

• ASSOCIACIÓ DE PROFESSORS D'ANGLÈS DE CATALUNYA •

A P A C
of

NEWS

Nº 27 • Juny 1996 • BUTLLETÍ DE L'ASSOCIACIÓ DE PROFESSORS D'ANGLÈS DE CATALUNYA

ACTES • **ELT**
CONVENTION
95/96

An Interview with
VICKI HOLLETT
by Anna Cole

Young Learners and
the dictionary
by Mariona Solé



"SUMMERTIME, AND THE LIVING IS EASY"
(Summertime, from the musical *Porgy and Bess*)

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We regret that there was a mistake
in the list of the APAC ELT
Convention 1996 sponsors.

Mary Jo Rendon and Carolyn Law
were sponsored by the Institut
d'Estudis Nordamericans of
Barcelona.

Our apologies.

From Me to YOU

Dear APAC members,

It hardly seems possible that a year has already gone by since the first new format APAC of NEWS came out. We hope that you are still enjoying both the format and the contents of the magazine and have found some useful ideas for your teaching. It goes without saying that we most heartily welcome any comments or contributions from you concerning any aspect of your magazine.

“Summertime and the living is easy” or so the song goes! Now that a scorching, sizzling, stifling summer seems to be well and truly on it’s way at the time of going to print, and with still a few weeks left until the end of the academic year (and all that involves!), I’m sure, like me, you will be wondering if ‘the living’ is really that easy!! Probably, for most of us, no matter what our teaching situation, this is one of the most hectic times of the year!

However, the summer holidays are round the corner and not only do exciting destinations await, but also all those things you’ve been intending to do but can’t manage to during the academic year - the growing pile of novels to be read, friends to see, sports to do... etc, etc.

As far as the magazine is concerned, this issue offers you the last of the “Actes” from the 1995 “jornades” and also includes the beginning of the 1996 collection. Obviously, there is always a wealth of material to be printed in the form of “Actes”, as well as our regular features -the interview, the book reviews, the British Council section, and so on, but we do encourage you to send in articles on any aspect of classroom activity at any level you feel you would like to tell others about.

They say that “a change is as good as a rest” , so for the time being we take our leave, hoping you have a lovely summer, wherever you go, whatever you do.

Yours

Rosemary Hancock

A P A C of NEWS

n° 27

June 1996

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Dear APACs,

Les passades Jornades foren tot un èxit de participació i la seva organització va merèixer nombroses felicitacions. Confio que també vosaltres compartireu aquest parer. Hem rebut els elogis de les editorials, les quals han destacat el fet que enguany els professors assistents sabien molt bé el que volien. No els fou necessari explicar les excel·lències dels seus llibres, ja que eren els propis docents els que demaven les novetats de manera molt específica.

Voldria agrair l'assistència de totes les autoritats acadèmiques, presidides per l'Honorable Conseller d'Ensenyament Sr Joan Maria Pujals, i sobre tot la de tot un col·lectiu d'ensenyants que any rera any demostra no escatimar esforços per la seva formació.

La Junta/Comissió organitzadora d'APAC procurem dur ponents que puguin enriquir amb les seves aportacions la nostra formació i tasca diària. Així mateix, els vostres suggeriments, que de ben segur ens seran molt útils, seran sens dubte tinguts en compte.

No voldria oblidar esmentar la celebració de les IVes Jornades Pedagògiques de l'Anglès al Montsià, a les quals APAC va ser convidada a col·laborar. Organitzades per una colla de professors de les terres de l'Ebre durant els dies 14, 15 i 16 de març, les IVes Jornades varen aplegar un bon nombre de professors/les d'ensenyament primari i secundari de la zona. Tots ells han demostrat un vigor i unes ganes de fer feina envejables. Aprofito aquest espai per a felicitar-los i encoratjar aquest tipus d'activitats, a les quals APAC donarà tot el suport que considereu oportú.

Quan dic que 'APAC som tots' és veritat. APAC arribarà allí on tots nosaltres vulguem que arribi.

Bon estiu a tots/es.

Molt cordialment,

Isabel Vidaller
Presidenta d'APAC.



DEP. FILOLOGIA ANGLO-GERMANICA. UNIVERSITAT DE BARCELONA

Nou Programa de doctorat: Bienni 1996/1998

LINGÜÍSTICA APLICADA. DESCRIPCIÓ I INTERACCIO LINGÜÍSTIQUES.

Assignatura

Anàlisi de producció de textos L12
Aspectes cognitius en la patologia del llenguatge
Bases para el análisis de la innovación léxica
Currículum i recerca a l'aula
Eines informàtiques en la investigació lingüística
El factor edat en l'adquisició de llengua estrangera
Estructura i ús en el léxic
Etnografia i registres orals formals
Experiential learning-process and curriculum
Intervenció naturalista i transacció comunicativa
L'estudi empíric i models d'adquisició. Anglès L12
Lexicologia computacional
Lexicologia computacional anglesa
Mètodes d'investigació a l'aula de llengua estr.
Models psicolingüístics de processament sintàctic
Recerca etnogràfica a classe de llengua
Teoria sintàctica i adquisició de segones llengües
The theory of mind and mental simulation
Trames creatives i adquisició de llengua
Treball d'investigació i no experimental

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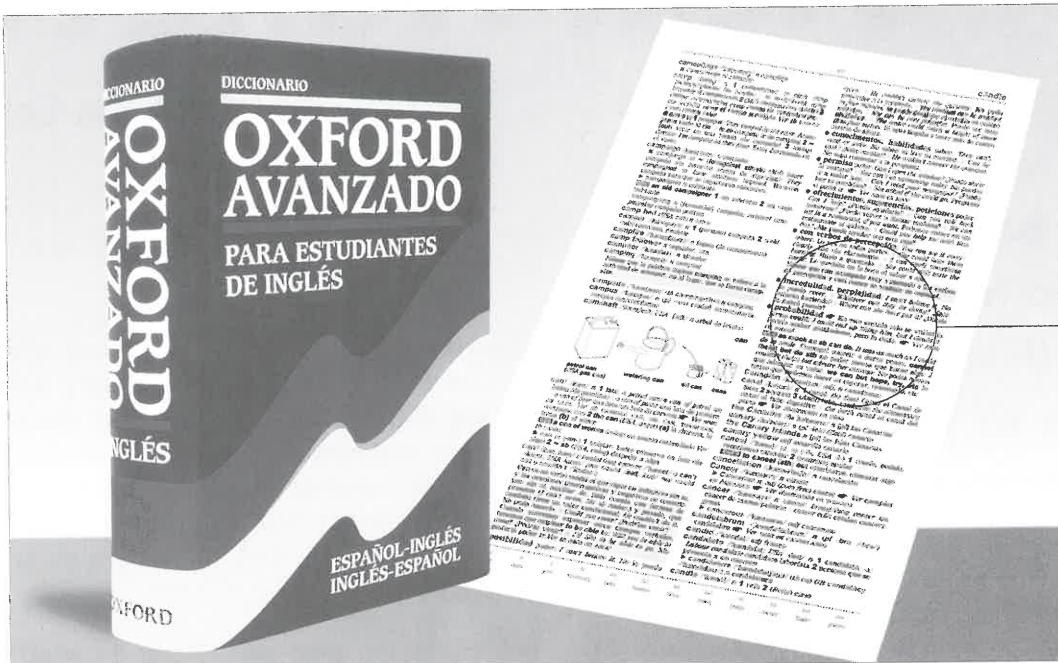
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THE FUSION OF TECHNOLOGY AND ENGLISH LANGUAGE EXPERTISE

MAY 1996

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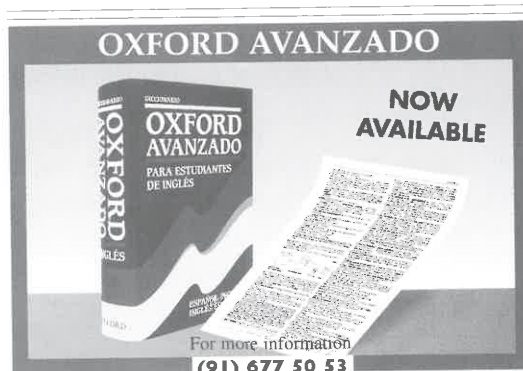
Oxford publishes the first bilingual advanced learner's dictionary for Spanish students

The publication of the **Diccionario Oxford Avanzado para Estudiantes de Inglés** will come as excellent news to tens of thousands of Spanish students of English. The aim of the compilers of the dictionary has been clear from the start: to provide students of English with a completely up-to-date bilingual

dictionary which helps them not only to find the correct translation, but also to improve their active use of English grammar and culture.

Initial reactions to the dictionary from teachers and students alike have been extremely favourable, and the publishers are confident that the **Diccionario Oxford Avanzado** will prove to be as outstandingly popular as the **Diccionario Oxford Pocket** is with lower level students.

Jesús Álvarez, OUP España Marketing Manager, and an ex-BUP and Escuela Oficial teacher himself, informs us: "This is exactly the type of dictionary that Spanish students need when they reach an intermediate level of English. I only wish that it had come out 15 years ago when I was studying English!"



For more information
(91) 677 50 53

en todas partes. *Los oía claramente. I can smell it. Huele a quemado. She could still taste it. Le quedaba en la boca el sabor a ajo. Note que can acompaña muy a menudo a los verbos de percepción y casi nunca se traduce en español.*

- **incredulidad, perplejidad:** *I can't believe it. No lo puedo creer. Whatever can they be doing? ¿Qué estarán haciendo? Where can she have put it? ¿Dónde lo habrá puesto?*
- **probabilidad:** *En este sentido sólo se utiliza la forma could: I could end up liking him, but I doubt it. Podría acabar gustándome, pero lo dudo. Ver nota en PODER.*

as much as sb can do: *It was as much as I could do to smile. Conseguí sonreír a duras penas. cannot (help) but do sth no poder menos que hacer algo: I couldn't (help) but admire her courage. No podía menos que admirar su valor. we can but hope, try, etc lo único que podemos hacer es esperar. intentarlo, etc*

Canadian /kə'neɪdiən/ *adj. n* canadiense

canal /kə'næl/ **n** 1 canal: *the Suez Canal el Canal de Suez* 2 acequia **3** (Anat) tubo, conducto: *the alimentary canal el tubo digestivo the birth canal el canal parto* Ver ilustración en oído

Canaries /də kə'neəriəz/ **n** [pl] las Canarias /kə'neəri/ **n** [pl -ies] (Zool) canarios

Islands **n** [pl] las Islas

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An Interview with Vicki Hollett

By Anna Cole

Her sparkling personality won the hearts of all who had the chance to meet Vicki Hollett in her second professional visit to Catalunya. One of the most successful writers of coursebooks for Business English, Vicki Hollett took time out from her tightly packed schedule to talk to us at APAC 96 about her professional and personal life.

Vicki Hollett taught at International House in Algeria and she taught children and adults in Japan before returning to Cambridge, England. As a result of her teaching experiences she began to write coursebooks - 'In At the Deep End', 'Business Objectives' and 'Business Opportunities' O.U.P. - many of which are considered to be classics in the field of Business English. Vicki Hollett has written all her big courses on her own. Although she is involved with co-writers and teachers in the writing of workbooks, teachers' books and complementary video courses, she admits it would be difficult to find co-writers on her major projects.

'I'm totally nocturnal. I always go to bed with a pen and paper at my bedside. My most creative hours are between two and four in the morning.'

I asked her how she started writing textbooks.

'Well, when I returned to England I began to teach one-to-one or small groups in a variety of industries at E.F.I., Cambridge. I was also working as course co-ordinator. Teachers who were qualified for general English were

experiencing difficulties in adapting their knowledge to specific business contexts, and I discovered that the most efficient and effective way to train teachers was to start to develop a huge bank of material resources. After about three years, I took a look at the filing cabinets and thought to myself, 'hey, there's got to be a book in there somewhere.'

Vicki Hollett has given talks all over the world on the subject of teaching Business English. What had been her impression of the APAC participants who attended her talks?

'Well, I've been really impressed by the competence and professionalism of teachers working in the area of Business English teaching. Often, in other countries, teachers are far less confident and are mostly interested in finding out what they need to do in order to become a Business English teacher. It has been obvious that there is a high level of knowledge and experience and that audiences have consisted of, on the whole, practising teachers already working in this field.'

Her talks on Business English were some of the best attended and most informative of all the sessions given at APAC. She discussed her approach to teaching Business English learners demonstrating activity types and teaching techniques and the main theme of her talks centred on the need to improve confidence and communicative competence in the learner by selecting relevant contexts.

'In Business English, the students aren't actually wanting to learn the present continuous. They are there wanting to learn to communicate with their foreign counterparts. So it makes more sense to go in and talk about their current activities and projects.'

She contrasted this approach with teaching general English;

'In general English, grammar is often the only cohesive factor which can draw everybody together, so it tends to play a much more central role. You can walk into the classroom and say, 'Today we are going to study the present continuous', and everyone thinks that's fine. In fact, the two lessons could be identical in aim.'

In fact, Vicki's teaching style is essentially eclectic and learner-centred;

'I'm very much a whatever-the-student-wants kind of person. Whatever seems to work is fine.'

I asked Vicki what the main line of questions from APAC audiences had been.

'Questions tended to be centred on just how upfront teachers should be about the formal teaching of grammar.'

I suggested that this might be due to the fact that most adult Catalan learners of English have received a very traditional training and they tend to perceive grammar to be a fundamental part of learning any language. Vicki replied;

'If the average learner in Catalunya has a metalanguage for grammar, learnt over the years, then it makes sense to capitalise on it. If they have an almighty knowledge of grammar and enlarge its importance, you're not going to ignore that. Yet, at the same time, there is an odd contrast here. Generally speaking, Business English learners are learning English highly pragmatic reasons, and we should try to help them see that grammar is just another means to an end.'

I asked Vicki how she thought changes in the international work environment since the beginning of



the nineties had influenced the teaching of Business English.

'I think there have been some enormous changes in business over the last five years. I've just finished the new updated version of Business Objectives. The statistics used in the original coursebook have had to be completely revised. The number of employees in a major company, IBM for example, have been more than halved. The business world has changed a lot, even in such a short period of time. Communication in industry is changing, the fax is becoming increasingly obsolete, and E-mail and internet are taking over.'

There has also been far more research into the actual spoken language used in business contexts.

Previously, written texts have been the basis for developing spoken text, and as we become more familiar with what is actually said in meetings, negotiations and other business situations, computerised research into lexicon in these areas is affecting writing of coursebooks.

Indeed, I believe there is a need to introduce far more business content into general English situations. Even in the teaching of children, we should be preparing them at an early age for communication in an international environment. We should be considering the lexis we are teaching and selecting words that have relevance for their future. Words like 'lend' and 'borrow' are relevant and powerful words that can be taught to younger learners. Many core words in business are highly frequent items in general English and could be the key towards language training in the future.

'How had recent developments in TEFL influenced her writing?

'The most important developments in TEFL have been, for me, the issues of learner autonomy and learner training.'

Does she still teach?

'Yes, I'm still teaching at EFL, although not as course co-ordinator any more. I don't work there full time but I have to go in there, otherwise I lose contact with what it's all about. I have to pilot what I write and it tends to take me about two years to write a coursebook. I also work at the London

Guildhall University. I'm involved in the new Certificates and Diplomas for Business English teaching.'

Are these courses popular?

'Yes, the Certificate is taking off. It's an area which has been largely ignored by the R.S.A. And I believe that it is questionable the value of an R.S.A. Diploma for teachers who are going to specialise in company training. They are incredibly interesting courses to be working on too. Teachers who come on the courses tend to be working in very varied circumstances. You'll have teachers from eastern Europe whose students are generally young and desperate to know what business is and the ways of the west and then you'll have teachers whose students are working in companies in Germany and are incredibly sophisticated because they are already involved in international business dealings. I learn a lot and meet a lot of wonderful people.'

You must be exhausted. Do you enjoy it all?

'At the moment I don't have much time. So far this year I've been to Thailand, here and soon I'm going to France, Argentina and Moscow. Trips can take a week out of a month. I love the social contact and meeting new people, but I do hate it when I'm en route to place. I have to get my talks ready, iron my clothes, pack my suitcase and I don't cheer up until the wheels hit the runway and then I always think "I'm glad I'm doing this". New experiences and new faces.'

II Jornades Llengües Estrangeres a Girona.

Dies 28, 29 i 30 de Novembre.

8è concurs APAC

APAC convoca el 8è concurs per a professors i alumnes de llengua anglesa de tots els nivells educatius (primària, secundària, escoles d'idiomes i alumnes del cicle superior d'universitat).

PODEN OPTAR A PREMI:

A) Treballs presentats pels alumnes (video, revista, projecte, còmic, etc.)

TRES PREMIS I UN ACCESSIT

B) Exposicions d'experiències pràctiques d'ensenyament de llengua anglesa.

DOS PREMIS

C) Treballs o projectes de recerca.

DOS PREMIS

BASES GENERALS:

- 1. Tots els treballs presentats hauran d'èsser en anglès.**
- 2. Tots els treballs s'enviaran per correu ordinari a:**
APAC
(Premi APAC)
Gran Via 606, 4t, 2^aE
08007 Barcelona
- 3. Es presentarà en sobre o paquet tancat. Dins es farà constar:**
 - Nom, adreça, telèfon i nivell educatiu del concursant.
 - Curs (en el cas d'alumnes) escola i nom del professor/a.
- 4. El termini de presentació finalitza el dia 15 de desembre de 1996.**
- 5. Els premis es lliuraran en el marc de l'APAC-ELT Convention 1997.**
- 6. El jurat estarà format per cinc socis d'APAC.**
- 7. Els treballs presentats podran ser publicats en el butlletí de l'associació -APAC of NEWS- totalment o parcialment, segons les característiques del treball.**
- 8. Els premis consistiran en lots de material didàctic.**
- 9. La participació en aquest Concurs implica l'acceptació d'aquestes bases.**

By
Mariona Solé Sabater

Departamento de Didáctica de la Lengua y la Literatura de la Universidad de Barcelona

YOUNG LEARNERS AND THE DICTIONARY

FOLLOWING MCCARTHY (1990), *“It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. And yet vocabulary often seems to be the least systematised and the least well catered for of all the aspects of learning a foreign language.”*

The activities described below have been designed for young learners of English as a foreign language and try to show ways of becoming familiar with dictionaries. They have a mainly didactic and educational character. In no case have we indulged in more serious or scientific ways of studying dictionaries or the lexicon of a given language. Neither lexicology nor lexicography are our aim here.

