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CONTRIBUTIONS

Towards Critical Pedagogy or Why the Grand Total is Much More than the Sum of its Parts *by E. Picó and N. Vidal*

ELT 2004

The Future of Englishes *by David Crystal*

MATERIALS

Get Into my Skin *by N. Vidal and E. Picó*

PREMI APAC

Learning Different Languages in a Multilingual Context
by Joana Domingo

INTERVIEW

M.D. Solé Interviews David Crystal

BOOK REVIEWS

Now Read On *by M.A. Oliver-Rotger*



AND OUR PICK FROM THE WEB

Welcome to APAC 2004/51, the May-June Edition, which you will read as the wind blows, as you wonder when summer will come.

This issue has a major emphasis on present-day teaching, innovation and the future of our profession. That is why we have just started two new sections. It was a pleasure to listen to David Crystal in the last APAC Convention. You will surely enjoy an interview with him carried out by Dolors Solé.

In his magnificent lecture, Professor David Crystal enlightens us on The Future of Englishes and tells us about the trends which are already affecting English world-wide from a historical and practical point of view.

If you go to Linda Taylor's Theoretical and Practical Issues in Assessing the English of Learners in Mainstream Education, you will find theoretical and practical issues relating to test design.

Viceng Brines' Practical Ideas to Keep Discipline in a Secondary Class deals with classroom management and gives us useful tips for organising and controlling groups of secondary school teenagers in the educational system. He states that practical suggestions and prevention are key ideas in this field.

In her article, Assessing and Exploiting Web Resources: Guidelines for Teachers of English for Tourism, M. Núria Borrull advocates the use of the Internet with specific criteria to select and exploit web resources for Tourism.

As editors, we found that there should be a section dedicated to materials for the classroom. In this issue, Núria Vidal and Eliseo Picó offer us the first part of a gold mine of exercises you can take straight into the classroom if you are teaching multicultural classes. You will find them in Materials for Intercultural Classes.

There is another new section called Treballs de recerca. We want to make the most of research projects which may interest our APAC members. In this issue, Joana Domingo, a secondary student, did research on different language acquisition in a multilingual environment.

In our section Our Web, there is a good collection of links which will certainly make our teaching more effective.

Don't miss Task-Based Learning: What kind of Adventure?, included in the section Our Pick from the Web, in which Jane Willis shows that while it may be true that TBL is an adventure, it can be undertaken within the safety of an imaginatively designed playground.

In the book review section, Maria Antònia Oliver-Rotger reviews Now Read on: A Course in Multicultural Reading. Here, you will find an EFL textbook, literary anthology, multicultural reading and minority authors ..all in one!

Please send us an e-mail telling us your normal practice when you read the APAC journal. Also tell us anything that would make the journal better in terms of teaching or intellectual-technical content. Whichever way you read, enjoy this issue.

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Dear colleague,

«If this is winter, can spring be far behind?» was the rhetorical question posed by the English Romantic poet in search of hope and optimism. We can easily transfer the seasons and turn it into «if this is spring, can, well, summer vacation be far behind?» This issue reaches you at the end of the academic year, which is always a good time to look backwards and forwards. This has been an important time for APAC concerning our main collective event, the APAC-ELT Convention 2004. It was a big challenge to change the usual venue to the UPF campus, but we've got very positive feedback on the new facilities and we intend to meet there again next February. The new premises forced some organizational changes, which have also proved quite beneficial. We now offer a wider selection of plenary talks on the first two days and leave Saturday for a myriad of workshops. The result, I felt, is a denser, clearer and more consistent programme. We are already at work trying to continue to meet the high expectations raised by this new set up.

You'll soon be getting a most interesting offer regarding the first Catalan newspaper in English, «Catalonia Today». It is an exciting new venture to which APAC members will be especially sensitive for obvious reasons. All members will get a proof copy and the terms of the agreement we are trying to establish with this new daily publication. Along similar lines, let me remind you we have just signed an extension of the agreement we have with Teatre Lliure, which includes interesting offers for members.

We held the Assemblea de Socis at the end of May, in which both our Secretary and our Treasurer gave good account of their respective areas of concern. We greeted James McCullough as a new member of the APAC board. He substitutes our friend Ben Goldstein whose collaboration for the last couple of years has been greatly valued.

This is a very short letter, but as I said at the beginning this is time for a vacation. Reading this issue of our magazine might very well be a good way to get into the right mood for interesting and relaxing summertime activities. Enjoy it!

Miquel Berga
President

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ASSESSMENT OF THE ELT CONVENTION 2004

The fifteenth edition of our yearly Convention was held under the motto "English in the Forum" an attempt to feel part of Barcelona's Forum of the Cultures offering a space for debate, dialogue, encounters, findings, multiculturalism... inspiration and fun.

We started by moving to a new venue, the Universitat Pompeu Fabra, leaving behind a fruitful relationship with the Universitat de Barcelona which had lodged us royally for so many years. A huge thanks to those who have provided help from the UB for so long. We want to thank the English Department and, especially, professors Ramon Ribé and M. Luz Celaya who have always been more than a helping hand to us.

In the Universitat Pompeu Fabra we have found helpful and efficient staff, well-equipped rooms and a spacy exhibition hall that both exhibitors and participants found, according to their own feedback, more than convenient. We had even some room for a nice coffee break on Saturday morning there, highly appreciated by all of us!

As you could see, the regular structure of the Convention was changed into a "plenary- Friday" and a "workshop-Saturday". The programme magazine was made simpler and more user-friendly, some sections were cut off and tips and maps were included. Still, some participants said it was not easy to find one's way in a huge new venue. We will try new, bigger and more effective signposting next edition. Promised!

As for the speakers, our guest for the Thursday opening session was Professor David Crystal, highly graded by those who attended either his "Future of Englishes" in a full-to-the brim auditorium or his Friday plenary session. Thursday plenaries were also very successful. Ramon Ribé, professor at the Universitat de Barcelona, bridged the gap to the Pompeu Fabra with his "Road to Learning" while Scott Thornbury and Paul Seligson offered two more different views on methodology. And last but not



least, the chips and cava provided in between the Opening and the plenaries was as successful as ever, allowing for small chat and gossip between all of us.

Along the Convention the issue of diversity and multiculturalism was covered in several sessions. First of all by our British Council sponsored keynote speaker, Gillian Humble, APAC's Friday morning roundtable, and speakers such as Teun A. Van Dijk, Mark Levy, Louise Jane Mullany and Jesús García Laborda.

Another issue in the spotlight was assessment, either on its own and or related to the Common European Framework. We had very good speakers: Herbert Puchta's and Lynda Taylor's Friday plenary sessions, the Richmond Panel, APAC's Saturday Roundtable and Jenny Dooley's Saturday lecture.

Again, it was a pleasure to attend Shakespeare based sessions. This year Gert Ronberg enlightened us on the rhetoric of persuasion in the Forum scene in Julius Caesar. Some participants chose to attend our drama and music sessions (Gillian Apter, Emma Reynold's Bluemango or Dani) and told us they had had a really good time. Some attended successful sessions on IT like those of Gavin Dudeney's and Lynn Gallacher or on refreshing methodological approaches like those of Sònia Bonjorn, Karen Einstein, Joaquin Gerardo Mateo, Nicky Hockly, Mark Hancock, Susan House, Fiona King, Neus Fluriach, Anna Soberón, José Luis Vera, Andrew Wright, or Marina Wynia.

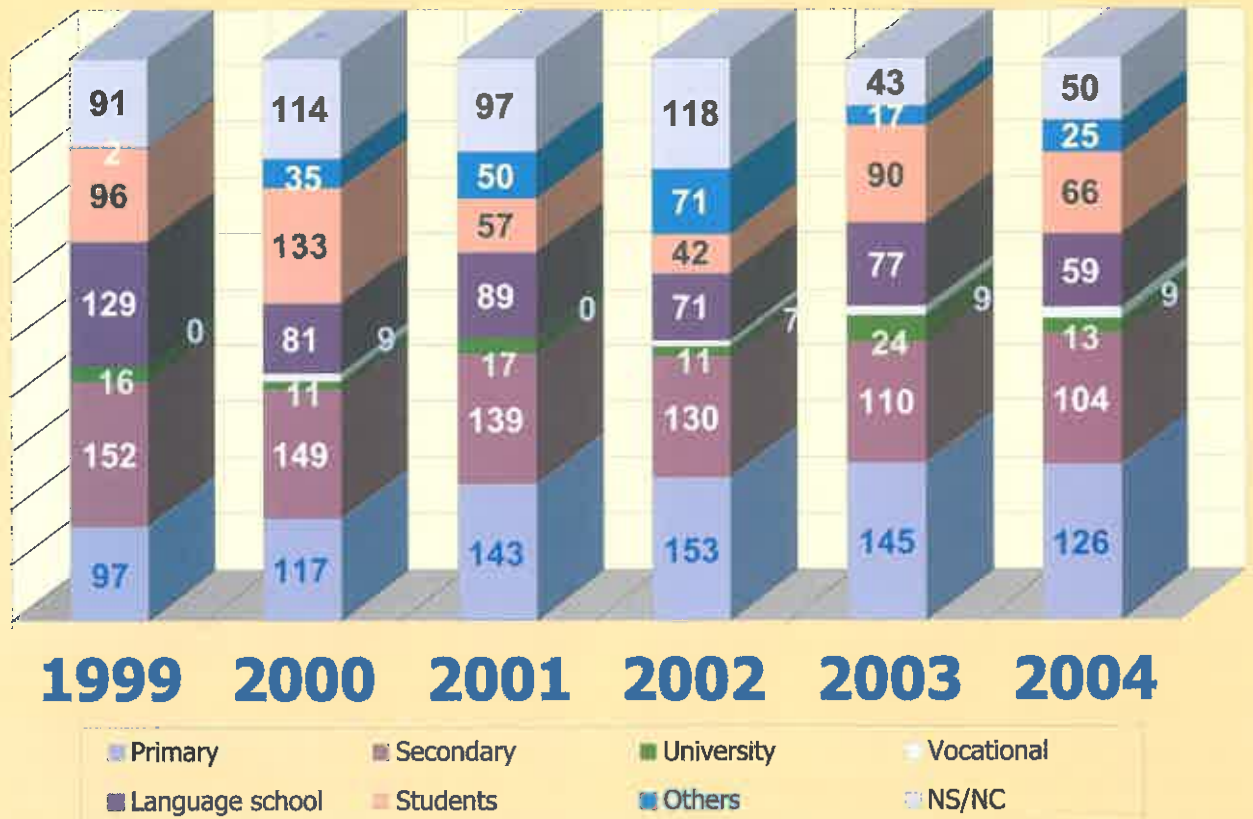
We counted up to 452 attendees though there had been over 500 last edition. That was a worrying figure for us. Although we must admit that we probably relied too much on on-line information which failed to reach as many people as we expected. Speakers numbers also went down, there were 65, whilst we had 95 in 2003, due to the fact that the change of the Firday-Saturday scenario reduced the number of workshops and lectures in one third. This also forced the selecting committee to leave out some really interesting proposals that reached us via call-for-papers. For this reason, we aim at a biannual participation structure, so to say, that may allow all those proposals that could not be accepted for the 2004 Convention to be included in future issues. Please, bear this in mind and send us your call for papers.

Needless to say, one of our wishes and goals is to keep on growing. We would like those of you who had a good time and profitted from the wide range of lectures, workshops and materials offered to spread the word and tell your workmates, students or teacher pals to share the next edition with us and also consider the possibility of becoming a member of APAC, one of the most active associations in the field of English teaching in our country and in Europe!

APAC is now working on the 2005 edition which will have to do with the Year of the Book and will again be held at the Universitat Pompeu Fabra. We hope this is just the beginning of a long-lasting friendship.

APAC-ELT organising committee

Professional Field APAC ELT CONVENTION 99-04



A Survey on the Elt Convention 2004

ANNA AGUILAR AND ANN FERNÁNDEZ INTERVIEWED 80 ATTENDANTS OF THE ELT CONVENTION ABOUT DIFFERENT ASPECTS OF THE CONVENTION. HERE ARE THE RESULTS OF THEIR SURVEY.

Results

The premises. Do you prefer the UB or the UPF ?

Most prefer the premises of the UPB, particularly the Auditorium and the rest of the spaces. There was a general complaint about the difficulty to reach the classrooms because of lack of proper sign posts.

The journey: How long did it take you to get here compared with the time spent reaching the UB?

The journey to reach UPF usually took longer, but most people did not seem to mind it.

Permission. Did the institution where you work facilitate your coming ?

Schools and academies had been very supportive in facilitating teacher's attendance to the *Jornades*. Apart from a freelance, the rest of teachers questioned had been given permission to attend (at least one day), organised replacement, paid the inscription fee. One



APAC ELT CONVENTION 2004...
a meeting place, as well!!

teacher said that he had been "pushed" to come by the principles of his school.

Previous experience. Did you come to last year's Jornades ?

60% of the teachers questioned had come to last's years *Jornades*. Some had been coming for the last 15 years.

Application in the classroom. Have you put any of the ideas learnt in previous Jornades into practice ?

Vanessa Reilly and Paul Seligson were two of last year's speakers whose ideas inspired applications in the classroom.

This year's favourite has been Andrew Wright because of the practicality of the proposals he made and David Crystal as an erudite and entertaining speaker.

Additional comments.

- **Location:** difficulty in reaching the premises as the map in Internet did not mark the building with a cross. Difficulty in reaching the rooms. No map no signs.
- **Distribution of sessions:** A group of highly qualified and experienced teachers said they loved the plenaries because of the *Density of the information provided*.
- Younger teachers favoured the practical workshops and missed having more choice of them on the Thursday and Friday.

- **Programme.** Some would have liked more information about the level of the talk next to the title. Others said there were fewer genuine speakers and more talks given by editorials.

- **Note pad.** The logo on each page was considered too big and dark making writing unclear.

- **Book exhibitors.** Prefer the premises to the one in UB but complained bitterly of the cold.

- **The bar.** No smoking should be allowed in the bar, and many would have appreciated bar services on Saturday.

- **Dedication of the organising committee and other voluntary workers.** Many teachers voiced their thanks to the generosity of the Committee particularly and the other voluntary helpers in the organisation of such a successful event.

- **The Jornades in general.** Everybody agreed that they looked forward to the talks enjoyed the opportunity to see material and talk to other teachers and hoped that they would go on being held.

The Organising Committee will take all the necessary measures to offer solutions to the suggestions posed by the participants.

You can also visit
www.apac.es
 and send your opinions and suggestions.
 They will be most welcomed
www.apac.es / convention_opinion.asp

The Future of Englishes

ENGLISH IS NOW A GLOBAL LANGUAGE, BUT WHAT ARE THE CONSEQUENCES OF THIS NEWFOUND STATUS FOR THE FUTURE DEVELOPMENT OF THE LANGUAGE?

DAVID CRYSTAL'S TALK REVIEWS THE RELEVANT STATISTICS, THE HISTORICAL REASONS FOR THE LANGUAGE'S PRESENT POSITION, AND THE TRENDS WHICH ARE ALREADY AFFECTING ENGLISH WORLD-WIDE

**Opening Session
by David Crystal**

It is a pleasure to be here. I need the water because this morning I learnt to fall in love with Barcelona by walking all the way from Sagrada Familia to Santa Maria del Mar and getting lost a little bit in the process, my wife Hilary and I. So, if I fall over it is because I have done too much walking today. But it was really very good. Even with the weather. It freezes in Manchester but not in North Wales, where I live. At the moment in North Wales the temperature is in the 70s, and there is sun every day, and life is wonderful, and it is because it is Wales, not Britain, not England. It is the same distinction: we have Spain and we have Catalonia. We have Britain and we have Wales. Please, be assured that I am Welsh and would be happy to tell anybody about Wales who wants to talk to me over the next day or so. We are here until Saturday. I have a talk today and a talk tomorrow. After the talk tomorrow, I'll be here all afternoon. It will be a real pleasure to meet as many of you as possible. I shall be hanging about at the Cambridge University Press stand that I have to thank for inviting myself and Hilary here for this occasion. I always, as a matter of course thank the British Council for being the British Council. They're here too; even if they have not been directly involved in my visit here, they're always there spiritually, in the background. But, Cambridge, thank you very much for the means for getting us here, and, APAC, thank you so much for the invitation.

So, the future of Englishes, as the talk is called. I will begin it this way, by referring to APAC as an organisation that:

Refreshes the parts that other organisations do not reach.

Now, how many of you recognise the allusion in that semi quotation? A few hands here and there. Not very many, I don't think. You see, it is an allusion to an advertising slogan of some 15 years ago. It is a slo-

gan that relates to the firm of Heineken, who made lager. Heineken lager. I am not being paid by Heineken. The advertisement is free, anyway. They decided some 25 years ago that they needed a new advertisement for their lager, which they believed was the best lager in the world. So they coined an advertisement which reflected their belief that Heineken lager rejuvenated the individual person. If you drink their lager, you will be a new person. So they coined the slogan:

Heineken refreshes the parts that other beers cannot reach.

The parts of the body, they meant. That slogan lasted for 25 years. It is one of the longest running slogans in British English advertising history. It was not known much outside of Britain and it is certainly not well known abroad, otherwise far more hands would have come up around the room a few seconds ago.

How relevant is it to my talk? Well, let me give you some examples of the kinds of ways in which they used this slogan: Refreshes the parts that other beers do not reach. So in one of the early poster campaigns, you would see in the first picture a very worried-looking gentleman observing his lawn, where the grass had grown almost as high as his head. The lawn mower, looking very rusty was in the corner of the garden. In the second picture, you see him picking up the can of Heineken lager and pouring it into the lawn mower. In the third picture you see the lawn mower mowing the lawn by itself, while he sits back, of course, and drinks another can of the lager. And this slogan comes up:

Heineken refreshes the parts that other beers cannot reach.

Now, there is nothing linguistic about that. That is situational comedy; but within a few weeks, the Heineken copywriters had decided that they wanted to play with the slogan, change its language, and make

the language the focus of the campaign. So what they did, they took the word **parts** and played with that. They looked for other words beginning with the sound **p** and ending with **s** and having one syllable or two, and changed the slogan so that it sounded quite surreal, quite bizarre.

For example, a few weeks later you see (if you want to look at this you can see the sequence in the English language encyclopaedia; I reproduced it there) the character from Treasure Island: John Longsilver, standing there. Unfortunately he has seen better days. In his black eye patch the elastic is broken, his wooden leg is fractured, his crutch is split in two, and his parrot has had a heart attack. He lies over his chest. John Longsilver is not well. In the second picture, you see him drinking the lager. And in the third picture you see him now standing there with two wooden legs, two crutches, two black eye pieces, and his parrot has turned into a vulture. And now the slogan came up:

*Heineken refreshes the **pirates** other beers cannot reach.*

You see the pun: *Heineken refreshes the parts/pirates.*

That led to over a hundred variations on the same theme, lasting 20 years. A little later, it is the bird that drinks the lager, and so the slogan comes up:

*Heineken refreshes the **parrots** other beers cannot reach.*

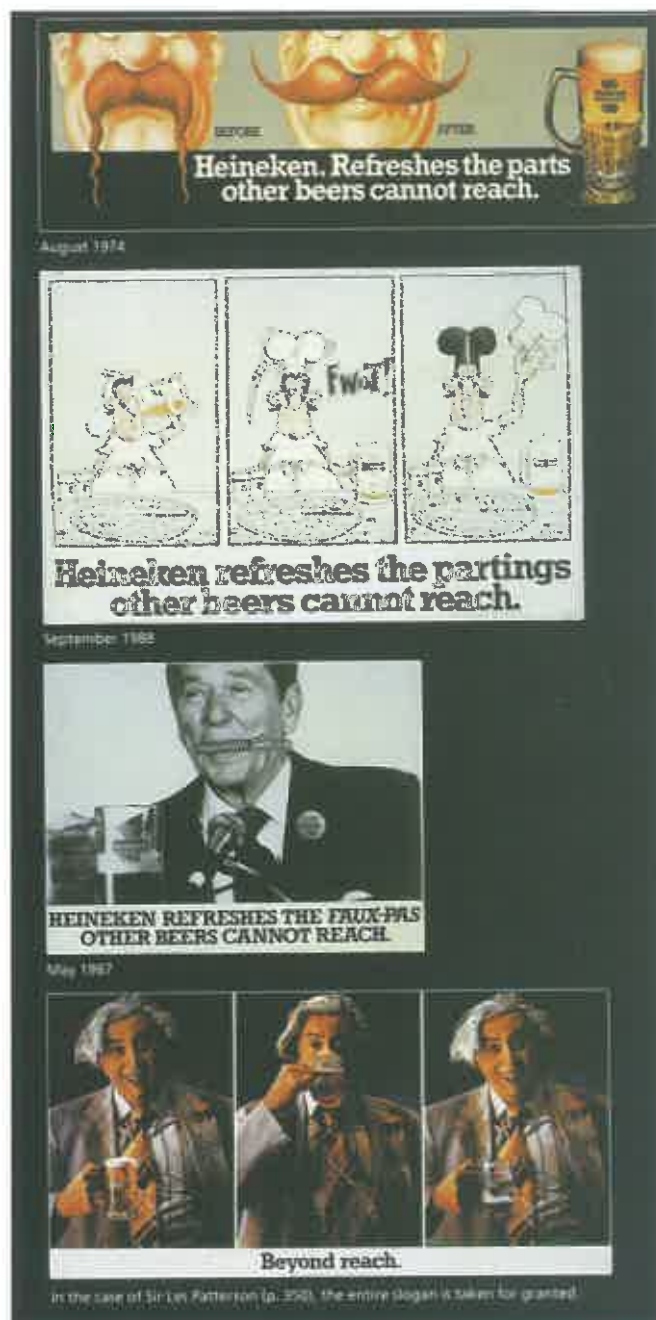
On another occasion, there is an aeroplane moving towards disaster but the driver of the aeroplane drinks the lager in time and the slogan now is:

*Heineken refreshes the **pilots** other beers cannot reach.*

And my favourite advertisement of all the series. It was a TV advertisement where it was all done through the voice over. On the television screen you see a woodland scene first, and the voice over says something like this:

*I went for a walk with my mates in the wood, no, no
no
I went out with my friends for a walk in the countryside,
no, no no*

Then you hear a noise of a beer being drunk. And then you hear:



*I wandered lonely as a cloud. That floats on high o'er
vales and hills, When all at once I saw a crowd, A host,
of golden daffodils; Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

William Wordsworth's famous poem, and the slogan:

*Heineken refreshes the **poets** other beers cannot reach.*

And so it went on.

