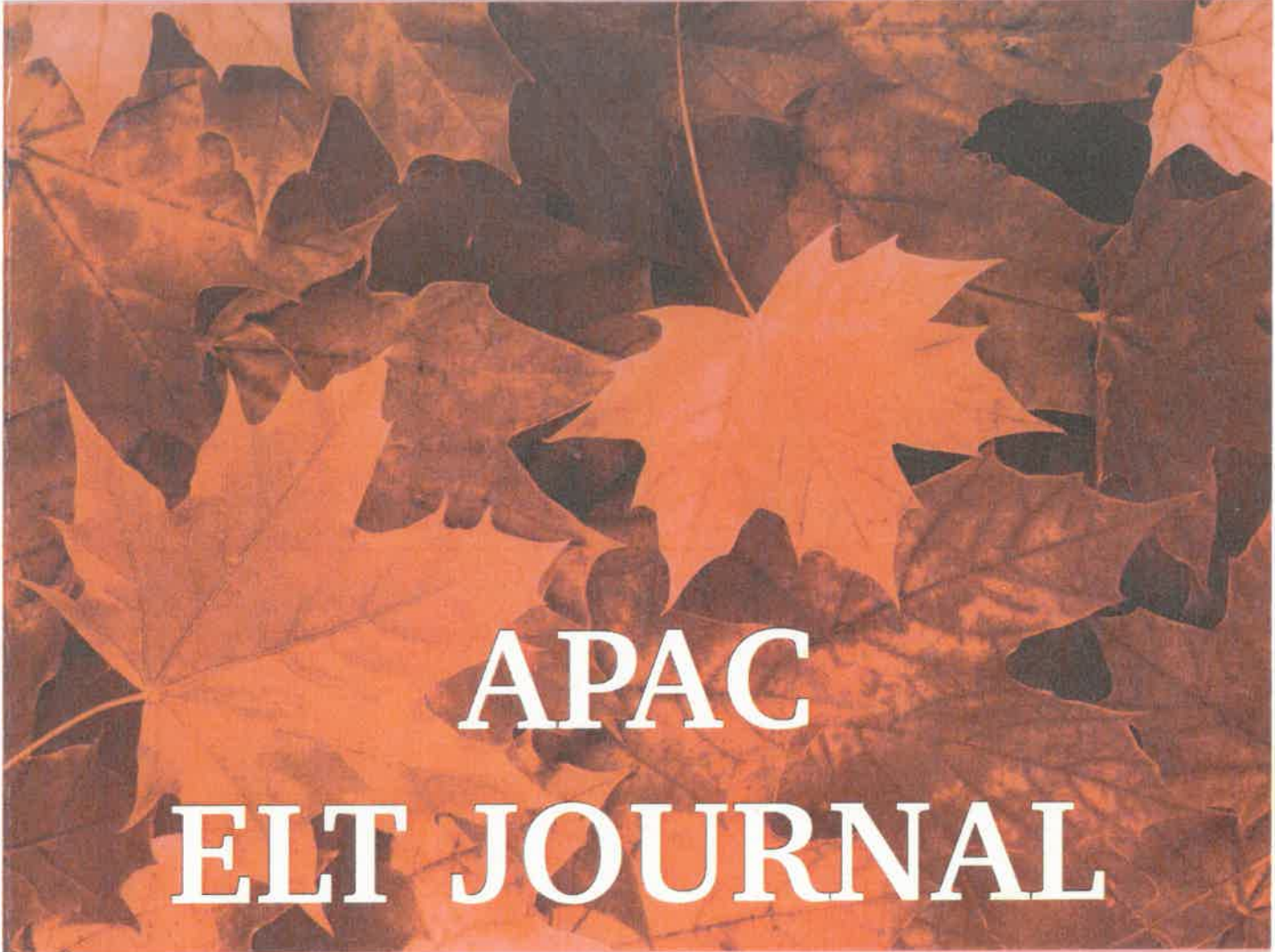


Issue n°79



APAC
ELT JOURNAL

Proceedings I
2014 APAC ELT Convention

[Part I]

apac

Associació
de Professors i
Professores d'Anglès
de Catalunya

Call for papers
available at
www.apac.es

The Dynamics of Motivation

Deadline for
submitting
proposals

Universitat Pompeu Fabra

November 5th 2014

February 19th, 20th & 21st

Motivation has always been considered one of the most important factors in the process of teaching and learning a foreign language, and it is equally crucial for learners and for teachers. Researchers have tried to characterise motivation, and have identified the differences and similarities between external and internal motivation and worked hard at enhancing motivation inside and outside the classroom. We at APAC have discussed and problematised such issues in past Conventions.

