

Associació  
de Professors  
i Professoras  
d'Anglès  
de Catalunya

**25<sup>th</sup>  
Anniversary**



The logo features the word "apac" in a stylized, lowercase serif font. The letters "a", "p", and "a" are in a light teal color, while the "c" is in white. Below the "a" and "p" is a white circle containing the number "25" in a bold, sans-serif font, with the word "years" in a smaller, lowercase sans-serif font below it. The entire logo is set against a dark teal rounded rectangle, which is itself centered on a background of several overlapping, semi-transparent teal rectangles of various sizes and orientations, creating a layered, architectural effect.

apac




25  
years

Into the Future


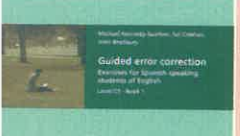
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# LETTER FROM THE PRESIDENT

Dear colleagues,

Good memories from our last convention still linger on. You might disagree, but I found the opening ceremony for our 25<sup>th</sup> anniversary moving, inspirational and meaningful. It was great to see and hear our former president, Ramón Ribé, “in conversation” with Bach himself. It was a touching dialogue between two pianos during a journey through various places in Barcelona: music and words and, of course, the power of imagination. Bach is our contemporary, too. The implicit lesson, though, was that retired teachers of English can continue playing creatively with languages and that teaching is, amongst other things, a creative activity. As if to back the musical experiment with the testimony of experienced teachers, Luke Prodromou, in the opening lecture and Maria José Lobo in her keynote plenary, gave loads of food for thought about the role of the imagination, the delight in creativity and the impetus of an inquisitive mind that are so often the distinctive characteristic of good, inspirational and committed teachers. The whole convention turned into a very special occasion and I want to thank everyone and all for your participation and for creating an atmosphere presided, as usual, by a will to learn and share. It was a gathering of people who do not forget their right to commemorate what is, by now, a substantial joint history, but who keep looking forward, ever ready to face new challenges and new difficulties. Be assured that, at APAC, we are already busy planning our 2012 convention.

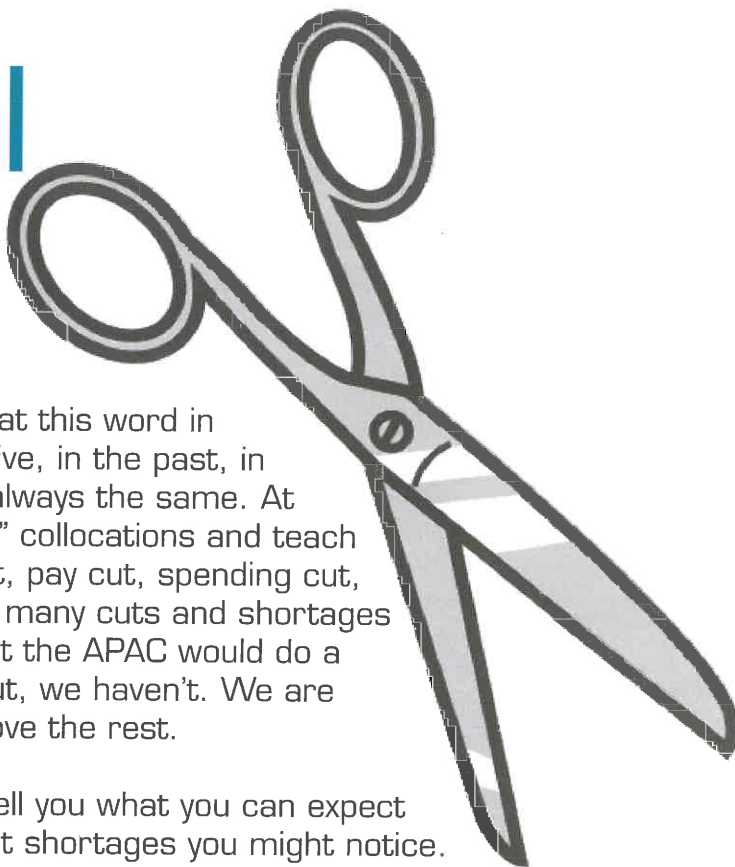
But this is time for a holiday. Summer must be in or around the corner and, as you always suspected, there's life beyond the classroom. And if you are not too impressed about what life has to offer, remember what the American writer once said: “People say that life is the thing, but I prefer reading”. Whatever you do, please enjoy your rest and leisure.

With best wishes,

**Miquel Berga**  
President

*Logan Pearsall Smith*

# Editorial



Dear members,

Cut – cut – cut. Isn't it curious that this word in English is invariable? In the infinitive, in the past, in the past participle, the result is always the same. At least we can all practice our "cut" collocations and teach them to our students: budget cut, pay cut, spending cut, personnel cut, staff cut. With so many cuts and shortages these days, you may have thought the APAC would do a hatchet job on its journal, too. But, we haven't. We are working hard to remain a cut above the rest.

Well, let's cut to the chase and tell you what you can expect from this month's issue, and what shortages you might notice.

In regard to the stellar event of every year, you will find the assessment of the APAC-ELT convention, based on the questionnaires you so kindly filled out those days. But, don't be surprised at the lack of articles by the conferences speakers. We are trying to put together a good collection of them for the October issue (a "director's cut", if you will). However, we do give you an interview with Luke Prodromou, reflecting on classroom methodologies, and another one with Barry Lynam, discussing the effects on assessment on teaching and learning.

It is important to be able to put together a journal with contributions by people of great prestige, like Luke Prodromou, talking about the role of the new, cutting-edge technologies in the classroom, or university professors with research interests closely tied to schools, such as Teresa Naves, discussing Content-Language Integrated Learning, or rank-and-file teachers who can still find time in their busy workdays to report to us on their projects and ideas, like José Luis Bartolomé, who tells us about how to teach interjections to adults. Find out if any of them are cutting remarks.

Cutting over to the opposite end of the age spectrum, we also offer you an article by Carme Flores and Cristina Corcoll, focusing on teaching English to very young learners. And, this month, making up for a chronic dearth in book reviews, we can offer you two! There is one on the book, "Media and Multicultural Education", and another on "Guided Error Correction". We encourage all of you to write articles and reviews for us: it is a good way for you to stay up to date in your training and to help colleagues discover what they may be missing.

We hope that you enjoy the contents of this month's journal and that they give you pedagogical and personal uplift.

To cut a long editorial short, we hope you have a good, long summer, with no shortage of fun, learning and growth!

**The Editorial Team**



# Associació de Professors i Professores d'Anglès de Catalunya

**IMPORTANT: Escriure en majúscules sense sobrepassar el límit de les caselles**

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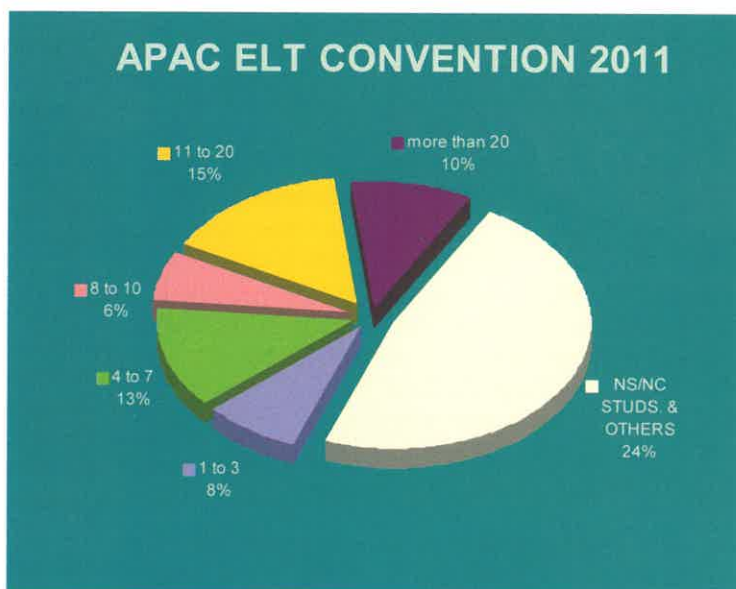
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# APAC-ELT CONVENTION

## Assessment 2011

### Years of Teaching

**ELT CONVENTION 2011**  
555 ATTENDING  
69 SPEAKERS



1 to 3	4 to 7	8 to 10	11 to 20	+ 20	NS/NC-STUDENTS & OTHERS	TOTAL
45	71	35	85	55	264	555

Dear friends and colleagues,

Here is the assessment of this year's convention, the year of APAC's 25<sup>th</sup> anniversary, celebrated under the motto "MOTIVATING LEARNERS, MOTIVATING TEACHERS". We at APAC believe teachers choose to join an association like ours because it gives them a sense of belonging and a chance to be updated on ELT from the horse's mouth, so to speak, while accompanied by peer teachers. This letter comes out after processing and analysing the delegates' recording booklets.

This edition's general picture in figures looks like this: 556 attendees, 84 speakers, a very crowded stage in the Opening session with two choirs, two piano players (APAC's second president, Ramon Ribé one of them) and a number of former APAC members and friends who were especially invited for the occasion (see pics. and videos at [www.apac.es/elt-convention/programme.html](http://www.apac.es/elt-convention/programme.html)). The three categories of the APAC-John McDowell Awards assembled about 25 people, counting teachers, students and accompanying relatives. The APAC help team was composed of ten students from the Blanquerna Teacher Trainer Master class, five peer teachers and members of the APAC board.

In the exhibition hall there were about eighty colleagues and collaborators from sixteen publishing companies, seven ELT-related companies, two theatre groups, institutions and sponsors. And last but not least, almost twenty people from the UPF taking care of logistics backstage.

First of all, let us have a look at the 54 presentations classified by Teaching Level. Fifteen sessions (27%) were addressed to a General audience mostly dealing with teacher development and theoretical issues in different fields. Sixteen (29%) covered the secondary, batxillerat, language schools and adult strands, while four were addressed only to Secondary (7%) and four to batxillerat, language schools and adults (7%). Nine sessions (16.5%) were aimed at Primary and four at both Primary and Upper Secondary (7%). One (1.8%) was for Pre-school and early Primary and only one (1.8%) especially for Pre-school. There were no presentations addressed only to university levels which is not a regular target audience for APAC anyway.

If we look at the 54 presentations according to the topics, there is a wide offer with some gaps, though. Five presentations are related to Teacher development/Professional reflection, including the only

grammar-related lecture in the Convention (9.2%). Five more relate to this year's motto "motivation" (9.2%). Four can be labelled as "methodology" with a theoretical bent (7%), and fourteen (26%) can be considered "methodology" with a more hands-on perspective. Regarding ICT, two (3.6%) are reflections on the usage of ICT and thirteen (24%) are practical approaches to the FL class, where IT is considered a valuable tool and resource.

Nine presentations (16.5%) deal with CLIL, four of them for the general audience, two are examples of hands on experiences addressed to primary teachers, one is an analysis of CLIL practices in Primary, and there is an example from Secondary and another from Batxillerat. These CLIL sessions could have been included in the methodology-related group above but CLIL is still a hot issue and it needs to be highlighted with a section of its own, especially the year we have been honoured with Do Coyle's presence and her very enlightening sessions on the topic. Finally, two (3.6%) sessions deal with Multilingualism, one addressed to Primary, one to Secondary.

The missing topics we mentioned are Classroom Management and Grammar. However we could consider them as underlying issues in many presenta-

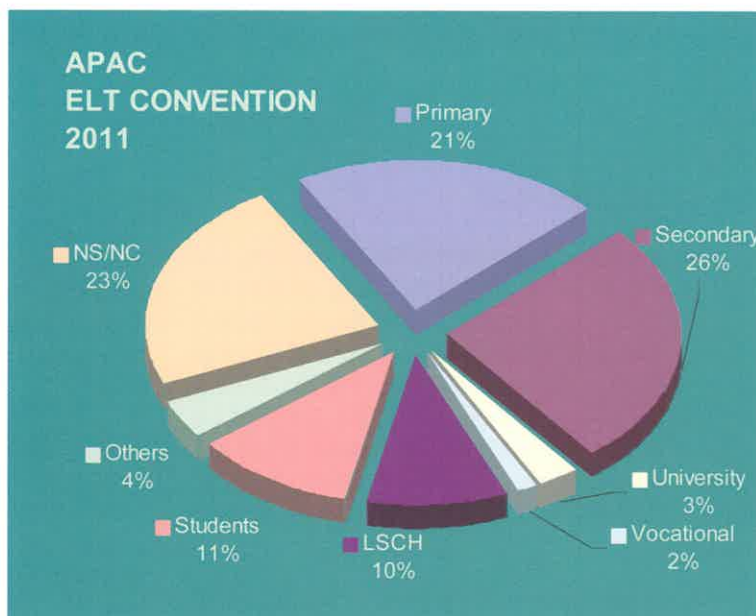
of the audience is usually looking for activities that can be successfully used on the Monday right after the Convention on going back to school. The selecting committee know this and almost 70% of the sessions programmed aim at this purpose.

There are some things to be improved next edition regarding teaching levels: it is self-evident that the Pre-school strand is poorly represented despite the growing number of children starting English at these early ages but during the call-for-papers period, papers for pre-school are really scarce. In order to prevent this from happening next year we call now for specific proposals, maybe in a different format. You name it: joint sessions of three or four experiences presented in a round-table format, or in a smaller room, or as a poster display session in a hall... rack your brains those who are interested and send a form as from mid November 2011, from our website Convention section. And this not only applies to Pre-school. Let us try to find ways to foster networking! Could the APAC forum or apacelt.ning.com be the starting point?

Let us focus on the speakers now. Luke Prodromou, the opening session speaker, gave his per-

## Professional Field

**ELT CONVENTION 2011**  
555 ATTENDING  
69 SPEAKERS



Primary	Secondary	University	Vocational	Language school	Students	Others	NS/NC	TOTAL
118	147	15	9	54	61	23	128	555

tions, that is, we manage a class group through motivation and we use all sorts of resources to help our students build a grammar scaffold, among other things.

We have also noticed that "useful" is one of the favourite adjectives in the recording booklets and it is used in a very positive way. This means that a big part

sonal view of this year's motto with his "40 Years of Motivating Learners and Teachers". People considered him a great speaker and his lecture well given. Thursday's plenary speakers, the long-awaited Professor Do Coyle, Professor Enric Llurda from UL and Nicky Hockly, ICT expert, were highly praised with ex-



pressions like “extremely relevant” or “interesting thoughts on the profession”.

Our Keynote speaker, Maria José Lobo got the longest list of compliments, even an “I want to be like her” among several “amazing”, “entertaining and realistic” or “simply brilliant”. Friday’s plenary session on *Motivation* by Hugh Dellar was considered clear and well structured and David A.Hill’s point with *Creative Language Learning* was that teachers have resources other than technology . APAC’s Roundtable on *Recipes* was a wealth of tips and ideas rather than a discussion, but this favoured those who looked for resources rather than controversy.

Let us go for the workshops and lectures now, strand by strand. Friday afternoon, 3pm. People rated the seven speakers highly, taking into account that Hugh Dellar and Do Coyle gave their sessions at this time as well and concentrated most of the audience. Mònica Castañer and Montse Paradedà got the highest ratings with their ICT session as well as Fiona Mulcahy’s *moviemaker* session.

At 4:30pm almost all the sessions got great marks: Fitzpatrick’s *Brain Power*, Annie McDonald’s *Motivation*, Carme Porcel’s *Films & Speaking*, Luke Prodromou’s Teacher training session on idioms, Neus Serra’s realistic and efficient approach to Course-planning and Graham Stanley’s *Web tools*.

At six the results were almost the same: seven very successful sessions, like the presentation in Catalan from teachers from INS Montgròs, professors from UL Cots and Irun about *Intercultural English*, Rosa M Felip with web 2.0, Annabel Fernández’s approach to Literature in Batxillerat and EOI, Ana M Fuentes with her *Class Musical*, Pilar Olivare’s accurate analysis of CLIL and B. Uruñuela’s sparkling ideas.

Incidentally, we have to remind you not to expect handouts from every session, for several reasons. Speakers cannot foresee the number of attendees, workshops and lectures are increasingly technology-based and they usually rely on a power-point presentation rather than paperware. Moreover,

our webweaver posts all the material the speaker thinks worth handing in on the Convention programme, right by the speaker’s slot, before, during and after the convention. And speakers often have a website or blog of their own where you can download materials if s/he allows. We all should now be used to taking advantage of the Web...

Let us finish by having a look at Saturday. At 9:30pm Alarcón, Sue Parminter’s *Brain Training* for Primary got the highest ratings followed by Laura Rico’s CLIL, Mark Hancock’s *Motivation*. and Stephanie Williams’ *projects*. After the coffee break there were mainly three winner sessions: Roland’s *Teens*, Usoa Sol’s *wikis* and Carme Dilmé and Sònia Marcos *Routines* for Pre-school. The group from the UOC about online group work and Alexandra Canal’s CLIL experience got very good remarks as well.

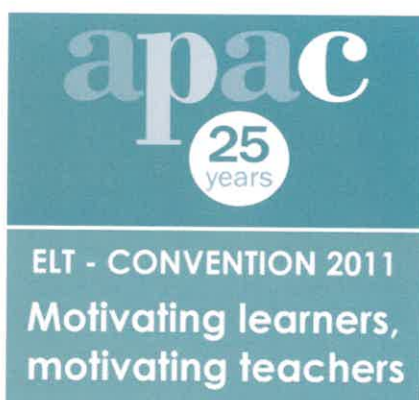
The sessions in the 1:00 to 2:00pm strand had an overall applause but, again, Roland’s Primary session and Lluís Oliva’s *GLOGSTER*, together with Heydel’s Story-telling techniques gained the favour of the audience.

Classroom equipments did not play as many tricks on the speakers as they did in 2010, but there are still some unforeseeable problems that keep impairing a number of sessions per year. We apologise for the inconveniences if you attended one of them. But we also encourage speakers to be realistic with their presentations and be aware that it is not safe to base all their sixty minutes on technology, not to mention the latest hits in software.

And what about 2012? The honorable Councillera, Irene Rigau, celebrated our motto “Motivating...” but reminded us that we should retrieve some basic values such as EFFORT. We are thinking it over and will come up with some ideas for the General Assembly.

In the meantime, have a nice end of the school year and a well-deserved summer break.

**APAC’s organising committee**



# APAC - John McDowell Award 2011

Concurs per a professors i alumnes de llengua anglesa de tots els nivells educatius

## BASES

**Oberts a professorat i alumnat de llengua anglesa de tots els nivells educatius**

Com cada any, l'APAC (Associació de Professors i Professores d'Anglès de Catalunya) us convida a participar en el **Premis APAC - John McDowell**, que tenen la finalitat de reconèixer l'esforç realitzat tant per professors com per alumnes en els seus treballs en llengua anglesa. Els premis volen promoure la recerca i la innovació pedagògica del professorat i donar un reconeixement a les activitats d'aula de l'alumnat. És per això que l'APAC us anima a presentar tant els vostres treballs com els dels vostres alumnes.

### • MODALITAT A: TREBALLS PRESENTATS PER PROFESSORS (o futurs professors)

(Matèries optatives d'anglès, treballs d'investigació, projectes, memòries, treballs acadèmics, etc.). Els treballs presentats en aquesta modalitat han de ser inèdits i han d'incloure: objectius, continguts i conclusió. En el cas de les matèries optatives també s'hi ha d'incloure el material per utilitzar a classe i les activitats d'avaluació. Pel que fa als treballs d'investigació han d'estar relacionats directament amb aspectes de la llengua anglesa.

1 premi que consistirà en un curs de dues setmanes al Regne Unit, esponsoritzat per l'Institut Britànic (l'anada i la tornada al lloc de destinació serà a càrrec del professor/a premiat/ada)

1 accèssit que consistirà en un val de 100€ i una traductora CASIO

### • MODALITAT B: TREBALLS PRESENTATS PER ALUMNES (Treballs de recerca)

Tots els treballs presentats en aquesta modalitat han d'incloure objectius, contingut i conclusió i han d'estar directament relacionats amb aspectes de la llengua anglesa.

1 premi que consistirà en un mini-portàtil

1 accèssit que consistirà en un val de 100€

### • MODALITAT C: TREBALLS PRESENTATS PER GRUPS CLASSE (Vídeos, DVDs, projectes, revistes, pàgines web, etc.)

Els treballs presentats en aquesta modalitat han d'incloure una introducció del professorat de la matèria indicant els objectius de l'activitat.

1 premi que consistirà en un val de 500€

1 accèssit que consistirà en un val de 100€

## Bases generals

• És condició indispensable que tots els treballs siguin en anglès.  
• Tots els treballs s'han de presentar en un sobre o paquet tancat. La informació imprescindible que hi ha de constar és:

o Modalitat en la qual participa (Modalitat A, Modalitat B o Modalitat C)

o Nom, adreça, correu electrònic i telèfon de contacte del concursant

o Nivell educatiu o curs (en cas dels alumnes i grup classe)

o Escola i nom del professor/a

• **El termini de presentació dels premis finalitza el dia 31 de desembre de 2011.**

• El jurat estarà format per cinc membres d'APAC.

