

NEWS



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The Jornades of the year 2000 will soon take place. As always we have tried our best to meet everybody's interests, which has really been hard work since we are very much aware that needs and expectations seem to grow ever year.

Oral communication is becoming the teachers' main objective and efforts are geared towards the achievement of these goals, but large classrooms and mixed ability groups are a serious hindrance, sometimes difficult to overcome.

New resources like video, language laboratories, computers and internet are provided to help teachers in their task, but that will not be enough if new approaches to foreign language teaching does not incorporate them fully and develop along with the new technologies.

Technology is not a ready-made recipe to be used by a tired teacher. The use of the different possibilities that computers, language laboratories or internet offer imply a new way of planning the subject, where final objectives are achieved making the best of what progress can do for foreign language teaching. We are all aware that technologies have to be embedded in the planning of any activity that sets off to develop communication skills for the citizen of the year 2000.

If these new approaches are to take place in the near future, technological facilities must be within easy reach to all language teachers in every school, classes manageable as far as number of students is concerned, more time allotted for classroom preparation and teacher training available when and wherever needed.

Throughout the different workshops and plenaries, and also in our mini-courses APAC, with the organisation of the Jornades, will try to provide you with the opportunity to find at least some answers to the many needs that keep arising in our daily job.

Enjoy the space that the Convention offers you to talk to colleagues, browse through the new publications and relax, away from the classroom, even if it is only for a few hours.

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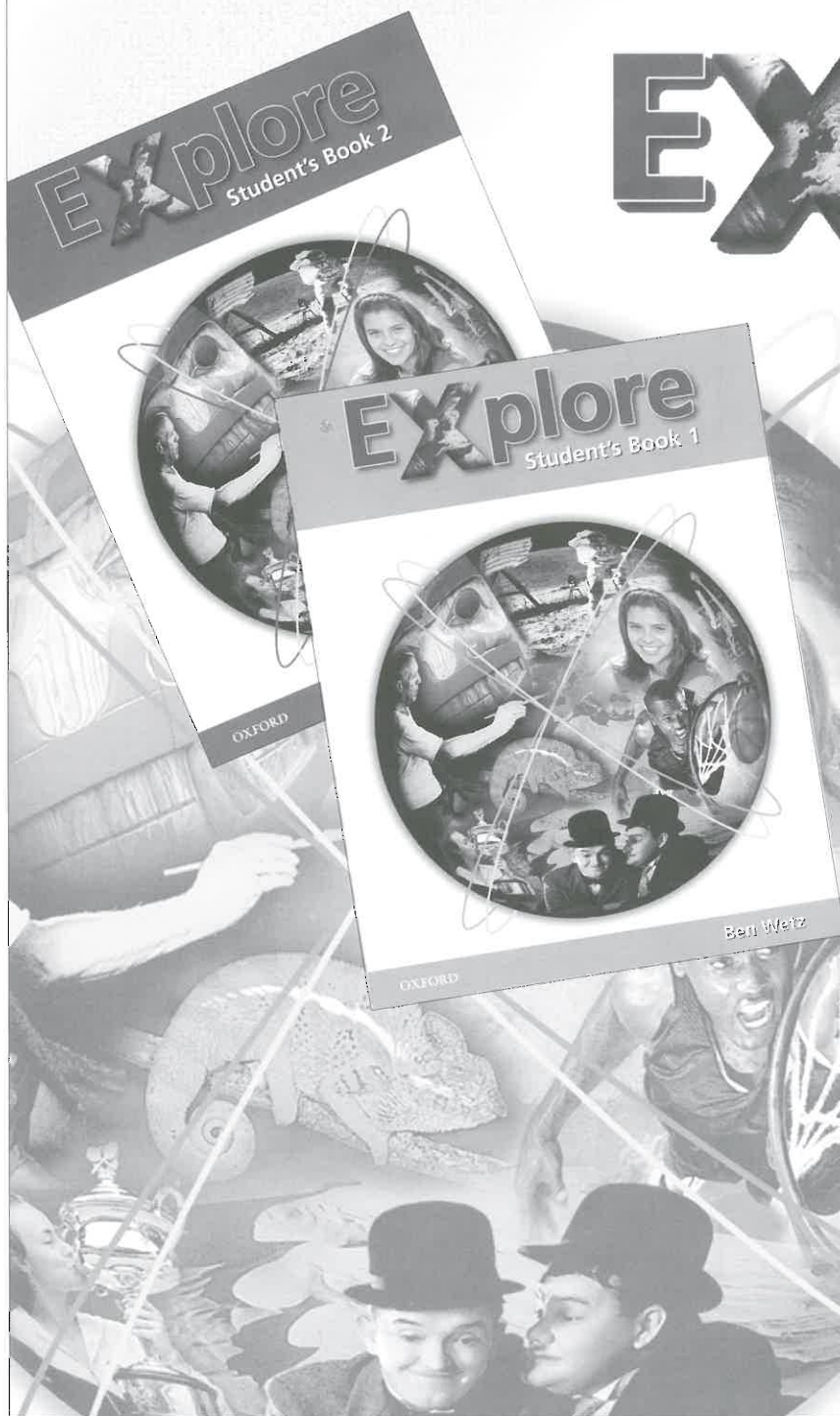
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COOPERATIVE LEARNING

LEARNING TO COOPERATE

COOPERATING TO LEARN

by Lucilla Lopriore

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In the last few years the teaching of EFL has been more and more influenced by other content areas as well as by research in fields as different as sociolinguistics, psycholinguistics, neurolinguistics, psychology, pedagogy and cognitive psychology. This aspect has been determined by the same nature of EFL teaching: the communicative approach and the need of constantly facilitating verbal interaction, the attention paid to the affective processes underlying effective communication, the specificity of talking about the language by working with and through the language, have all contributed to the enriching eclecticism of the teaching of foreign languages, particularly of English. It is within this framework that several teaching approaches aimed at developing educational and social skills have become part of EFL teachers' everyday practice. The so-called "humanistic approaches", aimed at enhancing students' personal development through collaborative activities, have been a powerful and thought-provoking tool in foreign language teaching. Cooperative learning has been one of them, providing as it does, a meaningful way of having students interact both effectively and affectively, as well as being a challenging means for intercultural communication. But what is cooperative learning and how does it provide teachers with ways of enhancing the teaching/learning process?

"Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held

accountable for his or her own learning and is motivated to increase the learning of others" (R.E.W-B Olsen & S.Kagan, in Kessler 1992).

Cooperative Learning started and predominantly developed in the United States, Israel and Germany. It can be defined as an approach to learning in small groups, organized in such a way that learning takes place and is maximized by a combined exchange of information among individual components of a group as well as among groups. Each student in a cooperative class is not only responsible for their own learning, they are responsible as well for their mates, all of them being engaged in the accomplishment of a specific task within their teams and within their class. A typical feature of this type of approach is a real collaborative classroom climate that develops within the school context where it is implemented. The educational efficiency of interaction among peers as compared to either competitive or individualistic learning modes has been repeatedly demonstrated in the last fifty years by a large number of research work, case studies and inquiries.

What is cooperative learning?

Asking students to sit in small groups, having them work on specific tasks, creating opportunities for interaction, all of this does not make a lesson cooperative, it is not enough to create a cooperative context, it only creates groupwork, something we EFL teachers have experienced for quite a long time

without actually noticing any strikingly positive effects on our students' learning. Structuring a cooperative lesson means understanding and carefully putting into practice the five essential components of cooperative learning as they have been identified by Johnson and Johnson¹. It is the only way to effectively improve classroom work and to plan lessons, activities, courses and syllabi with a cooperative outlook:

a. Positive interdependence: is created by providing a task and a goal where everybody is involved individually and as a group and it is the most important component. Each individual student is therefore aware that performing the task and achieving the goal entirely depend on them and on the group's performance. If one member of the group fails, the whole group fails. Interdependence can be created by the goal, by the task, by the rewards, by different roles allocated to the members of the group, by the materials being used;

b. Individual and group accountability: are necessary for the performance of the task and for the achievement of the goal, nobody can let himself be dragged along by the rest of the group. The whole group should be able to evaluate each member's contribution and should be capable of monitoring the progress of the group in achieving the goals set;

c. Positive and active interaction: are necessary for the creation/organisation of cooperative lessons. The way groups and teams are formed becomes an essential element in cooperative learning. Criteria for grouping students may vary, they may depend on the type of task given, they might be determined either by the teacher or by the students or they might foresee heterogeneous or homogeneous groups, they are anyway closely related to a cooperative perspective;

d. Social skills: the explicit teaching of those interpersonal skills particularly required to interact in a group or in a team. It is essential to explicitly teach group skills, those skills that are aimed at facilitating managerial capacities, the ability to negotiate, to solve conflicts, to communicate in public. Learning and developing those skills has got the same value as acquiring the competences and the knowledge foreseen by the task set for the group;

e. Group evaluation: is fundamental for the work done, that is a guided reflection both upon the linguistic and cognitive procedures followed by the group and upon the members' perception of individual and group progress. In this respect it is important to help students observe systematically the process they have been going through by using

observation grids or logs. Self-observation statements such as: "*We checked to make sure everyone understood what we did*", "*We gave explanations whenever we could*", "*We asked specific questions about what we did not understand*" or "*We paraphrased what others said to be sure we understood*" are a powerful way to focus students' attention on the effectiveness and advantages of the process they go through in a cooperative activity. By underlining and valuing aspects usually neglected as, for example, being able to utter one's difficulties to the rest of the group or being concerned about the rest of the group, students better perceive and appreciate the value of groupwork and develop their self-esteem.

● Is it just groupwork?

If you analyze the essential components of a cooperative lesson you can perceive its diversity from traditional groupwork where you do not need a real motivation to work together and individuals do not perform as well as they would if they were working on their own. Results in traditional groupwork are anyway always related to the performance of each individual and previous interactions among the members of the group are not taken into consideration. In the cooperative group on the contrary, creating positive interdependence, being personally accountable for one's own as well as for the work of the group, stressing the importance of interpersonal relationships and of group skills and valuing the process one goes through, make this type of approach unique and particularly effective for learning.

Further essential elements of this type of approach are the **tasks** assigned, the **rewards**, the **evaluation modes**, the group members' differentiated **roles** and the **activities** used, all of them closely and coherently connected:

Task: The type assigned should be involving, authentic and challenging, it should create situations for social and cognitive interactions, it should foresee moments for group debates, information exchange and negotiation in order to make choices and reach an agreement. It is essential that some sort of disagreement or some problematic issues are raised because "opposition and coordination, concentration and encouragement, explanation and correction, socio-cognitive conflict and reciprocal help are social facilitators of the acquisition of knowledge" (Pontecorvo, 1986:87). While performing the task students make hypotheses, argue, interact becoming more and more aware of the potentiality of language.

Roles: Within the group different roles such as the secretary, the moderator, the spokesperson, the observer or the timekeeper are devised for each group member in order to optimize learning and ensure interdependence. Different roles provide different and more stimulating perspectives within the classroom for both learners and teachers.

