

ASSOCIACIÓ DE PROFESSORS D'ANGLÈS DE CATALUNYA

**A P A C**  
of

# NEWS

**Resum Junta General Ordinària**

**ELT CONVENTION 2000**

**Round Table**

**Actes: Sonia Casal Madinabeitia**

**Cristina Escobar and Luci Nussbaum**

**Maria González Davies**

**David Block**

**Núria Vidal**

***The British Council:***

**When was the Battle of Hastings?**

**by Lesley Denham**

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# A P A C of NEWS

nº39

MAY 2000

Dear APAC Members,

We are approaching yet another summer and when the present school year finishes we should like to weigh up APAC's activities in the past year. A fairly exhaustive review was made at the General Meeting on the 7th of April, unfortunately fewer people attended than expected, for this reason we have included here the minutes of that meeting so that all members be informed of the topics discussed.

Again this year there was an increased attendance at the 'Jornades 2000'. In the charts, annexed to the minutes of the meeting, are shown the number and types of teachers that participated. We are pleased with the success of the 'Jornades' but realize that certain improvements could be made. Please send us your suggestions so that we can incorporate them into the coming sessions. Also we should be glad to know of any experiences you consider worthy of communicating to other members and whether you know of any "local or foreign speakers" likely to be of interest; in either case do not hesitate to send us this information through the "call for papers" that you will be receiving next September: of these you can make as many photocopies as you wish.

This year there were many participants in the "Premi APAC". Probably the fact that among the prizes were 2 grants, each for 2 weeks stay in the British Isles including accommodation and classes, encouraged many to take part. May we remind you that basic rules for these awards have been changed; these are published in this issue as well as on our Web page.

We should like to remind you that the "Jornades 2001" coincide with The "Premi John McDowell" which is a bi-annual event, the rules for which can be consulted in this issue of A of N.

As you already know a group of secondary school teachers are demanding a greater number of weekly hours for foreign languages or the inclusion of English in the curriculum of students in the "ciclos formativos" as well as claiming the right to split up groups notwithstanding how many groups are already permitted by the centre in question and this group of teachers has initiated a collection of signatures to be sent either by post or E mail. To date we have received 1,622 signatures which are being forwarded to the President of the "Generalidad" as well as to the Board of Education and the Trade Unions. You will be informed of further developments.

In accordance with the Statutes of the Association an Extraordinary General Meeting is to be convened for February 2001 to elect a new Board of Management constituted by a President, a Secretary, a Treasurer and six other members. Candidates for nomination should present their names before November 30th so as to give sufficient time for the electoral campaign. Members wishing to promote an electoral campaign have at their disposal our Web page and the September issue of this review, for this May issue no candidatures have been received.

It has been with pleasure that we have worked until now but feel we merit a relief from our charge. We are all APAC and we are convinced that a change of personalities on the Board will bring new ideas and fresh energy. We are fully prepared to help those who need information before deciding to dedicate themselves to the task.

Many of you will devote part of your holidays to furthering your Training and others will travel to English-speaking countries for a refresher course, yet others will attempt to forget, for a few months, life in the classroom.

To you all we wish a well earned rest.

Yours

Isabel Vidaller, President of APAC

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The opinions expressed by contributors are their own and not necessarily those of APAC itself.

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# Premi John McDowell 2001

El premi John McDowell, instituït conjuntament per l'Associació de Professors d'Anglès de Catalunya (APAC), la Direcció General de Política Lingüística (DGPL), l'Institut Britànic (IB), la Universitat Autònoma (UA) i la Universitat de Barcelona (UB), es proposa estimular la innovació i recerca en l'ensenyament de l'anglès com a llengua estrangera i del català per a adults com a primera o segona llengua.

Aquest premi té una periodicitat biennal.

En l'edició d'enguany a més dels organitzadors APAC, DGPL i IB, hi col·laboren la UAB, la UB i el Consorci per a la Normalització Lingüística (CPNL).

## 1. Destinatari

- Professors de llengua catalana (batxillerat, formació d'adults, escoles d'idiomes, universitats,...) que treballin habitualment a territoris de parla catalana.
- Professors de llengua anglesa (primària, secundària, formació professional, escoles d'idiomes, formació d'adults, universitats,...) que treballin habitualment a territoris de parla catalana.
- Professors de llengua catalana que treballin fora dels territoris de parla catalana (universitats estrangeres i espanyoles, casals,...).

## 2. Tipus de treballs que poden optar al premi

- Exposicions d'experiències pràctiques d'ensenyament de llengües.
  - Reculls de materials didàctics.
  - Treballs o projectes de recerca.
- Els treballs presentats han de ser inèdits.

## 3. Temàtica

Sense excloure cap àrea d'interès, es prioritzaran els treballs:

- transversals, és a dir, que continguin materials o tècniques aplicables tant al català com a l'anglès;
- relacionats amb el desenvolupament de l'autonomia en l'aprenentatge de llengua dins i fora de l'aula;
- relacionats amb la formació del professorat;
- trans-culturals i de contacte entre l'anglès i el català i el català amb altres llengües;
- relacionats amb perspectives supra-nacionals o europees d'ensenyament i aprenentatge de llengües,
- adaptats especialment a les necessitats del moment.

## 4. Presentació

Els treballs s'han de presentar mecanografiats a doble espai i per una sola cara, en paper i en suport informàtic. L'extensió mínima és de 20 fulls. Els treballs poden anar acompanyats de material audiovisual i informàtic. Cal presentar un original i dues còpies.

Els treballs s'han de presentar a la seu de l'APAC

(Gran Via de les Corts Catalanes, 606, 4t 2a, F i G. 08007 Barcelona)

## 5. Dates de presentació dels treballs

Data límit de lliurament dels treballs: 15 de gener de 2001.

Veredictes i lliurament dels premis: febrer de 2001.

## 6. Jurat

El jurat estarà format per:

- Representants de les institucions organitzadores: dos representants de l'APAC amb les funcions de presidència i secretaria, dos representants de la DGPL i un representant de l'IB
- Representants de les entitats col·laboradores: un representant per a cada una de les institucions participants UAB, UB i CPNL. Cal tenir en compte que ha d'haver-hi una persona per a cada un dels nivells educatius corresponents als treballs presentats.

## 7. Premis

Es concediran tres premis, la dotació dels quals consistirà en:

- Publicació del treball.
- Diploma acreditatiu.

A més, per al primer premi s'ofereix una matrícula a un dels cursos d'estiu del British Council a Anglaterra, viatge inclòs. Es farà una menció honorífica als accessits.

## 8. Publicacions

Els treballs guanyadors seran publicats en la col·lecció "COM/Materials Didàctics" de la Direcció General de Política Lingüística del Departament de Cultura. Només es publicarà la part escrita. En cas que els treballs siguin molt extensos, se'n publicarà una versió reduïda d'acord amb els autors.

A més, s'estudiarà la possibilitat de publicar les mencions honorífiques o aquells treballs que es considerin interessants per ser difosos. (L'APAC i la DGPL es reserven el dret de publicar la resta dels treballs presentats durant el termini d'un any.)

Organitzat per:

**APAC**  
ASSOCIACIÓ DE PROFESSORS  
D'ANGLÈS DE CATALUNYA

 Generalitat de Catalunya  
Departament de Cultura  
**Direcció General  
de Política Lingüística**

Amb la col·laboració:

  
Institut Britànic

  
CONSORCI PER A  
LA NORMALITZACIÓ  
LINGÜÍSTICA

  
Universitat Autònoma de Barcelona

  
UNIVERSITAT DE BARCELONA

# RESUM JUNTA GENERAL ORDINÀRIA

El 7 d'abril de 2000, va tenir lloc, a la Sala d'Actes de la Universitat Pompeu Fabra de Les Rambles de Barcelona, la Junta General Ordinària de la nostra associació. Transcrivim tot seguit el resum i les conclusions de la esmentada Junta.

La Presidenta va encoratjar a tots els associats a presentar una candidatura per a les pròximes eleccions que es convocaran el proper any 2001. Va remarcar la necessitat de renovació, ja que APAC està creixent amb número d'associats però no amb col·laboradors, i va oferir el butlletí a tots aquells associats que vulguessin presentar una candidatura.

Tot seguit va comentar el protocol signat per Política Lingüística, l'Institut Britànic i la nostra associació en relació al premi John McDowell, segons el qual Política Lingüística es compromet a publicar els treballs guanyadors, l'Institut Britànic dóna una beca al Regne Unit i nosaltres a organitzar-lo cada dos anys.

Pel que fa al premi Apac, aquest any vam allargar el termini de presentació de treballs amb el consegüent augment de participació. S'han modificat les bases i ampliat les categories. Aquesta informació també la trobareu a la nostra pàgina web. Els premis consisteixen en dos estades al Regne Unit segons la categoria i material didàctic.

Hem aconseguit que el butlletí vagi millorant tant en el seu aspecte formal com en el seu contingut i en la seva puntualitat (surts regularment al setembre, febrer i maig).

El tercer monogràfic dedicat a Assessment cedit per el professor Andy Hargreaves de la Universitat de Ontario es troba ja a l'impremta.

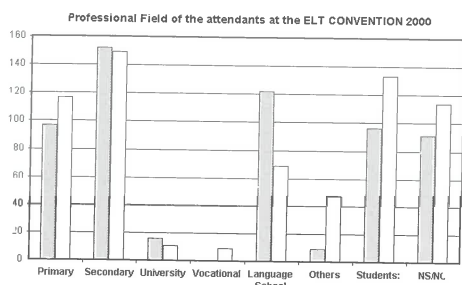
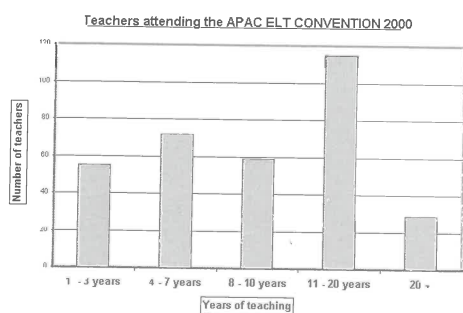
Com associació continuem recolzant tots els grups de professors que sol·liciten la nostra col·laboració (hem esponsoritzat un ponent a les jornades d'Ampostà, Tarragona i de Girona; us vàrem fer arribar a tots els associats/des, i a tots els IES i escoles de secundària concertades les cartes redactades per un col·lectiu de professors preocupats per la situació de l'anglès en la nova Reforma Educativa, les signatures recollides seran enviades al President de la Generalitat).

La valoració general de las Jornades s'ha considerat positiva. Aquest any hi hagut un increment de participants. Els cursets (que compten amb el reconeixement del Departament d'Ensenyament) segueixen tenint molt d'èxit i aquest any se'n van oferir tres. Per primera vegada vam demanar els anys d'experiència del professorat assistent i hem tingut la sorpresa agradable de comprovar que més del 61.5% porta més de

set anys dedicats a la docència. Els percentatges d'assistents segons el seu camp de procedència ha variat lleugerament en relació a les jornades anteriors (secundària 23%, estudiants 20.5%, primària 18%, escoles d'idiomes 10.6%, altres 5.5%, universitat 1.7%, vocacional 1.4%, no ho han especificat 19.3%). Aquesta informació ens servirà perquè l'oferta de l'any vinent s'adeqüi millor al percentatge de matrícula dels diferents estaments. Aquest any també vàrem sol·licitar la vostra col·laboració al demanar-vos que ens comentéssiu que us havien semblat les xerrades escollides. Això ens permetria anar creant una base de dades que ens permetés poder fer una proposta més acurada. Malauradament la impressió no era prou clara i el número de respostes obtingudes no és prou significatiu. Esperem poder-ho millorar en les properes Jornades.

A continuació es va detallar el estat de comptes.

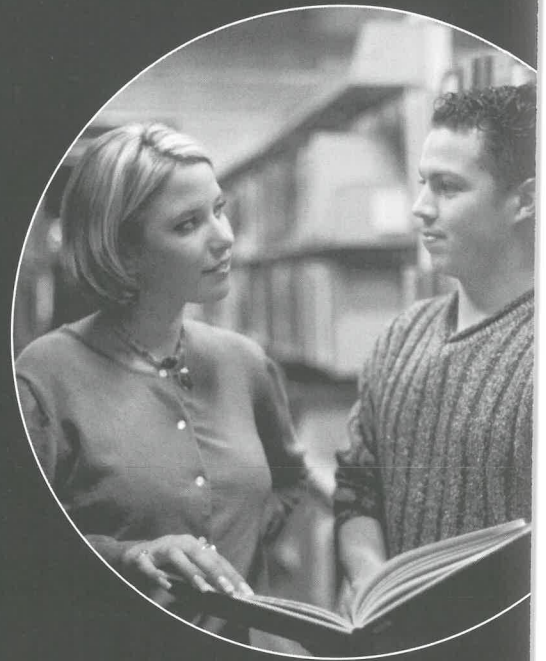
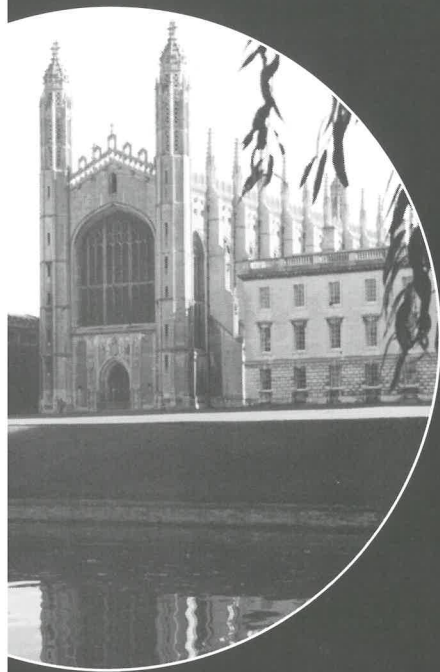
A les 18.45 es va donar per acabada la Junta i vam donar pas a John McRae i la seva ponència *Five Skill Englishes*, seguit d'un petit refrigeri. Hem demanat al professor McRae el text de la seva xerrada i la publicarem en el proper butlletí.



\* Primary, and Primary Secondary/Language School/Teacher Trainer/University/Material writer  
\* Secondary, and Secondary Language School/Teacher Trainer/University/Material writer

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Tel: 93 241 98 41 / 93 241 99 72

Fax: 93 202 36 95

email: [examinations.services@es.britcoun.org](mailto:examinations.services@es.britcoun.org)



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# 11è

# CONCURS PREMI APAC ACTA DEL JURAT



**El jurat del 11è Concurs APAC, reunit en sessió extraordinària el passat 16 de febrer per a deliberar sobre els treballs rebuts en la present convocatòria voldria fer públic unes consideracions sobre la present edició abans d'esmentar els treballs guardonats:**

Elogiar la gran quantitat de treballs presentats per a l'edició d'enguany, tant pel que fa referència a produccions presentades pels alumnes com per la varietat de suports materials i tecnològics de les tasques.

La gran quantitat de treballs presentats ha obligat al jurat a proposar, que algun dels premis tinguin caràcter col·lectiu i s'atorguin a un centre, atès que hi havia en alguns casos molts treballs d'un mateix centre o grup classe, i que eren valorats de manera molt semblant. Volem lloar així mateix la gran qualitat dels treballs, cosa que ha dificultat enormement la tasca del Jurat.

Per finalitzar, el jurat voldria encoratjar als no guardonats, i aquells que no han presentat cap treball per a l'edició d'enguany, per tal que considerin que cal continuar encoratjant els nostres alumnes i a nosaltres mateixos, a participar en properes edicions. La participació en un concurs ha de ser emprat pel professor/a com a motivació per als alumnes.

## **Els treballs guardonats en aquesta onzena edició del Concurs APAC són:**

### **MODALITAT A Exposicions d'experiències pràctiques d'ensenyament de llengua anglesa**

La qualitat dels treballs presentats a aquesta modalitat ha estat tan elevada que el jurat ha cregut oportú concedir tres accèssits en lloc d'un a més a més d'un premi.

**EL PREMI** consistent en un curs en el Regne Unit ha estat concedit a una experiència interdisciplinària entre les àrees d'Educació Física i Llengua Anglesa presentada amb el nom de "*The Little Indian*" i la persona que l'ha duta a terme és **CRISTINA SANTAMARIA MARÍN** de BARCELONA.

**Els ACCÈSSITS** són per a **Gaietà Macián** de l'IES de CASTELLAR DEL VALLÈS, amb el treball "*The film of the Year*", per a **Montserrat Cebrián** del ZER del Baix Camp amb un treball presentat amb el nom "*Mrs. Rednose comes to our classroom*" i **Maripí Arriaga** d'Argentona i **Carme Masó** de Cabriels per un treball conjunt sobre *GIANTS*.

### **MODALITAT B Treballs o projectes de recerca**

El premi i l'accèssit han quedat deserts.

### **MODALITAT C Treballs presentats pels alumnes (video, revista, còmic, etc.)**

En aquesta modalitat tenim tres premis i dos accèssits.

**Els PREMIS** d'igual categoria són per als següents centres i persones:

Es premia el Projecte **HUMAN RIGHTS** presentat per **L'Escola Les Alzines de Girona**. Aquest treball comprèn material molt divers sobre aquest tema i del qual destaquem principalment un "puzzle" i uns "newspapers" com a activitats especialment creatives. La professora és Anna Farró i les alumnes: Carol Marginet, Marta Capdevila, Meritxell Cortals, Àngela Castillo, M. Ester López i Neus Ruhí entre molts d'altres.