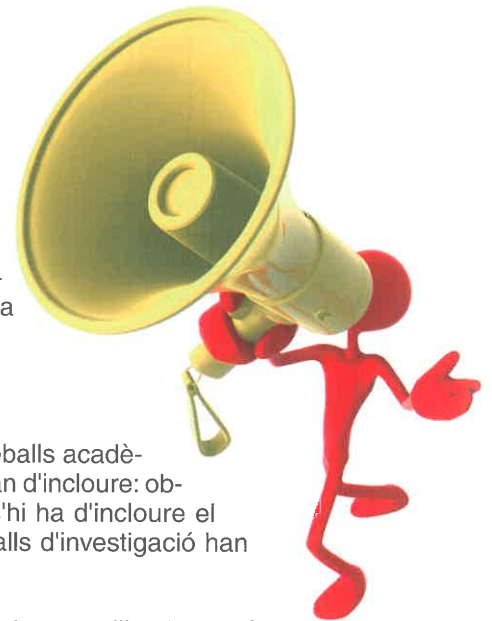
• Els premis es lliuraran en el marc de l'APAC- ELT Convention 2012

• APAC es reserva el dret de publicar totalment o parcialment els treballs presentats a la revista i / o a la web d'APAC.

• Tots els participants al Premi APAC han de ser socis d'APAC amb l'excepció de les modalitats B i C.

• Tots els treballs s'enviaran via e-mail, per correu postal o en mà a: APAC Gran Via de Les Corts Catalanes, 606 4rt 2a Despatx F-G, 08007 Barcelona info@apac.es

• APAC no es responsabilitza dels treballs no recollits abans del dia 30 d'abril del 2012.





# Summer Course 2011

THE BRITISH COUNCIL  
OFFERS A RANGE OF  
COURSES TO HELP  
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YOUR ENGLISH

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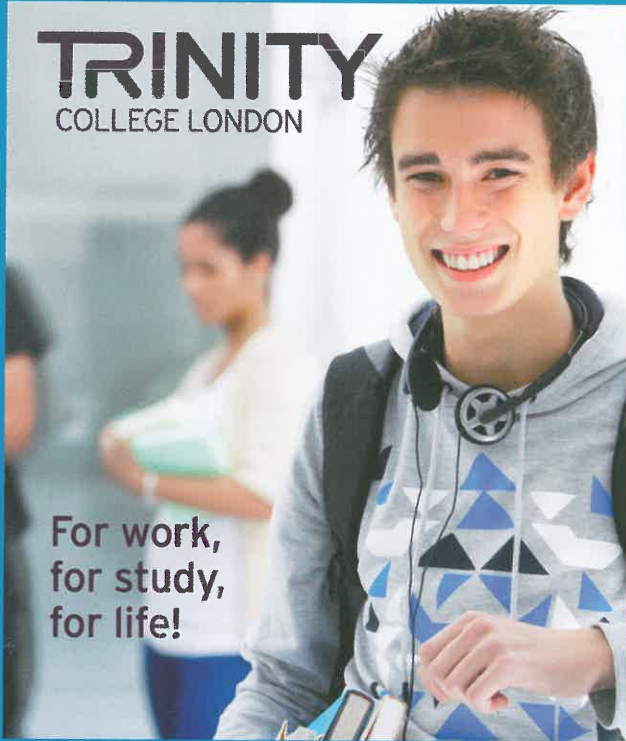
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for study,  
for life!**

**ISE**

## Integrated Skills in English

An English language examination that assesses and integrates the four language skills: reading, writing, speaking and listening

### Who is the examination for?

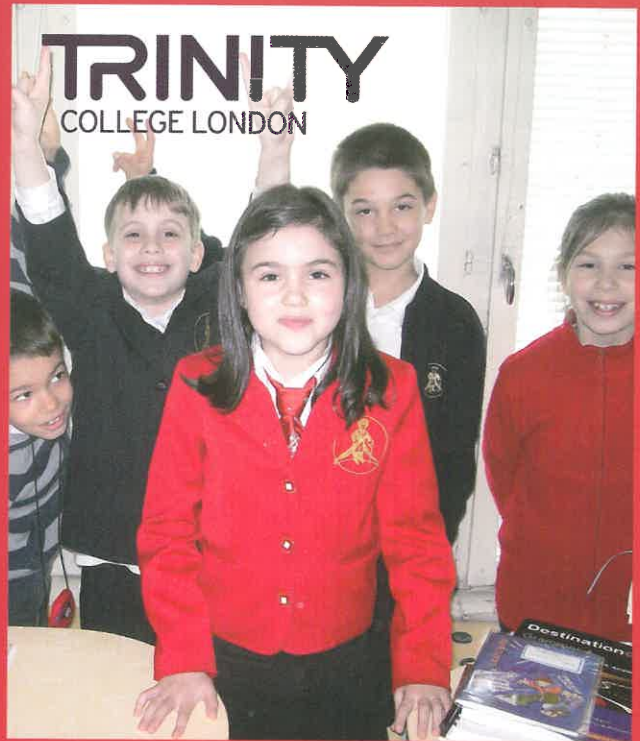
- ▶ From basic to advanced-level language users
- ▶ Typically learners may be school, college or university students or those who need to show English language proficiency in all four language skills – for university, for work or for life

### ISE features

- ▶ Available at five levels from A2 to C2 in the CEFR
- ▶ Communicative and personalised: shows that students can really communicate and speak in English
- ▶ Includes a one-to-one, face-to-face assessment with an experienced examiner who travels from the UK
- ▶ Prepares students for the real world ensuring they get more from their English
- ▶ Recognised by universities worldwide as evidence of English language proficiency

For further information please visit  
[www.trinitycollege.co.uk/ISE](http://www.trinitycollege.co.uk/ISE)

**TRINITY**  
COLLEGE LONDON



**GESE**

## Graded Examinations in Spoken English

An English language examination that assesses two language skills: speaking and listening

### Who is the examination for?

- ▶ Suitable for all students, whatever their level, from absolute beginner to full mastery
- ▶ Typically, learners range from being school or college students to mature learners looking to improve their English skills for their own personal development

### GESE features

- ▶ Available at 12 grades from pre-A1 to C2 in the CEFR
- ▶ The exam encourages students to develop and progress by acknowledging each step forward; at every stage of the student's development there is a chance to mark success
- ▶ One-to-one, face-to-face assessments with an experienced examiner who travels from the UK
- ▶ Communicative and personalised: shows that students can really communicate and speak in English

For further information please visit  
[www.trinitycollege.co.uk/GESE](http://www.trinitycollege.co.uk/GESE)

Trinity College London is now a Full Member of the Association of Language Testers in Europe



## The beneficial effect an assessment approach can have on teaching and learning.

Interview with Barry Lynam, National Administrator for Trinity in Spain and Portugal by Ana Aguilar



**Ana Aguilar.** Barry, it is a privilege to sit here with you being, as you are, such a busy man with so many responsibilities, but your board has always attracted my interest.

I have always been a believer in the beneficial effects of good “External Evaluation” in learning and in teaching. And since I met you so many years ago I have admired the work of Trinity. Also, I find it difficult to design questions to extract all the information APAC of News readers would want to hear from you given your experience and reputation in the field. But let’s begin.

Are you aware that the Experts in the “Departament d’Ensenyament” consider the External Evaluation System from Trinity College most acceptable and in accordance with the latest requirements?

**Barry Lynam:** Not directly. I have talked to several people and they seem to like Trinity. It is interesting that the Departament d’Ensenyament follows what we do. It is an honour for us. We do know that many Comunidades Autónomas acknowledge our leadership in external exams which are valid for their schools or their bilingual programs; and even trilingual programs. We would be delighted to speak in more detail and perhaps more closely with the Department d’Ensenyament about our

Programmes and if there is anything we can do with them we would love to collaborate.

**A.A :**What makes your evaluation instruments so suitable to the Spanish situation?

**B.L.:** Trinity is not only another English Exam. We are completely different. Using Trinity revolutionises the classroom; it revolutionises how teachers can work. It also helps to increase the motivation and the quantity of communicative activity. But more than this, we believe that it is an English Exam that encourages life skills. And that is what makes it not just another exam.

When I say life skills I mean really “Collaboration or cooperation between students and between teacher and students”.

- Communication
- Creativity
- Critical thinking
- Problem solving
- Self confidence
- Self management

# Interviews

**A.A.** That is very coherent with the “*Competències bàsiques*” of the new Curricula.

**B.L.:** Yes. Trinity encourages all this through the tasks that are required for the exam.

**A.A.** That means that Trinity exams have very beneficial backwash effect on the teaching.

**B.L.:** We have not only looked at the impact in the classroom. We have actually done surveys where we look at the impact on the whole Institution. That means: the school, the teachers, the students and also the parents.

The last three surveys, for example, in Italy: over 90 % of the teachers say that preparing for Trinity increases motivation in the classroom.

The candidates in Italy tend to be very young so they were not asked whether they were motivated, but they were asked if they enjoyed the classes more, teachers were more communicative and if the class experience was more enjoyable. Again, well over 90%, in some places 95%, 98%, 100% were positive about all three aspects.

That supports the anecdotal experience we have from Spain and other countries about the effect of Trinity because it breaches the gap between what is communicative teaching that everybody has been using for a number of years and the assessment.

One of the questions we have is:

*If you are teaching communicatively and in accordance with the framework, why is your assessment not communicative?*

Trinity is the communicative assessment.

**A.A.** Are your ratings, your scores coherent with the rating of students at the different schools? Does the idea the teachers have of the student coincide with the scores of your exam? In other words, have you done some research on the external validity of your exams?

**B.L.:** We do not have any hard evidence on this. The evidence we have from the schools show that teachers are basically happy with the results that they get from Trinity for their students and they tend to mirror what they would expect from the learners.

After the exam, we send out a questionnaire to the schools. The results are.

- General Service from Trinity: 100% of respondents are positive.

- The examiners: 96% of respondents are positive.

- Preparation, help and support: 100% of respondents were positive.

- Administrative help: 96% are positive.

- Facilities to contact us by mail or telephone: 96% are positive.

**A.A.** Those results are tremendous.

**B.L.:** One of the things I did not mention is the parents. We did a survey in Italy to ordinary parents from State Schools. 85% thought that Trinity had increased their child's motivation to learn the language. It meant that it made the students more aware of the need and the reality of learning a second language.

The video of the exams in the Web shows parent and learners, not only teachers, how the exam works. How they can achieve the same level of performance.

**A.A.** Who pays for the exam in Italy, the school itself?

**B.L.:** In Italy, there was a big project “Lingua 2000” in which the Middle Schools were subsidised by the Ministry of Education. It was a tremendously positive Project for the learning and teaching of languages in Italy. I think that about six years ago the public funding stopped. But the number of students continuing with Trinity has risen, even when the parents are now paying for this. A Trinity exam is not expensive: 30-50€ for a grade One to a 100€ for grade 10,11 or 12. That is not a great strain on the budget.

Some of the Comunidades with which we work have been surprised at the cost given the service, the immediate feedback and the support.

**A.A.** What differentiates you from other famous Examining Boards?

**B.L.:** Trinity believes in a “pass/fail” exam. Other examining boards give the certificate at low levels without indication of pass or fail.

Trinity does not believe that is positive. It is good to encourage children. But not everybody in this world passes or wins and we have to get accustomed at not being able to do some of the things that we have undertaken.

**A.A.** This general permissively attitude coincides with the feeling from some sectors of society that believe young learners at school do too much play and not enough effort?

**B.L.:** I think so. But Trinity does not have a problem with playing but believes you do not need to only play to motivate pupils. If you can come to our exams and talk about your dog, your football team, Shakira, Rap Songs you are motivated in the classroom. You work to obtain that information nobody else has.

**A.A.** Maria José Lobo mentioned in the Plenary of the Jornades how she believes there is too much playing in the teaching of English to the very young. Children need to be stretched, to be challenged, to receive more input that just a few number, colours or animals.

**B.L.:** Piaget, I think, said: *Play is the work of the child*. Therefore it should not be only play.

The way Trinity does this is by making the child feel that everything they learn is relevant to them. **If they are going to learn about their interests, they are going to learn better, and they are going to work better. It is a different approach.**

**A.A.** The portfolio responds to the desiderata that an evaluation instrument should elicit the best of the learners' production. Does it help students to improve their writing skills?

**B.L.:** We think it does. Again, I do not have any hard evidence, but that is completely the idea. It is coherent with the Framework: to measure Process in Writing, not just the product.

Learners make drafts. Even their teacher can give feedback to make the learner able to improve their draft. This means that students begin to see how they can make things better. By doing one, two, three, maybe four drafts of the same piece of work, including some feedback from the teacher, they are going to think much more seriously about the mistakes they make and the language they incorporate.

It also incorporates the "life skills" we have talked about: self discipline, self management, taking responsibility for their work. This is what the portfolio obliges them to do.

These skills can be transferred to any other subject they are studying.

Learners begin to see you have to improve what you say, how you organise work, paragraphs, etc... And this is useful in Catalan, in History, in Social Studies..

**A.A.** That is a very interesting point: "Contribution of the subject to the Life skills"

**B.L.:** There is another effect that comes with Trinity. We provide teachers with a frame for correction that encourages this. We are modernizing correction. **The old**

**system of underlining the errors or putting "GR" for a grammar mistake, or "SP" for spelling is substituted by other where areas of the work that should be improved are marked.**

Here is a copy of the framework for correction:

With this Trinity inculcates the teacher with a method to make learners revise their work which extend in other areas.

The framework, where the teacher ticks the corresponding comment and so encourages process of writing and redrafting that helps to improve their work.

**A.A.** How early do you begin this? At what age?

**B.L.:** The Integrated Skills Exam can be taken as from 10-11. This exam is completely different from any other exam in the market and totally based on the Framework.

**A.A.** Are your written tests "student friendly" and "preparation free"? I mean that the teacher cannot drill the learners in the items included in the tests?

**B.L.:** Basically, you cannot learn rote based, parrot fashion to pass Trinity. The oral exam, for example is completely spontaneous. If the learner tries to recite the examiner can ask him a question that will take the conversation in a completely different direction.

In terms of the writing, you have to prepare, of course, but there is no examination course for Trinity.

There are English Courses that have an evaluation at the end. There is not a typical exam exercise or technique the student has to practice over and over again.

**When you prepare for Trinity, you are not only preparing for an exam. You are preparing "life skills".** So any preparation you do is positive. There is psychological development, not only linguistic development. Learning to write e-mails, letters, postcards, creative writing, critical writing.. Beneath the linguistic level, there is the cognitive level of improving their life skills that students are going to need in their life.

**A.A.** Are there any "Past Papers" available?

**B.L.:** Yes. On the Trinity web there are old papers. You can also see the components for the oral exam. On the Web, there is a whole range of information available to everybody. We are a very transparent organisation

The syllabus for the oral examination that is available

## Student portfolio feedback form

Candidate name: ..... ISE 0  ISE I  ISE II  ISE III  ISE IV

Teacher's signature: ..... Date: .....

Task: ..... Centre (name or number): .....

Teachers are strongly recommended to give candidates feedback in the preparation of their portfolios.  
Use this form **only**.

Teachers should complete just one copy of this sheet for each task presented by the candidate. It should be completed by ticking appropriate items in the right-hand column. This sheet must be the only form of feedback between teacher and candidate. When completed, this form should be handed to the candidate. The candidate must ensure that it is attached to the final version and included in the portfolio.

<b>Advice to the student</b>	✓
<b>Task Fulfilment</b>	
Parts of the task have not been completed – look again at the instructions	
The draft does not meet the requirements set – look again at the instructions	
This work does not appear to be entirely your own – you must choose a different task	
You should add some more ideas	
You should give more reasons/opinions	
You should give more description	
You need to rewrite the work with more legible handwriting	
The style/register of your language is not appropriate to the task	
The draft is too long/short – check the word length range	
<b>Organisation</b>	
Your presentation and/or layout need to be improved	
You should check your organisation and/or paragraphing	
You need to add an introduction	
You need to add a conclusion	
Your work contains a lot of repetition	
<b>Grammar</b>	
You need to check the grammar of your work	
You should use a greater range of grammatical structures	
You need to check your word order	
<b>Vocabulary</b>	
You should use a greater range of vocabulary	
You need to check you are using the correct words	
<b>Spelling/Punctuation</b>	
You should check the spellings of words in your work	
You should check and improve the punctuation in your work	



in the web is exactly the same the examiners use as well as the assessment criteria. The only difference is the many years experience in assessing that Trinity examiners have.

**A.A.** Are there any textbooks available preparing for the exams?

**B.L.:** There are a few but when people ask me what material can be used to prepare for Trinity, I answer: The whole world.

Any modern textbook using a modern communicative methodology will prepare for Trinity. Perhaps it will require a bit of supplementing.

**A.A.** How many schools in Spain have adopted your methodology?

**B.L.:** Well over 1.400. We have schools in every province, in every "Comunitat Autònoma" including Melilla, Canary and Balearic Islands.

**A.A.** At the summit of your organisation, there is an "Academic Committee" or something similar. Are any of the big names in the field involved?

**B.L.:** We call it "Academic Governance" where there are people like Diane Wall, from the University of Lancaster who works with Professor Charles Alderson. He directed a project from one of his students who did calibration of our exams (with the data from Trinity) with the European Framework, something many exam board have not done.

The results were presented at the ILTA and EALTA conferences in Barcelona and Sitges in 2007, and the student has since won the Jacqueline Ross Prize in the USE, similar to the Nobel in testing. Dianne Wall is also a past recipient of this prestigious award.

The project was used he manual for calibrating the projects to the framework. Some of the results helped to change the following edition of the manual.

The new head of Academic Governance is Dr. Elaine

Boyd a very experienced and well known academic. There are four women at the summit of Trinity.

**A.A.** Does the Academic Governance make sure the tests are authentic, valid, with high reliability...?

**B.L.:** Very much so, although it is the test construction unit within Trinity which does this. It is their job to develop the tests that we have. There is an ongoing process.

We monitor about 40% of all examiners and record 100% of all exams. We can always go back to the recording to make sure the criteria have been correctly applied.

We are also monitored By OFQUAL, a government body in UK that oversees exams in all fields, not only language, but even things like hairdressing or being a mechanic. There is an external committee who inspects Trinity to maintain their quality.

Trinity was also the first exam board for English to be accepted in ALTE (Association of Language Testers in Europe), since it was founded. We are members of EALTA (European Association for language Testing and Assessment), the other big Exam Board Association and AEQUALS also a European lobby for language.

**A.A.** You move!

**B.L.:** I think so. We do not make a lot of noise because we are a charity without a lot of money to make a lot of noise. But people who know us talk about us to other people.

**A.A.** Thank you very much, Barry.

***The instruments and criteria from Trinity are available on the Trinity Web***

<http://www.trinitycollege-co.uk>



nº 1. Experimental Learning

nº 2. SLA: Early Childhood Perspectives

nº 3. Four Perspectives on Classroom Assessment Reform

nº 4. Assessing Secondary School Students' Oral Interaction

nº 5. Describing Learner Strategies Regarding Internet Dictionary Consultations on Reading Tasks

nº 6. CLIL in Catalonia, from Theory to Practice

nº 7. Technology in English Teaching: Looking Forward

**Special Monograph.** Britlit: Using Literature in EFL Classroom

All the APAC's monographs are available from our website.

[www.apac.es](http://www.apac.es)

## Neus Serra and Ana Aguilar talk to LUKE PRODROMOU



**Ana Aguilar:** In the “*Personal Preface*” of your book “*Dealing with Difficulties*” you say, I quote:

*... I saw how the same unruly bunch of kids could become, as if by magic, almost angelic in the hands of a teacher with good rapport, positive attitudes and strong presence...*

Does that signify that, in teaching, you consider the “**Who**” (the teacher) more important than the “**What**” (the material) or the “**How**” (methodology)?

**Luke Prodromou:** After many years of observing classes, I have come to notice that kids behave very differently according to the teacher they have.

The same kids, the same situation, but different relationships; when a teacher walks in, by her sheer presence, the way she talks to the kids, she affects their behaviour. For example, I remember my son Michael when he was at Primary school. The whole class was very naughty with the English teacher. So I asked my son about that and he said:

*We respond to her. She is very kind, she smiles a lot, she tries to be kind with us but we do not take her very seriously. And when she gets anxious and starts screaming and shouting we respond likewise, by getting more excited and we start throwing paper aeroplanes to one another; it's chaos. It's like a boomerang.*

I then asked why they responded differently to the Headmistress (who was the History teacher) and behaved like angels.

He responded:

*We feel when she comes into the class that she is the boss and we respond to her calm, assured, business-like presence. She explains the subject very well and has a kind of air of being in control.*

Having seen this pattern repeated in different situations over the years I have come to the conclusion that

the single most important factor for me as far as effective management of discipline is concerned is the presence of the teacher and how it is manifested in the way she talks, explains, marks the papers; she shows that she is the boss, she is in control.

**That the single most important factor for me as far as effective management of discipline is concerned is the presence of the teacher**

**A.A.** Good to hear that! So you are becoming methodologically incorrect?

**Luke:** No, on the contrary. I think we should question methodological correctness. In the plenary session, I showed the experiment with the two teachers. One of the teachers was completely ineffectual, her class was chaos, and I saw it with my own eyes. And she was doing all the ‘methodologically correct’ things: moving around the room, doing communicative activities, pair work, being friendly, and being very nice to the kids. And it was total chaos. The children did not learn anything because they were not listening to anybody.

