects (about 250,000 inhabitants). Its harbour on the South coast of Wales is quite well-known, so fishing is one of the most important commerce, together with its industrial growth. On the other hand, Swansea has also become a commercial centre for the outskirts, and it is because of this that we could find informers who belonged to very different environments.

The second step was deciding the VARIABLES to be taken into account, these were:

- SEX
- AGE
- JOB
- STUDIES.

3.2.2. "Ways and Means"

Once we have established the study of the population and the different variables, we had to find an instrument which would allow us to find out the real situation of Welsh, and the attitude of the inhabitants of Swansea towards it. So we chose an Opinion - Poll , which tried to collect data about the use of this language, if it was used in all the areas of the social life: at home, in the street, in the mass-media, in teaching, in politics and public institutions.

We knew in advance that there were some features which had to be taken into consideration, because they can help or harm the linguistic loyalties of the communities.

These were:

- geography
- age
- social class
- jobs
- rural or urban areas

These were also reflected in our questionnaire, and they helped us to get a more accurate analysis of the situation of the Welsh language in this area.

The questionnaire consists of 22 questions, which try to find out the level of education and the degree of competence of our informers, the use they give to the Welsh language and their opinion about it.

3.2.3. Enquiry

The enquiry was carried out by the same students who put the Guidebook together. Each group, in each one of their sections, had to cover 30 questionnaires, which gave us the specific information of that section.

This enquiry improved their oral practice, and favoured their communication with the people of the country. On the one hand it is a sort of individual task where the student strengthens his/her knowledge of the language functions by means of an introduction of themselves and the questionnaire. This allowed them to ask information about the section they were working on, and it was then when they had created their own "questionnaire", and were on the threshold of fluent and natural conversation.

On the other hand, there was a work-group which made the interpretation of the questionnaires easier, and organized the collected data.

3.2.4. Statistic Tabulation

The tabulation took place when we came back, by means of an statistic treatment, and the conclusions were presented by means of graphics.

3.3. Conclusions

These are some of the conclusions we drew up:

- young people studied Welsh at the primary school. It was compulsory, but most of them didn't use it at home

or with their friends;

- people from 25 to 40 years old, had learnt some Welsh at school, but they had already forgotten most of it, because it was not required in their jobs.;

- on the other hand, people who worked in libraries, town-halls, tourist information offices, civil servants, etc knew Welsh, and all the information was bilingual;

- when they took sex into account, they realized that women, though they were Welsh, were more likely to change into English, because of the prestige this language has.

One important point is that Welsh people have stuck to their folklore and to their ancient and rich literature, in order to preserve their national identity.

There is a growing pressure between London and Cardiff... London struggles to keep on administering and assimilating this ancient civilization; Cardiff struggles to have their own government, to reach national freedom, rediscover their town personality, which is constantly threatened by the pacific imposition of the English culture and language.

But the fate of the Welsh is in their own hands, and their language will survive if their people want it to. It is because of this, that we hope that our small research has been useful, not only to widen the knowledge of the present-day situation of the Welsh language, but to enrich ourselves with this experience, and to be conscious of the great effort that saving a language implies, and of the terrible loss which represents its disappearance.

4.- THE SECOND PART OF THE EXCHANGE: PROJECT DURING THE STAY OF THE GORSEINON COLLEGE IN THE I.B.CAMBRILS

4.1. Their "Guidebook"

4.1.1. Warming up Activities

The second part of the exchange is going to take place from March 11th till March 25th, but we have previously sent some realia to the Gorseinon College, such as :

- tourist brochures of the regions we are going to visit;
- some books about Catalonia and its landscape and customs;
- some traditional Catalan music: Catalan Rock, Catalan

singers ...;

- some "cava" from the "Cooperativa de Cambrils";

- magazines and local press;

- some maps of the areas we are going to visit;

- a video about Cambrils and its surroundings, recorded by the students who participate in the exchange.

4.1.2. Activities in Cambrils

- Cambrils as a host-town is going to be visited with a local guide, and they are going to receive a lot of information about the town and its origins;

- they will attend some classes given in Spanish, and interdisciplinary activities will be prepared by different seminars; and these will help to accomplish the project which has to be carried out by the Gorseinon College group;

- they also have to write a Guidebook of the area they are visiting in their exchange, covering the different sections which have been previously appointed by their teachers.