What has that got to do with the future of Englishes? It all will become clear in the next 45 minutes but let me give you a clue of the way the argument will proceed. I want you now to imagine yourself in Britain, in, shall we say, 1985, as you may have been, walking down the street. You see a poster at the side of the road and it says:

*Heineken refreshes the **parrots** other beers cannot reach.*

Explain it, please. What could it mean?

I think I was actually running a summer school that year and I had a group of Japanese students by me. When they saw that, they asked for explanations on how to understand that crazy piece of English. I looked at it and I thought: where do I begin? I had to explain 10 or 15 years of cultural background, as I am doing to you this evening, in order to explain the kind of English they were encountering in that poster. Equally, I had to explain the same situation to any passing Americans that I might have been with in that period, because that slogan was not on display in America. Therefore, any American would equally be unclear about what the slogan meant.

And notice the point: non-native speakers found it difficult to understand, but certain native speakers were finding it difficult to understand as well. As far as that slogan was concerned there was no difference between the native speaker and the non-native speaker. They both lacked the cultural background to understand that particular slogan. And this, as you will see shortly is the story of the future of English: the increasing difficulty we are all having at keeping pace with the English language as it moves around the world, because as it moves around the world, it assimilates culture to a level we have never seen before.

There was no difference between the native speaker and the non-native speaker. They both lacked the cultural background to understand that particular slogan.

Understanding the language means understanding the culture of the places where the English language has gone.

That is the argument of the lecture. But to begin with, we must reflect for a moment about the present and the past. You can never understand the future without knowing where we are now and where we have been. So the first two thirds of the lecture relate to those

two topics. And I begin with the present, because the present seems very clear cut. The popular press is under no illusion, in fact: English is a world language. Everybody speaks English, it has been said in many newspapers and magazines in the last ten years.

How true is that? Well here are the latest statistics about the matter. If we distinguish the three categories of English learners as:

- * 1st language,
- * 2nd language,
- * foreign language

1st language

How many mother-tongue speakers of English are there around the world? Father-tongue, if you prefer. Well, the lowest estimate I have seen in recent times is 375 million. And the highest is 450 million. There is a great deal of uncertainty about how many mother-tongue speakers of English there are about the world.

The reason is that there are many parts of the world where people speak English and you are not entirely sure whether the language they speak is the English language or not. I am talking about the pidgin Englishes around the world and the Creole Englishes around the world. There are some 60 pidgins and creoles spoken in different parts of the world, throughout the Caribbean, for example, or along the West African Coast, or in Papua New Guinea.

Now, are these pidgins and creoles English? Or are they so different from English that they have to be counted as separate languages? It is a big issue, and depending upon which way you answer it the statistics would vary. If you exclude them from the count of mother-tongue speakers, then you would say there 375 million speakers of English in the world. If you include them, the total has to be 450

million. In my writing, I tend to take a middle of the road path and I say there about 400 million speakers of English around the world. If you see that figure, remember it is plus or minus 25 million or so, because it all depends on those other languages what the exact total is.

So, 400 million people speak English in Britain and Ireland, and the USA, and Canada, and Australia, and

New Zealand, and South Africa, and the Caribbean, and a sprinkling of other territories around the world. Two thirds of those speakers are speakers of American English. There are 230 million people speaking English in the USA, compared to the 56 or 57 million who speak it in Britain. So for every three English native speakers you see around the world, two would be American.

2nd language

What about second language? By second language I mean countries where English has been given a special position: where it is an official language of the country or a semi-official language. It is often the language of the press, the language of broadcasting, the language of the Law Courts, the language of the schools. Some 70 countries in the world have English as an official language of some kind, countries like Ghana, and Nigeria, and Singapore, and India.

How many people speak English in those countries? We have no idea. The figures are very vague, somewhere between 300 and maybe 600 million people in the world speak English as a second language. It all depends on what is happening in India. That is the critical country as far as second language totals are concerned.

India is the country, as you know, which has the largest population in the world now. It has passed China. It is growing faster than any other country in the world, really, and, because of its history, English is the exposed language virtually everywhere. So, it is perfectly possible to hear a spectrum of English ability going from the people who beg from you outside the airport, who might only know two or three words of English. At the other extreme somebody whose English is straight out of Classical tradition and sounds very Victorian. In between an enormous range of people who have different degrees of ability in English.

The latest surveys coming out of India suggest that a third of the population of that country now are sufficiently conversant with English to be able to carry on a conversation with you on domestic subject matter. In other words, they don't have very much specialised vocabulary, perhaps, but they can certainly carry on a very good conversation for an appreciable period without being under too much strain. And that is a third of the population, 300 million or more. That's more than the whole population of the USA and Britain combined.

Somewhere between 300 and maybe 600 million people in the world speak English as a second language.

So, what's going on here? We have a new force, non-native English language use, to bargain with, to take account of. And that's just India, let alone the other 300 million or so second language English speakers around the world.

Foreign language

And in the third category, how many people speak English as a foreign language? Now we are talking about the other 120 countries of the world. We are talking about Spain and we are talking about most of the countries of Europe, and South America, and Central America, and most of the countries of Asia.

China is especially important here because of the size of its population, and Japan, and so on. How many people speak English there? We do not know, for the same reason as before. People do not count.

A recent British Council survey of some 5 years ago, estimated at one point that in a given year, about a billion people, that's a thousand million people, are learning English as a foreign language somewhere or other around the world. That's everybody, of course, from beginners to advanced. So we cannot include the whole of that billion in our count. People who are just starting can't really be counted. How many would you allow me to include? How far up the scale do you go before you can say, «Yes, I speak English. Not very well but I speak English. I would claim to be an English speaker?» I would say about two thirds have reached that stage. That would be 600 million, or 700 million or so.

We can add up the three totals, rounding up to 15 hundred million, which is an important figure because it is a quarter of the world population. The world population passed six billion in 1999, according to the United Nations. Also according to The Sun newspaper, which found the six-billionth child living in Clapham and showed a photograph of him so that we could see that the world had reached six billion.

A quarter of the world population speak English. Is English everywhere in the world? No. Three in four of the world population does not speak English. The impression we have that everybody speaks English is because when we travel, we visit airports, and hotels, and restaurants where there indeed is a survival value on people speaking English. But, to find the three out of four who do not speak English is not difficult. All you have to do is go down the side streets of the cities and

towns of the world, or into the countryside. There you encounter the silent majority.

For every native speaker, there are three who are non-native speakers of English in the world. The native speakers and I count myself as one, although I do have Welsh, as well. The native speakers are now in the minority. A serious minority. It's three of you to one of me. And that means the centre of gravity of the language has altered quite dramatically in the course of the last few decades. It means that there are all kinds of implications for the way the language will develop, and I shall talk about those in a little while. But the first thing you have to appreciate is that the old view that the language is owned by the people who historically originated it will have to be dispensed with.

Once upon a time, Britain owned English, as they were the only people who spoke it. And then the American guys came along and took it over. For a while, perhaps even still, the Americans owned English. But not for much longer. And perhaps even now we must say that nobody owns English. Or to put it the other way round, that everybody owns it who has taken the trouble to learn it. We are talking about populations of millions all over the world who have chosen to use English for whatever purpose and who now have rights over the language. And this is the big change of attitude that has come into being over recent years. It is a remarkable phenomenon, when you think about it, that a language should have achieved this kind of internationalisation, when you reflect that 400 years ago hardly anybody spoke English in the world. I am amazed that the language spoken only by four million people in 1600 should be spoken by the figures that you know now.

In 1600 some people were extremely sceptical about the future of the language. There was no thought at the end of the 17th century that English would become an important language. People would complain about writing in English, saying that they were writing in sand, which wouldn't last. If you wanted to get somewhere, write in Latin or a serious language. Not English. In 1582, a teacher of the Taylor's Merchant School, who had travelled a great deal, reflected upon English and made two very pertinent observations:

A quarter of the world population speak English. Is English everywhere in the world?

* English is of no use beyond our shores. If you are travelling abroad, which language is useful? Latin and French and Spanish, and Dutch because of the textile freight. English is of no use beyond our shores. Even within our shores, he said, it is not much use, because, of course, at the time English was not spoken much in Wales or in Scotland, or in Ireland, or in Cornwall, or in the Isle of Man. The Celtic languages reigned supreme. So when he says it's not much use in Britain, either, he is telling the truth.

* English has no future because it has no literature of any value. It did have Father Chaucer, as they would call him, once upon a time. But that was 200 years ago, and nobody can understand Chaucer now. The people in Elizabethan England had as much trouble in understanding Chaucer as we do because of the changes that had taken place in Low Middle English. So people had dismissed literature as well. There is no reason to learn English.

That was 1582. What a year to be saying such things! Because two or three years later, Sir Walter Raleigh sent the first of his expeditions across the pond to what now is called the United States. The first two expeditions failed, but the third expedition succeeded and in 1606 we get some letters back from mariners who are settling in Virginia. Captain John Smith writes a letter home to his wife and is full of Americanisms; he'd only been there a couple of years. These were Americanisms like «moccasin,» a product of their encounter with the American Indians. He'd only been there a couple of years before a new dialect of English starts to grow.

So 1582 was no year to say that English had no future abroad. One generation later and the opposite is the case. And it was no year to say that English had no literature, because that was the decade, the dark decade, of which we, unfortunately, know very little. But it seems to have been the case that a young man from Strafford-Upon-Avon decided to go to London to seek his fortune as an actor, and, not being able to obtain work as an actor, according to the latest scientific research on the matter, spent one night with Gwyneth Paltrow, and as the result of that wrote Romeo and Juliet; which I personally have no trouble in believing whatsoever. You have seen «Shakespeare in Love,» I suppose, or heard about it. And that, of course, was the story there. Whether that is true or not, the heart

of the matter is that Shakespeare and his contemporaries radically altered the course of English literature.

In 400 years, such a lot has happened. Why has English become so successful? Well, the reason is different depending on who are you talking to. Professionals think they know why, but people do not know why. I know this because a few years ago I used to do a regular weekly programme on Radio 4 called *English Now*, and in one of these programmes we actually addressed the question:

Why has English become a global language?

Well, I knew the answer, I thought, but I wanted to

know what people thought. So I went out into the street with my microphone and asked people:

Why has English become a global language?

And they will tell you. Everybody knows why it is the case. Here are the top three reasons why people say English has become a global language:

1. Because it is the most beautiful language in the world. An awful lot of English people believe that.
2. Because it is the most logical language in the world.
3. You would love this one: English has become a global language because it hasn't got any grammar. What do they mean? I was so taken aback the first time I heard that, I had to ask. And the person looked at me as if I was from a different planet.

He said: You don't know what I mean? I will tell you. When I was in school I had to learn a foreign language: French, or Spanish, or Latin, or German, and I had to learn this entire stupid stuff about masculine, feminine; neuter as well, for heavens sake. And all these endings, endings, and irregular verbs to die for. English has none of that. Therefore, English has no grammar.

You can see the fallacy, of course. English people who are learning a foreign language are so frightened by the inflections of the other languages they have to learn that they identify grammar with inflectional endings, with morphology. They do not appreciate the importance of syntax. English, of course, as you well

know, has got enough syntax to keep you happy and in business for the rest of your life. If you want to know how much syntax there is in English, all you need to do is to pick up, if you are fit, the biggest reference grammar there is: Randolph Quirk and the others. Eight hundred pages, 2.4 kg; English has 2.4 kg. of grammar. So that cannot be a reason.

And if you were the God of languages up there, I do not think you would choose English as a world language. You would like a language with a clear, straightforward spelling system, where every sound has, more or less, one letter. You would, without a shadow of a doubt, choose Welsh as your global language. I have no doubt about that. And it is the language of Heaven, so you'd better learn some before you go up there. Otherwise it is down there, and I am not sure which languages they speak down there, English probably.

These are the reasons that people give. But there is only one reason, only one reason for a language

becoming first an international language, and then a global language. And that is **the power of the people who speak it**. It is all a matter of power. The thing is, though, that power means different things at different times. So in fact there are four types of

power that we have to reflect on if we are to understand where English is today.

*** Military power, political power.** The power of the British Empire. That's what started it off. Just as the Spanish empire started Spanish off around the world; the Portuguese empire, Portuguese; and so on. And Latin in Roman times. It only took a century before people were saying about English that it was a language on which the sun never set. That is a quotation from the 19th century.

*** Technological power or scientific power.** Knowledge, in other words. The period known as the industrial revolution lasted for 100 or 150 years. If you actually count up all the scientists, technologists and inventors who made that revolution possible, there are 150 important figures altogether. And of those, two thirds, over two thirds, were in the medium of English. Most of them were British. A significant number were also American. And that meant that in the 1700s and early 1800s if you wanted to find out about the latest invention: textiles, road building, locomotion,

English people who are learning a foreign language are so frightened by the inflections of the other languages they have to learn that they identify grammar with inflectional endings, with morphology.

you had to learn English. There was no alternative. You either did it through interpreters or you learned English. And the manuals were in English too. So, slowly English became the language of sciences from that particular point on. Today, as you know, nearly 90% of all scientific publications in the world are in English.

* **The third kind of power:** Economic power important in the 19th century. At the beginning of the 19th century, the country that was the most productive on earth was, believe it or not, Britain. It seems hard to believe now. At the end of the 19th century it was the United States. That isn't difficult to believe. Two English speaking countries. You know the phrase:

Money talks.

Well, the language that was talking in the 19th century was the pound and the dollar. And nowadays just the dollar, I suppose. The only other country that was significant in the 19th century was Germany, which set up much of the banking system. But the early years of the 20th century put Germany to one side, leaving the English-speaking countries controlling the economic situation of the world.

* **The fourth kind of power:** cultural. That's the one you encounter everywhere you go in the world. Any significant cultural innovation of the 20th century: video, TV, cinema, the travel system, air traffic control, all that sort of thing. The internet, any of these things. Popular music. All these inventions, all these developments have either been done in an English-speaking country or were immediately facilitated by an English-speaking country, with one exception. My exception is cinema. Not English but French. But within twenty years, where was it? Hollywood. And ever since then, 80% of all films are made in the English language.

So, we have four types of power: political, technical, economic, and cultural. Between them they have thrashed English into its present position. There has never been a global language, so we do not know what is going to happen. We have already seen, in the course of the last 50 years, what is likely to be the ultimate outcome. It is so recent. I was not giving lectures on English as a global language 20 years ago. It's all in the last 10 or 15 years. And this is because the things that have made English what it is now started more or less in the middle of the 20th century, as more countries wanted to talk to each other.

The United Nations is the organisation where people want to talk to each other. In the 1940s it started with

50 countries. Today there are 191 countries in the UN. So the number of countries wanting to talk to each other has nearly quadrupled in 50 years. When that happens, you need a lingua franca, to adopt an English expression. In order to talk to each other you will choose various languages which are important, which is what the UN has done. English has become the working language most of the time, simply reflecting the realities of the outside world. How did it happen?

At the beginning, you know, it was not certain that they would. In fact, most of the countries that became newly independent in the 1960s and 70s hesitated for quite a while and some still do hesitate, Malaysia, for example, over the position of English. They wanted to demonstrate their independence linguistically, get away from English. English, the language of their colonial past. All over the world, people went through this kind of reasoning. One or two places did reject English. But most ended up like Nigeria ended up.

In the country there are 480 local languages to choose from. Each language belongs to an ethnic group, and as soon as you choose one, they would become the privileged class. The other groups will not like them, and it is a recipe for civil disobedience. Civil war. In fact Nigeria did have a civil war soon afterwards. Choosing a local language was too complicated. Therefore, better the devil you know. Let's stay with English. At least that's neutral, everybody hates it equally, but having adopted English, let us adapt it to suit ourselves. Let us make it our language now.

And that is what they did all over the world. Nothing different from what America, India, Australia, South Africa had already done. Now Nigeria, Ghana, Singapore and many other parts of the world started to do the same. You can adapt a language to make it your own. Remember the American experience? Within a couple of years there were Americanisms. It was the same in Nigeria, Ghana and everywhere else. We are talking about the late 1960s, and I know it happened because I was there. And I mean it when I say I was there. I was actually editing a book that never appeared in the end called: A Dictionary of English-Speaking Peoples.

In order to get that book started, I actually wrote to all the English-speaking nations around the world and asked them for what they were doing in dictionary writing to reflect this new identity. Not everybody wrote back, but a lot of people did. There were dictionaries already being made in many parts of the world reflecting this new sense of identity: the fauna and flora of a country, for example, like Ghana and Nigeria.

It is so different from anywhere else. It is going to generate hundreds of new words very quickly, thousands of new words, actually. Food and drink, mythology, religious background, local politics, local slang.

Very quickly one of those Englishes around the world collects over 10,000 words which are local to each part of the world. The dictionary of South African English, for example, which is one of the earliest ones to be published, has nearly 20,000 words in its database. A dictionary of Jamaican English has 15,000 words.

And all around the world, you find these dictionaries containing words that, if you are not from the area, you do not understand. You couldn't possibly, because you do not understand the system. When I was last in South Africa, I would read a newspaper, and I wouldn't understand the headline because it was full of references to Afrikaner politics, Zulu politics and all the names of the local political parties. I could not understand the cartoons captions. And this was an English language newspaper.

All over the world, these new Englishes are coming into being. And they are not only second-language new Englishes. They are foreign-language new Englishes as well. Last night, for example, I am happily eating in a restaurant, just around the corner from here. My colleagues from the press asked me what menu I would like; I said, the English menu, please. I had to understand

Fried estrellades with perol sausage
Maria Luisa herb
Idiazabal cheese.

And that is in the English menu, containing quite a few local words difficult to understand.

New varieties of English are coming into being around the world, predominantly vocabulary, with some grammatical differences. Not that many, but there are some, and, of course a great deal of local pronunciation differences as well. These new Englishes are the ones you will encounter if you travel the world.

What is the future of English? There are two trends. One is that these new Englishes are going to proliferate and become increasingly distinctive as time goes by. That means that as you continue to adapt the language

to suit your circumstances, especially in speech, it would become increasingly different from the other varieties of language around the world. History tells us that when this happens, sooner or later, a new family of languages will grow. You know this because only a thousand years ago you or your ancestors all spoke Vulgar Latin. Within 300 or so years that evolved into French, Portuguese, Spanish, Catalan, Romanian, Italian and all the other romance languages.

People are already talking about the English family of languages that seems to be growing around the world. The evidence is there when you go to many parts of the world. In Singapore you find Singlish, which is mixture of Chinese and English, 50% of each. If you are a monolingual English speaker you will not understand it because you won't understand the Chinese and vice versa. You need both. That is new language now. It is not English anymore. It is something different, something new. All over the world, at a grassroots level, new varieties, which once were

English, are now evolving in new directions that are making them less like English every day of the year.

Does that mean that the English language is going to evolve into mutually unintelligible languages, like the romance family has done? Yes. It has to happen at the grassroots level. But at another level something else is happening: the consolidating factor that is going to stabilise English at the same time as these new varieties are emerging. The stabilising power is, as we know, Standard English. Standard English is there because there is another force driving language along.