And the other teacher, let's call her Julia, she looked

# Interviews

at the kids with a serious businesslike manner and very carefully explained to them why they had made mistakes in their test or homework or whatever it was. I do not think the kids were afraid but they knew where they were with this teacher.

**A.A.** One of the characteristics of Julia (the effective teacher) you mentioned in the plenary was that she had certain routines and the kids felt secure. On the other hand, many years ago you described the “boring teacher” as somebody who was “predictable”... Isn't there a contradiction here?

**Luke:** Good point. But the boring teacher is **too** predictable. Anyway, I feel we can no longer identify one single factor as a measure of expertise or otherwise. Teaching well involves a complex interaction between different factors. You can have routines and the children might still misbehave because other factors come into play, different factors working together. So we must avoid the temptation to say there is a list of things that, if you do them, you can become a good teacher. There is no checklist. It is not that simple. You have to have presence, but even that is not enough without technique, routines, rapport, good preparation and so on. It is ‘a complex, dynamic process’, to quote the book I was using in my talk: Simon Borg’s “Teacher Cognition”

**Teaching well involves a complex interaction between different factors.**

**A.A.** Would the solution be having lots of observation of those top teachers?

**Luke:** Observation is very important but in the end you have to achieve your own personal development, build your own confidence. It is a good thing to have a model, an example, but bearing in mind there are lots of different ways of achieving the same results. We become the best WE can possibly be, in our own individual way. There may be some pedagogic universals, but that is another story.

**A.A.** In the research I did about a very efficient teacher, Manuel Estrany, I observed that just by asking a question and spending a few seconds before naming the learner that should answer he managed to have the class really alert and listening.

**Luke:** Yes, that's true, thinking time is important, but is that on its own enough? The teacher I called Maria might copy this technique and it is very likely she will still fail. The same strategy might not work

because that is not her problem. She has problems in another area. Becoming a better teacher is a never-ending process of visiting and revisiting what we do to make it match the classes we are teaching,.

**Becoming a better teacher is a never-ending process of visiting and revisiting what we do to make it match the classes we are teaching.**

**A.A.** Are humanistic ideologies or the teacher's beliefs interfering with our capacity to become good managers?

**Luke:** It is difficult to argue against politically-correct humanistic ideologies; how can one disagree with the importance of relationships, feelings, cognitive development? One, in principle, agrees humanism is a Good Thing.. But what really matters is the *application* of the approach. I'll give you an example of a humanistic teacher who was very charismatic and a successful trainer of other teachers; we were doing a course in the same institution one summer. He was teaching a language improvement course for Spanish students. He applied a holistic, humanistic methodology to teach the Spaniards. In the end, they became restless and discontented and they complained to the director of the school about this humanistic teacher. The problem was that they were not being challenged on the linguistic level. They did not feel that their language was developing. They said: “We do a lot of interacting, of talking about ourselves, exploring our feelings, our identities and whatnot but we are not learning anything new”. In terms of language, that is.

**A.A.** Some students reject the humanistic approach. They feel exposed, their privacy threatened in the class.

**Luke:** I can see why some people feel that way. The methodology sometimes assumes that we are all in the same frame of mind. This whole movement is largely a product of the 60s and liberation, this focus on me, myself, my identity, my right to express myself freely. A lot of this comes from the USA or the Anglo-Saxon world and it is related to “ME”, me as an individual. It is very American and at the same time Oriental. New age. Theories that focus very much on the individual self. And if you apply this regardless of the people you have under your nose; if you do not begin literally where they are at and you implement what you think is good for them they may well reject the approach. They may have a more conservative, less expressive frame of mind and you need to get at where they are and de-

velop *with* them. So, if they want language practice, you begin with language practice – you begin with what they want. If they want grammar you begin there and build on that. I am not saying you give in to whatever the learner says, but you build on this. That is for me more genuinely humanistic.

**A.A.** Going back to being “the boss”, do many teachers consider “Good Manager” a synonym of “Dictator” (Dialogue with a Spanish Teacher, APAC of NEWS, N° 42, May 2001, and pg. 23)?

**Luke:** Yes,. That was a Spanish teacher in the Canary Islands that after a very humanistic session she wrote me a very nice letter titled “Los diablillos” in which she said how going into the classroom to teach teenagers and sometimes primary was a nightmare. She was really asking a question. How do I integrate your kind of humanistic stuff into the hurly burly of everyday teaching in a state school?

**A.A.** At the end, she said that she had decided she was going to ignore all this humanistic methodology and become a dictator.

**Luke:** Yeah, she would say: “I make the rules not you”.

**N.S.:** That was probably in a Secondary School, not Primary.

**A.A.** I have seen some lessons in Primary where the kids with the humanistic approach become not disruptive, but distracted.

**If you do not look at the facts on the ground when applying any approach you might encounter problems of discipline.**

**Luke:** The humanistic approach was developed mainly with adults in very privileged private institutions in the UK, with people paying for the courses; with small groups with highly skilled trainers. But if you do not look at the facts on the ground when applying any approach you might encounter problems of discipline.

**A.A.** The research on the effective teacher shows that most of them are not highflyers but people working in their little corner without many distractions. Do we assume that all these Conferences distract the teachers rather than help them?

**Luke:** Some teachers are developing in their own quiet way. Leave them alone. In this very difficult field, when teaching is becoming increasingly difficult, with

kids so difficult to motivate, if anybody has found a way to work effectively in their own way – yes, we should leave her/him alone, more or less, to get on with it. Only when there is a problem you might suggest readings or other alternatives.

**A.A.** You have quite recently gone back to the “chalk-face” and have done a spell of teaching with young learners; how young were they?

**Luke:** I had a couple of years teaching 9-12 year olds because I was writing a course book for children for 9 to 12 year olds and then I went into class and I taught my book.

**A.A.** So you were experimenting with your material?

**Luke:** That’s right. I volunteered to teach one class at a Private Language Institute for two years running, but with different groups. I wanted to keep in touch with teaching.

Teaching gives everything I say or write as a trainer an advantage or greater relevance and conviction. It’s great when you can say to your trainees: “I tried this technique and it worked” or it failed and I would like to explore why. I was also challenging myself to see how my course book worked. All those ideas we discuss with the publisher they look so nice on the page but, do they work with real kids? It was of huge benefit to me. I enjoyed it enormously.

**A.A.** Going back to your book “*Dealing with difficulties*” (pg 11) you mention that :

*...repetition ... is an important dimension of how we learn a language.*

*The choral element can build up the confidence of “quieter” students*

But I have not found, among the very many activities you propose in the book any that involve whole class choral repetition of the structures students might need for speaking practice.

**Luke:** Yes. Perhaps it was a mistake not to include traditional drills, but there are lots of controlled or guided speaking activities in the book.

**A.A.** I am a believer in the principle that learners should get their tongues round the oral language before they are forced to produce it.

**Luke:** I believe it, too – absolutely... that repetition should be encouraged. David Hill said that at this conference, encouraging us to use rhymes and other language-games in the classroom.

**A.A.** But it is not only Rhymes and Chants. It is everything the learners are supposed to be saying.

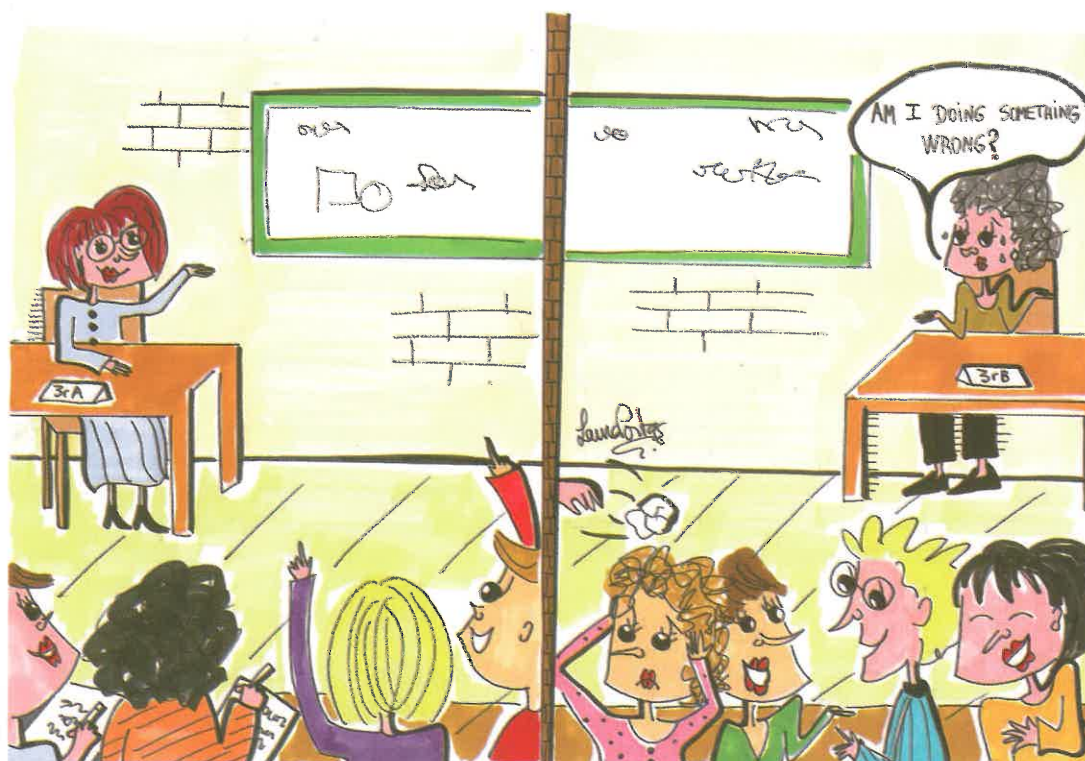
# Interviews

**Luke:** I would not object to traditional Audio-Lingual drills. It is teachers and experts who object. The same would apply to choral repetition and controlled practice. There is a different perspective when you ask the pupils what they expect and when you ask the teacher. There is a contradiction. Learners are not methodologically correct and they often ask for grammar, correction and, I suspect, choral repetition. Teachers, especially L1 speakers or 'native' speaker teachers tend to value grammar and correction less.

**In the end, the most valuable technique is sheer repetition**

**A.A.** Not only visually by reading but orally. Rehearsing your lines. Otherwise you are disregarding your auditory memory.

**Luke:** If you saw me in the morning walking in the



**N.S.:** You do not see much choral repetition nowadays. Hardly ever. There was a lot of meaningless repetition in the past but we have gone too far the other way.

**A.A.** I do not mean drills, but reading the text aloud, at least or the dialogue they are going to perform.

**Luke:** Yes, repetition can be authentic. For example, I also act a lot. When preparing for a play you have to learn your lines, pages and pages of text. We find different tricks to learn: underlining, different colours, finding connections, making the words more memorable. But in the end, the most valuable technique is sheer repetition. Everybody says it: Actors when they are interviewed, I discovered it for myself. How do you manage to learn such a huge role for the theatre? At the end of the day, it is repetition and hard work. Going over the text again and again. Perhaps this is partly true of learning a language, too.

street near where I live, you'd think I was a little bit crazy because it looks as if I'm talking to myself. I'm going over my lines. Over and over.

**A.A.** Going back to Manuel Estrany, when he throws out the question without having mentioned the "answerer" you can see the mouth of every learner moving silently, rehearsing for a possible participation.

**Luke:** I've occasionally suggested to publishers that we put some learning by heart into my textbooks but so far they haven't agreed to do it. It sounds old-fashioned, methodologically incorrect.

**N.S.:** Teachers don't learn things by heart - not even weak teachers who need to refresh their English. I tell them when you are driving to school talk to yourself; go over the story aloud that you are going to tell them so that you realise the difficulties the learners are going to encounter.

**Luke:** We don't do some things we know are useful because they are not fashionable anymore.

**A.A.** Perhaps things are shifting. We heard "la consellera d'Ensenyament" at the opening of the "Jornades" saying that Soft Methods are out. Do you think there is a move away from all this correctness towards more traditional paradigms?

**Luke:** There is a constant to and fro. The main trend, the mainstream is certainly not going back to repetition, grammar, regular correction. The main orthodoxy, if we look at the European Documents, is a trend that is fundamentally humanistic; but this orthodoxy is beginning to be questioned. Guy Cook has written a number of articles or books breaking the taboos, challenging these orthodoxies, things like repetition and translation. On the other hand, there is pressure to innovate, sometimes coming from commercial interests, like all teachers should use digital devices. But questioning established points of view goes back as far as Socrates, the wise man, who challenged and questioned innovation. A dialogue between tradition and innovation is needed.

**Questioning established points of view goes back as far as Socrates, the wise man, who challenged and questioned innovation**

**N.S.:** There's been a lot of research, theories that seem to explain the way languages are learnt.... Why don't we put them all together and find the "right way"?

**Luke:** That raises the question of whether what we are talking about is a science or an art. There is a strong current in American universities to treat language teaching as a science by doing empirical research and monitoring the growth of language. And then they try to implement the fruits of their labour in the classroom. But language learning and teaching is not a science like chemistry. It possesses elusive, unpredictable components: relationships of the teacher and learners is a kind of chemistry but not of the kind you'd find in the laboratory. So we cannot say with Neus that we know how people learn, in the scientific sense.

**A.A.** Lindsay Clandfield, your coauthor in the book "Dealing with difficulties", calls you "a champion subversive teacher"; are you still?

**Luke:** Subversive in what way?

**A.A.** I do not know.

**Luke:** I have always considered education as a promoter of social change.

**A.A.** Do subversive people carry out change?

**Luke:** They are catalysts in their own micro world. This is my personal view. I was a child growing up in England from a family that was not very educated. As a child of immigrants, I was given opportunities in England to learn and to develop, through Education. So I believe in education – that it is something that society and government have a responsibility for: to provide education for everybody, equal opportunities to learn. To teach people to be critical. For example, to resist political correctness in education and in society as well and to think for themselves and for the general good of society.

**A.A.** No matter what Education System we have, it is a well known fact that Spaniards do not seem to learn languages well. How do you compare the average Spanish learner with the Rumanian, the Brazilian or the Italian to mention a few of the countries you know well?

**Like:** The Rumanian and the Greeks are superb at languages. They have a very high standard.

**A.A.** What makes them so?

**Luke:** One factor is that Spanish is a major international language in its own right. People in Spain, even business people, can function quite well without recourse to English. Spanish and Italian are strong languages. Speakers have confidence in their own language. While the Rumanians and the Greeks are on the periphery. They speak 'small' languages. You cannot get very far with Rumanian and Greek whereas you can get quite far with Spanish.

**N.S.** We often see pupils in the schools who've learnt English for six or more years and they can hardly understand any English. Faced with a question like:

*OK, what a nice day! Are you enjoying been here today instead of being outside.*

Their reaction would be: ¿Qué?. It's quite disappointing for everybody. What are we doing wrong?

**Luke:** Italy is the same. They give a number of reasons: One is dubbing on TV.

**N.S.:** But at school! This is worrying. What a waste of school time!

**Luke:** In Greece, because of the importance English has for our economy a huge investment has been made in teaching and testing English.

# Interviews

**A.A.** ... an example of a beneficial backwash effect of testing.

**Neus:** Can you tell us a few words on the balance between Training and Development in Teachers' education?

**Luke:** I am sure we agree Neus that teacher training is an essential process of learning the techniques of your trade such as writing on the board, using the technology, presenting, repeating, practising the skills, semi-mechanical skills, on the level of knowledge: training people to know how the language works. That is teacher training.

**Teacher development is the awareness of yourself and your potential to continue developing, either as an individual or in collaboration with others**

Teacher development is the awareness of yourself and your potential to continue developing, either as an individual or in collaboration with others. Not subjected to controlled guidance, with the expert. You are becoming the expert and perhaps at the end of 30/40 years you can say:

*I know nothing.*

That is a state of mind. You do not mean literally that you know nothing. It means that despite being more experienced than others you can still learn something from them; you admit that you can do things better. You are always open to learning and re-learning.

**N.S.** I think textbook writers are often to blame for the pathetic situation in some of our schools. You do not provide the tools to connect with the real context. Textbook writers want teachers to do too much. They want to comply with the State Curriculum, not thinking of the children. That is what I mean. You do not focus on final objectives. The books are bits and pieces put together. The content of each unit do not gear teachers to well defined final objectives.

**Luke.** You might be right. It all depends on the publisher and how thoroughly they do their research and learn about the context of learning and act on it. But commercial factors often prevail over educational factors.

**N.S.:** Do you believe in Grammar?

**Luke:** It is like oxygen, how can I not believe it? At

the moment, I am doing this book for Italian state schools. It has got grammar, functions, pronunciation, CLIL (Content and Language Integrated learning), culture. I was keen on integrating CLIL in every unit. But grammar is woven into the whole fabric of the book.

**A.A.** But you forget the teacher element here. A textbook writer is torn between the publisher, himself with his own ideas and the teachers' opinions. Perhaps the writer has a very good design for a book, but the publishers go round schools asking teachers. Teachers insist on more grammar. At the end the book becomes chaotic.

**Luke:** David Hill said yesterday that writing a book is not what people believe it is. The author does what the publisher tells him or her to do. More or less.

**N.S.** The best teacher trainer is a "good" textbook. I have said it many times. If you want to change the teachers give them a good textbook. What happens now is that you have a grammar point and lots of activities to practice it. For me, to be really communicative it should be the other way round: "If I want to do so and so with the language I might need this specific bit of grammar".

**A.A.** So long as the teacher is the one who can choose the book and make the learner buy it things will not change because they stuck to their guns. I think that what we really need is a sort of centrally directed textbook or material following the ideas we want to develop. What I mean, any book that goes against the teachers' beliefs, while there is a free market there is nothing you can do. Unless you devise material centrally imposed, like in many countries. Do you agree with me?

**Luke:** I agree that you begin where the teacher is at.

**A.A.** But if the material was centrally imposed teachers would be forced to cover it and do more listening and reading comprehension that what is presently being done in our classrooms. The drama is that there is very little reading and listening comprehension in EFL in schools. How far can you get with that situation?

**Luke.** Why don't they work more on the skills of listening and reading?

**A.A.** Because they like to do grammar and go quickly through the reading and listening.

**Luke:** Teachers like grammar because that way they can control the class better. Scott Thornbury write an article in IATEFL Issues in grammar and power in the classroom. Great stuff.



## Teachers like grammar because that way they can control the class better.

**N.S.:** It is not only grammar but also waste of time activities like fill in the gap or match picture and word.

**A.A.** No integrated language, no text, no stories. Input is minimal. It is pathetic. Learners with only 3h. per week will never get very far with the minimal input from the classroom

**Luke:** True, We can only stimulate them to acquire language. Give them the basis and motivate them to build more. That's if we are good teachers. Some teachers are not really qualified to be teachers. It is a profession with thousands of people and not all of them are committed teachers. They're just earning a living and approach teaching as they would working in a travel agents or kiosk or whatever.

## Give pupils the basis and motivate them to build more

**N.S.** I agree. The problem is that the Universities are too lenient in this country and grant qualifications to people that should not be teachers. They are to blame. Some teachers told me after my talk on "Programming" they had never been told what I had been telling them. This is terrible.

**A.A.** It seems you are doing some research on the teaching of English in Spain; have you come to any conclusions you want to share with us?

**Luke:** Yes. In order to make proposals to the Greek Government in the field of language teaching, we have been looking at the situation in other European countries. I was very positively impressed by the plurilingual

situation in Spain. Also by your "Escuelas Oficiales de Idiomas" No other country that I know of has such schools.

**A.A.** Actually, if the schools were doing their job well and teaching languages properly we would not need the Escuelas.

**Luke:** Perhaps this is a bit unfair. In England the learning of languages at schools is zero and they do not have Escuelas Oficiales offering a second chance to the learners. And Italy is essentially a monolingual country. They only pay lip service to European recommendations. Only Spain, for whatever reason, possibly because of the plurilingual system of the Autonomous Regions offers much richer opportunities of learning languages.

**A.A.** Your bio data is very impressive: you have qualifications from four different universities in UK only. Teacher, teacher trainer, book writer, researcher, actor and you seem to excel in every activity you have undertaken. Which qualities you possess to make that possible?

**Luke:** Perhaps because I am an actor I enjoy getting in front of a class. It is a sort of passion. I find the time to do all these things by getting up early. I also have a lot of energy I inherited from my late mother, a kind of optimism. But sometimes I become too energetic and bad-tempered. This creative energy and enthusiasm, when I feel frustrated, becomes a terrible temper that I try to keep under control. It might come from my genes, my mother, my passion for education. I also had good teachers. I believe in the enlightenment in Europe; in people's potential to develop themselves.

**A.A.** You are second generation immigrant family in UK. Perhaps you derive your energy from that.

**Luke:** It might well be the case. At that time, the schools in UK gave you tremendous encouragement to learn, to take part in school activities, to do well in exams, to go to University.