Activities: Roles are vital in the organisation of cooperative activities as the STAD method (Slavin, 1990) or the jig-saw technique, both based upon interdependence. In the STAD (Student Teams Achievement Divisions) there are five main components:

- a. the task is presented to the class;
- b. teams are structured and score explained;
- c. revision is done in pairs or in groups making sure that every single member has actually understood;
- d. the test is individual;
- e. the score is given according to the progress of the group in comparison with the entry test.

The jig-saw technique may be used to organise the work of the "hometeams" who will rely on the "expert groups" to gather information and data. Using a puzzle structure inevitably leads to cooperation among the members of the group and facilitates interaction.

Rewards: The use of rewards is typical of the motivational perspective and it is founded on the idea that there should be a reward for each product that comes out of a group, without excluding individual scores.

Another interesting aspect of cooperative learning is heterogeneous group formation, it may be heterogeneity in individual and social background, in levels or in learning styles and strategies. If there is heterogeneity the group will benefit in terms of cognitive challenges and development as there is a real chance of creating that disequilibrium that leads to debate, negotiation and real exchange among the members of the group (Johnson, 1990). Heterogeneity as a matter of fact has a positive impact upon communication, upon the assumption of different points of view, as well as upon the development of self-esteem, self-acceptance and acceptance of others.

● Cooperative learning and EFL

There has been a wide use of groupwork both in EFL teaching and in the teaching of other foreign languages in the past decade and its pedagogical implications have been underlined both in terms of the amount of actual exposure to and use of the

foreign language and of the positive climate created. Working in small groups provides several opportunities to overcome individual differences and to motivate students. It was only recently, thanks to the research work carried out by Long and Porter (1985), that psycholinguistic implications of groupwork have been identified and taken into consideration. Small groups not only favour the amount and the variety of exposure to L2 practice, but they enhance accuracy, reciprocal correction and negotiation. "A second language is learned when there is an emphasis on meaning-making in the context of purposeful activity, as well as the presence of learning language, learning through language, and learning about language" (Halliday, 1979).

Second language acquisition is as a matter of fact an extremely interactive and collaborative process and negotiation of meaning in group interactions and types of tasks, as in reciprocal tasks, favour L2 oral production (Enright and McCloskey, 1988). In traditional tasks only one person has got the information required, in reciprocal tasks types of information are different and more than one member of the group is involved in the exchange. It is in this respect that cooperative learning has proved to be particularly valid in the teaching of a foreign language. Some case studies (Bejarano, 1987) have shown that the use of techniques and activities of cooperative learning in a foreign language classroom has actually improved students' performance and has confirmed the close relationship between the communicative approach and cooperative learning. Involving students in a context of real communication by asking them to perform specific tasks substantiates an approach to teaching geared to the development of communicative competence and social skills.

● Implications

Using cooperative learning in the classroom requires a careful, precise and systematic structuring of its essential elements whose relationships should be built and developed within a classroom environment that is coherently perceived by the students. It is a complex and profound change that, by involving the teacher personally and by challenging their beliefs and teaching principles, forces them to revisit roles, habits and attitudes. Changing roles, accepting profound changes, developing social skills often either ignored or taken for granted by everyday practice, takes a very long time both for teachers and for students. In many cases what is needed is to develop yet another skill: being able to wait for

inner times of change that almost never align, coincide with the external time. It is only through pre- and in- service teacher training routes that should encourage common exploratory research into those principles underlying our teaching practice that we can develop coherence between innovations and their implementation, overcoming or shaping

resistance to change.

Such an approach might look difficult to be immediately implemented but its stimulating implications offer some challenging perspectives to some of the burning issues we are faced with at school today such as intercultural education or individualized learning.

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ENGLISH OUTSIDE THE CLASSROOM

I. BACKGROUND INFORMATION

This account should be integrated and understood within the English project being implemented in nine secondary schools in Gipuzkoa and Bizkaia with the collaboration of the Faculty of Humanities and Education Sciences placed in Eskoriatza (Gipuzkoa) and the coordination of the Pedagogical Resources Centre in Eibar (Gipuzkoa). The schools involved in the project are as follows:

Kurtzebarri Eskola (Aretxabaleta-Gipuzkoa)
DBH-ko Musakolako Institutoa (Arrasate-Gipuzkoa)
San Martin DBH-ko Institutoa (Bergara-Gipuzkoa)
DBH-ko Institutoa (Elgoibar-Gipuzkoa)
Mogel DBH-ko Institutoa (Eibar-Gipuzkoa)
Ikastola Anaitasuna (Ermua-Bizkaia)
DBH-ko Institutoa (Berriz-Bizkaia)
DBH-ko Institutoa (Iurreta-Bizkaia)
DBH-ko Institutoa (Abadino-Bizkaia)

The English teachers from those schools meet every two weeks in order to assess needs, set goals, discuss methodological aspects, design materials to fulfill goals, exchange experiences and projects made by their students and above all, to learn together more about the teaching/learning process in order to improve it.

The project has been running for two years now and the schools above are involved at different levels. Some of them work entirely on projects designed in the seminar and some of them try to strike a balance between a particular textbook and the work on projects. Nevertheless, they all agree on several principles discussed in the seminars, so from that point of view it can be said that they all work within the same framework.

In the following lines we will try to give an outline of those principles that make up the framework of this project. Then we will focus on the scheme

designed to try and take English beyond the classroom, which is the main objective of this article.

II. FRAMEWORK OF THIS PROJECT

Text as the major unit of communication.

Human beings communicating in language (as opposed to other forms of communication, non-linguistic) do so by means of texts. A text is more than individual words and sentences (Werlich, 1983). Words and sentences are text constituents. A text is a stretch of language which is coherent and is complete; **coherence** and **completion** are therefore features of a text.

There are mainly five different **text types**: **instructive**, **argumentative**, **expository**, **narrative and descriptive**, depending on the communication situation. When the main purpose on the part of the writer/speaker is to shape, to plan the reader/listener's behaviour, the kind of text is **instructive**; e.g. classroom instructions to perform a task. If the main communicative purpose is to discuss, to judge, to argue, the communication is realized by means of **argumentation**, e.g. dealing with discipline problems in the classroom; getting students to make a choice and justify it. When the focus is on understanding, giving information on a particular phenomenon, creature, the resulting type of text is **expository**, e.g. producing a wallchart on whales, preparing a booklet on a particular type of music. If the main intention is to give details on objects, people, relations in the spatial context, a **description** will be produced. e.g. describing the students' town, neighbourhood to a new friend. Finally, **narration** is produced when the main focus is on events in relation to time. e.g. students speaking/writing about their childhood.

Students should be exposed to text from their first contact with English.

If students are to become competent users of the language as our National Curriculum states, they should be exposed to varied types of texts from the early ages. There is a popular belief that teaching should follow a bottom-up approach: students should first be exposed to words, then sentences and once they are able to cope with those two, to texts. But years of teaching experience have taught us that students that have been exposed to this approach have not become competent users of the language, even though they have learnt masses of isolated words and sentences. Students come to understand text through the use of context, by making sense of contextual clues. If we deprive students of context and expose them to isolated sentences or words, students will not be able to work out how language, in this case, English language, works.

Comprehensible Input is not enough, Comprehensible Output is also necessary.

Exposing students to comprehensible input is not enough; students should be provided with meaningful communicative situations so that they produce comprehensible output. According to Swain (1985) comprehensible output is as necessary as comprehensible input, advocated by Krashen (1985) because on producing language, students may move from semantic processing to syntactic processing; that is, the fact that a particular communicative situation requires students to produce, may help them to focus on form and not only on meaning. Focussing on form is a necessary condition for students to become accurate speakers of the language in a formal context. Swain (1997) also states that output may generate responses on the part of the listener that gives feedback to the speaker on the comprehensibility or well-formedness of their utterances. She also points out following Smith that if one learns to read by reading and to write by writing, it can be argued that learning to speak involves speaking. Finally, Swain adds one more function of output suggested by Stchatcher: production gives students a possibility to test hypotheses on how language works.

Students should be given a sense of audience.

It is not only giving students a chance to produce text for the sake of producing text. It is designing the communication situation in such a way that the addressee is clear from the starting point. Students

should be required to produce texts addressed to particular listeners or readers so that they adapt language to those circumstances. Besides, assigning a social projection to the particular text will enhance students' motivation, e.g. preparing a questionnaire on reading habits as part of a survey to be carried out in a particular grade, different from theirs.

Taking advantage of students' previous linguistic knowledge.

Students in the Basque Country are exposed to two other languages, Basque and Spanish, inside and outside the school; that means that they are sophisticated language learners. On a daily basis, and for years, they have been exposed to different types of texts in Basque and Spanish. We also know that according to Cummins (1991), there is an underlying common proficiency across languages. If they have been taught to write a particular type of text in their L1 and L2, we should take advantage of that fact and give them an opportunity to use that kind of text thus, helping them to build up new knowledge on knowledge already acquired so that transfer takes place. Obviously, this proposal requires familiarity of the language curriculum for Basque and Spanish, on the part of the foreign language teachers.

Basically, these are the main principles that bring together all the English teachers in the seminar in Eibar. In the next section we will try to give an account on the scheme designed to give students a wider range of possibilities to use English meaningfully, outside the classroom.

III. THE RATIONALE BEHIND TAKING ENGLISH OUTSIDE THE CLASSROOM

Although the framework stated above provide students with opportunities to use English meaningfully, it is only three hours a week that students come into contact with English. From that point of view, the practice they get is very limited and that is one of the reasons why a supplementary scheme has been devised. Besides, taking English outside the classroom allows the possibility of extending text types; that is, students get involved in communication situations which are not common in the context of the classroom. On the whole, that scheme can be said to involve motivating activities to broaden the possibilities of language use in different communicative situations. Also, it offers

students a chance to meet students from different schools, exchange letters and projects with them and establish new relationships to enrich their personal growth. Here is an account of the activities developed in the last two years.

Swapping letters and other final products

Following the contents, objectives and strategies stated in our National Curriculum, we should help students develop strategies to communicate with people their own age, in order to exchange information about themselves, about their own interests. So we thought that exchanging letters with real penfriends would cover that aspect of the curriculum. Besides, we believed that having the opportunity to use English for a real purpose, would enhance their interest and motivation.

At the beginning we only planned to write and exchange letters with first year secondary students but as we saw that this experience was very successful, we decided to give the same opportunity to all secondary students.

When students write their first letter, they need a lot of help but as they get familiarized with this kind of text and they learn how to use checklists, they become more autonomous and they produce longer texts and better ones from the point of view of quality. In their first letter they write about themselves in order to get to know each other. In their next letters they usually write about Christmas and festivals in their towns or neighbourhoods and as summer holidays approach, they write about their own plans.

The second year they become much more autonomous. At the beginning of the school year, they brainstorm different topics to write about and each student decides what to include in his/her letter.