**PREMI** a la **Institució La Miranda de St. Just Desvern** per uns treballs presentats pels seus alumnes de 4t. d'ESO consistents en diversos vídeos i magazines de gran qualitat: Professora Mercè Aguadé i Núria Carol

Recull el premi de 4t. d'ESO A, l'alumne Joan Guillemat, el premi de 4t. d'ESO B, l'alumna Anna Llebaria, el premi de 4t. d'ESO C, l'alumna Georgina Torrades

**PREMI** també per a **L'IES EL PADRÓ DE L'ESCALA** per la qualitat d'uns treballs presentats pels seus alumnes i la seva professora: Núria Esparraguera i les alumnes: Susana Romero, Alumdena Melgar, Anna Ballesta

### **Els ACCÈSSITS**

A **L'IES Cristòfol Ferrer de Premià de Mar** per uns contes presentats per la professora Carmen Pérez i els alumnes: Vanessa Heredia, Laura Berdún i Jordi Murcia

I per a **L'Escola Pia d'Igualada** amb un treball presentat com "A chat show". La professora és Agnès Vall i els alumnes: Meritxell Cortada, Jordi Enrich, Elisabeth Galán, Alba González i Marc Rabell

Un cop lliurats els premis i reiterant la nostra invitació a la participació a la nova edició dels premis, APAC vol agrair a les editorials:

Burlington Books  
Heinemann  
Oxford University Press

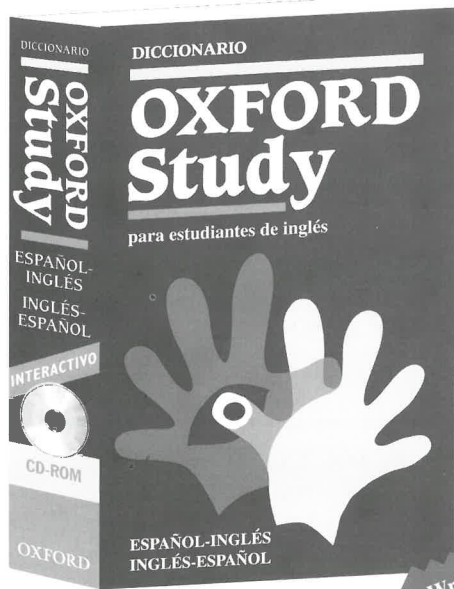
la seva col·laboració en aquests premis quant al material pedagògic de suport amb el qual han volgut col·laborar.

Barcelona, 16 de febrer del 2000

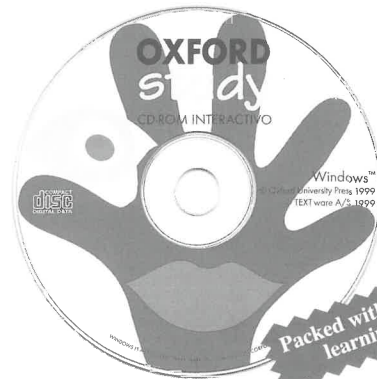
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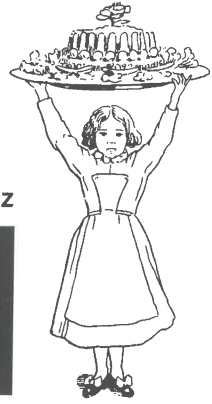
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*How can we continue to motivate upper primary school children and at the same time create a learning experience which gives full attention to cross cultural teaching? Alicia Pérez and Rosie Burke have come up with an activity that does just that.*

by Rosie Burke  
and Alicia Pérez



# The Tea Party

The following three points have been taken into consideration while planning and putting "The Tea Party" into practice. It is a learning experience in a real situation that is both motivating and memorable with a clear cross-cultural link.

1. When learning a foreign language it is important to focus not only on the linguistic aspects of the language but also on the cultural aspects that are involved in order to establish effective communication with the target community.
2. Given that the greater part of the learning process is carried out in the classroom where it is difficult to get a "feel" for all aspects of the language we believe that it is important to create learning experience in real situations.
3. Motivation is of vital importance in determining a healthy attitude towards learning.

With all the above in mind we have worked out the following activity. It can be adapted as necessary and can be as elaborated or as simple as the occasion demands. **The basic activity centres around a tea party at which the children see and taste food and drink associated with English and American culture.**

## PLANNING THE ACTIVITY: PRACTICAL ASPECTS

It is a good idea to invite a native English speaker to give a sense of reality to the activity. Although this is not essential the children will find it stimulating if they are able to communicate in English throughout the activity.

Prepare all your photographic and filming equipment well before the date - this would include films for camera and video, slides, batteries and the cameras themselves. Your students will enjoy going over the activity in class and from a teacher's point of view you will be able to work on the topics arising from the activity.

Record as much as possible including the shopping; the preparation and presentation of the food; the facial expressions of the children while tasting the food for the first time; the activities during the party - songs, stories and interviews.

If possible get help from the school kitchens for basics such as trays, dishes, cutlery and boiling water to make tea.

Start collecting "Tea Realia" well before the day of the party. This would include teapots of different types, containers, books about the topic, and a kettle.

## SHOPPING

Finally do the shopping. In large cities it is easy to find specialised supermarkets with a wide selection of related articles. However even in smaller towns it is not difficult to find and adapt local food.

Specialised supermarket	Conventional supermarket
Selection of pies	Bagels (Bimbo)
Cheddar cheese	Cucumbers
Red Leicester cheese	Irish butter
Sliced white bread	Peanut butter
English muffins	Tea
Chocolate digestive biscuits	Milk
Pork pies	Jam
Sausage rolls	Sugar
Cheese and onion pie	Plates
Gingerbread men	Cups/glasses
Lemon curd	Napkins
Scotch pancakes	Spoons
American muffins	
Hot cross buns	
Christmas pudding	
Chocolate Santas	
Christmas Crackers	
Halloween stuff	
Easter eggs and Bunnies	

## OBJECTIVES

### Basic vocabulary:

Food & utensils

### Communicative functions:

Greetings

Saying thank you

Accepting, refusing

Expressing likes and dislikes

Asking for and offering things.

### Grammar:

Present simple 3rd person "s", questions and negatives with auxiliary "do"

Position of adjectives

Imperatives

### Sociocultural aspects:

Popular traditions

Cross cultural comparisons USA vs GB

Traditional songs: *Polly put the kettle on*

*The Muffin Man*

*Hot cross buns*

*I like coffee, I like tea*

### Seasonal Food:

What is eaten at different times of the year.

Linking food to traditional holidays.

A background knowledge of seasonal food is always useful. The following are a few of the main flavours in the culinary calendar!

## A CULINARY CALENDAR

**January 6th - Twelfth Night.** In many parts of the British Isles this would have been celebrated with far more feasting and festivity than Christmas itself. Traditionally a special cake was prepared containing a lucky dried bean. Any fruit cake with a bean in it adds excitement to a winter tea party.

**January 25th - Burns Night.** Throughout Scotland the ceremony of piping in the haggis is held to celebrate the birth of the poet Robert Burns in 1759. Haggis is lamb's stomach stuffed with various other equally disgusting internal bits of the animal and is truly delicious!

**February/March.** The beginning of lent is celebrated with Pancake Tuesday. In many parts of the country a pancake race is held, participants have to run down the main street of the town, frying pan and pancake in hand. The most famous is in Olney in Buckinghamshire where the race has been run since 1445.

**March/April - Easter celebrations.** On Good Friday Hot Cross Buns are eaten. These are sweet

cinnamon bread rolls with a cross marked on the top and are available from early March in the shops. Traditionally this was the only food allowed during the whole day. In The Widow's Son Inn in London a sailor adds a bun to those already hanging from the ceiling to commemorate the poor widow who baked a bun for her only son who was expected home from sea and never returned.

**Easter Sunday/Monday.** Eggs of all sizes are given. Chocolate ones filled with sweets and surprises are hidden in the garden by the Easter Bunny and the children have to find them. On the Monday especially hard boiled eggs are decorated, rolled downhill in a race and then eaten.

**May.** Large double Gloucester cheeses are rolled downhill on **Whit Monday**, a ceremony originally carried out to protect grazing rights.

**June.** Ale cakes have been served since 1482 in Bury St. Edmunds in order to commemorate the town's founder.

**July/August.** Devon teas - scones served with fresh clotted cream and home made jam are eaten throughout the country all summer.

**August.** In Ballycastle, N. Ireland, the Oul' Lammis Fair is a big traditional fair with a cattle market and side stalls which sell "Yellow Man" - a honeycomb toffee and "Dulse" - an edible dried seaweed.

**September.** Harvest Festivals all over the country.

**October.** Halloween. Apple pies.

**November 5th is Bonfire night** in England. A "guy" is burnt to

"Remember, remember the 5th of November  
Gunpowder, treason and plot.

I see no reason why gunpowder treason  
Should ever be forgot."

when Guy Fawkes tried to put a bomb under the Houses of Parliament in 1605. Sausages on sticks are cooked over the bonfire during the fireworks display.

Also in November is **Thanksgiving Day** celebrated in the USA on the fourth Thursday of November. (In Canada - the second Monday of October) It's a good time to concentrate on American traditions.

Finally in **December - Christmas.** Christmas pudding, turkey & stuffing, brussels sprouts,

chestnuts, crackers, chocolate logs and Santas plus of course a wealth of traditions and songs.

Christmas is followed by Boxing Day (Dec. 26th) and then by New Year's Eve.(Dec 31st)

Check out on the culinary calendar if there is any particular festival you want to tie in and then start partying!

## THE TEA PARTY

The children should arrive to find all the food well laid out. They are introduced to the native English speaker and can then sing one of the songs - e.g. Polly put the kettle on.

The party itself should last about three quarters of an hour or so and can include different activities:

- Songs
- A short talk about the history of tea.
- An explanation of the different utensils used in tea making.
- A contrast between the children in the classroom and children in the UK/USA and their timetables, habits etc.
- What are you going to eat? Show them all the food and if possible let them smell some of it - especially Christmas Pudding!
- Tell a story related to the day. A good one is the story on the Willow Pattern\* plate if you can get hold of one. Others include The First Thanksgiving, Christmas related stories, Easter Bunny stories. Keep them short and simple and try to get the children involved in the telling by letting them act it out.
- Pass round the food. Use the children as waiters.
- Taste the food and give opinions on it.
- Tidy up!

## BACK IN THE CLASSROOM - POST PARTY ACTIVITIES

In order to consolidate the learning process there are a number of follow-up activities that can be carried out. These could include:

- A survey on likes and dislikes.
- Classifying the food eg- sweet and salty/likes and dislikes etc.
- A mural can be made with the packaging and photos.

- Watching the video
- Role playing
- Work on recipes
- Cross curriculum teaching - get together with teachers of other subjects and work on aspects of the party: geography, history, and maths all work in easily to this category.

The activity is time consuming, needs preparation and hard work but is certainly one of the most rewarding of the year for both teachers and students. Get shopping!

### *The story on the Willow Pattern Dishes*

*Once upon a time there was a rich Chinaman. He lived in a big house near the sea. He had a beautiful daughter. The daughter loved a poor fisherman. The fisherman lived in a small house. The father did not like the fisherman. The father put the daughter in a prison on a small island with three guards to protect her. The fisherman crossed the water. The fisherman and the daughter escaped. The guards saw the fisherman and the daughter and killed them both. The gods saw this and decided that the fisherman and the daughter's love was so strong that they converted them into two turtle doves. The rich man lived alone forever.*

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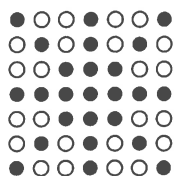
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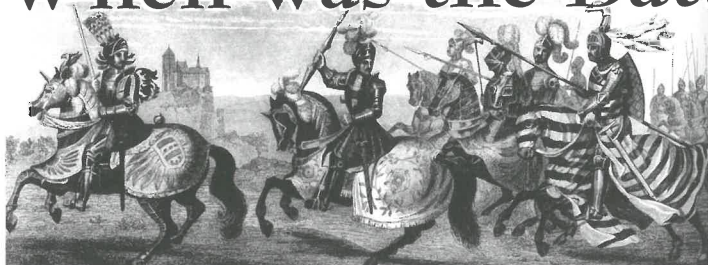
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# When was the Battle of Hastings?



by Lesley Denham

Senior Teacher, The British Council, Barcelona.

Ask any British person (try it!) when the Battle of Hastings was and you'll more than likely get the correct answer. What surprised me was a very honest answer that a colleague of mine gave me when they said that they knew when it was but confessed that, at the time of learning it, they had no idea where Hastings was! How many other people of that generation could reel off the date of the battle without being able to pinpoint where it was on a map? Interesting.

Regurgitating facts, however impressive it may seem at a dinner party, should no longer be the aim of education. Facts soon become old and in our ever-changing world what children and adults need are ways to process information and use it creatively and positively. I would like to look at four areas that influence this and try and see if this can be done within the education system here in Catalunya.

- What type of world are students who leave school/university going into?
- How far does the curriculum reflect the needs of these school/university students?
- Does your syllabus prepare students for these?
- How far are you in your classroom allowing students to develop the necessary skills?

Gone are the days when you left school, joined a company and stayed there for life, working your way up the scale, supported and trained by your employer. Now school leavers are likely to have six to eight career changes in their working life. People will say, "I'm an engineer" rather than "I work for IBM". Professionals are more and more expected to take care of their own development and some companies have extended this so far as to give individuals a training budget and at the end of the year employees have to report back on how they have used it.

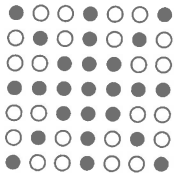
With the growth of knowledge based industries, learning has now become a life-long skill. People have to be able to keep up to date with changes and be able

to learn independently outside the traditional support given in a school situation. Schools and universities have a responsibility to prepare students for this world: "It's not enough in our day and age to simply show people information. You have to show them how to process that information as well... because information becomes so antiquated so rapidly now" (1)

Many students will enter multi-national companies where employees may find that English is the working language for many meetings. One law firm in Barcelona already uses English for all their day to day work in the office and with increased labour mobility, the use of English as a global language is likely to increase. This leads us to think about what type of English school and university students will need. Most communication will be between two non-native speakers rather than a non-native and native speaker. The needs and expectations of the former combination of speakers will differ from the latter.

According to Widdowson, the "curriculum, and the syllabus within it, conforms to varying ideological decisions about the purpose and nature of education as a whole." (2) When we look at the curriculum in Catalunya, we can see that the creators had a reconstructionist approach to curriculum design. It takes into account the nature of society that students are going to enter and aims to prepare students for their role both within it and improving it. The philosophy behind the Reforma sees the importance of the development of awareness of individual roles, rights and responsibilities to society and the necessity to provide an adequate provision for the demands of an adult working world. Part of this provision can be seen in the importance placed upon the learning of a foreign language, generally English.

Within the curriculum, importance is also placed on the process of learning; learning how to learn, reflecting on the learning process and learning strategies, self-assessment of progress and catering for different learning styles, patterns and rhythms. This clearly reflects a process model of curriculum design as



opposed to an objectives model where basically, objectives are set, students are taught, tested and then objectives are set again. So far then, we seem to be going in the right direction.

Let's turn now to look at syllabus. What type of syllabus are you following? Is it one that focuses on product and teaches language as discrete items, taught one-by-one and parcelled into neat packages by structure or function? Product syllabuses tend not to reflect on how languages are learnt and there is little negotiation of how things could or should be taught. Or is it one that focuses on process and has a far wider approach to language teaching and learning? A process syllabus will look at and expose students to whole chunks of language rather than discrete items. There is room for negotiation of how students learn and they are encouraged to reflect on their learning styles. Language is looked at through tasks so students see the purpose of what they are learning and the language they are using.

If we were to keep in line with the reconstructionist view of curriculum development, it would follow that a process syllabus should be the one used in schools and universities. Within teaching, and not only for languages, looking at how people learn and encouraging students to reflect on their own learning styles should be central features. As Brandler says: "Teaching children just to regurgitate things instead of how to be creative with information is ludicrous." (1) Should we be looking more at cross-curriculum activities in schools to make the education students receive more integrated with the skills that will be demanded of them in the world of work? Within English language teaching, has the shift to non-native speaker/non-native speaker communication been reflected in the materials we use and in the degree of intelligibility, both spoken and written, we ask from our students?

Now maybe the most important, or directly relevant, of the four points: you and your classroom. "Learning is "state" dependent: if the student, whether an adult or a child, is in a distressed state - nervous or confused - then learning will become more and more difficult." (1) If we are to follow through the reconstructionist curriculum model using a process syllabus then, in order to empower students to take responsibility for, and reflect upon, their learning, the positive in everyone must be brought out. Often the starting point for achieving this is teachers' expectations; if they are low then the results will be low. If adolescents are seen to be impossible, they will be impossible, especially at a time when their hormones are also telling them to be impossible! This may be partly due to the fact that at this age, just when hypothetical thinking and critical processing of information are beginning to develop,

they are also very self-conscious and sensitive to criticism - strange bedfellows one might think!

Your teaching should take into account the affective factors of the classroom and your teaching style should be flexible and permissive enough to allow your students room to find out how they learn; they can't do that as long as the teacher or institution is always controlling the input and how it is covered. Targets may be set by the institution, but is the way to reach them also controlled? Is there room within the activities you do for students to show their different (not mixed) abilities and experiment with different learning strategies? Do you, "instead of searching for the gifted child, make every child gifted"? (1) You may think these are unrealistic aims and impossible to achieve within your classroom but then we are back to teacher expectations. Changes can be made within the framework of a "traditional" classroom and change from within is usually longer lasting and has more effect than any other kind. As a recent article on the use of computers in schools said: "Modern technology is not the only solution (to the problem of equipping students with the skills to analyse and assess diverse flow of information) - at the heart of education must remain the professional and inspiring teacher, *opening doors to learning.*" (my italics)(3).