Dictionaries, apart from being a very useful tool for helping acquire linguistic competence in the foreign or second language, can contribute to the child's development of autonomy in school tasks. We think that it is necessary to make young learners aware of this fact and to show them how to use this resource through different pedagogical techniques. An efficient use of the dictionary will make them resourceful when faced with a new word with respect to its meaning(s) and it will help them to identify the different types of meanings, their use, the spelling of the word, its relationship with other words, etc. However, we have observed that, in general, this type of work is left to free experimentation on the part of young learners, in other words, to trial and error. The end result is often that children stop using the dictionary because they find it difficult and unsatisfactory and also because frequently it can interrupt the flow of reading of a short story, a simple reading text, a short poem, a limerick, etc.

We think that it is necessary to help children use dictionaries as much as possible. But, of course, to do that, they must learn to use this linguistic tool through methodical training. The methodology used should be

attractive and varied.

There are several techniques:

- learning the way the alphabet is organized in the dictionary,
- interpreting abbreviations and symbols,
- understanding relationships among words,
- choosing the correct meaning (contextualization),
- understanding illustrations and diagrams,
- discovering the “mysterious” functioning of the lexicon and the building up of words, that is, derivations and compound words,
- being aware of the most important affixes (prefixes and suffixes) and some of their most common meanings, or
- solving the problems caused by words that do not appear explicitly in the dictionary (plurals, conjugated verbal forms, certain derived words, like, for example, “dehumanization”, basic or classical roots of words, etc.)

No doubt, children will already be familiar with this type of book, either because they have seen it being used by their teacher at school or because they have one (or a number) at home. Therefore, it will probably not be a totally unknown element. Nevertheless, the first serious, educational and pedagogical contacts with the dictionary require a certain solemnity. We should design special lessons for it. In any case, if young learners have done activities like the ones described in Solé (1988a, 1988b), they may well feel a certain impatience, and expect positive results from the first moment.

ACTIVITIES:

(1) You know that in dictionaries words are ordered alphabetically, so you will find words starting with “a” at the beginning; the ones that start with “z” will be at the end and, for the same reason, the ones beginning with “m” will be in the middle. Let's play a game: try to open the dictionary where you can find words whose initial letter is “p”. If you are right, I'll give you three points; if you open the dictionary and you find words beginning with “o” or “q” - the letters immediately

Dictionaries, apart from being a very useful tool for helping acquire linguistic competence in the foreign or second language, can contribute to the child's development of autonomy in school tasks.

before and after "p" - you will get one point. Go on playing by looking for the location of words beginning with "c", "t", "f" or "v".

(2) Look up the word "European". It will be amongst words starting with "e". Have you found this block of words? As there are lots of words, let's look at the second letter, "u"; it is one of the last in this block, so let's go towards it. Have you found this subset? There are quite a lot of words here too. Let's look for the third letter. Which is it? Let's try to locate it in the corresponding column. I am sure you will find it because there aren't many words in this section. Read its meaning and comment on it.

Is there a diagram or illustration of the word on the page?

(3) Do not close the dictionary. Look at the top right and the top left of the page that contains "European" (Oxford Advanced Learner's Dictionary of Current English, 4th edition. From now on, OALDCE). There are two words, "eurhythmics" and "even". They are referential words; they show that on the page you can find these two words, one at the beginning and the other at the end, and that in between there are all the words that can be ordered alphabetically.

(4) According to the alphabet, locate one or more words between a given pair.

GO hen inn KILOGRAM
 RED _____ _____ RUN
 EPISODE _____ _____ ERROR

(5) Write down words that can be found between two referential words in a particular dictionary. (The examples here are taken from the OALDCE).

DILL _____ _____ DINE
 PAUSE _____ _____ PAY
 TOW _____ _____ TOY

(6) Fill in the blanks with words that you can find in

a dictionary between the following referential words: "nephew" and "nettle".

NEPHEW		NETTLE	
nephew	4.- _____	8.- _____	
1.- _____	5.- _____	9.- _____	
2.- _____	6.- _____	10.- _____	
		11.- _____	
		nettle.	

(There are eleven words in all in the OALDCE).

(7) Answer TRUE or FALSE:

- (a) the word ROAM will be between ROAD and ROB.
- (b) the word SKI will be between SKIM and SKIN.
- (c) the word TOURIST will be between TOUGH and TOW.
- (d) the word GARLIC will be between GAP and GARDEN.
- (e) the word FALL will be between FACE and FALL.

(8) Between LACK and LAST you can find:

	TRUE	FALSE		TRUE	FALSE		TRUE	FALSE
lane			lame			landing		
lamb			long			labour		
lark			lark			lab		

(9) Write down two words preceding and following the items shown. The words should have the same first two letters and be in alphabetical order.

_____ **ELEPHANT** _____
 _____ **GROW** _____
 _____ **PAST** _____
 _____ **BRANCH** _____

(10) Fill in the following grid.

What should I do if when I look up a word in a dictionary I see the following referential words? Tick where necessary.

Key: → Go forwards in the dictionary
 ← Go backwards
 ⊙ Stop because you are on the right page

I'm looking for	Referential words	→	←	⊙
intentional	integrity/intent	✓		
nordic	note/notify	✓		
now	notion/now			
dissolve	distant/distract		✓	✓
land	landscape/_____		✓	
lawyer	_____/_____	✓		
magic	_____/magnet			✓
partial	part/_____		✓	
lament	machismo/mafia		✓	

If young learners go through activities of the type described above they will achieve a good basic understanding of the mechanics of a learning tool as useful as the dictionary. Let's have a look now at some exercises for beginners of a lexical nature.

- In order to understand the key to dictionary entries.

For instance, if your pupils are reading a text or short story, etc., select four or five words of different complexity or different function; this will provide a basis for getting to know them better through the dictionary. Let's suppose that the words are "do", "literature" and "ring". They could appear in the following short reading text:

"John was about to do the dishes while his brother was reading some literature on gardening. There was a ring at the door. John went through the narrow corridor to find out who it was."

We look up the word "do" in the dictionary. It is quite a complex entry and, therefore, in any dictionary we are bound to find different abbreviations, keys or explanations of the word.

What does "aux v." mean? And "neg."? And "pt." or "pp."? What about "Tn.", "Dn.n", "Dn.pr.", "phr.v.", "imfl." or "Brit. s."? (all of them found in the OALDCE). All dictionaries include a list of abbreviations and comments on the symbols they use. Let's see who finds the list first! What does "lat" mean? The abbreviations are also ordered alphabetically. It is interesting to make fuller comments on the abbreviations. What are hyphens or other signs meant to mean?

Select an informal expression like "He did his back

in lifting heavy furniture"; explain what it means and give other examples of the expression.

Comment on the syntactic and grammatical observations, especially the ones to do with irregularities in the conjugation to make them clear and to highlight the correct spelling.

Conjugate the verb in different tenses, since it is irregular.

What does the abbreviation "der." mean? Pay attention to derived words, to the way they are built up and to the affixes they show, like "undo", "undone". Do they look similar to the basic word, or are they very different?

Comment on the words that appear following the abbreviations "syn" and "ant". Are "undo" and "undone" synonyms of "do" or "done", or are they antonyms?

Now, let's look at the word "literature". Does the dictionary give us the classical term it derives from? What does the symbol "n" mean? Let's have a look at the meanings. The OALDCE offers several possibilities:

1. (a) writings that are valued as works of art, esp. fiction, drama and poetry (as opposed to technical books and journalism).
 (b) the activity of writing, or studying this kind of writing.
 (c) writings of this kind from a particular country or period.
2. writings on a particular subject.
3. pamphlets or leaflets.

Which of these meanings fits our reading text? Comment on some of the other meanings and write a sentence using meanings 1 (a, b, c), 2, and 3. What does polysemy mean? Look for derived words and possible synonyms.

Where should we look up the word "ring"? It can be a noun or a verb. Let's read some of the meanings for both. Make it clear that when "ring" refers to the silver or golden object we put on our finger a possible figurative derivation is "ringlet" and when it means "make a bell sound" it can have derivations such as "ringer" or "ringing".

We think that if these activities are carried out according to a systematic plan and with the care that initiating a whole cycle of activities requires, the benefit gained by using the dictionary and its frequency of use by the child will be highly positive. If this very useful element in the EFL classroom is introduced

with care, we will have taken a very important step in emphasizing the importance of vocabulary and of the value of dictionaries in schools.

Nevertheless, since the topic is wide, and a large number of activities related to it have been devised, we do not want to finish this discussion without commenting on some other problems that young learners may find in the course of their schoolwork. Sooner or later the child will have to face them.

-Words that do not appear as entries in a dictionary: plurals, conjugated verbal forms, adverbs ending in -ly, Christian names, etc.

-Chains of closed definitions, or definitions which are difficult to understand:

Incorporate - aggregate - unite

-Discover lexical relationships looking for the right meaning of a text built up with words with different meanings.

-Compare the information given in two or more dictionaries: observe the layout, the diagrams or drawings, the number of entries, the different meanings of words, derivation, synonyms, special meanings, idioms, etc.

-Different registers, informal, familiar or regional meanings.

-Poetic entries and figurative or metaphorical meanings.

-Semantic analysis, which at first should involve grids using simple distinctive criteria:

ASSESSMENT

	Part of head	A bird	A person
Beak	YES	YES	NO
Mouth	YES	NO	YES

It is interesting to evaluate the degree of acquisition of these techniques which, we think, constitute an important working tool at school. Tests should include:

(a) information that teachers gather about the development of their activities, the effectiveness of the programme and of their objectives in designing the tasks.

(b) a basis for establishing feed-back criteria; these can start new procedures or confirm past experiences.

(c) information about the students and their ways of considering these techniques.

If this very useful element in the EFL classroom is introduced with care, we will have taken a very important step in emphasizing the importance of vocabulary and of the value of dictionaries in schools.

The tests that the young learner must face should be related to previous classroom work and to the aims and objectives according to which the techniques were designed; they must integrate knowledge which may have been presented in bits and pieces through different activities and exercises. In the first years, the criterion of quality must prevail over that of quantity.

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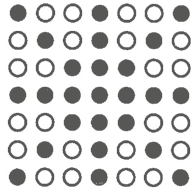
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<p>dictionary /'dɪkʃənri/ USA -neri/ n (pl -ies) diccionario</p> <p>did pret de DO</p> <p>didactic /dɪd'æktɪk/ adj (fml, a veces pey) didáctico</p> <p>didn't /'dɪd(ə)nt/ = DID NOT Ver DO</p> <p>die /daɪ/ vi (pret, pp died pt pres dying) (lit y fig) morir: to die off/from sth morir de algo LOC to be dying for sth/to do sth morirse por algo/por hacer algo PHR V to die away 1 disminuir poco a poco hasta desaparecer 2 (ruido) alejarse hasta perderse to die down 1 apagarse gradualmente, disminuir 2 (nientn) amainar to die off morir uno</p>	<p>408</p> <p>dig /dɪg/ /dag/ busca clavar a back us respald espalda manten (coloq) out sac sth up (un obj) levanta vadora digest¹</p>
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The British Council
Institut Britànic

We are pleased to present the following article by Roger Gower, who was our invited speaker in the last Jornades held in Barcelona.

THE ROLE OF PRESENTATION IN AN APPROACH INTEGRATED

By Roger Gower

Roger Gower has worked as Director of International House London, Principal of the Bell Language School Cambridge, and Director of the Bell Educational Trust in Cambridge. He has had extensive experience in teaching and teacher training as well as in giving conference presentations in many parts of the world. He is the co-author of the "Matters" series and Reading Literature, and author of Past into Present, Longman and Teaching Practice Handbook, Heinemann.

There have been attempts in recent years to discredit the PPP (Presentation, Practice and Production) paradigm in language teaching on the grounds that it is prescriptive, that it draws upon behaviourist assumptions, that it does not reflect the nature of language learning, that it is non-communicative and that it is teacher-centred. Prabhu and Willis and more recently Lewis have all expressed their antipathy in print. In their more extreme form opponents argue against individual language item teaching of any kind.

However, flexible teachers on the whole do not teach individual lessons which reflect the whole paradigm. Instead, at elementary levels in particular, they are more likely to do some PP (Presentation and Practice - controlled and less controlled) and, if they have a properly balanced programme, they will develop fluency activities from listening and reading texts, possibly in another lesson.

One fatal flaw in many of the attacks on Presentation and Practice is the implicit and explicit put-downs of teachers. It is good teachers who make the vital connections with learners and enable what is being learned to become memorable. In my view, theorists, when they push for change, need to respect teachers' views about what "works" for the learner. Hopkins makes a similar point in relation to published materials.

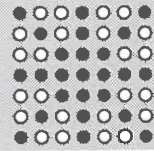
Accusations of teacher-centredness also need to be questioned. There is only a dichotomy between teacher-centred and learner-centred classed in bad teaching. A good teacher is both motivatingly teacher-centred and sensitively learner-centred at the same time. A bad teacher may have a head full of "theoretically-correct" ideas and put into practice "learner-centred" approaches but fail to stir learners to learn.

A Presentation paradigm is only one activity sequence flexible and eclectic teachers will have available to deal with the many different kinds of classes and learners they come into contact with.

However, all the time that language item teaching is felt to be an important part of language learning the Presentation and Practice part of the PPP model cannot be completely avoided, particularly at the lower levels. As a model it is serviceable. And for new trainees on teacher training courses it is a comprehensible start of their training. It gives confidence, which is useful when they are trying to make sense of a range of new - and threatening - experiences and options. However, it should never be presented as a kind of necessary sequence for all language-focused lessons, as sometimes used to be the case.

The problem with PPP is the last P, the "Production" Stage. It might cause less confusion if we disconnected this stage from the previous two stages and abandoned it - or we thought of it as "less controlled practice" of presented language, not as is sometimes the case a time when real communication takes place using the target language. One obvious problem is the frequent lack of transfer, at least in the context of a sequence of activities, from practice to natural genuine use. It's not that easy. Another is that you can't have genuine communication and require specific forms to be used. And in the communicative classroom, shouldn't we anyway aim to integrate Speaking throughout our lessons?

The ARC description (proposed by Jim Scrivener) is worth considering as an alternative to PPP because it aims to provide a tool for describing what teachers actually do to



There have been attempts in recent years to discredit the PPP (Presentation, Practice and Production) paradigm in language teaching on the grounds that it is prescriptive, that it draws upon behaviourist assumptions, that it does not reflect the nature of language learning, that it is non-communicative and that it is teacher-centred.

cover a range of paradigms (including PP). There are of course other alternative paradigms: for example Test > Teach > Test; the Fluency > Accuracy models in task-based teaching; and the Observe > Hypothesize > Experiment model proposed by Lewis.

I can understand some of the attacks on Presentation and Practice. Presentation-dominated classrooms are the result of the grammar syllabus being given excessive significance. In these classrooms, there is too little room for language acquisition. Listening and reading input material can be thin and the skills generally are given secondary importance.

Indeed, institutions frequently imply, by asking teachers to test language knowledge rather than language skills that learning a language is learning about a language. In the long run, as teachers know, the separation will be fatal to a learner unless the balance is redressed.

To help redress the balance, in an ideal world, at least at intermediate level, I would recommend that an activity sequence might start with work on a natural Listening or Reading text (not a presentation dialogue) on a generative topic. The text will aim to stimulate communication but it can also contain, in the middle of a lot of other language, some natural examples of the target language on the language syllabus. After comprehension and other skill work the teacher then draws the target language out of the texts for presentation/analysis (if necessary) and sets up practice activities. At the same time work can be done on identifying, understanding and using the useful vocabulary in the text - particularly in teaching situations where "target language" is mainly regarded as grammar rather than vocabulary.

This approach gives students good opportunities for acquisition, not only of language that is not being focused on or difficult-to-teach features of language such as text structure, intonation and lexical collocation but also of the grammar itself - very important for those areas that are anyway difficult to learn consciously (e.g. uses of the Present Perfect).

After Practice, we can extend into the productive skills of speaking and writing (e.g. a role-play using the context of the initial text), which may but not necessarily give opportunities for use of the target language.

So the broad sequence is Test > Language > work Communication, a modified PPP, if you like.

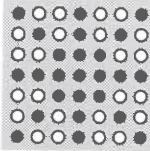
However, I am under no illusions about how difficult it is to find texts and activities that provide a fully integrated sequence. For a start a good text on a good topic may have only one example of the target item so you have to supplement it with other examples. In some cases it may be necessary to set up a fresh context for Language Presentation.

Also at elementary or pre-intermediate levels such a process could be cumbersome and distracting particularly when a naturalish presentation dialogue would be more focused and effective.

But even if we end up compromising by simply starting with listening or reading skills work of some sort, then presenting and practising our language syllabus (through presentation dialogues if necessary) and then doing a speaking or writing communication activity, it would be progress in some classrooms and help reintegrate knowledge and skill.

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CREATING POLEMIC IN THE CLASSROOM

By Dermot Quigley

•Introduction

Creating polemic in the classroom is important if we are to involve the whole person in the creative learning process. Conventional classroom practice such as jigsaw reading, pair dictation and role plays, although creating an 'authentic' information gap, often fail to involve the whole person in the learning of English as a foreign language.

In this article I shall:

- 1) suggest polemic subjects which a teacher can use safely.
- 2) suggest ways of presenting the material with examples.
- 3) analyse why it works.
- 4) analyse why it could go wrong.