The first force was for identity: to adopt we need to adapt. We identify the language with ourselves. But the other force that drives language is the need for intelligibility. We have to understand each other at the international level and therefore we need a standard. Standard English is alive and well. You pick up a newspaper in any part of the world and it is virtually identical as far as their English is concerned. Of course, in Japan the pages of the daily English newspaper will have more Sumo than in Athens or Cairo, but the majority of the paper would be the same sort of English. Some papers would be more American biased, with American spelling, others more British biased, with British spelling. But that aside, you will have great difficulty saying there is a variety of English here. It is Standard English. Standard English is the language of print. It is the written language. A few people learn to speak it. The people who learn to

speak it more are the people who run the broadcasting companies of the world. CNN, the BBC World Service. Listen to them and you would hear a spoken version of Standard English. It is basically written English read aloud. That kind of English is pretty standard around the world, apart from some pronunciation differences.

So, at one level for the future of English we see stability, we see a standard guaranteeing intelligibility. At the other level we see diversity, increasing differences and many new forms of the language evolving. It is a more difficult world than it has been

in the past. Because at the same time as we are continuing with our studying and teaching of standard English, we have to take on board increasing amounts of non-standard English as represented by these different varieties around the world. Some of those non-standard are slowly becoming standard in their local situations. There is Standard Australian, Standard Indian.

Does it also affect your teaching practice? From the point of view of teaching production, I do not think it alters very much what you do now. If you are teaching British English, you will carry on teaching British English because it is what you know, it is what textbooks have information about; teaching material is based upon it, the exam system. So for production, all that I have said this evening has no real implications as far as teaching practice is concerned.

From a comprehension point of view, on the other hand, I think there are big differences. In listening and reading comprehension, I think we are doing our students no service if we do not open them up to the range of new Englishes that exist round the world. In fact, they cannot avoid them, anyway. You might as well incorporate them into the classroom, it seems to me. You see them increasingly on TV, the cinema. They are a dominant force on the internet. That should increase our tolerance of diversity and our readiness to incorporate new varieties in our practice in as far as it is possible to do so.

So the future of English is the future of Englishes. It is not new as a linguistic phenomenon. For a thousand

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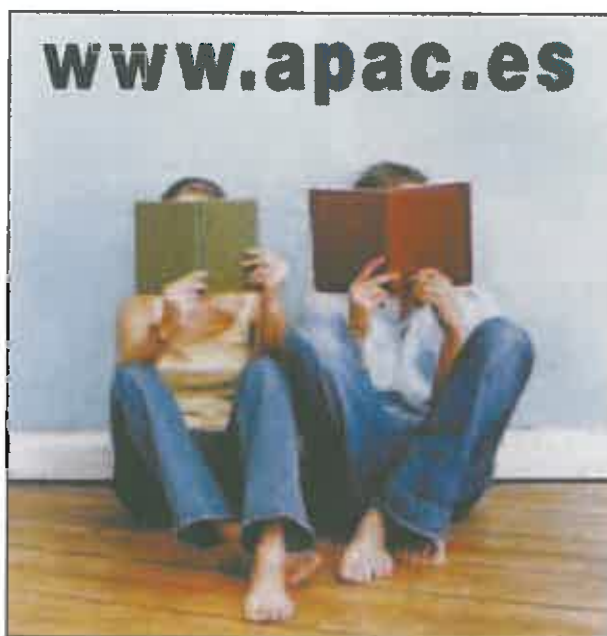
years, Arabic has been moving in exactly that direction. Classical Arabic is like Standard English. Local varieties of Arabic, like Egyptian and Moroccan are like these new varieties of English. Arabic handles this without any trouble at all and English too is able to handle it, I think. Greek is another language which

has these two types of system. German is another one with Swiss German, a variety so different from Standard German.

English, I think is simply finding its way into a world where this type of diversity is actually very

common. It is a bit of a shock for some of us who are not used to be overtaken by events as rapidly as has happened in the past 50 years, but then events like APAC stop you from worrying too much at nights. Thank you very much

This is an adaptation of the transcript of the recording made of the inaugural lecture given by Dr. David Crystal at the 2004. APAC-ELT Convention. The recording was transcribed by Dr. Anna Aguilar.





THE DREAM FACTORY



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Ángel



(Basado en "Sueño de una Noche de Verano" de William Shakespeare)

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Theoretical and practical issues in assessing the English of learners in mainstream education

SIGNIFICANT GROWTH IN THE TEACHING OF ENGLISH TO CHILDREN AND YOUNG TEENAGERS HAS LED TO INCREASING DEMAND FOR VARIOUS FORMS OF ASSESSMENT WITHIN THE STATE AND PRIVATE EDUCATION SECTORS. THIS HAS LED IN TURN TO A VIGOROUS DEBATE WITHIN THE LANGUAGE TEACHING AND TESTING COMMUNITY ABOUT HOW BEST TO ASSESS YOUNGER LEARNERS' SECOND/FOREIGN LANGUAGE SKILLS. THIS PAPER CONSIDERS SOME OF THE THEORETICAL AND PRACTICAL ISSUES WHICH ARE RELEVANT TO THE ASSESSMENT OF YOUNGER LEARNERS. IT DISCUSSES SOME OF THE COGNITIVE AND SOCIAL FACTORS WHICH SHAPE YOUNGER LEARNERS' LANGUAGE LEARNING EXPERIENCE, AND HIGHLIGHTS THE IMPORTANCE OF A FOCUS ON ASSESSING COMMUNICATION SKILLS WHICH COMBINES UNDERSTANDING OF FORM AND MEANING. THE PAPER OFFERS EXAMPLES OF GOOD PRACTICE IN TEST DESIGN AND SHOWS HOW THESE CAN INTEGRATE CLOSELY WITH THE MATERIALS AND METHODOLOGY USED BY TEACHERS IN THE CLASSROOM, AS WELL AS THE WIDER WORLD IN WHICH YOUNG PEOPLE OPERATE TODAY.



by Lynda B Taylor

University of Cambridge ESOL Examinations

INTRODUCTION

A steady increase over recent years in the teaching of English to children and young teenagers has led in turn to a growing demand for various forms of assessment. Opportunities for testing and other forms of assessment can provide us with the means of achieving some important educational goals. They can help us to:

- * organise the teaching syllabus and curriculum
- * set graded, achievable objectives for learning
- * monitor progress during the learning cycle
- * diagnose and remedy difficulties
- * motivate learners and the learning environment
- * credit and certificate achievement

But if we want to make the most of assessment opportunities then we need to consider some key questions, e.g.

- what are the most appropriate ways of assessing younger learners, taking into account relevant developmental, socio-cognitive, and pedagogic factors?
- what should be the relationship between assessment, the classroom and the wider world?
- how can we make sure that our assessment practices have a positive influence on present motivation and future learning?

2. Key principles underpinning assessment practice

2.1 The experience of Cambridge ESOL

Cambridge ESOL has been providing English language proficiency examinations since 1913. Over the decades - as we have added to our range of English language tests for adults at different proficiency levels and for different purposes - we have found it helpful to articulate

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some key principles which underpin the design of each new test or the revision of an existing test. Over the past 10-15 years we have used these key principles to develop English language tests for children and teenagers - in response to a growing demand from schools and other educational institutions for tests appropriate for younger learners. Many teachers will be familiar with the Key English Test (KET) and the Preliminary English Test (PET) which in some parts of the world are taken by young teenagers; others will know our Young Learner English (YLE) Tests for the 6-12 years age-range at 3 levels - Starters, Movers and Flyers (for more information on any of these tests visit our website: www.CambridgeESOL.org).

The starting point for any test developer wishing to design assessment for younger learners is broadly the same as for any other test; a principled approach is needed which takes into account the major considerations and constraints that are specific to the testing context. This paper focuses on some of the key principles which underpin assessment practice in general and which shape the design of any testing instrument. It goes on to consider how these generic principles are implemented in the specific context of designing assessment for younger learners, highlighting some key factors which need to be taken into account and reviewing some examples of appropriate approaches. If teachers can acquire a sound understanding of the principles underpinning good assessment practice, then they are in a much better position to evaluate the quality of the tests they encounter in their teaching career, and perhaps even to design suitable assessment approaches within their own teaching context.

2.2 The notion of test usefulness

A fundamental principle to be considered in any test design project is: what makes a test (or any other assessment procedure) useful? The notion of utility or usefulness is a well established concept in the testing literature (Messick, 1988, 1989; Bachman and Palmer, 1996). Underlying this concept is the view that a test should perform a useful function within an educational and social context; it does this by having an appropriate balance of essential test qualities. At Cambridge ESOL we have found it helpful to think in terms of four essential test qualities: validity, reliability, practicality and impact.

2.3 The test quality of validity

First of all, a test must be **valid** in terms of the constructs it represents and the content it covers. The extent to which we want our test to be valid will guide our decisions about our assessment focus: for example, if we want information about our learners' ability to use the

language we teach them, then it might be best to design a test in which they have to do just that - use the language, rather than a test which tells us how much they know about the grammar or the language system. If we feel that interactive skills in listening/speaking are of primary concern then we might decide not to include a reading comprehension text and questions, or a written essay as part of our test design. On the other hand, if we want to gain an 'all-round' picture of our learners' language proficiency, we may want to design a test which includes all four skill constructs - reading, writing, listening and speaking; we may also want to include a test of enabling skills such as knowledge of grammar, vocabulary and discourse features.

2.4 The test quality of reliability

Our test must be **reliable**. This means that the scores or results produced by the test should be accurate/consistent and as free as possible from errors of measurement. We want to be able to place some degree of confidence in the scores - especially if these are to be used for decision-making purposes. This means we need to give careful attention to features of the test, such as: the number of items or tasks the test contains; the way the test is administered; and the way the test is marked. The use of objectively scored items such as 4-option multiple choice can make it easier to achieve high levels of reliability; however, adequate levels of reliability can still be achieved using more open-ended items as long as there is appropriate investment in marker training and standardization. For some tests, achieving high reliability will be a priority; this is true of high-stakes tests where a learner's test score may affect their life-chances, e.g. in relation to education, employment or immigration. For other, lower-stakes tests, achieving high reliability could be less of a priority, and some young learner tests fall into this category. Our own Cambridge ESOL YLE tests are high-reliability tests; in other words it is relatively easy to achieve high scores on the tests. This means high reliability is more difficult to achieve, but the need for high reliability is balanced against the desire for validity and positive impact. Our YLE tests are designed to be encouraging - they are not designed for key decision-making purposes.

2.5 The test quality of practicality

A test must be **practical** in terms of the demands it makes on the resources of the test developer, administrator and test taker. If a test is too time-consuming, or too expensive, or is too complicated

to administer for a given situation, then it may not be very realistic or useful in that context. It makes good sense to calculate from the very beginning the resources that will be needed to deliver and sustain a test in the long term - whether you are devising a local test for your own classroom or school, or whether you are an international examination board providing tests through a worldwide test centre network

2.6 The test quality of impact

Finally, the test should be designed, as far as possible, to have a positive **impact** on individuals, the classroom and society in general. The term 'washback' is often used to refer to the influence a test has in shaping teaching materials and classroom management; the term 'impact' is now often used to describe the consequences a test can have not just at the «micro» or local educational level (i.e. washback) but also at a «macro» or societal level. A desire to achieve positive washback/impact means that our assessment practice will reflect an appropriate view of language ability and of the language teaching/learning process; ideally, it will encourage the creation of good quality teaching and test preparation materials; it should promote and support good practice in the classroom; it should not be unduly burdensome on teachers and schools, or create undue anxiety for learners. It means that test instruments and test scores are used in an appropriate way, not misused or abused by test users at the individual or institutional level; and it means that the nature, purpose and limitations of assessment practices are better understood in education and in society more widely.

3. Key considerations in designing assessment for younger learners

What special considerations apply when designing assessment procedures for children and young teenagers? The past few years have seen growing interest in young language learners among applied linguists, language teachers, teacher-trainers, and researchers; as a result we are able to draw on a range of theoretical and empirical work to inform our thinking and practice.

In her book *Teaching English to Young Learners* (2000), Lynne Cameron includes a short but helpful chapter on assessment and language learning. She begins by acknowledging the social and classroom realities of language assessment; whether we like it or not, she suggests, our educational systems and our society assign an important role to testing and assessment. She goes on to suggest several key

principles which should guide the assessment of children's language learning:

- assessment should be seen from a learning-centred perspective
- assessment should support learning and teaching
- assessment should be congruent with learning
- young people and their parents should understand assessment issues
- assessment is more than testing

The underlying message seems to be that good assessment practice is about 'partnership' - partnership within the teaching/learning process and partnership among those involved in the testing and assessment process - teachers, learners, and other test users in the wider community. If this notion of partnership can be achieved, then tests and other assessment procedures are more likely to fulfil a useful and positive function in the contexts where they operate.

3.1 What makes assessment for young learners 'useful' ?

If tests and other assessment procedures for younger learners are to be useful, then we might expect them to have certain features. For example, they should:

- take account of children's and young people's cognitive and social development
- be consistent with good practice in primary and secondary school teaching (i.e. materials and methodology)
- support language use with clear contexts and accessible tasks
- avoid any deficit model description of language development (i.e. the concept of failure)
- be relevant and look interesting (e.g. by making use of colour, graphics, technology)
- report meaningful results in order to encourage further learning.

The features listed above reflect in practice the earlier, more theoretical principles suggested by Cameron (2000); each feature may have implications for the relative weighting assigned to the four main test qualities we looked at previously - validity, reliability, practicality and impact. For example, using computer technology to design our tests may enhance their

validity; after all, computers are a medium which so many young people are comfortable with today. However, the attraction of using computer-based tests will need to be carefully weighed against practicality factors such as the availability of the necessary hardware; or the fact that some young people may not actually have well-developed computer skills.

3.2 Drawing on recent research

When we design tests for younger learners we also need to take account of what is currently understood about their linguistic, socio-cognitive and pedagogic development.

3.2.1 A focus on experience - meaning in context

Many researchers now emphasise the experiential nature of language use and language learning among younger learners - in which learning takes place through a focus on meaning and context. «Younger learners are concerned with what they can achieve through language; they see language as a means to an end, rather than a body of language to be learned.» (Phillips et al, 1999:6). In a similar way, Moon (2000:10) comments that children best learn a second language through: «using language creatively, going for meaning, using 'chunks' of language, having fun, joining in the action, talking their heads off and feeling at home». This suggests that our assessment as well as our teaching should have an experiential quality to it, in which language use is strongly contextualised within meaningful activity. This approach is somewhat different from what happens in adult language learning where the focus tends to be more heavily on form.

3.2.2 An early focus on speaking/listening

At primary school level it is best to place the emphasis on listening and speaking skills; this reflects the primacy of spoken language development over written language development among younger children in both their first and second languages; any writing activity is probably best limited to the word/phrase (enabling skills) level since young children have generally not yet developed the imaginative and organisational skills needed to produce extended writing. Older children and young teenagers will still benefit from a focus on listening and speaking skills, but they will also need to develop their literacy skills in the second language so a focus on reading, and to a lesser degree writing, will be important. But whether the focus is on spoken or written language, it is still the emphasis on meaning in context rather than on language form which is preferable at any age. This means designing assessment tasks which test the meaningful use of language in clear, relevant, accessible contexts; communicative, task-based activities, often interactive in nature, facilitate this approach to assessment.

3.2.3 A focus on a task/project-based approach

If a task- or project-based approach is already used for language learning in the classroom then this can be relatively easily reflected in approaches to assessment. «Language introduced and practiced within a project is directly related to the task in hand; the children use the language that is needed for successful completion of the activity» (Phillips et al, 1999:6). The communicative task-based approach is especially valuable since young people are motivated by and tend to perform best on tasks which directly reflect their own experiences of teaching/learning. Children seem to perform best on simple, clearly-focused tasks based within their immediate experience. For younger children it could be a simple listening task matching pictures to what they hear; or a simple oral task which involves choosing a present for a friend's birthday from a number of different possibilities. For young teenagers it might be a writing task in which they write a short review of their favourite TV programme for a school newsletter.

3.2.4 A focus on tasks at the right developmental level

Tasks must also be appropriate to young learners' level of cognitive development as some cognitive and linguistic strategies tend to be acquired later than others. For example, children only demonstrate 'search and stop' strategies around age 11; this means that scanning tasks are probably best used with older children (they are not included in our own YLE tests for 6-12-year-olds). In reading/listening comprehension, younger children sometimes have difficulty understanding who is the agent in a passive construction; and even young teenagers are not always skilful at tracking referential chaining through a text so this may have implications for text selection and the comprehension questions that are devised. Task instructions also need to be easily understood and should not require extensive processing or memory load.

3.2.5 A focus on familiarity and 'fun'

If material is presented in a lively and attractive manner, consistent with the age and background of the test-takers then they are more likely to engage positively with a test and to perform to their best. It also helps to use tasks which are 'active' or 'game-like', e.g. colouring activities. Computer-based tasks offer game appeal through various facilities such as: click and drag, highlight, scroll, rearrange, art-palette. Some very interesting work has been done in this area among primary and secondary learners in Norway (see below). Computers can also make the teaching and assessment of writing skills much more fun because learners can exploit word processing features, such as

boxes, font size, pictures, etc, to enhance the presentational quality of their work. They may also be more motivated if their work is put on display.

If tasks are relatively brief and narrowly-focused then test formats can include frequent changes of activity or task-type; this also has the advantage of giving learners multiple 'fresh starts' and avoids them becoming anxious or demotivated if a particular task doesn't seem to be going well. Test anxiety can also be reduced if children know clearly what is expected of them and can perceive a measure of fun in the activity. In our own Young Learner tests we wanted to create a low-anxiety situation, free from risk of confusion or fear of failure. Even the reporting of results can be designed as a positive experience to provide encouragement; our own YLE tests were designed so that noone should 'fail'; the test focuses on what each child can do (rather than what they can't do), and everyone receives some credit for having taken part in the test.

4 Future trends in young learner assessment - opportunities and challenges

The world never stands still. As teachers and testers at the start of a new millennium we are faced with a mass of new opportunities as well as a multitude of challenges. What paths might we find ourselves travelling down over the next few years in relation to our assessment of young learners?

4.1 Technological options for assessment

Technology offers considerable promise in assessing young learners. Commentators on the current and potential role of computers in education highlight various ways in which computers could impact on the ways we do assessment over the next generation. First, computer-based assessment (CBA) offers an alternative method of delivering traditional paper and pencil tests, a method which younger learners may find more attractive and consistent with the world they inhabit - both inside and outside the classroom.

Secondly, CBA makes it possible to create new test formats. For example, computer-adaptive tests - where a learner's response to one test item determines the difficulty of the next item they see - already mean that tests can be adapted more closely to the individual level and needs of the learner. In time CBA may even allow us to measure constructs not currently tested; for example, for young learners (as well as adults) we may be able to test the ability to process and integrate information from different sources (eg from the web); this is an important dimension of reading ability which is currently quite difficult to assess.

Thirdly, the traditional line between assessment and teaching will become steadily more blurred, as assessment becomes more integrated into and even indistinguishable from the learning process. Assessment is likely to become more and more embedded within the learning process; for younger learners this may bring special advantages: testing need no longer 'interrupt' the teaching/learning cycle or be such a source of anxiety.

Clearly the opportunities offered by CBA can only become a reality if there is adequate access to hardware and software, and if the level of computer familiarity is high enough; but it is interesting to speculate that younger learners may prove to be better candidates for these new assessment approaches than older learners! There is a growing body of research which confirms that younger learners themselves (particularly boys) already regard computer-based assessment as an attractive option.

4.2 Alternative and complementary approaches to assessment

In future we may also see a growing commitment among teachers, learners and educational institutions to so-called alternative approaches to assessment. One approach which is beginning to enjoy something of a renaissance is 'portfolio' assessment. Portfolio assessment involves building a collection of an individual learner's work which constitutes a record of achievement; this may well include formal test results and copies of exam certificates awarded, but it can also include projects, pictures, and items of written/spoken output such as stories or audio-diaries. In some young learner teaching contexts the use of portfolios is becoming common practice. The approach may be especially well suited to young secondary learners since it encourages them to take greater responsibility for their own learning path and for recording and celebrating their progress. Support for the 'portfolio' concept has grown in the European context and various models or templates are now available, e.g. the European Language Portfolio (visit the ALTE website www.alte.org for more information). The strength of the ELP concept is that it can be adapted for a particular educational context; junior versions of the portfolio are already in use in various European contexts.

A key element of the portfolio can be a self-assessment component which is generated by the individual learner in the form of Can Do statements. Here are some example Can Do statements for younger learners linked to a series of classroom-based writing activities (a description, a poem, a film review):

I can describe my best friend in Barcelona.
I can write a poem using the letters of my name.
I can write a film review.

Some very interesting work has been done in this area in Norway among lower secondary pupils learning English (Hasselgren, 2004). The Bergen Can-Do project set out to develop locally-relevant ELP can-do statements and involved a survey of Norwegian teenagers and their use of English. A particular strength of this project was the use of the pupils themselves as a guide in describing levels of performance and in developing novel approaches to assessment. The original Can-Do project has led to a longer-term project to develop a Nordic-Baltic Portfolio for lower secondary learners. The encouraging thing about projects such as these is that they show how a complementary relationship can exist between formal standardized testing and alternative approaches to assessment.