(1) *Time for a Change: Richard Brandler Practical English Teaching June 1994*

(2) *Brumfit 1984: The British Council ELT Documents 118: General English Syllabus Design*

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# ENGLISH AND THE NEW TECHNOLOGIES



## ROUND TABLE



*The subject of debate at this Round table was the relevance of new technologies in the teaching of foreign languages. Both members of the panel and participants felt more comfortable sometimes making their contributions in other languages than English. We consider that this was a valid point of view proving that people were carried away by the subject. This transcript reflects the actual session.*

**Neus Figueras:** introduced the session on behalf of Apac. Welcome everybody: Why did APAC decide on this session? The idea came at the same time that we were discussing how we would name this Convention and also pooling suggestions for the artist who usually does all our programmes. The Convention is called, you must have noticed by now, "New needs for a new millenium" and the illustration is a computer screen with a teacher and a student writing on a blackboard. The illustration is an oversimplification of the issue tradition "I can teach with just a piece of chalk" against modernity "It-informatic technology- is at the back of everything". It was felt that some reflection and discussion on the topic was actually needed, in order to see how far new technologies were actually the solution or just another useful resource, and that was seen as an opportunity to exchange ideas.

We have been very lucky to put together a powerful group:

- **Joana Sancho**, professora titular de "Currículum y Nuevas Tecnologias" de la Universitat de Barcelona
- **Anna Yagüe**, professora d'Anglès, IES Alexandre Deulofeu de Figueres
- **Miquel Ciaurriz**, professor del Col.legi Public Joan XXIII Terrassa
- **Paquita Vidal**, professora agregada d'Escola Oficial d'Idiomes, en comissió de serveis al Centre de Recursos de Llengües Estrangeres del Departament d'Ensenyament

I would like to ask them their opinions on three basic issues and then we will open a debate which I hope will be most useful for all the participants.

- What do you understand by "new technologies"?
- What does the term include for you?
- What are their good points and their weak points?

**Joanna Sancho:** School carries on looking at students as in the 60's or 70's, as if adolescents do not have much information. But they do have a lot and react to it. The third millenium means not only books, but audiovisuals, and what is more important, conflict of ideas. To become a teacher of the third millenium we will have to understand the different languages, the languages of audiovisuals... etc.

Technology has its weak points. It has been seen as the processing of information, so students will learn more but it does not take into account emotions, predisposition... students do not realize the importance or the need for it.

We need a more realistic environment for our teaching. Teachers cannot keep saying, or writing sentences like "The cat is grey" on the blackboard, or the computer screen; students will think teachers are stupid if we keep doing so. If we do not change perspectives, we will keep teaching in the same way. If we think that students learn better from copying, students will write "my mother is good" on the computer screen: we have not changed the perspective, only the tool.

**Paquita Vidal:** For some years we have been waiting for the panacea of technologies. Computers do not make miracles. Something has to be done to make them successful. A change of focus is necessary, from the teacher to the learner. We often do not fulfill objectives because we lack them.



If students are given the opportunity to work together, putting information together, getting to know people from other schools, etc, then we will not have skipped the responsibility of using technology. Sitting student in front of a computer implies a great change in classroom management, but if we expect technology to produce the change, then it will be slow.

When using computers in the classroom, changes in classroom dynamics come naturally, like sitting in two's, looking for solutions, and so on. If schools expect students to learn concepts and procedures, new strategies and attitudes, different kinds of interactions, then technologies will help in helping learners to learn. Tasks are set with clear objectives so that students learn while doing the task; the immediacy of the task makes learning successful.

**Anna Yagüe:** L'ordinador no ha de substituir al professor. Mai. L'escola no s'ha transformat tan ràpidament com per aprofitar al màxim les noves tecnologies. El material que he estat elaborant està inclòs dins del llibre de text. Això suposa una sèrie d'avantatges ja que el format digital canvia el rol del professor i de l'alumne.

- L'alumne es converteix en el centre, dissenya els seus itineraris, controla el treball, i opina sobre els materials. D'altre banda el professor dona respostes, feedback, i fa de consultor qualificat per atendre d'aquesta manera, la diversitat molt millor, dinamitzar el procés d'aprenentatge de manera més professional.
- L'ordinador permet també un ensenyament més integrat. Es pot incorporar el text, l'hipertext, audio i video; tot en un mateix suport i sota el control de l'alumne.
- Aquest tipus de treball permet que el professor pugui atendre el control neurolingüístic de l'alumne, que en aquests moments no està suficientment atès. No es tan difícil trobar material que estigui lliure de "copyright". La utilització del "ratolí" per exemple, es un afavoridor de l'aprenentatge pels kinescetics.
- L'ordinador permet la pràctica equilibrada d els quatre habilitats, tot i que ha de millorar l'aspecte de l'audio, i el reconeixement de la veu.
- La interactivitat sempre està present a la vegada que l'alumna pot rebre resposta individualitzada a la seva feina. L'alumne pot rebre resposta sobre els seus errors, sense el perill de es senti afectat en la seva autoestima, tal i com pot passar si les correccions es fan al davant de tota la classe. L'alumne accepta les correccions de l'ordinador ja que ell sempre és superior. i no s'impacienta quan li dona el temps necessari per trobar la resposta correcta.
- L'aprenentatge es basa en repeticions i l'ordinador ofereix la possibilitat de repetir el mateix contingut

amb activitats diverses. Tot el que es fa a l'aula es pot fer amb l'ordinador (i a la vegada ens estalviem fotocòpies).

- L'ús de diferents mitjans, pot arribar a ésser esgotador pel professor, i tot sovint impossible de coordinar. El paquet multimèdia funciona sol. En aquest moments suposa un treball de preparació pel professor, però quan les editorials produeixen aquest material hauràn de deixar una finestra oberta per la manipulació del professor per no perdre la personalització de la tasca d'acord amb els criteris dl professor.
- S'ha d'aprofitar la bona disposició de l'alumne envers de les noves tecnologies. El que passa en aquests moments, encare, és que el professors de vegades nadem contracorrent. Hem d'aprofitar aquesta synergia. Com em deia un alumne, i no de les bons precisament "Va molt bé això".

**Miquel Ciaurriz:** Estoy haciendo un taller de audiovisuales en una escuela pública y de una zona un poco marginada. Todos estos proyectos necesitan de subvenciones y esto implica muchas horas para conseguir material no habitual en una escuela pública. En los centros no existe material suficiente para introducir el cambio; las nuevas tecnologías suponen un nivel de material que los centros no tienen. Normalmente se consigue gracias al voluntarismo de los profesores. Los proyectos interdisciplinares que se han hecho en la escuela, al aplicarlos a la clase de inglés, ha hecho que aumente el interés y la motivación del alumnado.

## Questions from the public

**Q.** Talking about primary schools..... How often can computers be used?

**A. (P.V.)** There are several hindrances that teachers face:

- no policy for the use of them
- what is the lesson plan that you want to cover.

What has to be done:

- schools have to develop a policy that sets goals for students to achieve as far as technology is concerned (association with mathematics for instance, and other teachers have to fight to get access to technology)

**Q.** I use computers as reinforcement, once a week. Is it enough?

**A. (P.V.)** My interpretation of what technology means is that the students have to be knowledgeable with technology, that they have to be given the computers. What can you do with a computer? A lot or nothing. It depends on whether you have something to communicate. The first problem is that teachers who have left universities without any training in computers, can only do information processing and nothing else.... and this is not enough.

A teacher has to ask him or herself :

- a) what do I want to do with my students?
- b) which are the best means?

We have to know the tools available and decide on the best means to achieve objectives.

**Q.** Hablando de los proyectos que ha mencionado Miquel, queria preguntarle si los proyectos han supuesto una gran inversión de horas de clase, y si llevar a cabo los proyectos ha significado dejar de hacer otras clases importantes.

**A. (M.C.)** Evidentemente ha supuesto una gran inversión de horas de profesores. Son proyectos que se han programado conjuntamente con los profesores de otras materias. En cuanto a la ejecución del proyecto se ha hecho con clases poco numerosas; en nuestro caso teniamos de 10 a 12 alumnos por grupo.

**Q.** Are there programmes available in the market for primary and secondary teaching?.

**A. (A.Y.)** Els materials els elaboro jo i gràcies als alumnes del batxillerat artístic no tenim problemes de copyright. El treball inter-seminaris fa que els dibuixos dels alumnes es puguin integrar dins dels paquets. Els paquets que jo conec són molt rígids, i no estan integrats en els continguts de l'assignatura.

Jo treballo amb el programa del Departament, Clic, i de manera casolana ens en sortin. Integrar l'anglès amb altres assignatures és molt interessant.

**A. (P.V.)** Primary school teachers have to make use of the Resource Centres. They have sent a selection of material to primary schools: interactive stories, CDR, games in English for vocabulary practice, interactive stories which are very nice and with lots of language, although teachers think they are too difficult. I would recommend working on what students have to do previously, so as to avoid just clicking and having fun. Sinera has material designed to be used with "grammar and me" and more is being done now. We expect it to be ready by September.

Two very useful internet addresses are :  
pntic.mec.es  
crle.pie.xtec.es

**Q.** Is there a selection of material for mixed ability groups?

**A. (P.V.)** There is no selection of material but grading of tasks designed to be used with mixed ability groups.

**Q.** How is Internet going to affect education?

**A. (P.V.)** Internet has affected me a lot. It has changed the way I work, the way I communicate with friends, the way I have access to information, it has made me develop criteria to select information, and so on and so forth.

I think that all these strategies have to be given to students.

**A. (J.S.)** Schools have focused interests and efforts in transmitting information. At schools students are sitting as if they were in front of the television: from 9 to 10 maths, from 10 to 11 science... they do not know why... when school finishes they go outside and there is a lot information around them but nobody has told them how to select and understand. They have been told to use internet , but they end up with the simple strategy of "copy and paste". It depends on the teacher to ask for tasks that demand more than that.

The curriculum in the school is desintegrated and things and activities are repeated but not related. Teachers are isolated in their classrooms, but teaching ought to be integrated and meaningful for our students. If students were asked what they have learnt in schools, we would be suprised with their answers.

**Q.** Is it possible to adapt click to our needs?

**A. (A.Y.)** El Click es un instrument molt potent, però fins ara eren programes conductistes per primaria. Amb el programa d'innovació l'adaptem per ESO i Batxillerat per fer-lo mes constructiviste. Es pot treballar per centres d'interès, com un viatge a EEUU, etc.

**Q.** Com s'avaluen les sessions a l'aula de tecnologia? Si a l'alumne se l'enfoca a selectivitat, com poden treballar amb l'ordinador?.

**A. (A.Y.)** El Click té en el servidor uns mecanismes d'avaluació interna que prometja el temps, els intents, i els resultats. Si vull avaluar poso a la meitat de la classe treballant en paper, i la resta a l'ordinador. Fins ara m'ho he plantejat com una activitat d'aula. més d'aprenentatge que d'avaluació.

Respecte a la prova de selectivitat, es pot treballar el mateix que a la classe però al ritme de cada alumne. El test de selectivitat darrer, que dubto de passar-lo als alumnes, vull adaptar-lo al click per veure si millora.

**Q.** What kind of training is needed to change attitudes towards teaching and learning?

**A. (N.S.)** Teachers have been trained in such a way that now they realize they are not ready to cope with new challenges. Universities have not yet realized the importance of this change. At the moment few Escoles de Magisteri and Universities are prepared for this kind of training. Attitudes towards teaching and learning are a hard set preconceived ideas and new changes difficult enough. Teachers tend to repeat what they have seen and been taught. The mentality of the whole sector has to be changed, in spite of such a statement like "if it was good for me, why it has to be changed?". There are solutions, but difficult to implement.

# CO-OPERATIVE LEARNING: LEARNING BY DOING

by Sonia Casal Madinabeitia

The main problem we encounter when we apply an English syllabus, is that the student is not actively involved in the learning process, due to a number of reasons. Here we will focus on three basic reasons. First of all, the lack of interaction amongst the students -since it is usually the teacher who leads the class and students often speak about subjects that have nothing to do with their learning process. Secondly, the reproduction of the information received without introducing any change -which implies a generalisation process and the search for the common features of the classroom. And finally, the nature of classroom learning has no practical application. This study will try to prove that Co-operative Learning, where social interaction and groupwork are extremely relevant, improves the students' output and performance. From this point of view, learning is conceived as a socialising process in which students must interpret, express and negotiate the new meanings. It is, therefore, possible for each student to detect their strong and their weak points, and modify their attitudes as they realise there are as there are many alternatives as members in the group. Finally, the students may understand how useful their learning experience is, as they are able to use it in meaningful contexts.

## LEARNING AS A SOCIALISING PROCESS

Understanding learning as a social process leads us to Vygotsky's works. Vygotsky states that social and individual elements come to interact in the learning process. People build up their own knowledge within a given social and cultural frame, which goes beyond the boundaries of the individual. The social environment is not considered just as an influence, but as the source of the child's knowledge. The child gets to internalise and transform social relations as well as the cultural instruments established among people and between the people and their physical world. The participation in sociocultural contexts provides them with the necessary instruments and, in particular, with an ability to use them.

This approach totally coincides with present trends in modern psychology. Quoting Homans: "La psicología moderna sostiene que la conciencia, representante de las normas del grupo en el individuo, no es innata sino inculcada en el individuo, como parte del proceso de la educación social." (Homans quoted in Cirigliano and Villaverde, 1994:72). Cirigliano and Villaverde (1994) go on to point out that this social education is not attained within society - understood as a general and abstract concept- but in the small groups that make up society, where

individuals can interact everyday in a more real, personal way. These authors also maintain that a feasible social education depends on the opportunities we are given to take part in groups, and also the characteristics of these groups. Social learning starts in the heart of the family, continues in small groups in which different links are established, such as friends, school, games, leisure, work, etc. (Cirigliano and Villaverde, 1994:72).

Vygotsky's ideas complement K. Lewin's (founder of modern social psychology), and Piaget's. Lewin emphasises the fact that behaviour cannot be understood exclusively in terms of personality. What a person says or does, does not only result from what is going on inside him. According to Lewin, in order to understand behaviour, it is essential to bear in mind the social, organisational, and even the physical context that may affect the individual. Lewin attaches great importance to the interaction between people and their own environment as a key to understanding human behaviour.

Piaget affirms, like Vygotsky and Lewin, that socialisation is a paramount factor in learning. Co-operating with others encourages individual thinking through the conflict, that usually arises between different, even opposing, views. Pairwork, groupwork or the confrontation of different points of view in a given task, makes the student redefine his position

and make it more explicit. Controversy encourages material exchange, an active search for information and the reconsideration of the students' positions.

## THE INDIVIDUAL NATURE OF LEARNING

The same way one cannot understand human evolution without society and, hence, without culture, it is also difficult to understand society without acknowledging that the students have a way to interpret the given culture. When the student faces a learning task, he does so with a number of capacities, with a memory and intelligence quotient and a specific working capacity. These enable him to achieve a determined comprehension and execution level of the task. Together with these cognitive qualities, there are other equally important, personal qualities: previous learning experiences, capacity to take risks and make an effort, ability to ask for, provide and receive any help, and a positive attitude towards interpersonal relations. These qualities are unique to every student.

From a humanistic point of view, knowledge is a totally personal representation. Humanistic psychology deals with the unique, the individual and the human side of the self. This trend is based on the premise that, however similar we may seem, we are very different from one another. Our differences represent an essential concept in humanistic psychology: the self. It is, then, possible for people who have participated in the same learning experience to hold different impressions and feelings, whereas they are absolutely convinced that theirs was the right perception. What is real for an individual may not necessarily be real for another. This is why it is important for the teacher to understand how different the students' perception of the world may be.

Besides the idea of the uniqueness of the self, humanistic psychology defends the idea that emotional factors are also involved in the learning process. Knowledge acquisition demands time, effort and personal involvement, as well as professional help, enthusiasm and affection. Failing or succeeding to solve a learning task is crucial to the student's self-opinion (self-conception) and esteem (self-esteem). When we learn, we not only become acquainted with new information, but also develop a concept of our self, a way to perceive and interact with the world. Intending to learn something and managing to do so, is always a positive experience.

It helps the individual construct a positive image of himself, increasing his self-esteem. This way one gets the necessary motivation to face whatever challenges may come with more self-confidence. According to Atkinson's theory, the student's performance depends on three variants: motivation, expectations (what the student believes his teachers think of him) and incentives. Atkinson considers performance as the result of two opposed but complementary trends: being successful and avoiding failure (Johnson, 1972: 111-112).

## THE ACTIVE ROLE OF THE STUDENT IN THE LEARNING PROCESS

From J. Dewey's constructivist point of view, school learning is a process in which the student holds an active role when they construct, change or contrast previous knowledge. This knowledge that the student possesses is not an obstacle in the learning process. It is on the contrary an essential requirement. It is through their previous knowledge that the students learn. Quoting Ausubel, Novak and Hanesian (1983): "El factor más importante que influye en el aprendizaje es lo que el alumno ya sabe. Averíg üese esto y enséñesele en consecuencia." (Ausubel, Novak and Hanesian quoted in Miras, 1999:54). So it is not a question of suppressing previous knowledge, but instead, of using, reviewing and progressively enriching that knowledge. From a constructivist perspective, the learning process does not consist of accumulating new knowledge, but of integrating, modifying, relating and coordinating already existing schemes of knowledge.

The relation between new and previous knowledge brings together both our society and the classroom, allowing them to interact and complement each other. Likewise, previous knowledge recovery and update is essential for meaningful learning. The more complex the inter-relations between the meanings become, the more opportunities there will be for students to use them in new contexts. It is only when the students use the newly acquired knowledge, that we can be certain about success in the learning process. How often they use these new concepts becomes a fundamental criterion in the design of new instruments to inform about the range and complexity of those built meanings.

A second aspect to take into account, from the constructivist point of view, is how familiar an

individual may become with his own mental processes, which allows for a better activity control. In the learning process, the students not only change the amount of information they may already have, but also their personal learning abilities. It is important to teach them how to learn and show them how to organise the incoming information for a later use. Students need a series of meta-cognitive skills to ensure their personal control over their knowledge and over their own learning processes.