1) Topics

- In most countries themes such as male or gay rights can create a lot of discussion because laws and attitudes are changing rapidly in this direction. The well worn ones of feminism can be up dated to include sexual harrasment and what can be done about it.
- Will the increasing number of women entering politics change Spanish culture and attitudes?
- The press and privacy discussing the role and usefulness of the 'Papar-razi'.
- The Canadian piracy/fishing crisis.
- Cruyff versus Stoichkov (role play).
- Jordi Pujol and King Juan Carlos.
- The advantages of going to Benidorm versus Salou.
- Maragall, Lacalle or Roca for Lord Mayor.
- At the moment political corruption generates lively debate. Each country will have its current affairs and teachers
 - should use this to get polemic going so that students can express the sort of opinions they would to their friends
 - outside the classroom.

However, the teacher should be aware of tabu subjects or ones which would not interest their students, or age group and focus on those which are likely to develop lively debate without degenerating into a fight. In

Saudi Arabia you would probably have your hands cut off for talking about feminism.

2) Presentation

One way to present the material is to bring in a newspaper article from an English speaking paper on the same subject which will often display an attitude towards the country and the problem concerned which may differ from the students' and add a surprise element generating another line of discussion.

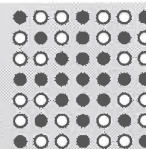
A second way is to prepare statements representing conflicting opinions. For example on gay rights: all couples should be allowed to adopt children or gays cannot provide a stable environment for children.

The more extreme the opinions the better, and plenty of them as one or two may create only minor debate but others will cause an impact and encourage students to voice their opinions.

Even in what appears to be a conventional role play a surprise element will be enough to force a gut reaction. Why not exploit role plays as in the following two examples:

In a restaurant scene after preliminary preparation, vocabulary, set phrases for ordering etc, send one group out to prepare a reason for celebrating a night out in a top class restaurant and decide on their relationship. They have instructions to tell the staff how excited they are and why they are celebrating.

Meanwhile show the short video of "Grapevine" a scene in a dirty restaurant with bad service a rude waiter and everything off the menu except potato soup and



spaghetti. The students playing the waiters are lazy and ignore the couples as they come in, shown to their seats by a very polite maitre. The couples have to get the attention of the waiters. As the situation worsens students start complaining with the maitre who acts as a peacemaker. The final straw is the exorbitant bill.

3) Why it works

This can work because the waiters know the joke and enjoy playing up to it while the others are surprised into a spontaneous reaction challenging students to go beyond stock expressions.

Even at lower levels it is possible to ween students into using English to express themselves. From your topic say, 'House music (maquina) is bad for you,' divide students into small groups of 'for' and 'against'. Give each student in the group cards which express their points of view. They discuss and practice adding more ideas. Teacher goes from group to group encouraging practice, helping with pronunciation and any new ideas they wish to use.

Monitor: Divide groups in half and pair them with halves from contrary groups. Monitor debate helping where necessary, ensuring English is used and noting any common, serious or repetitive errors.

Encourage: The teacher must encourage students to get involved. This is especially true at the preparation stage where students may not see the point if they are not given specific or sufficient ammunition to develop the polemic. The teacher should give ideas and advice to individuals and groups to generate interest. As discussion develops the teacher's role is to monitor closely making sure English is used and arguments are put forward clearly. Some students may need help expressing themselves. The teacher may also throw in points which have not been mentioned to keep the impetus going.

4) What could go wrong and why

Giving students an article on euthanasia may not work, but in 'Challenge to Think' by Mario Rinvoluceri et al. The situation is presented in such a way that it involves students. This is because they have to decide the punishment for a doctor who practised euthanasia because the patient begged him to. The family prosecuted and so it went to court. Let the students make the decision. The students are the jury. A simple debate on the pros and cons, as the subject matter would not interest young people, will probably fall flat. But the students as jurors have a decision to make on a specific incident which could well turn into a consideration of the whole issue.

Students often respond well to a competitive element. The groups can be given an objective where the teacher tells them at the beginning that they will be given points for the best ideas and for the group which uses English the most and does not revert to LI in the heat of discussion.

Record the discussion on tape and get students to decide who used English all or most of the time and to check errors afterwards.

Conclusion

The important points to consider are choosing the polemical topics; presenting them in the right way and the role of the teacher. This role we could call 'facilitator' for it includes presenting the material in an interesting way, encouraging learning, motivating and guiding.

The enthusiasm of the teacher will rub off on the students and following these simple guidelines will give the discussion a structure.

Useful materials include newspaper articles, collections of opinions real or invented, videos, documentaries, adverts, scenes from films. 'Ideas and issues' by Lisa Gerard-Sharp. 'Grapevine' videos 1 and 2. 'Challenge to Think' by Mario Rinvoluceri et al.



R Reviews

Reading Time,

BY COLIN RETTER AND NEUS VALLS,
Botavara3, 1995

Review by Barbara Maclean, Sant Gregori, Barcelona.

Reading Time is a collection of four readers for young learners. It tells traditional stories in comic-strip format, which provides useful dialogue for acting out. The drawings are black and white (good for a quick colour dictation) and there are also suggested follow-up activities, including a gapped text.

I have used Books 1 and 2 with classes of 8, 9 and 10 year olds. They loved the stories and I was impressed by the silence in which they listened and read.

The first problem with reading is, of course, how to get the meaning across. Here the comic-strip drawings probably helped. I also used mime and gesture, and sometimes translation. The children understood most of the time and I had the impression on occasions that they were proud to understand a real story.

I got the children to read out the shorter stories like *The Fox and the Crow* and then act them with, for example, the crow standing on a desk. They did the gapped text from memory. With longer stories like *The Boy and the Snake* they had more difficulty filling the gaps and I let them copy directly from the story. I thought this was reasonable: they were reading English and enjoying it.

Supplementary material like *Reading Time* is a useful resource. It adds variety, and more importantly, it offers children a real experience, which coursebooks and workbooks do not often do.

“Essentials of English Language”

BY JULIAN EDGE
Longman, 1993

Review by Rosa María Rofes

This book will prove to be of great use for future teachers of English as a foreign language. Nevertheless, those experienced teachers and teacher trainers should not neglect its reading.

It is divided into two parts. Part one, called “Familiarisation”, deals with the following aspects:

a) **People.** It is basically about the two groups: teachers and students who interact in the process of teaching and they both exchange information.

b) **Learning and teaching processes** has a selection of five implemented elements in ELT. They are communication, feelings, rules, practice and strategies. The main idea to be put forward is that at teaching they have to be interacted as a whole and not considered separately.

c) **The English language** gives a broad idea of what a language is when it has to be taught.

d) **Materials** proves something many teachers already know. From materials which already exist, any teacher can adapt those to the social background of students.

e) **Environment and equipment** warns the teacher about the necessity of doing his/her best in using furniture and equipment in the classroom.

Part Two under the heading of **Action** includes the following sections:

a) **Managing.** To accomplish it properly, three keys are fundamental which are communication, choice and commitment.

b) **Methodology 1 and 2** are an approach to techniques and attitudes to be considered in the process of learning.

c) **Improving language skills** deals with a wide range of strategies to encourage more positive feelings on the part of learners.

d) **Testing** is normally considered a negative aspect in the field of teaching but teachers should use it as a means to get a general idea about how the process of learning is going on.

e) **Development.** The last section of the book is to remind teachers how useful cooperation is in order to be aware of one's particular situation.

The book ends with a list of book references for further reading according to the topic which is developed in each chapter.

As a whole, the book has properly succeeded in combining the most basic elements and strategies needed to become a teacher but it has also provided the already “professional” teacher with ideas and suggestions to

ACTES APAC

ELT Convention '95

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Peter James

Bilbao

Collaborative Teacher Development Action Research: A Way Forward?

Introduction:

It was very significant that the journal 'Cuadernos de Pedagogía' dedicated an entire issue to the topic of 'La investigación en la acción' in April 1994. One of the articles in the journal states that there are relatively few experiences with action research in Spain. For this reason, this paper describes how action research is being used on a course in the Basque Country, and outlines how it might be applied to the training and development of English teachers elsewhere.

Context

The course in question was set up by the British Council, the Basque Government and the University of the Basque Country in 1991, its principal aim being to prepare English Language teachers to work with children from 8 - 14 years-old. To-date it has been completed by over 300 teachers. 500 hours long, it is structured in essence as follows; (i) an initial and final intensive phase - during which participants are released from their teaching duties, focusing on language development and methodology; (ii) an extensive phase during which participants teach English, consisting of fortnightly seminars held over two terms, culminating in the completion of an action research project.

Collaborative development?

The theme selected for the 1995 Convention, "The collaborative networks of our profession: teams, contacts, bridges.", provided a potentially rich focus, as I believe that collaboration lies at the heart of any true development or change. In addition, I understand action research as broadly fitting under the umbrella term 'collaborative teacher development', as outlined by Freeman:

Through development, the collaborator works to trigger the teacher's awareness of what the latter is doing. By asking questions, by making observations in a detached way, by sharing personal teaching experience, the collaborator endeavours to start the teacher on a process of reflection, critique, and refinement of the teacher's classroom practice (Freeman D. 1989, in Nunan:8)

What is action research?

The following quote succinctly expresses some of the features of action research:

the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of these actions. (Ebbutt D., in Hopkins 1984: 32, my underlining)

Thus, the following points summarise what action research is understood to be in the present context:

1. The teacher is the main protagonist, or person who takes the action, hence the term 'action research' (although not the

only protagonist, as collaboration with a tutor - see the Freeman quote above - and others is essential).

2. There is an emphasis on improving classroom practice, and not on researching for the sake of it.

3. The process is systematic, involving, among other things, planning, various simple forms of data collection and writing a report.

4. Theory meets practice, in that teachers are encouraged to apply their learning to specific, small-scale classroom issues. Also teachers are obliged to relate their work to official educational documents, as published for the 'Reforma'.

5. It is firmly anchored in the complex, real world of the Reforma, schools and classrooms, etc.

6. The results are shared by other teachers.

OK, but what do the teachers do exactly?

Throughout the course, there are 4 stages in which the action research is completed: (i) the teachers identify an aspect of their teaching they wish to improve, or something they wish to introduce; (ii) they plan a series of lessons related to the topic over 4 or 5 weeks; (iii) they collect data during this period such as lesson plans, pupil-produced material, diaries, mini-case studies, questionnaires, photographs and video recordings; (iv) they evaluate the lessons, and write an assignment in English on the experience.

In the Basque Country, therefore, there are hundreds of action research reports on an astonishing variety of topics, available for other teachers to consult, learn from and/or possibly replicate in their own classrooms.

Benefits of action research?

Margarita Pardueles, who finished the course in 1993, completed a project entitled 'Improving listening comprehension with 8º EGB'. In the conclusion to her project she states:

The most important implication of this work (...) has consisted of not only the development of my autonomy as an English teacher, but also the reflection of my daily teaching practice. (...) I realise that this is a process without end. While listening to the pupils' opinions and suggestions, it is possible to detect and sometimes choose a better way of working together. (Pardueles, 1993 : 31)

One benefit, therefore, would be that as a result of the research, teachers consult learners more in the teaching and learning process, in the manner described by Margarita.

Action research also develops positive attitudes to teaching and learning, such as the confidence to experiment, autonomy, or the adopting of open attitudes to teaching and

Action research itself, I feel, also promotes a kind of grass-roots approach to change, in which the teacher herself is the reformer or change agent, rather than change being imposed from some other source.

learning in general.

Maybe many teachers would agree that by working together we can help to improve the effectiveness of teaching and learning beyond what happens in our own classrooms. Action research not only encourages teachers to consult their learners, but also other colleagues as well as their tutor. This collaboration on the course I believe to be vital practice for collaborating with other participants in the system in teachers' professional lives: in classrooms, staffrooms, at parents' meetings, etc.

Donald Schön in a recent interview suggests appositely:

..si formas a un docente muy independiente, que no busca sólo las respuestas justas, (..) que afronta su propia manera de aprender, que quiere reflexionar en la acción, en su trabajo con el alumnado y en relación con él. Un docente que esté interesado en construir y ser parte de una comunidad de aprendizaje, este enseñante se convierte en una especie de reformador. (Schön, in Sancho y Hernández, 1994: 92)

Thus, action research itself, I feel, also promotes a kind of grass-roots approach to change, in which the teacher herself is the reformer or change agent, rather than change being imposed from some other source. In Schön's terms, schools can perhaps be 'communities of enquiry'.....

In addition, action research develops the knowledge and skills that teachers will need to face the as yet unknown challenges in teaching and learning English in the coming years.

Advice to those interested in action research

If readers are interested in helping others plan action research, or are, indeed, about to start themselves, I offer some advice gained after helping hundreds of teachers in the Basque Country:

1. Analyse where you are, for example, by writing down your current teaching and learning principles. Ask yourself what you are good at in class, and what aspects of your work you would like to improve.
2. Work with someone else; find a colleague who is interested in working with you. This helps to share the workload, and keeps you going when you don't feel like it! Read something on action research: see bibliography.
3. Start small. Choose a very specific topic, and focus on one class. Keep your aims modest. Limit the period in class when you are focussing on the topic and collecting data. Seek advice from other colleagues.
4. Try taking photos, keeping a teacher diary for a short period, or writing a simple questionnaire.
5. Read as much as you can find on the topic chosen. Keep detailed notes.

6. Evaluating the project. Ask yourself: What did the pupils learn? What did I learn? What advice would I offer a colleague interested in the same subject? (adapted from Hopkins)

7. Think of a way of sharing the results with colleagues. This is very important as it means that teachers can help each other develop, rather than having someone else telling them they have to work in such and such a way. So maybe you could write up a report or an article on the work you have done, or give a talk at a conference.

The future?

Having briefly outlined what action research is and how it has been implemented in one particular setting, I have also described some of the benefits that it has for teachers, pupils, and the educational system as a whole. Action research is most definitely not a panacea, as there are problems involved with its implementation; nor is it the only tool at teacher trainers' or teachers' disposal for professional development.

However, I believe that, with the appropriate funding and support, it certainly does represent a way forward for teachers' professional development, a potentially very interesting one, which could help us develop 'communities of enquiry'...

March 15th 1995

Select annotated bibliography

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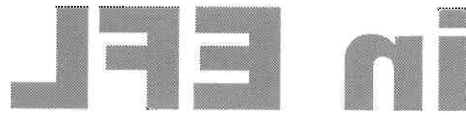
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By
Anthony Bruton

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Some (More) Contradictions



PREAMBLE

In this paper I will summarize some important contradictions in the theory and application of foreign language teaching pedagogy. The coverage will not be comprehensive, but nevertheless sufficient for the reader to understand the point. Some of the contradictions are actually compatible, but it does not seem to suit some non-practitioners to actually resolve their differences. This is partly due to the fact that nowadays interested parties not only commercialize materials, but also theories, ideas, terminologies and even catch-phrases. Rather than inform and instruct, very often the opposite is actually intended, that is, to influence and confuse.

Assumptions

We will begin with a few relevant assumptions. First, most communicative language learning proposals can be located somewhere between the learn-to-communicate (now or later) or the communicate-to-learn poles of the continuum. Usually the former end of the spectrum predominates in large classes. Second, language knowledge is not represented neutrally, but rather for reception and production. Furthermore, the procedures activating this knowledge are distinct for comprehension and expression. Third, learning a language for effective productive use involves the identity of the learner, to a greater or lesser degree. Fourth, the real formal language learning problem, all things being equal, is the correct productive use of those parts of the language most dependent on the abstract system. Finally, there is a certain amount of truth in Lightbown's opinion that we still do not know what to teach, even though we do have some idea of how not to teach (Lightbown, 1985). With these points in mind, we will turn to the contradictions.

THE CONTRADICTIONS

1. Motivation

State educational institutions usually argue that foreign languages should be compulsory for instrumental (whether to the individual or the economy) and for cultural integration reasons. If the latter reason were the overriding one, then any foreign language/culture would fit the bill and probably as different as possible. If the former reason were

uppermost, then English would be the logical choice, which is what it is. Furthermore, if only cultural understanding were the goal, then, according to Gardner (1983), state education systems fail dismally, since they actually foster negative L2 cultural orientations.

Apart from this, there are intrinsic orientations, which are most prominent in EFL contexts. However, these orientations may not include any interest in oral communication in the target language. The same is true of some ESP learners who only want to read the TL instrumentally. Even among those learners who might want to communicate orally in the target language, there are few who actually want to integrate in the TL community and certainly not by way of the caricatures in many coursebooks. So, different positive orientations may not always be compatible for the individual.

2. Input-Output

Basically, the Input Hypothesis (Krashen, 1982) assumes the conversion of comprehended input into output, which the Output Hypothesis (Swain, 1985) attempts to explain. The real problem is how intake for learning, through comprehension, is recoded for production. It seems that correct production is dependent on a number of social, linguistic and psychological factors.

3. Grammar

The problem really revolves around WHAT we mean by grammar and what type is pedagogically relevant (Garrett, 1986), rather than why grammar, which most of us accept to be central to language.

The continuing prominence of grammar instruction in language classrooms seems to contrast with the theoretical claims against its utility. However, it is receiving renewed indirect support under the umbrella of the 'focus on form' (see Bruton, forthcoming, for a discussion).

A related question is that of correctness in production for progress. Pienemann (1985) argues that developmentally graded focusing should not necessarily

require immediate correctness for progress. However, Higgs and Clifford (1982) argue that an emphasis on accuracy early is important to avoid fossilized errors. The answer is probably that grammatical (notional) meaning should be embedded in productive communication.

4. Lexicon

There are various contradictions here. First, Dubin (1989) makes the point that encouraging skimming and scanning does not cohere with lexical development through inferencing. Secondly, inferencing is generally not successful among lower proficiency learners. Third, high guessability contexts seem to produce low learnability. Finally, there is a certain amount of conflict between initial focus on form (Kelly, 1990) or context (Clarke & Nation, 1980) for lexical inference. The overall conclusion is probably to balance direct and indirect vocabulary learning according to proficiency levels and context.

5. Dictionaries

While some manuals suggest virtually banning the dictionary (Nuttall, 1982), empirical evidence shows that they can be beneficial to learning (Knight, 1994). Surprisingly, dictionaries may not help comprehension, though it depends on the context, the level and the task (Knight, 1994). In production, dictionaries actually generate dictionary-specific errors, though the short-term losses may result in long-term gains, if learners receive effective feedback. Proficiency levels and tasks again seem to be very significant here.