4.3 The contribution of teachers and learners in assessment practices

Perhaps another important feature of the future will be the increasing involvement of language teachers and learners themselves in the process and practice of assessment. There are already signs that this is happening through projects such as the Bergen Can-Do Project and the Nordic-Baltic Portfolio Project. Teachers and learners are well placed to contribute actively to the business of 'doing assessment'. Teachers know the children, the teaching materials and the learning context; with the right degree of training, encouragement and support teachers could play a key

role in developing good quality classroom-based assessment procedures. Input from the learners themselves also has a role to play as we have seen from the Norwegian projects in which the views and aspirations of learners can help to shape assessment practices. Another good example of this is the way in which the field of corpus linguistics is having a 'trickle-down' effect into the world of the classroom. It is becoming increasingly easy for teachers to build small corpora of their learners' writing or spoken language; these corpora can be exploited for class investigation using simple software packages and can even be developed by teachers and their students to generate useful assessment tools.

Conclusion

Cameron (2002) reminds us that our assessment practices carry powerful messages for children and teenagers about what parents and teachers (and perhaps wider society) consider to be important in language learning and in life. She ends her chapter on assessment and young learners with the following words: «what matters is a solid base in spoken language, confidence and enjoyment in working with the spoken and written language, and a good foundation in learning skills. We should be searching out assessment practices that will reinforce the value of these to learners and to their parents.»

Other useful references

IATEFL Young Learners Special Interest Group (SIG)

Membership is open to members of IATEFL and brings information on local and international events and conferences, a twice-yearly newsletter and access to the YL SIG email discussion group. Contact address: IATEFL, 3 Kingsdown Chambers, Whitstable, Kent, CT5 2FL, UK.

YL SIG website: www.countryschool.com/yldoor.htm

British Council

Web page with information from the worldwide survey on young learners:

www.britcoun.org/english/eyl/

Cambridge ESOL - Young Learner English Tests

A Handbook for teachers (containing the specifications for Starters, Movers and Flyers) and a Sample Papers booklet (in colour) can be ordered direct from Cambridge ESOL or downloaded from the Cambridge ESOL website: www.CambridgeESOL.org

A short information video for use by teachers and parents is also available, as well as an annual Examination Report. For information on presentations and seminars about the Cambridge YLE tests please email: esolseminars@ucles.org.uk

Research Notes is Cambridge ESOL's quarterly publication reporting on matters relating to research, test development and validation within Cambridge ESOL. If you are interested or involved in English language assessment, Research Notes is an invaluable resource which gives you up-to-date information to support your teaching, teacher training or research activity. The publication regularly reports on our work relating to Young Learner assessment. To download back issues or to subscribe, please visit our website: www.CambridgeESOL.org/researchnotes. You can also find articles on-line that match your particular area of interest.

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Practical ideas for maintaining discipline in a secondary class

IN THIS PAPER WE OFFER USEFUL TIPS FOR CONTROLLING GROUPS OF SECONDARY SCHOOL TEENAGERS IN THE EDUCATIONAL SYSTEM. THE IMPORTANCE OF THE FIRST WEEK IS STRESSED AND THERE ARE PRACTICAL SUGGESTIONS FOR CARRYING OUT INTERVENTIONS BEFORE, DURING AND AFTER THE CLASS. PREVENTION IS THE KEY IDEA THROUGHOUT THE PAPER. PROPOSALS FOR INTELLIGENT DISCIPLINARY MEASURES ARE OFFERED IN THE CASE OF INDIVIDUAL AND COLLECTIVE MISBEHAVIOUR. WE ALSO OFFER GUIDANCE TO PREVENT MINOR PROBLEMS AND A FEW PIECES OF ADVICE IN CASE OF FAILURE.



by Vicenç Brines
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Our basic principle is that the teacher is the holder of the authority inside the classroom. Thus, do not be a colleague, an entertainment manager or an ogre, but a magic hybrid of these three characters. Work like a good actor and perform the hard or soft role that every circumstance imposes. You must proceed this way because the students want to know where your boundaries are. If these limits are not clearly marked the students will overwhelm and despise you because you are incapable of controlling them.

The first days of class become vital in order to establish a positive working atmosphere right from the beginning. If you do not have clear ideas about classroom control you are doomed to fail as a teacher. Lay the foundations of your teaching style in your first hours with the group. The best way to do that is to have a diagram of the contents you are going to put forward.

After introducing yourself, seat the students alphabetically in straight, separate columns. This seating arrangement should be registered in a table and they must stick to it throughout the year. This regulation in columns will take about ten minutes, but later it reverts positively on daily work.

Forget your personal problems before entering the class. Students must not suffer for matters that do not concern them. Before entering the classroom have the lesson prepared. It is necessary to know what is to be taught, how you are going to do it and for how long. If you plan these aspects well then the chances of controlling a group increase. In order to make a class go smoothly, prior preparation is recommended. Improvisation is a good occasional companion, but taken as a rule it leads to stress and failure.

At the beginning of a class punctuality is vital. Do not tolerate interruptions once you have started working. It is during the first few minutes when we create the necessary atmosphere for the rest of the hour. If you tolerate laxity in this area, soon the lazy ones will interrupt the others. Some measures to put pressure on the classmate who systematically arrives late can be: a) oblige him or her to write some copies or do extra work; b) send him or her to a different classroom with a special task to do; c) do not allow him or her to enter the class.

As in the case of students, the first condition that depends on the teacher is punctuality. If we arrive late, our students get the impression of abandonment which impacts negatively on the rest of the class. After

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very well. I guarantee excellent results if they are applied:

- 1) *Keep an alphabetical seating arrangement and seat them in separate columns.*
- 2) *Stand all the time.*
- 3) *Speak when there is silence.*

Let us present these three ideas in more detail.

1) *Keep an alphabetical seating arrangement and seat them in separate columns.* Right from the beginning seat them in columns as if they were going to take an exam. There must be an aisle that allows you to move between columns in order to check on them and help them individually.

2) *Stand all the time.* A teacher must never sit unless he or she feels ill or extremely tired. The best ally of chaos inside a classroom is the instructor's chair. A sitting teacher is likely to have discipline problems because many students are out of his/her visual field. When we stand we have a perspective that gives us a good scope of the whole group. Let us offer visual variety as well as topic changes. Move along the columns and lines all over the class.

3) *Speak when there is silence.* If people talk when you want to say something be silent and look at him/

her/them fixedly without saying anything. After a few moments he/she/they will be quiet or the rest of the class will ask him/her/they to be silent. Some teachers speak a little louder when they hear murmurs. As a consequence, the talkative students speak a little louder, too. By doing so, both parties start a gradual battle of decibels. The teacher tries to put up with the situation until he/she loses his/her temper because of the tension he/she has been accumulating.

The beginning of a class is the crucial moment for the control of everything that happens later. Prepare activities that relax students and make them concentrate. Here we offer some advice for starting in a controlled way:

- a) A silent reading of a text is an ideal system to calm them. It is a kind of yoga which has immediate effects. Silent reading allows each one to read at his/her own pace, without acoustic interference from others. Write the number of the page they have to read on the blackboard, especially in classes with low levels of concentration.
- b) A second way of starting a lesson in a calm way is to deal with the new vocabulary of a text by bringing



Draw by Oriol Torné. Olot.

in a few dictionaries. They find out the meanings of the unknown words and make a list.

c) Let us remember the relaxation value of dictation to initiate a lesson with disruptive groups. In fact, dictation is one of the most complete exercises because it encompasses listening, writing and reading comprehension. While the students are doing a dictation there is absolute silence which creates a nice working atmosphere.

d) Another way of relaxing a class is to bring grammars that offer exercises and answers. Allow them to engage in self-study by choosing the topic they want, let them work on it and ask them to check their answers. In this way each one decides which aspect he wants to learn and our job is to move around and help individually. Try it and you will be surprised with the results.

Never threaten or punish with something that is difficult to accomplish. Once a punishment is given it has to be accomplished. Be intelligent and never punish yourself by keeping your students in detention beyond your timetable.

When amending bad behaviour the most advisable thing to do is to establish a gradation so that the punishment allows you to increase its intensity. According to this philosophy, before punishing warn the offender privately and tell him or her that you are determined to correct that behaviour. If the offender persists then proceed to punish him or her.

We offer several disciplinary procedures which are easy to accomplish and control when a single student misbehaves and does not pay attention to your warnings:

- a) Copy texts from the textbook in class or at home,
- b) Expel him/her from the classroom for a few minutes. He/She must be visible in the corridor,
- c) Expel him/her to the library or a special room for the rest of the time. Give him/her a task to be shown at the end of the class,
- d) Call home, inform the parents and ask for collaboration. Inform the tutor of the group first.

In the case of collective conflict, you are in a dangerous situation in which the first thing to do is to maintain your own control and not add fuel to the fire. There are many more of them than you and they have the strength that comes from safety in numbers. Whatever happens, avoid indiscriminate punishments when a person responsible for negative behaviour does not accept its consequences. This creates general resentment and shows incompetence.

Sometimes the chalk runs out in the previous class or is lost between classes, and when you try to write on the blackboard there is none left. To solve this situation, bring your own reserve of chalk. Sometimes the rubber disappears magically and a few innocent faces raise their shoulders when asked about its whereabouts. In such a case, an improvised solution is a kleenex. At the end of the class try to solve the case calmly.

When you see a pupil chewing gum do not interrupt the class or get angry. The most discreet strategy is this: go on with the lesson, take the wastepaper basket and stand in front of the offender without saying anything. He will understand what he has to do with the product in his mouth. The effect is multiplied if you see several offenders. Once you have identified them, put the wastepaper basket in front of them, one after the other, without saying anything. The lesson must go on as usual because this inappropriate behaviour must be amended, but it does not deserve an interruption or your anger.

Do not allow the slack postures that some teenagers have when sitting. Some of them sit on their feet, others sit facing anywhere but forward, some dare to lounge in their chairs as if they were in a café. Censure these attitudes in your students and admonish them firmly but without becoming angry. When you censure a slack posture you mark borders within the group and ensure a working atmosphere which helps in maintaining discipline.

If you are sitting at your desk prevent them from gathering round you. In this situation they block your visual field of all the class. Some uncontrolled students may take advantage of this situation and create problems. Remember to keep visual control of everything that happens inside your class.

How should we proceed if, in spite of all preventive measures, conflict arises? When this happens what you have to do is try to solve it inside the class calmly. What you MUST NOT do is to let the problem get outside of the room. Class problems must be solved inside the classroom, unless their extreme gravity advises otherwise.

Never argue with a teenager in front of the rest of the group. If a teenager challenges you, tell him that you will talk about the problem privately at the end of the class. By doing so your authority is kept intact and both of you will have time to gain distance from the conflict. At the end of the hour, privacy enables you to solve the critical moment in a much better way.

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* This may not include the entire world but we will definitely be in CATALUNYA.

Interview with Professor David Crystal, Ph.D.



Interviewer: **Dolors Solé Vilanova. Directora del Centre de Recursos de llengües Estrangeres del Departament d'Ensenyament.**

Dolors Solé. What's the future of English, with more second and foreign language speakers than native speakers? To what extent may this fact influence its evolution?

David Crystal. It is a most amazing situation that suddenly English has turned out to have so many more non-native speakers than native speakers. There are three non-native speakers for every native speaker in the world at the moment. Now, no language has ever had that kind of situation before, so nobody quite knows what happens when that sort of development takes place. It has certainly already altered the centre of gravity of the language.

Nobody owns English now - in the same way that once we could have said it was owned by Britain, and later by America. With as many people speaking English in India as speak English in the whole of Britain and America combined, let alone the rest of the world, it must be the case that over the next few decades effects from these other groups of people are going to change English quite dramatically.

There is bound to be a huge cultural expansion in the way the language is used. If we go to places like South Africa, Singapore or India, the first thing we encounter as English speakers - and I am talking just as much about me as about Spanish or Catalan speakers of English - is an English we don't entirely understand. We go to South Africa and we do not understand everything we see or hear in the English language there. As English moves around the world, new varieties are growing which ultimately are going to present us, as language learners, with our greatest challenge.

An interesting point is that the difference between the

foreign learner of English and the native speaker is now much less than it used to be. I have just as much of a problem learning the local aspects of South African English as you would do!

D.S. Do we know the number of languages that still exist, that is to say are being spoken? And what's the rate of language loss?

D.C. The number of languages in the world at the moment, according to the latest estimates, is somewhere between six thousand and seven thousand. The reason why we are not very certain about the total is that in many parts of the world it's unclear what counts as a dialect and what counts as a language. We know what the situation is in Spain or in Britain, but in Africa it's often not clear. Six thousand is probably not far from the truth.

How many languages are being lost at the moment? There are two types of people in the world on this question: pessimists and optimists. The pessimists say that about up to eighty per cent of all languages in the world are being lost at the moment. The optimists say that it's about twenty-five per cent. But even the optimists are being pessimistic, because twenty-five per cent is one thousand five hundred languages.

In my book *Language Death* I take a middle-of-the-road position on these things: I say fifty per cent, more or less. This means that three thousand languages are seriously endangered and going to die out this century. A language is dying out somewhere in the world every two weeks on average.

D.S. Are there any factors to predict the death of a given language?

D.C. No. It's easy to recognise an endangered language after the event, but it's very difficult to predict the endangerment before it happens - except in very general terms. In particular, we know that the impact of globalisation on small languages is great everywhere. But having said that, it is very difficult to say whether a particular language, X, spoken in a certain place, is going to remain healthy or is going to die out. The reason is that there are so many factors which can promote the vitality of a language, and these factors vary greatly in their applicability from one moment to the next. A language can die very quickly, but it can also be revitalized very quickly, given the right circumstances.

D.S. Catalan is a very peculiar case in the linguistic map of Europe in the sense that it is official in its territory and used in all domains of communication, but its use is restricted to geographical areas with a population of only about 11 million speakers and vying with stronger languages such as Spanish and English. What chances does Catalan have to survive in the long run? Will it survive but lose domains of use?

D.C. Catalan is a very good example of a situation which illustrates the point I have just made. Fifty years ago, if you had looked at the languages of the world that were endangered, Catalan and Welsh, my other language, would have been among them; so would Irish Gaelic and Galician and Scots Gaelic. We could go around the world identifying all the languages that were seriously endangered at that time, but it would have been difficult to predict their future.

Now what has happened? Catalan is one of the most strongly developing minority languages in Europe, as is Welsh. On the other hand, Scots and Irish Gaelic and many other European minority languages are not doing so well. What were the factors that made Catalan and Welsh do so different?

Well there is a whole mixture of things. I don't know the Catalan situation in detail, but I think there are similarities with the Welsh situation. Two things happened in Wales: first of all there was an enormous groundswell of popular support for the language, with real activism. The focus was to ensure that there was a television channel. The activists forced the government of the day to give Wales those facilities, and that was a big turning point. This was, if you like, a 'bottom-up' movement, by the people. Secondly, there was a corresponding 'top-down' interest, in that the Government proved responsive to the demands,

which later led to the devolution of power, protection for the language, and a degree of economic regeneration, assisted by the special status of Wales (as an area needing help) in the European Union. These two factors are crucial: bottom-up interest from the people, and top-down support from the Government. When these two things are present, a minority language has a very good chance of survival.

The economic trends are critical. Economic development means that the children stay at home - that they don't have to go elsewhere to get jobs. They stay with the language, and therefore the language grows. You ask what chance does Catalan stand to survive in the long run. Well, if the economic development of Catalonia stays strong, the language is bound to survive, because language survival depends on economic prosperity. People only have time for their minority language if their stomachs are full, if they have a job, and if they have a sufficient quality of life to give them an opportunity to reflect on their identity as a people. Then they have time for language. If these factors do not obtain, people learn whatever language will help them get on in life. They learn Spanish or English or whatever language they need to improve themselves, and their ancestral language may fall away. Prosperity is the chief fertiliser that enables a local language to grow.

It is happening in Wales and I think it is has happened in Catalonia too. So I think Catalan will survive. It may lose some domains of use, yes, that always happens with minority languages; but then over time it will gain new domains of use. Usually one of the first domains a minority language loses is its ability to function as a language of science or higher education, because English in particular is so strong there. However, a new domain a minority language soon acquires is in relation to tourism, folklore, and the development of the indigenous identity of a community, which may not have been well expressed previously in other languages. So what Catalan might lose on one side it might gain on the other. The language can develop fresh identities, and people have to be prepared for this to happen. If Catalan is to survive, it has to change. All minority languages have to face up to this challenge. They cannot stay the same. And the biggest dangers come from purists, who refuse to see this point, and who want to keep the language as it always was.

D.S. There is a widely held popular belief that any reduction in the number of languages is a benefit for mankind and not a tragedy at all and even further, that sharing a single language is a

guarantee of mutual understanding and peace. What can you say to that?

D.C. There is indeed a widely held view: «the fewer languages in the world the better». If you ask people why they believe that, they all say «because if there was just one language we would understand each other all the time and there would be no wars or terrorism because there would be no misunderstanding». The view is, of course, absolute rubbish. The evidence is clear. If the argument were valid, you would expect those parts of the world which are already monolingual to be in a state of total peace. But monolingual parts of the world such as Vietnam or Cambodia - or nearer home, countries like England or USA, or for that matter Spain - have all had their civil wars.

Just because people have one language doesn't stop them fighting each other for whatever political or economic or religious reason there might be. To have a single language does not automatically generate peace. On the other hand, there are some very multilingual parts of the world which, because the identity of the constituent communities has been given recognition, have had a peaceful recent history. Switzerland is a fine example, where the different indigenous communities have had their identity expressed through a multilingual policy, and where it is difficult to remember the last time there was a war in that country.

D.S. In your book «Language Death» you make a claim in favour of diversity in languages. What are the main arguments in favour of language diversity or «green linguistics»?

D.C. Diversity is the bottom line: it is, I believe, an ultimate good of mankind. It is the basic principle, and if anybody disagrees with that then we have a problem. But does anybody really disagree with diversity - in the 'green' sense, and say it would be best if we only had one species of flower or one species of animal? I think everybody accepts diversity in that context.

Evolutionists argue that diversity is the one reason why the human race has survived so strongly, because human beings are very good at adapting to the different environments in which they have found themselves, and have developed all kinds of different strengths in coping with environmental difficulties. I believe the same thing should apply mentally, in terms of the cognitive strength of the

human race. The more abilities the human mind has to adapt to different circumstances and to face up to different kinds of problems, the better - and the main way in which we express ourselves cognitively is through language. I therefore see the diversity of languages as being an essential cognitive good, a human good, a value which is greater than the sum of the parts, enhancing the mind at a global level.

I have never understood the viewpoint which dismisses the need for a 'green linguistics'. I have never really felt it necessary to argue the point in relation to plants and animals, and I don't see why we should have to argue the point in relation to languages. The fact that we do have to do this is, I think, because the language issue is so recent. The green movement has, after all, been going on for over a hundred years, in some cases. The first society for the protection of birds, for example, dates from the end of the nineteenth century. The language movement is much more recent, and I think it will take time to make the kind of progress seen in other 'green' movements.

D.S. We hear some concerns that the use of the Internet to communicate may help create a generation of illiterates, which looking at some undergraduates' e-mail might suggest. What do you think?

D.C. I don't think so. This is the usual kind of reaction we encounter when people take on board a new technology that has an impact on language. It always takes a while to achieve a balance. The new technology elbows its way into the previously existing systems of communication. In the case of the Internet, the new technology was set up by people who felt its cool image would be enhanced if they disregarded some of the conventional rules of the language, such as the use of punctuation and capital letters, or standard spellings. The Internet was, after all, a very parochial concern at the outset. I don't think they were expecting it to become so successful and so widely used.

Now that the Internet is so widespread, it is developing its own norms. It is becoming a new variety of the language with its own rules and regulations - and if one of the rules is that you don't need to use full stops, that is still a rule, though of a rather different kind from anything we are used to in Standard English. In fact there isn't as much anarchy out there as you might think. Over ninety per cent of all chat-room language and

e-mail language is hardly different at all from the kind of traditional informal writing we would find in, say, informal letters.

Now, it is of course likely that some youngsters will decide to take some of this new Internet language and try it out elsewhere in their writing - in their essay writing for schools, for example. If they do, then they are doing something they shouldn't be doing. Nobody should take the rules that belong to one variety of language and use them in relation to another variety of language. Varieties are there for a purpose, to express different types of identity, and it is a basic principle of communication to respect that. If a sports commentator started to use sports commentary in Church it would be inappropriate; likewise, if a preacher used preaching in a sports commentary it would be inappropriate. It's the same here: children who take their e-mail and chat-room strategies and use them in other circumstances are breaking a basic rule of communicative appropriateness. And it's the teacher's job to point this out to them, and show them the alternative. The responsibility lies very much with the schools. I don't know what's happening here in Spain, but in Britain there is a lot of work being done in the National Curriculum to develop this sense of appropriateness in children. Internet language is fine in its place - that's what children have to grasp.