As long as they are able to take well-reasoned decisions concerning the planning of their work, students will tend to become autonomous and get involved in the learning process. In this sense, they will also need to feel responsible for their performance and become familiar and regulate evaluation criteria.

## CO-OPERATIVE LEARNING AND GROUPWORK

On previous sections, emphasis has been placed on three basic aspects of the learning process: its social origin, its individual nature (linked to the emotional factors that influence its development), and finally, the active construction of knowledge, and the thereby entailed development of an intellectual independence and autonomy. These three aspects cannot be considered separately, but as different sides of the same learning process. When we learn something, we take our culture's contents, build up our personal interpretation and assimilate the new knowledge into our previous knowledge on the matter. It's all done together. In this sense, the so-called Co-operative Learning approach provides a valid framework for those three dimensions.

Co-operative Learning is defined as: "... a body of literature and research that has examined the effects of co-operation in education. It offers ways to organise groupwork and to enhance learning and increase academic achievement" (Olsen and Kagan, 1992: 1). True co-operative academic experiences are those in which students work together in a group small enough so that everyone can participate on a collective task that has been clearly assigned... [and where] students are expected to carry out their task without direct and immediate supervision of the teacher" (Cohen, 1994: 1).

What we nowadays know as Co-operative Learning, used to be called Groupwork or Teamwork. The new terminology is due to a recent reorientation of

several groupwork features that restrained it from being put into practice.

On the one hand, traditional methodology used to consider groupwork as a chaotic and disorganised element. It should, therefore, be avoided. No specific function was found for groupwork, apart from changing the lesson dynamics. It was also used to cover contents the teacher did not consider relevant enough. In many cases, groupwork was the sum of individual efforts or, in some occasions, the result of the effort of only two or three members of the group, where the rest of the members were not involved.

On the other hand, groupwork often meant a little break for the teacher and a pastime for students. The fact that teachers were not specifically trained in group dynamics techniques resulted in a lack of control as regards group performance.

Hence, the term "Co-operative Learning" breaks with the image of groupwork as a way to save work for the teacher. Lesson planning that encourages co-operative work demands careful planning by the teacher, as well as a different involvement and a posterior analysis of the experience.

Therefore Co-operative Learning does not consist of placing the students in different groups and expecting them to carry out their task together. Johnson and Johnson (1999) state that for the students to work in a truly cooperative way, the educational context must comply with a series of conditions. Firstly, classroom distribution must enable face-to-face interaction. When it is not possible to modify the arrangement of tables and chairs, students can be asked to work with their closest classmate. An ideal situation places all members of the group where they can see each other, allows the teacher to approach any student. All students must be able to see the blackboard from their seats and move around the classroom easily.

Secondly, a group task must be assigned, that is, a specific aim the different students must achieve together as a group. The purpose is not only doing things together, but facing and solving a common task or question and, as a result, learning something together. A co-operative setting will not work properly, if students just speak or exchange ideas, or even if they happen to help each other at a given moment, when in the end they can carry out their task without the contribution of the rest of the group. This inter-relation is called Positive Interdependence. There are several ways to transmit

this idea to the students, such as making the group share information to accomplish their objective.

For example, the teacher can divide a reading text into several parts, and assign each one of them to a different group. In a preset time, students must look up in the dictionary those words no one in the group understands. As they finish, each member of the group is assigned a number. All those that have the same number are asked to sit and work together. This way students are re-grouped, so that in the new group there is always a student who knows the different meanings and who is in a position to explain them to the rest.

Positive Interdependence can also result from assigning students different roles: one of them can summarise the text, another one can check (add or modify) this summary, a third person can ask questions about the text to verify that everyone understands, etc. In that case, one of the students is responsible for the dictionary and has to read out the definition, a second student controls how much time is left, another writes down the new meanings and makes sure the rest of the group understands, and finally the fourth member of the group reads the text and chooses the order in which words are to be learned.

While the students work, the teacher supervises and helps them where necessary. It is the group who has to answer questions or solve difficulties before asking the teacher. Teachers only intervene when the group has already endeavoured to solve the problem but failed to do so. The teacher can solve a different kind of problem: conflictive situations, keeping the attention of the group so that they do not deviate from their objective, helping them reconsider certain roles -the leader that imposes his opinion, the student that does not participate, the one that just copies his classmate's exercise without saying a word. In short, the teacher can make the task become a challenge and encourage the group performance, suggesting new objectives or different working conditions.

Now the teacher is able to spare more time with those students that have learning difficulties or can provide advanced students with more activities as soon as they finish their tasks. There is also more flexibility for the teacher to adapt course objectives to their specific learning needs.

Thirdly, Johnson and Johnson (1999) maintain that solving common tasks or problems requires the contribution of each of the participants. The group responsibility in the accomplishment of the task objective is supported by that of the individual student. Quoting Cohen and Arechevala-Vargas, a group task is:

a task that requires sources (information, knowledge, heuristic problem-solving strategies, materials and skills) that no single individual possesses so that no single individual is likely to solve the problem or accomplish the task objectives without at least some input from others (Cohen and Arechevala-Vargas, 1994: 8)

The teacher must try to avoid that only some students solve the proposed task, as well as only some of them getting involved in the learning process. This is known as individual accountability. Each member of the group must feel that they are contributing to the group's success with their participation and learning. In order to encourage individual accountability, the following steps can be taken: for instance, each student may perform an individual test, task or written text on the matter of study; one of the members of the group can be chosen at random to explain something or answer a question; every member of the group would be responsible for one section of the project, etc. In the previous example, the teacher may ask the students to write a composition that includes as many new words as possible.

Finally, sufficient resources must be available for correct development of the activity and making progress, both as regards the members' interpersonal relations and task completion (Johnson and Johnson 1999). With this purpose, dictionaries, grammar references, etc., should be at hand and students can be asked to bring their own material from home, such as old games, books, etc. This material can be part of the classroom resources.

## **CO-OPERATIVE LEARNING: SOCIAL, HUMANISTIC AND CONSTRUCTIVIST LEARNING**

Co-operative Learning constitutes a useful approach to articulate the three elements studied here: in the first place, learning is a social process that depends on the interaction with others.

Students may divide in heterogeneous groups: different academic level, sex, hobbies, interests, races, religions, etc. In heterogeneous groups, students can contrast their opinions and points of view, and also to share their time with people they believe are different -which favours the development of non-discriminatory attitudes. A division into groups of four is helpful, because they can divide into pairs later on.

One of the characteristics of Co-operative Learning is that the speaking time of the student increases, at the same time as the teacher's decreases. Co-operative techniques allow students to work together with their classmates and improve their comprehension of what has been said in class. They use repetition techniques, they speak slowly, explain themselves, sum up contents, etc. Interaction grows as difficulty appears, as compared to an easy task and the members of the group are able to solve it individually, without turning to the rest of the team members.

Thus, apart from receiving their teacher's support, the students are also helped by their partners. Now all students are increasing their knowledge, those asking for help and those providing it. Presenting one's point of view to other interlocutors assigns language a fundamental re-structuring and regulating role in cognitive processes. By speaking, the students are forced to think aloud, to contrast and modify their mental schemes and their representations of what is being taught and learnt.

The second aspect hereby analysed emphasises the individual nature of learning and takes into account the emotional factors that take part in the process. Co-operative Learning techniques acknowledge the existence of individual differences and accept them as valid. And what is more: they take advantage of them. Apart from assimilating a certain amount of information, each student is able to learn by contrasting and comparing what they assimilated with what their classmates did. The groups system allows the students to discover their strengths and weaknesses. They observe their own behaviour in the light of their partners' behaviour, modifying their attitudes and strategies as they verify that there are as there are many alternatives as members in the group.

This way, in a co-operative framework, the students are given the chance to know each other and overcome possible misunderstandings and stereotypes, often held against people that are different from themselves.

As regards motivation and incentives, the fact that their results will depend on someone else's behaviour is very encouraging. Students are more likely to get involved and behave in such a way that their group is rewarded. When the groups communicate something to the rest of the class, the students find greater support and they feel more confident, because their answer is not only theirs, but the group's. Students may also encourage each other. They may feel that they are not studying for themselves, but for the group's sake.

The third and last aspect is based on the active role of the student in the learning construction. This is specially relevant in Co-operative Learning techniques. Co-operative work provides the students with more opportunities to use new concepts and terms, as compared with teacher-centred classes.

Co-operative Learning techniques are aimed at the independence of the student from authority, helping him develop his own intellectual independence and maturity by interacting with his peers. This enables them to observe both the point of view of an expert on the subject and the various contexts from which their peers regard the issue.

As a conclusion, learning in groups helps the students share their knowledge and their lack of knowledge with their peers. It makes them have a more flexible attitude towards the different roles they will need to learn in their own lives' learning process.

As a summary, we would like to point out that Co-operative Learning is a valid means to achieve socialisation for the students, who become more aware of the opinions of others and benefit from those different perspectives. Likewise, they learn to negotiate and, where necessary, to give up their own interests in favour of the group objective. Setting up these collaboration strategies, and the role/task distribution characteristic of Co-operative Learning, provides them with the opportunity to socialise and establish constructive relationships in a real context -essential to obtain good results or accomplish certain objectives.

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# PAIR WORK DISCUSSION AND LANGUAGE LEARNING IN SECONDARY EDUCATION

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## PAIR WORK: LIGHT AND SHADE

Pair work discussion plays a major role in language learning and many authors have highlighted its beneficial effects. Here under we list a few of these advantages:

- Pair work dramatically increases the amount of students' talking time as all students are interacting simultaneously.
- The student becomes the main agent of the activity and feels more engaged and consequently is more motivated than in traditional large group activities.
- It creates an environment which is similar to that underlying natural acquisition.
- In pair work there are more interactional modifications than in the teacher-students interaction: more negotiation of meaning, more clarification and repetition requests that help make the input comprehensible to members of the dyad.
- Learners take greater risks: making mistakes in front of a peer or accepting corrections from a peer is less threatening than doing it in front of the whole class.
- Students accept their shared lack of competence.
- The learner has the possibility of expressing his own meanings, this leads him to experiment with language. When interacting with the teacher, students tend to adopt a conservative strategy: guess what the teacher wants them to say and use only the language they know well so that the teacher evaluates them positively.
- Different learners focus their attention on different linguistic aspects. So, the same task caters for students with different levels.
- Students have the opportunity to learn how to manage a conversation in the target language, and therefore put into practise conversational skills such as turn taking.

- Students also learn social skills. They have to co-operate in order to succeed in the task.
- Pair work promotes learner's autonomy. The teacher is not controlling everything and the students become the managers of the activity.
- Some tasks provide a unique opportunity for sharing opinions and ideas.

To sum up, in pair work there is a greater quantity and quality of language. It also has got many advantages from a pedagogical point of view.

However in spite of its advantages pair work is underused in many foreign language classrooms. This is due to different reasons:

- It sometimes makes the teacher feel insecure. The noise that these tasks necessarily involve, the relative autonomy of the pair, the difficulty of monitoring the work of all the pairs in the classroom, the feeling that the students may not be following the instructions provided or that the students are simply doing the task in their mother tongue are all factors that can lead the teacher to think that she has lost control of the group.
- It is also possible that students may think these activities are mere pastimes, with little influence on their marks. After all, what they get at the end of the term is a written test! In this scenario it is not easy to convince students that they are important learning tasks.
- It is hard for students to receive feedback from the teacher, and impossible to go over the work that has been done. The spoken word disappears in the air as soon as it is articulated and it is difficult to reflect upon. It is also hard for students to observe their progress through time, unless... you do something about it.

It is our intention to describe how to put into practice a strategy that has proved to be very helpful in making the oral skills in general, and pair work in particular the core of the foreign language classroom: the oral portfolio.

## THE ORAL PORTFOLIO

Portfolios are being used all over the world, from Kindergarten to University and there is a vast literature on the topic. Basically a portfolio is a collection of a student's assignments. But there are great differences between a portfolio and the traditional notebook. For example a portfolio should store only the product of meaningful tasks and not mechanical exercises.

But perhaps it is more important that in a portfolio the student has analysed his production and is able to describe the strengths and weaknesses of his work according to criteria that he has learned to apply. Over time the portfolio becomes a kind of photo album in which the student can observe how he has progressed.

The oral portfolio differs from a traditional portfolio in that, the students tape-record themselves as they carry out the tasks proposed by the teacher, and keep a cassette or set of cassettes containing all their recordings.

A portfolio strategy can be implemented in many different ways. For an oral portfolio in the foreign language classroom, we suggest the following procedure:

- Plan a series of meaningful oral tasks suitable for the level and interests of your students. Plan the pre-tasks in which students will become familiar with the language and the topic of the task.
- Organise the class into pairs that will work together for a relatively long period of time. For example, a minimum of fifteen sessions. It is essential that the teacher ensures that the members of the pair are compatible. Success in the tasks will depend upon the co-operation between the members of the pair.
- Teach your students how to use the tape recorder. Don't give up if your students become over-excited the first time you put a tape recorder in their hands. This is just a typical reaction. Take advantage of the situation to make them get used to listening to their own voices and let them enjoy the experience. You will need at least one tape-recorder and one cassette per pair.
- The students record the task proposed by the teacher. They should always date their recordings.
- The students listen to the previous recording, not a big effort on the teacher's part, they will be very willing to do so. As they listen to it, they fill in the evaluation sheet provided. The example below has worked well with 1<sup>st</sup>ESO students after performing a story telling task.

### *This is what I did best in this recording:*

- I listened to my friend attentively.
- I asked questions when I didn't understand.
- I helped my friend when he had problems.
- We solved the communication problems in English.
- I understood my friend's story.
- I could tell my story in English. My friend understood it.
- I said a lot of things in English.
- I used a lot of different words.
- I used long sentences.
- My pronunciation was good.

At the end of the unit or credit students choose, for example, their three best recordings according to the criteria they have learned to apply.

- a. The student writes a covering letter to the teacher explaining the reason for his decision and suggests possible areas of work for the future.
- b. The teacher evaluates the progress of the student and the quality of the tasks the student has chosen according to the same criteria the student has been applying throughout the term. He also takes into account the student's capacity to reflect on his work and set himself new goals.
- c. Young students can decorate and colour the cassette sleeve. They can even stick their photo onto it.
- d. Students, specially young ones, may take their oral portfolio home and ask their parents to listen to some extracts of it.

The two components that interact and make the oral portfolio a useful strategy are the recording of the students productions and the systematic and purposeful self-assessment that the students carry out during the process.

## RECORDING STUDENTS PRODUCTIONS

Recording students has a lot of beneficial effects over the oral work:

- a. Students immediately feel that what they are doing is important.
- b. Students make the effort to follow the instructions provided by the teacher. If a

- member of the pair forgets one of them, his partner will call his attention to it.
- c. Students make the effort to speak in the target language as much as possible.
  - d. Students can listen to their recordings and establish comparisons between them.
  - e. Students can see how much they have progressed over time.
  - f. The student can take the cassette home at the end of the term. Most parents will feel very proud to listen to their child speaking in a foreign language.

## THE ROLE OF SELF-ASSESSMENT

There are two opportunities for self-assessment in a portfolio class: Immediately after carrying out a task, students evaluate what they have just done, according to the criteria on the worksheet. Good self-assessment takes time and training. At the beginning students have a poor understanding of the criteria, little by little, however, they become familiar and students start to use them more efficiently. Applying the same or similar criteria to different tasks on different occasions gives them the necessary training. Self assessment will make students aware of what good production means and will influence their future productions. If, for example, one student considers that he deserves a poor mark on the criterion "use words that have been recently practised in class", he is likely to pay more attention to that aspect on the following recording. Experience shows that students tend to be quite honest in their self-assessments.

The second opportunity for self-assessment is at the end of the unit or the credit. It is then when students review all their recordings and pick up the most outstanding ones to present to the teacher for summative assessment, and maybe to their parents and older siblings. This gives the student the opportunity to revise all he has done during the term. Most students react with pride when they become aware of all the things they have been able to do. They also start to have an idea of where they are going and why they do certain things in the classroom.

To conclude, the oral portfolio is a motivating strategy that promotes oral work in the classroom. It combines formative and summative assessment and changes the culture of the classroom: Oral work becomes paramount, and students feel more responsible for their own progress.

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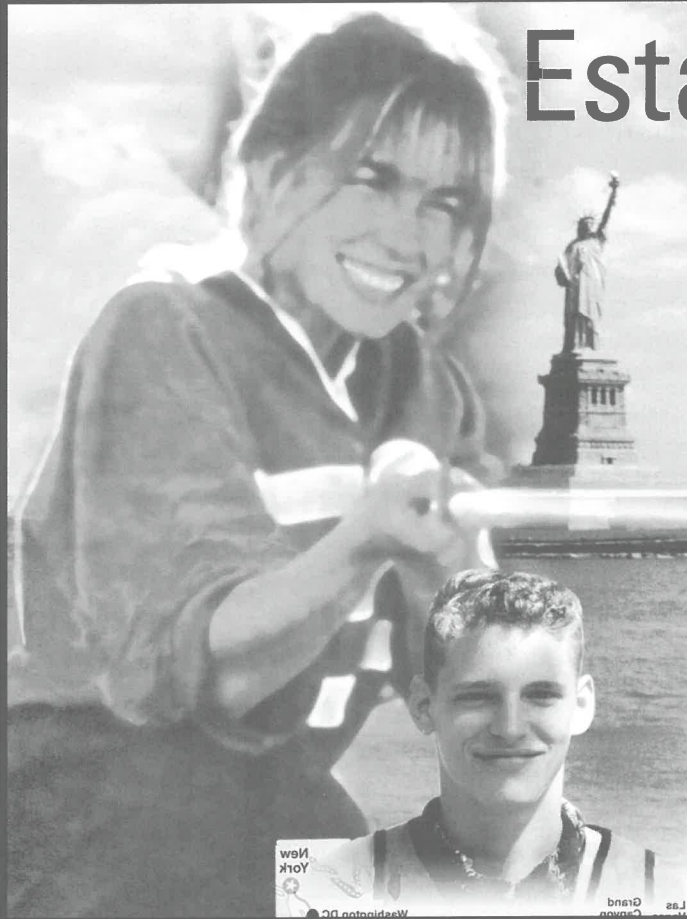
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# TRANSLATION:

## HOW FAITHFUL CAN YOU BE?

(EL IDIOTA INVISIBLE<sup>1</sup> O LA FIDELIDAD EN TRADUCCIÓN)

by Maria González Davies

Translation is back - or so it seems. At the APAC-ELT Convention 2000 there were five talks or workshops on the subject and a lot more is going on that does not reach the conference circuit.