**Neus and A.A.** Thank you very much for your time sharing interesting ideas with us.,

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## Only Connect: Teaching from Socrates to Cyberspace



by Luke Prodromou

**‘If men learn this (writing) it will implant forgetfulness in their souls; they will cease to exercise memory because they rely on that which is written, calling things to remembrance no longer from within themselves but by means of external marks. What you have discovered is a recipe not for memory but for ‘reminder’ (Socrates/Plato: Phaedrus)**

### INTRODUCTION

I am not an expert in Information Technology - far from it; I write this article as a digital ‘immigrant’ whose competence in the digital language is very poor. I wouldn’t say, like Socrates: ‘I know nothing’ – but I don’t know much. But we’ll come back to Socrates later in this article and see what he has to say about language and education.

I used my first computer over 20 years ago – I think it was a little Amstrad with a green screen. As a writer, it saved me a lot of trouble and expense as - at the time - I was paying a typist to write my stuff for me and to correct it as I prepared a second and third draft of my text. It was a slow, messy process, especially when I at-

tempted to correct pages of mistakes on my own, using – literally – a cut and paste method, with a pair of scissors, glue and sellotape and, later, tippex - not the virtual ‘cut and paste’ facility of today, which takes only seconds and leaves not a trace behind. Word processing has freed me of typists, but also the shame of messy, amateurism: thanks to the computer, my writing can look professional. So we’ve gained speed and tidiness. And for this I am grateful to the computer.

But has word processing and the computer in general made any difference to the content of what we write? I think it has. It has made the content in some cases better because word processing, with the ‘delete’ facility, releases the writer from the fear of making mis-

takes. This helps not only the flow of the composition but it frees us to experiment, without fear.

In language education, we – as good practitioners – have always aimed to give students confidence and self-esteem – to motivate them to make the effort which makes acquisition possible; in writing, we aim to make students fluent and accurate and to enable them to say what they want to say, using the best words in the right place – the computer helps us to do this more easily by allowing us to try out different content without fear of error – as we write and rewrite, the word processor allows us to develop a kind of dialogue with the text and with our own thoughts. It encourages a kind of process writing by helping us generate different drafts of the text

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# Contributions

as we are typing. We may have inspiration as we write and we can write down whatever comes into our head and see what it looks like in print – if we don't like it, we can delete or change it instantly. Visions and revisions. This freedom to write may actually help us say things we hadn't planned to say had we been more constrained by the fear of making awkward, time-consuming mistakes.

## VYGOTSKY AND SOCRATES

This process may be akin to Vygotsky's theory of the dialogic nature of language and thought. Vygotsky observed that the very process of writing one's thoughts leads individuals to refine those thoughts and to discover new ways of thinking. In this sense, the process of writing is dialogic; the writing and rewriting of texts, which the word processor facilitates, is dialogic in the Vygotskian sense of encouraging the development of cognitive capabilities, which is an important part of education.

But the process of writing and writing freely can also, paradoxically, be seen as Socratic - paradoxical because we all know Socrates didn't write anything – it is thanks to his pupils Plato and Xenophon, that we know so much about Socrates. Indeed, Socrates was sceptical of writing and was a proponent of the oral method of learning or acquiring knowledge and virtue. For Socrates, writing undermined the power of memory as a repository of collective culture and identity. Like Socrates, Vygotsky held that social interaction plays a pivotal role in developing a child's ever-deepening relationships between words and concepts. Socrates' method of asking questions and eliciting deeper and deeper insights was a form of critical thinking which would bring about a cognitive shift

in the 'learners': they would see truth and virtue differently, more clearly.

Vygotsky, in turn, observed that the very process of writing down one's thoughts leads individuals to refine those thoughts and to discover new ways of thinking. In this sense, the process of writing is Socratic, dialogic, in spite of the great man's objections to the medium (Wolf, 2008).

How would Socrates have responded to the capacity for dialogue in the interactive technology of the 21<sup>st</sup> century? The capacity of words to 'talk back' is with us today as children text each other, email each other, blog and tweet – the question is: do these capacities reflect the true critical examination of thought that Socrates prized so highly? (Wolf, 2008: chapter 3) or are they a superficial uncritical exchange of words? Research needs to be carried out into the cognitive and affective impact of this unprecedented exchange of texts on the internet.

One way of finding our way in the labyrinth of digital options available to us and the debates these have generated is to go back to the principles which have always guided good teaching practice and ask whether digital technology helps us to approximate more closely to those principles. It will be particularly helpful in this respect to look at empirical research into 'expertise' in teaching and use that as a guide to evaluating the value of digital devices to the teacher:

### RESEARCH SUGGESTS THAT EXPERT TEACHERS:

- have knowledge derived from the classroom
- know a lot about their students even before they meet them
- use their knowledge to make predictions about what might

happen in the classroom

- pay more attention to language issues novice teachers
- learn to automatize the routines associated with managing the class
- focus on content
- improvise more than novice teachers
- they make greater use of interactive decision-making
- build on students' difficulties
- notice errors and classify them
- maintain active student involvement
- have a clear language learning focus
- internalize theory and link theory to practice
- are able to articulate their pedagogic principles
- make conscious decisions
- are both technically skilled and emotionally intelligent.

(Borg, 2006)

### EXAMPLE 1

As teachers of English, we have always been interested in the role of error in the language acquisition process. In my own career as a teacher and trainer, I have seen teachers obsessed with error – error-mania - which in turn has inspired 'errorphobia' in their students. This has often made students tongue-tied in speech and 'at a loss for words' in writing. The computer has taken the sting out of error: digital technology allows us to use student errors constructively in so many ways – it makes the process of error correction not only quicker but can also make it a pedagogically creative technique involving the teacher and student and other students in collaborative learning. For example, we have software which allows us to correct students' work as they watch and listen to our thought processes and as we comment on the errors, their causes and remedies. This cannot be done as efficiently with the traditional chalk and board. And there is now an infinite number of task or

game-like activities that are made possible by digital technology, many of which have positive methodological outcomes.

## EXAMPLE 2

I was talking to a private language school owner whose school has integrated digital learning pretty comprehensively into the teaching of English as a whole. Here is an idea of the kind of things they do:

- A digital classroom
- class blogs: students write and other students read, students write to each other, the teacher writes to the group or to individuals
- the teacher sets and collects homework on the class blog, the pupils can catch up with lessons they've missed,
- the teacher can correct homework and return it electronically
- the teacher can use jing software and correct the homework while the pupil watches and listens to the teachers' commentary,
- online textbooks
- students engage in oral and written chats
- powerpoint presentations: students use the interactive whiteboard
- the teacher makes online quizzes for students
- (teachers and pupils) download youtube clips of songs and devise exercises with the lyrics and the video clip
- the teacher makes an mp3 or podcast and sends it to the students
- the teacher uses countless ready made flashcards instead of having to find them buy them or make them herself

The teacher is essential to the work they do and she is the only way the digital information can be transformed into knowledge or education.

This suggests that access to information - albeit in a colourful or even 3D form- is not the same thing as education or even knowledge. The kids or adults in our classrooms do not need us to give them information or facts. They've got the facts or they can google them. Teachers can help learners not with INFORMATION but KNOWLEDGE –or how to interpret the information and what you do with it once you've got it.

Remember Gradgrind from Dickens' *Hard Times*:

*'Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!'*

## EXAMPLE 3

The use of powerpoint and interactive whiteboards by teachers may serve as an example of how principles of good teaching continue to be relevant in an age of digital technology.

In recent years, I have been using powerpoint in my work as a trainer and conference speaker; I have also, like most of us, been at the receiving end of wonderful powerpoint presentations. However, we have also sat

through some dull, pointless powerpoint presentations; some of these are so bad that a new expression has

been created to capture the new experience: 'death by powerpoint'. Teachers who bored their learners before powerpoint

can still bore them by reading page after page of text from the powerpoint slides. But for both good and bad teachers, powerpoint gives us an opportunity to look smart and efficient and hopefully more effective in getting our message across. This does not mean that some of the best speakers and teachers cannot convey their message perfectly well without powerpoint. Of course they can - and often more powerfully because of their other personal qualities, such as humour, clarity, presence, knowledge of the subject, and so on.

In the last couple of years, I have also been observing teachers making use of Interactive Whiteboards, with their enormous potential to link the classroom and the home; these processes are - superficially at least - very impressive indeed. How deep the educational impact of the Interactive Whiteboard goes we can gauge by measuring its potential against what I call the Interactive Blackboard - by this, I mean the range

**The teacher is essential to the work they do and she is the only way the digital information can be transformed into knowledge or education.**

**For both good and bad teachers, powerpoint gives us an opportunity to look smart and efficient and hopefully more effective in getting our message across.**

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of roles teachers have always been called upon to play: manager, model, informant, magician, social-worker, corrector, judge, interactor, monitor, actor, social-worker, and so on. We need to ask: how does the IW, and all the other digital devices available to us, help us to fulfill these roles? A teacher who was uninspiring before she adopted the IW will not become inspiring because of the IW. She will still have to draw on and develop her personal, human resources to get student's attention and to keep it over long periods of time. IT can help us get the student's attention; the point is to keep it when the novelty has worn off.

I have watched blackboard-based lessons where the teacher had her back to the class most of the time - filling the board laboriously with facts and examples which the students dutifully copied into their notebooks. The teachers handwriting was not always legible and the use of blackboard space was messy. The degree of involvement and motivation seemed to be zero. But I have also seen lessons based on the Interactive Whiteboard which were more colourful but not much more motivating. I wondered what would happen when the novelty of the Interactive Whiteboard wore off or if the electricity went off: what would the teacher do?

## EXAMPLE 4

With virtual reality, we are told, students can walk into a virtual room, touching items and getting feedback. In a geography class, for example, they can look at a virtual globe, where a country and information can pop up when pressed, or on a world map filled with information about geogra-

phy, culture, peoples' daily lives, language, and history. Virtual worlds represent a powerful new medium for instruction that can give teachers the opportunity to have a greater level of student participation. It allows users to be able to carry out tasks that could be difficult in the real world due to constraints and restrictions, such as cost, scheduling or location.

**A teacher who was uninspiring before she adopted the IW will not become inspiring because of the IW**

If I had this option and level of participation when I was at school my failure in geography or maths, or whatever, might have

been avoided, assuming virtual worlds are 'teacher-proof'. Let me explain. We've all had teachers who thought we were born failures and they connected with us as failures - they were failures themselves and they were pedagogic failures in the way they encouraged a negative self-image in their pupils. One wonderful thing about the computer is it doesn't say ironic or sarcastic things and it has infinite patience; all research into good language teaching that I've read mentions the importance of patience - a quality computers have in abundance. In a sense, you can't fail with a computer because it allows you to try again and again, until you get it right.

'Teachers must use digital devices': true or false?

So, can you be a good teacher today if you don't know about the internet and how to use it? Some teachers are Luddites and wouldn't touch digital devices with a barge-pole, believing that what matters is the face-to-face contact between teacher and learner. This is of course true - for them. If that's the way they teach well, then it is superfluous to tell them to teach dig-

itally. They are already teaching well.

But the medium is not the message. There is nothing good or bad in the medium itself - a car can be a means of transport or it can be a lethal weapon. A computer can be a wonderful, exciting resource or it can be an alienating, sterile and dangerous addiction. A blackboard can be black indeed. It's what we do with computers as teachers that is important. Challenge of transforming facts into education or information into knowledge has always existed.

And the challenge of incorporating into our teaching the things kids like to do outside the classroom has always been there, from tape-recorders, video, films, CDs, pop songs, comic books, and so on. Kids like sweets, that doesn't mean we give them sweets.

**The challenge of incorporating into our teaching the things kids like to do outside the classroom has always been there, from tape-recorders, video, films, CDs, pop songs, comic books, and so on**

But the traditional teacher faces the same challenges as the digital teacher in a different medium: A teacher who uses the blackboard or the old-fashioned whiteboard and pencil and paper does not automatically teach knowledge. Knowledge doesn't grow on trees, contrary to what the Bible says, we have to cultivate it, through effort and hard work and an understanding - or instinct at least - for how people learn.

Thus, the questions we ask of digital learning - does it connect us or disconnect us - can equally be

asked of the traditional classroom, from Socrates to Shakespeare from Dickens to Summerhill - or the latest online course. Textbooks can turn to dust in the hands of a bad teacher; they can be as repetitive, superficial or mechanical as a web 2 activity can be repetitive, superficial or mechanical. Kids need teachers to help them bridge the gap between text and context, the word and the world, the virtual world and the real world, second life and first life.

**Knowledge doesn't grow on trees, contrary to what the Bible says, we have to cultivate it, through effort and hard work and an understanding - or instinct at least - for how people learn.**

The only 'must' in language teaching is meeting the learners' needs and helping them acquire the target language. Expertise is interactive and context-based: it emerges from the 'here and now' of the interaction we have with particular students at particular times in particular classrooms.

**Expertise is interactive and context-based: it emerges from the 'here and now' of the interaction we have with particular students at particular times in particular classrooms**

One essential principle of education is responding to this interactive flow: we take the learners' interests into account, beginning from where the learner is at and building on that. As teachers and teacher trainers, we have always promoted this idea as a fundamental principle of education. It seems to be the case that the overwhelming majority of our learners are digital natives. As good practitioners, we

have always built on what students are interested in but we have always adapted it to pedagogic needs, turned it to educational capital. In this sense, it is a good idea for all teachers to be competent in IT and thus be able to use it to meet learners' needs. But it is not a 'panacea', as Socrates might have said. The secret is to integrate where appropriate modern and traditional approaches to e-

education and to do what we as individual teachers do well. Another Socratic principle is 'know yourself' and I would add 'be yourself' if you have found the way to be the best teacher you can possibly be.

**'Be yourself' if you have found the way to be the best teacher you can possibly be**

All's well, as long as students are engaged in the process of learning and are involved in interaction leading to insight: insight into language but also into why language is important as an integral part of an educational process which connects students with each other and with the world outside the classroom.

## ONLY CONNECT

What do we mean by 'connecting' in the context of digital education? How do we move from an electronic connection to an educational connection? 'Only Connect' is the epigraph to Forster's 1910 novel *Howards End*. Forster's use of the concept of connection is humanistic – it is

an impulse toward understanding and sympathy between people; this concept is at the heart of his work, which often describes the desire for personal connections – real friendships – in spite of the restrictions of contemporary society. Forster argues that one should invest in personal relationships: 'one must be fond of people and trust them if one is not to make a mess of life. In order to do so, one must be reliable in one's relationships. Reliability, in turn, is impossible without natural warmth'.

When we use the word 'connect' today in the context of the internet and indeed when we use words like 'friend' in the context of facebook, we might ask ourselves whether we are drawing on the full humanistic resonance of these words or using them as shadows of their real self. 'Connect' has a technical meaning which may have little to do with the interpersonal humanistic one. To move from the

technical 'connection' to the humanistic one we need to know how to use the equipment, not only in the mechanical sense but in the pedagogic sense -

to help us do the things good teachers have always done, from Socrates to cyberspace.

I suppose the basic question I have been exploring in this article is whether we can be effective teachers of English or any foreign language if we are digitally illiterate or for whatever reason we do not wish to teach digitally.

## CONCLUSION

The internet and digital technology are weird and wonderful things – they allow us to see a world in a grain of sand and get access to infinity, in an hour ...or less. Digital technology gives us masses of

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information quickly. In this sense, it is quite miraculous and has changed at least the way we communicate and access information. As educators in the field of teaching English as a foreign language, a second language or as a global language, we cannot dispute the speed and the quantity of data that the technological revolution has placed at our fingertips.

It is also clear that the digital revolution is not just another addition to a teachers' technical repertoire, like the cassette recorder, the video or CD player. Digital technology is a whole suite of potential activities either for the individual user or for more than one user interacting with other

users. Some are simple-game like activities with attractive graphics others are complex processes, simulating the real world. IT is not just another piece of equipment, it is a communicative paradigm shift.

I will end with these questions: What do good teachers do when the whiteboard goes blank? What do we do when we are face-to-face with the class, with or without our digital paraphernalia or indeed without a textbook? What does the research tell us good teachers do and can digital devices help us to activate these qualities? Our answers 'must' (!) bear in mind that expertise in teaching is a complex, dynamic process, involving constant engagement, experimentation and exploration, (Borg, 2006).

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## TEACHING INTERJECTIONS TO YOUNG ADULT LEARNERS

By José Luis Bartolomé - EOI Figueres

**David Crystal defines interjections as “emotional, functional noises”?<sup>i</sup>  
In the light of this labelling one might wonder, why teach noises?  
The snappy, punchy reply, “Why not teach emotions?”<sup>iii</sup>**

Unlike onomatopoeias (a matter of quite a different colour)<sup>ii</sup>, interjections do not actually show up in the syllabus of *Escoles Oficials d'Idiomes*. It is little wonder, as teachers are overburdened with worries about teaching conditionals, relative pronouns, quantifiers, phrasal verbs and all that stuff which is the highway so learners can make the grade at intermediate / advanced exams (*Ús de la llengua test*). Objection! Wasn't *interjection* the eighth part of speech we all learnt at school in friendly partnership with *nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions*? However, what surprises me most is that in our days we tend to simplify language in many ways (acronyms, text messages...), so oh boy!, why should interjections be neglected in our classrooms?

Interjections stand in for minor sentences. They can save time and trouble when dealing with grammar accuracy. If a picture is worth a thousand words, an interjection may be worth a simple or complex clause. Interjections are holophrastic: “Oop!” (= I'm sorry!), “Sigh!” (What a relief!), “Wow!” (You look gorgeous!), “Yuck!” (This food tastes like rats), “Yam-yam!” (This is the best food I've ever eaten in my life), “Ahem!” (Excuse me! Got a minute?). “Hey” /hei/, “Huh” /ha/ or “Eh?” /ei / can be a life-jacket if you do not master question tags or echo questions, even though they may actually sound like a rude, ironical inquiry sometimes

“So you're not afraid of me, hey?” (=are you?) (from *Little Women*, a class reader)

“Did it fall from the sky, huh?” (from *Holes*, a movie)

“Did you enjoy the party?”  
“Eh?” (=What did you say?)

I do like to weave some class activities with the unconventional teaching of interjections. For one thing, interjections are catchy and easy to recall once you manage to stick them in your brain. I still remember the first interjections I learned at high school (“I say”, “Good heavens!”, both in a restaurant situation). My German went rusty quite a few years ago, but I can still use in a rather natural way phrases like “Ach so!” or “Na so was!”. My wife (who teaches at a “cosmopolitan” primary school, with a growing bunch of British native kids) has noticed that our domestic little folks find it cool to use “Oops!” to show surprise at something mildly embarrassing, so our exclamation “Epa!” could die out soon. On the other hand, isn't “ta!” a mellow alternative to “thank you!”, something sharper and more pleasant to the drums of our ears? We may forget the structure of simple or subordinate clauses, but we are not likely to forget the melody of greetings (*Hi, Bye*) or exclamations (*Cheers! Hurray!*), which are also considered parts of speech of the same kind as interjections.<sup>iii</sup>

I remember some of my level-two learners bitterly criticizing me a few years ago for including the following item in a **listening test** !!

*At the end Marinette exclaims...*  
(NEF Pre-intermediate, p. 19)

- a) “Ha, those were the days!”
- b) “Oh, those were the days!”
- c) “Ah, those were the days!”

To those objectors it didn't make the slightest difference whether the woman was showing irony or laughter, surprise or (as it was the case) nostalgia and a kind of resignation. When I ask level-one learners to dramatise some dialogues I stress the importance of uttering interjections and exclamations properly, oth-

erwise they might lose their emotional function in speech. Take the following dialogue from “*When Natasha meets Darren*” (NEF Elementary, p. 18)

Natasha: **Um**, not really.  
 Darren: What do you do at the weekend?  
 Natasha: I go to the cinema  
 Darren: **Oh**.  
 Natasha: **Ah**, coffee, great.  
 Darren: **Er**, Natasha, can I ask you a question?  
**Er**, how old are you in the photo?

“Um” /em/ and “Er” /e:/ show hesitation (Catalan “d’allò...”, Spanish “esto...”), which is also proved lexically by the phrase “to um and err” (dubtar, vacil·lar). Both “oh” /ou/ and “ah” /a:/ show surprise, but the latter shows more excitement and pleasure.