In many respects, the sources available since the 1980s (R.C.Gardner 1985, Dornyei 2001, amongst others) perceived as useful and relevant, have informed activities and work in our EFL classrooms. However, for the past ten years, a growing feeling of discontent has emerged, not only due to the difficulties of catering for the diversity of needs in our classrooms but also to the challenges of meeting as members of an increasingly besieged profession. Some motivating activities are perceived as “entertaining but not really relevant to curriculum objectives or content” and both teachers and learners seem to be in need of a “shake up”.

This is why APAC has decided on this topic for the 2014 Convention. Fully aware that the **dynamics of motivation** are complex, and include biological, emotional, social, and cognitive forces that drive behavior, we think it is time to look at current research on motivation within the framework of innovation (Valerie Hannon <http://www.innovationunit.org/our-people/our-staff/valerie-hannon>, Dörnyei, Z., MacIntyre, P., & Henry, A. (Eds.) 2014), and also at the powerful approach which builds on the concept of engagement, in really organizing classrooms and projects which illustrate learning by doing and are centred on the learners.

We are working hard to get the best speakers for the 2015 Convention, and we encourage our members to come to the Universitat Pompeu Fabra next February and share their thoughts and ideas.

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EDITORIAL

Here we are, boldly entering the whirlwind of the school year again! Many daunting challenges may lie before us, like higher ratios, new laws looming over our heads, wage freezes and budget cuts threatening our livelihoods. But, as the song goes, “we shall overcome!”

APAC aims to be by your side, to help you meet your goals, fulfill your missions, and enjoy your profession. With the journal you now have in your hands, you will hopefully find ideas and inspiration for ways to work with you students, your colleagues, and even yourself and other people in your life.

On the theoretical side, we can offer you a really useful way to look at classroom management issues (and spouse / relatives-management issues) through Tom Maguire’s Cat / Dog analysis of your behavior. Nur Garriga also offers the idea of changing your class by changing yourself. And Dr. Lid King gives us a good perspective on teaching in general, through sound principles from the times of Comenius to today.

Many articles in this issue deal with how to motivate your students. Xavier Martín-Rubio gives useful advice on how to turn your class into a community of practice, with jointly-established goals and cooperation going in all directions. A few writers look at the new technologies as ways to build motivation. Nicolás Brando points out that we have to reach our students through the channels of communication that they are using, namely multimedia. And Dorothea Fuchs and Ricard García point the way, by explaining the use of different apps at different levels of education, in primary education and secondary education, respectively.

Pre-primary education also gets attention. Irene Roquet discusses how storytelling and CLIL can effectively promote language and holistic growth in our youngest learners. And Elena Xampeny gets these little tykes up and running through adventures created in English in their Physical Education classes. Maybe we should have TPR in the staffroom as well?!?

After so much movement, it might be good to cool down with a little screen time. Jamie Keddie offers many different ways of using videos in the classroom. And Kieran Donaghy focuses on how to use them to promote vocabulary learning.

But, perhaps speaking is our biggest challenge. How do we get students to speak more... in English? And how can we monitor their production and help them improve? Dr. Christine Appel and Jackie Robbins report on a project of theirs that allows students to do speaking activities 24 hours a day, 7 days a week, and that allows teachers to create and add their own activities. It could be quite fun and rewarding for all involved.

While speaking in English is a challenge for students, not speaking in the students’ L1 is a challenge for teachers! When should we use it? How much should we use it? It’s a thorny issue that constantly comes up. Michael Lalremtuanga discusses an experiment he did on it in some of his classes in India.