Teachers who use translation consciously and explicitly in their classes can do so for one or both of the following reasons:

- a. to teach English through translation
- b. to guide the students who would like to become professional translators.

The two main questions they try to answer are:

- a. why not use knowledge the students already have, i.e., their native tongue?
- b. how can we make the native tongue become a help rather than an obstacle?

### What is translation?

Our beliefs about translation will determine the kind of activities we will choose to best illustrate and practise everyday translation and channel it in a positive way so as to avoid the danger of interference between L1 and L2.

The notion of *equivalence* has given way to an understanding of translation as *communication*. The Grammar-Translation practices of learning vocabulary lists by heart do not have a place in this approach. Here, the proposed activities deal with two principles:

- a. the choice between keeping mainly the *meaning* or the *effect* of the source text (the original text)
- b. the translation assignment, i.e., who the translation is for

Different texts and different readers require a different approach to the translation task. A medical text translated for a scientific journal does not call for the same strategies as the translation of a joke, a comedy or an ad. In the first case, the target text (the translation) will follow the source text very closely, probably using what Peter

Newmark (1998) calls semantic translation (see below). In the second, the effect on the reader matters more than the actual words or syntactic layout - the translator will probably opt for a free translation (see below). This does not mean that there are changes in *what* is said (the message), but in *how* it is said. Let's take a look at the ad for a well-known cosmetic:

#### Published English text

Just like true love,  
it's made to last

#### New COLOUR ENDURE

Stay-On Makeup  
No rubbing off.  
No fading away  
...because I'm worth it

#### Published Spanish text

Por primera vez un  
maquillaje que permanece  
en ti y sólo en ti  
Nuevo COLOR PERSIST  
Maquillaje fluido  
permanente anti-huellas

Porque tú lo vales

British and Spanish readers have different expectations, so the way in which the same message is conveyed has been adapted. However, the only part where the change is not so obvious has become a calque: in more idiomatic Spanish *...because I'm worth it* should be something like *porque te lo mereces*. A lot more can be said about publicity techniques, etc. but here translation is our main concern and a few points can be made:

- a. the importance of the *reader* as the receiver of the message
- b. the flexibility in translation which forms part of its everyday professional practice
- c. it's not a question of "anything goes": the translator's choices will be determined by
  - c.1 the reader's expectations
  - c.2 the type of text
  - c.3 the fact that they can be justified
  - c.4 the production of a coherent translation that conforms to the norms of the target language and culture

The following published translation, for instance, would not be acceptable:

#### Source text

Using your cassette player

#### Target text: mistranslation

Usando el jugador de cinta

Peter Newmark's (1998) proposal of possible degrees of fidelity is useful in this context because it helps to answer the inevitable question "how close should my translation be to the original?" The answer, of course, depends on the points we have made above, among others. Here is an adaptation of his diagram:

Source language emphasis	Target language emphasis
Word-for word translation	Adaptation
Literal translation	Free translation
Semantic translation	Communicative translation

**Word-for-word translation** is useful to understand how a language works syntactically, for example, but not to produce fluent texts: *It's raining cats and dogs* - Lo está lloviendo gatos y perros.

**Literal translation** moves a step further towards the target language and is "correct" syntactically but can produce calques, for instance: *It's raining cats and dogs* - Lluève gatos y perros.

**Semantic translation** is more fluent but still neutral and follows the source text meaning closely: *It's raining cats and dogs* - Lluève mucho.

**Communicative translation** tries to convey a similar effect on the reader of the target text: *It's raining cats and dogs* - Lluève a cántaros.

**Free translation** emphasises the effect without changing the message as has been seen in the example above (cosmetics).

**Adaptation** goes a step further and can change cultural references, word play and so on. This is the area of truly creative translation, of re-creating the original text. A clear example is Xavier Bru de Sala's translation-adaptation of Gilbert and Sullivan's play *The Pirates of Penzance*, which he justifies in the programme. Some of the changes that bring the source text close to the target culture are:

Source text	Catalan translation (1997)
Penzance (England)	Costa Brava
Victorian ladies	Catalan ladies who have studied at the "Dames Negres"
Bobbies	"Els Quatre i el Cabo"
Gilbert and Sullivan's music	Occasionally, notes of a "sardana" have been added to the original music

## Activities for the classroom:

### 1. IN SEARCH OF THE ORIGINAL TEXT

- Aims:**
- Awareness of mistranslations in the mass media.
  - Analysis of the mistranslations so as not to fall in the same trap.
  - Problem-spotting and problem-solving skills.

The students and/or the teacher collect mistranslations which they have spotted on TV, in the newspapers, etc and choose between 6 and 8. The students have to guess what the source text probably was and finally give their own translation. Depending on the level, a discussion about the kind of problem can follow.

Mistranslation	Probable source text <sup>2</sup>	Suggested translation
"En el año 17- cogí mi bolígrafo..." (Student's translation of Stevenson's <i>Treasure Island</i> )	<i>I take up my pen in the year of grace 17-</i>	<i>pluma</i> instead of <i>bolígrafo</i>
"Todo iba bien hasta que llegó el bendito fotógrafo" (Advertisement)	<i>All was well until the blessed photographer arrived...</i>	<i>maldito</i> instead of <i>bendito</i>
"Decid `queso'" (When taking a photograph. TV series <i>Retorno de Edén</i> )	<i>Say 'cheese'.</i>	<i>Luis/patata</i> instead of <i>queso</i>
Su doncella se llamaba Tomás (Nancy Reagan interviewed in <i>La Vanguardia</i> )	<i>Her maiden name was Thomas</i>	<i>Su nombre de soltera</i> instead of <i>el nombre de su doncella</i>

### 2. JUSTIFIED CHANGES

- Aims:**
- To reflect on the possibility of changing the source text words, cultural references or word play for a good reason

The students and/or the teacher collect free translations (see Newmark above) which they have spotted

on TV, in the newspapers, etc and choose between 6 and 8. The students have to discuss the possible reasons for the translator's choice.

Source Text	Target Text	Motivated choice
"Deberá entregarse, ir a la cárcel y cuando salga a juicio, que el juez decida" ( <i>Mujeres al borde de un ataque de nervios</i> , Almodóvar)	"She must turn herself in, go to jail and let the jury decide her case" (English subtitles)	Domesticating strategy: adaptation of a cultural difference in the legal systems: juez in Spain and jury in Britain
"Pero si lo sabe toda España" ( <i>Mujeres al borde de un ataque de nervios</i> , Almodóvar)	"The whole country knows" (English subtitles)	Neutralising strategy for the target reader: country instead of España
"Carmela y Paulino, Varietés a lo fino" ( <i>Ay, Carmela!</i> , C. Saura)	"Carmela y Paulino Tip-Top Variety Show" (English subtitles)	Domesticating strategy: adaptation of a cultural reference to keep the effect

### 3. THE SAME FILM?

- Aims*
- Awareness of the differences between film titles
  - Discussion about the possible reasons (justified or not) for the translation choices
  - Translation practice of challenging everyday texts
  - Practise of published semantic and free translations

#### A. Can you match the following film titles?

- The seven year itch* (1955) Billy Wilder      a) "Solo ante el peligro"
- High Noon* (1952) Fred Zinnemann          b) "Con la muerte en los talones"
- North by Northwest* (1959) Alfred Hitchcock    c) "La tentación vive arriba"

Can you backtranslate them into English? Try translating them into Spanish yourself.

(Key: 1c, 2a, 3b)

#### B. Do you remember the Spanish titles of these films? If you don't, try translating them yourself.

*Bladerunner* Ridley Scott

*Star Wars* (1977) George Lucas

(Key: *Bladerunner*, *La Guerra de la Galaxias/Star Wars*)

#### C. Do you remember the original titles of the following films?

If you don't, try a backtranslation that is close to the translation.

"Cantando bajo la lluvia" (1951) G. Kelly & S. Donen

"Hormigaz" (1998)

(Key: *Singing in the Rain*, *Antz*)

### 4. BEYOND THE (LANGUAGE) DICTIONARY.

- Aims*
- Awareness of the existence of other dictionaries and sources besides the bilingual
  - Resourcing skills

The teacher and/or the students look for free translations or adaptations of cultural references, proper names, sayings, etc and choose 6 or 8. The students have to look for the source texts in encyclopaedias, dictionaries of cultural references, ask native speakers, etc.

- Who are the Muppets? What is Kermit's Spanish name? (Beginners/Intermediate)
- What does it mean to be the apple of someone's eye? (Advanced)

(Key: (a) *Los Teleñecos*, *Gustavo*; (b) *Ser la niña de los ojos*, *la nineta dels ulls...*)

### 5. CULTURAL REFERENCES

- Aims*
- Awareness of cultural diversity
  - Awareness of different ways of interpreting the world
  - Translation practice of cultural references: moving away from one-to-one equivalence

Can you find correspondences for the following in your own language? Why do we express them differently? How closely related are language and culture?

- a) He caught the 5.33 train to Hicksville NY last Tuesday night.
- b) (At the market) Anything else, luv?

(Key: (a) *tarde*; (b) *reina, cariño*)

## 6. WORD PLAY

- Aims*
- a. To encourage creativity and risk-taking
  - b. To move away from one-to-one correspondences in translation
  - c. Awareness of the greater importance of effect instead of the meaning of each word in certain types of texts

Try to translate the following puns etc. from The Marx Brothers films. Before you start, spot the challenge and then discuss the following points with another student: *How close to the original do you plan your translation to be? What is most important here: content or effect? Can you sacrifice one to the other? Which one?...*

- a) Which building has 300 storeys and no elevator? A Public Library
- b) Where's the dean? What dean? Gunga Din

(Key: (a) *Quin edifici té 300 plantes però cap ascensor? Una floristeria*; (b) *I el degà? Quin degà? Degas*)<sup>3</sup>

## NOTES

- 1- Automatic (mis)translation. ST: "out of mind, out of sight".  
Suggested translation: "ojos que no ven, corazón que no siente".
- 2- Here, the key is provided but the last two columns in the grid for the students would be blank.
- 3- Translations by Màrius Serra.

## REFERENCES

Newmark, P. (1998) *A Textbook of Translation*, Prentice Hall.

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# JORNADES DE LLENGÜES ESTRANGERES A GIRONA

## 23, 24 i 25 de Novembre 2000

Lloc: EOI  
Escola Oficial d'Idiomes



# IS METHOD REALLY DEAD\*?

by David Block

## 1. Introduction

From time to time I run across an ad in British newspapers for *Linguaphone* language courses. From this ad I learn that “In three months you can be speaking a new language- without noticing that you’ve learnt it”; that “over 5 million people have used and are still using the most effective method ever”; and that a demonstration cassette can be acquired “free” and with “no obligation”. The method works because it allows the learner to replicate the learning of his/her first language as a child, producing “sounds, then words and then entire phrases without really understanding anything”. This seemingly counter-intuitive claim that we learn a language “without really understanding anything” is embellished with an equally bizarre assertion about adult learners having an advantage over children:

A child learns to speak almost “by chance”. He imitates his parents without knowing why. For you, it’s different. You’re motivated. You either need or want to speak a language. That’s why 3 months (as little as half an hour a day) is enough time for you to be able to express yourself easily in any new language.

We are further informed that

It’s thanks to the repetition of the expressions on the cassettes that the vocabulary and pronunciation become firmly imprinted on your memory without you ever having to call on your “conscious” memory.

and that;

When you need your new language, the sentences will automatically come to you. Just how they do in your native language.

The ad goes on, at one point making reference to the “scientific structure” of the course, implying in some way that much research and planning have gone into it. One reaction to this ad is that it is not particularly noteworthy, just one of many which readers of newspapers hardly notice on a day-to-day basis. However, I have chosen to begin this talk today by examining this ad because it is a pertinent introduction to the topic of method in language teaching and learning. Surely if the term carried no resonance to lay people there would be no use of the term in the ad. But

what about teachers? Do they believe in method in language teaching? Or, as many authors have suggested, is the concept of method dead (even if the term lives on)? Are we, in fact, living in a *post-method condition* (more on this term below)?

In this paper, I should like to respond to these questions. In order to do so I shall proceed in the following manner. First I shall briefly discuss the history of method as a concept in language teaching. This done, I shall discuss the best known framework for discussing method, that taken from Richards and Rodgers (1986). I shall then consider three reasons why method is considered to be dead as a useful concept for language teachers and researchers, before considering the case of Michel Thomas, a long-standing example of an individual and his method. The Thomas phenomenon is significant as it reminds us that laypeople and teachers alike continue to gravitate towards the concept of method. I close with a partial reconciliation with the Richards and Rodgers model along with a suggestion that individual teachers should come to grips with their own individual methods.

## 2. Language teaching history: towards method

My interest in the history of language teaching is limited here to a history of the concept of method and hence considerably narrower than authors who have devoted entire books to the subject. According to Stern (1983), “the most common approach to language teaching history has been to describe the development chronologically from antiquity to the present” (Stern 1983: 78). This surely has been the case with authors such as Mackey (1965), Titone (1968) and Kelly (1969), writing over three decades ago, and Howatt (1984), Richards and Rodgers (1986) and Ribe (1997) writing more recently. These authors cite themes which have survived from antiquity to the present such as constant pendulum swings from “formalism” (knowledge, deduction and exercises), on the one hand, to “activism” (methods based on experience, induction and practice) on the other. Kelly in particular is a detailed depiction of the history of language teaching in European civilisation. He divides this history into five periods and identifies teaching practices which have surfaced and resurfaced again and again over the past 2,500 years. These include translation, composition and reading as well as the teaching of

\* This paper is based on the workshop of the same title which I gave at the XVI Jornades Pedagògiques d’Anglès (APAC conference) in Barcelona on February 25, 2000. It retains the spoken style of such a workshop. I would like to thank John Norrish, John Gray and Deborah Cameron for their helpful comments on an earlier draft.

grammar, vocabulary and pronunciation. The thorough coverage of history allowing Kelly to identify a corpus of ideas which seem to be renewed again and again leads him to a conclusion which authors such as Stern (1983) and Pennycook (1989) have been keen to cite:

The total corpus of ideas accessible to language teachers has not changed basically in 2,000 years. What has been in constant change are the ways of building methods from them and the part of the corpus that is accepted varies from generation to generation, as does the form in which the ideas present themselves. (Kelly 1969: 363)

The key for Kelly was the socio-historical context which, he thought, determines what the exact combination of ideas will be.

Space does not allow a detailed survey along the lines of the authors thusfar cited. And in any case, a history of method is not the main focus this talk. I only mention these historical accounts to make the point that discussion about how to teach languages has been with us for a long time and to add the corollary that we perhaps should not expect any recent discussion of teaching to throw up anything which is remarkably new.

### 3. What is method?

Thusfar, I have conveniently inserted the term "method" into the discussion but I have not defined it. If one examines discussion of theory of language, language teaching and indeed methodology over the years, one sees very little explicit reference to the term "method". Howatt (1984) uses the term repeatedly but never, as far as I have been able to find, actually defines it. Following Richards and Rodgers (1986), we come to understand that the first clear explication of "method" as concept (and not just a convenient term used to talk about language teaching) was articulated by Anthony (1963) in the context of his elaboration of a three-part model for language teaching. The three parts are *approach*, *method* and *technique*, glossed by Anthony as follows:

... An APPROACH is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject to be taught...

... A METHOD is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. ... [A] Method is procedural.

A TECHNIQUE is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

(Anthony 1963: 63-67; NB My capital letters and bold)

Anthony describes the interrelation of these three concepts as follows:

The arrangement is hierarchical. The organizational key is that techniques carry out method which is consistent with approach. (Anthony 1963: 63)

Richards and Rodgers (1986) take Anthony's three-part model and update it, adding elements which perhaps were not considered salient in discussions of language teaching at the time that Anthony was writing (e.g. under the heading of method, the respective roles of teachers and learners, as well as the role of instructional materials) and more importantly, changing terms so that method becomes a superordinate concept subsuming *approach* (retaining Anthony's definition), *design* (Anthony's *method* refined and elaborated in more detail) and *procedure* (Anthony's *technique*, again refined and elaborated in more detail). The model is presented in Appendix 2. In recent years, Brown (1995) has suggested that the Richards and Rodgers model is too rigidly sequential and static, He proposes in its stead a variation which breaks language teaching into four general categories. These are:

Approaches	Ways of defining what and how the students need to learn
Syllabuses	Ways of organizing the course and materials
Techniques	Ways of presenting the material and teaching
Exercises	Ways of practicing what has been presented

(Brown 1995: 5)

Although Brown provides quite a lot of detail and for each of the four categories, producing tables and sub-tables, I do not see that his proposal is necessarily an improvement. This being the case, the Richards and Rodgers model will be retained as the way into a discussion of methods in the discussion that follows.

APPROACH	
What is the theory of language?	Language is an observable system of structurally related elements used to code meaning. The sentence is the basic unit.
What is the theory of language learning?	Working from the known to the unknown (L1 to L2) and deductively with the memorising of rules and meanings preceding taught activities meant to develop an understanding of ability to manipulate the morphology, syntax and lexis of the language.