### How can we teach interjections?

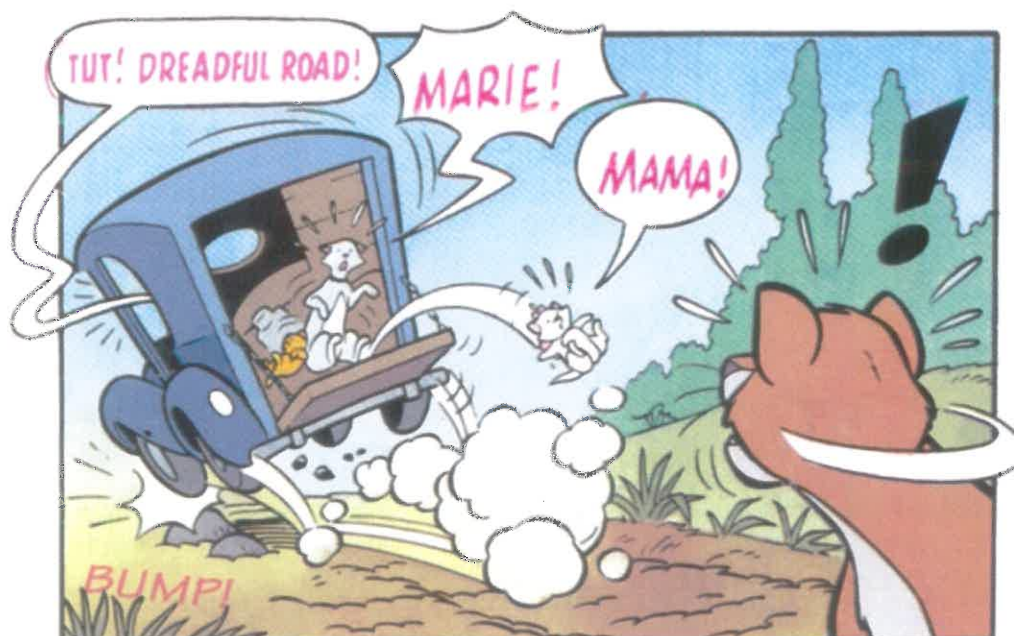
The contrastive approach –chiefly through dictionary work– may eventually become burdensome, puzzling or even unrewarding. **Why** is a pretty interesting item for this comparative purpose. It may express (*Oxford English Reference Dictionary*): **1** surprised discovery or recognition (“why, it’s you!”). **2** impatience (“Why, of course I do!”). **3** reflection (“why, yes, I think so”). **4** objection (“why, was is wrong with it?”). These shades of meaning are recorded and exemplified in bilingual *Collins Dictionary*: **1**. “why, it’s you!” (¡toma, eres tú! ¡anda, eres tú!). **2**. “why, what’s the matter?” (bueno, ¿qué pasa?). **3**. “why, there are eight of us!” (¡si somos ocho!). **4**. “why, it’s easy!” (¡vamos, es muy fácil!). It is a recurrent feature that an interjection in one language (English) requires an exclamative clause in another language (Spanish), and vice versa.

Let us consider Catalan “Ai!” (Spanish ¡ay!). As a typical rendering of pain the English pair is **ow!** /au/ or **ouch!** /autch/. Dictionaries also supply entries for grief or sorrow (“Oh! Oh dear!”) or even surprise (“Oh! Goodness!”). *Collins* suggests “!ay!” as a translation for the natural exclamation **Oops!** /u:ps/, which actually shows surprise (see above) or apology when making an obvious mistake. Among other meanings, “Ah” may show surprise, pleasure, resignation... so which English interjection (“ah!”, “ha!”, “oh!...” ) fits the Catalan / Spanish context best? The sense depends much on intonation.

Course books, class readers or even grammar reference books are scanty providers of interjections, so as informal reading tasks I give my students parallel translations of comic strips most often. I also use the funnies from British tabloids. The purpose of the activity is manifold: to let them find out on their own whether the emotional load is successfully conveyed, to grasp the situation going on in the speech-bubbles; to make them critical referees. To become experts on noises is beyond the point. When dealing with picture-stories it is important to distinguish between interjections and onomatopoeias.

In this picture from *The Aristocats*, 1) which exclamation is an interjection meaning “Vaja!” (Spanish “¡vaya!”), 2) which is a natural sound (onomatopoeia) ?

- Tut!
  - Bump!
- Tut!
  - Bump!

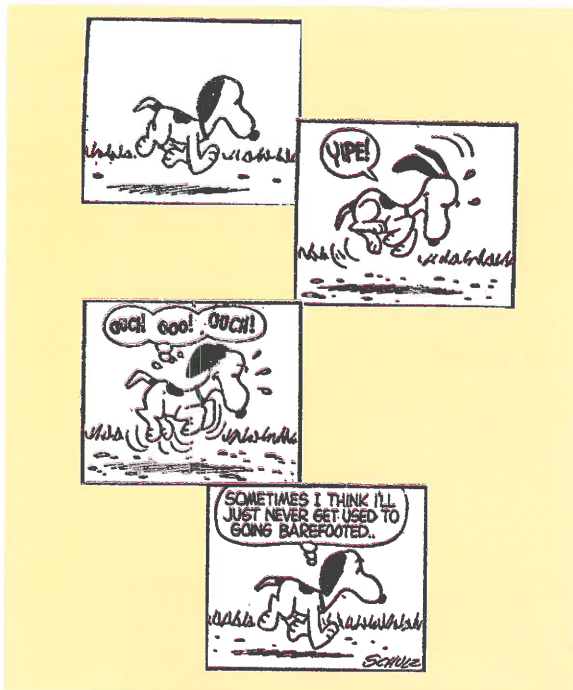


# Contributions



Which of the following words was the English translator of Mafalda most likely to have used?

- a) Yuck! (also Yuk!)
- b) Schmuck!
- c) Groan!
- d) Yawn!



What feeling/ feelings is Snoopy showing along the stroll?

- a) just pain (**Yipe! Ouch! Ooo!**)
- b) fear or surprise and pain (**Yipe! Ouch! Ooo!**)

Further samples from Tintin's story *Prisoners of the Sun*. In the following picture Captain Haddock utters /hwju:/ to show ...

- joy
- relief

Make a choice before checking the Catalan version



"My, my!" (Spanish "Caramba!") and "bonic!" both show surprise

- a) right
- b) wrong

# Contributions



In the pictures above you can find more euphemistic interjections in the English strip

- a) right
- b) wrong
- c) ust the same <sup>iv</sup>

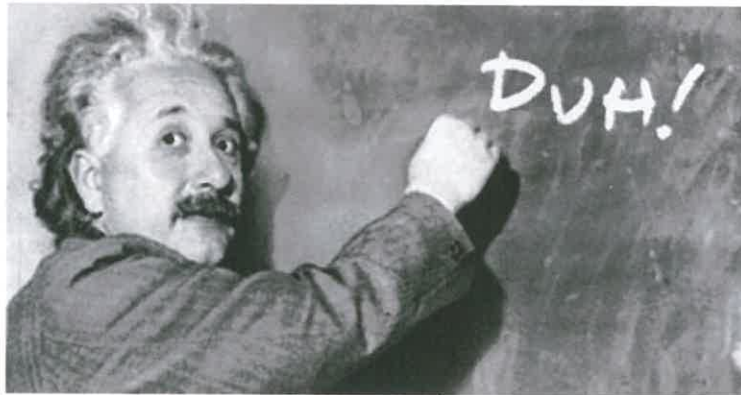
The toast below would be .... in Spanish

- a) ¡ Chin-chin !
- b) ¡ Salud !
- c) Both a) and b)



You can also use cartoon strips and pictures as riddles. The purpose of this particular task is to let students work out the meaning of an interjection, so a bit of wikipedia research can be a toilsome duty. Look at these pictures (Albert Einstein, Garfield). Compare the context. What might "Duh" mean? How is it to be pronounced?

# Contributions



Interjections can also be studied as a pragmatic branch of lexicon, and so functional quizzes can be handed out to test word-power in a social environment. I love to blend functional items with a pinch of laughter.

## INTERJECTIONS QUIZ

- 1.- You are eating a tasty hamburger. Which natural sound would express your pleasure from eating it?
  - a) Yuck-yuck!
  - b) Yum!
  - c) Tut-tut
- 2.- "Dr Muller: Your feet? *Mmm*, very interesting, very interesting indeed... (NEF Pre-intermediate, p. 34)  
Dr Muller (a psychoanalyst) is suggesting....
  - a) she is hungry for her patient's feet
  - b) she finds the info about her patient's feet intriguing
- 3.- Which letter of the English alphabet shows strong disgust in Catalan?
  - a) X
  - b) Y
  - c) P (Phew! Pooh! Piss!) /fiú/, /pú:/ /pis/
  - d) Z
- 4.- Which of the following politicians sounds more popular?
  - a) Mr Hear !
  - b) Mr Boo !
- 5.- The interjection "Alas!", which you can hear in the traditional song *Greensleeves* is a synonym of...
  - a) Woe! /wou/
  - b) Yoo-hoo /'ju: `hu:/
  - c) Aha! /a: `ha:/

- 6.- Which of the following interjections is not used when cheering for a team?  
 a) Rah!  
 b) Yay!  
 c) Yikes!
- 7.- The interjection "Blimey!" implies...  
 a) joy  
 b) surprise or wonder  
 c) silence (like "Hush!")
- 8.- "Ta" is a synonym of "thank you!". "Ta-ta!" means...  
 a) Thank you very much !  
 b) Good-bye !  
 c) Shut up!
- 9.- "Uh-huh" (Spanish "ajá") expresses agreement. It is stressed...in English  
 a) on the first syllable  
 b) on the second syllable
- 10.- Paraphrase the interjection used in this strip by Fred Basset  
 a) "Hey ! I'm here. Take me along !" (to attract attention)  
 b) "Tut-tut! Come on. Let's go !" (to express impatience)  
 c) "Hem! There's no need to take the car !" (to express disapproval)



49. Which interjection would stop or slow a donkey in English?  
 a) Whoa! /wou/  
 b) Saw ! /so:/  
 c) Honk-honk!
50. Pigeon-drops are ruining your flowerpots on the balcony. How would you frighten these pester birds away?  
 a) Moo!  
 b) Shoo!

The approach I much prefer is through playacting. Unmistakably we all learn a foreign language best by drilling the speaking skills of our brain. It goes without saying that interjections are more commonly used in spoken language than in writing. In the last school years I have collected over 100 interjections from movie clips in which the characters encounter events that cause emotions. I show some of these clips in the class and in turns the students are to play them out. The short script is given to them for early rehearsal. Here are a few of them.

1) (from *Thelma & Louise*, 3'25"- 3'54")

- Darryl? Honey, you better hurry up
- Goddamn it, Thelma! Don't holler like that.  
I can't stand it when you holler in the morning.
- I'm sorry, doll. I didn't want you to be late

# Contributions

2) (from *Bridget Jones's Diary*, 20'- 21'50")

"Ladies and gentlemen. Ladies and ... Oy! Oy! . Welcome to the launch of *Kafka's Motorbike*, the greatest book of our time. Obviously, except for your books, Mr Rushdie, which are also very good. [...]"

3) (from *Groundhog Day*, 20'35" – 21')

- Hey, Phil. Phil Connors!
- Oh my, oh my! Phil Connors.
- Don't you say you don't remember me, because I do remember you.
- Ned Ryerson?
- Bing!

4) (from *Four Weddings and a Funeral*, 14'55" – 15'11")

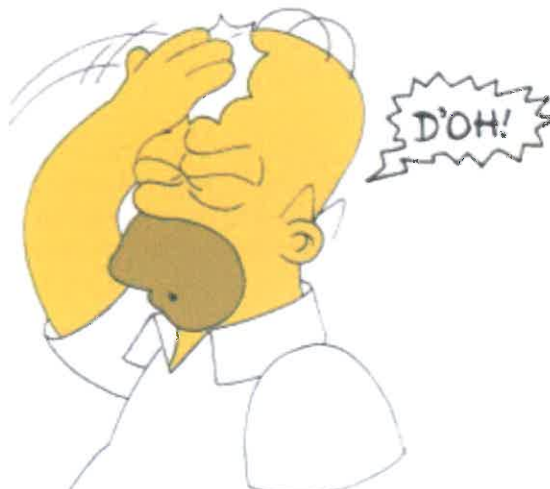
- Who's that boy over there in grey?
- Uh, his name's David.
- Something of a dish, isn't he? Why are they, um...?
- The dish can't hear
- Oh! Gosh!

5) (from *The Constant Gardener*, 5'54" – 6'08")

- Well, uh... I can't speak for Sir Bernard
- Oh, I thought that's why you're here
- Well, I mean diplomats have to go where they're sent
- So do Labradors
- Ouch !

Watching cartoons (animated sitcoms) is a source of fresh, newly coined interjections. Playing the part of iconic heroes (*The Simpsons*, *Family Guy*, *South Park*) can be more challenging and less glamorous. Some interjections are further popularized on the telly. Take Bart Simpson's catchphrase "Ay caramba!", or his aunt Selma's "Holy frijoles!", which give Spanglish a chance to be the top language of interjections some day. Homer Simpson's favourite grunt is "D'oh!" /dou/, also a prolific device to show his complaints, grief, mishaps or anger.ʷ

As a closing activity I get the students to design a chart with a pick of their favourite interjections. I give them an unfinished sample of the teacher's choice as a guideline





## MY FAVOURITE INTERJECTIONS

feeling, kind of word, pragmatic meaning	spelling	pronunciation	Spanish / Catalan
swear-word, four-letter word (e.g. "fuck!", "Shit!" "Damn!")			
greetings and farewells	<i>Howdy! Cheerio!</i>		
discourse markers, conversation fillers (e.g. <i>uh, er, um, well</i> )	<i>So!</i>		
euphemistic excitement	Blimey! (God blind me!)		
negative/affirmative adverbs	Yeah ! Yeap! Nope !		
hesitation			
joy	Hurray!	/hu'rei/	
grief, pain	Alas!	/e'laes/	
disgust, distaste	Ugh!	/ex/	
surprise			
agreement	Okey-dokey!	/,ouki'douki/	
pity			
admiration, wonder	Wow!		
disapproval	Ahem!		
complaint			
anger			
command			
calling attention	I say !		
silence	Hush!		
fear			
pleasure			
comforting	There, there!		
mild oaths	Good heavens!		
amazement	Holy cow!		

Some final considerations about this issue. What interjections are to be taught? Much profanity takes the form of interjections (expletives such as swear-words, four-letter words), so you better watch out there are no under-age pets in the classroom. It is also advisable to warn their older classmates about euphemisms ("Golly": God). There is no need to be a stickler for spelling / phonological accuracy (there can be lots of spelling variations for the same utterance, as these are by nature anomalous words). To pronounce interjections as beautifully as possible in a wide range of dramatic feelings is the ultimate target. Yet, a few basic reminders about punctuation, intonation and grammar rank can be most useful

- Which is the right punctuation?
  - a) Oh, dear!
  - b) Oh dear!
  - c) It depends
- Choose the proper (rising / falling) intonation
  - a) By golly! Ó
  - b) By golly! Ô
- Which "why" is not an interjection?
  - a) Why are you here?
  - b) Why, you're here!

# Contributions

Two more tips for further concern or rejection. You may find it funny or far-fetched to welcome literary, archaic or even regional varieties of this sort of words. A few examples: **Och!** is Scottish for “Oh!”, **Geel!** is an American euphemism for “Jesus!”; **Lo!** /lou/ is an archaic way to call attention to an amazing thing. **Fie** /fai/ shows disgust or anger as in the catchphrase “Oh, fie, silly child!” in *Wuthering Heights* by Emily Brontë. **La!** an interjection showing surprise, largely used by Jane Austen in *Pride and Prejudice*, is dialectal today; **Psha!** (“Psha, nonsense!” in *Northanger Abbey*) expresses contempt or impatience. Shakespeare’s alphabet of interjections begins with **Alack** (regret, sorrow, dismay) and is completed with **Zounds** (surprise, anger, amazement, disappointment).<sup>vi</sup>

We can drill for more interjections in the field of sports, not only among the cheering crowds (the classical **hip, hip, hooray!** lives on in harmony with **Rah!**, a short for “Hurrah!, or **Yay!**), but also among the head coaches and players themselves: short, sharp monosyllables (military-style interjections) become effective devices to convey excitement, encouragement, for calling attention or just threatening your opponents. **Hut!** (an interjection shouted by American football quarterbacks when kicking off the match) has a pretty interesting story behind.<sup>vii</sup>

All this takes me to a closing rhetorical question. How many interjections are there? No lexicographer seems to have found the needle in the haystack of modern urban dictionaries broadcast on the internet, twitters, face-books and all that jazz. The definite answer may be blowing in the wind. We can check and weigh the word-stock of English prepositions, intensifiers or phrasal verbs; but interjections, *gosh!*, whoever knows? And, *blast it!* (Pardon my French!), who cares?

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<sup>i</sup> *The Cambridge Encyclopedia of the English Language*, pp. 213, 216

<sup>2</sup> The *Diccionario de onomatopeyas del cómic* by Luis Gasca & Román Gubern (Madrid: Ediciones Cátedra, 2008) collects both onomatopeias and interjections as one single category. The authors concede, though, they have followed a slack criterion (“criterio laxo”) in doing so. This magnificent work is a comprehensive guide to the interpretation of English natural sounds and words to Spanish lovers of comic books.

See also *Diccionari d’onomatopeies i altres interjeccions* by Manuel Riera-Eures & Margarida Sanjuame (Vic: Eumo Editorial, 2010).

<sup>3</sup> *The Oxford Companion to the English Language*, edited by Tom McArthur, O.U.P., 1992.

<sup>ii</sup> The English strips bear two euphemisms: “Crumbs!” (Christ), “Golly!” (God). The Catalan strips bear just one: “Vatua!”, euphemistic for “Vota a...!”, shows either surprise or anger.

<sup>iii</sup> One of the latest words added to *Collins English Dictionary* is from the Simpsons (2008). Homer is trying to pull the kids away from the TV with a suggestion for a day trip. They both just reply ‘meh’ and keep watching TV; he asks again and Lisa says ‘We said MEH! - M-E-H, meh!’ (lack of enthusiasm, indifference).

<sup>iv</sup> This word is a corruption of “by His wounds” (the wound of Christ or God’s wounds). Pronounced /zoons/ it could be used today in phrases like “Zounds! Chelsea lost today by three to nil” (Cf. “Zounds! sir, you’re robb’d; for shame, put on your gown”. Iago in *Othello*, I, i, 87). For highlighted checklists of exclamations and swearing in the works of Shakespeare, see David Crystal & Ben Crystal *Shakespeare’s Words. A Glossary & Language Companion*. Penguin Books, 2002, pp. 158-9, 435-9).

<sup>v</sup> “Hut! The Story Behind a Football Interjection” (September 14, 2009) by Ben Zimmer.

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## Does Content and Language Integrated Learning and Teaching have a future in our schools?<sup>1</sup>

by Teresa Navés i Nogues.

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To the memory of Mia Victori

### Plan

The aim of this article is twofold: to describe the common denominators of effective content and language integrated programs, those that have obtained the best results, according to the research, and to interpret the preliminary results of incipient research in foreign language contexts, critically analyzing empirical research findings on CLIL settings.

First I will present the different contexts in which CLIL has taken place and the terms used to identify them. I will then briefly examine the psycholinguistic principles that Second Language Acquisition (SLA) research indicates are favorable to successfully integrating language and content. I will conclude with Muñoz (2007:25) that Content and Language Integrated Learning (CLIL) provides the necessary conditions to achieve successful language learning (though it does not guarantee it) (a) through massive exposure to comprehensible input, (b) because it facilitates processing meaning through learning focused on

meaning but compatible with a supplementary treatment of form and (c) because it gives a reason for production in the target language.

I will then present the results of the abundant empirical research on Canadian immersion programs and content-based and bilingual education programs in the USA, and I will critically examine the limited but somewhat promising results in European contexts of the integration of foreign languages such as English in the teaching-learning of academic subjects.

I will conclude with a listing of the characteristics good content and language integrated programs have in common (Navés, 2002, 2009) and finally, in the light of similarities and differences in international policies on content and language integration and the results of empirical research, I will defend referring to CLIL as a *program* and not simply as a *methodology* or *approach*. Not all content-based teaching is necessarily good (Swain, 1988: 68), and not all CLIL instruction is necessarily good. An adequate methodology for content

and language integrated learning (CLIL, content-based, bilingual education, immersion, etc.), though important, is only one of the many ingredients in the programs that have shown good results (Navés, 2002, 2009).

Recent empirical research, despite certain shortcomings, indicates that after one academic year there can be statistically significant differences in favor of students who have done CLIL. The question of how research results can be statistically significant but at the same time irrelevant to the shaping of educational and language policy will be answered last.

### What are the most common reactions to the proposal to integrate curriculum content courses with language learning?

The first reaction to teaching a subject in a foreign language may be surprise and even suspicion. The proposal may

<sup>1</sup> HUM2007-64302.

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even seem counterproductive. It may lead people to think that this is just going to complicate things more. We are often asked: *why should we study science in English or mathematics in French? Isn't learning these subjects complicated enough without trying to teach them in a foreign language? Or, if what we want is for them to learn languages, why try to teach arts and crafts in English? If students are barely competent in Catalan and Spanish, how can we propose they learn a subject in a foreign language?*

The idea of reaching two goals for the price of one does not turn out to be so clear. The idea of the added value of teaching subjects in languages other than the students' own language is not so simple. In fact it is contrary to many people's intuition and beliefs to think about teaching a subject in a foreign language. This may very well have to do with the way in which each person learned languages and other subjects at school. Our experiences at school and our memories of how we learned have shaped the way we conceive how one learns and how one learns languages in particular.

## What is CLIL?

**Content and Language Integrated Learning (CLIL)** refers to situations in which part of a study program is taught in a foreign language, with the dual objective of learning the content of the discipline while learning the language at the same time.