D.S. We teachers often complain that it's difficult to make students write, and yet never in the past have youngsters sent so many mobile messages or e-mails. To what extent is the evolving discourse of the Internet different from writing? And to what extent will language conventions evolve because of the Internet? What should we do to encourage more academic writing?

D.C. The main feature of the Internet, as with all written language, is that it lacks the interactiveness of speech. We get no feedback straight away from our addressee. We are 'on our own'. We therefore have to make sure that our writing is clear, because there is nobody to say «Excuse me, what did you just mean?» when we send a piece of writing off into cyberspace.

When the Internet started, people thought that it was going to be just like a spoken conversation, except it would be taking place through computers, and that it would become very clear straight away what we meant when we wrote. I would send a message to you, and if it was not clear you would reply to me, and we would together clarify what the message meant. It has turned out not to be so. If we send an unclear message across the Internet, it can cause tremendous offence. It can

produce quite the wrong kind of reaction. People simply do not respond to it as they might face-to-face and say «Excuse me what did you mean?» or «Would you mind saying that in a different way?» That's not how they react. When a written message arrives on our screen, we treat it as a piece of carefully planned written language, and if it's unclear or if it offends us, we assume that the offence was deliberate. There can be quite a breakdown in communication, and slowly people are learning that such things happen.

When sending an e-mail these days, I think most people have begun to sense this problem, and are becoming extremely careful about the identity of the language they are sending. Increasingly people are rephrasing, are looking at it on the screen before they send it, and asking themselves whether it is clear or whether it needs changing. This is something that has developed in the last two or three years. It didn't happen in the nineties, but it's happening now. The responsibility for getting the writing right lies with the sender, and senders are beginning to take that responsibility on board. In other words, I think the Internet is actually helping us to sharpen our intuitions about the written language rather than the opposite.

Internet language conventions will evolve a great deal as more and more work comes to be done using the medium, introducing a much wider range of stylistic domains. There will be more academic writing, more creative writing, more writing of every kind. And speaking. Don't forget that in a few years' time there will be a spoken version of the Internet routinely used alongside the written one.

D.S. In your book «Language and the Internet» you define the language in the Internet as a hybrid of speech and writing yet the channel of communication is the written word, can you explain your metaphor?

D.C. At the moment, we are typing everything on the Internet, but we are typing it in a way that is quite different from any previous written communication. A chat-room is a good example. In a chat-room we have a group of people all writing to each other simultaneously, in much the same way as a multi-party conversation bubbles away, with everyone talking to everyone else. That is what I mean by a hybrid.

Now this has never happened before in the history of writing. The history of writing has always been one person writing to another, or to an unknown audience

(as with a novel). The possibility of sending a written message to many people simultaneously and getting many replies, which also simultaneously interact with each other, is something new - though there are parallels in speech. The chains of overlapping messages which appear on any chat-room screen are unlike anything we have experienced before in writing. People of my age find it difficult to cope with the simultaneity and multiplicity of messages that come onto a screen, scrolling down one after the other sometimes on four or five quite different topics at the same time, but the younger generation just takes to this as a duck takes to water. And the fact that it seems chaotic and anarchic doesn't seem to worry anybody.

D.S. With the generalisation of the Internet, what strategies have learners developed that we teachers should take into account to boost their motivation for carrying out higher level thinking tasks?

D.C. One of the strategies that learners have developed is the ability to cope with the simultaneity of incoming cues - as in the chat-room situation. One of the classic problems with language teaching is always to develop listening and reading comprehension skills. Well, the way in which I see kids operating these days - where they are getting multiple incoming messages at the same time from different people on different subjects, and coping with all of them and responding to all of them - I find this a remarkable cognitive development. The motivation, I suppose, comes from the fact that the medium is technologically 'cool'. So I think there's going to be a great development of reading comprehension strategies, as people learn to react quickly and succinctly and relevantly to any incoming message. I also think it's a great boost to linguistic confidence, and this might spill over in the direction of the spoken language. Might not conversational confidence gained on the reading-writing channel in due course assist kids to be more confident in using language in the speaking-listening channel?

D.S. To us non-native teachers of English in a non-English speaking country, how should we

approach our task in view of the many «Englishes» we encounter when using authentic materials?

D.C. Here I think the distinction between comprehension and production is again very important. It's so easy to feel lost, given that there are so many new Englishes around the world at the moment. And indeed, it is a very difficult situation, from the point of view of language production. It is very different from the situation a few years ago when there was British English and American English and we all knew where we were. Now there's Australian and South African and Indian and Ghanaian and all the others, let alone the new non-native Englishes such as Spanish-English and French-English and Dutch-English, as well as the highly mixed languages such as Spanglish and Frenglish and Singlish (Singaporean English). If we look at these new Englishes from the production point of view it can be very confusing, because people wonder which one to use.

But I don't think we should see these new Englishes from the viewpoint of production. I think more is to be gained by seeing them from the viewpoint of comprehension - reading comprehension, first of all, and then listening comprehension, if one is travelling about and encountering people from these areas. It is no longer enough just to know British English and American English at a comprehension level. We have to expose students to these other varieties, because they cannot avoid them in the real world.

At a production level, the existence of new Englishes makes very little difference to our teaching practice. Teachers will carry on producing the kind of English that they have always used in the school system, because the materials, textbooks, examinations and so on are geared to it. Those people who teach British English RP will carry on doing so; those people who teach American English will carry on doing so. Their students will learn one chief accent and dialect, as they always have, and continue to use that in the face of all the other dialects they hear and see around them. But they will need to develop their listening and reading comprehension of other dialects as best they can.

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Towards Critical Pedagogy, or Why the Grand Total is Much More than the Sum of Its Parts

CRITICAL PEDAGOGY IS A RELATIVELY NEW THEORY IN THE FIELD OF EDUCATION. IN A PROGRESSIVELY INCREASING PERIOD OF TECHNOLOGY AND MEDIA IT IS INTERESTING AND NECESSARY FOR TEACHERS TO DEVELOP A CURIOSITY AND PAY ATTENTION TO THE TENETS, AND INVOLVE STUDENTS BY IMPLEMENTING CRITICAL PEDAGOGY IN THE CLASSROOMS.

IN THIS ARTICLE WE WILL APPROACH THE BASICS OF CRITICAL PEDAGOGY BY BRIEFLY PRESENTING ITS BEGINNINGS AS WELL AS SOME DEFINITIONS BY THE MOST WELL KNOWN AUTHORS FOLLOWED BY THE MOST ESSENTIAL ELEMENTS ACCORDING TO THESE AUTHORS. FINALLY WE SHALL ILLUSTRATE THE THEORY OF CRITICAL PEDAGOGY WITH SOME BRIEF PROJECTS AND TWO THOROUGH ACTIVITIES; ONE, GETTING INTO YOUR SKIN, IN THIS APAC ISSUE, THE NEXT ONE WILL BE PRESENTED IN THE NEXT ISSUE.

by Eliseo Pico - Núria Vidal

To understand the philosophical foundations of critical pedagogy we have to go back to the Frankfurt School with the writings of Adorno, Horkheimer, Benjamin, Marcuse, and the Brazilian educator, Paulo Freire between the 60s and 70s. We will not study these authors in depth though it is remarkable the influence of Freire in all subsequent writers on the topic. From then on, other writers and thinkers, mostly from the United States, were progressively defining critical pedagogies.

«Critical pedagogy» Douglas Kellner (2000) notes, «considers how education can provide individuals with the tools to better themselves and strengthen democracy, to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change». Antonia Darder (1995) says that «critical pedagogy views all education theory as

intimately linked to ideologies shaped by power, politics, history and culture». Henry Giroux, considered one of the most relevant thinkers in the field, considers that «the critical question here is whose future, story, and interests does the school represent... Critical pedagogy argues that school practices need to be informed by a public philosophy that addresses how to construct ideological and institutional conditions in which the lived experience of empowerment for the vast majority of students becomes the defining feature of schooling.» And furthermore he adds [Critical] «pedagogy . . . signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities... Pedagogy in the critical sense illuminates the relationship among knowledge, authority, and power».

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Ann Shaw's complete web page presents a thorough collection of quotes on the topic worth reading to complement with the previous.

Freire's proposal deals with a liberatory pedagogy based on dialogue and problem-solving in which, «teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and therefore by coming to know it critically, but in the task of re-creating that knowledge.»

The following are essential elements of critical pedagogy:

- Liberating education consists in acts of cognition, not transferrals of information.
- This cognition comes about through dialogue between co-investigators, with teachers and students jointly responsible for a process in which all grow.
- The content of education is based on the generative themes important in students' own lives.
- These themes are best dealt with a problem-solving approach, which seeks a link between themes, recognizes their historical-cultural context, and integrates both reflection and action.

Ira Shor's thorough and insightful work in the field of critical pedagogy encourages readers to establish a more dynamic relationship between students and teachers and to truly set the basis of a more committed society. He is the voice of the pedagogue for he speaks from the language and the power of lived experiences in the classroom. Shor (1992) sets an agenda of values to foster a more empowering pedagogy:

- **Participatory**, for children learn by interacting and experimenting and not as passive learners.
- **Affective**, because education is a social experience, a social interaction involving both thought and feeling as well as teacher-student cooperation.
- **Problem posing**, where students are encouraged to develop scientific habits of mind and to construct meaning.
- **Situated**, building learning from students' everyday experiences and language increasing their chances to feel ownership in their education.
- **Multicultural** because students will be empowered by the classroom culturally diverse discourse.
- **Dialogic**, fostering teacher-student discussion, sharing authority and avoiding talk knowledge at students as viewed in traditional instruction but talking

knowledge **with them** while reducing the conditions that produce their alienation.

- **Desocializing**, by questioning the social behaviours and experiences in school and daily life that make us into the people we are.

- **Democratic**, Contrary to mass education structured as a pouring knowledge to students, democratic education maximizes participation in the curriculum, so that students develop intellectual curiosity, scientific thinking, cooperative relations, social habits, and self-discipline.

- **Researching**, because to study something in depth means to do research, defining students as active researchers who make meaning and not as passive receivers of meaning.

- **Interdisciplinary**, integrating reading, writing, critical dialogue, and cooperative learning across the curriculum and making language arts integral to content areas.

- **Activist** in its questioning of the status quo, in its participatory methods, and its insistence that knowledge is not fixed but is constantly changing.

Along similar lines and with more concise approach, critical pedagogy, taken from Henry Giroux's web page, attempts to:

1. **Create** new forms of knowledge through its emphasis on breaking down disciplines and creating interdisciplinary knowledge.
2. **Raise** questions about the relationships between the margins and centres of power in schools and is concerned about how to provide a way of reading history as part of a larger project of reclaiming power and identity, particularly as these are shaped around the categories of race, gender, class, and ethnicity.
3. **Reject** the distinction between high and popular culture so as to make curriculum knowledge responsive to the everyday knowledge that constitutes people lived histories differently.
4. **Illuminate** the primacy of the ethical in defining the language that teachers and others use to produce particular cultural practices.

All authors agree that critical pedagogy should focus on social justice, equality and democracy, aware that there are political and economical inequities all over the world. Their concern is to better people's conditions and change the world into a more just and equitable place.

Critical pedagogues are concerned with the media (images and words in all its possible presentations) and the way information is handled and received by citizens and specifically students. «Critical media pedagogy provides students and citizens with the tools to analyse critically how texts are constructed and in turn construct and position viewers and readers. It provides tools so that individuals can dissect the instruments of cultural domination, transform themselves from objects to subjects, from passive to active. Thus critical media literacy is empowering, enabling students to become critical producers of meanings and texts, able to resist manipulation and domination.» (Douglas Kellner 2000)

A framework for critical analysis

But critical pedagogues do not lack a clear framework to develop their pedagogical practice. The one we propose is taken from media and cultural studies. Du Gay & Hall (1997) have advanced a five-point chart for the study of cultural phenomena. They call the chart «the circuit of culture.» The five processes are: representation, identity, production, consumption, and regulation. The five processes are inter-related [see Figure 1]. We think that this circuit can be easily used as a framework to develop activities consistent with a task-based syllabus. We will show actual activities developed by us later on. Now we will concentrate on the five processes.

The first process is REPRESENTATION. Cultural items do have specific meanings. We know that these meanings are multiple and they are socially constructed. Our task is to try to grasp how cultural meanings are constructed, how things come to mean what they mean. For example, let's consider a cultural object we are all familiar with, the Sony Walkman. What does it represent? What does it mean? And how it means what it means? First of all, the walkman is a technological object. It has been designed to allow people to enjoy music while being out, for example on their way to work or while doing exercise. When it first appeared it represented «modern technology» intended for young urban nomads. So we find this cultural object invested of a chain of cultural meanings: young, modern, urban, privately enjoyed, used publicly, active, nomadism. It had a great success all over the world. But let's point that when it was first introduced its developers were worried because it broke a fundamental constraint at the time. Music enjoyment with headphones was a private affair. People who first appeared in public with their personal stereos risked being considered odd, inconsiderate, ego-centered or simply silly. [Incidentally the story

repeated some years later when people appeared up and down Las Ramblas talking on their mobile phones; they were first perceived as silly or snobbish].

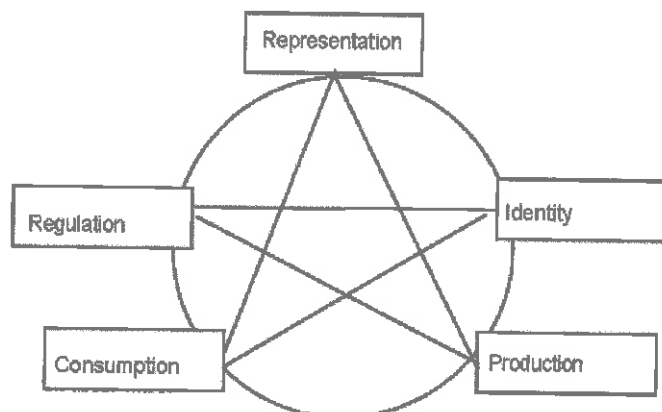


Figure 1

The second process is IDENTITY/DIFFERENCE. When we deal with this aspect we try to analyse the types of identities supported by the cultural object, and what difference does it make having or not having that object. Going back to our example, when Sony launched the walkman they had to create a lifestyle to go with it. They had to invent a lifestyle consistent with their creation. When we see the first ads we clearly see young men and women walking along city streets. The main identities supported in the ads are: young, urban, powerful, mobile, adaptable, active, intimate, and Japanese (high tech).

The third process is PRODUCTION. In this process we ask ourselves how the item is produced, why, and who produces it. With the walkman Sony designers had to do a lot of work. Designers have as their main purpose to make artefacts attractive so that they sell. Apart from young, modern, urbanite, nomadic, the walkman was also Japanese. They made a strong effort to make it small size and simple. Miniature and simplicity are some of the components of Japanese-ness. They made more than seven hundred versions: one for every occasion. Sony went global with this item much before globalisation was a household word. Sony were criticised for creating an anti-social, atomising, useless, unneeded object.

The fourth process is CONSUMPTION. We ask ourselves how the item is consumed and what it means to consume the item. When we want to do a cultural study we have to pay attention to the ways in which products are consumed and the meanings that come to be attached to objects through those

processes of consumption. Contrary to commonly held beliefs of passive consumption cultural theorists talk about «creative consumption.» Consuming allows a great deal of human agency: I buy, therefore I am. The French philosopher Jean Baudrillard (1988) indicates that consumption is a system of meanings like a language. With the walkman we find quite a lot of positive meanings in its consumption: with its mobility you can create your own soundtrack to different moments in your life. But critical voices were also heard. Neocon Allan Bloom (1989) considered that the closing of the American mind was related to the atomised, distracted and uncivilized modes of personal conduct typical of young people with their walkmans on.

Finally, the fifth process is REGULATION. In here we ask ourselves how our cultural item is regulated socially. A primary aspect of regulation relates to the private/public divide. We have two distinct spheres of the social, the public, related to communal life, and the private, related to the personal and the domestic. This division is symbolic and it is generally gendered: masculine is public, and feminine is personal, emotional, domestic, that is, private. The interesting thing is that the walkman represented a break in this symbolic system: it meant taking private listening into the public domain. But the use of walkmans was not without problems. Earphones sometimes made too much noise and people travelling on public transport complained. The London underground had to make a campaign «to keep your personal stereo personal.» Fines were given to those who travelling on public transport did not keep their personal stereo private. Cultural artefacts end on certain regulations. A similar thing happened with mobile phones in cinemas and air flights. Spectators/passengers are reminded to switch off their mobiles for the duration of the event. That's a kind of regulation.

Now that the framework has been presented let's deal introduce a different example: the high heels. In this case we draw mainly from Wright (1989) and Barnard (1996).

The high heels in terms of REPRESENTATION have been mediated by several discourses: medical, moral, fashion, industrial and technological. It has been seen as a form of liberation and as a form of slavery. Cultural items have generally these contradictory meanings. Certain women have considered it a form of liberation because they are not associated to housewives, and they have been considered the instruments of modern, assertive women. They embody issues of feminine mystique and sophistication. But on the other hand they can also symbolise the subordination of women.

Dealing with IDENTITY, the primary meaning the high heels bring about is womanhood. High heels are inherently feminine. It comes as no surprise that they are so considered by transvestite/transgendered people. The high heels are the epitome of femininity. Its use can be regarded as sophisticated and mundane.

Dealing with PRODUCTION, high heels are industrial objects. They are a form of shoes for women. They come in different colours, materials, and sizes.

When dealing with CONSUMPTION we ask ourselves and we ask people what pleasures do they get wearing them. The most commonly given answer is the pleasure of feeling a woman. Another pleasure relates to being elegant and sophisticated.

When dealing with REGULATION we ask ourselves if the use/non-use of high heels is culturally regulated. It seems that there are certain occasions where are a must, for example certain ceremonies (i.e. weddings, funerals, banquets). Its use is compulsory in certain jobs in the USA. Most secretaries in New York wear trainers when going to work. When they get to work they use high heels. Mike Nichols' *Working Girl* (1988) starring Sigourney Weaver and Melanie Griffith shows such a scene.

This is why considering the five processes in the classroom produces a cultural study that is more than each part taken separately. Thus, the Grand Total is Much More than the Sum of Its Parts.

We caution our readers that for lack of space [and yes, due to our own cultural limitations] we may sound schematic and lacking sufficient detail. For a more detailed explanation we refer the interested reader to the cultural study presented by Paul DuGay et al. (1997) and the five companion books. The six books are the set texts of a course offered by the Open University under the directorship of Stuart Hall, the main figure in cultural studies.

Can we be critical in our English classes?

But, how can students' attitude and action be improved and, as a consequence, society from the English class?

The activity *Getting Into Your Skin* and the one appearing in the next APAC issue, take care in detail of two different processes to help implementing critical pedagogy in the ESL classrooms: On the one hand we will take (next issue) existing materials, visual, audio

and written, to analyse and examine what elements are behind the images and words, on the other, (in this issue) we take care of the classroom identities and cultural diversity to produce materials that will be reused in the classroom to make students think about racism, cultural diversity and identity.

However we also want to point out topics that could be developed into projects that could favour the introduction of critical pedagogy methodology in the classroom. Let us point but a few:

1. Domestic violence. The articles on papers, on TV about the topic are precious input material to make students aware of the need of developing not only an opinion about it but to design and carry out actions. Letters in local newspapers or, in the Internet could be written as a final step to the project.

2. Advertisements. The world of advertising, both on paper and TV is rich in metaphors that favour the «status quo». A careful glance at «ads» will provide students with the ability to discriminate and make informed choices as consumers. Later on, they can be challenged to create an ethical marketing and advertising campaign for a product.

3. Genocides. The Palestinian, the Jew, the Armenian, genocides among others so contradictory and yet

educational. The projects and/or activities should focus discussions on how ethnic groups could overcome such catastrophes and learn to live together cooperatively and peacefully while trying to find solutions for a more balanced world.

4. Fair wages. Feminism. Why do women get a smaller pay for the same work in most enterprises? Preparing a survey among members of a well-known community by the students will certainly provide relevant data for a class discussion.

5. Politics. Analyse despotic politicians' attitudes and discourse. Consider how sometimes democracies are not suc. They are misinformed by the media, especially those owned by multinationals.

6. History. Review facts in history viewed from different perspectives and not only one. For instance the «discovery» of America presented from Euro-white and American Indian perspectives.

There are many other topics to engage in sensitive critical pedagogy in ESL classrooms. Critical pedagogy is certainly adequate for transversality and peace education. The basic point is after analysis and discussion and while respecting students' views, to engage students as agents of change.