Letter exchange is organized in different ways; sometimes by post and sometimes through the teacher who meets other teachers from different schools in Eibar (PAT) every fortnight as we pointed out at the beginning.

Other final products

First year secondary students exchange their final first product ("my profile" booklet) with primary students. On the one hand it gives primary students a chance to use English for real communicative purposes; on the other hand, it gives primary teachers a chance to see the kind of work secondary

students do. So the aim of this exchange is twofold. The rest of the final products are exchanged for different purposes: for other students to fill in questionnaires; to get models so that they can do something similar; to have fun; to ask for opinion and so on. Students always get feedback so that the feeling of having real interlocutors enhance their motivation and interest.

Drama

Every year we organize a performance for students to have a chance to get good input, to enjoy themselves and to have fun. In the last two years we have had ETC theatre company in our schools with two plays: "School days" and "The why files". This company makes their performance very interactive so students feel that they are part of the play. Besides, visual and gesture support help students understand the play.

The first year we took advantage of this opportunity and organized the performance in such a way that several schools got together to watch the play. After the play, we designed activities so that every student could have a chance to meet his/her penfriend.

Last year, as the number of secondary students was higher, it was much more complex to get them all together so a new strategy was designed. Students from every school recorded a video introducing their school and providing information about their teachers, lessons, subjects and so on. They exchanged those videos and had a chance to get to know each other in a different way.

English Pub

As you all know, in the Basque Country most of the schools organize their "Kultur Astea" every year and last year "Arrasateko DBH-ko institutua" decided to set an English Pub to give all the secondary students a chance to get together, work together and use English.

Setting the pub involved the following tasks and jobs: outside and inside decoration; cooks; waiters; list of prices; money; shopping lists; shopping; making biscuits and cleaning the room. They also organized a display of layouts for CD's and they later chose the best one.

The whole activity was designed in such a way that everybody had to use English. For example, before customers placed an order they had to go and change their money into pounds. It was not real money, but

it was money they had designed the previous days to be used in the pub. They could not buy anything without that particular money.

The teachers involved thought later on that it had been a very positive experience. All the students at secondary level participated doing different things, they used English quite a lot and there was a very good atmosphere.

Workshops

These workshops were organized with students from primary schools to come into contact with secondary schools. Here are some other aims for this workshop:

- Give primary sixth grade students and secondary first year students an opportunity to get to know each other.
- Give them all an opportunity to speak English.
- Give primary sixth grade students an opportunity to use English outside the classroom.
- Give secondary students a chance of having a real audience for the activities they prepare.

These are some of the workshops prepared:

- Make a doll with a balloon and flour
- Design a shape for the bedroom door with a message written in English
- Make a biscuit cake

A display was also organized with the projects made during the year.

Secondary students worked in groups and each group was responsible for one of the workshops. When primary students came, secondary students welcomed them and explained what the programme was. They all participated in all the workshops at different times.

It was a very positive experience and we will continue organizing these workshops every year.

Native Speakers

Through the Basque Association "Euskal Interkultura" located in Bilbao, there is a chance to get into contact with young English native speakers. These young people spend an academic year in the Basque Country so we thought it was a wonderful chance to invite them to one of our schools for our students to meet them. The experience was very successful; students exchanged information, had a chat and enjoyed themselves. It is really worth taking advantage of this opportunity.

IV. CONCLUSIONS

Foreign language teachers should provide students with rich and meaningful communicative situations in order to help them develop communicative competence. At the same time, communicative situations should be varied so that students become familiar with different types of text, both written and spoken. But as we mentioned above, the context of the classroom is sometimes limited that is why it might be a good idea for schools to supplement their foreign language syllabus with a scheme for language use outside the classroom.

Also, it might be motivating for students to have a chance to use the foreign language with real communicative purposes. This may show students that the foreign language is not only a school subject; it is a vehicle for communication as well. As a result, students may be encouraged to extend their linguistic resources to meet the needs the communicative situations in question required. As the account above shows, we have been making an attempt to put this into practice in the last two years and it is really worthwhile. We will continue to do so and we will try and expand the range of communicative situations to offer our students richer input and more possibilities to produce comprehensible output.

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ONCE UPON A TIME

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We have often heard and read about the potential of stories for language development. We have been told that storytelling and listening to stories in the early ages enhance children's literacy development. Wells (1985) points out that stories provide the most productive contexts for language development both spoken and written. He states that it is through storytelling that children discover that printed pages carry meaning. Tough (1985) also emphasizes the role of stories, poetry and rhymes in developing literacy skills. She goes as far as saying that if children are not helped to develop a love of books and of reading, their own skills of reading and writing will be of little value to them. Garvie (1990) suggests story as a methodology for language learning and teaching mainly in second and foreign language contexts. Any teacher of young children would also agree that literature has a place in the curriculum of nursery, infant and primary school. So would many parents that regularly tell their children stories at bedtime. As foreign language teachers we have also explored and analyzed the potential of storytelling to help children develop communicative competence in the foreign language. Here is a list of conclusions we have come up with while assessing and studying the rationale behind storytelling.

1. Why stories are suitable for foreign language learning

Children in our schools are familiar with storytelling. They have been exposed to stories in their L1 and L2, both at home and at school. Through storytelling they have developed listening and interpreting skills so we may help them transfer those skills to the new foreign language learning situation so that they make the most of the capabilities already acquired. We should bear in mind that the foreign language should not be segmented from the curriculum but integrated and so foreign language teachers should take into account what children can already do in their L1 and L2.

When children listen to stories, they reorganize their own personal experience, increasing at the same time their linguistic resources. Children will identify with characters and situations, provided stories selected are drawn on children's experience, and as meaning is conveyed mainly through language, children will have a chance to expand their language repertoire.

Stories enrich the child's fantasy life nurturing their creativity and vivid imagination and fostering at the same time, the need for expression.

Stories offer a wonderful frame to contextualize the learning/teaching experience. So rather than getting children to become familiar with isolated words (e.g. colours, numbers and so on), through stories we can offer children a meaningful learning context.

Stories allow for natural repetition (use of dialogue, cumulative content and so on) which brings about a wonderful possibility for children to participate and become familiar with chunks of language.

Stories can be followed up by different genres so that input children are exposed to can be enlarged and so become richer. E.g. *The very hungry caterpillar* by Eric Carle leads naturally to "Life cycle of a butterfly" which involves expository text. *Elmer* by Kee McKee can be followed up by description of animals and so on.

2. Suitable books for different age groups

We have also had a chance to study some of the books in the children's library placed at the Faculty of Education Sciences in Eskoriatza (Gipuzkoa). We have made a selection of books suitable for four, five and six year olds with different proposals to work on, depending on age and also the characteristics of each particular book. Here is an example:

SUITABLE BOOKS FOR FOUR YEAR OLDS

STORY	<i>Little rabbit goes shopping</i>	STORY	<i>Maisy's home</i>
TOPIC	Shopping	TOPIC	Everyday actions
LINGUISTIC INPUT	Dialogue / Narrative	LINGUISTIC INPUT	Narrative / Instructive / Descriptive
FINAL TASK	Organize a shopping corner	FINAL TASK	Routines: To be worked on during the year.
EXAMPLES OF ACTIVITIES	Making shopping lists. Doing the shopping. Arranging items in the shopping corner.	EXAMPLES OF ACTIVITIES	Maisy's wardrobe Maisy cooking Maisy getting ready for school Maisy tidying up her room
STORY	<i>The terrible itch</i>	STORY	<i>Pets</i>
TOPIC	Animals	TOPIC	Animals
LINGUISTIC INPUT	Descriptive / Narrative	LINGUISTIC INPUT	Descriptive / Dialogue
FINAL TASK	Dramatize the story	FINAL TASK	"My favourite pets" album.
EXAMPLES OF ACTIVITIES	Describing animals Making a booklet Miming a song	EXAMPLES OF ACTIVITIES	Making a mural Telling the story using silhouettes or puppets Songs and rhymes

SUITABLE BOOKS FOR FIVE YEAR OLDS

STORY	<i>The story of the little mole who knew it was none of his business</i>	STORY	<i>Ben and the bear</i>
TOPIC	Bathroom humour	TOPIC	Socialising
LINGUISTIC INPUT	Narrative / Dialogue / Descriptive	LINGUISTIC INPUT	Narrative / Descriptive / Instructive
FINAL TASK	Make a big book	FINAL TASK	Organize a party
EXAMPLES OF ACTIVITIES	Making puppets Craft activities Acting out	EXAMPLES OF ACTIVITIES	Sending an invitation Making hot chocolate Party games Tidying up the room after the party.
STORY	<i>Help Hector</i>		
TOPIC	Location		
LINGUISTIC INPUT	Instructive		
FINAL TASK	Treasure Hunt		
EXAMPLES OF ACTIVITIES	Hide and seek games		

SUITABLE BOOKS FOR SIX YEAR OLDS

STORY	<i>Don't do that!</i>	STORY	<i>Noisy Nora</i>
TOPIC	Social behaviour	TOPIC	Jealousy
LINGUISTIC INPUT	Narrative / Instructive	LINGUISTIC INPUT	Narrative / Instructive / Descriptive
FINAL TASK	Wallchart on rules on social behaviour	FINAL TASK	"Crazy things we do" booklet.
EXAMPLES OF ACTIVITIES	Display of noses made out of plasticine. Parade	EXAMPLES OF ACTIVITIES	Dramatizing Describing my family

3. Exemplification

Here is an example showing how to put into practice the book *The story of the little mole who knew it was none of his business* with a five year old group.

Description: Little Mole looks out of his hole one morning and plop!, something lands on his head. He questions each of his neighbours, trying to find out if they did it on his head.

Procedure: Introduce the main character "Little Mole" using a big puppet and get children to greet him. Then tell the story through dramatization and miming and make it as interactive as possible getting children to participate as much as possible. The book has an enormous potential for prediction and natural repetition since it has a fixed format; so have children predict which neighbour little Mole will question next and get them to contribute with chunks of language.

Making puppets: Then offer children the different characters and get them to make a choice in order to work on small paper puppets. Show them an example of a puppet and next give instructions so that they can make their own. Finally help them put a straw or stick at the back for them to hold it.

Dramatizing: First it is necessary to work on sequence so have them check the book and decide on their own arrangement. Then, with the help of the puppets, get them dramatize the story using verbal scaffolds e.g. child: "Little Mole" teacher: "looked out of his hole" and so on.

Keywords: All along this process work on keywords using different games and activities e.g. memory games, T.P.R. activities.

Making a big book/craft activities: Beforehand stick the outlines of the characters on big cardboard paper sheets. Once in the classroom, get the children in groups and give one sheet each group. Together they will make a big book, each group a page. Tell them they are going to fill the characters, using plasticine, wool or any other material; show them some models. Once they have decided on the possible model, have them get the material from you: type of material and colour. Monitor the groups. Afterwards, get them to complete their page; all the missing things: Little Mole, they will have to stick one, and a possible scenario (grass, the sky, clouds). Once this is over, children will number the pages and write the title "Little Mole" on the front page with the help of

the teacher. Finally they will display each page all over the classroom and they will dramatize the story. At the end, the children will collect the pages and the teacher will put all of them together and make a book. The book can be kept in the reading corner.