This is just a sample of the talks that were given in the last APAC-ELT conference. Unfortunately, while there is often a wealth of speakers, there is sometimes a dearth of writers. But, fortunately, there are also TICs, and so you’ll find some video recordings from the conference on our website. As we all embark on this year’s path to knowledge and wisdom, we must remember some helpful adages: “Being negative only makes a difficult journey more negative.” And “you may be given a cactus, but you don’t have to sit on it!”

We wish you a good start to the new school year!

The Editorial Team

Opening address to the 2014 ELT Convention by APAC's president, Miquel Berga



Honorable Consellera d'Ensenyament, Sr. Director del British Council a Barcelona, Vicerectora de la UPF, APAC members, friends,

A warm welcome to you all. Welcome to the 2014 APAC-ELT Convention.

Let us begin with an address by Mr. Richard Rooze. Richard has been appointed very recently as Director of the British Council in Barcelona and I want to give him, on behalf of APAC, our welcome and we wish you all the best in your new task in Catalonia.

Well, let me put it bluntly: What are we here for? The answer is always different (we have a different motto every year, different speakers, and so on) but it is, essentially always the same: We get together to share views on what to teach and how best to teach it. We get together to find inspiration and new stimuli in our professional practice in the English language classroom. We get together to understand and manage change in order to organise teaching and learning in more effective ways. We get together to bridge the gap between theory, research, innovation and the practical concerns of the curriculum and the classroom... This is the spirit that has presided over APAC for almost thirty years. We do not see ourselves as a trade union or a government inspired organization. We are teachers committed to the professional value of permanent education, pedagogical innovation and cooperation in learning the tricks of the trade. APAC is no more and no less. Your loyal support is what makes APAC gloriously independent and, by being so, always open to new friends and to new enterprises. Let me highlight as interesting new developments of the recent past the improvement of our publications for members through APAC's ELT Journal, APAC's website and our regular newsletters. Likewise, we are pleased to continue organizing summer courses mostly in Barcelona, but also in LLeida, and some exciting new ones are coming again next July in Barcelona but also in Tarragona. We are, as usual, very, very thankful to all of you for your direct involvement and participation, to dozens of speakers and researchers coming

from various fields and places, to publishers who offer their latest materials in the exhibition hall and to Universitat Pompeu Fabra for giving us shelter (at a reasonable price).

In my younger days English was a commodity that was to be found miles and miles away from Barcelona. But some of us were lucky enough to teach in schools not far from the Costa Brava and there we took our students, armed with voluminous tape recorders. We went “English fishing” from the stream of words that came from the kind mouths of retired British citizens who were feeling the Mediterranean sun on their faces. Like the Romantic English poet they were probably thinking: “If this be winter, can spring be far behind?” Anyway, we knew that from our recordings, from interviews with speakers of English, we would get a corpus of language, of authentic English, obtained by the students themselves, and we thought that those materials could easily become a meaningful starting point for our exploration and study of the English language... Today, English is all over the place (hence our motto this year “English in action 24/7”) and the language is no longer seen as a “foreign” language but as a tool for world wide communication. The dream of Esperanto -so dear in the heart of so many idealists- has only become what was implied literally in its very name: a hope. The idea of an international language that did not “belong” to anyone in particular, that would erase the inevitable inequality between native and non-native users sleeps in Utopia, but, somehow, it has almost materialised, de facto, with English. The success of English has to do, amongst other things, with the fact that it has been able to accommodate different accents and varieties and the result is that non native speakers of English have outnumbered native speakers of the language. Perhaps, unwillingly, English will eventually become something very similar to that powerful, neutral, tool of human communication envisaged by the utopian Esperantistas.