Different types of dictionary have also had their moments of popular acclaim. It would seem that, despite advice to the contrary, the bilingual dictionary is the most frequently used by both teachers and learners. Monolingual dictionaries are generally used very little in EFL contexts. We, therefore, need improved bilingual dictionaries for reception and bilingual lexicons for production.

6. Controlled Practice

Prevention would seem to be less polemical in writing than in speech, though in both cases curative measures are generally acknowledged. The differences revolve around itemized practice of forms. Itemized receptive practice is very much a feature of TPR or the Natural Approach. On the other hand, most coursebooks include modelling and practice for production, even though there have been numerous critics of the efficacy of the PPP procedures. Practice of syntax does not seem to make perfect, however, though there is a consensus that practice does help some restructuring, routinizing and automatizing. It also needs to be conducted in a framework of expressing meaning through form, as we saw with

grammar. Finally, Cook (1994) recognizes the private repetition and learning by heart of form. The conclusion is that different types of learning are required for different features of language ability.

7. Feedback

There are two aspects of feedback: the potential effects under ideal conditions, and the social climate. There is conflicting evidence about the potential effect of feedback, though it depends on the feature and the developmental level of the learner. This boils down to the appropriateness of the feedback in the (psycho)linguistic context. The social context refers to whether correction is perceived by the learner as a support or a punishment. Even when there is supportive encouragement, we should be careful not to use praise too liberally or as a means of imposing power (Soulé-Susbielles, 1984).

8. Learner Orientations

It is argued that most normal classes have been learning-centred and that the term teacher-centred makes no sense. However, it is necessary to distinguish terms such as autonomy, independence and individualizing in relation to catering for learner needs, which will always be relative in large classes.

Basically, we need to decide to what extent we want to decentralize the classroom to cater for needs, and that this should not actually discriminate against the less proficient even more.

Finally, care should be taken not to adopt less conventional methods which may actually reflect certain teachers' needs more than their learners'.

9. Syllabuses

Numerous syllabus proposals abound, such as structural, notional, lexical and task-based ones. To discuss their merits, it is necessary to distinguish the developmental principle from the organizing one (i.e. language from situation). It is argued that structural syllabuses are actually form-based and receptive, while notional syllabuses are meaning-based and productive. Lexical syllabuses, based on valencies or dependencies, would seem to have been logical for reception, as in initial TPR syllabuses. However, the Lexical Syllabus, as described by Willis (1990), is not a lexical syllabus at all since it includes all items, and does not even adhere to its basic tenet of being based on corpus frequencies, among numerous other weaknesses. Long & Crookes' (1992) tasks are impossible to define, limit themselves

to aspects of behaviour that are tasks, have no psycholinguistic validity and have to be adapted pedagogically, which puts into question any vestige of authenticity. Other task-based proposals use task as an organizing principle along the lines of management by objectives, which is nothing novel.

In EFL contexts, there are still the unresolved questions of correctness in production, accessible conversational input and feedback, not to mention the efficacy of itemizing language for learning.

10. Strategies

Learning strategies should be clearly distinguished from communication ones, which in turn differ in reception and production. Nevertheless, the issue with strategies comes down to what aspects of language learning are can be consciously attended to.

Learner training presupposes that strategies are beneficial and that training in them can be achieved. There is a danger, furthermore, that strategy training will replace language training, with all the previous impositions.

11. Empirical Research

Differences were replaced by similarities and then replaced by differences with a difference. Furthermore, more subjective data collection techniques have not been accompanied by greater flexibility in quantitative analysis requirements. However, these quantitative methods have not made generalizations about L2 learners any more credible. Common sense and intuition really need to be at the heart of any general applicability (Bruton, 1994).

CONCLUSION

Really, most of these contradictions should be compatible, since they are all concerned with learning other languages. Even though there may be differences according to context or LI, the only inherent contradictions that might hold would be in the domain of physical or linguistic maturity.

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All Change!

According to the University of Cambridge Local Examination Syndicate (UCLES), the Revised FCE to be first administered in December 1996, will be significantly different from the current exam. ELT teachers worldwide will be anxious to prepare their students thoroughly in what many will perceive as a time of uncertainty.

So, how will the exam differ?

The changes are immediately obvious in the now equal allocation of marks (40 per paper) and the altered timings of each of the 5 papers:

- Paper 1: Reading – 1 hour 15 mins
- Paper 2: Writing – 1 hour 30 mins
- Paper 3: Use of English – 1 hour 15 mins
- Paper 4: Listening – 40 mins (approx.)
- Paper 5: Speaking – 15 mins (approx.)

These modifications are clearly apparent in each of the papers including:

- More emphasis on reading (Paper 1)
- The now *compulsory* transactional letter (Paper 2)
- Key word transformations and error correction (Paper 3)
- Added weight to the listening section (Paper 4)
- A new method of testing oral proficiency in pairs (Paper 5)
- Overall, the Revised FCE has a greater emphasis on task achievement and effective communication.



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ALHAMBRA LONGMAN



GRAMMAR MACHINES

INTRODUCTION

Using machines as an element of motivation in learning is one of the few didactic resources that are yet to be exploited in the teaching of English. We got to them out of intuition some years ago and since then the original idea has been contrasted and amplified due to some research made on the subject and some experimentation carried out in our teaching practice.

We can clearly distinguish between two types of machines: Manipulative and Imaginative.

MANIPULATIVE MACHINES

Manipulative machines offer the student the possibility of learning directly from the handling of a series of elements through acts of identification and selection. The student must identify the elements with which s/he is provided and produce an oral or written response that relates the stimuli presented to him and a previously established norm: The rule, which is at the same time the fundament of the machine.

One of the biggest advantages of this type of machines is that they favour "learning through doing". The student is the actual constructor of the machine and in order to do it, s/he must understand the role of the different elements that conform the machine. If they are making a machine for learning the sentence pattern S/V/O, the students must distinguish what is a subject, a verb, an object, etc., before making it. It is a good way of visualising abstract concepts: Subjects, verbs, objects, and so on, become strips or rolls of cardboard that one can touch and manipulate. We can also add a colour code to facilitate assimilation: Subject-red, verb-green, object-yellow, ...)

It will be during this phase of manipulation that the student will interiorise and assimilate the sentence pattern through a series of success-failure sequences.

The system of work is a mixture of induction and deduction. The student goes from specific to general and back in a continuous cycle: check one possibility, contrast it with existing knowledge, sanction it as grammatical or ungrammatical and start again. S/He is

confronted with a rule and some elements, that, when manipulated in a certain sequence, comply to the rule, so that s/he goes uninterruptedly from the elements to the rule and viceversa, always checking the machine product. In our example we deal with sentence components and word order in the sentence.

ROLL MACHINE 1

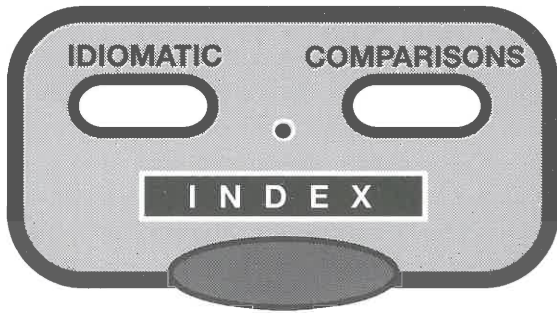
- 1_ Take two kitchen rolls, cut one of them lengthwise and stick it with scotch tape so that it can be introduced into the other one.
- 2_ Cut the outside roll into as many pieces as elements you want to use. Prepare strips of white paper with the different elements written on them and glue them around the pieces of roll.
- 3_ Put the different pieces in the correct order around the inside roll and you can start using the machine.



DISC MACHINE 2

- 1_ Cut a cardboard rectangle of an adequate size, so that when you fold it in the middle you are left with two squares.
- 2_ Make a hole in the centre of both squares.
- 3_ Cut a cardboard disc whose diameter is a bit smaller than the side of the squares and make a hole in its centre.
- 4_ Divide the available space on the disk into two (or more) concentric areas.
- 5_ Cut two (or more) windows in the central line of the square so that you can see one of the areas of the disc through each window.
- 6_ Write the disc.
- 7_ Put everything together with a clip through the three central holes.
- 8_ Cut two indentions on the lower part of the

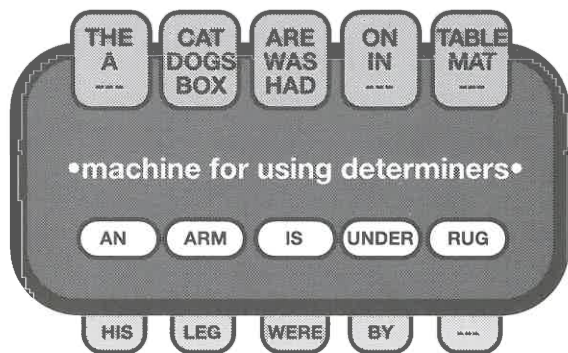
squares to manipulate, give the machine a title and stick it on the outside together with an index of the contents.



CARDBOARD MACHINE 3

- 1_ Cut a piece of cardboard 40 x 15 cm. and make some parallel cuts.
- 2_ Cut the strips of cardboard you are going to use and write the different parts of the sentence on each of them (verbs ,subjects, adverbs, etc.)
- 3_ Put the strips of cardboard through the cuts you had made in the rectangle.
- 4_ The machine is ready to be used. Now you can give it a name, decorate it with some drawings and plastify it if you want it to last.
- 5_ Using only two strips and more windows we get a matching machine.

At a more advanced level we can use phrases, clauses or even different paragraphs instead of words.



BOX TRAIN

- 1_ Take a series of boxes of the same size (kitchen matchboxes are all right)
- 2_ Each box will contain only one type of words, so you have to stick a label to each of them to know what is inside: Subject, Verb, Object, etc...
- 3_ Pierce the sides of the boxes and join them with a string in sentence order (from S/V to

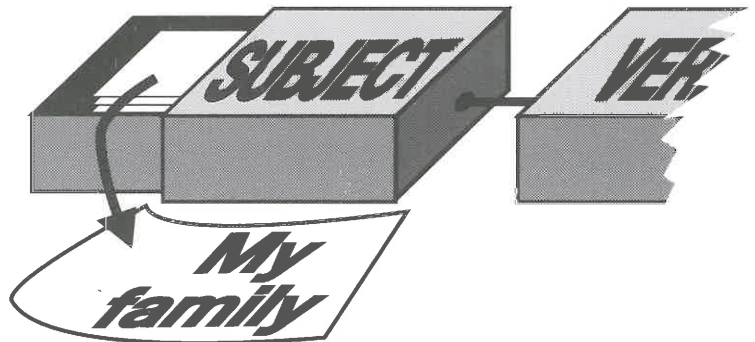
S/N/O/O/A/A/A).



4_

Fill in the boxes with little rolls of paper on which you have previously written the different items that will fulfil the functions in the box.

5_ The box train can be used in several ways. Here is one suggestion:



In small groups, each student takes a roll from each box and has to form a correct sentence with what he gets. You can change as many rolls as you wish but only once. You may use all the rolls or leave some of them out, the important thing is that you get a sentence.

You can add a competitive element by giving out points:

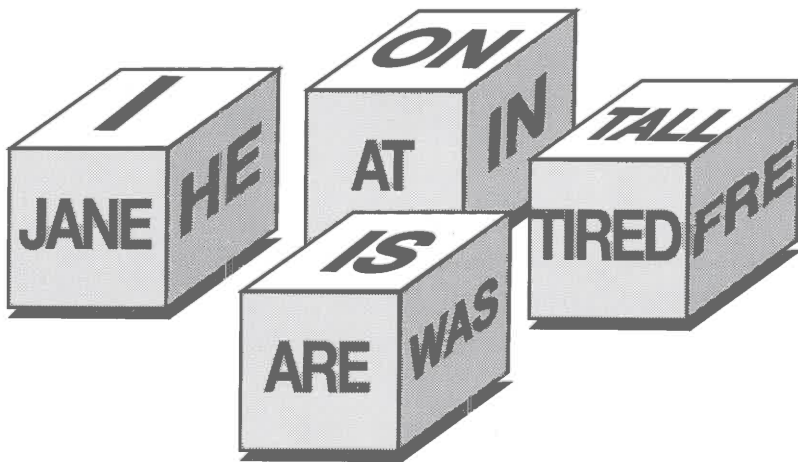
- If you make a sentence using all the elements 4 points.
- If you make it but something is left out 3 points.
- If you change some rolls and do the sentence 2 points.
- If you change rolls and still can't do anything 0 points.

CUBES

We can also use cubes for sentence construction and several other purposes:

- cubes for subjects
- cubes for verbs
- cubes for objects /complements
- cubes for adverbials
- cubes for prepositions

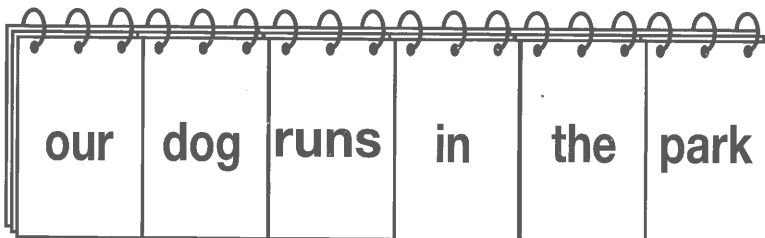
Students in small groups would throw several cubes



and consider the different possibilities of making sentences and their grammaticality.

NOTEBOOKS

By cutting the pages of a notebook lengthwise into different parts and writing on them as if they were columns, we are also provided with innumerable chances to form sentences.



IMAGINATIVE MACHINES

The purpose of these machines is the interiorisation and assimilation by the student of processes that imply any sort of transformation. Language and descriptive grammar involve a great deal of transformation, so, these machines can become a valid instrument for working with language and grammar and understanding them.

Here the student is not making but imagining, s/he is not manipulating but thinking. The type of work s/he is doing is more abstract.

This type of machines allows the students to use their imagination when visualising /creating the machine, and this implies learning (i.e.: Intake of the sequence of modifications in the process under consideration), but it also provides them with

opportunities to confront their hypotheses with real sentences when the students check the machine to see if it works properly with different examples, until they decide that it works.

The style of work here is more deductive than with manipulative machines. The student goes from the more general (grammar-diagram-machine) to the more specific (sentences - checking trials), though the interaction between likely failures and the mechanisms of the machine also allows for reflection and induction to take place.

PROCESS

1. We negotiate action with our students ("sell the idea"): we are going to build a machine ...
2. We explain how the system works : What goes into the machine and what comes out: " You put in statements and you have to produce questions" or " You put in direct speech and the machine has to change it into reported speech"...
3. The student has to provide a diagram of the conversion process involved in the transformation and visualise the machine.
4. They check that the diagram / flow chart works and that it is universal by using lots of examples and with the help of the teacher, if needed.
5. They draw the machine.
6. They show it to other students and tell them how it operates. This can take the form of a presentation, an exhibition, a poster session, ...

Why can this be interesting from the point of view of learning?

- We start from the student knowledge and build up towards the interiorisation of the rule.

- The students have to find out and prepare the diagram and draw the machine on their own, this will give them a sense of creation and ownership. The machine (the grammar) becomes "theirs".

- Its universality forces the student to understand both grammar rules and exceptions (if any) in order to make the machine work properly. (Constructivism and the idea of meaningful learning are coincident with these points: Start with the students previous ideas and doing something which implies having to re-structure them with the concepts being learnt.)

Some suggestions for imaginative machines

Grammar:

1. Singular - Plural

2. Third person singular of the simple present of verbs
3. Tense construction
4. Simple past
5. Questions
6. Negations
7. Questions and negations
8. Passive Voice
9. Reported Speech
10. Comparatives
11. Conditional clauses
12. Relative Clauses
13. Obligation and necessity
14. Use of the articles

Non grammar but involving language

1. What's happened: Egg - chicken, Love - baby, seed - plant.
2. Physical and Chemical processes.
3. Recipes : The apple pie maker.
4. Words - sentences - text.
5. Story telling.