While working on this project which will take several sessions, children will have a chance to work on craft activities developing their fine motor skills, creativity and imagination. But most important of all, they will have a wonderful opportunity to get rich input and produce output.

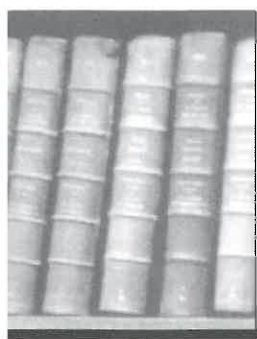
4. Conclusions

Taking into account how important storytelling is for language development and how familiar our students are with stories, foreign language teachers should take advantage of this opportunity and make the most of the capabilities students have already developed in their L1 and L2.

As we showed it in the account above, stories lead naturally to different kind of genres so there is an enormous potential to offer our students rich contextualized input. Our students will benefit from it in the short and also in the long run.

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A READER'S NOTEBOOK

by **Montserrat Cebrián i Sabat** and **Isabel Hidalgo de los Cobos**

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Would you like to remember all the books you have read in English throughout all your life from the very beginning? Would you like to relive the feelings you had with some of them?

Some years ago we wondered how to do this but, unfortunately, we couldn't find all the titles and the personal relationship we had with them because there were too many and the information too old for us to remember.

Then, we realised that, fortunately, we could help our pupils to keep all of this information and their feelings from their own learning process because, in fact, they start reading in English in our classes, with the books we suggest to them according to their levels and tastes.

So, we decided to start a sort of registration book for our pupils' readings. It had to be useful, easy to fill in and attractive.

Every course, the new English pupils buy a special notebook: different from all the other ones they have: This one is longer, thinner and smaller than theirs. It is a 8.5 x 20 cm (Clairefontaine trademark) notebook, and we design the inside pages: The back of the cover has a title in red capital letters: "Do you like the book?" Beneath this title we draw five circles with two eyes and a mouth, one below the other and we colour them: The higher one is red, and we write next to it "I like it very much". This face has got a very open and smiling mouth. The second one is orange, and the face is smiling. The text is: "I like it". The third one is yellow, and the mouth is just a horizontal line. The text is "It's ok". The fourth one is light green, with a rather sad face and the words " I don't like it" on the right.

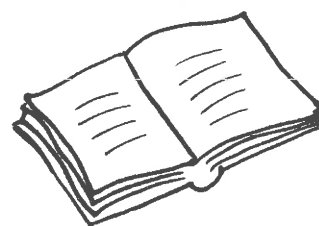
The last one it is blue, and two lines over the eyes and a tongue under a very angry mouth express what the words say as well: "I hate it".

On the first page of the notebook we write with coloured capital letters: This reader's notebook belongs to (and the pupils write their names). We also write the name of the school and the name of our ZER (Zona Escolar Rural).

Then, each sheet of the notebook is for a book, and we don't write on the back of the pages. We put the notebook in horizontal position and we draw seven rectangles with their headlines: Title of the book, Author, Illustrations by, Publishing company, Period of reading (sometimes they write the week, or the month), Opinion (they just draw the face corresponding to the impressions) and Comments (some of them have a cassette, some of them are commented in class, some of them are brought by other colleagues...)

We keep the notebooks in class, next to the grids they fill in when they borrow a book or give it back to our library (normally one every two weeks).

This system is very useful for us, as primary teachers, because we can quickly see the progress of our pupils, their likes or interests and their reading attitude. It is useful for



This reader's notebook belongs to:

School:



secondary teachers as well, because they can see, moreover, what their young pupils have read during the last four years. To be methodical and responsible with this type of work is sometimes difficult for children, but they are proud of this notebook when they finish Primary, and by school, then they have learned to be conscious of their own "learning through reading" process.

Title of the book:

Pictures by:

Author:

Do you like the book?



I like it very much



I like it



It's ok



I don't like it



I hate it

L I T E R A T U R E

A M O T I V A T I N G P A T H T O L E A R N I N G



BY
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Why is literature a motivating path to learning?

Reading a piece of literature is **encouraging** because the students deal with **authentic material** and they understand it.

Literature can be of help in the language learning process because it develops **personal involvement** in our students.

Their focus of attention is not on the language system anymore, but on the imaginary world they become protagonists of. A world that, in addition, enriches them with a different **cultural background**. They stop learning the language and begin to acquire it.

Literature through the **different genres**: poetry, drama, narrative, etc., provides a wide scope of **pleasure** and **motivation**, together with very **diverse approaches** to language: descriptions, expositions, dialogues,...

Students are also presented with the **different registers** of the English language formal, informal, colloquial, ..., in a realistic and lively way.

Literature is a **source of creativity** and students can be easily stimulated to produce a short story, a poem or a small piece of drama (dialogue) if they are used to handling them.

What sort of literature is suitable for our students?

It's vital that the selected material responds to the learners' needs, interests and English standard. Therefore, it's worth devoting some time to choosing the adequate texts for them.

Although when we talk of literature, we immediately think about **authentic material**, we believe that **graded**

readers should be regarded as a very valuable resource to make students initially acquainted with the genres, especially for the beginners. Thus, taking all this into account, we can use novels, plays, poems, short stories or only sequences, either from unabridged versions or from graded readers. It will ultimately depend on the aim of the exercises and the students' level.

For this workshop we have prepared a compilation of different exercises which have proved to be highly motivating and entertaining for our students in both Language Schools and Secondary Schools

A GUESSING CONTEXT AND CHARACTER RELATIONSHIP

Level: Pre-intermediate to advanced

Time: 15-20'

Aim: To raise students' interest and motivation in the plot of the book they are going to read.

Language skills: Reading and oral practice

Books: The **Fifth Column** by Ernest Hemingway and **Flying to Nowhere** by John Fuller

For this activity we have selected two texts with a different degree of difficulty to show a possible way of how to deal with diversity in the classroom. Students can read two different books but the pre-reading task is the same.

a) The Fifth Column (an abridged reader for beginners)
b) Flying to Nowhere (an unabridged version for more advanced students; however, easy enough to be understood)

FLYING TO NOWHERE

- "Gweno, Gweno", came a whisper. There was no answer at first.
- "Gweno!"
- "What?"
- "Tell me about the brothers at the pump."
- "No"
- "Go on, why not?"
- "I'm dying."
- "Are you dying, Gweno? I'm truly sorry."
- "I'm wrapped up in a leaf very quiet and still. My legs are together and my arms are at my side, and I'm wrapped in a leaf and hanging from a tree on a thread, turning very slow."
- "Is it painful, Gweno?"
- "No, it's beautiful and there's the breath of the wind turning me slightly. Can't you feel it?"
- "Yes", said another voice. "I can feel it."
- "Now the leaf is drying and crackling. It's crumbling away."
- "Are you crumbling away too, Gweno?"
- "No, no. It's leaving me pure and new and now I've died and got wings and I'm flying away. Can't you see?"

Her fingers fluttered in the moonlight, and their shadows moved in the rafters.

- "Yes," came several voices. "We can see you flying away. Where are you flying to?"
- "I'm flying to nowhere. I'm just becoming myself."

THE FIFTH COLUMN

- DOROTHY: Petra! Petra!
(Petra enters.)
- DOROTHY: Petra, where is the electrician?
- PETRA: Don't you know?
- DOROTHY: No.
- PETRA: He is dead. Last night, in the shooting. They shot him from a window in the bombardment. They say it is the people of the fifth column.
- DOROTHY: But why? He is only a poor little workman.
- PETRA: Yes, but they are terrible. They are our enemies. They are the people who fight us from inside the city.
- DOROTHY: And now we haven't got an electrician. We haven't got light and I can't see.

(There is a noise in the corridor. People are walking. Philip and three comrades in uniform. One of them is Max.)

- PHILIP: Here are the keys to room 108 and 111. Block the doors.

(Two of the comrades leave. Philip is there with Max.)

- PHILIP: Okay. What time do we go tonight?
- MAX: Half past nine.
- PHILIP: How many men do you want?
- MAX: Only you and me.
- PHILIP: Very good. See you later.

Procedure:

In Groups the students try to find out the relationship among the characters, and guess the context in which the action takes place.

Depending on the level of the students we might want to provide them with guided questions. Advanced students will ask their own questions.

Example of directed questions:

Context Where does the action take place?
What time of the day is it?
In which country does it occur?

Characters What's their relationship?
Can you guess their jobs?

B INVENT A STORY

Level: Pre-intermediate to advanced

Time: 2 hours

Aim: Predicting what the story/book is about

Language skills: Writing and oral practice

Reader: Canterbury Tales by G. Chaucer (abridged version)

Procedure:

1. For this pre-reading activity each student is given the Prologue of the Canterbury Tales (abridged version). They read it individually. Through it, they are introduced to the type of book, the time it takes place and the context.

2. The class is then divided into groups, and each group is assigned a different story from the book.

3. On the board, we write the title and a selected sentence from the beginning and the end of every tale we assign to the groups.

e.g.

Title: The Clerk's Tale. Patient Griselda

Beginning: My story is about a patient wife.

End: Even if your husband is big and strong, your words will always win in a battle.

4. After that, the groups have to make up a story with their different titles and sentences.

5. Finally, each group presents its tale/story orally to the rest of the class.

6. They will check how accurate they were in their prediction when later on they read the book.

C PROVERBS

Level: Intermediate

Time: 20'

Aim: Warming up exercise (ideal to be used when there are books which contain proverbs)

Language skills: Oral practice

Procedure:

1. Students are given strips of paper with the half of a proverb. They move around the class, looking for the other half of the strip.
2. Then, in pairs, they explain what it means and try to find the equivalent in their own language.

A burnt child / dreads the fire.

In the country of the blind, / the one-eyed man is king.

It is no use crying / over spilt milk.

There's none so deaf / as those who will not hear.

The difficult is done at once; / the impossible takes a little longer.

A drowning man / will clutch at a straw.

He that would eat the fruit / must climb the tree.

Fish and guests / stink after three day.

He who laughs last, / laughs longest .

If you lie down with dogs, / you will get up with fleas.

D A POEM ON STRIPS OF PAPER

Level: Intermediate to advanced

Time: 30'

Aim: To work on phonetics while enjoying poetry

Language skills: Listening; rhyme, rhythm and intonation

Poem: Fire and Ice by Robert Frost

FIRE AND ICE

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
is also great
And would suffice.

Procedure:

1. The teacher records the poem on a cassette.
2. Students, working in groups of four, are given strips of paper with the lines of the poem mixed up and they are told that the lines rhyme (a-b-a-a-b-c-b-c-b). Then they are asked to put the lines in the right order.