The acronym CLIL has been widely accepted in the European educational community. The term AICLE, CLIL in Catalan and Spanish, was coined in the mid-90s in a TIE-CLIL program with the participation of Carme Muñoz of the University of Barcelona, coordinated by Gisela Langé and David Marsh, when they sought an acronym that would serve for both Catalan and Spanish. Different variants of the acronym AICLE have appeared since then.

It has been common practice at conventions on semi-immersion organized by the UAB over the last few years to use the term AICLE to refer to teaching subjects both in foreign languages and in second languages, such as Catalan. This has been the option in articles for the general public of researchers such

as Pérez-Vidal, who prefer to call it EICLE in order to put the emphasis on teaching rather than learning.

## The importance of prior experience in beliefs about how one learns better

Everybody has an opinion when it comes to talking about why people in this or that country have a better command of English than we do. The reasons they adduce for better language learning are extremely varied and correspond in large part to perceptions on traveling to other countries, meeting speakers from other places, remembering one's own experience of language learning, etcetera. We do not necessarily have answers borne out by empirical research for many of our interpretations of the reasons for these people learning better. But what we do know about the opinions and beliefs of teachers and students with regard to teaching and learning information and languages is that they frequently do not coincide.

Before examining the results obtained by the introduction of CLIL instruction, it may be useful to review the reactions in communities with two official languages to the increasing importance of English in the school curriculum and to CLIL instruction in particular. The low level of students' foreign language competence in Spain is notorious, and this has led to foreign languages being included in school curriculums earlier and earlier. What are the attitudes toward "trilingualism" of the Basque and Catalan communities? Lasagabaster (2009) examined the apprehensions aroused in certain educational sectors by the increasing importance of English as a foreign language in school curriculums. In some sectors the concern to protect their own, minority languages against languages in international use, such as English and Spanish, has been evident. Lasagabaster (2009) and Lasagabaster and Sierra (2009) used a questionnaire to examine beliefs and attitudes toward the three languages in the Basque context, and, contrary to alarms that had been heard in some sectors, they found that in CLIL instruction contexts the attitudes toward "trilingualism" were quite positive for each of the three languages and for English in particular. It would be interesting to have available data from similar studies

for our own context on the perception and attitudes toward languages as implementation in CLIL instruction advances here. We will go on to see what the results that the as yet insufficient studies on CLIL contexts show us.

The study of the use of teaching resources for teaching English in primary school, *Proposals for Improvement*, prepared by the *Grup d'Anglès de Formació de Formadors de l'ICE de la UAB* during the academic year 2006-2007 shows that CLIL is a subject that arouses a great deal of interest among teachers of English in primary education. It is clear that the CLIL experience is considered as very positive by almost all teachers (95% of teachers consider it very or sufficiently positive), though they find difficulties and problems involved in applying it.

## Why is the need for CLIL programs under consideration in Europe?

To promote the mobility of its citizens, the Council of Europe (1995) decided to promote learning two European languages. The intention was to effectively raise the level of proficiency in one of the two foreign languages achieved by students by the time they finish school. Two initiatives to improve language learning were agreed upon, which were understood to need to work together: on the one hand, lowering the age for beginning the teaching-learning of the foreign language and, on the other, introducing programs in which that language was used to teach other subjects. In order to significantly increase competence in a foreign language the European Union decided to intervene in this area and advocated (a) more intensive courses (b) more hours of contact and exposure to the foreign language.

## What are the antecedents of CLIL and what are the lessons we can learn from them?

Content and language integrated programs have a long history in North America, where they have been referred to as content-based instruction, English across the curriculum, bilingual education, and immersion.

# Contributions

It is worth looking at the antecedents of CLIL before analyzing the similarities and differences between the different traditions and going on to analyze the extent to which the introduction of CLIL educational and language policies have meant renouncing and/or ignoring their origins. In doing so, we will review research in the field of Second Language Acquisition (SLA) which indicates what, according to empirical research, the ingredients necessary for successful language learning are. We will then look into the most important content and language integrated programs with a long history in North America.

CLIL has a long history, and there has been considerable variation in the motivation and objectives of the programs and in their degrees of success. In Canada, in the mid-60s in Quebec, for example, an immersion program was initiated in schools on the initiative of parents. In the United States, with a multilingual population, the main concern was to guarantee that all students, from primary school on, could be effectively educated in English. Also in the US, as a result of a great increase in the enrollment of foreign students from all over the world, universities had to consider how to teach classes so that these students, whose mother tongue was not English, could successfully carry on their university studies.

Thus we can see how the problem of failure in US schools in the case of third and fourth generation immigrants and the fear of leaving behind international students in their academic studies at universities led to a quest for solutions in terms of language learning.

The main interest in having an evaluation and monitoring of the first immersion programs introduced in Canada in the mid-60s was shown by school principals, parents and educational authorities. Parents and educators were concerned about the possible effects of teaching school subjects in a second language other than the students' native language. As Spada and Lightbown (2002) claim, after four generations of monitoring many immersion programs, we are in a position to draw some conclusions. In the short term, in other words, after two or three years in immersion courses, students who have *not* studied in immersion programs obtain better results in some as-

pects of English. In the long term, however, immersion students obtain the same or better results in all English language skills. To put it another way, integrating language and content is not miraculously effective right from the start, in the short term; but in the long run results from both bilingual education and immersion programs have been shown to be highly beneficial.

## CLIL educational policies

In Spain the use of CLIL has varied from one autonomous community to another and has been a response to both private initiatives and collective efforts on the part of the different educational administrations, such as the PELE projects in Catalonia, PILC in la Rioja, *Las Secciones Bilingües* in Andalucía or *Proyecto Bilingüe* in Madrid.

Private schools, here and all over the world, have been opting to teach all or part of their curriculums in a foreign language for some time in order to be more competitive in an ever more globalized world.

On a university level, teaching subjects in foreign languages such as English is a priority for European higher education. The need to internationalize universities and open them up to exchanging students and teachers, on the one hand and, on the other, to the academic and professional requirements of today's world, has led more and more universities to teach part of their curriculum, or at least their third cycle studies, in foreign languages. The number of masters and doctoral courses taught in foreign languages grows day by day.

## Methodological principles supporting CLIL

Rather than referring to CLIL in terms of instructional programs, CLIL is frequently referred to as a methodology or approach. In contrast, it would not occur to anyone to refer to bilingual education or immersion or semi-immersion programs in that way.

For Richards (2001, 2005) the content and language integrated teaching-learning we refer to as CLIL, like task-based teaching-learning (TBL), is a continuance of the communicative-ori-

ented teaching that appeared in the 70s. (Littlewood, 2004, 2007; Richards, 2005 p. 29).

CLIL makes it possible to provide a more massive exposure to the language (more contact hours) in the form of comprehensible input that assists in the processing of both meaning (content) and form (grammar and lexicon). In addition, CLIL gives learners a purpose, a goal, a need to use the target language. Finally, CLIL fulfils many of the required characteristics of communicative language learning, such as, for instance, the use of the language in appropriate contexts, the exchange of relevant information and the involvement of learners in cognitive processes (Richards and Rogers, 2001; Muñoz, 2007 p 25; Navés 2011).

Lightbown and Spada (2006) remind us that in order to motivate and maintain the interest, not just of students but also of teachers, learning that focuses on content is far more effective in stimulating, involving and motivating, while at the same time it encourages building strategies for interacting with real, authentic language.

## Principles from the field of SLA coincide with CLIL contexts

As Lightbown points out in the video "Subject matters", there was a time when we believed that we could teach how to use language, that we could teach students a language, its forms and structures so that, when they had reached a certain level, we could begin to introduce interesting content. Now, on the other hand, to get students to learn a language in order to be able to talk about interesting subjects, we present interesting subjects so that the students can learn the language. According to Lightbown, any foreign language class should have both linguistic objectives and thematic content.

CLIL contexts are consistent with what we know from the results of research in SLA. Researchers like Krashen, (1982), Lightbown and Spada (2006), Long (1990) and Nation (2007), and Swain (2000), among others, suggest that for second language learning to be effective, it is necessary for the instruction to focus on meaning, for the input to be just beyond the learner's competence, for there to be plenty of opportunity for meaningful learning of the

considerable distance between the results learners obtained in receptive and productive skills.

Navés and Victori (2010) and Navés (2011) reviewed empirical research on CLIL. Here we will only describe the results of the studies the authors did comparing groups that had done CLIL courses with primary and secondary school groups that had not, using data collected by the GRAL research project on language acquisition at the University of Barcelona (Muñoz, 2006). Four proficiency tests (the University of Michigan multiple choice grammar test, a cloze test to measure reading comprehension, a dictation of 50 words and multiple choice oral comprehension test using 25 drawings) were used in the first study and a writing task in which students presented themselves in the second.

The objective of the studies (N >700) was to see up to what point the different groups of students that had done a CLIL course, such as natural sciences, in English would have a level similar to or above that of students in higher grades. The first study focused on general competence in English in primary and secondary school students from 5<sup>th</sup> grade primary school to 3<sup>rd</sup> year secondary school. To make the research more easily comparable to international studies, the courses were translated to their equivalents in the English system and corresponded to grades 5, 7, 8 and 9. For the second study, analyzing learners' writing competence, grades 5, 7, 9, 10, 11 and 12 were compared. From the two studies it can be concluded that students in grades 5, 7 and 9 that had received instruction in CLIL obtained results similar and even superior to those of their peers two courses ahead of them.

Unfortunately, one of the most important limitations of these studies, as in others published in this context up to now, is not only that CLIL students have in addition received normal instruction in the foreign language but the impossibility of guaranteeing that students who did CLIL were not already more competent in English for other reasons. We need studies in which it would be possible to evaluate results for an equal number of instruction hours of the possible effects of having done a CLIL course.

Up to now we know that more hours

of instruction in the form of out-of-school classes or stays abroad do not necessarily lead to better language learning (See however Llanés and Muñoz, 2009). The initial results of many studies in CLIL contexts seem to indicate that in the short term students up to two years behind match their older peers. However, we need to greatly refine research design and obtain more evidence as to what happens in the long term.

## Common denominators of effective content and language integrated programs

Do the content and language integrated programs that have met with success throughout the world all show certain specific characteristics? If so, what are the common denominators of effective content and language integration programs?

Navés (2002, 2009) characterized effective, successful content and language integrated programs. Listed below are the 10 key features of these programs.

### 1.- Integration of languages and respect for learners' own languages and culture.

According to the Common European Framework of Reference for Languages (CEFR), plurilingual and pluricultural competence refers to the capacity to use the languages with communicative objectives and to participate in an intercultural relationship in which a person, as a social agent, has a command – of varying degrees – of various languages and experience of various cultures. This is not seen as a superimposition or juxtaposition of distinct competences but as the existence of a complex - or even composite - competence the individual can use. According to Noguerol (2008), to achieve plurilingual competence a minimum of coordination is necessary between the parties involved, while examining which aspects are to be learned within the different areas of the curriculum.

Why is it considered that for learning a target language it is important not to underestimate the role played by the learners' native language but rather to support it and even use it as the language of instruction in the first stages,

particularly if the languages are typologically distant, as is the case with Spanish, a Romance language, and English, a Germanic language? The field of SLA has shown us that the level of competence in the native language has a direct influence on the development and learning of a second language. We may think of it in this way: the knowledge that learners have acquired through their native language helps them to make the target language they listen to and read more understandable.

For Pascual (2006) integrated treatment should consist of an overall approach that has as its objective the construction of plurilingual competence through a joint perspective in the teaching and use of all the languages in the curriculum.

### 2. Teachers' Profile:

The majority of teachers in successful content and language integrated teaching-learning are equally competent in the target language and in the students' native language/s. The relation of the teacher's proficiency in the target language to the competence achieved by students is well known (Van de Craen and Perez-Vidal, 2003).

One of the concerns of the departments of education in the different communities is precisely that, the need to have primary and secondary school teachers with an adequate command of the target language. While communities like the Basque Country seem to have opted for a model in which language teachers are responsible for doing CLIL in fields like the humanities and social sciences, in communities like Catalonia it is the teachers of the different academic subjects who provide instruction in CLIL classes. The joint qualifications or unified specialization that would provide levels of competence high enough to be able to conduct classes in the target language and to apply the strategies necessary for a successful integration of content and language is still a challenge faced by many communities in Spain and in all of Europe.

In successful programs in the United States, one of the common denominators was the ongoing training teachers got in good practice and in the principles of content and language integration (Clewel and Campbell, 2004). In addition, many teachers were out-

# Contributions

standing in terms of their enthusiasm and positive attitude toward change and innovation (Robledo *et al.*, 2002, 2004; Montemayor, 2004; and Harper and de Jong, 2007).

Pedagogical and theoretical training in acquisition of second languages is one of the key aspects in the future success of the programs (Montague, 1997).

The profile of teacher can be summarized in the following points:

- 1.- bilingual and even multilingual dual qualifications / specialization in
- 2.- the subject and in the target language
- 3.- high level of competence in the target language
- 4.- ample experience with the subject
- 5.- specific training in CLIL and language acquisition

## The guaranteed right to participate in a mainstream program and non-segregation (non pull-out)

It may come as a surprise that one of the common denominators of success is that courses are optional. Even today in Canada the success of immersion programs resides in the widespread demand for them and not in their imposition (Swain and Lapkin, 1982). Parents and students have the right to apply and the education administrations have the obligation to guarantee them access to the programs.

A factor that is not surprising is that it is programs that are integrated, not segregated, that have achieved the best results (Crawford, 1999; Crawford and Krashen 2007; Krashen, 1999).

## Long lasting programs with a stable teaching staff

García (2009), along with many other researchers, criticizes the fact that in the USA, in spite of the extensive studies and empirical research attesting to the need to guarantee bilingual education programs of from 5 to 7 years, in many places programs are limited to three years or even only one.

One of the key factors for the success

of the programs underscored by Navés and Muñoz (1999) and Lindholm-Leary (2001) is the stability and permanence of the staff, along with the possibility of guaranteeing the continuity of the programs, so that they do not depend on the good will and volunteering spirit of those who put them into practice.

## Parental involvement

Keeping families and students informed at all times is one of the keys to success. A meta-analysis by Jeynes (2005) of 41 studies showed the significant correlation between the support and involvement of parents and the academic goals achieved. Robledo *et al.* (2002, 2004) confirmed that in all the schools with successful bilingual education programs parents had not only been kept informed but were conversant with the basic aspects of the program.

Parents play a crucial role in content and language integration policies. We should remember that in Canada, for instance, the initiative to introduce the program came from families rather than from the administration. Parents saw these programs as a right and not as an imposition.

## The coordination of all the parties involved

Good leadership is one of the 25 characteristics found to be shared by good bilingual education programs in the United States (Robledo, 2002 and Montemayor *et al.* 2004).

Effective content and language integrated programs require joint effort from all of the parties involved, from educational authorities to parents and teachers (Navés and Muñoz, 1999).

## Teachers' high expectations of their students

Comparative studies of bilingual education indicate that most of the programs that have achieved the best results had made public their objectives and expectations and these had been adopted by the entire education community (See Robledo *et al.*, 2002, 2004 and Montemayor, 2004).

One aspect in which teachers can

make a difference: by having very high expectations for results from their students, letting them know about them and not lowering their goals (Collier, 1992 and Walqui, 2006). Teachers of the most successful programs are characterized as having great confidence in what students can do in spite of whatever initial shortcomings there might be (Robledo and Cortez, 2002).

## Availability of materials

Oakes (2002) maintains that there is a clear relationship between the availability of suitable materials, curriculum and school results. Navés and Muñoz (1999) pointed out how important it is to have materials available for teachers for CLIL teaching-learning and how very often teachers are left to solve this problem on their own. The creation of materials is a highly complex and time consuming task.

## Teaching-learning methodologies

Numrich (1989) highlighted five strategies for making new input more accessible, for facilitating learners' comprehension of new content:

- (1) predicting on the basis of prior knowledge and experience
- (2) anticipating what the next (oral or written) text will be about
- (3) ongoing checking of comprehension of the text
- (4) analyzing and organizing the text
- (5) classification to facilitate understanding of similarities and differences.

According to research on excellence and the research on characterization of teachers with extensive teaching experience and good practice (Johnson, 2005, Tsui, 2003, Verma *et al.*, 1995), Navés (2002, 2009) compiled a decalogue of the characteristics of effective content and language integrated programs:

**1.- Teachers have a high level of command of the target language and are at the same time highly competent in the subject.** They have training in the integration of contents and language and in the principles of constructivism, bilingual education and SLA research.



**2.- In classroom activities and tasks the emphasis is on meaning rather than on forms.** Work addressing questions of function and form is done in a complementary fashion. The role of grammatical accuracy is much more secondary than in traditional language teaching since priority is given to fluency and understanding the content of the subject.

**3.- Characteristic of teachers is their competence in directing classroom tasks.** At all times they give instructions that are clear and understandable, they inform learners of the objectives, describe the tasks to be done, capture learners' attention and get them to focus on the work to be done, making clear both the objectives of the task and what is expected of them.

**4.- When presenting new information, in order to make the input easier to understand and to contextualize the task, teachers use appropriate strategies** such as demonstrations and experiments, using graphic organizers and visual keys, previewing key words, guaranteeing repetition, rephrasing and scaffolding, starting from students' prior ideas and experiences and connecting them with the new information.

**5.- Teachers monitor students' progress on a regular basis,** checking on the level of achievement and consistently providing learners' with the necessary feedback. The quality of communication between teachers and students is very high.

**6.- Effective teaching-learning involves permitting students to respond in a variety of ways,** including, for example, non-verbal responses, demonstrating comprehension through problem solving, and learning by doing – particularly in the early stages. Thus we gradually bring them to use the target language when they are ready. In the initial stages emphasis is on receptive rather than productive skills.

**7.- Effective teaching-learning requires the consistent use of tasks that are cognitively demanding but strongly contextualized.** Cognitive skills and processes such as identifying, comparing, finding similarities and differences, putting in order and

sequencing need to be integrated into curriculum design.

**8.- The students' native languages and cultures are viewed not as detrimental** but as forming a part of the culture of the school and the classroom and are not ignored but, on the contrary, are integrated into the curriculum.

**9.- Work with meaningful tasks includes what is known as experiential learning,** learning by discovering, for solving problems.

**10.- The most frequently used forms of organizing classroom work involve cooperative teaching-learning and the promotion of students' autonomous learning.**

## Discussion

Navés (2009) concluded that the defensive attitude with which researchers time and time again justify the principles of the benefits of integrating content and language may reside in preconceived ideas about learning more than one language.

*"I argue (...) that the debate on bilingual education must be considered in the political contexts for two reasons: first, the research findings on the effects of bilingual education are both abundant and clear; the common perception that research is either largely unavailable and/or inadequate is a myth generated by strong vested interests. The second reason for examining closely the political context of the issue is that the educational changes required to reverse the pattern of language minority group school failure are essentially political changes because they involve changes in the power relations between dominant and dominated groups." (Cummins, 1995)*

The results being obtained by empirical research are still in the preliminary stages and are not definitive because it has not been possible, in most of the studies, to control the variables involved. Many more and more refined studies are needed, both on quantity and quality, in order to obtain a better knowledge of the gains we can expect from the application of CLIL policies. Though we would like to be cautious,

the research available leads us to expect that having done a CLIL course may permit students to reach levels of linguistic competence comparable to their peers one to three years ahead of them, while short-term stays abroad and out-of-school classes do not produce such good results.

There are at least two arguments for caution. In the first place, it is important not to forget that even in immersion programs in Canada, though unanimously applauded as having achieved the best final competence for students in a second language, problems and certain aspects requiring improvement have been detected. And we are talking about gradual, very long-term programs that are very intensive, with a long history, stable teaching staffs of competent, bilingual teachers with good training. If even the best language teaching programs like the Canadian immersion programs have shortcomings, what can we expect of initiatives still not clearly defined in short-term programs? The second reason we need to be cautious is related to the levels of students' language competence. Throughout Europe, despite national differences, it is considered that the majority of students, on finishing their pre-university studies, obtain level A2 and at the best B2 of the six levels established by the Council of Europe (C2 being the highest level). If levels are so low, what does it mean if a primary or secondary school student catches up with peers one to three years ahead after doing a CLIL course? If students' level of final competence were more varied, then catching up with students two or three years ahead would indeed be a very significant jump, but that is not the case.

## Final considerations

Current results from comparative research show that the proficiency levels obtained in CLIL classes are statistically significantly higher but not drastically different from those found in mainstream classes. What needs to be done to achieve substantial improvement in students' levels of foreign language competence?

At the beginning of this article the question was posed as to whether or not the future of CLIL was promising. The answer, in the light of empirical re-

search, is still not as conclusive or hopeful as we might think. In the first place, the fact that empirical research indicates that students who have done a CLIL course catch up to their peers one to three years ahead of them would be very promising if the levels of language competence among students were both varied and high, so that the difference between academic years would be differences that are not just statistically significant but relevant from the point of view of educational policy. We should remember that the Council of Europe's incentive for introducing CLIL was to drastically raise students' ultimate level of proficiency. If all students have a similar level, below European B1, the gains found up to now may be statistically significant but are not relevant from the point of view of educational policy.