<b>DESIGN</b>	
What are the general and specific objectives of the method?	To learn a language in order to read its literature and to benefit from the mental discipline and intellectual development which result from the study of language.
What is the syllabus model?	Texts chosen which exemplify particular structures and meanings.
What are the types of learning and teaching activities?	Primarily reading and writing
What are the roles of the learner?	The learner responds to the teacher's initiative. Accuracy's the goal.
What are the roles of the teacher?	The teacher determines content, how it will be presented, how it will be worked on and criteria to decide if the entire enterprise has been successful
What are the roles of instructional materials?	Written texts are essential. They must exemplify particular structures and meanings.
<b>PROCEDURE</b>	
What are some of the classroom techniques, practices, and behaviours observed when this method is used?	<ul style="list-style-type: none"> <li>· Presentation of grammar followed by exercises</li> <li>· Sentence translation</li> <li>· Vocabulary translation and memorisation</li> </ul>

**Table 1: Analysis of grammar-translation method**

In Richards and Rodgers (1986), the model is employed to describe, classify and analyse what are understood to be the best known teaching methodology models on offer as of the mid-80's. To exemplify how the model is used to describe and analyse different methods, I present in Table 1 above its application to grammar translation, perhaps the first recognised global method, mentioned in Richards and Rodgers but not actually passed through the model.

Following the history of language teaching as presented by the authors cited above, grammar translation was replaced in many contexts sometime in the 1960's by Audiolingualism, which in turn became what we might call the second global method. As is the case with grammar translation, it is difficult to assess the global extension of Audiolingualism, but informal conversations with language teachers from around the world reveal to me that it is familiar method in many contexts. John Norrish (personal communication) informs me that the purpose of his first British Council posting, to Thailand in 1962, was in a school where Audiolingualism was being piloted and was clearly a failing to take hold. Such a story repeated many times over in different part of the world attests to the global spread of Audiolingualism during the 1960's and 1970's.

However, as Norrish again points out, this spread globally was nowhere near as extensive as that of grammar-translation. One reason for this was the fact that whereas grammar translation required no equipment and no technology, Audiolingualism represented a qualitative leap into the future as regards the use of modern technology as the tape recorders and slide projectors were important if not essential to its implementation.

Audiolingualism, which reached its heyday in the 1960's was to be defeated in the method market in many parts of the world by Communicative Language Teaching which began to take shape in the late 1970's, along with the rise (and eventual fall) of what Brown (1995) calls "packaged pedagogies", Rodgers (1998) calls "designer methods" and what I have always heard referred to as "fringe methods". In all three cases, there are three defining characteristics of these pedagogical proposals: (1) they can to varying degrees be analysed according to the Richards and Rodgers' model; (2) they are usually identified with single charismatic individual; and (3) they are completely commodified in that they are well defined pedagogical packages which can be bought and sold (I refer here to the numerous courses on how to implement these methods which

have been held around the world over the past thirty years). In this group we find the usual suspects which arise when one is speaking of non-mainstream language teaching: *Total Physical Response* (see Asher 1977); *Silent Way* (see Gattegno 1976); *Community Language Learning* (see Curran 1976); *The Natural Way* (see Krashen and Terrell 1983); and *Suggestopedia* (see Lozanov 1978).

In Richards and Rodgers (1986), Audiolingualism, CLT and the fringe methods are analysed according to the method model. The authors make a point that the different methods do not always provide clear responses to the questions deriving from the model. Thus while Audiolingualism is well defined across the headings of approach, design and procedure, all of the fringe methods have definite lacunae. For example, the content of instructional materials does not sit well with *Community Language Learning* while *Silent Way* and *Suggestopedia* do not have articulated theories of language. Despite such inconsistencies in the application of the method model, Richards and Rodgers (1986) continues to be one of the most cited and read books in language education circles and to this day is a best seller (it was into its 12<sup>th</sup> printing the last time I looked). Indeed when asked about the possibility of a second edition of the book at seminar at the Institute of Education in 1998, Rodgers replied that while he and Richards would be willing to update the book, the publishers have taken the “don’t fix what ain’t broke” philosophy of leaving a best seller as it is... Despite the popularity of the Richards and Rodgers book, there have been several currents within language education which have challenged the usefulness of the concept of method in language teaching. I shall now briefly present and discuss these challenges.

## 4. Method is dead

### 4.1. The failure of method comparison studies means method does not exist.

Allwright (1988) documents the early days of classroom observation and in doing so, offers an interesting discussion of method comparison studies which were carried out in the US starting in the 1960’s. Perhaps the best known of these studies is the Pennsylvania Project, documented by Clark (1969). The study was carried out over two years (1965-67) and involved 58 schools and over 2,000 students. The aim of the study was to compare three methods: one which was essentially grammar translation (termed “traditional”), one which was essentially audiolingualism (termed “Functional skills”) and one which combined audiolingualism with explicit grammar instruction (termed “functional skills plus grammar”). The results were not particularly conclusive with students in grammar translation groups doing better on grammar

and reading exams than those in other groups. More importantly, the researchers themselves realised that comparing method was a tricky business. First of all, one must be sure about what is meant by method. At the time of this study there was apparently no clear framework along the lines of Richards and Rodgers which might aid researchers in deciding where method begins and ends. This, despite the fact that Anthony’s proposal had been published by the time the study was carried out. Second, teachers are not machines and there is no way of controlling 100% of their actions and movements. Therefore, one could never know if a teacher was truly and exclusively implementing one particular method. Third, because method was not well defined, researchers really could not be sure that they were taking note of the most important aspects of lessons, that is to say those characteristics of method which lead to language learning. Fourth and finally, if a method’s worth is measured in exam results, there is the entirely different issue of the examinations as valid measurement of learning and hence the effectiveness of methods.

This example along with many over the years led to an official version of method comparison studies (e.g. Allwright 1988, Chaudron 1988), whereby research interest moved from method to methodology (specific teaching techniques, but not anything as big as method) to the now popular concept of “instruction”, which would seem to cover any formal exposure to language (see Sheen 1994a, 1994b and Long 1994 for a discussion of instruction). This progression leads us to the conclusion that method is dead because it is too unwieldy to capture, compare and contrast.

However, I should point out that there has been a return to the concept of comparing teaching practice. Over the past 20 years there have been numerous studies carried out using the observation schedule known as COLT (Communicative Orientation of Language Teaching). Spada and Frohlich (1995) is useful presentation of the history of the schedule and how it has been used by researchers around the world, often in radically adapted form, to gauge the extent to which teaching practice is consistent with the canons of the consensus view of Communicative Language Teaching (CLT). What I see in this work is a shift from comparing method A with method B to examining the extent to which individual teachers conform to particular method CLT.<sup>1</sup>

<sup>1</sup>I am of course aware that Richards and Rodgers (1986) state explicitly that they do not consider CLT to be a method per se, because at the levels of design and procedure, “there is much greater room for individual interpretation and variation than most methods permit” (p.83). However, I think anyone who did an RSA or any other teacher training course in the early 80’s can attest to the experience of being exposed to a fairly limited range of design and procedure principles.

## 4.2 The concept of method carries much unsavoury political baggage

In an oft-cited article which was the author's first entry onto the international stage as TESOL commentator, Pennycook (1989: 589) argues that "the concept of method in second language education ... [has] little conceptual coherence [and] seems to obfuscate rather than to clarify our understanding of language teaching". He says it is "historical" and "apolitical" as it contemplates neither the richness of different educational contexts where it is to be implemented nor the fact that it must necessarily at some point represent someone's interests and ideology. For example, in the 1960's there were attempts in many parts of the world to introduce audiolingualism with little or no consideration for how it might clash with local education cultures and how it was supported by a variety of diverse interests such as the commercial belief that new is good, the scientific belief that a technical approach to language teaching and learning leads to ever better methodological proposals and the social engineering philosophy that individuals are malleable and can be shaped into proficient L2 speakers. In the process of deconstructing Method, Pennycook criticises Richards and Rodgers on three fronts. First, these authors buy into the scientific view that through research methods are somehow getting better. Second, they happily present their official history which is based in a rather select geographical location (i.e. North America). Third and finally, their model works rather badly for most of the cited methods, as there are no responses to many of the questions posed (a point I make above). For Pennycook, then, the concept of method is an overly technical and distastefully imperialistic enterprise which in any case seems too elusive to be pinned down by attempts to describe it. In short, we can easily do without method, particularly if we are interested in being respectful of social and cultural diversity and pluralism around the world whilst maintaining some degree of educational coherence.

## 4.3 Method is a modern construct trying survive in post-modern world

Clearly drawing a parallel between debates about the rise of postmodernism in the wake of the modern (for an early view on this debate see Harvey 1989), Kumaravadivelu, (1994) makes a case for what he calls The Post Method Condition. For Kumaravadivelu, the history of applied linguistics reveals a fairly constant search for method which has in essence been the search for an unavailable solution. Citing several of the authors mentioned thusfar, he makes the point that the concept of method has long since ceased to be of use if we are interested in discussing teaching and learning in all its complexity and if we wish to get away from the tradition of pedagogical legislators (e.g.

coursebook authors, speakers at conferences, etc.) dictating to teachers what they should be doing in their classes. Certainly if we are living in the post-modern condition in which, according to Harvey (1989), we move (metaphorically) from form to antiform, from distance to participation, from centring to dispersal, from selection to combination, from type to mutant, from determinacy to indeterminacy and so on, then entertaining something as concrete and predefined as method simply will not do. However, Kumaravadivelu is keen not to introduce another meta-narrative and proposes instead to break the cycle of pendulum swing, of recycling and repackaging, and move on to the post-method condition, which he defines as "the state of affairs that compels us to refigure the relationship between theorists and practitioners of method" (p. 28). According to Kumaravadivelu, it signifies three possibilities. First we must renounce the very hope of finding THE METHOD because methods, from language-based (Audiolingualism) to learner-centred (CLT) to learning centred (the natural approach) all have the same inherent flaw- they are methods based not on classroom practice, but on theory from outside the classroom. Second, we must attend to the consequences of a view of the teacher as the intermediary between the syllabus (and by extension the curriculum), materials and any number of expectations held by administrators and students on the one hand, and the actual class in progress on the other hand. Accepting the post-method condition means that teachers will have to confront this "professional solitude" and use it to their advantage. Third and finally, embracing the post-method condition means embracing principled pragmatism as opposed to eclecticism. The latter all too often becomes survival teaching with techniques and activities put together to merely "get through the day". In the post-method condition, the teacher, because he/she is alone and autonomous, will need to be more reflective and as a result more research oriented. These three characteristics of the post-method condition indeed leave the teacher on his/her own. However, Kumaravadivelu seems to think that they will still be in need of a "strategic framework" within which they might filter proposals for classroom organisation and action. He provides a list of ten macro-strategies which are meant to generate micro-strategies, i.e. concrete actions (see appendix 3 for the complete list).

Elsewhere Richards (1996, 1998) makes a similar case that we are "beyond method". He examines teachers' oral accounts of what they do (teachers "describing their belief systems") and from these accounts, elaborates a list of maxims which he defines as "rule[s] for good or sensible behaviour, especially... in the form of a proverb or short saying" (1996: 286) (see appendix 4 for the complete list). Maxims would appear to be smaller than images (Clandinin 1986) or at any rate, images which have been translated into practice. They are somewhere along the lines of Elbaz's *principles of*

*practice* which arise from more rudimentary *procedures of practice*. Richards sees the view of teaching as maxims offers an opportunity for teacher development. He advocates making explicit teacher views of teaching through diaries, interviews and observations.

There are of course other post-method proposals out there. Tudor (1998) for example proposes the examination of “rationalities” which teachers and learners bring to the classroom where rationalities are understood to be “discrete set[s] of principles which can be used to guide decision making in an objective and generally applicable manner” (p. 319). Prabhu (1990, 1992) has written about moving from seeing language teaching as strictly speaking about pedagogy and proposes that lessons are social-psychological events as well. What all of these authors share is a belief that the days of method belong to past when teachers believed in dogma and sought quick-fix solution. For these authors, these days are long since over and the present-day language teacher needs to be a reflective practitioner (a term taken from Schon (1983, 1987, 1991).

## 5. But is method really dead?

I actually have no problem with the above critiques. I accept that the method comparison studies were a failure because of the difficulty in specifying exactly what constituted method in terms of observable variables. I am also troubled by the technocratic education-ignorant ethos of most discussion of global method. Finally, I accept that the teaching and learning contexts are far too complex for any one method to resolve. However, despite my agreement with these arguments in favour of the “method is dead” thesis, I am still puzzled by the continued survival of the term among the general public and indeed, among many teachers around the world. Over the last three years I have followed on and off a mini-saga develop. It involves a man and a method and I believe it makes the point that just because one questions a construct from theoretical standpoints (i.e. tending towards the etic end of the scale) does not mean that the construct is not empirically valid. The case I shall now discuss makes the point that at least some teachers and lay people still believe in Method, despite so many rumours of its demise. Indeed, were method Mark Twain, it might say “Rumours of my death have been greatly exaggerated”.

## 6. The Michel Thomas story

As part of the New Labour’s attempt to rehabilitate the declining public image of school teachers (the Blair administration has the curious habit of naming and shaming teachers whilst asking celebrities to come forward and relate to the general public how a teacher once inspired them), The Guardian publishes once a

week a column in its Educational supplement in which a celebrity (either local or international) talks about the teacher who inspired him/her along with a response from the teacher in question.. In October, 1999, internationally acclaimed film star Emma Thompson (1999) spoke about her favourite teacher, Michel Thomas, one-man language school and founder of the Michel Thomas Language Centres located in Beverly Hills, New York and London (see Appendix 5 for a copy of this column).

Thompson explains how she was impressed by what she saw of Thomas in a television documentary broadcast on BBC 2 in March, 1997, and that when she had needed to learn some Spanish later that same year, she had decided to pay the price and visit his school. The programme, entitled “The Language Master” provided background information about Michel Thomas and gave an account of his experience of teaching French to a group of nine linguistic no-hopers. From this programme, several newspaper articles and Thomas’s biography (Robbins 1999), I have learned a lot about Thomas extraordinary life. He was born Moshe Kroshof (Michel Thomas was the *nom de guerre* he would later adopt and then keep) , in Lodz Poland, but was sent by his mother to Breslau, Germany to escape Polish anti-Semitism and receive what was perceived to be a better education. Thomas apparently had a comfortable life in Germany until Hitler’s rise to power in 1933, at which time he went to France where he studied psychology at the Sorbonne. During the Vichy regime in France, Thomas was imprisoned on several occasions and subjected to different types of torture. He lived in a cycle of imprisonment, escape, false papers and Resistance activism. He eventually was employed by the US Counterintelligence Corps and spent the rest of the war and the period just after, working as an undercover spy and Gestapo member interrogator. He is said to have been responsible for the prosecution of 2,000 people working in post-war Nazi underground organisation. In 1947 he moved to Los Angeles and became a US citizen. Soon afterwards he opened his first language school where he began to perfect what he now calls his “method”. Former students include Gene Kelly, Princess Grace, Woody Allen, Warren Beatty, Raquel Welch, Barbra Streisand, Francois Truffaut and the above-cited Thompson. All have studied with Thomas and all claim, or have claimed, that he is “The Language Master”.

To this day Thomas has never laid out for the general public exactly what his “method” consists of. We find out from the documentary that academics have approached him on occasion to study what he does. His response has been consistently negative, based on the suspicion that academics will misunderstand and misrepresent what he does and the fear that someone might effectively “steal” what he has perfected and use it for their own benefit (Thomas himself has of course made a fortune with his method). I shall now examine

three short excerpts from this documentary to give the reader some idea of what the Thomas' method is about. I would like to point out that I am all too aware of the limited conclusions to be drawn by reader after reading some five minutes of transcribed talk. However, it is my modest intention to provide the reader with a taste of Thomas's method, not an exhaustive presentation of it. In any case as I pointed out above, Thomas has never actually provided anyone with very much information about what he does.

The first excerpt which I have chosen to reproduce takes space at the beginning of the documentary. Thomas has agreed to teach a group of eight secondary school students who have been classified by their teachers as hopeless in foreign languages. The documentary takes us into the classroom just as Thomas is introducing the French pronunciation of words ending in "ible" and "able". The reader should note that in this and the two subsequent excerpts to be presented, I have written all spoken French in italics.

MT: Words in English ending in "ible" like possible, and in "able" like table, they all come from French. And they're the same, the same spelling, the same meaning, except for the *prononciacion*, for the pronunciation. "Ible" in French is pronounced *ible* like possible would be *possible*. And "able" because the letter "a" is pronounced *a*, "able" is pronounced *able*. "Table" would be *table*. "Acceptable" would be... accept...

S1: *Accept-cept*

MT: Yes, come on

S1: *Acceptable, accept...*

MT: Yes

S1: *Acceptable*

MT: *Acceptable*, yes, yes. And "comfortable" would be *comfort...*

S2: *Comf-ter-bal*

MT: *Comfort...*

S2: *ta-table*

MT: Right, say it again, *comfort...*

S2: *Com-for-table*

MT: *Comfortable, comfortable...*

In the second excerpt we find Thomas providing us with some insight into how he sees the teaching of grammar, in particular how he breaks the language into pieces and then "reassembles" it for the learner:

I will dissect everything into small parts and reassemble it in such a way that one will understand everything step by step. That understanding, to learn and to know how to apply it in the practical way and putting it into sentences and more and more complex sentences and expressing one's own thoughts and not in memorised phrases. That is important.

In the third excerpt, Thomas provides a more detailed explanation of his teaching, in particular how he deals with pronouns. The reader should note that this

excerpt has been edited. In the original, Thomas's comments were interlaced with short exemplary sequences of his teaching. I have elected to take these sequences out (replacing them with...) so as to provide a clearer exposition of Thomas' ideas by Thomas himself.