3. While they are discussing the possibilities, in the background, the cassette begins playing with the recorded poem. This activity has a twofold aim: to help them in their arranging, and to focus their attention on the difference between English spelling and sound.

4. Now the groups read the poem aloud, concentrating on pronunciation, rhythm and intonation. Next, still in groups, they discuss the topic of the poem and report their conclusions to the class.

E OPPOSITE DICTATION

Level: Pre-Intermediate

Time: 15'

Aim: Raise students' interest in the book they have to read while revising and practising adjectives.

Language skills: Listening and writing

Reader: The Fall of the House of Usher by Edgar Allan Poe

We have selected the opening introduction to the House of Usher and the opening introduction to the main character. Both descriptions together with the title of the book can be a guide for the students in guessing the content of the story they will read later on.

INTRODUCTION TO THE DESCRIPTION OF THE HOUSE

It was a dull, dark, soundless autumn day. The clouds were lying low in the sky. I was riding alone, and as evening fell I saw in front of me my first view of the House of Usher. I do not know why, but the sight of that house made me feel very uneasy. My happiness vanished. I could find no pleasure in the sight before me. The walls were cold and unfriendly. The windows looked like cruel eyes. The plants and trees surrounding the house looked unhealthy and lifeless. My heart turned cold. I could not understand, though, what exactly made me feel so uneasy when I looked at the House of Usher.

INTRODUCTION TO THE DESCRIPTION OF THE CHARACTER

I remembered certain things of my boyhood friend that I could still recognise in the man in front of me. He was very nervous. He often went from being very happy and excited to being very quiet and dull. His voice changed quickly from being weak and uncertain to being strong and sure. When he became very excited it used to be difficult to understand him at all. Then his voice became like that of a drunken man.

Procedure:

1. Students in groups choose a representative to read to the other group members.
2. We explained that each representative will dictate them a passage from the book they are going to read.

Each time the students hear an adjective they have to write the opposite.

e.g. good ---- bad hot ---- cold

3. When the dictation is finished, the representative in each group reads the text aloud once more and when the adjectives are mentioned, the students give their different choices.

4. After this is done, the students, in groups again, predict what The Fall of the House of Usher can be about.

E EVALUATING FEELINGS THROUGH WORDS

Level: Intermediate to Advanced

Time: 60'

Aim: Express oneself freely

Language skills: Reading, speaking and writing

Poem: When you are old by W.B. Yeats

WHEN YOU ARE OLD

When you are old and grey and full of sleep
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep.

How many loved your moments of glad grace,
And loved your beauty with love false or true;
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face.

And bending down beside the glowing bars
Murmur, a little sadly, how love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

W.B. Yeats

Procedure:

1. Students read the poem individually.
2. After that they do the following activities:
 - a) What feelings does the poem arouse in you? Try to express them with minimum five words.
e.g. death, happiness, ...
 - b) In groups, explain which part of the poem has inspired a given feeling to you and why. Discuss differences.
 - c) For the treatment of diversity we have thought of two different ways of exploiting this last exercise. Think of two words (connotations) which you relate to the feelings inspired by the poem:
e.g. death: old ---- sad

1. Connect the connotations of each feeling and write 5 sentences:

e.g. The old man became sad when he thought of his wife's death.

2. Write a paragraph, a short story or a poem using all the feelings and connotations from the previous exercises.

G SUBSTITUTING

Level: Intermediate

Time: 45'

Aim: Practising synonyms and antonyms of verbs, nouns and adjectives.

Language skills: Reading and writing

Poem: Love's Philosophy by Percy Bysshe Shelley

LOVE'S PHILOSOPHY

The fountains mingle with the river
And the rivers with the ocean,
The winds of heaven mix forever
With a sweet emotion;
Nothing in the world is single,
All things by a law divine
In one another's being mingle -
Why not I with thine?

See the mountains kiss high heaven
And the waves clasp one another;
No sister-flower would be forgiven
If it disdained its brother:
And the sunlight clasps the earth,
And the moonbeams kiss the sea -
What are all these kissings worth,
If thou kiss not me?

Percy Bysshe Shelley

Procedure:

1. Individually, students read the poem and underline all the verbs, nouns and adjectives that they come across.
2. In groups of three, each student within the group substitutes a different lexical component in the poem (verbs, nouns, adjectives). They can use synonyms, antonyms or a totally different one. We tell them that their choice can be at random or they can select the tone of their production: comic, tragic, ...
e.g. mingle ----- joint, split, talk
3. Each group with the results make up a totally different poem.
e.g. The fountains mingle with the river
The springs talk with the snakes



LET'S HAVE A GOOD TIME WITH THREE

by Pilar Camarero, Raom Cervera
Gemma Domènech, Mateu Font
Isabel Garcia, Ana Maria Mendez
Victoria Pizarro, Jordi Pombo
and Dolors Verdugo

CELEBRATIONS AT THE SAME TIME

As a teacher of English, have you ever had the feeling of being some kind of "alien" working on a subject which usually becomes reduced to the classroom?

Have you ever noticed that usually, when there are celebrationS English becomes a simple collaboration in the magazine in Sant Jordi, or a shot dramatisation in the farewell party at the end of the year?

We think we have found some kind of solution designing a set of activities concentrated on the celebration of a Birthday in the form of a theatre play performed by our students, a Christening through a series of slides made by them and a wedding where all details have been considered and where all the members of the school become a part of the performance.

But, how is this possible? Which kind of activities have we designed to achieve these objectives? How have we organised the different sessions?

To answer all these questions, first we want to say that we have created a set of activities inserted in a work project which become comic and where our students use English language as a way of communication.

The project is divided into six sessions and each one takes about fifty minutes and they have been designed to be developed by students who are in the last course of primary.

We consider that the best moment to apply this set of activities is at the end of the second term.

The sessions become structured in the following way:

Session 1

It starts with a warming-up and follows with a set of activities concentrated around the FAMILY (family tree, speaking about the family, answering questions and completing a crossword).

Session 2

It starts with a warming-up related to the FOOD. Then, we use a game called Food-game to practice vocabulary. After that we play Bingo and the session finishes with the map of a city where our students must complete a tour form a listening.

Session 3

This session concentrates its activities around the Clothes and it starts with a funny Warming-up and follows up with a game of identification of a set of photographs that they must classify according to the place where they can be used. The last activity moves

around a character called Alice who appears in three different pictures with different articles of clothing which students have to select according to a cassette guideline.

Session 4

In this session we introduce the vocabulary related to main celebrations that we want to organise through a series of flashcards. Later on, we divide our students in three groups to organise the Birthday, the Christening and the Wedding.

On the next steps, students receive the necessary material to rehearse the different roles they have to assume. The students who organise the Birthday receive the play. The students who organise the Christening receive all the material to create their slides and the students who organise the Wedding receive everything they need to develop the different activities.

Session 5 and 6

In the fifth session they perform the Birthday Play and present the slides related to the Christening.

All the students from the schools receive an invitation to attend these different performances. Their level of English does not matter. We think that the most important point is the motivation and the idea that from an English class comic activities can be developed that all the students can understand and can feel integrated while enjoying themselves.

The last session becomes the funniest one with the fictitious Wedding.

Students have assumed their different roles (bride and groom, priest, photographers, waiters and musicians). The rest of the school has collaborated with materials such as food or drink.

What we try to organise is a Wedding outdoors where students perform their own roles and where all the students become a part of third.

At the end of the sessions it will be interesting to make an assessment with our students to check the importance of working in a group, sharing, participating and applying their efforts, ideas and materials.

Moreover, it will be important to consider the fact that English has become part of the school, getting out from the classroom and being able to integrate the whole school in a set of activities which main aim is to motivate our students, transforming English into something more than a simple collaboration.

THE TEN

ADVANTAGES OF LANGUAGE LEARNING

by Colin Baker

There are approximately 6000 languages in the world with around 65% of the world's population being bilingual or multilingual. Bilinguals are therefore in the majority. In Europe, there are approximately 50 million people who are bilingual or multilingual. In Scandinavian countries, for example, bilingualism and trilingualism are very common; monolingualism is rare.

As the global village and a world economy develops, it has become increasingly accepted that bilingualism is the norm. This has been joined by a wealth of international research that shows clearly that bilinguals have many key advantages over monolinguals: in communication, cultural experience, thinking, school achievement and the competitive edge in an increasing number of employment areas. It is now accepted by scholars world-wide that there are many advantages and very few disadvantages in becoming bilingual. These advantages are summarised below.

COMMUNICATION ADVANTAGES

1 Wider communication (extended family, community, employment)

Children are born ready to become bilingual and multilingual. The brain can easily cope with two, three and more languages. No caring parent or teacher denies children the chance to develop physically, socially, educationally or emotionally. So it is important not to deny children the chance to develop bilingually and multilingually.

From the age of two and three, children become proficient bilinguals. For example in families where parents consistently speak different languages to the child, it is usual for the young child to develop both languages as well as a child develops one language.

Where parents have differing first languages, the advantage of children becoming bilingual is that they will be able to communicate in each parent's preferred language. This may enable a subtle, finer texture of relationship with the parent. Alternatively, they will be able to communicate with parents in one language and with some of their friends in the community in a different language.

For many mothers and fathers, it is important for them to be able to speak to the child in their first language. Many parents can only communicate

with full intimacy, naturally and expressively in their first (or preferred or dominant) language. A child who speaks to one parent in one language and the other parent in another language may be enabling a maximally close relationship with the parents. At the same time, both parents are passing to that child part of their past, part of their heritage.

Being a bilingual also allows someone to bridge between generations. When grandparents, uncles and aunts and other relatives speak one language that is different from the child's language, the monolingual child may be unable to communicate with such relations. The bilingual child has the chance of bridging that generation gap, building relationships in the extended family, and feel a sense of belonging and rootedness within the extended family.

2 Literacy in Welsh and English.

Another communication advantage of bilinguals derives from when they are literate in two languages (biliterate). They can then access two literatures, opening up different traditions, ideas, ways of thinking and behaving. When there is biliteracy, the pleasures of reading novels and magazines, the writing and reading activities of education, the enjoyment of writing to friends and the requirements of literacy in employment are all "doubled" for bilinguals.

CULTURAL ADVANTAGES

3 A wider culture taking in both Welsh and English cultures, and two “language worlds” of experience.

One of the advantages of a bilingual child and adult is having two or more worlds of experience. Bilingualism provides the opportunity to experience two or more cultures. With each language goes different systems of behaviour, folk sayings, stories, histories, traditions, ways of meeting and greeting, rituals of birth, marriage and death, ways of conversing, different literatures, music, forms of entertainment, religious traditions, ways of understanding and interpreting the world, ideas and beliefs, ways of thinking and drinking, crying and loving, eating and caring, ways of joking and mourning.