In the second place, comparative studies show the characteristics of successful language learning, particularly of content and language integrated learning. Navés (2002, 2009) summarized the characteristics of effective CLIL programs, taking CLIL as an umbrella term including content and language integrated programs with other names such as content-based, immersion, whole-language curriculum, English-medium, bilingual education, etc., in ten points: (1) respect and support for students' native language and culture; (2) bilingual teachers highly competent in the target language and in the subject material to be taught; (3) courses that are optional and not segregated; (4) long-term, stable programs and staff; (5) support and involvement of the families in the programs; (6) coordination and involvement of all the agents; (7) profile of the teaching staff: highly competent in the subject material and in the target language, as well as in the principles, bases and methodology of content and language integration; (8) high expectations for achieving goals on the part of the teachers, coupled with strong leadership; (9) availability of suitable educational materials; (10) implementation of suitable CLIL teaching-learning methodologies.

Our CLIL experiences are still far from being structured in the form of programs with these characteristics. If even in the best programs there are aspects that need to be improved, such as the treatment of form/s in immersion programs, only arrogance or

blind presumption could lead us to believe that the preliminary results we are obtaining in the short term for the few existing CLIL courses are sufficient to guarantee good results in the long term and that they would, finally, drastically raise the language competence of our students to very high levels.

CLIL meets some of the necessary conditions that the field of SLA sets for good language learning. We should not forget that one of the most important factors SLA points to is massive exposure to input. One or two courses in CLIL may produce promising results. We are confident that the implementation of carefully structured CLIL programs that are long-term and of sufficient intensity, could provide the necessary conditions indicated by SLA and comparative research on good practice and excellence, to achieve desired goals for content and language integrated learning.

Content and language integrated learning must be looked at within the context of plurilingual and pluricultural education, which demands a change in the overall approach to teaching and the use of languages in teaching.

At this time, in Europe in general we still do not have long-term CLIL programs that guarantee a significant increase in exposure to an input of comprehension and quality, with teachers who have dual qualifications and experience in content and language integrated teaching-learning and high expectations as to achieving goals and who are highly competent in the target language. We do not have the participation of all sectors of the educational community, stable teaching staffs the active involvement of parents and students, a range of available teaching materials, shared standards or the work of consolidated teams with strong leadership. At the moment what we have are experiences of short-term courses, pilot programs and divergent policies.

Effective content and language integrated programs share a series of characteristics including length and teaching staff stability, the three-part profile of the teaching staff (highly competent in the target language, in the subject matter to be taught and in classroom teaching strategies for the integration of the two), and the availability of suitable materials, among many others (See Navés 2009).

The initial results of empirical research on CLIL contexts in the short term are still in their early stages, since they fre-

quently do not allow for adequate control of the all the variables involved. Even if we accepted the statistically significant differences in favor of CLIL contexts, they would not represent a substantial change in the levels of students' foreign language competence. If we seek to substantially improve students' language levels, it will probably be necessary to implement well-coordinated, long-term, content and language integrated programs with profiles that are close to those of the programs that have been successful.

It is necessary, however, to be very cautious in interpreting this research. We need more long-term research that is more highly refined, taking into account starting ages, number of additional hours of instruction, etcetera. If we consider that programs that have been carefully examined by empirical research for decades, the Canadian immersion programs, show weak points in the achievement of their objectives, the optimism generated by initial results from short-term comparisons in CLIL contexts – in which not all variables have been adequately taken into account – should not make us forget that one of the conditions that characterize the most effective programs is that they are long term, guaranteeing a massive exposure to the target language. Quality of input is important. The quantity, the massive exposure, in other words, is one of the factors that the field of SLA underscores as essential for the acquisition of a second language. Finally, research on educational excellence concludes that more important than the methodology employed by the teacher in the classroom, is the variable *teacher*, and particularly the teacher's competence and training, which in the case of the CLIL teacher means being competent not just in the subject but also in the target language, along with a vast number of other factors relating to the institutional context coinciding with the characteristics of good content and language integrated programs which make some educational programs distinctly better than others.

Serrano (2010) found that intermediate-level students tend to make more language gains in intensive programs than in regular programs, whereas advanced EFL students do not. Further research is also needed to investigate the potential effect of CLIL on students' foreign language gains.

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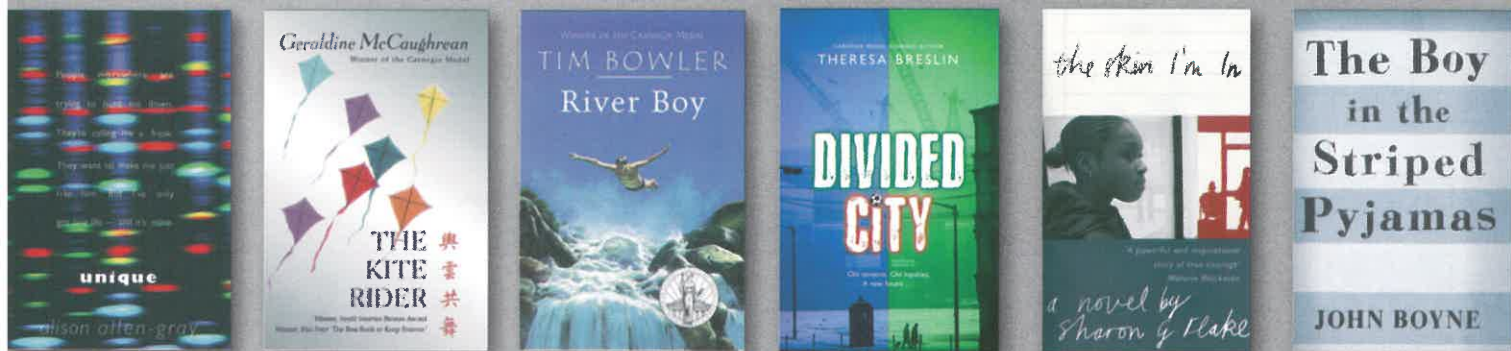


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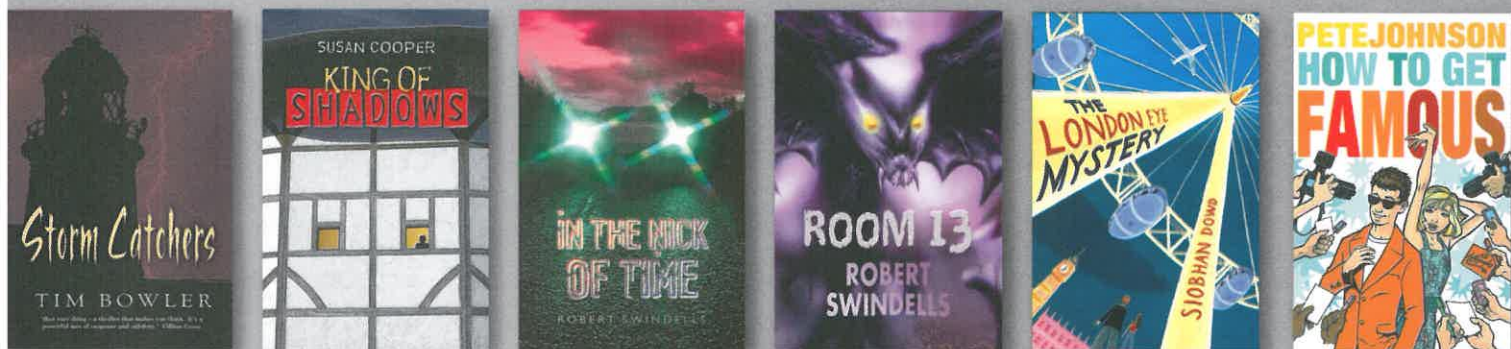
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## Education infant O'CLIL Outdoors

### Developing O'Clils with very young learners

by Carme Flores and Cristina Corcoll

Content and Language Integrated Learning (CLIL) is a content-based approach well-known by all language teachers nowadays. The concept of **Outdoor CLIL at School (O'CLILS)** develops from the former and tries to implement the basic features of CLIL in new contexts that go beyond the classroom. Infant Education seems to us the most appropriate context to develop O'CLILS, as there are many educational moments that are part of the very young learners' daily lives at the school that take place outside the classroom, and which provide very good opportunities for immersion.

In effect, infant school educational time and space open their limits in terms of communication, as there are many possibilities for interaction among children and teachers apart from the classroom. The playground, the corridor, the dining room or even the bathroom can become very rich settings

for content development and natural exchanges in an additional language, especially as regards habits and play (Corcoll & Flores, 2009).

Moments such as lunch time, playground time, and tidy up time, for instance, offer new possibilities for real and meaningful communication. In all these cases, the purpose should be the use of the additional language together with other languages in a context where the teacher guides the children, plays with them, joins in their games and in their actions in a more or less active way, using information talk when necessary, whilst showing, listening or observing as well.

Children will eventually start using words and expressions from the additional language for their real interactions. We are talking about Outdoor CLIL at School, CLIL beyond the Infant Education classroom.

Even though O'CLILS is a methodological proposal to

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be carried out outside the classroom, it is still implemented in an educational context. This is the reason why it is important to make clear connections between O'CLILS and the Curriculum, as we believe that teaching through O'CLILS is *still* teaching practice.

## O'CLILS AND THE CURRICULUM

The new curriculum for Infant Education (3-6) states the following: "També caldrà desenvolupar actituds positives vers la pròpia llengua i la dels altres, despertant sensibilitat i curiositat per conèixer-ne d'altres, així com una primera aproximació, especialment en el darrer curs del cicle, a l'ús oral d'una llengua estrangera" (DOGC, 2008). This first approach can be understood as a new possibility to start *living* the language, a language that goes beyond the classroom and can serve the same purposes as the languages spoken at home<sup>1</sup>. The language will encompass the development of other capacities throughout *all* educational moments and spaces. Those capacities will interrelate to provide progressive learning and, consequently, the children's integral growth. Autonomy, communication, discovery, awareness, initiative and cooperation will become fundamental axes around which the aims and contents from the three areas of knowledge and experience will be globally developed. It is this integration of content and "real" communicative opportunities that makes O'CLILS an interesting methodological proposal to complement the immersion time of the formal classroom setting. In *all* educational moments and spaces available at school, we will need to make sure that our proposals cater for children's needs by developing their capacities<sup>2</sup>.

In order to get the best out of O'CLILS, the English teacher involved will surely find him/herself putting into practice the communicative strategies that are at the core of Additional Language Didactics. In this sense, language teachers will be able to use their expertise in different contexts.

## HOW LANGUAGE DIDACTICS CAN HELP DEVELOP O'CLILS

Some of the teaching strategies that will surely play a role are the following:

**Language repetition and recycling:** One of the most important aspects of teaching an additional language is related to repetition. The teacher needs to find different strategies, different times, different contexts, where the repetition of language is appropriate and meaningful. Only repetition will allow the children to acquire (passively, at first) and produce the language. In this sense, teaching through a routine easily provides for the meaningful repetition that the language requires.

**Use of information talk and language expansion:** Information talk will very often take the form of describing the actions undertaken by children, that is, the teacher will be putting into words the activities, games or processes in which they are involved. Children will benefit effortlessly from this contextualized input provided by the teacher. Furthermore, the language teacher will always be looking for effective ways to introduce more language or to establish connections between previous knowledge and potential things to be learnt. Establishing a relationship with the children in which the teacher accompanies them through a routine that allows them to acquire a habit, to experiment (with water, with soap, with sand, with a mirror...), to consolidate the process, etc. will inevitably bring new opportunities for the language, as the children's participation will be more spontaneous and enriching.

**Integrating children's oral production:** A change of scenery or a change of goals will bring with it innumerable possibilities for conversation with the children. If these are welcomed and promoted by the teacher, many possibilities for teaching will open. Clearly, this means that the teacher needs to feel at ease with the language and also ready to adapt to the interests shown by the children.

**Rephrasing and recasting:** These two strategies characterize language teacher talk. Rephrasing involves one language and is used by the teacher when a child produces something orally in English, making a mistake that the teacher feels needs to be corrected. The best way to express what the child has produced and wants to communicate will be provided. Recasting involves translating into English what the child has produced in the L1. Since conversations during an O'CLILS moment (even if spontaneous, and therefore impossible to plan) will be possibly repeated by many of the children, rephrasing and recasting become really

<sup>1</sup> See *Desplegament del Currículum i la Programació al Segon Cicle de l'Educació Infantil* (June, 2009).

<sup>2</sup> As will be exemplified in the following section, the ten basic capacities listed in the curriculum can be developed in an O'CLILS context in diverse ways.

# Contributions

communicative, more interesting and probably more useful than in the more traditional classroom context.

**Use of L1 and codeswitching:** As a natural and spontaneous communicative space, in O'CLILS, children will use their L1s (which will be accepted by the teacher) and, eventually, will start using codeswitching. As Flores & Corcoll (2008) state, when this happens, children are developing their own interlanguage, which is "a very peculiar interlanguage because it shows that there has been a very similar process of acquisition to that of the mother tongue but it also incorporates the already acquired mother tongue". The acceptance and even promotion of this type of interlanguage<sup>3</sup> makes sense in the present European context, where, on the one hand, the Common European Framework of Reference for Languages (CEF) deals with language teaching as focusing on developing communicative skills, plurilingualism, intercultural competence and mediation.

**Use of visual aids:** The language teacher knows how powerful and necessary visual support is in the language classroom. Furthermore, the language teacher also knows that out of the range of visual elements that can be used (flashcards, photographs, toys, etc.), real objects, or realia, are probably the ones that interest children the most. Making use of spaces in the school other than the classroom brings with it the possibility of using the objects, the pieces of furniture, etc. that we will find there. In the playground, we will inevitably find sand, a slide or a bucket. In the bathroom, we will inevitably find a mirror, soap or a towel. The idea is that these objects can easily and effectively become our visual support and thus interest children as soon as they are introduced with another name, in another language. With older children, another support that may be used is *language sequences*, which can be placed in strategic places and on cards where children can read the sequence they are supposed to follow and see the picture that describes the action. In turn, this will help children use this resource to learn autonomously and also to help classmates.

**Modeling:** Very often the language teacher uses modeling to support the linguistic message. However, when the action that needs to be modeled requires objects or elements that

are not present in a classroom, it is sometimes difficult for teachers to make themselves understood. In O'CLILS, modeling (for instance, how to turn on the tap in the bathroom) for the children to understand the meaning of these words becomes evident and easily understandable.

**Creating meaningful learning contexts:** What can be more meaningful for a child than following a routine that, as they have been taught, needs to be done before moving on to something else, i.e. going for lunch? The aim is clear, and so will the process be, eventually.

**Promoting global learning:** By taking the children outside the classroom, giving them tasks to fulfill and responsibilities to develop, opening up new venues, we are clearly creating opportunities for new connections to develop, new questions to be asked, new experiences to be lived.

**New role for the English specialist teacher:** If we believe in the benefits of introducing the additional language as naturally as possible in the lives of young learners, routines will also be very interesting moments to take advantage of. It is also relevant to note that, by inviting the English specialist teachers to participate in these moments, we are also giving them a new role to play in front of the children, the role of a teacher (who will make use of his/her specialized knowledge, of course) participating in an everyday task. This will have several positive consequences: first, it will help strengthen the relationship between the children and the specialist teacher<sup>4</sup>; second, it will show the children how the additional language can be used in real contexts that go beyond the classroom and the activities that are typically carried out in it; third, it will allow the teacher to benefit from everything that characterizes routines, i.e. they are context-bound, they are carried out daily, they are meaningful for the children, they allow for language repetition and recycling, among others.

This new role is also going to bring as a welcome consequence the need for greater coordination among teachers, and this coordination "should not be limited to the team of class teachers giving information on the topics that will be covered so that the specialist teacher can design parallel sessions; this coordination should mean developing a joint project that integrates all the activities in order to attain joint aims" (Flores & Corcoll, 2008).

<sup>3</sup> Without forgetting that this will in turn gradually lead to a greater use of the additional language.

<sup>4</sup> As Flores & Corcoll (2008) state "English teachers in Infant Education need to know what it is like to be a child if they want to ensure the global approach that the stage requires. One of the main difficulties specialist teachers have when they enter a classroom is their lack of knowledge of the abilities, instincts and needs that children from 3 to 5 may have". Giving the specialist teachers the chance to spend O'CLIL moments with the children will help them with this purpose.



## IMPLEMENTING O'CLILS: A NEW PROPOSAL FOR THE SCHOOL LANGUAGE PROJECT

We would like to present an example of how O'CLILS could be implemented in Catalan or Spanish educational settings. Our intention is not to provide a rigid sequence nor a compulsory implementation of the "whole pack", but, on the contrary, one should feel free to try what could really work in her/his school, adapting and changing when necessary. Limitations in terms of human resources, immersion time and school organization, among others, should not prevent us from finding opportunities for taking advantage of O'CLILS potential.

Children have more language available that can be used in the different communicative moments lunch provides, from nutrition aspects to good manners, from expressing likes and dislikes to telling friends about their favourite TV programme.

*Playground Time*<sup>6</sup> is the O'CLILS moment that may grow with children for the three years, because free time, such as the time spent in the playground, may provide the perfect conditions where all languages, verbal and non-verbal, music, art and maths come together naturally. No pressure, unlimited opportunities for imagination, playing and having fun, each child in his/her way. They choose, they decide.

Despite the proposal presented above, we also believe that each of the different O'CLILS moments could be

INFANT EDUCATION LEVELS <sup>4</sup>	ENGLISH CLASS	O'CLILS
P3	LENGTH OF SESSION: TIMES PER WEEK:	<b>SNACK TIME</b> TIMES PER WEEK:
P4	LENGTH OF SESSION: TIMES PER WEEK:	<b>TOILET TIME</b> TIMES PER WEEK:
P5	LENGTH OF SESSION: TIMES PER WEEK:	<b>LUNCH TIME</b> TIMES PER WEEK:
P3 + P4 + P5	LENGTH OF SESSION: TIMES PER WEEK:	<b>PLAYGROUND TIME</b> TIMES PER WEEK:

O'CLILS moments will be provided at a regular basis from year one (P3) as a complement to English classes. Frequency is an aspect that needs to be decided, for English classes and for O'CLILS. Our suggestion is that for O'CLILS a minimum of 3 days should be guaranteed. The optimal frequency would be 5 days.

Our sequence places *Snack Time* as the first O'CLILS moment. Children are beginning to recognize and feel responsible for their own things. They become aware of the different moments at school and identify the snack routine as a relaxing time before leaving after a whole day at school. *Toilet Time* is our suggestion for P4, once the children are getting better at hygiene habits. For P5 we think *Lunch Time* would be ideal.

adapted to any level in Infant Education. As long as we are aware of the children's needs depending on their age, *Toilet Time*, for instance, could be designed for P3 or *Snack Time* for P5. Another possibility could be to decide on the same O'CLILS moment for all Infant Education, as we have suggested with *Playground Time*. In doing so, however, one needs to take into account that the language being used throughout the three years will always relate to the specific O'CLILS option and will evolve together with children's abilities. The aim is that English, Catalan and Spanish among other verbal languages can find common meeting points where interaction, content development and communication can take place naturally. This is why we suggest different O'CLILS proposals for each year. Alternating O'CLILS moments allows us to provide di-

<sup>5</sup> If circumstances allow, this sequencing could include previous years.

<sup>6</sup> For more details on *Playground Time*, see Corcoll and Flores (2009)



ferent contexts and to reap benefits from previous O'CLILS experiences by recycling language in the different opportunities we have to communicate with the children.

## **DIDACTIC EXPLOITATION: SNACK TIME AND TOILET TIME**

We would like to finish this article by including the specification of two O'CLILS proposals, *Snack Time* for P3 and *Toilet Time* for P4. They have been designed to provide clearer guidelines for O'CLILS implementation, an approach that we feel can be an effective and meaningful way to enhance plurilingualism from very early years.

### **SNACK TIME (3-YEAR-OLDS)**

*Snack Time* is the afternoon period in which children finish playing in the playground, return to their classrooms, collect their things and have their snack. They have a few minutes to relax before saying goodbye and going home. During this time, the following contents and resources may be addressed:

#### **Contents (non-linguistic)**

Back to the classroom!

- Finding our classmates and getting together.
- Going to the classroom (making a train, we are taxi drivers!, jumping frogs...)

- Singing and chanting
- Washing hands and drinking water

School bags and tidying up

- Remembering what we need to take home everyday
- Putting our plastic glass, bib and agenda into our school bags
  - Taking off our smocks, unbuttoning our smocks
- Asking for help (a child unbuttoning his/her mate's smock)
- Becoming aware of clothing needs

Eating our snack

- Giving out the afternoon snack
- Showing politeness
- Using paper bin, organic bin and/or waste bin
- Asking for more bread, milk, cheese...
- Asking for help (removing the aluminum foil from the cheese, the quince jelly...)
- Using the napkin
- Returning the cloth bread bag to the kitchen
- Showing likes and dislikes about snack food

Free time and good bye

- Listening to a story/song

- Drawing on the blackboard
- Going to the class library and choosing a book to “read”
- Singing and chanting
- Dancing
- Looking at and talking about classroom displays
- Saying good-bye and celebrating the end of the school day

## Contents (non-linguistic)

### Back to the classroom!

- Where is Pau/Júlia/...?
- Let's go, penguins (class name)!
- Let's make a train!
- Let's drive our taxi!
- Get in line to go to the classroom
- Hold hands!