"To do" in French is *faire*. To remember *faire*, well I'll say it's a very fair thing to do. It's very fair to do it. To make, it's very fair... "To do it", *le faire*. I don't see anything, but that *le* means "it", that the pronoun comes before the infinitive is nothing. I just say *faire*, to do, *le faire*, to do it. That's all. And then immediately I will go into it and say: Well, how would you say "I would like to do it"? To know, *je voudrais*, I would like. I would like to do it, *Je voudrais le faire...* Now *le faire* is already something which is very natural, very common to them. So they will know now the difference between "to do", *faire*, and "to do it", *le faire*. Now I start replacing the verb, you see. So if "to see" is *voir*. So how would you say "to see it"? Some students- most of them will immediately say *le voir*. And some may not say immediately *le voir*, then I will go back to what is "to do", *faire*, and "to do it", they will say *le faire*. OK, now we go to *voir*, to see, to see it, ah, *le voir*. They all get it.... *Le voir* also means "to see him". So "I'm going to see him tonight", how would you say it? They will say *je vais*, I'm going, to see him, *le voir*, *ce soir*. So now they know *voir* is "to see", *le voir*, "to see it" or "to see him" and *la* is "her". Now I will say how would you say "I would like to see her", automatically, they will say *je voudrais la voir...* Now they can say "I would like to see you", *je voudrais vous voir*. It will never occur to them to say "I would like to see, *je voudrais voir* you, *vous*, no, never They will never say "I would like to see"- like in English "I would like to see you", *Je voudrais voir vous*. It will never occur to them. It cannot. It is set, mentally set, clearly, solidly...

So, is this a method? If we were to ask ourselves the questions arising from the Richards and Rodgers model about approach, design and procedure, we might well say yes. In Table 2 below, we see how Thomas's method "responds to these questions.

The responses to the question in many cases are similar to those provided for Grammar translation. This is not surprising when we consider that in Stern's (1992) terms, Thomas's teaching strategies are consummately crosslingual (i.e. involving comparison and contrast between the L1 and the TL), analytic (i.e. involving formal analysis, specifically breaking words, phrases and sentences down into little pieces and then building them up again) and explicit (i.e. consciously focused on the language). However, it would be erroneous to suggest that what Thomas's practices constitute was effectively a new form of grammar translation. I say this because in the documentary he seems to be exclusively concerned with speaking, not reading and writing. Indeed, his crosslingualism is not an end in itself, as often appears to be the case with grammar translation; rather it is a way into the language, drawing on what the student already knows. And, his focus on form is a step on the way to producing complete utterances and not as an aid to translation.

<b>APPROACH</b>	
What is the theory of language?	Language is an observable system of structurally related elements used to code meaning. These elements are combined and recombined to construct sentences.
What is the theory of language learning?	Accretion of bits and piece sof language. Working from the known to the unknown (L1 to L2) and deductively with the presentation and demonstration of rules and meanings preceding first repetition and later creation of new constructions, all with the intention of manipulating the morphology, syntax and lexis of the language.
<b>DESIGN</b>	
What are the general and specific objectives of the method?	These would seem to depend directly on the needs of the individual students, although one gets the impression that the method does not vary across learners.
What is the syllabus model?	Structural, building block approach to chunks of syntax, elements of morphology and phonology and lexis.
What are the types of learning and teaching activities?	Primarily listening, thinking and speaking
What are the roles of the learner?	The learner responds to the teacher's initiative but is expected to be active.
What are the roles of the teacher?	The teacher determines content, how it will be presented, how it will be worked on and criteria to decide if the entire enterprise has been successful.
What are the roles of instructional materials?	There do not seem to be any, except for the cassettes which apparently involve the repetition of words and phrases uttered by Thomas himself.
<b>PROCEDURE</b>	
What are some of the classroom techniques, practices, and behaviours observed when this method is used?	Straightforward discussion of formal aspects of the language by the teacher later involving students in repetition and problem solving exercises.

**Table 2: Analysis of the Michel Thomas method**

Another reason to dissociate Thomas's method from grammar translation is the charismatic personality which he projects and which surely is a big part of the method. If anything, there are overtones of suggestopedia in Thomas's approach what with his insistence on comfortable furniture, dimmed lights and his mild manner and soothing voice as a backdrop to thinking about and trying to speak a language. The magic of his personality as integral to the teaching and learning process is reflected in some of the comments made by the eight students who were studying with him. Several of them made statements to the effect

that he had the ability to read their minds ("He knows what you're thinking").

As I pointed out at the end of the last section, a wide range of authors have suggested that there is good reason to believe that method is dead, or in any case, that it is not a satisfactory construct for talking about language teaching. However, if we examine the case of Michel Thomas we see that we can analyse it with some degree of success, using Richards and Rodgers's model. Furthermore, it is instructive to see how readily the general public and language teachers themselves gravitate towards "method" as a useful way of making



sense of what teachers practise in classroom settings. Prior to and after Thomas appeared in the documentary on BBC 2 in 1997, there was a spate of newspaper articles about the man and his method. In these articles Thomas was presented as a combination of a war hero (see his mini-biography above) and mystical guru. More importantly, many language teachers, wrote letters to professional publications asking how they could find out more about Thomas and his method. Two and a half years later, upon publication of the Thompson article, there was once again a flurry of journalistic activity, enquiring after the “method”.

## 7. Rehabilitating Richards and Rodgers: an heuristic for thinking about teaching

Examining the phenomenon of Michel Thomas and his method, it occurs to me that if we take an *emic* perspective, that it is grounded in the experiences, interests and values of those directly involved in language teaching and learning (i.e. teachers and language learners- past, present and future), we see that the construct of method is alive and well. Whether or not it is as fully articulated as intended by those involved in method comparison studies is another question. It is also questionable that the way the way individuals come into and out of the construct is necessarily oppressive, although I do not doubt that the knowledge is interested (to use the term used by Pennycook, drawing on Foucault and others) and that method does frame teaching in a technical way. Finally, while there might be a more finely tuned view in applied linguistics of what it is involved in language teaching and learning which sees the process as historically, sociologically, culturally and social-physiologically situated, this does not mean that teachers and learners cannot frame what they experience from the teachers’ side of the classroom as the implementation of a “method”. So, coming full circle and bringing this paper to a close, It is my view that the concept of method is far from dead, that it lives on in the hearts of minds of many people, and that as a sociological phenomenon, it is of interest to applied linguists. There are many reasons to criticise the Richards and Rodgers’s model of analysis of method which I have referred to some many times in this paper. However, could it not be the case that those who point out its deficiencies are perhaps expecting too much of it (or indeed any attempt at modelling behaviour). For example, when I discuss second language acquisition theories with students on our MA TESOL and Modern Languages programmes, I very often encounter an all-or-nothing stance towards different theories: they are either completely true (normally meaning total acceptance of the theory in question and the research presented to support it) or completely false, or, for the more “open minded”, a theory might be true but it is

totally useless to teachers. In response to the latter two stances, I try to make the point that any theory- no matter how daft sounding, empirically refuted or seemingly useless in practical terms- might still have some value as an heuristic for understanding the phenomena it is meant to explain. Thus Krashen’s acquisition/learning distinction was early on criticised for its non-falsifiability (e.g. Gregg 1984; McLaughlin 1987) and then with time has tended to be seen as not particularly interesting amongst researchers (Krashen no longer merits a chapter or even more than a few pages in recent SLA survey book such as Mitchell and Myles 1998). However, to my mind this distinction is of heuristic value as it resonates with teachers experiences with language learners and language learning: it has some value as a means to think about and reflect on contrasts between highly structured teaching practice and less structured teaching practice and how these relate to language learning.

A similar case might be made for the Richards and Rodgers model for analysing method. Like many authors I find it historical and sociologically poor. However, I think it might be useful to teachers as an heuristic to reflect on their teaching practice so as to respond to the question often put to teachers: “What is your method?” Using the model in this way allows teachers to reflect on their overall approach, that is what in their view is the nature of language (including questions as diverse as the suitability of findings from corpus linguistics to language teaching or the relationship between culture and language) and how they think languages are learned (is it strictly speaking UG driven, a question of input-interaction-output or even Vygotskian in nature?). It allows them to subject their views on course design to scrutiny. As outlined in Stern (1992), Brown (1995) and Nunan and Lamb (1996), this process includes a specification of content, syllabus writing, materials selection and development, lesson planning, as well as a consideration of teacher-student roles. Finally, it allows them to reflect on actual teaching, which might include assessment of students and some monitoring of students’ activity.

I might point out at this time that I am not saying that Richards and Rodgers pose the most important questions about language teaching or that all there is to know about teaching and learning languages is covered by their model. Rather, I am suggesting that it is a starting point from which some questions might be deleted and others added and that the teacher who attempts to formulate responses to any of these questions is at least taking a step towards greater reflection on practice and, I think, greater professionalism. I can think of at least two reasons why this is the case. First of all, any structuring of one’s knowledge of teaching is a first step towards the development of a framework which allows one to more effectively assimilate and accommodate suggestions which fellow teachers and researchers make about

language teaching practice. The absence of such a framework often leads one to unreflective eclecticism and survival teaching consisting of accumulating a bag of tricks with no consideration of why. Second, such structuring is potentially generative, providing the teacher a baseline from which he/she can innovate (that is, come up with new constellations of ideas as alternatives for one's individual teaching context). To my mind, the teacher who develops a thorough understanding of what he/she is about as a language teacher will be better able to analyse what individuals like Michel Thomas are doing. Such analyses will perhaps

lead him/her to see that Thomas's method is far from a panacea for all language teachers in all parts of the world; rather, as a teacher Thomas embodies the age-old debate in education as to whether teaching is art or science. I say this because while there is obviously something in Thomas's work which we can be described in terms of method (see Table 2 above), there is also a great deal which is so tied to his personality and charisma that we cannot possibly expect it to work everywhere. He is simultaneously the reminder that while method is not dead, it nevertheless cannot be given or passed from one individual to another.

## APPENDIX 1 Richards and Rodgers' Method model

### APPROACH

- a. *A theory of the nature of language*
  - an account of the nature of language proficiency
  - an account of the basic units of language structure
- b. *A theory of the nature of language learning*
  - an account of the psycholinguistic and cognitive processes involved in language learning
  - an account of the conditions that allow for successful use of these processes.

### DESIGN

- a. *The general and specific objectives of the method*
- b. *A syllabus model*
  - criteria for the selection and organisation of linguistic and / or subject matter content
- c. *Types of learning and teaching activities*
  - kinds of tasks and practice activities to be employed in the classroom and in materials
- d. *Learner roles*
  - types of learning tasks set for learners
  - degree of control learners have over the content of learning
  - patterns of learner groupings that are recommended or implied
  - degree to which learners influence the learning of others
  - the view of the learner as a processor, performer initiator, problem solver, etc.
- e. *Teacher roles*
  - types of functions teachers fulfil.
  - degree of teacher influence over learning
  - degree to which the teacher determines the content of learning
  - types of interaction between teachers and learners
- d. *The role of instructional materials*
  - primary function of materials
  - the form materials take (e.g., textbook, audiovisuals)
  - relation of materials to other input
  - assumptions made about teachers and learners

### PROCEDURE

- a. *Classroom techniques, practices, and behaviours observed when the method is used*
  - resources in terms of time, space, and equipment used by the teacher
  - interactional patterns observed in lessons
  - tactics and strategies used by teachers and learners when the method is being used

## APPENDIX 2 Kumaravadivelu's ten macrostrategies

- 1.** Maximise learning opportunities. Teachers are not only planners of teaching acts but also mediators of learning acts
- 2.** Facilitate negotiated interaction. Learners should be initiators and not just reactors to negotiations, which involve acts of clarification, confirmation, comprehension checks, repair, and turn taking.
- 3.** Minimise perceptual mismatches. Teachers should allow learners the space to develop their own interpretations of grammar using their individual "creative processes".
- 4.** Activate intuitive heuristics. Teachers should allow learners the space to develop their own interpretations of grammar using their individual "creative processes"
- 5.** Foster language awareness. "Language awareness treats grammar as a network of systems to be interacted with rather than a body of structures to be mastered"

- 6.** Contextualize language input. Learners need to see the integrated nature of language (syntactically, semantically and pragmatically) and this is done by presenting language in naturally occurring contexts.
- 7.** Integrate language skills. Skills should not be taught in isolation.
- 8.** Promote learner autonomy. Learners should be equipped with the psychological and strategic means to self-direct their own learning.
- 9.** Raise cultural awareness. Teachers should identify the cultural knowledge which learners bring to the classroom and use this knowledge as springboard to making the class multi-culturally aware.
- 10.** Ensure social relevance. Teachers should be "sensitive to the societal, political, economic, and educational environment in which L2 learning teaching takes place"

## APPENDIX 3 Richard's (1996) maxims

- The Maxim of involvement - Follow the learners' interests to maintain student involvement.
- The Maxim of planning - Plan your teaching and try to follow your plan.
- The maxim of order - Maintain order and discipline throughout the lesson.
- The Maxim of encouragement - Seek ways to encourage teacher learning.
- The Maxim of accuracy - Work for accurate student output.
- The Maxim of efficiency - Make the most efficient use of class time.
- The Maxim of conformity - Make sure your teaching follows the prescribed method.
- The Maxim of empowerment - Give learners control.

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# INTO MY PARTNERS' SHOES

## APPROACHING MULTICULTURAL EDUCATION IN THE CLASSROOM

by Núria Vidal

In this article, based on the readings of James A. Banks *An Introduction to Multicultural Education* and Christine I. Bennett *Comprehensive Multicultural Education. Theory and Practice*, I will consider the meaning of "Multicultural Education" and its effects on the school environment. To follow up, I shall present a series of task materials that foster acceptance and appreciation of cultural diversity, help combat racism and all forms of discrimination and ensure students' identity by developing their self-esteem. The procedure for teachers to carry out the tasks in the classroom will be interwoven with the student's materials.

### 1. What is multicultural education?

According to Banks, multicultural education is "a movement designed to empower all students to become knowledgeable, caring, and active citizens in a deeply troubled and ethnically polarized world". According to Bennett, it is "an approach to teaching and learning that is based upon democratic values and beliefs, and affirms cultural pluralism within culturally diverse and an interdependent world". What is true for both authors is that Multicultural Education should enable students to find their own identity and be proud of it within the school and the students' environment and also within an attainable global perspective.

Banks and Bennett share the belief that multicultural education attends the school's **hidden curriculum** such as teachers' values and expectations, student groupings and school regulations. There are unconscious behaviour patterns teachers and administrators should revise together and become aware of how can these affect some of our students in our classrooms.

Changes in the curriculum should involve all members of the school community. There must be conviction and determination to carry on a multicultural curriculum in the school. According to Banks "when curriculum transformation occurs students and teachers make paradigm shifts and view the world experience from the perspectives of different racial, ethnic, cultural, and gender groups". The author has observed teachers using four different approaches concerning multicultural education in the classrooms. These four approaches have a progression in their implementation concerning both: commitment and difficulty.

These are Banks four approaches:

#### Level 1 - The Contributions Approach

*Focuses on heroes, holidays, and discrete cultural elements.*

Most teachers use this approach for it is related to the teachers' personal will more than to the school community commitments. Not to be despised, it is a first step into the matter. Now and then activities or tasks dealing with a variety of heroes, holidays or other cultural events from the different communities

represented in the classroom are taught to the students. The approach provides opportunities for festive occasions.

#### Level 2 - The Additive Approach

*Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.*

Responsible and aware teachers are unable to change the curriculum by themselves and feel powerless in front of many diverse classroom situations. They try to create or select materials that make students, as a group and individually, think of the different cultural and ethnic perspectives that can be taken into account to analyze different ways of understanding daily life or other more academic topics. The project we are presenting would fit into this category unless the school would consider the objectives of the materials as an integral part of the "segon nivell de concreció" or school curriculum.

#### Level 3 - The Transformation Approach

*The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups.*

It is evident that there are hints of cultural studies in the curriculum in the "temes transversals" but there has not been a deep and profound change of all the subjects in the curriculum in the light of what "multiculturalism" means. Level three would involve revising the objectives of the "nivells de concreció" and would influence on the perspective of how all subjects have been taught in the past and how these should be taught in the future.

#### Level 4 - The Social Action Approach

*Students make decisions on important social issues and take actions to help solve them.*

Once the curriculum is a school tool, students are empowered to be active critical thinkers and to take actions that would foster changes in our society. It is the most committed approach and it needs the support of teachers, students, parents and administrators; the whole school community is involved and politicians and administrators informed.

## 2. Multicultural education in the school

A good intercultural atmosphere can be created in the school through a series of easy and lively activities, such as:

- Have varied and changing classroom/school decoration related to multicultural issues.
- Carry out warmers that mix students and foster acceptance of the differences in the class.
- Provide different groupings, having students to work with all.
- Carry out tasks, projects and frames that foster multicultural acceptance.
- Count on local or nearby institutions whose interests are related to multicultural education such as the International Forum of Cultures (see Web page at the end).
- Organize seminars amongst teachers to discuss issues on multicultural education...

## 3. Into My Partners' Shoes, a possible implementation.

### Step 1 - Negotiating Objectives

The following tasks are suggested as a possible starting point to make students and teachers aware of the following objectives:

- Introduce the concept of compromise towards the students not belonging to the mainstream culture by negotiating and accepting objectives.
- Develop multiple historical perspectives.
- Strengthen cultural consciousness.
- Develop a sense of identity and thus self-esteem.
- Develop a mastery of understanding the feelings of others.

Objectives should be discussed, understood, negotiated, remodeled, shortened and/or enlarged if need be and finally accepted by all the class members. It is certainly a difficult task to make objectives completely clear in the foreign language. This negotiation may be carried in the mother tongue or used at the same time in the foreign language class and "tutoría".

### Step 2 - Reviewing History

Get the whole (HIS, HER, THEIR, OUR) STORY!

To change the concepts that lead to common misunderstanding, the facts related to certain periods in History have to be reviewed. For these series of tasks facts from two different periods from our past have been chosen:

- a) Those belonging to the countries and peoples around the Mediterranean before 1492.
- b) Those related to the countries and peoples of America after 1492.