From the perspective of teaching that kind of language, the dichotomy between native or non native teachers has become practically irrelevant. In “The Picture of Dorian Grey”, Oscar Wilde makes a character say “There is no such thing as a moral or an immoral book. Books are well written, or badly written. That is all.” Likewise, let me remind you that native teachers are most welcome, but that the great divide in our profession is not between native or non-native teachers, but between good teachers and bad teachers. The aim of this Convention is to offer expertise and open discussions to those who are interested in improving their professional skills and in adapting their teaching to present-day circumstances. The huge impact of new technologies opens the doors to explore new motivation in learners and teachers alike. The extraordinary amount of resources in English will inevitably lead to rethink and reshape the learning/teaching process. Hopefully, there will be more room than ever to cater for different learning styles and, most importantly, the new resources should help us to realize that motivation –that essential key to successful learning- is not necessarily a fairly static emotional state that some have and others don’t, but, rather, a dynamic process that can be activated in new,

challenging, unexpected ways... The key factor these days is no longer whether your school is far or close to the Costa Brava.

Vull aprofitar l'ocasió per adreçar-me directament a la Consellera. Li vull agrair sincerament la seva presència entre nosaltres. Més enllà de les polítiques del seu departament m'agrada recordar i és de justícia fer-ho que aquesta Consellera ha estat a primera línia en totes les trinxeres de l'educació a Catalunya en els darrers quaranta anys: a les aules en remotes escoles rurals, a la formació pionera del professorat, a l'administració territorial durant l'incipient autonomia o ara a l'administració nacional. El seu compromís amb l'educació és del tot evident. Algú pot estar pensant que li faig la pilota a la Consellera. No s'ho pensin. Si dic això és perquè sé que, més enllà dels avatars de la política de partits, la senyora Rigau no deu pas haver vingut aquí a fer el paperet. La seva trajectòria li exigeix, n'estic segur, que si té al davant –com passa ara i aquí– una àmplia representació de la flor i nata, la crème de la crème, del professorat d'anglès a Catalunya, ho aprofitarà per parlar clar –i en aquest cas– català sobre el que fa i el que no fa, el que pot fer i el que hauria de fer el seu departament per aconseguir l'objectiu nacional d'una societat trilingüe. Consellera: té al davant el professorat d'anglès que treballa amb més il·lusió i que es forma amb voluntat i sovint contracorrent per assegurar l'excel·lència professional a les aules. L'escoltaran amb molta atenció.

And let me finish now. The organizers of this Convention have wanted a couple of questions to be in the air while we are together these days: One: How can we help students to streamline the wealth of opportunities according to their needs and interests? And two: What should the links be between the classroom and the round the clock accessibility of English today?

Thank you very much once again for your participation and enjoy this APAC-ELT Convention.

	ELT - Convention 2015
Call for papers available at www.apac.es	The Dynamics of Motivation
Deadline for submitting proposals	Universitat Pompeu Fabra
November 5th 2014	February 19th, 20th & 21st

APAC assessment ELT-Convention 2014

Dear friends and colleagues,

As it is customary, we are happy to get back to you after the annual congress with a few data that we hope will arise your interest. Most of the figures and considerations you are about to read come from the agenda you fill in and from your registration grid. You might like to know that you took part last February in a gathering of 519 teachers, 61 speakers from professional teacher-trainers and university professors to grassroots teachers of all educational levels, and a wide bunch of sponsors and collaborators among which we find ten publishers, two theatre companies, two language schools, two summer courses agencies, two language consultants, two ELT-oriented stores and libraries and five institutions. We have also noticed an increasing interest of the annual congress by masters students, which we celebrate, and we have to thank once again the UPF staff and technicians for professionally and efficiently supporting the event.