Speaking a language to a child conveys culture to that child. Within a language, there are wise sayings, folk stories and ways of describing that carry the culture of that language. As a child learns a language, the emotive and “accumulated meaning” associations of each word are acquired. Embedded in the meanings of words and phrases is always a culture. In acquiring a language, a child is also acquiring a particular way of seeing the world. Through language, a child learns a whole way of life, ways of perceiving and organising experience, ways of anticipating the world, forms of social relationship, rules and conventions about behaviour, moral values and ideals, the culture of technology and science as well as poetry, music and history.

4 Greater tolerance of other languages and other cultures.

With two languages goes a wider cultural experience, and often a greater tolerance of cultural difference. A bilingual person typically accepts and is more welcoming of those who speak other languages and have different cultures, creeds and customs.

CURRICULUM ADVANTAGES

5 Increased curriculum achievement when both languages are well developed.

Research evidence from Canadian, United States, Basque, Catalan and Welsh bilingual education reveals that children who operate in two languages in the curriculum tend to show superior performance. Children who operate in the

curriculum in either and both of their languages tend to show slightly higher educational performance in tests and examinations. This is probably related to the thinking advantages of bilingualism mentioned above. For example, bilinguals tend to be more creative in their thinking which aids their performance in a variety of curriculum areas.

6 Easier to learn a third language.

There is a growing European research tradition showing that bilinguals tend to be more attuned to languages, more linguistically prepared to learn a third language. The current examples are children from countries such as Holland, Denmark and Finland who often speak three, four or five languages with ease (e.g. Dutch, German, English; or Finnish, Swedish, English and German). Other examples are the Basques where learning Basque, Spanish and English has become increasingly frequent.

THINKING ADVANTAGES

7 Cognitive benefits

Apart from social, cultural, economic, personal relationship and communication advantages, research has shown that bilinguals with two well developed languages gain particular advantages in thinking. The current state of psychological research about bilingual children is that, where two languages are relatively well developed, bilinguals have definite thinking advantages over monolinguals.

a) Creative thinking. Bilingual children have two or more words for each object and idea. Sometimes corresponding words in different languages have different connotations. When slightly different associations are attached to each word, the bilingual may be able to think with more flexibility, versatility and elasticity.

Take an example. A child is asked a simple question: How many uses can you think of for a brick? Some children give two or three answers only. They can think of building walls, building a house and perhaps that is all. Another child scribbles away, pouring out ideas one after the other: blocking up a rabbit hole, breaking a window, using as a bird bath, as a plumb line, as an abstract sculpture in an art exhibition.

Research across different continents of the world shows that bilinguals tend to be more fluent in

their answers to this type of open-ended question. A child may have different associations for the word “brick” in each language. Having two or more words for a concept may give the bilingual a wider range of meanings attached to that concept. For example, a Welsh/English bilingual has the word “school” and its Welsh equivalent “ysgol”. “Ysgol” also means ladder. The idea of school is thus extended to an image of schooling being a ladder. There is a sequential climb through school learning with the aim of getting to the top rung.

b) Sensitivity in communication. Being able to move between two languages may lead to more awareness of language and more sensitivity in communication. When meeting those who do not speak their language particularly well, bilinguals may be more patient listeners than monolinguals. A good example of bilinguals sensitivity in communication is their picking up clues and cues to know which language to use with a stranger (e.g. on the telephone).

Since bilinguals have to know when to speak which language, have to separate out languages, constantly monitoring which language to use with which person in which situation, they appear to be more sensitive to the needs of listeners than monolinguals. Being more conscious about language may make the bilingual more interested in efficient and empathic communication. If the bilingual is slightly more aware of what is going on beneath, above and inside language, the bilingual may be more in harmony with the needs of the listener in conveying meanings sympathetically.

c) IQ Tests Bilinguals tend to show a slight superiority in IQ scores compared with monolinguals. Research from many different countries of the world shows that bilinguals tend to be ahead on IQ tests compared with similar (same gender, social class and age) monolinguals. Far from making people mentally confused, bilingualism is now associated with a modest degree of intellectual superiority.

CHARACTER ADVANTAGES

8 Raised self-esteem in owning two languages and cultures.

Compare the Welsh speaking child in previous decades who was refused to speak Welsh in the classroom and playground with the child who is able to move effortlessly between languages and

cultures. In the first case, Welsh was portrayed as a deficit and disadvantage. Self-esteem was not raised. If the language of the hearth was rejected, so by implication was the culture and values of the parents, extended family and community. In the second case, the freedom of moving between languages, between people with different tongues, between cultures and communities is empowering.

A denial of a home language in a child is a denial of heritage, home and happiness in a mother tongue and a lowering of self-esteem. Ownership of Welsh and English is a celebration of addition rather than subtraction, multiplication rather than division, and a raising of self-worth.

9 Security in identity.

As we move towards Europeanization, global markets and larger economies, as ease of transport and communications makes the world a smaller place, so we are moving towards a more global identity. Yet identity starts with the small and requires rootedness in the local before the global is possible. A child starts with family identity, extended family identity, moves to school and peer group identity, to local networks of people or community identity. Before European identity or global identity is possible, rootedness, security and status in smaller identities is needed.

Where Welsh is a frequent language of communication, acquiring Welsh language and culture is a contributor to family, extended family, school, peer group and local or community identity. Welsh becomes a means of relaying and sharing identity in Welsh speaking families and communities, a badge of belonging and a emblem of identity.

CASH ADVANTAGES

10 Economic and employment benefits.

There are potential economic advantages (indeed increasing economic advantages) of being bilingual. A person with two languages may have a wider portfolio of jobs available in the future. Bilinguals are increasingly needed in the retail sector, tourism, transport, public relations, banking and accountancy, administration, translation, secretarial work, marketing and sales, the law and teaching. Bilinguals can act as bridges and brokers; sales staff and shop sellers with more flexibility and mobility.

DO COYLE

by
Carmen Pérez Vidal
and Elisa Rosado Villegas

Do Coyle is Associate Lecturer at the Department of Education of the University of Nottingham (UK). She is a teacher trainer, involved in pioneering Content and Language Integrated Learning (CLIL) projects in Europe.

Carmen Pérez and Elisa Rosado: *The Content and Language Integrated Learning (CLIL) approach has been recommended in the “White Book on Education and Training” issued by the European Commission. This must be because it is seen as a methodology which suits the construction of Europe, in what way is this so?*

Do Coyle: We are of course off with the European directive that all citizens should have a linguistic capacity in three European languages. According to some, CLIL programmes have as their goal the improvement of people’s fluency in the target language and, thus, an improvement in their own employment prospects in the European labour market. For others it has more to do with the internationalisation and development of people’s cultural awareness and enables them to be members of the global village and so on... I think it is true to say, though, that across Europe many countries have witnessed

a recent upsurge in their interest in bilingual education as a means of helping learners to achieve higher levels of competence in a Foreign language. For example, Sweden has invested heavily in language enrichment programmes, and in Wales we have the emergent bilingual education which is used to revive and retain the heritage language in Welsh medium schools and then, of course, there is the example of France and Germany, where, arising from the Franco-German co-operation agreement in 1967, there has been a promotion of the other language in both countries. Your own situation provides yet another example. All these cultural/ linguistic differences have in fact contributed to the development of different perspectives of CLIL in Europe.

C.P. and E.R.: *What has CLIL got to offer to teachers of English as a foreign language?*

D.C.: Motivation for considering CLIL ranges from the ideological

to the pragmatic. Above all, however, I think that CLIL provides an opportunity for English teachers towards creating a more meaningful and connective learning environment which is of benefit to the learners. Then, of course, it allows them to learn, as teachers, from each other, about different methodologies associated with a variety of subject areas. I do feel that this co-operation and collaboration between subject areas and languages is crucial to the development of CLIL.

Whether the teacher of English as a foreign language integrates CLIL topics into the English classroom or whether the English teacher assists another subject teacher, a historian or a geographer, to teach that subject through the medium of English, in my view the English teacher has much to gain. In instances where the English teacher incorporates some CLIL teaching into their own classes, then the gain has to do first of all with the content, because

learners are learning new concepts understanding their knowledge in areas other than those associated traditionally with language learning, such as with grammar, and in my view this gives a very concrete example of how languages can be used to learn as well as to communicate. Another gain is that it potentially provides an alternative perspective on communication which frees English teachers from what I would call “the grammatical straight jacket” in CLIL lessons. If I can explain, learners will need to access linguistic forms which will not necessarily correspond to an ordered vertical view of grammatical progression. And I can give you an example where young learners in a History CLIL topic needed to use the construction “what would have happened if...?” They needed to do this in order to develop their hypothesising skills. When the teacher taught how to use that particular tense they did not experience any particular difficulties, and, what is more, it encouraged them to use spontaneous and creative language. One could argue that CLIL gives English teachers an opportunity to go beyond the textbook, and to vary their teaching considerably, and to build on what they already do successfully. It extends the role from being the language teacher who provides the essential and the ordered framework for language learning, to a CLIL teacher with which communication strategies are played out in a different

learning context. Alternatively, the English teacher may begin co-operating, changing the learning goal, linguistic function and so on, to extend key work in other subject areas. This will involve an analysis of language as a release to communication not normally in the repertoire of language teachers, and I personally welcome this way of providing a really good opportunity to evaluate what is going on in language lessons, and take a critical look about how it relates to the wider curriculum.

I should also like to add that I do not see CLIL as either a threat to English teachers or a reduction of their role to simply the service of others. Instead, CLIL in fact extends the role of English teachers, because beyond grammar teaching it provides genuine opportunities for real communication and encourages interactive methodologies. In other words, the stage is set for meaningful professional development.

C.P. and E.R.: What changes have to operate in content teachers’ attitudes, motivations and/ or agendas so as to understand the benefits of using CLIL, in that case English, to teach subject matters?

D.C.: I have already discussed the crucial nature of collaboration in order for CLIL to take place effectively, and this collaboration has to be between the linguists and the subject teachers. For the subject teachers and, to some extent,

the language teachers, I should like to refer to the Bullock Report which was produced in the UK in the ninety seventies and the basic tenet of the Bullock Report was that all teachers are language teachers. This implies a responsibility on the part of the subject and the language teachers to analyse carefully the curriculum not only in terms of inherent knowledge and skills associated with that subject, but also in terms of language needed in order to function in particular learning environment. For many subject teachers, this is a new concept either in mother tongue teaching or in CLIL. Here I think I would like to quote Mohan who has worked in Canadian immersion environment. He has in fact produced a knowledge framework for analysing the curriculum; he says as follows:

“A language is a system which relates what is being talked about, that is its content, and the means used to talk about it, that is expression. Linguistic content is inseparable from linguistic expression. In subject matter learning, we overlook the role of language as the medium of learning. In language learning, we overlook the fact that content is being communicated”

To me this sums up the responsibilities which all teachers have towards effectively teaching their own subjects whatever they are, but it also suggests that the CLIL environment where the mother tongue is not used enables this curriculum analysis to take place

in what I would call a carefully ordered and planned way.