Facts should be read, discussed and understood. Research can be expanded until students have enough information to give their own positive or negative opinion about each of the facts.

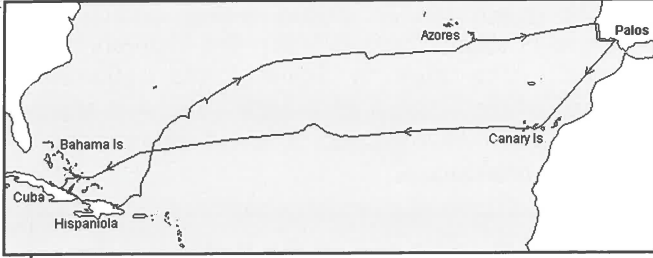
Research groups can be created around characters presented or specific facts such as: "The discovery of America", "The Jews in Spain", "The Catholic Monarchs", "The Kingdom of Granada", etc. And the facts presented in worksheets 1 and 2 enlarged or changed if necessary.

### Facts from the past around the Mediterranean

Up to the 15<sup>th</sup> Century

- The peoples who inhabited the shores of the Mediterranean were united in a common worldview - as the name suggests, they saw themselves as living at the centre of the world.
- The region had seen the rise and fall of several civilizations.
- The Mediterranean Sea linked three continents Europe, Asia and Africa. Surrounding that sea was a world of diverse peoples, languages and religions.
- Renewed interests in Greek and Roman cultures fostered humanistic studies in art and science.
- New stimulating ideas were spread with the advent of printing.
- Christians, Muslims and Jews of the Iberian Kingdoms had coexisted throughout most of the middle Ages in considerable harmony, despite periods of war and a conflict. Close contact and currents of influence among these groups fostered a varied culture and flourishing intellectual life more advanced than anywhere else in Europe.
- Unification of the Christian Kingdoms of Aragon, fiNavarre and Castile began in 1469 when Isabel of Castile married Prince Fernando of Aragon.
- In 1480, they established the Inquisition to enforce Christian belief and practice.
- In 1492 Columbus's first voyage to the Americas took place.
- In 1492 the monarchs conquered the last Muslim kingdom of Granada and expelled all Jews who refused to convert to Christianity.
- Despite such repression, the extraordinary cultural diversity of late Medieval Iberia left an enduring legacy in art, architecture, language, music, food agriculture and urban life.





*Columbus's first voyage*

**Facts from the past in America**

The 15th Century and after:

- The dramatic encounters of European and American peoples from 1492 to 1600 varied considerably from place to place and over time
- The Indian peoples sometimes greeted Europeans warmly, provided them with food and taught them new survival skills.
- The Indians perceived Europeans as being spiritually powerful.
- Some Indians used the new comers as allies against old enemies.
- The Europeans brought technologies, ideas, plants, and animals that were new to America and would transform people's lives: guns, iron tools and weapons; Christianity and Roman law; wheat; horses and cattle. They also carried diseases against which the Indian peoples had no defences.
- It is estimated that, within 20 years, the native population of Hispaniola dropped from one million to 30.000.
- Hernán Cortés led the conquest of the Mexican (Aztec) empire from 1519 -1521.
- Within 30 years Mexico had the first printing press in the Americas, a cathedral and a university.
- There were about 8.000 Indian residents, Spaniards and perhaps 5.000 Africans of diverse origins living in Mexico in 1550.
- Despite a great reduction in population, native cultures and communities survived, adapting to new circumstances of Spanish rule.
- All Indian communities were subject to Spanish tribute and labour demands.

**In the History we reviewed, what...**

**I like**

**I don't like**

**Why?**

**Why?**

**I do not understand**

*(Enlarge grid if necessary)*

Class debate. The students may use history books, encyclopaedias and the Internet to check all the facts given and expand on what they become interested in or curious about. When all the information has been collected Students and teacher compare their answers and their views concerning the facts presented in the debate. A final grid is drawn on the blackboard to illustrate the doubts and weaknesses of the class.

**Step 3: Getting into your bygone's shoes**

Some facts in History have been reviewed and seen from other perspectives. The aim, for the following tasks, is to be able to understand some characters that belonged to the periods under consideration.

It would be interesting for students and teacher to adapt the biographies presented to the level and capacities of the students. Teachers and students should be encouraged to create other biographies from Christians, Jews, Muslims or American Indians from the periods described. Let us see two examples:

**Back in centuries...**

(unknown biographies)

**A day in the life of a... Muslim**

- My name is Abbas.
- I speak Arabic and Latin.
- It is the year 1008.
- I live in Cordoba now but used to live in Florence.
- I came to Cordoba to teach music but I am now interested in other studies such as astronomy and mathematics.
- In Cordoba there are 500.000 books distributed among public and private libraries of the city. My Islamic culture is pre-eminently a culture of the book.
- I'm married to a beautiful woman, a Christian who accepted Islam freely in recognition of the peace, security and the freedom of expression that is possible under our, the Muslim, rule.
- Many scholars from the East come to Cordoba because they are assured a warm welcome. We are eager to know what is going on in Baghdad: What was being discussed, what people were wearing, what songs were being sung and most important-what books were being read.
- I enjoy the "patio" of my house with the flowers, the fragrances, the small fountain.
- My wife and I enjoy Mediterranean food. We love the energy dates give us!
- In the afternoon I sometimes go to the public baths and in the evening I play....
- ...

*Text adapted from:*

<http://www.users.erols.com/gmqm/andalus1.html>

### A day in the life of a... Jew

- My name is Sarah. I am a Jew
- It is the year 1492.
- I live in El Call, in Girona
- The King Ferdinand has captured the city of Granada.
- He has also ordered the expulsion of all the Jews in all parts of his Kingdom -in the Kingdoms of Castile, Catalonia, Aragon, Galicia, Majorca, Minorca, the Basque Provinces, the islands of Sardinia and Sicily, and the Kingdom of Valencia.
- This makes about 50,000 families and about 250,000 persons.
- The King is giving us, the Jews, three months to leave. We are to leave during May, June or July and be out of the country by August 1st.
- We have houses, fields, vineyards and cattle and most of us are artisans.
- We feel so powerless...
- ...

*Text adapted from: MARCUS, Jacob: **The Jew in the Medieval World: A Sourcebook**, 315-1791, (New York: JPS 1938), 51-55*

The previous are invented biographies based on what History was like at the time. To be consistent with the period, Abbas' biography can be read by students, Sarah's biography should be read by the teacher and listened to by the students, for Jewish women could not read at that time.

**ABUL-WALEED  
MUHAMMAD  
IBN RUSHD**  
  
**1128 -1198  
(AVERROES)**



- My name is Ibn Rushd. They call me Averroes in the West.
- I was born in Cordoba, in Al- Andalus in 1128.
- I studied religious law, medicine, mathematics and philosophy.
- I am very interested in philosophy and logic and also in medicine.
- I have a very deep knowledge of the Qur'an and Prophetic traditions.
- I wrote 87 books on various subjects.
- My books have been translated into Latin, English, German and Hebrew among others.
- When I was 23 I went to Marrakesh in Morocco to help in establishing Islamic educational institutions.

- I translated, abridged and commented on some works of Aristotle and wrote commentaries on Plato's Republic.
- I was a judge in Seville when I was 44.
- I was a judge in Cordoba, my birthplace, when I was 46. I was a judge in Cordoba for ten years.
- I am one of the greatest thinkers and scientists of the 12<sup>th</sup> C.

**ABUL-WALEED  
MUHAMMAD  
IBN RUSHD**  
  
**1128 -1198  
(AVERROES)**



- My name is Averroes
- I am from Cordoba, Spain
- I was born in 1128
- I like science and philosophy
- I write books
- I am an educated man
- I am a Muslim
- ...

These two versions of the same character belong to a very well known writer from the 12th C. Students are asked to get into the characters' shoes by memorizing the role according to his/her capacities (there are two versions). They should try to accept what it is said about Averroes in order to become the character or any other characters that they can create or portray.

Other suggested characters that can be developed are:

- Abd-ar-Rahman III (891 -- 961) Emir of Córdoba, who ruled from 912 and proclaimed himself caliph in 929. Under him the Umayyad emirate reached the peak of its power.
- King Ferdinand (1452 -- 1516)
- Queen Isabella (1474--1504)
- The Catholic Monarchs.  
<http://www.sispain.org/english/history/catholic.html>
- Tomas de Torquemada (1420-1498) First Grand Inquisitor of Spain.  
<http://www.newadvent.org/cathen/14783a.html>  
[http://www.mcs.drexel.edu/~gbrandal/Illum\\_html/Torque\\_mada.html](http://www.mcs.drexel.edu/~gbrandal/Illum_html/Torque_mada.html)
- Cristopher Columbus (1451 -- 1506)  
<http://www.sispain.org/english/history/discover.html>

- Maimonides (1135-1204), Jewish philosopher and physician, born in Córdoba, Spain. He was also known as Rabbi Moses ben Maimon.  
<http://encarta.msn.com/index/conciseindex/05/00582000.htm>
- Montezuma II, (1480-1520), ruler of the Aztec Empire of Mexico  
<http://home.echo-on.net/~smithda/montezuma2.html>  
<http://home.earthlink.net/~eltesoro/moctezum.htm>
- Quetzalcoalt, Mexican Myth  
<http://weber.ucsd.edu/~anthclub/quetzal.htm>


Again, as done with the facts in History, students are asked to find what is positive and what is negative about what is being said of each of the characters and to think from the perspective of that period and the character involved. They will ask themselves how would these people be considered nowadays. Would they be accepted in our society as they had been in theirs? Why would they or why would they not?

<b>The character...</b>	
+	-

#### Step 4: Into our partners' shoes

In this part of the project students, in groups of three, create possible biographies from member of the students community. It can be a man or a woman, a Muslim, a Catholic, a Buddhist, or any other person from a different creed from than the mainstream; They create people from different ethnicity or culture, people differently abled, people with non standard sexual orientations and people of all ages: very young or very old. Students in their groups define the roles, write brief biographies and let each one become

someone very different that what she or he is. A boy can be a girl, a Catalan can be an Arab, an Arab a Latin American, another student can be his grandmother or an important member of their community and so on... The point is to understanding why some cliches make us feel uncomfortable in front of a person who is not like ourselves by having to defend what is not thoroughly accepted in our community. They make heterogeneous groups and create the biographies.

In the year 2.000... A day in the life of...			
	An Arab boy from Sant Pere de Ribes	A Catalan girl from Terrassa	A native Latin American girl from Blanes
	<ul style="list-style-type: none"> <li>• My name is ...</li> <li>• I study in IES ...</li> <li>• I live in a small apartment with my mother, father and sister.</li> <li>• First my father came with my brother, then my mother and I came.</li> </ul>		

#### Step 4: Defining identity

In order to understand others, kids and human beings in general should accept and be proud of what they are. The following steps lead students to define their own identity. The teacher encourages students to fill in the grid and to

write everything they think is positive about them. Roles are changed and students add other positive characteristics from their peers while getting into their partners' shoes and becoming their partners instead of themselves.

In the year 2.000...			
Draw or place your picture here.	<b>IDENTITY</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">           Name:            Birthplace:            Date of birth:            Gender:            Language:         </td> <td style="width: 50%; border: none;">           Religious background:            Recreational groups:            Musical groups:            Clubs:         </td> </tr> </table>	Name: Birthplace: Date of birth: Gender: Language:	Religious background: Recreational groups: Musical groups: Clubs:
Name: Birthplace: Date of birth: Gender: Language:	Religious background: Recreational groups: Musical groups: Clubs:		
+			

The ten worksheets presented may be used alternatively and separately on different occasions and in different circumstances whenever the teacher thinks there is a

need to revise feelings concerning cultural and ethnic diversity in the classroom.

Good luck!



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Barcelona 2004, The Universal Forum of Cultures  
<http://www.barcelona2004.org>

Education Week on the Web  
<http://www.edweek.org>

Global SchoolNet Foundation  
<http://www.gsn.org>

Multicultural Publishing and Education Council  
<http://www.mpec.org>

Center for Innovation in Education  
<http://www.educenter.org>

Awesome Library for Teachers  
<http://neat-schoolhouse.org/teacher.html>

Education World  
<http://www.education-world.com>

Teacher Talk Forum  
<http://education.indiana.edu/cas/tt/tthmpg.html>

Canada's Schoolnet Staff Room  
<http://www.schoolnet.ca/home/e/>

Carfax  
<http://www.carfax.co.uk/subjeduc.htm>

Goals 2000: A Progress Report  
<http://www.ed.gov/pubs/goals/progrpt/index.html>

Teachers Helping Teachers  
<http://www.pacificnet.net/~mandel/>

Ethics Updates/ Lawrence Hinman  
<http://ethics.acusd.edu> <http://ethics.acusd.edu>

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# web

## CORNER

We know it is completely impossible to keep up to date with web addresses. We keep asking people to send us those which have proved of some interest to them, but quite unsuccessfully so far.

Apart from those that we have included in our WEB page, here are some more addresses:

<http://www.bbc.co.uk>

Among lots of information on different topics, there is an interesting section on education. Schools on line offers resources for 1-11yrs./ 11 to 16 yrs. and revision resources. Although it is mainly addressed to British teachers, we are sure it can prove of interest to many of us.

<http://www.oxfam.org>

Information, projects and lesson plan ideas on developing countries.

<http://www.brtikid.org>

Antidiscrimination site: games, quizzes and information built around a group of black and white British children.

<http://www.britannica.com>

<http://www.encyclopedia.msn.com>

<http://www.webopedia.com>

Encyclopaedias and dictionaries.

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# ELT 2000

## PHOTO ALBUM



Cristina Escobar and Antonio Sanchez Sola with participants in their mini-course.



Guy Cook and some "critical-distinction" participants.



Our President, Isabel Vidaller, and Dr. Dilys Bone.



Guy Cook, David Block and Peter Skehan.



David Vale with some enthusiastic teachers.



# 12è CONCURS PREMI APAC

APAC convoca el 12è concurs per a professors i alumnes de llengua anglesa de tots els nivells educatius (Primària, Secundària, Escoles d'idiomes i alumnes d'universitat)

## PODEN OPTAR A PREMI

**A** Proposta d'activitats d'aula (crèdits variables d'anglès o interdisciplinaris, treballs per tasques, projectes, etc).

**UN PREMI I UN ACCÈSSIT**

**B** Treballs de recerca

B1 Presentats pels professors

B2 Presentats per alumnes de Batxillerat

**DOS PREMIS I DOS ACCÈSSITS**

**C.** Treballs presentats pels alumnes (videos, revistes, còmics, etc).

**TRES PREMIS I DOS ACCÈSSITS**

## BASES GENERALS

- 1 Tots els treballs presentats hauran d'ésser en anglès. En el cas de la modalitat A i B, els treballs, a més de presentar-se impresos, hauran d'incloure una còpia en suport informàtic, atenent a les característiques del treball.
- 2 Els treballs presentats per a l'opció A han de ser inèdits i han d'incloure: objectius, continguts, material per utilitzar a classe i activitats d'avaluació.
- 3 Els treballs de recerca presentats pels professors (opció B1) han de ser treballs d'investigació sobre aspectes relacionats directament amb la llengua anglesa.
- 4 Els treballs presentats pels alumnes (opció C) han d'incloure una introducció del professorat de la matèria indicant els objectius de l'activitat.
- 5 Tots els treballs es presentaran en sobre o paquet tancat. Dins es farà constar:
  - Nom, adreça, telèfon i nivell educatiu del concursant.
  - Curs (en el cas d'alumnes), escola i nom del professor/a.
  - Modalitat en la qual participa.
- 6 El termini de presentació finalitza el dia 31 de gener del 2001
- 7 Els premis de la modalitat C i els accèssits de les modalitats A, B i C consistiran en lots de material didàctic.
- 8 El premi de la modalitat A consistirà en un curs de dues setmanes al Regne Unit o Irlanda. L'anada i tornada al lloc de destinació serà a càrrec del professor premiat.
- 9 Els premis de la modalitat B consistiran en: un curs de dues setmanes al Regne Unit o Irlanda (opció B1) i un curs d'anglès a una escola d'idiomes de la localitat de la persona premiada (opció B2). L'anada i tornada al lloc de destinació serà a càrrec del professor premiat.
- 10 Els premis es lliuraran en el marc de l'APAC-ELT Convention 2001.
- 11 El jurat estarà format per cinc membres d'APAC.
- 12 APAC es reserva el dret de publicar totalment o parcialment els treballs presentats en el butlletí de l'Associació - APAC OF NEWS -
- 13 Tots els participants al Premi APAC han de ser socis d'APAC amb l'excepció de les modalitats B2 i C.
- 14 Tots els treballs s'enviaran per correu ordinari: APAC (PREMI APAC)  
Gran Via de les Corts Catalanes, 606, 4t 2a F  
08007 BARCELONA
- 15 L'APAC no es responsabilitza dels treballs no recollits abans dels dia 30 d'abril del 2000.
- 16 Aquestes bases anul·len les bases publicades anteriorment.
- 17 La participació en aquest concurs implica l'acceptació d'aquestes bases. La decisió del jurat és inapel·lable.

# NEWS



## TO TRAVEL

by Edjane Harris: Brasil,  
from Poetry as a  
Foreign Language,  
pag.159, ed. Bates

I want to travel  
To see new places  
To enjoy myself  
To go here and there  
To tell my friends  
How many countries I know  
But I don't want to learn  
I don't want the work  
Of learning new languages  
To communicate with people  
What I really want is to travel  
And when I come back  
My friends will ask me  
How was my trip  
I will answer "wonderful" !  
I saw churches and museums  
That I don't know the names of  
I had a drink with someone  
Whom I couldn't speak with  
I had a guide book  
Which I couldn't read  
So I stayed in the hotel  
Wondering how wonderful it is  
To be abroad