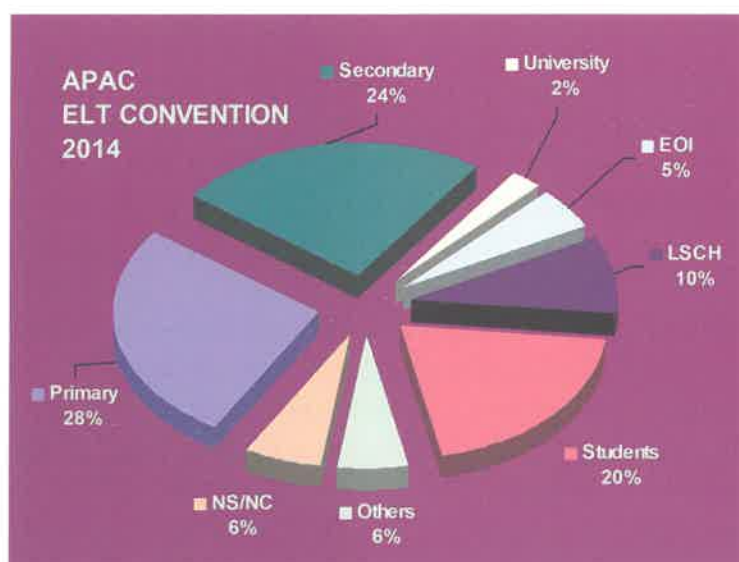
Although the association has got more than 700 members now, out of the 519 delegates of the congress 54% are not. If you look at diagram 1 you will get the whole picture of attendees: 28% primary teachers, 24% secondary teachers, 20% students of the masters courses in pedagogy in English for Secondary from 4 different universities, 10% language school teachers, 5% from EOIs, 2% from universities. 12% do not answer. If we look at the years of teaching profiles (diagram 2), we can see that although we do not get this piece of information from 24% of the delegates, those who answer range from a 4% of newly-arrived in the profession to a 12% with more than 20 years' experience. The biggest group is the 17% of teachers with 11 to 19 years' experience.



**English
in Action
24/7**

Professional Field

ELT CONVENTION 2014
519 ATTENDING
61 SPEAKERS

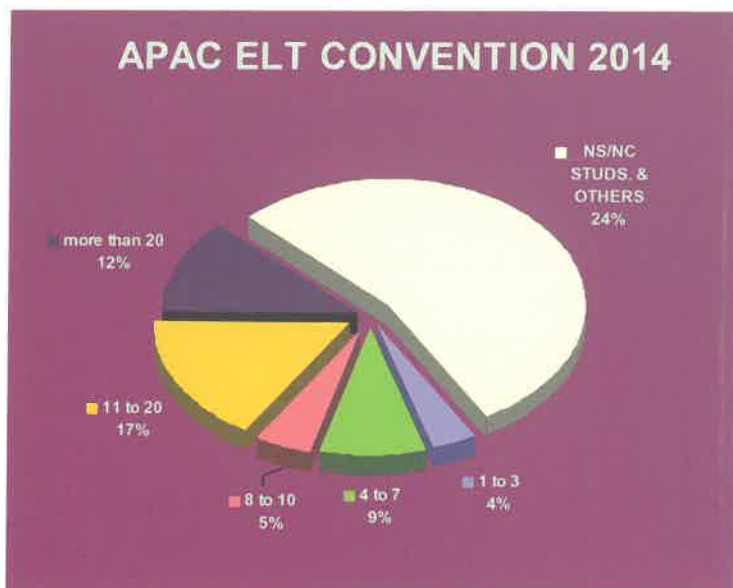


Primary	Secondary	University	EOI	Language school	Students	Others	NS/NC	TOTAL
140	127	12	27	48	104	29	32	519

English in Action 24/7

Years of Teaching

ELT CONVENTION 2014
519 ATTENDING
61 SPEAKERS



1 to 3	4 to 7	8 to 10	11 to 20	+ 20	NS/NC-STUDENTS & OTHERS	TOTAL
19	46	24	86	62	282	519

To cater for the interests of such a varied audience, the fifty-five sessions were programmed like this: fifteen were related to general issues, three were specifically aimed at Pre-school, six at Pre-school and Primary, eight sessions devoted to Primary, four to Primary and Secondary, five to Secondary, eight to both Secondary and Batxillerat, three to Batxillerat, academies and adults, and three to VET.

If we look at the sessions topic-wise, we see that seven sessions out of fifty-five were devoted to theoretical issues, seven to teacher development issues, four to CLIL activities for Primary and one for Secondary, five to the use of video in class and to video-making, eighteen were related to methodology in a wide sense, ten to ICT-based issues also on a broad manner, one specifically to m-Learning, and two were commercial presentations.