1 This is an adaptation of an idea by Andrew Wright (1984) "What can you do with a roll ?" in AULA DE INGLES vol 4, n. 1

2 One of these discs for learning irregular verbs was published by M^a Antonia Tiez. SGEL. 1985.

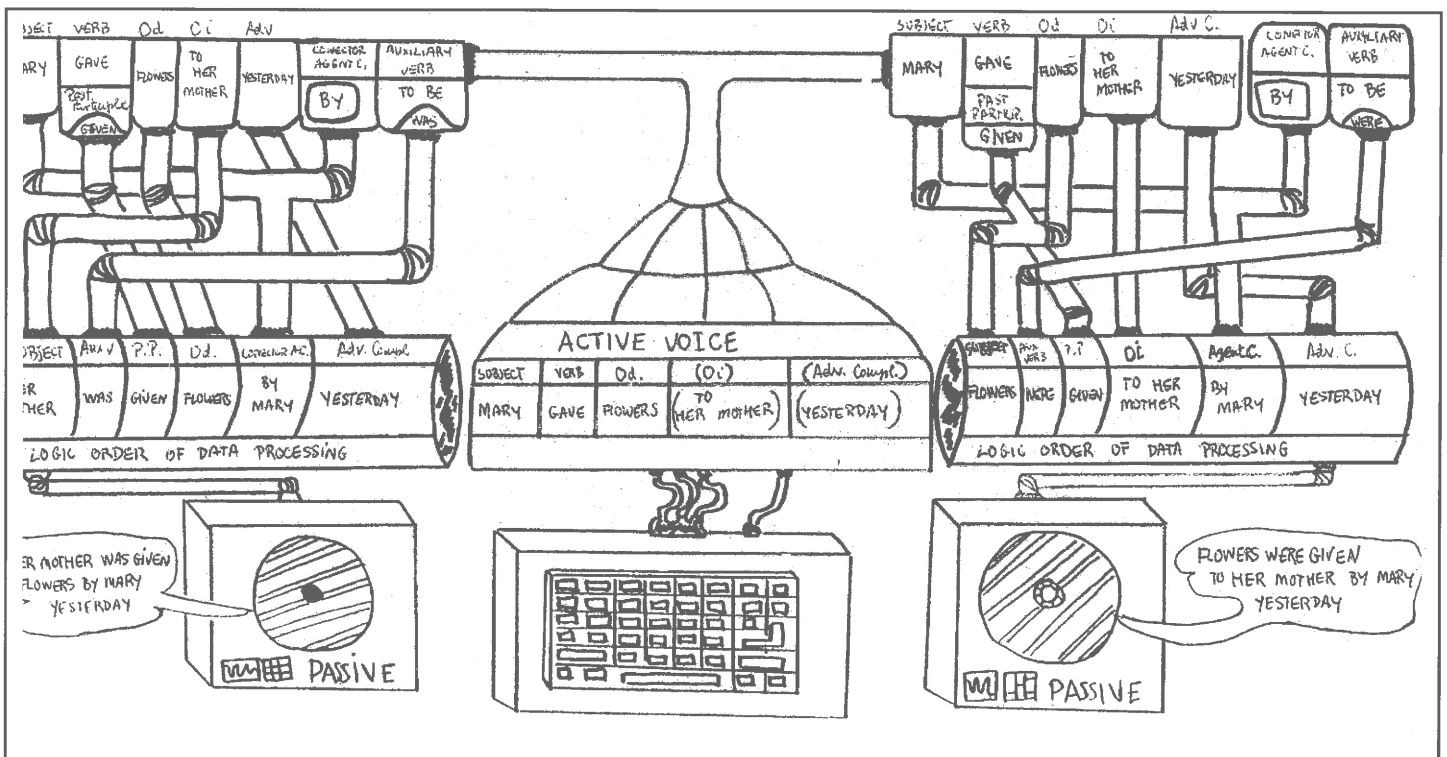
For use of disc machines in LI classes, see J.P. Burgos: **Construcción de máquinas elementales: Metodo de activación Gramatical** Comunicación en el Simposio de Escuelas Pias. Gandía 1987.

3 Adapted from an idea in "Time for English" by Mónica Vincent et al. COLLINS. 1986

For a combination of discs and cardboard some 40 years ago, see: Hemming and Gateway : "Absorbing English". Book1 . LONGMAN. 1958.

4 De Prado, David (1987): "Manual de Activación Creativa" Centro de Estudios Creativos LUBRICAN. Santiago de Compostela.

5 Universality: The machine has to be valid for all cases without exception. If there are exceptions, they should be dealt with inside the machine.



By
Andrew Monnickendam

Theory & Practice hYPERTEXT

As the title suggests, I would like to divide my essay into two halves: first, the theory and then the practice. I would like to clarify the basic terms, as they can cause confusion. Hypertext, hypermedia, multimedia are basically the same thing. The term hypertext is preferred following the advice of Jakob Nielsen when he states that

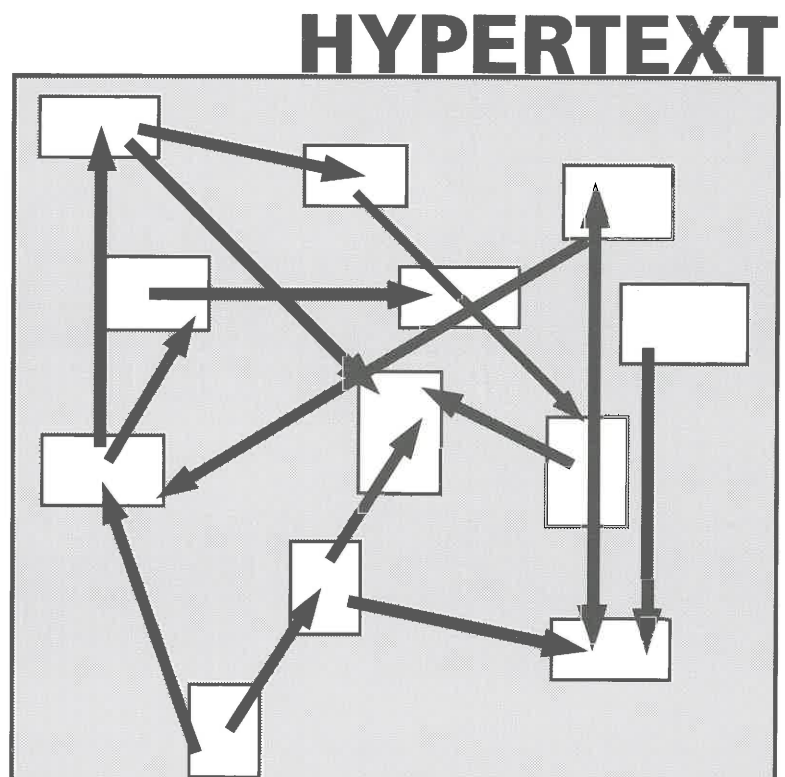
Personally, I would like to keep using the traditional term 'hypertext' for all systems since there does not seem to be any reason to reserve a special term for text only systems. -I-

In other words hypertext involves the linking of various elements, texts, graphics, pictures, music - other words used to describe them are chunks, nodes, lexias - through and across a large network or web. A simple visual representation would be as follows:

Figure 1.

Last summer I took my holiday in the United States. There were two major news stories which dominated the media day after day: the first was the baseball players' strike and the second was the second Woodstock. 25 years after the first, momentous event, a second one took place. It was better organised than the first, it

cost a lot more in real terms than the original event, there was a lot less rolling in the mud and a lot less free love. But, people started asking themselves, to what extent had society really changed since the sixties? Had Woodstock and its ideas been responsible for these changes? It doesn't take much imagination to envisage what direction the reply of the new Republicans was taking; other cynics said it was remarkable how many of the same singers and performers had survived from a culture which had so earnestly forwarded the values of youth. More observant, perspicacious observers



Hypertext involves the linking of various elements, texts, graphics, pictures, music - other words used to describe them are chunks, nodes, lexias - through and across a large network or web.

argued that Woodstock, or more accurately, the Woodstock generation or ideology, had radically changed the world. Multi-culturalism, ecology, peace movements, and above all computing were tangible proof of what these twenty-five years had produced. One of the most influential sixties thinkers was Marshall McLuhan, immortalised for the pronouncement that.

In a culture like ours, long accustomed to splitting and dividing all things as a means of control, it is sometimes a bit of a shock to be reminded that, in operational and practical fact, the medium is the message.-2-

McLuhan's major study of modern western thought, *The Gutenberg Galaxy* -3-, analyzed the effect that printing has had on the world. Printing brought about greater intellectual potential by gradually permitting the body of knowledge stored in manuscripts to be available in a uniform, accessible shape and price. This seems to be implying that print culture is a democratic one. However, McLuhan argued that print makes culture more widely available, more people are able to read, but, at the same time, the medium, the printed page, demands a high degree of conformity from its readers. The printed page, alphabet culture, is tyrannical; it is the ultimate form of reductionism, capable of absorbing other cultures but offering nothing in return. We are hemmed in, imprisoned by sequentiality. The educational demands for order do not correspond to nature but to culture. McLuhan concludes that print culture is dying, and computing promises a much better future.

The word hypertext itself was coined by another sixties prophet, Ted Nelson. His analysis of contemporary society is far more critical than McLuhan's. Nelson believes we live 'In an era of school-induced stupor, punch-and-judy news and video narcosis.'⁴ The splitting and dividing that McLuhan mentioned is most obvious and stultifying in the educational system, which is responsible for making life extremely dull, tedious and uncreative through its insistence on fragmenting knowledge into subjects. Take creative minds, or enthusiastic students, put them through the school system, well, if they are truly creative or enthusiastic they either

capitulate, as most prisoners in gulags do, or try and escape, and consequently they will be labelled misfits or even outlaws. Tediously prescriptive grammars which constantly inform you whenever you go wrong kill language stone cold; tediously descriptive summaries and biography kill the arts. Perhaps we are all too familiar with the reaction 'I've never been able to read XXXX (supply the name of a suitable canonical book) because I was taught it at school'. Computers, Nelson, argues, and Xanadu, his docuverse, his universal hypertext, will change all this.

How? First, classification, according to Nelson, has divided the world into two basic camps: the fluffies and the noids, short for technoids:

The Technoids have an exaggerated and caricatured notion of what constitutes clear-minded thinking, and never miss a chance to denounce other cognitive styles as 'illogical'.(p. 1/11)

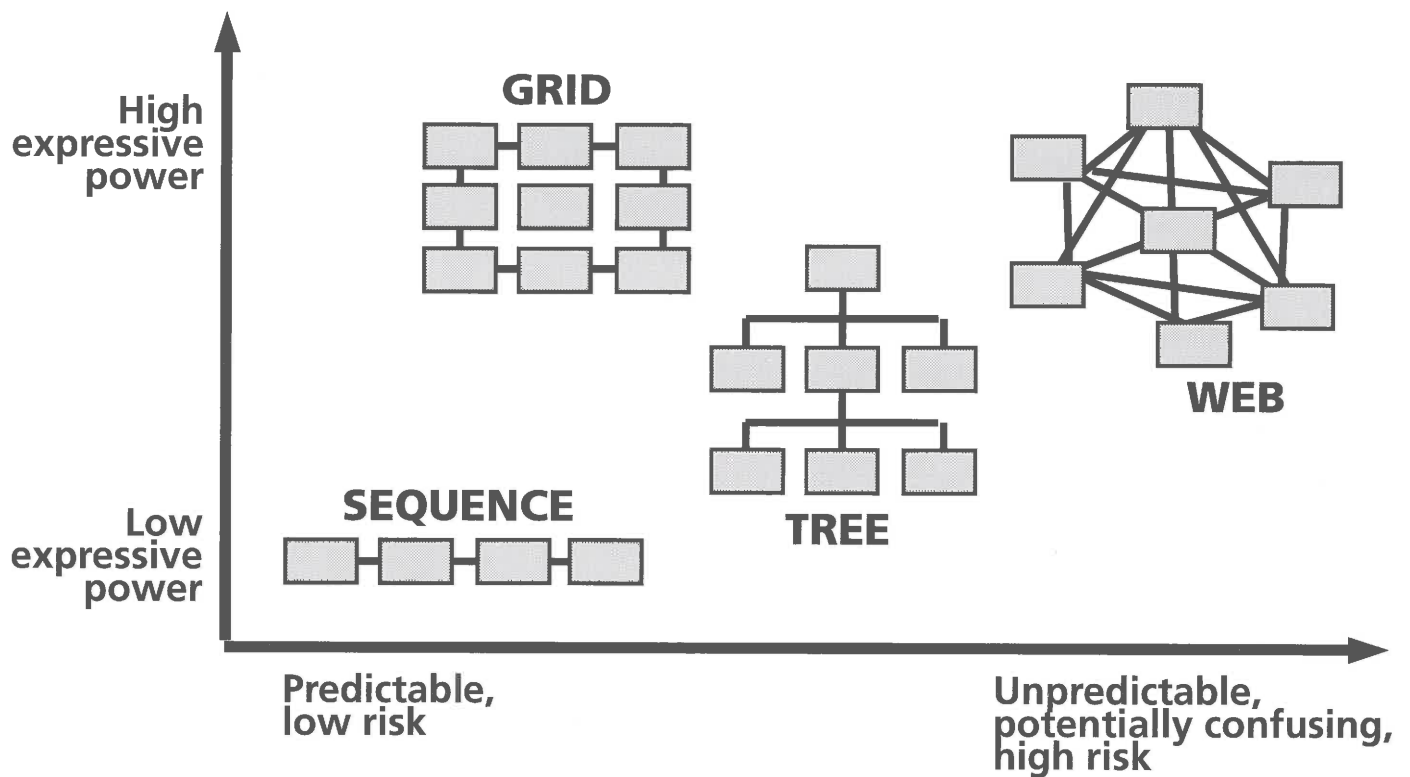
On the other hand

The Fluffy cognitive style leans toward vagueness and the reduction of issues to vague idealistic terms..(p.1/12)

Nelson's descriptions ring familiar to us, but we should also be able to identify that what he is describing is basically two fundamentally different forms of discourse. It would be no exaggeration to say that the noids have the upper hand nowadays. Much of the criticism expressed against fluffy activity in arts and education is simply that it lacks scientific method or scientific analysis, unlike mathematics or pure science. However, this line of thinking conveniently ignores the fact that only closed systems of signification can be seamless. This is the legacy that structuralism has left us. At the same time, we should not lose sight of the fact that both languages, the fluffies' and the noids', are sequential. An essay, an exam, a book, a paper, which is not sequential is labelled as disordered, difficult to follow, lacking in organizational skills or a clear structure etc.

Now some readers will be thinking that they understand Nelson's argument, but perhaps feel self-satisfied because they use computers. Let me dismantle this argument. In the vast majority of

Figure 2



cases, computer users are using the machine as a super sophisticated typewriter.

..the word processor has been enthusiastically accepted by so many writers precisely because it does not finally challenge their conventional notion of writing. The word processor is an aid for making perfect printed or typed copy: the goal is still ink on paper.-5-

Therefore their use of the computer is still typographical rather than topographical. Bolter makes a radical distinction between typographical writing, which ends with a printed document, and topographical writing, the latter being the arrangement of ideas found in any hypertext. Nelson would like us to use the computer in much the same way as we drive a car; most of us know how to drive, some of us can change a wheel, a few of us can change the spark plugs and...In other words, we should use technology sensibly without having to be technicians. There are two major obstacles. One is the persistence of fluffy thought, manifested through its technophobia, accompanied by a paradoxical belief that new methods are ineffective, but somehow their technology is simultaneously seen as threatening. The other is the noids' successful campaign to keep the rest of the world in subjection through 'prevailing but unnecessary complication'. (p.1/2) Witness the acceptance of that highly loaded term 'computer literate'. A good example of this is the extraordinary complex syntax required by command-driven

operating systems in order to perform the simplest of tasks. (The tyranny of sequence!) Nelson, in a clear attempt to demystify and debunk the noids, provides us with a highly original definition of a computer:

A computer is essentially a trained squirrel: acting on reflex, thoughtlessly running back and forth and storing away nuts until some other stimulus makes it do something else. A perfectly versatile enactor: by rigmaroles and enchantments (called Programs) we make the computer do our bidding. (p.1/2)

Hypertext, and this should be seen as one its major advantages, is not a state of the art super complex ultra sophisticated method. It is an enabling technology, that is to say a technology we can use without being aware of its complexity.

Our bidding is increasingly being done by visual objects rather than by syntax.

Hypertext, and this should be seen as one its major advantages, is not a state of the art super complex ultra sophisticated method. It is an enabling technology, that is to say a technology we can use without being aware of its complexity. After all, when we go and buy our next car, we won't be examined on the theory and practice of electronic injection systems in multivalve environments. This follows very much in the line of Apple-Macintosh development and the more recent Windows applications. If it is an enabling technology, then anyone should be able to use it, as Geri Younggren, from Apple Software Technical Publications clearly states : 'The goal must be to allow people to program without then becoming programmers'.-6- In other words, if we can read, we should be able to write.

Hypertext rejects sequentiality for being unnatural, prescriptive. It is responsible for a policy of political and social domination based on hierarchical structures of centre and margin, teacher and student, writer and reader and so on. To counter hegemony, Nelson and others propose hypertext. Hypertext structure on a micro level is based on the organisation of texts into individual units which rarely occupy more space than a screen or two. A lexia should not exceed this length, first, because we are still print dependent, and it takes us much longer to read on screen than on the page, second, because length destroys the basic concept of hypertext: that sequentiality should no longer be prioritized. But there is a third, even more powerful reason for short, manageable lexias, and that is if we simply transform pages, books, articles into digitalized information, quite often the paradigm of the electronic book is used, we have achieved nothing at all. Why read a book on screen when it is quicker, easier and cheaper to buy or borrow a book?

Hypertext must provide something extra, and this something is based on association. Hypertext writers claim that hypertext 'is a model based on the assumption that human idea processing occurs through association'-7- (as against sequence) and that it is an active and creative process(as against the stupor induced by sequentiality, identified by Nelson). Before proceeding farther, perhaps I should give you examples of what hypertexts might look like; if you prefer, you can fill in the spaces in the diagrams with your own examples. An example from commerce: car manufacturers

are constantly changing and updating their cars. At the same time, they are obliged to continue supplying spare parts for all present and many past models. One spare part, even something as insignificant as a switch, might exist in twenty or thirty versions for each model. Consequently, car manufacturers use hypertext systems to keep track of spare parts, classifying them by model of car, year of manufacture, price, dimensions: in other words, an extraordinary complex system of cross reference has been developed the information of which is instantly available, thus saving hours of linear search through different catalogues. A few years back, the National Gallery in London inaugurated a new wing dedicated to medieval and early Renaissance painting. Apart from canvas, a hypertext was also available which allowed visitors to look at a painting on the screen; for example, a virgin painted by Andrea del Sarto. The visitor could then access other paintings by the same artist; other virgins painted by other artists; paintings contemporary to the one shown; other information about the painter's life, about the Renaissance, the development of art, and so on. Third, and yet to be completed: an collection of remedial English language exercises which allows the student to study at his/her own pace using well known techniques: for example, a simple blank filling exercise. Due to the almost universally held conviction that the English verb system comprises exclusively of illogical phrasal verbs and variants, imagine a student mistakenly writes in 'cut up' instead of 'cut down'. Some programmes might inform him/her that the answer is incorrect and say 'try again'. But if a programme can only reply in this way or eventually supply the correct answer it is, following hypertextual language, merely sequential, uni-directional, and absolutely useless. It should be able to guide the student through a host of similar examples based on cut/up/down and other combinations with other verbs and prepositions; it should include grammatical explanations on the peculiarities and norms of the subject; it could stimulate the student to look at the mistaken sentence again, or allow him or her to leave the subject completely, and visit another part of the hypertext.