In relation to this, I feel that we could be asking very fruitful questions such as: which parts of the curriculum relates well to being taught in English? What is the supporting role of teachers? The teaching role, the monitoring role? How can the CLIL experience be reflected upon and researched upon in a meaningful way?

Above all, the teachers that are involved in CLIL, in my view, need to feel that they are contributing in some way to providing a very powerful learning environment, and that they are contributing to moving thinking forward to curriculum innovation rather than being involved in a reductionist view for the privacy of their own subject area.

All teachers involved, therefore, need support, need training which help to dispel most of the fears and some of the worries that obviously a changing perspective may well bring.

C.P. and E.R.: We could now focus on the learners themselves, is there a logical resistance to CLIL from students?

D.C.: I should like to draw on research that is based in English CLIL classrooms and also on my own personal visits to observe CLIL teachers and CLIL student teachers in operation. The whole concept of resistance I think needs clarifying, since I feel that students should be well prepared before embarking on

CLIL programmes and they should understand what the potential gains, the benefits are, and these are usually quite easy to understand in terms of linguistic profile and the other skills or qualities which the CLIL programmes potentially can develop. Usually there is a lack of confidence in the early stages of CLIL, which may well be clothed in terms of a resistance to using the target language, and perhaps between learners themselves or between the learners and the teacher. In my view, confidence-building techniques must be coopted into the programme right from the very beginning. There is a huge difference between using the target language to learn and using it to communicate as in the traditional languages classroom. If I can quote an example of a technique for confidence building in one school I know, they hold what is called a language clinic. At specific times during the week, students can go and consult teachers about any problems they may have encountered in the CLIL classroom knowing that this communication will take place in the mother tongue. These clinics provide as much psychological support as they do linguistic support but have proved to be very successful in the early stages of CLIL learning. In addition, to encourage and enable students to speak to each other to me is dependent on the type of tasks, the type of activities which students engage in during the CLIL lessons. Research also suggests that the CLIL environment can help

develop linguistic cognitive and metacognitive skills. In particular, here I would like to make mention of study skills where students themselves show indications that their ability to concentrate for longer periods of time has increased, and that they are prepared to take risks and their problem-solving skills have improved. Indeed their motivation and their expectations have also increased, as have teacher expectations of what can be achieved.

Therefore I should say that, in order for the challenge to be a motivating challenge for the students, teachers would need to be very aware of the kind of experiences they provide for the learners in terms of the organisation of CLIL courses, the teaching, methods used within CLIL classrooms and the integration of a learning support system to enable learners to become confident and competent in the CLIL environment.

C.P and E.R.: What is the challenge for the educational system with CLIL?

D.C.: I would like to concentrate on two issues here. The first one is to do with integrating CLIL into the curriculum and the second one is to do with the framework within which the integration takes place. The first step of course is to do with clarifying the aims and objectives of the CLIL programme. Questions such as who are the learners and who

will deliver the CLIL course and what are the intended outcomes. These needs need to be addressed in very clear terms. This will then enable the effective planning of courses to take place and structures to be set up.

The framework itself will depend on the keyplayers in each region, ranging from the ministries and educational policy to have teachers in schools as well as parents and the learners themselves. In some contexts it may well be feasible to organise a CLIL programme which should take account of four or five years of the learning of another subject through the medium of English. In others it may well be that a modular approach is more applicable. The problem when to adopt a strong or a light approach to content-based methodology really is dependent on the initial aims and objectives of the programme. In my view, particularly in an experimental environment, a modular approach, as the one newly set up within the “Curs de Qualificació Pedagògica” at the Universitat Pompeu Fabra, has many advantages over the rest, because it is easy to organise and to control. It also allows for more flexibility. It enables individual schools or groups of schools to target specific subjects and make decisions regarding the subjects and topic area, the teachers, the learners, the length of time for the CLIL module, the resources and the training implications. In a school where the head teacher

is able to support the staff, I’m encouraging a collaborative approach to CLIL where the English teacher is prepared to collaborate with the subject teacher to organise their teaching module, then conditions are favourable to experiment with CLIL modules. For example, in one school that I know, all students who have been learning the foreign language for three years have an entitlement to spend at least ten weeks of their third year in secondary education working on a subject project in a foreign language. This might be, for example in History, studying aspects of the Second World War in German, in Geography looking at features of glaciations in French or, in Science, investigating the solar system in Spanish.

It is hoped that this kind of approach will gently encourage more and more teachers to become involved and to take ownership of the modules and work on developing the potential of the modules in their own way. A modular approach also seems to link rather nicely with the European language portfolio and it is hoped that the schools will experiment with how they can incorporate the CLIL modules into the development of language portfolios in their own institutions.

C.P. and E.R.: There is another issue whether CLIL works better when students have a certain command of the language already.

D.C.: Learning through the medium of a foreign language identifies an environment where potentially the cognitive level of the language surpasses their linguistic level. I suppose you could therefore argue that the more linguistically advanced the learner, the more effective the conditions are for effective subject learning. However, I find this view far too simplistic. There is some evidence to show that the higher the linguistic levels of the learners, the greatest the tendency is to teach as one would in the mother tongue, yet simply switch the linguistic code. And in such instances translations become a key skill. For me, this leaves much of the CLIL potential completely undeveloped. Learners whose linguistic level is much lower will need an environment where key concepts and skills are clearly presented and where thinking skills develop in a rational and planned way. Some learners have commented that they have actually understood quite difficult and demanding concepts relatively easily, because of the way in which they have been presented in the foreign language, which has meant that some of the redundancies of languages have been avoided and other ways of presenting have also been incorporated. I am thinking here in particular of visual support and paralinguistic support, and so on.

The interesting issue here is how one moves from cognitively demanding but linguistically

undemanding, towards more cognitive demanding and linguistically demanding material. This has encouraged teachers themselves to become actual researchers in their own classrooms. It is providing them with a real enthusiasm for examining their own classroom practice and identifying those areas, those activities which constitute effective CLIL teaching.

I should point out that CLIL does not replace conventional language classes. Language learning which is well ordered and planned and allows learners to fix a different linguistic system in terms of grammar, lexis and structure to me is as necessary as ever. And yet, a language class which also incorporates elements of CLIL, which acknowledges that learners need a comfortable environment or a safe environment in which to practice communicating in the target language, that enables learners to interact meaningfully, which supports and assists for development is in my view more likely to provide an acquisition-rich environment where learners are encouraged to articulate and reflect upon their learning. Those classrooms are the ones which have an essential role to play in leading individuals towards becoming autonomous learners.

C.P. and E.R.: Something to conclude with?

D.C.: I feel that CLIL offers exciting opportunities for all teachers, whether they are language teachers or whether they are subject teachers, to re-assess their teaching practice and to be part of a movement which will take learning in general and language learning in particular into a new era. An era which addresses the needs of young people. I look forward to working with teachers and researchers in a variety of networks where the implementation of what I call the Four-C curriculum is set to bring about a sea changing language learning. The Four-C curriculum is based on examining the role played by content, communication, cognition and culture, and it seems to me that CLIL, without being a panacea, can certainly play a driving role in moving educational practice forward into the next decade. CLIL is a relatively new way of viewing the curriculum, and the path ahead is challenging. Yet I feel most worthwhile if we concur with the view held by Hugo Baetens Beardsmore that bilingual education is about getting education not about becoming bilingual.

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George and the Dragon

Diputació, 269 (Psg. de Gracia, 32)
08007 BARCELONA

Viernes y Sábados música en vivo a las 12 de la noche.
Domingos música en vivo a las 10:30 de la noche.

Por la consumición de una cerveza te invitamos a la segunda.

Drink one beer and get the second one for free.

APAC ELT CONVENTION 1999

i n d e x

30

**Is it possible to teach a toddler English?
Yes!! How? Come along and see.**

by Christine Brook

Is it possible to teach a toddler English? Yes!! How? come along and see.

Human potential. Early Simulation.

by Christine Brook

Why?

A child's brain is like a sponge.
People say, "Don't talk over kids heads."
What we must do is talk over their heads.

How?

If they learn their mother tongue they are capable of learning another one simultaneously and as many others as you can teach them.

How is this achieved?

How do babies learn their mother tongue?
Through:

- 1 - REPETITION
- 2 - MOTIVATION and LOVE
- 3 - HABITS - ROUTINE

1- REPETITION

Go over and over things again and again in as many different ways as you can.

Vary the teaching methods and materials so it doesn't become boring.

By doing this you can achieve that a 1-year-old child will sit, listen and join in with you for up to half an hour of input everyday.

The abilities you can stimulate:

- Sight: pictures, videos, pre-reading
- Hearing: listening to tapes
Teachers voice
- Touching: playing games, writing
- Speech: conversation, singing

2 - MOTIVATION AND LOVE

Be happy in the class, smile and laugh.
Act like a clown to get their attention (but don't go overboard as things could get out of hand).
Make as many different face expressions and different sounds as you can.
If you kiss each kid everyday before you leave the class, this gains their loving confidence and after a few sessions they will come to kiss you.

Always keep your eyes on the childrens' eyes.
Enjoy yourself! The kids will perceive this and want to listen to you, join in with you and imitate you.

Have fun!!
BE JOYOUS!
BE JOYOUS!
BE JOYOUS!

3 - CLASSROOM HABITS

Get the children to sit in the same place as the class teacher does everyday.

Do everything in the same order.

If you are in a school with lots of children in the class, get the class teacher to stay in with you. This helps the children to gain confidence in you.

The first week go in for 5 minutes, the second 10 minutes, the third 15 minutes, the fourth 20 minutes, the fifth 25 minutes, and the sixth 30 minutes.

If you have even more time with them, play with each individual child out in the playground, or go for walks with them...

A bit (a picture)

Bits must be made from stiff, white card and they must all be the same size.

A bit must be honest and factual.

It should be:

- 1 - Precise: accurate, scientific detail.
- 2 - Discrete: 1 item
- 3 - Unambiguous: a yellow teddy bear
- 4 - New: if not it gets boring

You should show them very quickly so the child doesn't get bored.

A Flashcard (a word)

Must be made from stiff card all the same size.

The writing should be big.

Write with thick black felt pen.

Both bits and flashcards should be shown very quickly because a child's concentration span is very short.

Here is a possible role-play for a 5-year-old upwards. It could be adapted to any age. Make hats from card for the principle parts.

A DAY AT THE BEACH WITH SPOT

Role play

1st scene: SPOT'S HOUSE

Spot, Daddy and Mummy

The children who do not take part, hold cards with sea waves on or sand on or Spot's house on.

All the children introduce themselves. "Hello I am..."