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Assessing and Exploiting Web Resources: Guidelines for Teachers of English for Tourism

IT IS WIDELY ADMITTED THAT THE INTERNET CAN BE A VERY USEFUL TOOL FOR SUPPLEMENTING EFL CLASS TEACHING, AND THIS DOES NOT APPLY ONLY TO THE TEACHING OF GENERAL ENGLISH. IN FACT, THE INTERNET IS A PARTICULARLY USEFUL RESOURCE FOR TEACHING ESP AT VOCATIONAL SCHOOLS, TECHNICAL COLLEGES AND UNIVERSITIES. THE ENGLISH FOR TOURISM CLASSROOM IS A CLEAR EXAMPLE. THE TOURISM INDUSTRY IS EXTENSIVELY FEATURED ON THE NET AND THEREFORE TEACHERS OF ENGLISH FOR TOURISM CAN EASILY FIND WEBSITES RELEVANT TO MOST SYLLABUS CONTENTS. HOWEVER, SOME KIND OF CRITERIA IS NEEDED FOR SELECTING AND EXPLOITING WEBSITES AS ELT MATERIALS. WE HAVE DESIGNED A WEBSITE ASSESSMENT FORM WHICH WE HOPE WILL HELP TEACHERS OF ENGLISH FOR TOURISM TO EXPLOIT WEB MATERIALS MORE EFFICIENTLY.

by **Núria Borull Cubo**
Universitat de les Illes Balears

1. Introduction.

As teachers of English for Tourism we must entwine field-specific contents with the linguistic knowledge we want our students to become proficient in. This means that we have to keep our eyes wide-open and update materials according to what is currently happening in the tourism industry. The last decade has witnessed the growth of the Internet not only as a source of information and entertainment but most importantly -from an entrepreneurial perspective- as a powerful tool for companies to advertise and sell their products. This is especially true in the case of the different tourism trades, which have found in the Internet a new distribution channel with an extraordinary potential. In fact, today the whole of the tourism industry is extensively featured on the Net: catering, hospitality and transportation companies; tour operators and retailers; local tourist boards and international organizations; etc.

For us teachers of English for Tourism, the Net has become a bountiful source of genuine -in Trimble's sense (1985: 27-39)- updated materials to be exploited in the classroom. Actually, we can easily find websites

relevant to most of the field-specific contents in our syllabus. However, we must be very selective in using web resources since we all know that «anything goes» on the «wild wild web», and what initially seems like a very useful tool can eventually become a misleading labyrinth.

We have been navigating the Web in search of reliable websites to supplement our English for Tourism syllabus. From the very beginning we realized that the concept of «reliability» could be approached from so many angles that a clarification was needed: what do we mean by «reliable» websites? Professionals in the tourism field would probably argue that website reliability involves technical reliability (downloading speed, links, etc.) and content reliability (accurate and thorough information, relevant pictures and multimedia files). Our approach as ESP teachers demands a more profound analysis. Let us not forget that corporate websites are not originally intended for language teaching purposes. Thus, in addition to the criteria which are felt to be important by the various discourse communities in the tourism trades, ESP teachers must

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take into account the websites' linguistic features and their exploitability as classroom materials within a task-based learning framework.

The aim of our paper is to provide the teachers of English for Tourism with a set of criteria for website selection and exploitation. Following Dudeney's (2000: 171) model we will try to go a step further by designing a Website Assessment Form to meet the specific needs of English for Tourism courses.

2. The tourism industry and the English for Tourism syllabus.

Before starting our search for websites we thought it was necessary to have a look at the tourism industry itself. We must bear in mind that the field-specific topics in any English for Tourism syllabus are closely related to the structure of the industry and the services it provides.

Some scholars devoted to tourism research, like Lickorish and Jenkins (1997: 98), suggest that there may be no such thing as a «tourism industry» since it comprises a large number of independent sectors. Nonetheless, these researchers divide the tourism industry into three types of trades: primary trades, which comprise transport, travel trade, accommodation, catering, and tourist attractions; secondary trades, such as retail shops, banks, insurance, excursions, entertainment and leisure activities; and tertiary trades, namely support services to the tourist trades. They give us an idea of the extension of the field-specific contents we may have to cover in our courses of English for Tourism. Additionally, they also provide us with a guideline to start browsing the Net.

After consulting several textbooks on Tourism where the structure of the tourism industry and its components are described (Mill and Morrison, 1992; Youell, 1994; McIntosh et al, 1995; Jones et al, 1996; Lickorish and Jenkins, 1997), we have worked out a classification of the tourism trades (see Figure 2) to help teachers who may not have a background of Tourism Studies to become familiar with the industry. This classification is meant to be printed on the back of the Website Assessment Form to help identify the company, insti-

tion, organization, etc., which is responsible for a website.

This brings up the first question to tackle in our attempt to set criteria for website assessment: authority i.e. who is behind the website and who actually edits or powers it. If the site belongs to a renowned company, a tourist board, an international organization or a specialized magazine, we will be more likely to be on the right path to accessing materials with a high level of technical and content reliability. This is why we consider authority the key criterion and the starting point for website selection. It is obviously not the only criterion, but that will be discussed next.

3. The Website Assessment Form, a tool for website selection and exploitation.

We agree with Dudeney (2000: 170) that whenever we find a website with a potential to be exploited in the classroom we should first bookmark the site and add it to our Favorites, and second write a website review with a double purpose: to help other colleagues and students to find useful materials, and to keep a track of the sites we like to use. Dudeney presents a sample site review form (2000: 171) and tells his readers -mainly teachers- that: «this does not claim to be the definitive form, but it should serve as a basis for your own reviews». We have found Dudeney's work a very valuable contribution to helping introduce Internet task-based activities into the language classroom and thank him for providing us with a starting point for designing our own review form. (Figure 1)

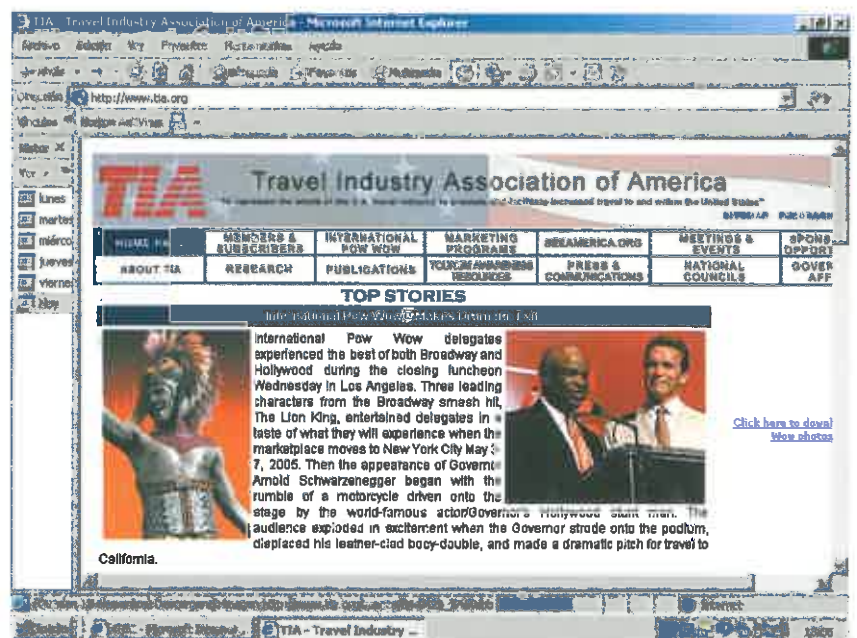


Figure 1

WEBSITE ASSESSMENT FORM		
Name of site:		
URL of site:		
Last date visited:		
Site features		
Authority	Author (who is behind the website?):	
	Category (1):	
	Sector in the tourist industry (2):	
	Country of origin:	
	Copyright data available?	
Currency	Powered by others? Who?	
	Country of origin:	
Functionality	Date first created:	
	Date last revised:	
Functionality	Is it easy to navigate?	
	Does it take a long time to display pages?	
	Do all links work?	
	Do e-mail links work?	
	Are chat lines and discussion forums active?	
	Has it got an attractive layout?	
	Does it carry pictures/animation?	
	Does it use any multimedia files?	
Do you need to register/pay ... to start navigating? to continue navigating?		
Readership/Audience	Is the website addressed to a specific type of reader/customer? If so, give a brief description.	
Accuracy	Is the information reliable?	
Content and purpose	Brief description of content and communicative purpose.	
Language features		
Originally in English	Specify variety (British, American, etc.):	
A translation into English	Source language:	
	Quality of translation:	
Accuracy	Is the use of English/grammar/spelling correct?	
Register	Is the use of language formal/informal?	
	Does it use jargon? If so, can you identify what type of jargon?	
Vocabulary	Identify any technical/semi-technical vocabulary:	
	Any relevant acronyms or abbreviations?	
Adequacy for ESP teaching purposes		
Level		
Relevancy to syllabus	Unit:	
	Topic:	
Skills trained	READING:	SPEAKING:
	WRITING:	VOCABULARY:
	LISTENING:	GRAMMAR:
Activities	Warm-up:	
	On-line:	
	Off-line:	
	Follow-up:	

(1) and (2): choose from list

Figure 1 (2)

(1) Category:

- Private company or institution.
- Government-funded company or institution.
- Non-governmental association.
- International organization.
- Charity (e.g. The National Trust for Places of Historic Interest or Natural Beauty).
- Individual /sole trader (e.g. courier, guide, chauffeurs, caterers, fitness counsellors and instructors).

(2) Sector in the leisure and tourism industry:**2.1. Transportation:**

- Carriers: airlines, coach operators, railway company, ferries and cruises.
- Car rental.
- Yachting.
- Private jet rental.

2.2. Accommodation and catering:

<u>Serviced accommodation:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Hotel chain. <input type="checkbox"/> Hotel or motel. <input type="checkbox"/> Guesthouses, inns. <input type="checkbox"/> Farmhouses. <input type="checkbox"/> B&B. <input type="checkbox"/> National Heritage: stately homes and castles. 	<u>Self-catering accommodation:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Youth Hostels Association. <input type="checkbox"/> Apartments/cottages/ villas and chalets. <input type="checkbox"/> Timesharing companies. <input type="checkbox"/> Camp sites. <input type="checkbox"/> Caravans and motorhomes.
<u>Other:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Yacht charters. 	<u>Food and beverage:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Catering companies. <input type="checkbox"/> Restaurants. <input type="checkbox"/> Bars, pubs, clubs.

2.3. Information and booking (distribution channels):

- National, regional and area tourist boards. In Britain: the British Tourist Authority (BTA); the four national tourist boards (ETB, STB, WTB, NITB); etc.
- Travel agent.
- Tour operator.
- Other distribution channels.
- Guiding services.
- Tourist information centres (TICs).

2.4. Attractions and entertainment:

<u>Man-made:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Amusement park. <input type="checkbox"/> Theme park. <input type="checkbox"/> Museums and galleries. <input type="checkbox"/> Historical monuments. <input type="checkbox"/> National Trust. <input type="checkbox"/> Heritage centres and galleries. <input type="checkbox"/> Municipal/local sport centres. <input type="checkbox"/> Golf courses. <input type="checkbox"/> Stadium. <input type="checkbox"/> Cinemas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Opera, ballet and concerts. <input type="checkbox"/> Festivals. <input type="checkbox"/> Water-sport. <input type="checkbox"/> Zoos. <input type="checkbox"/> Gardens. <input type="checkbox"/> Urban parks. <input type="checkbox"/> Theatre. <u>Natural attractions:</u> <ul style="list-style-type: none"> <input type="checkbox"/> National parks. <input type="checkbox"/> Areas of outstanding natural beauty. <input type="checkbox"/> Heritage coasts.
--	---

2.5. Trade, banking, financial services:

- Trade associations (e.g. ABTA).
- Banking and financial services.
- Insurance companies.
- Currency exchange.

2.6. Business tourism:

- Exhibitions and trade fairs.
- Conferences and conventions.
- Incentive travel.

2.7. Employment in the tourist sector:

- Recruitment agencies.
- Job-hunting websites.

Figure 2

Dudeny's website review form is divided into four sections: general information (name and URL of site, date visited, and reviewer's name); site summary; site details (information reliability and accuracy, currency, content, presentation and functionality); and a verdict (from excellent to poor). Dudeny's work is mainly addressed to general language teachers at schools, not to EFL practitioners teaching ESP at vocational schools or ESP lecturers at technical colleges and universities. He reminds teachers of the need to «make sure that the language, contents and presentation are what you want for your class» (2000: 30), but then fails to include a section about linguistic features in his website review form, a point no ESP teacher should overlook. In a word, if we mean to use the Internet in the ESP classroom we will definitely need further criteria to pinpoint a website as a useful tool. We feel that these criteria must include items related to the website linguistic features, its adequacy for ESP teaching purposes, its relevancy to the syllabus, and a few guidelines for classroom exploitation. Thus, our proposal for a Website Assessment Form (see Figure 1) comprises three sets of criteria: site features, language features and adequacy for ESP teaching purposes.

4. Criteria to be included in the Website Assessment Form.

Once we have decided what sections the Website Assessment Form will consist of, we need to determi-

ne what criteria must be included in every section. Our proposal is as follows:

4.1. Site features: This section has a look at the Internet as a means of communication and, therefore, analyses the main components of the communication process, i.e.: the sender (authority), the channel (technical aspects of website operation), and the receiver (readership/user). From a pragmatic perspective we also look at webpages as genres, and at authorship and readership as discourse communities with a communicative purpose. Thus, the items we have included under this heading belong to three categories: items related to technical features (currency and functionality); items to identify the participants in the communicative process (authorship and readership or audience); and items to describe the message (accuracy, content and purpose).

4.2. Language features: In this section we continue studying the message as a text (both written and oral, since a website may include audio and video files) and focus on the main linguistic features that we feel should be drawn to the ESP teacher's attention, namely:

** Is the website originally in English? If so, what variety of English is used?*

It is important to check if website texts (both oral and written) are in British English, American English or any other variety, as there will be language features our students might not be familiar with.

** If the website has been translated into English, is the translation good enough to be used for language teaching purposes?*

In the field of tourism every single piece of information is translated into several languages at a time, with English as the main target language. Parallel texts are constantly published at the local level: flyers, leaflets, maps, etc. The Internet is no exception. Unfortunately, we have come across a few websites containing general tourist information on Spain whose translation into English make a poor contribution to our renowned industry (see All about Spain at www.red2000.com/spain/index-eng.html). That is why we think it is important to warn both teachers and students of Tourism about a less than professional practice that occurs far too often. However, bad translations do not necessarily invalidate websites for exploitation in the language classroom. They can be used to design activities in which students are made aware of this phenomenon and may be asked to correct and improve translated texts, study false friends, spot collocation mistakes, or carry out comparative grammar analysis.

** Is the use of English/grammar/spelling correct?*

The fact that a webpage is written or edited by a native speaker of English does not guarantee accuracy or good style in the use of the language. This is why we insist on the fact that authority must be key to identifying webpages where the English used is acceptable for language teaching purposes. We believe that big companies with a reputation in the tourism industry and state-run or international organizations are more likely to devote sufficient financial support and personnel to editing good quality texts for their websites than small companies, sole traders, or individuals.

** Is the language formal/informal? Does the website use jargon? If so, can you identify what type of jargon?*

Because we are dealing with corporate, professional, non-educational websites, we can expect a variety of specific discourse features and a whole range of registers: from highly formal and professional (e.g. www.tia.org, the Travel Industry Association of America's website) to rather informal with a deliberate use of slang (e.g. www.hardrockcafe.com, the website of the renowned Hard Rock Café).



Besides, we must bear in mind that the Internet itself generates its own jargon and that the language used by the virtual speech community may also have a number of varieties. Crystal (2001) analyses what linguistic patterns are becoming a permanent feature of the language used over the Net (a unique and ever-changing means of communication) and uses the term *Netspeak* to refer to this phenomenon (2001: 24-61).

Netiquette (Internet etiquette) is precisely one of the features of *Netspeak* we must bring to our students' attention. We have no doubt that the future careers of today's Tourism students will involve using the Internet as a professional means of communication

and no student will be successful without a sound knowledge of netiquette.

In sum, ESP teachers must detect any features of specific purpose discourse used on webpages and then make a decision regarding at least two points: first they must decide if a website is suitable or not for use in the classroom, considering the level of English the students may have, their background knowledge, their field-specific knowledge and the course objectives; and secondly, if the website is considered to be useful, then decide if the features of discourse will be brought to the students' attention and how.

It goes without saying that, if what we seek to pursue by using websites in the ESP classroom is precisely to build students' awareness of stylistic variations across discourse communities and genres, then the ESP teacher must pay special attention to this section of the Website Assessment Form.

** Identify any technical/ semi-technical vocabulary, relevant acronyms and abbreviations.*

It is widely accepted that vocabulary and, in particular, technical and semi-technical (also called «sub-technical») vocabulary, are central to any ESP course (see Trimble 1985: 128-136; Hutchinson and Waters 1987: 165; Dudley-Evans and St. John, 1998: 80-83; Alcaraz, 2000: 42-43). Therefore, we find it useful to make a note on the Website Assessment Form of the relevant technical and semi-technical vocabulary that may appear on a webpage so that teachers can design warm-up activities to introduce students to the new vocabulary as well as vocabulary-related on-line activities. Not paying sufficient attention to the specific vocabulary used in a corporate or professional website will probably undermine the students' performance in their Internet task-based activities.

4.3. Adequacy for ESP teaching purposes: Once we have come across a website we would like to exploit in our classes and have checked its technical reliability and linguistic validity for ESP teaching purposes, we still have to make sure that the website lends itself to designing task-based activities that fit into our syllabus, our timetable, and our resources (e.g. number of computers available per student).

Even though time and space constraints can be sorted out, we still have to carry out the task of designing a complete set of activities (warm-up, on-line, off-line and follow-up) relevant to the course field-specific and linguistic contents. We also have to consider what communicative goals the task will pursue and what

skills will be trained. However, it is not a matter of going into too much detail here, but of making a short note which may refer us to some kind of task planning form (see Chapelle's table of «Features and Questions for Analysing the Frame of a Second Language Task»; 1999: 102).

5. Identifying the website.

Last but not least, our Website Assessment Form does obviously contain a leading section to enter the data needed to identify a site, namely the uniform resource locator (URL). Because websites change rapidly, it is advisable to write down the name or title the website has been given. Thus, if a URL happens to be incorrect we can always try searching for the site by its name. Writing down the date on which we last visited the site may also be useful if we are not going to exploit the site in the short term.

6. Conclusion.

Although a lot of research has already been carried out in the field of website evaluation, we felt that

further research was needed if non-educational websites related to the tourism trades were to be used in the English for Tourism classroom. We have tried to design a Website Assessment Form which we believe contains the necessary criteria to successfully select and exploit this type of sites. We have considered authority the key criterion that guarantees technical and content reliability, and have highlighted the need to analyse the website's linguistic features and consider their adequacy for ESP teaching purposes.

Apart from containing criteria for selection, our Website Assessment Forms also devotes a section to keeping a record of suitable tasks for exploiting websites as ESP materials in the English for Tourism classroom and linking them to the units in the course syllabus.



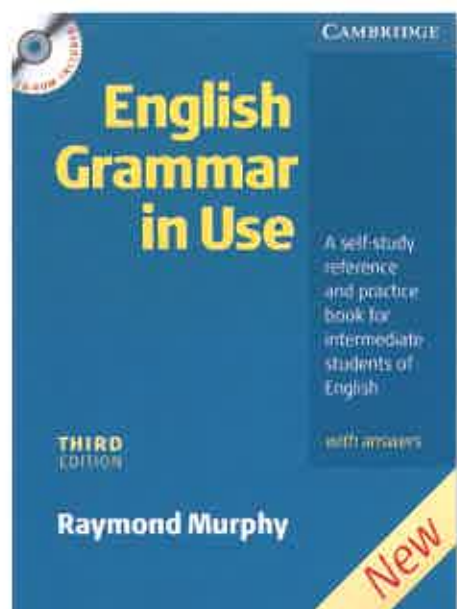
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SUGGESTIONS FOR FURTHER READING:

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www.cambridge.org/elt/inuse

Get Into My Skin

by Núria Vidal - E.O.I. Vilanova i la Geltrú
 Universitat Internacional de Catalunya
 Eliseo Picó- E.O.I. Santa Coloma

Get Into My Skin contains a series of student-centred tasks intended to help teachers and students work with the benefits of diversity and understand more and more multicultural classes nowadays. They are oriented both towards secondary school as well as adult education.

Objectives

- Help student reflect about diversity.
- Sensitise students about immigration.
- Make students critical and knowledgeable about stereotypes.

PROCEDURE

0. Consider Diversity

This is a warm-up activity to start talking about diversity. The input used comes from Maya Angelou who, at the request of President William Clinton, wrote and delivered this poem, *On the Pulse of Morning*, at his 1993 presidential inauguration. Only fragments of the poem are given and students in groups are asked to notice certain aspects relevant to diverse communities or countries.