Such a system allows the student to be in control of what he/she is studying. Thus the distinction between reading and writing begins to make less and less sense. The radical change this implies becomes apparent through a comparison of linear and non-linear reading. In the case of a

standard written book, unless it is a reference volume (with an index to overcome linearity), we usually read in order. However, if we open a hypertext lexia, which, for example, contains 20 sentences and each sentence contains one link to another lexia, and if our class contains 20 readers, what probabilities are there that any two students follow the same link, the same two links? If instead of reading a hypertext, we gave the same readers a standard printed book, we could be fairly certain that all readers were going in the same direction, and we could calculate where they would be after thirty minutes' activity. Silent reading and silent study are extremely passive occupations; McLuhan and disciples would use them as demonstrations of the fundamental paradox of individualism: we are more democratic but simultaneously more homogenous. On the other hand, reading a hypertext is not passive, because we allow people the freedom to move around as they wish, and consequently we cannot assess their experience in the same way. This has important social and political consequences. Some of the advantages and disadvantage of hypertext are clearly illustrated in figure 2.-8-

Links, associations, these are the key concepts. But who makes these links and associations? In hypertexts, and in particular the much heralded multimedia CD-Rom hypertexts which have appeared recently, it is the designers who have assigned the links. From my point of view, the ability to follow links is a step forward but not as substantial as might first appear. For the reader is simply following the path - the collection of links - that are already there. A hypertext, if it is to be an enabling device, must allow the reader to establish his/her own links. Furthermore, a hypertext must provide readers with the possibility of creating their own writing space and from that space permit them to create further links that future readers might like to develop by additional writing. As we can see, one of our most cherished traditions, the separation of reading from writing is gradually, but inexorably disintegrating. Yet an additional requirement has to be fulfilled. A hypertext should ideally be a standalone product. By this I mean that a reader should be able to take it home, turn on a PC a read through the hypertext without the need to buy expensive authoring/reading materials, some of which cost as little as \$150 at one end and thousands of dollars at the other. If the product is just an expensive toy, it adds nothing to the versatility of a standard book, burns a sizeable hole

in most people's pockets and should be discarded.

Finally, having illustrated the potential of hypertext, some readers might be wondering if it is possible to elaborate their own hypertext for their own use. The answer to this question has to be a loud and resounding 'yes'. Let me refer back to the analogy of the car. The skills required are basic ones, both for driving and for hypertext. Most of us know how to process[sic] text, the clipboard facilitates the importing of graphics, without the need for prior technical skills. But as we know, there are good drivers, bad drivers, rally drivers and prudent travellers. Consequently the key to hypertext is not technical skill, but the ability to design a hypertext which will encourage its reader to create new designs, and which will certainly not induce stupor. Finally, others will be wondering when I will get down to separating the theory and the practice. Hopefully, you will now be aware that kind of response confirms that fragmentation is part and parcel of the tyranny of the printed word that hypertext challenges.

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By
Jean Brewster

TASK-BASED LEARNING:

THE CHALLENGE FOR TEACHERS AND TRAINERS

The search for an effective approach to ELT in primary and secondary schools has led many course designers and policy makers to broaden the pedagogical base from which a syllabus and methodology can be developed. This has been achieved largely by building bridges between disciplines such as applied linguistics, psychology and education. Together, these disciplines have served to illuminate ways in which pupils learn languages and how they think and learn more generally.

In the mid 1990s most teachers and course books will claim that their teaching is learner-centred, task-based and communicative. But these terms have different meanings for ELT practitioners and an apparent consensus may mask a lack of agreement at a deeper level. So, if we advocate task-based learning (TBL) there are several important questions we should ask. These include:

- **What exactly is a task and thus task-based learning?**
- **Are there any dangers in task-based learning?**
- **What is the most appropriate methodology for implementing TBL?**

This article will attempt to look at the challenge for teachers and trainers in finding ways to implement TBL with success.

WHAT IS TASK-BASED LEARNING?

It is not clear whether activity-based learning is the same as task-based learning, although these terms are often used interchangeably. It depends, of course,

on how you define activity and task. The notion of task is frequently assumed to be a superordinate term, under which activity falls as a subordinate category. Task can be taken to mean almost anything that involves the learners in active and purposeful engagement with a piece of work. It is often used in different ways, for example by Breen (1984) who refers to it as any activity carried out in the classroom or Long (1981) who uses it to refer to naturalistic purposes. Task has therefore been defined in various ways. Below we can see a selection of definitions, all of which focus on cognitive or linguistic processes.

1. *"Each task should consist of a thinking process and its outcome in the form of a tangible result. It is not enough just to think out a problem or explore the ramifications of a conflict; the results must be written down, ticked off, listed, sketched or tape-recorded in some way."*

(Ur 1981: 13)

2. A *"piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form."*

(Nunan 1989:10)

3. "(Tasks) can involve naturalistic learning and catalyse acquisitional processes. Well-designed tasks should, in addition, through the need to achieve task completion, put pressure on linguistic resources and drive interlanguage forward... The implication is that there is little need to teach grammar, but instead the focus should be on designing amusing places for interaction which engage learners' interlanguage systems to the maximum extent possible."

(Skehan 1993:17)

Ur focuses on task outcomes, while Nunan explicitly states the (otherwise implicit) assumption that in TBL the focus is on meaning rather than form. Skehan's discussion of tasks is concerned with the development of learners' interlanguage systems and, in so doing, flags a possible danger of TBL to which we shall return later.

The task continuum

These definitions serve to demonstrate whether task is considered to be any learning activity which stimulates the learners' active and purposeful involvement, or is reserved for specific types of purposeful activity. Littlewood (1993) makes reference to a continuum regarding the definition of tasks which is summarised in the following diagram.

FOCUS ON FORMS AND FOCUS ON MESSAGES			
Pre-communicative	Communicative	Structured	Authentic
Work	Practice	Communication	Communication

(Littlewood 1993:42)

Opinions about what constitutes a task depend on how far pre-communicative and communicative practice are included. Thus, task may be extended to include activities such as structured grammar practice (#1 on the diagram) or simple information gap activities (#2). On the other hand, it may refer only to activities such as role-play (#3) or discussion and problem-solving (#4).

In Hong Kong, which has a sophisticated task-based ELT syllabus for schools, the view of task appears to fall within types 3 and 4. The following characteristics of task are identified:

1. A task involves learners in using language for purposes which go beyond merely practising the language in order to learn it.

2. A task requires a context from which the purpose for using language emerges.

3. The purpose and context stimulate the learners to do something through language i.e. the actual action of doing the task... there are some tasks - such as reading for pleasure - in which the action is almost exclusively internal.

4. The purposeful activity in which learners engage in carrying out a task leads towards a product.

Littlewood (op. cit.)

Hong Kong is currently a context where children are learning English in order to operate in an English-speaking curriculum. In the search for effective TBL methodologies, another challenge is to build bridges between contexts like this where English is a second language (ESL) and those where it is a foreign language, such as Spain. Materials produced for ESL teachers can frequently offer an enrichment of our thinking about EFL in schools. In the UK and Australia, which are clearly ESL contexts, the traditional view of language teaching as a three-stage process of presentation, practice and production is not generally considered appropriate for children's language learning through the curriculum. Rather, what one might call "language-sensitive" task-based learning has been successfully developed. The extract shown below comes from an Australian ESL publication which sets out a framework for the teaching of ESL students. Within this, it outlines a useful distinction between activities and exercises.

"Activities need to be supported by a focus on

language forms and skills developed through exercises ... exercises focus on the teaching and learning of specific items of language, skills or knowledge. They have language practice as their main aim and include such things as learning vocabulary items or unjumbling sentences. Activities include making and reading a shared book; performing a simple play; playing a game; making or creating objects or models; listening to and retelling a story; writing something based on a set of pictures; devising and completing a simple survey or investigation. Supporting exercises include listening for specific sounds and word pronunciation practice e.g. matching word stress cards; practising new vocabulary using flashcards; sequencing letters, words, sentences; labelling a picture or diagram; matching parts of a sentence; gap filling and cloze exercises."

Medley-Barrera J et al 1993: 32

Activity here seems to have the same characteristics as those given earlier in the Hong Kong definition of task. The criteria which appear to characterise exercise are a focus on form, not meaning; rehearsal of a particular set of sub-skills, language items or task procedures; a cognitively simple set of operations. Exercises are clearly a means of preparing pupils for more independent work on tasks, where pupils exercise more control over what they do.

LEARNING AND GOOD PRACTICE IN SCHOOLS

Another important bridge to build in ELT for schools is that between applied linguistics, psychology and education (see Brewster 1991). Some of the most important influences in education in Britain and elsewhere have been the interactionist and constructivist principles of thinkers such as Feuerstein et al (1991). Feuerstein's theory of learning has recently been applied to the field of ELT by Williams and Burden (1994). They explain the ways in which teachers can provide a "mediated learning experience" through the careful selection and presentation of tasks. Criteria which are used to set up such experiences include:

- **ensuring the teacher's intention in setting up the task is clear to pupils and that learners know how and why the activity will produce learning that will be helpful in other times and places**

- **ensuring there is scope for developing materials that teach children problem-solving and language learning skills**

- **teaching children to plan realistic goals and ways of achieving them**

- **providing tasks that stretch children just enough, setting tasks that are sufficiently difficult to provide a challenge but not too difficult so that they are demotivating**

- **developing an ability in their pupils to recognise, monitor and assess the changes in themselves as they learn.**

These criteria have important implications for the methodology to be used for setting up TBL in schools. It is all too easy for there to be such a focus on fun that little language learning seems to be taking place. Our task is to ensure that we get a balance; that our pupils are systematically involved in learning experiences which are enjoyable and motivating but which actually do push on the pupils' interlanguage.

POSSIBLE DANGERS OF TBL

TBL clearly has enormous potential for supporting pupils who are learning an additional language. However, Skehan's definition of task has already alerted us to one of the possible dangers of TBL, namely that the teaching of grammar and a focus on accurate language may be sacrificed in the quest for increased communication and fluency. He suggests (op. cit.) that there are three main goals in language learning: accuracy, restructuring (or complexity) and fluency, the first two of which are in danger of being

neglected if one takes the "strong" view of TBL. This argues that the notion of task is central (cf. Breen), whereas a "weak" view holds that tasks are part of a complex teaching context where there is focused pre-and post-task teaching. Skehan emphasises that it is important for the learner, at whatever level the interlanguage may be, to have accuracy as a goal; this is a separate goal which does not come naturally. It favours inflexibility and a more cautious approach in what is being done so that risks are avoided. Complexity relates to the stage and elaboration of the underlying interlanguage system. Learners must be ready to restructure their underlying interlanguage systems, to keep them open and to be capable of change. Restructuring targets flexibility, experimentation and openness and emphasises an analytical perspective.

By emphasising meaning and communication, TBL focuses on fluency. This emphasis, as many of us have discovered, may result in "fossilised" learners, who are skillful at 'getting by' but do not produce language which is lexically or syntactically accurate. The most useful tasks are therefore those which integrate these goals so that learners' interlanguage development is pushed forward (which leads to restructuring) while at the same time, pressure within the task to use language correctly should foster accuracy as a goal. Our task then is to discover how best we can achieve cycles of activity which provide a balance between a focus on form as well as on communication.

METHODOLOGY FOR IMPLEMENTING TASKS

In order to determine an appropriate methodology which can address some of these issues, there are several questions which trainers and teachers need to ask. These include:

- **which structures or strategies are necessary, helpful or optional for different kinds of task?**

- **what kinds of preparation should come before setting a task?**

- **what are the most useful kinds of follow up to a task?**

- **what are the most useful cycles of tasks and exercises which incorporate what we know about how school-aged pupils learn and which also successfully juggle the three goals of language learning?**

There is a growing body of research which is addressing these problems. Many studies of TBL

tend to focus on adult learners rather than children, but see, for example, Brewster's work (1991) on strategies used by children in two different kinds of task. A useful starting point in my view is based on the so-called "weak" view of TBL, where extensive use is made of pre- and post-task activities or exercises. This is reinforced by writers such as Skehan (op.cit.) who argues that learners should be encouraged by teachers to engage in cycles of both synthesis and analysis, best achieved by means of pre-and post-task activities.

Pre-task activities

The general aim of these is to increase the chance that some restructuring will occur in the underlying language system and that either new elements are incorporated or that a rearrangement of existing elements will take place. Pre-task activities also aim to teach or rehearse language or task procedures which will make the learning more effective. Kinds of pre-task activity suggested by Skehan include:

1. *Activating or recalling schematic knowledge relevant to the task in hand. Pupils could be asked, for example, to work in pairs and recall what they already know about a given topic. The foregrounding of such relevant knowledge needs also a planning dimension so that it has an impact on how a task is done.*

2. *Observing similar tasks on video, or listening to recordings, reading transcripts of task performances and reflecting on and discussing these.*

3. *Pre-task planning by pupils of language to be used or meanings to be expressed. This is expected to produce more accurate, complex and fluent language. See an example below of planning activities at two different levels for a "Newstime" task.*

Example of Year One News Plan

My News Plan				
When?	Who?	Where?	What?	Why?
				

when	who	where	what	why
on Tues day	Miranda 1	at home	slater bug cater pilla gave it belinda	because she wanted it

While-task activities

Tasks should be pitched at the appropriate level, both cognitively and linguistically. Doing this is problematic in the typical mixed-ability primary or secondary classroom. It is clear from some of the titles in this year's conference that the problem of differentiation for mixed-ability classes is being carefully addressed in Catalonia. The complexity of the linguistic input and output and the experience the pupils have of using similar task procedures is of paramount importance here. Another factor to consider is ensuring that pupils have some degree of control over what they produce. Activities which practise the use of "key visuals" (such as time-lines or matrices) (see Mohan B 1986) are especially useful for certain tasks, as they provide pupils with choices about the kinds of output they will use to represent the outcome of their work. Outputs can include drawings, charts, posters, stories or tapes produced by the pupils which other classmates or even younger pupils will use.

Post-task activities

These aim to discourage excessive fluency and to encourage accuracy and restructuring. Skehan suggests three types of post-task activity:

1. **Public performance:** *e.g. perform in front of other pupils or produce work for other pupils (see above) ; this ensures attention is focused on restructuring and accuracy*

2. **Analysis:** *for general or specific language or non-linguistic aspects; this can be carried out by the teacher, other pupils or the pupils who did the task.*

3. **Tests:** *using task-based tests*

The most important underlying principle is that tasks should engage learners in a cycle of analysis and synthesis; learners should be encouraged to switch between these cycles at frequent intervals so that the three goals of language learning can each receive sufficient attention.

A SUGGESTED METHODOLOGY FOR USING INVESTIGATIONS

By way of example let us now turn to an example of a "task family" called an investigation which is common in primary and secondary ESL classrooms and has a lot of potential for EFL classrooms. An investigation can, in its simplest form, be centred around a specific question, such as What is the ideal colouring pen? Investigations of this type (there are several kinds) encourage pupils to take an active part in a learning cycle which includes the following: observing and taking part in teacher-presented models

and thereby learning to asking the right kinds of question; learning about different ways of using and presenting information in non-linear texts; designing and planning language, content and ways of recording of information; predicting and hypothesising; being involved in practical work e.g. measuring; interpreting findings and drawing conclusions; communicating findings in spoken or written form to other pupils in a variety of ways. Stages in this task cycle or sequence could include:

1. Topic of investigation e.g. "What is an ideal pen?" is presented to the class. Purpose of the task is explained. Pupils are encouraged to verbalise necessary preliminary knowledge. e.g. their experience of pens, consumer magazines, concern for value for money.

2. Pupils suggest the kind of questions they would need to ask, in the mother tongue initially if need be. Pupils are encouraged to find out, from each other or from the teacher, the English equivalent for these questions. Pupils carry out the survey using the format provided by the teacher and the ways of recording (see chart below). The questions on the left are examples of questions asked by native speaker children. The questions on the right show questions which provide structured practice of Yes/No questions using the present tense, new vocabulary such as smudge. The activity also provides practice in chart construction and completion.

3. After suitable amounts of rehearsal and modelling, pupils select their own topics for investigation. Pupils plan the task procedures, such as the kind of information they need and the ways in which they will present the information. Pupils plan the language such as the questions they will need answers to. Teacher provides support throughout these stages.

4. Pupils complete the investigation and record their findings. Pupils then present their findings to the class. The focus here is on accuracy and fluency. Pupils may decide to use these findings in some way, which may lead to another task cycle. Teachers may like to video or record these presentations or keep examples of written work produced.

5. Pupils reflect on the language and/or strategies they or others in the class used. Reflection may be in the form of a questionnaire, discussion, mind map, and so forth. Videos, recordings or written products can be discussed at this stage or (in subsequent classes) at the exploration stage. This stage focuses on restructuring and accuracy.

This series of activities fulfils the task characteristics as outlined in the extract from Hong Kong (purpose, context, activity and outcomes). It also allows for cycles of synthesis and analysis by emphasising different linguistic goals.

CONCLUSION

Evaluation by both teachers and pupils of tasks like these is vital so that we can improve task design and fine-tune approaches to task-based learning. Key questions and areas for further research include:

1. How can we best raise teachers' awareness of the linguistic and cognitive demands of different kinds of task so that they can provide maximum support for primary and secondary pupils? How far would this information help teachers in matching tasks to pupils of mixed-ability and sequencing tasks?

2. To what extent can we refine the pre-, while- and post-task stages and further develop a repertoire of teaching and learning techniques? What effects would they have on classroom methodology and the role of teachers and learners?

3. How far can we use information gleaned from evaluations of tasks by young learners to help us with these concerns?

The Reforma provides a useful catalyst for advisers and teachers to begin investigating these questions.

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II PREMI JOHN McDOWELL

a la innovació i recerca en l'ensenyament
de l'anglès (llengua estrangera) i del català (LL1 i LL2).

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- 1 corresponent a la Secció A.
- 2 corresponents a la Secció B.

A més, es donaran mencions honorífiques, si s'escau.