### School bags and tidying up

- Remember what we need to put in our school bags
- What do we need?
- Plastic glass, bib and agenda
- Hang your playground jumpers on your hangers
- Can you help me, please?
- Do you want me to help you?
- It's difficult
- I can / I can't
- Leave your playground
- Take your jacket! It's cold outside
- Leave your school bag and jacket behind your place / hang your school bag and jacket on your chair

### Eating our snack

- Today our snack is..... bread and cheese! / bread and chocolate! / milk and biscuits! /...
- I'm hungry! I'm very hungry!
- I like it! / I don't like it!
- Delicious!
- Enjoy your snack!
- Thank you!

- Here it is!
- Do you want some more?
- Can I have some more?
- It's Sara's birthday! Let's eat your birthday cake, Sara!
- You can throw the aluminum foil away in the waste bin
- Use your napkin / remember to use your napkin
- You can throw your napkin away in the organic bin
- Can you help me, please?
- Could you take the bread bag back to the kitchen, Marta?
- Look at your face. It's got chocolate all over it! Try to use your napkin.
- Snack food: bread, biscuits, cheese, quince jelly, chocolate, fruit (apple, banana, pear...), ham, butter, cupcakes, birthday cake...

### Free time and good -bye

- Do you want to listen to a story / a song?
- Come on, everybody, sit at your place
- What are you drawing on the blackboard, Joan?
- It's a...
- Beautiful picture!
- Go to the class library and choose a book
- Which book did you take, Imma?
- You can share it
- Do you want to dance with me?
- Move your body!
- Shake it, shake it
- I like your art work!
- Whose is this picture?
- It's Marta's
- Did you paint it with your fingers?
- Yes
- What colour is this?
- Happy birthday, Sara!
- Let's sing her the happy birthday song
- Good-bye! Have a nice day/evening!
- Give me a kiss!

# Contributions

## Songs and Chants

<p>El que m'agrada per berenar          És pa amb xocolata, és pa amb xocolata.          El que m'agrada per berenar          És pa amb xocolata sense pa.          Si us plau, doneu-me xocolata, xocolata,          xocolata          Si us plau, doneu-me xocolata, xocolata per          berenar</p>	<p>I really like some bread and chocolate, bread and          chocolate, bread and chocolate.          I really like some bread and chocolate, bread and          chocolate without bread.          Oh, please, give me some more chocolate, some          more chocolate, some more chocolate          Oh, please, give me some more chocolate, some          more chocolate. It's snack time!</p>
<p>Volem pa amb oli. Pa amb oli volem.          Volem pa amb oli. Pa amb oli volem.          Volem pa amb oli. Pa amb oli volem.          Si no ens en donen, si no ens en donen          No callarem.</p>	<p>We are ready for snacktime. We are ready to eat.          We are ready for snacktime. We are ready to eat.          We are ready for snacktime. We are ready to eat.          Please give us something, please give us          something          That we can eat.  <i>or...</i>          We want bread and butter. Bread, butter and          ham.          We want bread and butter. Bread, butter and          ham.          We want bread and butter. Bread, butter and          ham.          If you don't give us, if you don't give us          We're going to cry.</p>
<p>Oh-la-rà tinc gana.          Oh-la-rà tinc fam, tinc fam.          Oh-la-rà tinc gana.          Oh-la-rà tinc fam, tinc fam.          Oh-la-rà tinc gana.          Oh-la-rà tinc fam, tinc fam.          Oh-la-rà tinc gana i fam.</p>	<p>Oh-la-rai I'm hungry.          Oh-la-rai it's time, it's time.          Oh-la-rai I'm hungry.          Oh-la-rai it's time, it's time.          Oh-la-rai I'm hungry.          Oh-la-rai it's time, it's time.          Oh-la-rai I'm hungry.          Oh-la-rai it's time, it's time.          Enjoy your snack time with a smile.</p>
	<p>We all like to sing and play          And have fun every day  <i>Juice</i> and _____ (fill in snack) for our treat,          Now it's time (for us) to eat.</p>

### RESOURCES

√ Visuals:

<http://www.madeformums.com/uploads/images/Large/6747.jpg>

<http://picasaweb.google.com/lh/photo/bxpPZcJ9OAG-aiYX0qi4Lg>

Cousins, L. (2001) *Snacktime, Maisy!* Candlewick Press

Cousins, L. (2009) *Maisy goes to Preschool.* Candlewick Press

√ Language sequences (on cards, together with picture)

√ Places involved: classroom, corridor, playground...

√ Objects involved: school bag, bib, plastic glass, agenda, smock, jacket, playground jumper, napkin, classroom displays, bins, cloth bread bag, blackboard and chalk, books, songs and stories, CDs...



√ Snack food: biscuits, cheese, quince jelly, chocolate, fruit (apple, banana, pear...), ham, butter, cupcakes, birthday cake...

√ Possible extension: storytelling time contents, shapes, other food, other table sets (fork, plate, spoon, mug...), toilet time contents...

## **TOILET TIME (4-year-olds):**

*Toilet Time* may be placed before or after lunch. It is the moment when children go to the bathroom, wash hands, have some water, etc. They are working autonomously on hygiene habits. During this time, the following contents and resources may be addressed:

### **Contents (non-linguistic)**

Let's go to the bathroom!

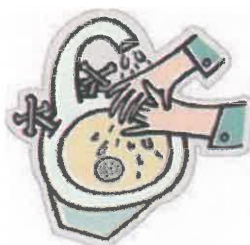
- Making a line
- Going to the classroom (making a train, we are taxi drivers!, jumping frogs...)
- Singing and chanting
- Who goes first?

Going to the bathroom

- Remembering what needs to be done
- Doing a wee, a poo, wiping one's bottom (asking for help from the teacher)
- Flushing
- Pulling pants and panties up

Washing hands

- Taking soap
- Turning on the tap
- Washing hands
- Turning off the tap
- Drying hands
- If drying with paper, using waste bin; if using towel, putting it back on the hook



Getting some water

- Taking the glass
- Turn on the tap
- Fill the glass
- Have a drink
- Put the glass back on the shelf

### **Contents (linguistic)**

- Let's go to the bathroom!
- Let's go, penguins (class name)!
- Let's make a train!
- Let's drive our taxi!
- Get in line to go to the classroom
- Hold hands!
- Who goes first? Who is next?
- Me! I'm first!

Going to the bathroom

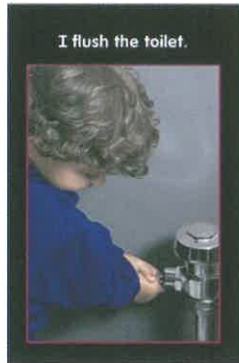
- Ok, remember what we need to do
- Pants and panties down
- Be careful, carefully
- Do a wee, a poo
- Take some toilet paper
- Wipe your bottom
- Can you help me, please?
- Flush the toilet
- Pants and panties up
- It's difficult (R+P)
- I can / I can't R+P

Washing hands

- Take some soap, some soap for you
- Turn on the tap
- Is the water cold?
- Be careful, don't splash
- Wet your hands, wash your hands
- Scrub your hands! They are dirty!
- Rinse your hands!
- Excellent, very clean hands!
- Turn off the tap

# Contributions

- Dry your hands with some paper
- Do you need some more?
- Put the paper in the waste bin
- Well done!
- Dry your hands with your towel
- Here it is!
- Can you help me, please? (R+P)



## Getting some water

- Take your glass/cup
- What a beautiful glass!
- Whose is the blue glass?
- Turn on the tap
- Fill the glass carefully
- Do not fill it too much
- Have a drink
- Put the glass back on the shelf
- Can you help me?
- Do you need help?
- This is not the right place, this is Jordi's

## Songs and Chants

	This is the way I wash my hands, wash my hands, wash my hands This is the way I wash my hands, Early in the morning
Tinc un pipí <sup>4</sup> A punt de sortir Mestre si us plau On és l'orinal?	Got a wee-wee Ready to leave Miss, please, please, please Where is the pot?
A veure les mans? Ui que brutes! Que les anem a rentar? Les mans sota l'aixeta Les frego amb el sabó Amb aigua ben fresqueta Mira què netes! Ara per sobre... Ara la cara Les galtes i les celles El front i el nassarró Amb aigua ben fresqueta Mira què neta! A eixugar amb la tovallola	Show me your hands! Uggh! They are dirty! Let's wash them! Place hands under the tap And wash them well with soap Wash them with cool water Oh, they are so clean! Now the other side... Now your face Wash your cheeks and eyebrows And your forehead and nose Wash them with cool water Oh, it is so clean! Let's dry with the towel
Netejarem el cul Amb una tovallola Pomada perfumada D'aquella que t'agrada Una mica per aquí, una mica per allà Que aquest culet petit té ganes de jugar	Let's wipe your little bottom With a wet towel And nice smelling cream That you like so much A little bit here, a little bit there This little bottom wants to go and play

## RESOURCES

√ Language sequences (on cards, together with picture):

Lift the toilet bowl up – pull pants and panties down – do a wee – wipe your bottom – throw paper in toilet  
- pull pants and panties up – flush the toilet – wash your hands

Wet your hands – get soap – scrub –rinse –dry

Get your glass – turn on the tap – fill your glass – turn off the tap – drink - put your glass in its place



√ Visuals:

<http://www.lea.za.org/aboutus.html>

“Maisy goes to bed” *Bedtime and other stories*. DVD. Universal, 1998/9.

√ Places involved: classroom, (corridor), bathroom (toilet, sink)

√ Objects involved: soap, towel, glass, mirror, toilet roll, children’s photographs...

√ Possible extension: combing hair, using cologne, washing face, brushing teeth, playing with the mirror...

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# Discover Kid's Box



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## Why the book “Media and Multicultural Education: Having Fun with the Key Competences”

by Magdalena Balle Garcia and Anna Burguera



*Media and Multicultural Education* consists of teaching materials to develop the key competences in the English class. This book, published by the Direcció General d'Innovació i Formació del Professorat and the CESAG, was the first book published in the Balearic Islands on the key competences. The exposition of the eight competences was introduced in this autonomous community during the school year 2009-2010. The book consists of two parts: the first one, written in Catalan and English, in which the development of the key competences according to the curriculum framework of the Balearic Islands is explained. On the other hand, the second part is written in English.

We outline two projects to be developed with our students of third and fourth of ESO. The projects revolve around two main topics: advertising and multicultural education. The activities are well-organized and very practical to be carried out in class. Some useful materials like tasks, presentation guides and quizzes are included. We explain different solutions for assessing the acquisition of the key competences. Moreover, the book includes a CD-ROM with multimedia materials to be used in class with resources like a WebQuest.

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*Ana Burguera Negre: B.A. in English Language and Literature. For more than twenty years, she has been a teacher of English at CESAG (Centre d'Ensenyament Superior Alberta Giménez), a centre associated with the UIB (Universitat de les Illes Balears). At present she teaches English to teacher training students and in the College of Journalism. She has also taught English in the ETB (Escola Universitària de Turisme Balear). She has participated in several books on TEFL. She has co-ordinated training activities for the publisher Oxford.*

The Education Council of the Balearic Islands has awarded a prize to *Media and Multicultural Education: Having Fun with the Key Competences*. Two secondary education teachers have designed a book based on interdisciplinary teaching, which focuses on two main topics: advertising and other cultures. This book stresses the teaching and learning of the key competences and is aimed at students of third and fourth of ESO.

The originality of this project lies in the fact that it encompasses many subjects while dealing with two motivating issues.

## ON THE NECESSITY OF AN ORIGINAL BOOK BASED ON THE KEY COMPETENCES

As is well known, a lot of teachers have suffered the consequences of two meaningful educational reform bills which have been launched in the last few decades. As a result, they share a general scepticism regarding the improvement of the quality of the teaching-learning process and the possibility of fighting school failure. Therefore, we decided to design this project to provide teachers with new and useful material to motivate secondary students and teachers in the English classroom.

The new learning approaches, which are being carried out, involve the development of some specific competences. On the one hand, it seems that there is a lack of concretion in the exposition and development of the key competences (Education Act 2/2006). While, on the other hand, one of the most innovating aspects of the primary and compulsory secondary education curriculums is the layout of the key competences, which in our opinion deserves a special attention.

Nevertheless, we believe that the exposition of the key competences is not the result of a passing tendency or the whim of a government's specific shift, since many European countries, such as Finland and Great Britain, have been applying them for years in the context of the classroom with very positive results.

Moreover, the Council of Europe reveals its concern for improving communication among the Europeans who use different languages and have, in turn, different cultural backgrounds. In order to gain a better understanding and a more intense collaboration among individuals, the Council of Europe aims at fostering a more democratic citizenship. The contribution of the study of a foreign language to the development of this competence is basic in the oral speech in order to acquire and improve the abilities of listening, speaking and maintaining a conversation.

The design of this project follows a specific learning methodology based on interesting cross-curricular tasks to work on some specific competences in English. These tasks can be fulfilled analogously with the course book. The teacher will evaluate these tasks with rubrics, which include scoring criteria, to check the level of acquisition of the competences throughout the school year.

## THE CONTENTS

The project consists of two main parts subdivided into tasks which will be carried out either in groups or individually, and it is addressed to third and fourth of ESO, as we think that there is a lack of motivating and innovative material at these levels. The main parts are:

- 1. Advertising:** To analyze the information of adverts to design and create some publicity to be recorded on a radio programme.
- 2. Other Cultures:** To get to know other cultures so as to value ours and to be able to contrast with and respect others.

This project is based on “**interdisciplinary teaching**”, as we work globally on the contents of different areas:

- “**Social sciences**” because we are inserted in the world of the mass media, publicity and the study of other cultures.
- “**ICT tools**” used in nearly every session programmed. Moreover, the elaboration of presentations and video montages are also included.
- “**Craft activities**” acquire special interest, as some of the final products will be the artistic production of our students.
- “**Natural Sciences**” because Charles Darwin plays an important role in the web quest.

Therefore, we approach curricular contents of different subjects in the second cycle of ESO using English as a vehicular language.

The **characteristics** which define the project are: collaborative work, critical thinking and social citizenship. First, the analysis of publicity intends to help the students acquire critical thinking skills and a reflexive attitude towards the information that surrounds them. Second, the research on foreign customs and traditions widen the students' knowledge towards other cultures to become democratic citizens. Furthermore, students will have to support each other and respect the other members' opinions in the group work.

## METHODOLOGY

We think that new methodologies where lecturing is no longer the main element of the teaching process,

should be put into practice and, step by step, try to incorporate new learning strategies into the English classroom. In this project, we propose that the students do some research and collaborative work, participate in a web quest, create their own didactic material and show their learning outcomes in oral presentations.

Moreover, the methodology of this project involves four relevant aspects:

1. A work contract which involves responsibility for the assigned tasks.
2. Active participation in the project as a fellow group member.
3. Respect towards their partners.
4. A reflection on their own work.

The **material** of our project is based on very interesting and current topics, such as publicity and culture, which try to provide a motivating learning approach. We encourage our students to become critical thinkers in a consumer society, analysing adverts and commercials. We also aim to teach them to be respectful citizens in a multicultural world, getting to know other cultures different from theirs.

The project is based on the key competences for life-long learning according to the European reference framework:

## COMMUNICATION IN THE MOTHER TONGUE

- To search for information on web sites, Catalan and English.
- To use monolingual and bilingual dictionaries.
- To get to know the traditions of some Catalan-speaking areas, like Minorca.

## COMMUNICATION IN FOREIGN LANGUAGES

### a) Writing:

- To write coherent and descriptive texts.
- To schematize and sum up information.
- To write the tasks in a dossier.
- To complete questionnaires.

### b) Speaking:

- To ask and answer questions.
- To present projects.
- To perform real situations (radio advert, presentation of the final product...)
- To give opinions and justify them.

### 3) Reading:

- To read selected articles on the internet.

### 4) Listening:

- To listen to selected videos for educational purposes.
- To listen to the oral presentations of different groups.
- To listen to their own recordings.

## MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY

- To interpret information.
- To classify, compare and contrast information.

## DIGITAL COMPETENCE

- To surf the net as an information source for the fulfilment of tasks.
- To record performances to analyze their own work.
- To become familiar with the web quest as a work tool.
- To use computer programmes to record radio performances.

## SOCIAL AND CIVIC COMPETENCES

- To learn cultural aspects of some English-speaking countries which were under British rule (Cyprus, Malta, India, Nigeria and Pakistan) and some endangered ethnic groups (the Inuit, the Sioux, the Massai...)
- To value our culture and to respect others.
- To approach learning through the media.
- To analyse and interpret the verbal and non-verbal language of advertisements.
- To be aware of the manipulation of publicity in the mass media.
- To learn to vote for the best final product using objective reasoning.

## CULTURAL AWARENESS AND EXPRESSION

- To create material to support the tasks developed in the project (posters, power points, presentations...).
- To acquire an audiovisual culture.

## LEARNING TO LEARN

- To learn how to self-assess and evaluate the work of other groups in an objective way.
- To become responsible for their dossier and their tasks.
- To reflect on their own mistakes.

## SENSE OF INITIATIVE AND ENTREPRENEURSHIP

- To take initiatives in the work group.
- To develop tasks in an autonomous way following guidelines.
- To select and to strengthen specific objectives in the tasks.

For more information visit [www.embat-llibres.com](http://www.embat-llibres.com)

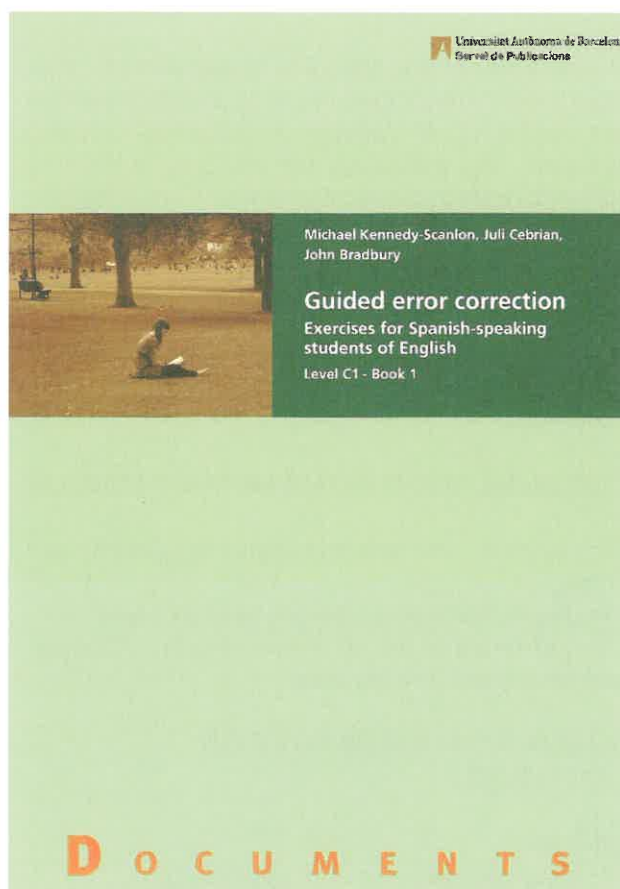
## Guide Error Correction

Exercises for Spanish-speaking Students of English. Level C1 Book 1 & 2.

Kennedy-Scanlon, Michael, Cebrian, Juli & Bradbury, John  
Bellaterra: Servei de Publicacions de la Universitat  
Autònoma de Barcelona. 2010. 183 & 174.

Once upon a time -and a very good time it was- there was a far far land where all students of English wrote their writing exercises without mistakes. There, good old teachers evaluated them with ever-rising marks. Alas, those very good students and their accommodating teachers seem now to have vanished in Cloud-cuckoo land. In fact, all the country's modern educators are left with now is altogether the setting of another fairy tale –one of terror where compositions are involved! Indeed, most modern students are good at most skills –I never said the contrary. Many of them look for listening activities on-line, they download readings on state-of-the arts e-books, and they practise their oral proficiency via Ryanair. Yet, that is no consolation for the long-suffering professionals who correct their papers. Modern students find handing in writing exercises harder than ever before and, in the fairy tale country teachers live in now, self-correcting writing exercises are few and far between!

Opportunely, at the Universitat Autònoma de Barcelona, Michael Kennedy-Scanlon, Juli Cebrian and John Bradbury are working to resolve this situation. Their last publication, aimed at upper-intermediate and advanced-level students, *Guided Error Correction*, helps learners recognise, and then correct, writing mistakes without external assistance. From the point of view of methodology, the activities are only one-page long. Most importantly: they have been designed to be used at the learner's convenience. The system is the following: first, students learn how to correct the characteristic errors of Spanish-speakers struggling to write in English. Then, they are taught to identify these very mistakes. Last but not least, students are shown how to re-write imperfect sentences without faults. Guided



Error Correction also includes a Spanish translation of what could be called “nuances of meaning” and another section with brief explanatory notes aimed at enhancing comprehension.

Teachers! Recommend these exercises and get ready to enjoy some more quality time –well, or to find out even more about moodle and digital whiteboards! Whichever you choose, enjoy!

Salvador Faura, EOI Sabadell

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