1. Diversity in our Communities

This handout should be distributed before a class discussion for students to think and give justified answers to the statements presented. It is a previous step to try to have students get into someone else's skin, into someone they know from their class. The activity is intended to sensitise students on the questions raised in their communities about immigration and make them critical and knowledgeable about stereotyped information.

2. Identity

Students fill in the cards with their information. Once they finish, the cards are given to another student who transforms the information into a second person short biography. Some examples are given in case the teacher finds it necessary but it is better if students are given the chance to develop their own creativity.

Students review stories in groups of five and improve the texts. The teacher also helps during the process, trying to make students produce accurate texts, as much as possible.

The class stories are collected by the teacher who makes sure the writings can be acceptable language models.

3. Get into my skin

Before the following activity takes place, the teacher adds four sentences at the end of each description. Here is an example of a text produced by a student and example questions added by the teacher.

Your name is Paolo. You are 34 years old. You are from Brazil, Sao Paulo but are now living in Barcelona. You speak Portuguese and speak Spanish quite well. You are learning Catalan in a «Escola d'Adults». You think you can find a better job if you speak Catalan.

You like Joao Almino's literature and you are a fan of «Ronaldinho». You think he is the best!

You love walking along «Les Rambles» and observing people walking by. You have visited many cities before you came to Barcelona. Miami, London and Madrid. You like Madrid very much too and have some relatives there but you found a job in Barcelona as a waiter in the Olympic Port. You enjoy the place quite a lot but it is very tiring at weekends.

You were born a catholic but you do not go to church even though sometimes, when you are in trouble, you pray to God.

- a) Look for a person who was born in...
- b) Look for someone who has never travelled to....
- c) Find someone who has difficulties in learning Catalan
- d) Ask people until you find someone who cannot speak the language of the community...

The teacher should make sure that all students will have to find different people and that they will be asked at least four times each. These sentences should be hints to look for other four characters described by the students.

The activity consists of organizing a gathering. The kind of gathering can be negotiated by the students but it is important that it is their own decision. It can be a party, an excursion, a trip, a multicultural event, etcetera.

The teacher distributes the descriptions of the class at random, giving the description to someone different from the character described. At this point we should tell students how important it is to get into someone else's skin to be able to understand his or her problems and life. Students read the given description and try to understand that person, getting into his or her skin.

4. Meeting people

Students are given handout number 3. Three more boxes, one for each character they are looking for, have to be created by students on the back of their handouts. Here they have to prepare the questions to find their characters as well as the language they need to talk about themselves. The gathering, in the terms

that have been defined by the class, starts and each student will be going around the class, looking for four characters, asking the questions he has prepared and also answering the questions he or she is asked. When students find their people, they have to conduct a full interview to find out as much information as possible about their characters. Handout number 3, will help students organize the answers and the information about each character.

The activity finishes when most of the students have found their characters. The Teacher encourages students to sit down and students exchange views and talk about their experiences.

5. Self-check

After the discussion and exchange of students' experiences students individually fill in handout number 4.

0. Consider diversity: "On the Pulse of Morning" by Maya Angelou

...
There is a true yearning to respond to
The singing River and the wise Rock.
So say the Asian, the Hispanic, the Jew
The African, the Native American, the Sioux,
The Catholic, the Muslim, the French, the Greek
The Irish, the Rabbi, the Priest, the Sheikh,
The Gay, the Straight, the Preacher,
The privileged, the homeless, the Teacher.
They all hear
The speaking of the Tree.



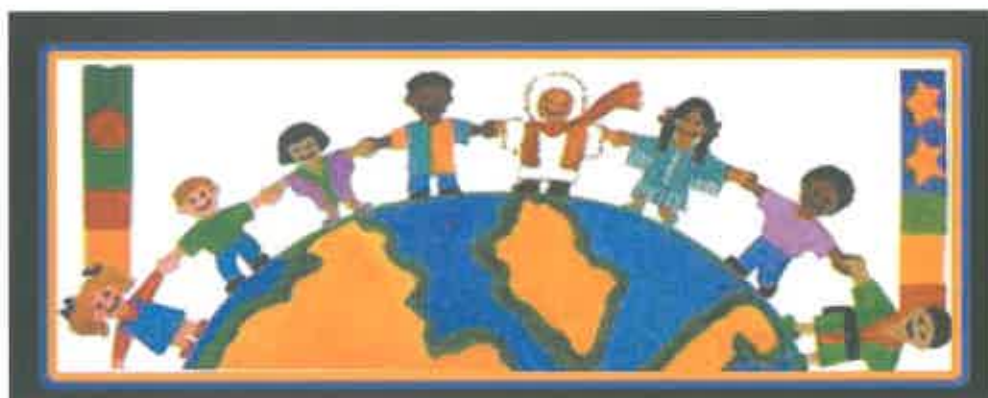
They hear the first and last of every Tree
Speak to humankind today. Come to me, here beside the River.
Plant yourself beside me, here beside the River.

Each of you, descendant of some passed
On traveller, has been paid for.
You, who gave me my first name, you
Pawnee, Apache, Seneca, you
Cherokee Nation, who rested with me, then
Forced on bloody feet, left me to the employment of
Other seekers--desperate for gain,
Starving for gold.
You, the Turk, the Arab, the Swede, the German, the Eskimo, the Scot,
You the Ashanti, the Yoruba, the Kru, bought
Sold, stolen, arriving on a nightmare
Praying for a dream.
Here, root yourselves beside me.
I am that Tree planted by the River,
Which will not be moved...

In groups of three, notice that this poem is a song to diversity.

- How many different people (nationalities, jobs, etc.) are mentioned in these sections of the poem? Make a list.
- Do you know where the poem comes from?
- Can you say more about the poem? Can you find the whole version?
- Can you say more about the author?
- Look up on the Internet to find the answers you do not know.

1. Diversity in our communities



Be ready to justify the following statements in class. Try to find information and think about your answers before coming to our next class.

Statement	Agree	Disagree	Why
Communities are becoming more and more diverse.			
There should be opportunities in class to exchange information about different cultures and traditions.			
The reception of immigrants in a country can be very enriching			
We can learn from the different cultures.			
It is interesting to try and cook different food.			
Multicultural friends have a more solid relationship than monocultural groups.			
All people living in a community should learn the languages of the community.			
Immigrant students in schools should be mixed with children from that community.			
It's difficult to understand the problems of immigrant people from our perspective.			

2. Identity



School:

Date:

Name:

Age:

Place of origin:

Residence:

Languages:

Book, music, favourite celebrity, hero, heroine...

Favourite activity:

Cities you have visited:

Work:

Circle some of the problems you and/or your parents have in your community. Add others if you feel you have to:

Language, customs, lack of friends, gender, clothing, living place, food, mentality, skin colour, religion,

Circle some of the satisfactions you and/or your parents have in your community. Add others if you feel you have to:

New friends, new experiences, sending money home, better quality of life,

Hand your identity card to the teacher and create a description from the card you receive from the teacher. Ask for an example if you need one.

3. Get into my skin

Read the description your teacher has given to you.

Get into that person's skin. Try to understand that person. The way he or she behaves, the way she or he speaks, the problems he or she has. Work on the vocabulary you need to talk about yourself.

Now in groups of four, prepare the questions you need to find your characters and to expand information about them. Write down your questions below.

Questions I need to ask:

1. *Where were you born?*

2. .

3. .

4. .

5. .

6. .

7. .

8. .

9. ...

Start the gathering you have decided and ask questions to other students until you find each of the four characters. When you find them stop each time to ask as many questions as possible. Fill in four different cards like these. Add three more on the back of this handout.

1. My character ...

This is all the information I have found out about him/her...

4. Self-check

Answer the questions for yourself and add two more that have been relevant for you.



Did you...	very much 5	4	3	2	1 very little
1. understand your character?					
2. find all your characters?					
3. have difficulties in adapting to others?					
4. understand your partners' questions?					
5. have fun?					
6. enjoy the experience?					
7. learn new language?					
8. think about immigration in a different way?					
9. have difficulty in getting into your character's skin?					
10. learn how to ask questions in English?					
11. become more sensitive to the problems of the people in your class?					
12. find information about Maya Angelou?					
13. memorize the questions you were asking?					
14..					
15..					
16.					

Compare your answers with two or more students in the class.

Talk to the class in turns and compare your experiences.



Premi APAC – John McDowell 2003

ACTA DEL LLIURAMENT DE PREMIS.

ABANS DE PROCEDIR AL LLIURAMENT DELS PREMIS, EN NOM DEL JURAT M'AGRADARIA AGRAIR L'ESFORÇ I INTERÉS DE TOTS ELS PARTICIPANTS D'AQUESTA NOVA EDICIÓ DEL PREMI APAC-JOHN MCDOWELL 2003. MALAURADAMENT, NO TOTS ELS TREBALLS PRESENTATS PODEN SER PREMIATS, JA QUE EL NOMBRE DE PREMIS ÉS LIMITAT. NO OBTANT AIXÒ, ESPEREM QUE EL FET DE NO HAVER ACONSEGUIT UN RECONeixEMENT NO SIGUI MOTIU DE DESENCIS. PER AQUEST MOTIU, IUS ENCORATGEM A CONTINUAR PARTICIPANT ACTIVAMENT, I TAMBE A TOT EL PROFESSORAT A ANIMAR ELS SEUS ALUMNES A PRESENTAR ELS SEUS TREBALLS A LA PRÒPERA EDICIÓ DEL PREMI APAC-JOHN MCDOWELL 2004.

Miquel Berga
President d'APAC



Passem tot seguit a l'entrega dels premis:

Modalitat B. Treballs de recerca

Es concedeix un premi, un accèssit i una menció a la Modalitat B2.

- **Premi:** Consisteix en un curs de llengua anglesa al Regne Unit patrocinat pel British Council. Correspon al treball *Translation in Literature*, presentat per **Montserrat Nualart**, de l'IES Sentmenat i dirigit per la seva tutora Núria Brichs. En aquest treball la Montserrat fa un estudi exhaustiu de diferents mètodes emprats en diverses traduccions de l'obra *The Importance of Being Earnest* d'Oscar Wilde.

- **Accèssit:** Consisteix en un lot de llibres i un diccionari subministrat per l'editorial **Oxford**, una gramàtica de l'editorial **Cambridge** i un diccionari de l'editorial **MacMillan Heinemann**.

Es concedeix al treball *Learner's Magazines and their Role as Independent Language Learning Material*, presentat per **Gemma Plans i Garcia**, de l'IES Vila de Gràcia i dirigit per la seva tutora Cristina Holm.

En aquest treball, la Gemma analitza diferents diverses revistes com a material d'aprenentatge de la llengua anglesa.

- **Menció:** Consisteix en un lot de llibres i un diccionari subministrat per l'editorial **Oxford**, un diccionari de l'editorial **Cambridge** i un altre de l'editorial **MacMillan Heinemann**. Es concedeix al treball *L'adquisició de diferents llengües en un medi multilingüe* presentat per **Joana Domingo** de l'IES Joan Guinjoan i dirigit per la seva tutora Núria Nogués. El jurat ha decidit concedir una menció a aquest treball tot i haver estat presentat en català ja que la Joana

ha fet un estudi molt interessant de com tres germans han anat adquirint tres llengües en un context multilingüe.

Modalitat C. Treballs presentats per alumnes.

Es concedeix un premi i dos accèssits.

- **Premi:** Consisteix en un lot de diccionaris, lectures, CD-ROM i jocs de l'editorial **Burlington Books, Cambridge, MacMillan Heinemann, i Oxford**.

Es concedeix al vídeo titulat *Les Garrigues TV*, presentat pels alumnes del cicle superior de **4 ZERS de les Garrigues**.

Passen a recollir el premi un grup d'alumnes en representació de les seves escoles.

- **Accèssit:** Consisteix en un lot de diccionaris, lectures i CD-ROM de l'editorial **Burlington Books, Cambridge, MacMillan Heinemann, i Oxford**.

Es concedeix al CD interactiu *Senses and Communication*, presentat pels alumnes de 6è de primària, del col·legi **Les Alzines de la Creu de Palau**.

Passen a recollir el premi un grup d'alumnes en representació de les seves escoles.

- **Accèssit:** Consisteix en un lot de diccionaris, lectures, posters i CD-ROM de l'editorial **Cambridge, MacMillan Heinemann, i Oxford**.

Es concedeix al vídeo *Nativity Play*, presentat pels alumnes de **2n de primària**, del col·legi **Sant Josep de Navàs**.

Des d'APAC volem felicitar els guanyadors i agrair la participació de tots així com la del British Council i la de les editorials que ens han subministrat els premis que acabem de lliurar.

"L'adquisició de diferents llengües en un medi multilingüe" (Premi APAC–John McDowell 2003. Modalitat B. Treballs de Recerca)

Alumna: Joana Domingo Gil. IES Guinjoan. Riudoms (Baix Camp)
Professora: Núria Nogués Llort

Introduction

When I was first told that, as a batxillerat student, I had to do some research on any field I felt attracted to, I immediately thought of something related to English. On the one hand, because I love this language and on the other, because it is a very important language nowadays, you can go nearly everywhere and communicate with people, and finally, because I wanted to study and work on something related to English in the future. This happened in January 2002, and I was doing "primer de batxillerat".

I talked to my teacher of English at that moment, Núria Nogués, and she felt immediately enthusiastic and presented me different options: translation, film dubbing, literature, language learning, etc. I decided on language learning.

My tutor knew a family in which the father speaks Spanish, the mother is English and the three children, who go to a Catalan school, receive input in the three languages. I thought it could be interesting to see the command that they have in each language at three different ages. Moreover, there were some recordings made in 1999 which could be very interesting to see the evolution of each child.

First Part: Theoretical research.

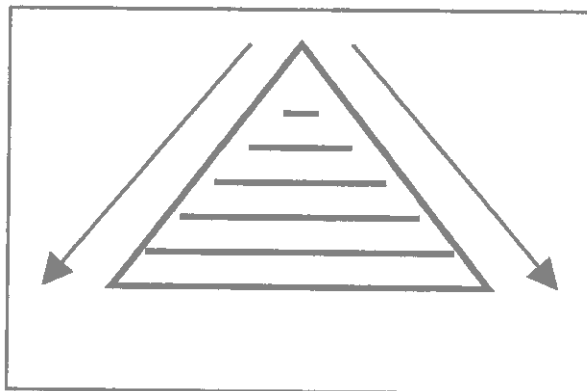
The first part of my project was getting acquainted with the subject. That meant going to different libraries and investigating what there was about language learning strategies, first and second language acquisition, mother tongue, bilingualism, etc. I visited different libraries: the library in the "Facultat de Lletres" (Universitat Rovira i Virgili) in Tarragona, "Centre de Lectura" in Reus and the public libraries in Tarragona and Riudoms.

This part proved to be a good experience. I had to talk to the librarians and ask them for some guidance. I learnt how to move about libraries and, with the help of my tutor, how to select the materials which were appropriate for my research.

I learnt many things. The innate capacity that humans have for learning languages only starts working if in contact with other people. That is why the people from whom children receive input are so important. In most cases, their parents.

How much input one receives is also important. According to this, parents are classified in three groups: those who give too much input, which are the majority, those who give too little input, and those who give the appropriate information.

The best age to start learning a language is childhood. The acquisition process is accumulative, as shown in the diagram:



Krashen's theory, the Monitor model, talks about the different factors to take into account when talking about language acquisition: the language environment, the affective filter, the organizer, etc.

I also learnt about different types of errors and error correction.

There are different methods to collect production from speakers in order to analyse it. Spontaneous production is not appropriate if you want to compare different productions. There are several possibilities: reading aloud, exercises to complete, oral interview, structured exercises, roleplay, communicative games, questions and answers...

This part of the research took about two months.

Second part: field work

In April, I got to know the family: the father, Juan; the mother, Sheila; and the three kids: Alexa (11), Susana (9) and Jon (7). First of all, I interviewed all the members in it. Some extracts from the conversations are the following:

Joana- Amb els teus germans parles sempre la mateixa llengua?

Susana- No

J- Quines fas servir?

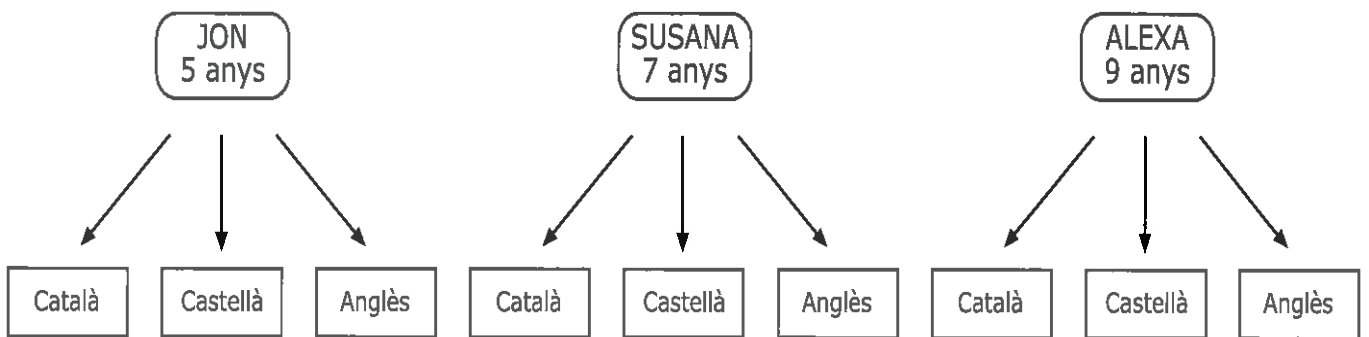
S- Català, castellà i una mica d'anglès.

Then we started the recordings. I made three during the summer. The first day the children felt embarrassed

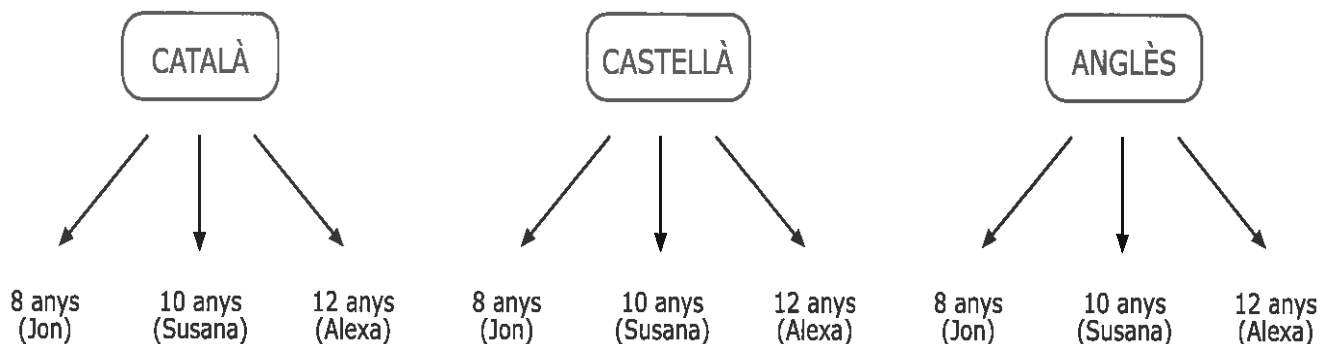
and it was difficult to make them speak, but later they felt more confident and things went easily.

The method of compiling information used was *question and answer* because I wanted very specific productions which could be compared with the recordings I had from 1999. I gave the children a picture of a park. The same picture they had commented on two years before. I made them questions which implied the use of the same structures they had used formerly. Of course, I made the same questions to the three of them, so that I could compare Alexa's productions to Susana's and Jon's.