2. Candidats al premi.

Poden optar al premi:

- a) professors de llengua catalana i anglesa de tots els nivells educatius que treballin habitualment a Catalunya, tant del sector oficial com del privat (nivells de primària, secundària, FP, escoles d'idiomes, ensenyament d'adults, universitat)
- b) alumnes d'universitat que estiguin cursant el cicle superior.

En el cas de professors estrangers, se'ls considerarà residents habituals amb dret de participar en el pre-

mi si porten un mínim de tres anys d'estada a Catalunya.

3. Tipus de treball que poden optar al premi.

- a. exposicions d'experiències pràctiques d'ensenyament de llengües.
- b. reculls de materials didàctics.
- c. treballs o projectes de recerca.

Es suggereix una extensió mínima de 20 pàgines mecanografiades a doble espai.

4. Àrees de prioritat temàtica.

Sense excloure d'antuvi cap àrea d'interès ni cap contribució valuosa, es prioritzaran aquells treballs -de possible utilització transversal, és a dir, que continguin materials o tècniques aplicables tant al català com a l'anglès.

-relacionats amb el desenvolupament de l'autonomia en l'aprenentatge de llengua dins i fora de l'aula.

-relacionats amb l'ensenyament de llengua dins l'aula.

-relacionats amb la formació del professorat.

-que cobreixin aspectes transculturals i de contacte entre l'anglès i el català.

-relacionats amb perspectives supranacionals o europees d'ensenyament/aprenentatge de llengües.

-especialment adaptats al context del moment (pe. Reforma)

5. Jurat.

Estarà format per

a. un representant de cadascuna de les institucions col.laboradores (Direcció General de Política Lingüística, Institut Britànic, Universitat Autònoma, Universitat de Barcelona).

b. representants d'APAC (Associació de Professors d'Anglès de Catalunya), amb les funcions següents:

1. El/la president/a de l'Associació.
2. Un/a secretari/a del premi.
3. 5 representants de nivell-sector:
 - 1 de primària
 - 1 de secundària
 - 1 d'ensenyaments professionals
 - 1 d'escoles d'idiomes i ensenyament d'adults.
 - 1 d'universitat

c. professors de català designats per la Direcció General de Política Lingüística.

6. Data de presentació dels treballs.

Per a aquesta convocatòria, la data límit de recepció serà el Primer de Desembre de 1996

Els treballs s'han d'enviar per correu ordinari a la seu d'APAC, Gran Via de les Corts Catalanes, 606, 4rt, Zona, E. 08007 Barcelona.

By
Mercè Bernaus

Centre de recursos de Llengües Estrangeres

INTRODUCTION OF A THIRD LANGUAGE FROM KINDERGARTEN. HOW IT CAN AFFECT L1 AND L2 ACQUISITION

The teaching of second and foreign languages has a long tradition (Howatt, 1984, 1991) but the compulsory teaching of foreign languages has been more recently introduced in the curricula of the European School Systems in Primary and Secondary Education.

In Catalonia and the Basque Country, two communities that have two official languages, a new experience of teaching a third language from kindergarten started in 1991-1992, when the children involved were 3 years old. The methodological approach is based on the use of the foreign language (English) in contextualised situations (Artigal, 1993)

A longitudinal study of this experimental project has been carried out by the Centre de Recursos de Llengües Estrangeres, in Catalonia. The first measure we took in this study was parents' attitude (Bernaus, M. et al. 1993), the second measure was correlations between children's attitude/motivation and English achievement (Bernaus, M. 1994). Correlations between English, Catalan and Spanish achievement are dealt with in the present evaluation, that was performed when the children were 5/6 years old. This was the third year of the experience. Thirty-three children took part in the evaluation, eleven of whom were the control group, who were not taught in the third language.

It should be pointed out that even though the children were not taught in Spanish at school, we thought that it may be interesting to observe the passive and/or active knowledge that the children had of this language. For some of them this is their L1 and for the others, Spanish can be considered their L2, because they are exposed to this language through the mass media, some of their classmates, etc. Our proposal was to study the possible correlations between these three languages and to verify if the study of a third language might or might not interfere in the acquisition of the other two languages. In order to attain this objective, Catalan, Spanish and English linguistic competence of the experimental and the control group were tested.

METHOD

1 Subjects

Four state schools in Catalonia take part in the experience of introducing English, as a third language, in kindergarten. Catalan is the school language, all the subjects being taught in Catalan, except for three 30-minute periods a week during which children are taught in English. They do not receive any instruction in Spanish.

More than 50% of the children report that they speak Spanish at home, 25% say that they speak Catalan and the other 25% state that they speak Catalan and Spanish at home.

For this sample we had 6 students per school that

had been chosen at random since the first year of the experience. However, to compare the linguistic competence in Catalan and Spanish between these children, who are taught a third language, and other children who do not receive instruction in a third language, we needed a control group composed by children from two different schools. Thus, six children were chosen at random in each of these schools. A total of 33 students were tested: 16 girls and 17 boys.

2 Materials

a) Catalan Test

The Catalan Test we used is the one created by the SEDEC in 1984-85- 'Prova de Català: Llengua 2, Nivell Inicial'. Its main objective is to evaluate the students' aural comprehension and oral production in Catalan

in the last year of kindergarten. These students took part in a Catalan immersion programme.

The test has two parts:

- 1) Aural Comprehension
- 2) Oral Production

1) Aural Comprehension

This part of the test contains four sections: vocabulary, grammar structures, orders and facts. The test has a visual support and contains 16 items of vocabulary, 8 items of grammar structures, 8 items of orders and 8 items of facts. Each item answered correctly values 1 point. The minimum score is 0 and the maximum is 40.

2) Oral Production

This part of the text contains two sections: vocabulary and sentences. The production is graded from words to sentences and has a visual support. It contains 16 items of vocabulary, 6 items of sentences (answering questions) and 2 short stories with 3 pictures each. In the vocabulary section each item answered correctly values 1 point. In the section of sentences, each correct sentence values 2 points, taking into account that each error takes 1 point off. In the short stories each picture told correctly values 2 points, the total of each story would be 6 points. In this section each error takes also 1 point off. The minimum score of the Oral Production is 0 and the maximum 40.

b) Spanish Test

The Catalan Test was adapted to Spanish and consists of two parts as well: 1) Aural Comprehension and 2) Oral Production.

It contains the same sections as the Catalan Test and the same procedures were used for the evaluation of the Spanish Test, even though the children are not taught Spanish at school.

c) English Test

The English Test contains two parts:

- 1) Aural Comprehension
- 2) Oral Production

1) Aural Comprehension

It includes two sections. The first one is a bingo game with 10 items and the student should identify what the test administrator tells the student. The

second section consists of 10 instructions that the test administrator gives to the student and s/he should carry them out. The minimum score of this section is 0 and the maximum is 20.

2) Oral Production

This part of the Test includes 3 sections. Section 1 consists of 6 cards; the test administrator asks six questions about the pictures and the student produces the answer. Section 2 consists of a story that the children already know; the test administrator explains the story and the student moves the characters on the scenario and makes them speak. Section 3 is a new story; the test administrator shows the student several sequenced pictures and the student tells the story.

In Section 1 each correct answer values 1 point. Sections 2 and 3 (stories) were evaluated in the following way:

1 point: the student says nothing

2 points: the student repeats what the examiner says and s/he produces one word

3 points: the student repeats what the examiner says and s/he produces 4/5 words

4 points: the student produces more than 6 words and binuclears (names+adjectives)

5 points: the student produces complete sentences

The total minimum score is 0 and the maximum 36.

3 Procedure

The students were tested individually by three test administrators from the Centre de Recursos de Llengües Estrangeres, one for each language test. The testing of each student lasted about 15 minutes, on average, for each language test.

The Catalan Test was administered first, and then, in order to avoid possible interferences between the Catalan and the Spanish Tests, the Spanish and the English Tests were administered a month later.

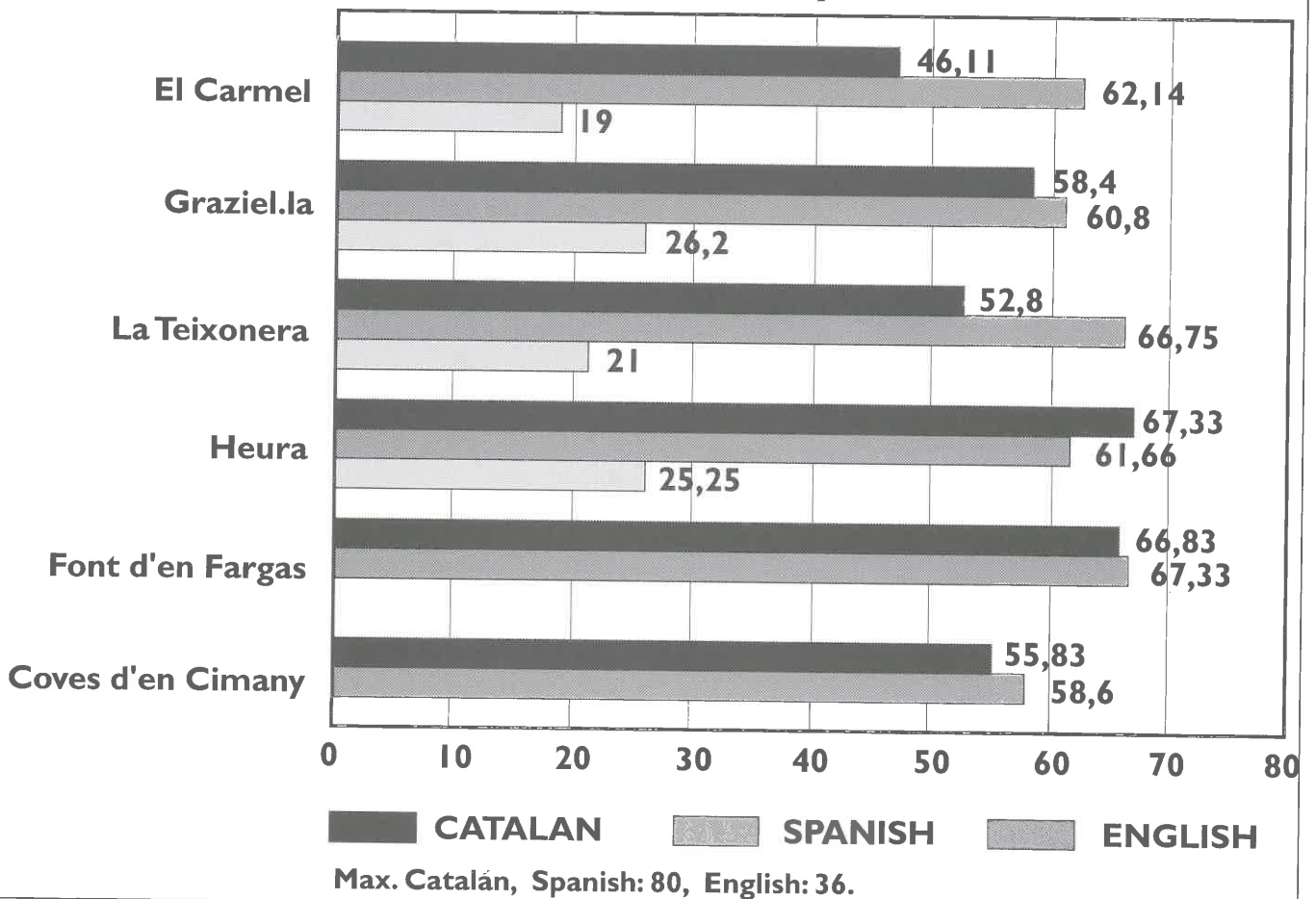
All the English Tests were audio or video-recorded because the short stories had to be marked after the test administration.

The children proved to be confident and presented very positive attitudes while the tests were administered.

Diagram 1 shows the mean scores obtained by the experimental and the control schools in the Catalan, the Spanish and the English Tests. Differences in the

RESULTS-DIAGRAM I

Means By School



Catalan Test can be observed between schools. These differences correspond to the Catalan and Spanish speakers. The differences in the Spanish Test are smaller, but there are differences in the English Test between the Catalan and the Spanish speakers too.

The schools whose students obtain better results in the Catalan and the English Tests are the ones who state that they speak Catalan at home.

In order to analyze the differences between the results obtained by the experimental and the control group and to observe if they were significant or not, different kinds of analyses were designed: Correlation Analysis -1-, Anovas, T-test -2- and Regression Analysis-3-, the results of which are shown in the tables that follow.

correlations of the Catalan and the Spanish Tests data, that were analysed after grouping the students in the following way:

- a) *experimental group*
- b) *control group*
- c) *experimental and control group- Spanish speakers*
- d) *experimental and control group- Catalan speakers*

Table I shows the results obtained by the experimental schools in the three language tests; Catalan, Spanish and English. High correlations within items from the same test are shown- i.e., English production correlates with the total scores of the English test (.8179*), Spanish production has a high correlation with the total scores of the Spanish test (.9460**), as well as Catalan production, that shows a correlation of .9183** with the total scores of the Catalan test.

Significant correlations between items of the three tests can also be observed. Although the correlations are lower than those mentioned above, where items within the same test are correlated. In the analysis the English test shows significant correlations with variables of the other two language tests, i.e., the total

The first two tables contain the results of the correlations and the regression analysis of the experimental group- Catalan, Spanish and English Tests data. Tables 3, 4, 5 and 6 show the

1By means of the Correlation Analysis different variables are processed and correlated. The variables that show correlations with a value close to 1.000 are considered significant.

2By means of the Anova and the T-test the significance of the variance and of the means of two or more groups can be simultaneously analyzed. The results are significant when the values are equal or less than .050 and they are tendentially significant when the results are between 0.90 and .050.

3The Regression Analysis analyzes what independent variables explain a dependent variable. It also shows by which percentage a dependent variable is explained by the independent variables. The nearer the value of the R-square is to 1.000 the more significant the result is.

Table 1

**Correlation Analysis
Catalan, Spanish and English test
Experimental Groups**

	Total English Test	English Production	Total Spanish Test	Spanish Production	Spanish Comprehension	Total Catalan Test	Catalan Production
English Production	.8179*						
Total Scores Spanish Test	.0895	-.1734					
Spanish Production	-.0236	.1334	.9460**				
Spanish Comprehension	.3213	.6422**	.5981*	.3061			
Total Scores Catalan Test	.5989*	.6251*	-.2422*	.3358	.1188	.1188	
Catalan Production	.5931*	.5298	-.3821	-.3933	-.1496	.9183**	
Catalan Comprehension	.2584	.5297	.1881	-.0197	.6014*	.5797	.2099

*p<0.05 ; **p<0.0.1

score of the Catalan test correlates with the total score of the English test (.5989*), as well as the Catalan production, that has a significant correlation of .5931* when it is correlated with the total score of the English test; and English production shows also a significant correlation (.6422**) with Spanish comprehension .

Only one correlation between the Catalan test and the Spanish test is shown in the analysis- Catalan comprehension and Spanish comprehension (.6014*).

These results show that the languages taught at school, Catalan and English, are the ones that present more significant correlations when they are correlated with the other tests. Spanish, which is not taught at school, shows few significant correlations, only the variable of Spanish comprehension has a significant correlation with English production and Catalan comprehension.

Other Correlation Analyses were performed with the groups of students mentioned above (Catalan speakers, Spanish speakers and Control schools) and they showed similar results to the ones shown in table 1. Analysis of the variance (ANOVA) and T-tests were also performed with the same groups of students. The analyses performed with the control and the experimental groups do not present any significant results in these analyses.

The ANOVAS and T-tests performed with the Spanish and Catalan speakers present significant results in some variables of the Catalan and English tests. We can observe in Table 7 that the means obtained by both groups present dissimilarities, specially in the Catalan and English tests variables. When the variance between 2 groups- Catalan and Spanish speakers- was analysed by means of the ANOVAS and T-tests the results were also

significant in some variables of the Catalan and English tests (see Table 8).

The most significant variables in the T.test, comparing 2 groups of students- Catalan and Spanish speakers-, are the English comprehension and the total English scores, followed by Catalan expression and total Catalan scores. The variables of the Spanish test do not show any significant variance as in the other analyses performed.

Table 2

**Mean Scores
Catalan and Spanish Speakers**

	Spanih Speakers	Catalan Speakers	Maximum Scores
Catalan Comprehension	30.50	30.29	40
Catalan Production	23.50	30.35	40
Total Scores Catalan Test	54.00	60.64	80
Spanish Comprehension	34.23	33.18	40
Spanish Production	30.82	27.25	40
Total Scores Spanish Test	65.05	60.43	80
English Comprehension	04.76	07.66	16
Total Scores English Test	19.61	25.77	36

Table 8**T-test catalan and Spanish Speakers**

	2-Tail Probability
Catalan Production	.013
Total Catalan Scores	.081
English Comprehension	.001
Total English Scores	.004

CONCLUSIONS

As stated in the Introduction this evaluation is part of a longitudinal study started in 1991-92, but here we only present the conclusions of the data analyses performed in 1993-94, which are the following:

Significant differences in the performance of the Catalan test have been observed between schools. The LI of the students (Catalan/Spanish) may account for these differences. The scores of the Catalan test are higher in the schools where the students state that they speak Catalan at home. It is easier for students whose LI is Catalan to perform Catalan correctly at school than for those whose first language is Spanish.

On the other hand significant correlations between Catalan and English tests have been also observed, which means that the better results students obtain in the Catalan test, the better results they obtain in the English test as well. The T-test analyses performed with the two groups of students- Catalan and Spanish speakers-show significant differences, the Catalan speakers obtaining the best results.

The differences shown in the English test may be explained by the different socio-cultural background of the Catalan speakers and the Spanish speakers, the Catalan ones being higher than the Spanish ones. Furthermore, Catalan is the second language for the Spanish speakers and English is the third one, whereas Catalan speakers are taught in their first language at school and English is considered their second language, which helps them to distinguish perfectly one language from the other. Some Spanish speakers even performed some items in the English test in Catalan because for them both languages are second languages.