SPOT'S MUMMY - Good morning Spot.
SPOT - Good morning Mummy.
SPOT'S MUMMY - Here's your breakfast.
SPOT - Thank you Mummy. (Spot eats his breakfast)
Where is Daddy?
SPOT'S MUMMY - He is putting some things in the car. We are going to the beach.
SPOT - Hooray!
SPOT'S MUMMY - But you must finish your breakfast first, Spot.
SPOT - OK Mummy.
(Spot eats his breakfast very quickly)
SPOT'S MUMMY - Very good Spot. Now what do you want to take with you?
SPOT - I want to take my towel and my hat, my bucket and my spade,
my fishing rod and fishing net, my flippers and my snorkel.
SPOT'S MUMMY - But we are only going for the day Spot!
(Spot looks sad)
Come on then, shall I help you?
SPOT - Yes please Mummy, thank you.
(They take the things to the car).

2nd scene: IN THE CAR

SPOT'S DADDY - What a beautiful day!
SPOT - Yes it is. Can I go swimming Daddy?
SPOT'S DADDY - Yes, of course.

3rd scene AT THE BEACH

SPOT'S DADDY - Here we are at the beach. Look Spot!
I can see some of your friends.
SPOT - Yupi.
(They get out of the car. Spot runs to his friends.
Mummy and Daddy sit on the sand.)
SPOT - Hello everybody.
SPOT'S FRIENDS - Hello Spot.
SPOT - Let's go swimming.
MONKEY - Yes, it's very hot today. Do you want to come crocodile?
CROCODILE - Yes please. Do you want to come snake?
SNAKE - Yes please. Do you want to come penguin?
PENGUIN - Yes please. Do you want to come bear?
BEAR - Yes please. Do you want to come tortoise?
TORTOISE - Yes please. Do you want to come hippopotamus?
HIPPOPOTAMUS - Yes please. Do you want to come lion?
LION - Yes please. Let's all go swimming with Spot.
(They all swim in the sea)
MONKEY - Oh look! There are some boats over there.
SNAKE - Yes, let's go in a boat.
(they all get in a boat and sing, Row, row, row your boat...)
HIPPOPOTAMUS - Now let's go and play on the beach.
LION - Yes come on everybody.
(They all play with their buckets and spades on the beach)
SPOT'S DADDY - Come on Spot, it's time to go home.
SPOT - OK Daddy. Goodbye everybody.
FRIENDS - Goodbye Spot. See you tomorrow.
(Spot goes home in the car)

ERRORS IN LANGUAGE LEARNING AND USE: EXPLORING ERROR ANALYSIS

CARL JAMES

London and New York: Longman. 1998

by **Josep M. Cots Caimons**

Universitat de Lleida

An error is “a linguistic form which, in the same context would in all likelihood not be produced by the learner’s native speaker counterparts”. This is the definition of error Carl James adopts in his book and it shows us that error analysis has gone a long way from its heyday in the 1970s. We are no longer so much interested in universal developmental errors or in typical errors of Catalan learners, for example; rather we want to find out the degree of discrepancy between the performance of two individuals, a non-native speaker (NNS) and a native speaker (NS) in a specific socio-cultural context. The new error analysis takes us, therefore, into the analysis of communicative behaviour from a contrastive point of view and into the realm of areas of study as important nowadays as pragmatics, discourse analysis and multiculturalism.

The question of why we, foreign language teachers, need to know about error analysis does not seem to beg an answer because we all know how much of a source of headaches errors are to both learners and teachers. Nevertheless, I think that many of us lack a framework to approach errors in a systematic way, to understand them and undertake appropriate corrective action. This, I think, is the main value of James’ book: it is not only a very thorough introduction to the field of error analysis, it can also be seen as a guide for teachers on how to deal with errors.

The first two chapters are perhaps the only ones which may be seen as more clearly addressed to the specialist in error analysis. Their goal is to situate error analysis historically and epistemologically, as an area of scientific enquiry within

applied linguistics. Nevertheless, from the third chapter onwards one is more directly appealed by a practical discourse in which the personal experience of the author plays a very important role. In these chapters we may find an answer (or many!) to all those questions concerning errors, about which we have wondered at some point in our careers.

The underlying question in chapter 3 could be “What is an error?”. Besides revising the traditional distinction between errors and mistakes, in this chapter James alerts us to “silence” (or “avoidance”) as a manifestation of ignorance, and he also call our attention upon the different types of “deviance” that an error may represent depending on what we take as reference; for example how many of us would give some thought to the following utterance? “Everyone should have his own umbrella”. Do we find the example correct, incorrect or politically incorrect?

The next logical question a teacher can ask is “How do I go about locating and counting errors?”, and the answer to it constitutes the nucleus of chapter 4. The first issue that is raised in the chapter is connected with the differences between detecting errors in written and spoken language, between one’s own production and others’ productions, and among NNS teachers, NS teachers and NS non-teachers. In the second part of the chapter we learn that after counting errors by applying a specific taxonomy we will be able to obtain a “linguistic profile” of our learners and know them a bit better.

Chapters 5 and 6 connect the topic of “errors” with linguistics and psycholinguistics, respectively; the

reviews

questions in this case could be “What type of knowledge of language is involved in an error?” and “What caused the error?”. The former chapter is based on a very detailed taxonomy for classifying errors according to the level of linguistic description; the author distinguishes among three general levels: substance (including graphetics and phonology), text (lexis and grammar) and discourse (discourse and pragmatics). Chapter 6 deals with the sources of errors, which in James’ view can be grouped into four types: the transfer from L1 patterns to the learner’s L2 (interlingual errors), the wrong hypotheses the learner makes about the L2 system (learning strategy-based errors), the need to communicate with an incomplete knowledge of the L2 (communication strategy-based errors), the learning situation including aspects such as materials, teacher talk, etc. (induced errors).

The question that could be associated with chapter 7 is “How serious is a specific error?” Again, in this case the answer depends on the criterion we adopt: linguistic (range of application of the rule infringed), frequency (on the part of the learner or on the part of the native speaker), comprehensibility (including both literal and non-literal meanings) and irritability (degree of pleasantness associated with the presence of the error). This last criterion is especially important because it shows us how error analysis is becoming a fruitful tool for research in multicultural communication.

Chapter 8 is built around two questions: “Should I correct my learners’ errors? If so, how?” Once he has presented arguments against and in favour of

error correction, the author sees more clarity in the former group and, therefore, he goes on to suggesting four principles for error correction: effectiveness, sensitiveness, student preferences, two stage correction (i.e. what the learner said what the learner was trying to say (stage 1) what a native speaker would say instead (stage 2)).

The last chapter in the book involves a “guided exercise” on error analysis in which James applies the methodology he has discussed in the previous chapters to the analysis of a text produced by a foreign language learner. In the closing lines of this chapter the author hopes that the book has convinced the reader that error analysis is not only necessary but worthwhile; this last chapter convinces us as well that we do not need to be a specialist to carry it out and use it for our classes.

If you want to **contribute to this section**, APAC of News gives you two options:

1. You can review one of the titles available in our office, which you can borrow during our regular office hours (Monday to Friday 16:00 h. to 20:00 h.)
2. You can review one of the titles you have read recently. Do not forget to include the complete bibliographical information and, if possible, a photocopy of the cover of the book.

web

CORNER

by Neus Portas

language on the net

Surfing the web, we have found a very interesting site for those who teach advanced or proficiency level. The web of the "Common Errors in English" (<http://www.wsu.edu/%7Ebrians/errors/errors.html>). Listed in alphabetical order, are all the words that are used incorrectly as well as words that can be used in oral language but are not correct in written language.

This web site can be very useful for students, because they can check at any time whether they are using the correct word at a given time.

The web has other sections, like "Non Errors", where you can find those words or grammatical uses which people think are not correct but, in fact, are correct.

Another remarking section is the one about "Funny Errors" and "Confusing Expressions".

There is also an article worth mentioning about the errors that spelling checkers do not detect. It is this section that demonstrates the importance of this web site: it is not enough to have a spelling checker in the computer.

In this site some other web sites are given, related to "Common Errors" in English.

Just have a look at them and see of what use they can be to you. We'll talk about them in the next issue, so if you have already visited them by then and have an opinion, we would be grateful to know what you think about them and include your comments in the article.

Well, here we are, in the year 2000. Even though it is not scientifically a new millennium, we have all celebrated new year's eve as if it were.

A new era is coming. And, in spite of the Y2K problem, it has been demonstrated that computers are ruling the change. Computers are changing everything. And by "computers" we mean Internet.

Although some could think that this digital era is going to isolate people, the truth is that it depends on each one of us to get the maximum benefits from all the digital changes.

From these pages in APAC of News, we would like to help those who are not familiarized with Internet yet, showing step by step, how to make the best of it and turning Internet into a great tool to be used in English teaching.

This has become a circular process: Internet gives resources to teach English; and English is necessary to surf the web and find these resources.

All the addresses given in these pages, will also be available on our web page www.apac.es. For any comments or doubts, just send us an email. Doing so, we will learn from each other how to use this new, useful and fascinating media: Internet.

In each issue, we will give some information on how to surf the web and the most interesting sites we have found. We hope you enjoy our first contribution.

web

CORNER

Here are some more addresses that will help you to "surf" along.

This is a page that is meant to be a place where to exchange useful and interesting addresses connected to our profession.

<http://www.u-net.com/eflweb>

On-line magazine for those teaching and learning English as a Foreign Language. It offers articles, information on events and conferences, a virtual bookshop, virtual software store, a guide to English Language Schools and colleagues in Britain, a notice board for questions you might want to ask, product, reviews...

<http://www.tesol.edu/pubs/magz/tmcurrent.html>

Tesol Matters, one of Tesol's on-line publications.

<http://www.sussex.ac.uk/langc/CALL.html>

The Virtual CALL Library site aims to be a central point of access to the diverse collection of Computer assisted Language Learning (CALL) software scattered across the Internet and available for downloading.

<http://www.ilcgroup.com/interactive>

Interactive English Language Exercises on Grammar, Vocabulary and Idioms ready to be used right away by both students and teachers.

<http://www.facstaff.bucknell.edu/rbeard/diction.html>

Based on Merriam-Webster's Collegiate Dictionary, this site offers instant definitions and is linked to more than 800 dictionaries in 150 languages (including Basque).

<http://www.vtc.ngfl.gov.uk>

The Virtual Teacher Center is a prototype developed by the British Educational Communications and Technology Agency (Becta), formerly the National Council for Educational Technology. An increasingly rich and varied resource for teaching and learning in general. In order to find material quickly, it has a facility which searches the VTC content and the sites to which the VTC is linked.

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Articles, long or short, that draw on experience with new materials, new methods or new techniques are most welcome. APAC OF NEWS is also keen to publish articles on methodological and educational issues related to the teaching profession.

Reviews of books, interviews and other texts are also published regularly. If you have read a book you would like to recommend or if you have the opportunity to interview somebody who you think may be of interest to our readers, or you have had an experience, attended a course, been to a lecture you would like to tell other teachers about, please write it down and send it to us.

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5. When quoting or giving references do so clearly and include full bibliographical details at the end.
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All contributions are welcomed and read. We will contact you to recommend changes if that is necessary. If your contribution is accepted and published you will receive two free copies of the issue in which it appears. If you are planning to write an article, review or interview and have any questions please do not hesitate to contact us.

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