4.1.3. Activities in "el Baix Camp" and other regions

We have suggested a proposal of itinerary, and our main objectives are:

- introducing the landscapes, economy, history and customs of this part of Catalonia;
- offering our visitors information to cover the different areas for their Guidebook

4.1.3.1. Proposal of Itinerary

Aspects to cover:

a) general: history and tourism of each place;

b) specific:

1.- "Baix Camp and the rural world"

2.-"Tarragona and its industry

3.-"Ecosystems of the Southern regions:

- the sea: with "El Delta"
- the mountain: Montblanc
- Poblet
- L'Espluga

4.1.3.2. Activities in each one of these places

I'll give you an example of one of these activities in, for instance, Tarragona:

- a general visit of the city: Activity: "Joc de Ciutat", from "El Camp d'Aprenentatge del Tarragonés";
- visit of the harbour and assembling slides of the different harbour activities;
- visit to the "Repsol Industry", as a sample of one of the many petrochemical industries in this area; they will have to make a description of the different tasks which this company carries out and their process.

4.2. Sociolinguistic Research

The main criteria is a study of the rural versus the urban areas. The foreign students will have a chance to talk to the informers, they will have into account if they live in an urban or a rural surrounding, and the different variables, such as age, sex, etc., of which we have talked previously.

4.2.1. Goals

- Observing the use of the Catalan language in the different sectors of the population;
- their degree of knowledge and linguistic competence;
- "Protection Methods of the Public Institutions";
- the people's feelings towards the language;
- and achieving a whole implication of the exchange students towards the language and the identity of the country where they are.

5. FINAL CONCLUSIONS

As you may have guessed the final project is not over yet, because the second part of the exchange has not taken place, so we cannot compare the results achieved by the Catalan students in Swansea, with the ones the Welsh students will get in the "Baix Camp".

But anyway, at the end both exchange groups will have been immersed in a different reality but which has some points in common, and this fact will make them aware of how difficult it is struggling to save a language, that without the will and the strength of the people of that country could perish and disappear.



Language and Understanding

Edited by Gillan Brown, Kirsten Malmkjaer, Alastair Pollit and John Williams

Book review by Pep Matamoros

The backcover throws the following question at us readers: "What does it mean to understand language". The essays this book contains attempt to answer this question from different theoretical standpoints but which share a commonality. Such commonground can be divided into the following components: a) Language is just a vehicle for communicational exchanges; b) Spoken language is as a representative from the linguists' point of view as written language; c) Language should be studied synchronically as opposed to diachronically; d) The context wherein a language sample is used should be taken into account; e) As far as understanding is concerned there is rarely a "correct interpretation", the whole process depending on many factors that influence the communicative exchange.

Those common views on Language and Understanding take us through the book where two crucial issues are dealt with. These, closely related to what human knowledge is according to the editors: Language informing our understanding of the world and our Beliefs about the world informing our understanding of Language.

Bearing those ideas in mind, the papers adopt contrasting views that sometimes complement each other, but at other times find themselves at conflict. The ensuing are a few of the subjects the texts in **Language and Understanding** engage in: a) The difficulty of coming to an agreement on what a standard English is, particularly when this is found in its spoken form; b) The fact that there is some type of correspondence between syntactic forms and semantic relationships, since there is a range of the former available to express a range of the latter; c) Stylistic choices have an effect on language at large, not only on the language of literature; d) There are cultural values associated with one's native language. Such values are incorporated into whatever second language is learnt, independently of their being shared

eviews

with the native speakers of this second language; e) The process of acquiring a second language is quite unlike the process of first language learning: The basic structure of language, together with the knowledge of the world it implies is acquired only once and that is the first time a human being learns how to speak and read; f) There is always an implicit social choice of language. The language one uses identifies the speaker with a group. As these language choices are difficult enough to detect for natives distant from the geographical area where language is being used, they must be almost impossible to detect for a non-native speaker; g) Is Language a social construct shared by a community of users that contribute to it and borrow thereof? or Is it experienced by a single individual as a particular chain of mental processes?; h) Language ad Understanding cannot be discussed outside the context, therefore, we need a definition of Context. But, how can Context be properly defined?

To whom then, is this collection of papers addressed? Mainly, we are told, to applied linguists and teachers of language. Also, to everybody interested in how communication works in general. I would add that the wide range of viewpoints and subjects can attract diverse readers. However, while such diversity will make some texts extremely interesting, it will make some other quite tedious. It all depends on where your interests lie.