Another interesting observation to be made is that the means obtained in the Spanish test are very similar among Catalan and Spanish speakers and among the schools. On the other hand, the variables of the Spanish test show few significant differences when they are correlated with variables of the other language tests. Children of this age have a special gift to learn languages, this may explain why some Catalan speaking students, can perform Spanish tests as well as the Spanish speaker students, without this language being taught at school and without speaking Spanish at home. They possibly learn Spanish through the mass media,

specially television, and through their Spanish speaking classmates with whom they share games.

The results obtained in this study are very similar to those published in 'La Vanguardia' on 27th November 1994 that reported a study performed by a group of advisers from the Catalan Department of Education, which analysed the possible differences among the students' Catalan and Spanish grades and which showed no significant differences.

Finally, it should be pointed out that no significant differences in the performance of the Catalan and the Spanish tests are shown in this study between the experimental and the control groups. We can conclude that the learning of English as a second or a third language does not affect the learning or the performance of the other two languages- Catalan and Spanish. So our hypothesis that the learning of a third language in the kindergarten does not affect the learning of the first and the second language, being these ones the mother tongue language or the contact language, is accomplished.

The satisfactory results obtained in this longitudinal study follow the same direction as the studies carried out on the integration of three languages from the kindergarten in the school curriculum (Genesee, 1987; Hamers, J.F. & Blanc, M. 1989.) as well as the studies on the acquisition of a third language (Ringbom, 1985; Valencia & Cenoz, 1992).

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A C T E S

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By
Anne Cain

Swan School of English in Stratford-upon-Avon

COMMUNICATIVE ACTIVITIES IN THE BUSINESS ENGLISH CLASSROOM

This paper gives a description of 5 communicative activities which could be used in a Business English situation. The activities described can be adapted to suit any level of student, from lower intermediate to advanced, and to suit one-to-one or small groups. I hope that this paper will encourage you to try out some of the activities and to adapt them to suit the needs of your business clients.

1. SCRAMBLED SENTENCES

AIMS: to practise the formal language of business letters/reports etc., to learn collocations and how to use linking words, to practise spelling.

PREPARATION: cut up a letter or text into strips, each with one sentence on.

PROCEDURE:

1. Give each student one or two strips to memorise. (They can consult an English-English dictionary to check meaning.)

2. Students put the strips face down in front of them, and then, through group communication, try to organise the sentences into the completed letter/text.

-at any stage students can ask each other to read their sentence aloud, repeat their sentence, or spell or explain a word in their sentence.

-students should also be ready to interrupt or tell other students when they feel their sentence is the next one or where they think their sentence fits in.

3. When students feel they are ready, they should all say their sentences aloud in the correct order.

FOLLOW-UP ACTIVITIES

1. Once the letter has been successfully re-ordered, the teacher can take in the strips and then redistribute them to different students. As quickly as possible the students should try to follow the same procedure as above to re-order the sentences.

2. The teacher takes in all the strips. In groups of 3 or 4, students should try to re-write the letter/text as closely as possible to the original.

2. FREE WRITING

(based on an idea by Dominique Vouillemin, International House)

AIMS: to provide authentic, and hopefully interesting communication between learners, to encourage free expression of ideas, both written and oral.

PROCEDURE:

1. Teacher gives a fixed time limit (eg. 4 mins.) and a topic (eg. good/bad experiences you can remember in your job, or things you enjoy or find stressful in

your job.)

2. Students individually write down in note form anything that comes into their head on the given topic. (Explain that no-one else will see what they have written, so they can feel completely free to write what they want.)

3. When the time limit is reached students work with a partner and they share any information THEY WANT TO SHARE from their notes.

4. Feedback session - The group as a whole give any interesting, unusual, surprising, funny or sad information which they learned from their partner.

3. THE 'CLOUD' GAME

(from an original idea by Colin Granger)

AIMS: to practise question forms, to act as an ice-breaker with a new group, to help students remember collocations and vocabulary.

PREPARATION: Draw approximately 10 'clouds' and write words or numbers in each. -for (a), words which are connected with your career or any jobs you have had in the past, or for (b), information about a company.

PROCEDURE: for (a)

1. In turns the students ask the teacher questions to try and find the correct 'cloud' answers. (eg. 'Do you work in London?') The teacher can highlight or erase the 'clouds' as the students find the correct answers. The teacher should refuse to answer any question that is incorrectly formed. (Other students can help to form the answer correctly)

PROCEDURE: for (b)

1. In pairs students look at the 'clouds' and write a profile of the company using the information given.

2. Exchange profiles with another pair, and highlight any information you agree on.

3. Check agreed information with the teacher by asking questions. (eg. 'Was the company founded more than 150 years ago?') The teacher ticks or highlights the correct information.

4. Students continue the activity by asking

questions about the information they didn't agree on, to find out WHO was right or WHAT the correct information is.

5. Students should make a note of any new collocations or vocabulary, and then use these to write a full company profile for homework.

4. ENTERTAINING A FOREIGN CLIENT/COLLEAGUE

AIMS: to raise awareness of cultural differences, to prepare for entertaining a foreign client.

PROCEDURE:

1. Introduce the topic using the overhead transparency 'Cultural Differences'

2. Highlight section A. In groups students suggest and make notes on any ideas they may have.

3. Have a general feedback session for the whole class.

4. Repeat stages 2 and 3 for sections B and C.

5. Follow-up activity. Students write a programme for section B.

CULTURAL DIFFERENCES

Entertaining a British business client and/or Helping a British colleague who is coming to work in your office for a few months.

A. What customs or habits do you think he/she will find different or unusual?

-work (eg. office hours, clothes you wear)

-meal times (eg. at work, at home, in restaurants)

-food and drink (eg. breakfast, lunch, dinner, drinks before and during meals)

-types of entertainment (eg. evening, sporting activities, typical Spanish or Catalan)



-any other customs or traditions (eg. festivals)

B. Where and how would you entertain a foreign client or colleague? (including one weekday in your company and one free Saturday)

-at your company (eg. meeting(s), tour round company/factory, lunch)

-sightseeing

-eating out (restaurant, bar, etc)

-evening entertainment

-visiting a sporting event

-doing any sporting activity (eg. golf)

-any other activities/entertainment

C. What did you find different or surprising about Britain when you first went there?

What are the biggest differences between Britain and Spain/Catalunya?

5. USING VIDEO - TV ADVERTISEMENTS

(from an idea by Barry Tomalin)

AIMS: for (a), to explain the visual elements (ie. what happened) in the advertisement; for (b), to describe the product/service shown.

PROCEDURE: (a) What happened?

1. In pairs, student A watches the video (NO SOUND), and student B faces away from the TV.

2. Student B then asks lots of questions to try and find out what product is being advertised and what exactly happens in the advertisement. (Yes/No questions only) Students may find it easier to use the Present and Present Progressive tenses in their questions. (eg. Are the two adults talking to each other?)

3. All students Bs give their information to the whole group.

4. All students watch the video (NO SOUND), and then discuss any parts they missed, or things they didn't expect to see, or things they misunderstood from their partner's description.

5. Follow the procedure for (b) below using the same advertisement.

PROCEDURE: (b) What is the product or service?

1. Students watch and listen to the advertisement.

2. In pairs, students fill in the 'Product/Service Information Sheet' Part A. They may need to watch the advertisement 3 or 4 times to get all the information they need. They should also help each other to fill in all the details.

3. Feedback session where all the students compare the information they have written in Part A, and discuss Part B.

PRODUCT/SERVICE INFORMATION SHEET

Part A. Product Information

Name of product/service:

Type of product/service:

Any information about the product/service:

Part B. Consumer Information

Describe the type of person who will probably buy or use this product/service.

What changes do you think the product/service will make in the life of the buyer/consumer.



By
Enric Calvet

Primary school teacher. CEIP Pau Vila, Esparreguera
Teacher trainer, ICE UAB/ICE UPC.

ACTION SONGS: LEARNING WITH FUN

Most of us learnt our first words in our native language sitting down on our parents knees and singing a song with the help of some movements or actions. Those words were learnt in a natural and funny way without anyone being conscious of it and, what's more, our parents weren't making a point of teaching the language.

In primary schools songs have been used in any teaching-learning process as an important and widely-used educational resource for many reasons. It doesn't work, of course, exactly in the same way as it does for babies, but we are benefitting from some of the strategies that we used with them: a combination of methodologies (Constructivism, Natural Approach,...) and a combination of activities and resources such as games, rhymes or songs.

What we call Action Songs (songs with movements for miming and role-playing the words and the language structures), have been used in the foreign language classroom to help in a lot of different aspects. Maybe the most important ones are:

- 1) to learn and enjoy English at the same time,
- 2) to introduce, repeat, practice and produce many items of language, such as structures, vocabulary or pronunciation in an indirect and non stressful way,
- 3) to lose inhibition and fears of communicating in English in front of the rest of the class,
- 4) to do a different TPR activity,
- 5) to give a natural approach to the language by using it in a real context.

There are many different ways to introduce and learn new vocabulary and structures. Teachers use flashcards to associate words with pictures, real objects, family words,... Action songs also allow the possibility of associating words with movements, and this increases the understanding and the use of these new words in a full sentence.

Action songs are very popular among children in the school and is not necessary to say that they are always ready to sing a new song or to repeat and old one in a new version. As teachers we have to take advantage of this because they can be used in many contexts with different aims:

- Practice all four skills. Songs are basically oral activities but they have a component of reading for understanding and writing in a word or structural level.
- Reinforce the rhythm, intonation and pronunciation without being tiresome it. Is a very good way to implement word stressing, rising and falling tone, similar and different phonetic sounds, etc.
- Extend language: songs are a wonderful real context to introduce, practice and revise language, filling it with words or structures with a lot of repetition. This is a powerful capability that helps language teaching.
- Encourage children to take their English outside the classroom. This is the best way of checking to see if the song has been succesful among children. When the English class finishes children should sing the song outside the classroom, in the playground or in their way home.
- Begin, extend or end a topic. It is a very good resource to introduce a topic. And what's more, songs can fit perfectly into the general syllabus and help to reach the objectives.
- Memory aid. With action songs we are working with the three memories: visual, auditive and senso-motorial memory and this improve a lot the short and long term memory.
- Create a relaxed environment. Nobody is afraid or inhibited singing a song (if we sing in group) and everybody talks out loud, uses and enjoys English.

- Support other class activities.
- Starting or ending a class as a warm up to change from one subject to another, for exciting or for settling them down in some cases.

How can we exploit songs in the English class? There are many ways to do that, and here you are some of the most well known:

1) Inventing a new strophe. As songs use a lot of structure repetition we can continue the song with new strophes including vocabulary that children already know

2) Follow instructions or use the song as a TPR activity. Songs as "Head and shoulders" and many others teach parts of the body and can be used as a Total Physical Response instruction activity.

3) Changing sentences to facilitate comprehension. There are a lot of songs that teachers like but they don't use in Primary because they find the vocabulary too difficult. Why don't you try changing the sentences with words and structures that students know? Be careful to maintain stress and rhyme.

4) Inventing actions or movements. Songs about animals, habits, skills or sports include movements showing the actions and improving comprehension.

5) Using onomatopoeic sounds. Onomatopoeias are very useful for practicing pronunciation and difficult English sounds for foreign learners. Some songs can include onomatopoeias to express the sounds of objects or actions; working in this way makes phonetics non boring exercise.

6) Acting-out a song. Songs such as "The wheels of the bus" allow acting-out by giving "characters" to children: some are the wheels, some are the people on the bus, one is the driver, and they act with the proposed movements of the song.

7) Translate and adapt an action song from LI. Probably the most difficult one, but if you can get it, success is assured. There are a lot of songs that children know from nursery school: melody and words are worked out and the translation facilitates faster learning.

Final suggestions we have to take into account when using songs:

- Songs must be suitable for the English level of the students group.

- In Primary the topics of the songs must be close to children's interests: Nature, habits, sports,...

- The melody has to be "sticky", to pop into students heads very easily.

- Don't introduce too many items of vocabulary in one go (five or six are enough)

- The recording has to be clear and understandable.

- Remember: the most important thing is that you must like the song!!

Bibliography.

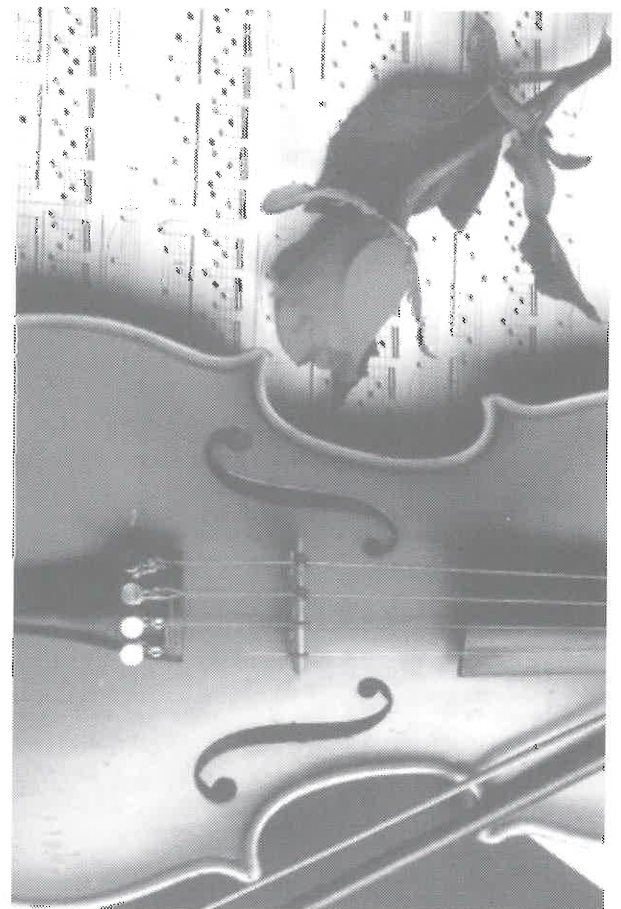
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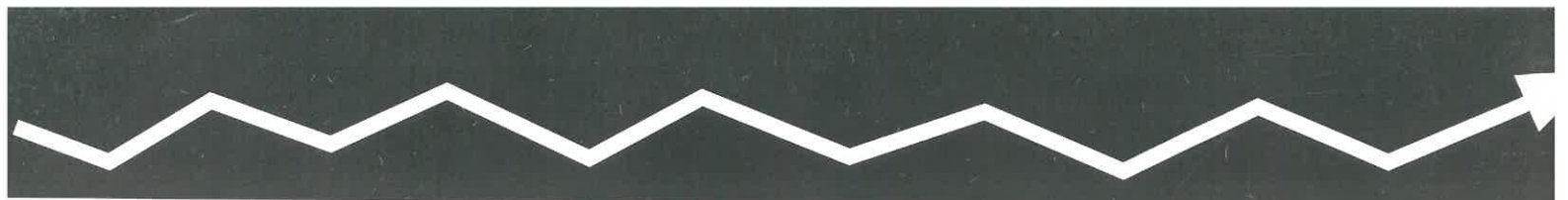
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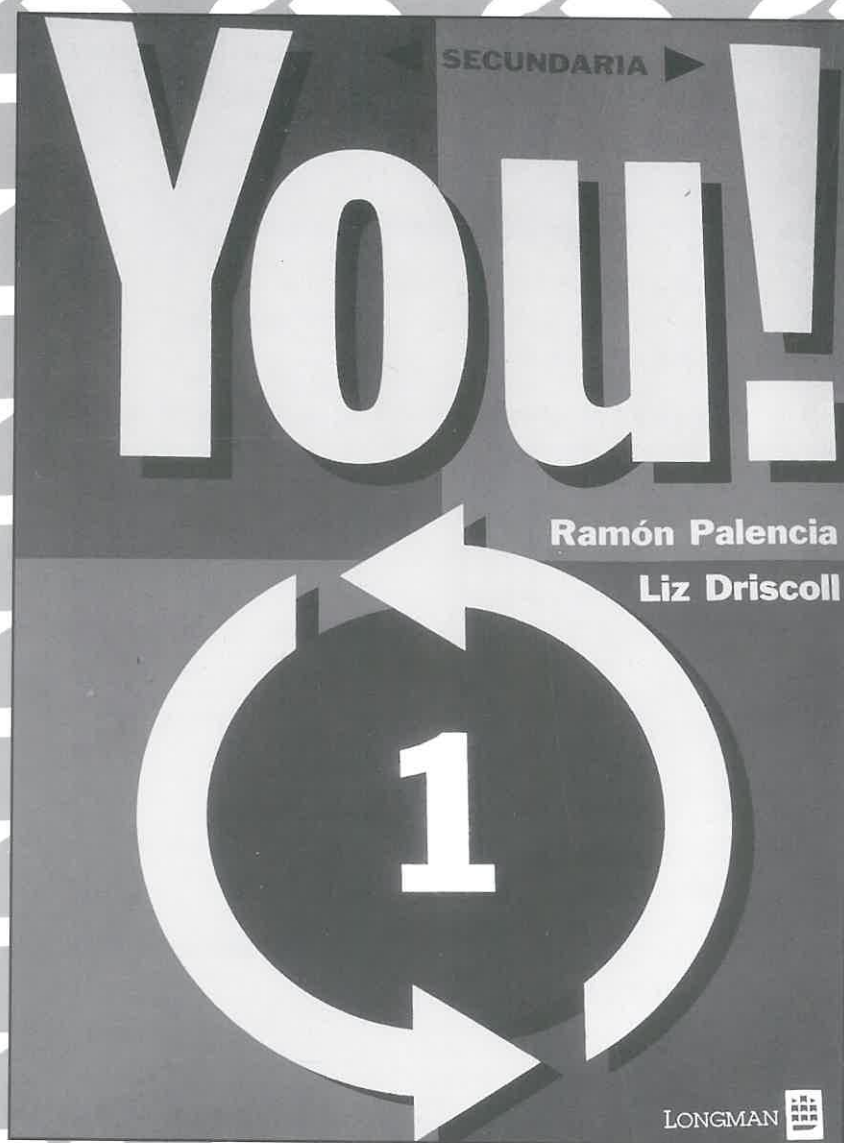
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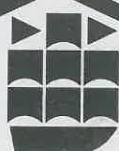


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