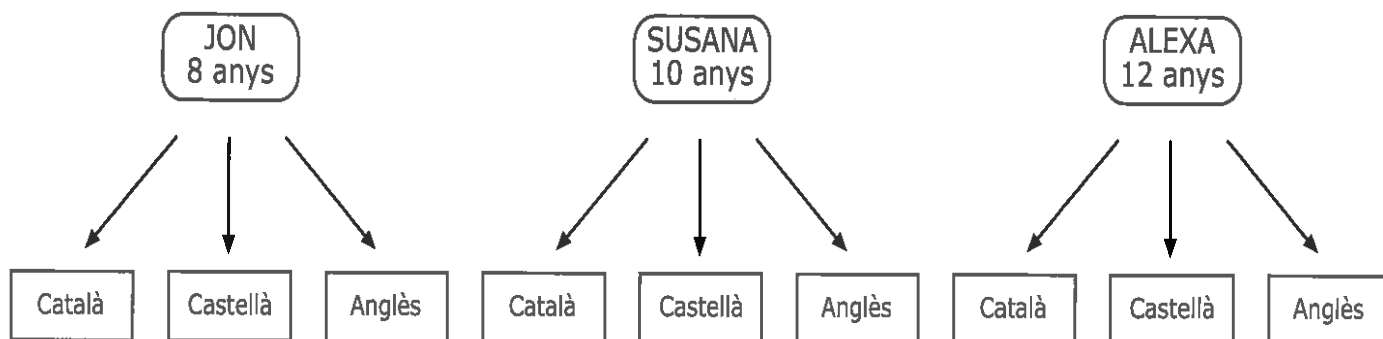
The idea was to do the following analyses:



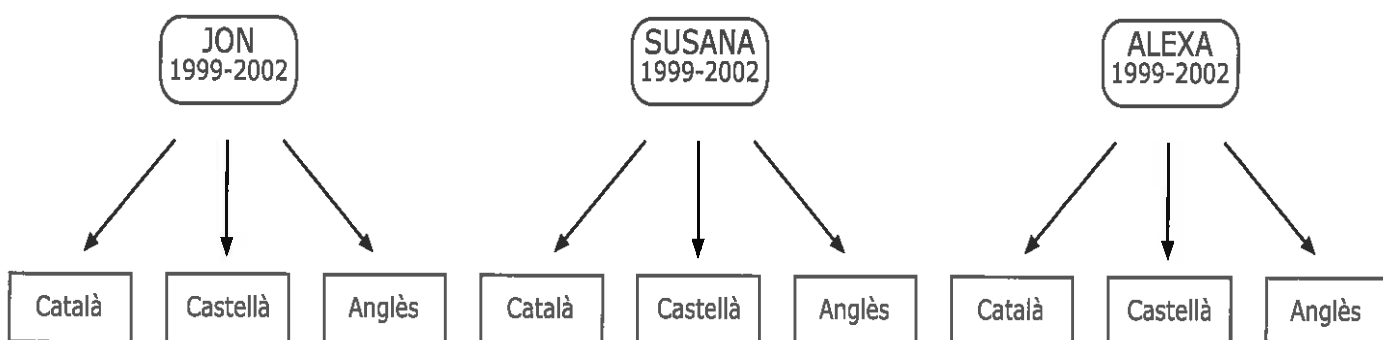
to compare the command each child had of each language.



to compare one language in different ages.



The same as the first, but two years later.



to see the evolution of each language in each child.
Once I had the recordings I made the transcription. To show you an example:

Joana- Explain what you see in this picture. (That was the last question, the open one, to let them express freely)

Jon- This, the ducks in the water, this man is going to put the boat in the water, this one "s'està", this this swi... swing and this one "s'est", the the, in the swings and dogs.

Susana- Some boys are going down the slide, some boys are playing with a ball, a man is getting a boat, a girl is... she is watering her feet, a man is taking... is taking to walk a dog and these boys are... are swinging.

Alexa- Two boys are playing football with a ball and, behind, there is a slide. One is climbing up, one is looking and two are going down the slide and there is a mother in the end of the slide getting the boy when he comes down. Then there is a swing where three are swinging and one is doing stupid. Then there is a dog in the, in... in the grass and running and next to is a dog with the man is... is holding with a rope and then there is a girl watering her feet and she's taken out the shoes "ai" the boots red.

Then the most difficult part started. I had to analyse each production and compare it with the others,

according to different time, age or child. One thing I found very interesting was to make a list of all the verbs that each child produced. This is what I could see:

VERBS

JON	SUSANA	ALEXA
Columpiant	Columpiant	Juguen
Pugen	Vol agafar	Tenen
Baixen	Caigui	Estan baixant
S'ha tret	Està agafant	Hi ha
Ficar	Ficar-lo	Vol agafar
S'ha tret	Hi ha	Mullar
S'estan columpiant	Està perseguint	Està fent
Columpien	Corre	
Donen menjar	Té	
Està passejant	Corrent	
Hi ha	Acabessin	Néixer

After the analysis the conclusions came. Some of the results are the following:

As far as English is concerned:


If you look at any piece of transcription you can easily reach some conclusions. For example, for Jon it was difficult to maintain a conversation, probably because he is the youngest and, also, because he doesn't enjoy languages as much as maths. To prepare this paper I read different books and articles and I learnt some things about the brain and which area the language

is produced in, Susana has more vocabulary and her English, in general, is better. She enjoys languages and she is the one who addresses to her mother in English, more than Alexa and Jon.

Alexa shows more vocabulary, more verbs, more complex structures... Susana and Alexa had been more in contact with English language than Jon and this is an important aspect to consider. The mother of the kids told me that when Susana and Alexa were younger they spoke nearly all the time in English, but Jon rarely.

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Classification of links in Teachers / Interesting links

In http://www.apac.es/tr_intlinks.html you can find addresses that may be interesting for your teaching practice. Due to the amount of links that were already there, we have just introduced a classification by levels:

- Primary school
- Secondary school
- University
- Teacher training
- All levels

Let's have a look at some links that you can find in the different levels.

by Anna Yagüe

Primary school:

- **Discovery school** <http://school.discovery.com/teachingtools/worksheetgenerator/index.html>

Discovery School offers some interesting teaching tools, like this generator where you can produce all kinds of linguistic exercises and print them out, ready to use in class. Gap-filling, matching, multiple choice, scrambled words, word chop and many others. A very helpful resource for the busy teacher.

Discovery School's

Worksheet Generator

- **Welltown** <http://www.welltown.gov.uk/menu.htm>

Here young kids will find out about keeping healthy and staying safe. They can visit different places in the town to see lots of ways to keep them and their friends healthy and happy. Also, safety instructions for kids in the different parts of the house: the bathroom, the kitchen, the sitting room and the shed.



Secondary school:

- **Jokes for the ESL classroom**
<http://iteslj.org/c/jokes.html>

Sorted jokes that will help you to teach culture, grammar and vocabulary. You will find different categories: short jokes, riddles, puns, misuse of English, etc.

- **Games** - <http://www.link2english.com/kids/kids.htm>

Mary Glasgow Magazines presents this great site with many games and activities. Keep it Real, Englishmaster, Culture King, practice aspects like listening comprehension or culture and offer different levels and fashionable graphics. Have a try with your students!



AI levels:

- Placement tests

<http://www.micronet.es/Plt/Runtime/placementIntro.htm>

In this page by Micronet your students can take a placement test for three different levels: Elementary, Intermediate and Advanced. This test will help your students find out at which level they should begin the course. The Placement Test is made up of three parts: Reading, Listening and Grammar.

Well, we hope you enjoy all these links and find them useful to work with your students. If you know any interesting links you can send them to www.apac.es at *Teaching Resources / Suggestions* and we will include them in *Interesting links*.

University:

- The Virtual Teacher Centre -

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

This site offers you all the free education information you could ever need. News and events are updated daily and new web-based subject resources are added every week. There are numerous ways you can have your say on the site, so please take a bit of time to either add a comment to a news story, rate a resource or post to a forum.



Teacher training:

- Teaching English

<http://www.teachingenglish.org.uk/think/think.shtml>

The British Council and the BBC offer articles from experienced teachers and English Language Teaching professionals on a wide range of subjects of interest to teachers. Think is divided into a number of areas: Methodology, Pronunciation, Literature, Resources, Speaking, Listening, Reading, etc.

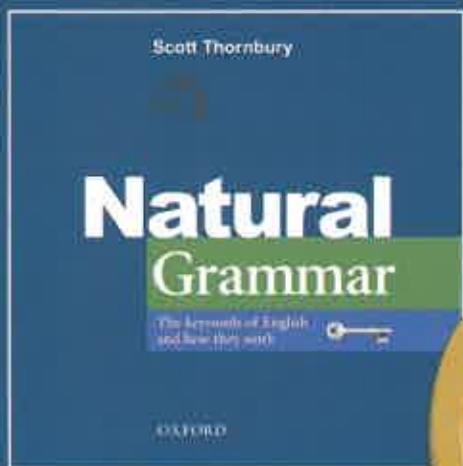


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Task-Based Learning: What Kind of Adventure?

"**T**ask-based learning is like an adventure—learners surprise you by coming up with all kinds of things..." "...exploring language in this way opens up whole new vistas..." These were comments made by teachers at the end of a recent workshop on using a task-based approach to language teaching.

Classroom adventures, though often exciting and rewarding, entail elements of risk that can make things quite scary for the teacher. I want to show here how this risk can be minimised by principled use of a task-based learning framework, and then propose a taxonomy to help teachers generate tasks that will prove fulfilling and challenging but not too risky.

by Jane Willis

Visiting Fellow, Aston University, UK

What is a Task?

By task, I mean a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by other. Examples include compiling a list of reasons, features, or things that need doing under particular circumstances; comparing two pictures and/or texts to find the differences; and solving a problem or designing a brochure.

Tasks can be used as the central component of a three part framework: "pre-task," "task cycle," and "language focus." These components have been carefully designed to create four optimum conditions for language acquisition, and thus provide rich learning opportunities to suit different types of learners. Figure 1 outlines the roles of the teacher and learners during a task-based learning (TBL) lesson. Note especially the degree of teacher control, and the opportunities for learner language use.

Conditions for Learning

Learners get *exposure* at the pre-task stage, and a chance to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other.

The task cycle also gives students opportunities to *use* whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face).

Motivation (short term) is provided mainly by the need to achieve the objectives of the task and to report back on it. Success in doing this can increase longer term motivation. Motivation to listen to fluent speakers doing the task is strong too, because in attempting the task, learners will notice gaps in their own language, and will listen carefully to hear how fluent speakers express themselves.

A focus on form is beneficial in two phases in the framework. The planning stage between the private task and the public report promotes close attention to language form. As learners strive for accuracy, they try to organise their reports clearly and check words and patterns they are not sure of. In the final component, language analysis activities also provide a focus on form through consciousness-raising processes. Learners notice and reflect on language features, recycle the task language, go back over the text or recording and investigate new items, and practise pronouncing useful phrases.

Figure 1: Task-Based Learning Framework

**Components of a TBL Framework PRE-TASK PHASE
INTRODUCTION TO TOPIC AND TASK**

Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.

TASK CYCLE - TASK

Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.

PLANNING

Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.

REPORT

Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports. Learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

LANGUAGE FOCUS ANALYSIS

Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.

PRACTICE

Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis. Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

speakers doing the task is strong too, because in
Language Analysis Activities

People have often been under the impression that task-based learning means "forget the grammar." As we have discussed above, this would not be a wise move.

The aim of analysis activities is to encourage learners to investigate language for themselves, and to form and test their own hypotheses about how language works. In the task-based cycle, the language data comes from the texts or transcripts of recordings used in the task cycle, or from samples of language they have read or heard in earlier lessons. Having already processed these texts and recordings for meaning, students will get far more out of their study of language form.

Analysis activities can be followed by quick bursts of oral or written practice, or dictionary reference work (see Willis & Willis, 1996 for specific ideas). Finally,

students need time to note down useful words, phrases, and patterns into a language notebook. Regular revision of these will help vocabulary acquisition.

Assessing the Risks

So what risks are there for the teacher? The pre-task stage is normally teacher-led: little risk of chaos here. Although learners are free to interact in pairs and groups in the task cycle, there is a firm agenda for them to follow, such as the achievement of the task goal. A (shortish) time limit for each phase helps, too. The pressure from the prospect of reporting in public ensures learner engagement at the interim planning stage. At the beginning and end of each phase, the teacher assumes full control.

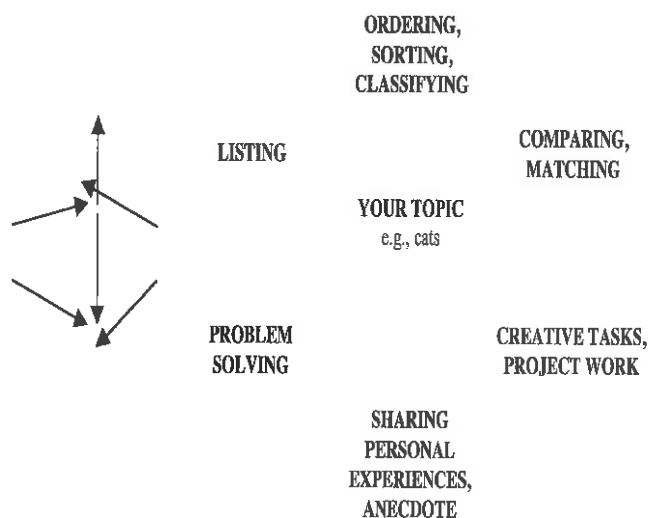
The language focus component does need careful preparation: Whatever analysis activity is set needs to be done by the teacher beforehand to iron out

problems. More examples can then be found in dictionaries or grammar books. Sometimes teachers worry that they may not know the answers to incidental language queries that learners have—there are always some! But learners can be encouraged to explore these further on their own, or in pairs, or together with the teacher, with the help of dictionaries, computer databases, or concordance lines, and then report on them in the next lesson.

Designing Tasks to Promote Language Use

Any topic or theme can give rise to different types of tasks, which can be generated with the help of the typology shown in Figure 2.

Figure 2: Typology for TBL Task Design



Each type involves different cognitive processes. The top three types increase in cognitive complexity from left to right, but are generally cognitively less challenging than the three at the bottom. These may involve more complex cognitive operations or combinations of simpler task types. For example, taking the topic "cats," a *listing* task might be: List three reasons why people think cats make good pets. A *comparing* task might be to compare cats and dogs as pets. A *problem-solving* task could be to think of three low budget solutions to the problem of looking after a cat when the family is absent. An *experience sharing* or *anecdote telling* task could involve sharing stories about cats. It is always a good idea to record two or three pairs of fluent speakers doing (and reporting) the tasks, so that you can choose the best recording, transcribe it, and use it in class to illustrate features of spontaneous and planned language. Working with real data is exciting; there are always discoveries to be made, and here the risk is reduced by having time to prepare for what crops up in the recording.

Conclusions

TBL offers a change from the grammar practice routines through which many learners have previously failed to learn to communicate. It encourages learners to experiment with whatever English they can recall, to try things out without fear of failure and public correction, and to take active control of their own learning, both in and outside class. For the teacher, the framework offers security and control. While it may be true that TBL is an adventure, it can be undertaken within the safety of an imaginatively designed playground.

References and Further Reading

For more on how people learn languages (in and out of classrooms):

Lightbown, P. and Spada, N. (1999) *How Languages are learned*. Oxford: Oxford University Press.

For more on applying a TBL approach, designing tasks, making recordings, and dealing with typical problem situations:

Willis, J. (1996). *A framework for task-based learning*. Harlow, U.K.: Longman Addison- Wesley.

For a fuller paper on the TBL framework, more on consciousness-raising activities, and many examples of teacher innovations:

Willis, J., & Willis, D. (1996). (Eds.). *Challenge and change in language teaching*. Oxford: Heinemann ELT.

For case studies written by teachers using tasks in a wide range of contexts, and examples of informal investigations into aspects of classroom tasks, see:

Edwards, C. and Willis, J. (forthcoming, early 2005) *Teachers Exploring Tasks in ELT*. Palgravemacmillan.

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Now Read On: A Course in Multicultural Reading

EDS. JOHN MCRAC
AND MALACHI EDWIN
VETHAMANI
LONDON AND NEW YORK, 1999.



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It is certainly difficult to find textbooks that will fit in all the above categories. Browse through Amazon.Com and *Now Read On* will be your only match. Literary anthologies by such reputable publishers as Norton, Oxford, Routledge and Prentice Hall, among others, have given attention to diversity and minority authors, catering to an increasing multicultural awareness and to the revision, expansion and in some cases explosion of literary canons. Yet, none of these anthologies, I would say, approaches the texts in a way that facilitates their reading by foreign language learners.

The multicultural or intercultural debate has certainly had its hold on the teaching of EFL and ESL. Volumes on the pedagogical consequences of multicultural approaches to the teaching of English, such as Brian Harrison's *Culture and the Language Classroom* (1990), inquire into the possible ideological import of textbooks on second language learners, as well as into the role that English language instructors wittingly or unwittingly play in the transmission of standardized English or American values. Teachers, for their part, have become concerned with how they ostensibly represent, so editors and writers can no textbooks reflect or distort the culture and society

longer consider English a simple means of communication and overlook its ties to economic and cultural power. Current approaches to the teaching of English consider it vital to expose the learner to a diversity of peoples and values within the English-speaking world and to the multiple varieties of English (U.S. Black and Hispanic English, African, Caribbean, Australian and Indian varieties). However, with the clear exception of ESL immersion or bilingual programs, instructors seem reluctant to introduce the minority or "minoritized" literary text as language or cultural teaching material in an EFL context. Even those advocating attention to diversity in EFL classes and regretting that most of the materials non-native students read are in standardized English, admit that before arriving at the level of understanding different Englishes, students must first be familiar with standard linguistic uses in context. When it comes to teaching English as a foreign language, as is our case in Catalonia, the assumption prevails that both teachers and learners will confront no small hurdle when dealing with "non-standard" varieties of English. Hence, we tend to defer matters of linguistic and cultural diversity to more advanced levels of competence in the target language.

Without underestimating the possible comprehension drawback of non-standard varieties of English for foreign

language learners, McRae and Vethamani go a long way towards querying the assumption that only proficient readers of English may read multicultural texts. The challenge of their "course in multicultural reading" *Now Read On* lies precisely in the implicit premise that learners' linguistic competence is *not* indispensable for reading and understanding texts in the Englishes of such writers as Maya Angelou, Anita Desai, Arundhati Roy, John Agard, Chinua Achebe, and Shirley Lim, amongst many others. McRae's usual process approach from short to long texts, from simple to complex texts, and from intensive to extensive reading is applied here to encourage a first incursion into multiculturalism in the EFL classroom that avoids the pitfall of linguistic complexity, especially in the first sections of the book. Being faithful to the principle of carefully choosing texts often stated elsewhere by McRae, the first part of *Now Read On* includes simple texts that in fact talk about complex issues. Some of the language-based exercises literally encourage students to "play with the words" in the text: to take away some words and explore the effect this would have on the whole text, to suggest words to fill in gapped poems, to propose poem and story titles, to relate the language in the poems to the language of advertising and songs; to put a story together by arranging its jumbled lines, to compare the structural elements of a story to those of a joke, to supply the dramatic elements of a text (number of characters, names and stage directions) that will turn it into a performance. The philosophy of the whole book is therefore that of McRae's *Literature with a Small 'l'*, that is, that the reading and understanding of the literary work is certainly a chief aim, but that what students end up doing with the text may sometimes be more important than the text itself. Consequently, the first sections of the book, devoted mainly to intensive reading, take advantage of the simplicity—which does not by any means entail triviality—and visual singularity of texts like Abdul Ghafar Ibrahim's *The Wall*, Mutabaruka's *You ask Me* or Hillary Tham's *Offerings* to entice students' imaginative engagement and interpretation.

Other language-based exercises in the book aim at fostering vocabulary awareness (by asking students to classify words according to contrasts, binaries, conflicts and associations), exploring content (by fostering descriptions of setting, intention, point of view), analyzing form and structure (through particular attention to connectors, rhythm, alliteration), and, finally, sensitizing students to

register (colloquial and oral versus formal and literary) and figurative language (the differences between the referential language and the representational language in the text, the presence of figures of speech, and the different types of imagery). The editors have organized texts and tasks by themes, extension or genre, but never by national origin, period or alleged literary quality. Thus, Worthsworth's nature poem *Daffodils* is studied next to other "less canonical" poems revealing alternative, explicitly gender- and culture-based experiences of nature such as John Agard's *Rainbow*, Shirley Lim's *The Dulang Washer* or Maya Angelou's *Woman Work*. The question of literary value or excellence is left to students to explore through tasks in which liking or disliking is to be justified with both subjective and objective linguistic criteria. Ultimately, *Now Read On* fulfills the introductory claim that its focus "is more on *processes* than on *facts*, on students' interaction with texts, on opinions and interpretation rather than received opinion" (xiv).

My only objection to the volume concerns form rather than content. Despite all its virtues in approach, structure, and text choice, *Now Read On* turns out to be somewhat cumbersome to handle. The problem, in my view, lies in the confusing, jumbled layout of each section. Despite changes in typography, it is often difficult for the reader to establish the visual boundary between the primary texts and the suggestive questions set by the editors for textual analysis. These questions appear uninterruptedly in long paragraphs with no introductory heading or structure by tasks, which, in my own experience with the book, tends to confuse and overwhelm students. Since the aim of the volume is to emphasize reading processes and tools, a clearer organization of the teaching materials is necessary for students and instructors to know at every moment which aspects of the literary text (vocabulary, content, form, figures of speech) they are supposed to be tackling. What may seem to be a minor objection is in fact an important practical hindrance to the efficient use in the EFL classroom of an otherwise successful "all-in-one" course book that integrates innovative multicultural and linguistic approaches to the teaching of literature.



APAC - John McDowell Award 2004

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UN PREMI I UN ACCÈSSIT

- B Treballs de recerca
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B2 Presentats per alumnes de Batxillerat
DOS PREMIS I DOS ACCÈSSITS

- C Treballs presentats pels alumnes (vídeos, revistes, còmics, etc)
TRES PREMIS I DOS ACCÈSSITS

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