Musical Openings

DAVID CRANMER AND CLEMENT LAROY
Longman, 1992

Book review per Rosa Maria Rofes

Qui és el professor/a que en una classe de llengua estrangera no ha fet servir alguna vegada un recurs didàctic com per exemple una cançó cantada per algun del ídols dels joves d'avui en dia?. Doncs bé, el llibre que aquí presentem pot ser un xic revolucionari en el sentit més ampli de la paraula perquè ens ofereix un bon grapat d'idees per poder fer servir música clàssica i ètnica a l'aula. Els seus autors són conscients del risc que suposa utilitzar música d'aquest tipus com a punt de partida, però l'encert és que no es pretèn

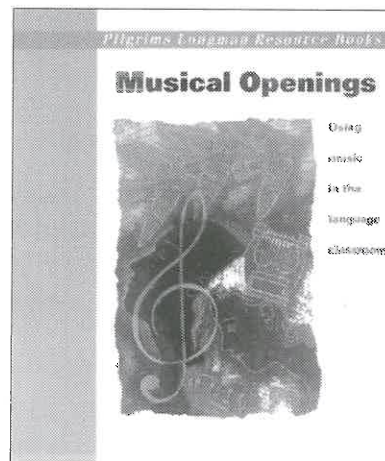
“convertir” els adolescents en clàssics melòmans, sino que aprenguin a reaccionar, positivament o negativament, en sentir una part molt breu d'una peça musical.

Queda palès que podem utilitzar música per aconseguir un bon grau de concentració; crear un ambient relaxat o inclús eufòric quan l'apatia és la nota dominant a l'aula; recordar situacions passades; experimentar moments presents; predir situacions futures; descriure llocs i personatges acompanyant-ho d'imatges visuals si s'escau. En definitiva, un ampli ventall de possibilitats.

El llibre va acompanyat d'una cassette on hi ha gravades part de les peces musicals ressenyades i convenientment identificades. En cas de fer servir només aquest material gravat, que considerem força limitat, si es compara amb la immensa quantitat de referències musicals que s'inclouen en tot el llibre, la seva utilització a l'aula pot resultar fàcil. El que ja fora més complicat seria localitzar, seleccionar i gravar altres obres en una altra gravació. La raó d'això és que la durada del troç musical requerit és breu, d'un, dos o tres minuts, i no sempre tota la música suggerida pot trobar-se fàcilment al nostre abast.

Tal com es presenten algunes de les sessions-classe queda opcional l'ús d'altres recursos didàctics a més a més del radiocassette com ara són el retroprojector de transparències i diapositives, el vídeo, postals que siguin reproducció de pintures rellevants o d'autoretrats, per la qual cosa pensem que hi ha d'haver un treball previ de preparació a considerar i cal tenir una disposició molt idònia de tots els aparells a fer servir, perquè en cas contrari, el professor/a pot sentir-se realment desbordat.

Globalment, considerem que aquest llibre és una eina valuosa per tot aquell/a professor/a que vulgui portar un bon grau d'innovació a la seva tasca docent.



Contributions to



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Include a photograph of you (size: DNI/passport). This is not a condition, but may help give our bulletin a more personal and human dimension. Let us launch you to fame!

Contributions are accepted in English, Catalan, and Spanish. If you feel inclined to use a different language, please include an abstract (about 20 lines) in one of these languages. Contributions are usually accepted. If for any reasons one were not appropriate for our bulletin, we would communicate it to the author and, if possible, suggest alternatives.

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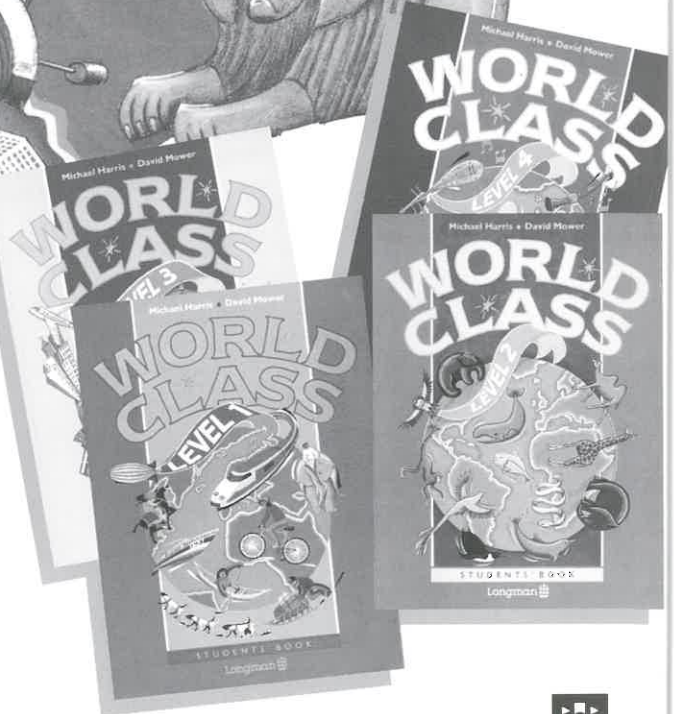
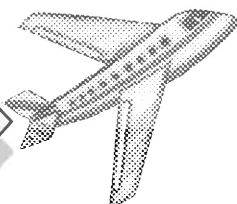
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