The congress took place, as usual, in the premises of Universitat Pompeu Fabra – Campus Ciutadella, in Barcelona, on February 20th, 21st and 22nd under the motto “English in Action 24/7”. Our idea was to highlight that English is available everywhere, all the time, all day long and that we teachers have to take advantage of this, especially as a tool for motivation and to definitely help to connect the classroom with the world. Many sessions developed this idea. The congress started, on a Thursday at 4:00pm at the *auditori*, with the help of the authorities and the winners of the 2014 APAC-British Council John McDowell awards (you can read about the winners in the *acta* further ahead in the mag). The Opening ceremony featured Professor Ron Carter from the University of Nottingham, followed by three plenary sessions by new-at-APAC Jamie Keddie, by British Council and lifelong friend Mark Levy and the UB professors and regular collaborators Carme Muñoz and Elsa Tragant. The plenary sessions on Friday morning presented the much-loved Primary teacher Geraldine Laboria, the APPI expert Vanessa Reis and the traditional APAC Round table with a *tête-a-tête* by Scott Thornbury and Jeroni Sureda, right after the Keynote speech, delivered by the European projects expert, Lid King.

But let us look now at your opinions on the sessions themselves. Let us see first what the audience says about the two main sessions, opening and keynote, where the organising committee

proposes the issues that we teachers from all levels and styles might be likely to share. After the address by APAC's president and the authorities, Professor Ron Carter gave his personal view on e-language today. Over 127 people graded the paper as interesting and very interesting and 16 people did not find it so very relevant. Some remarks on his sixty-minute speech go like this: "Connected with real life and innovation. I would totally recommend it. Very interesting, funny and cheerful. I was made aware of how much language has been influenced by the use of new technologies. Brilliant! Interesting to approach spoken language through English language. An excellent presentation about the language drift nowadays."

The keynote speech by Lid King on Friday morning "Where is Comenius? A Reflection on Language Learning in the Information Age" left a divided audience: for 74 people it was interesting and for 72 people it was not what they expected to hear. People who enjoyed it wrote remarks like: "Quite good! Relevant topics and well-explained. Good conclusions about technologies. And solutions! It combined theory and practice. Inspiring speech with very useful insights. Interesting – you got nice chunks of culture. Useful tools to be used in the classroom". Some not so favourable arguments go like this: "His point (whatever it was) did not come through. Too much side-talking. Interesting, but of little use to my work. I don't feel I got anything out of it. Not engaging or well-structured. The powerpoint slides were full of text and not reader-friendly. Too theoretical. His point wasn't clear. Monotonous. Too many different topics, not sure how everything is connected in the speech. It seems we cannot get used to modern times." Well, you have the written version of his paper in this issue in case you want to give it a second chance!

The bunch of plenary sessions on Thursday afternoon and Friday morning were well valued on the whole but the clear winners are Jamie Keddie and his "Videotelling" ("Good tips and entertaining. Great ideas that can be used in the classroom. Excellent! Original, appealing, useful, fantastic!"); Geraldine Laboria's "Smart Minds 24/7" ("Amazing, Fantastic, Inspiring..." some wrote) and Vanessa Reis' "Promoting Critical Thinking to Enhance Learning...". About Vanessa, some describe her as "a great communicator, a motivating speaker! Inspirational. Well organised with clear ideas. Very dynamic, interesting..." About the contents, most attendees agree that she gave "A very realistic and funny speech with interesting points on critical thinking" and "Very relevant content and very well-explained. Practical examples on how to help students think. Useful tips to make our students read". Some others argue that it was "Useful but maybe difficult to apply in a class of 30 – 40" or that "This should rather be called "how to engage students"". In any case, we thank our APPI colleagues to co-sponsor her and we all agree we would like to have her back next year.

The Round table was conducted by APAC's vice-president Neus Figueras and featured two experienced teachers who have shared their long and fruitful career with APAC almost from the beginning of times and who generously explained their approach to ELT with the pretty humorous and vindicative title "If You Can Read This, Thank A Teacher!". People wrote remarks like: "Good reflections about language learning-teaching. Revising things that you know are OK: new ideas can come out."

The extra session from 7:15 to 8:15pm on Thursday was very welcome by those who could not leave their classrooms in the morning or early afternoon. We must admit we could not imagine so many of you would stay and we certainly met a few inconveniences, such as the size of the room, and were forced to move to the *auditori*. David A. Hill did his best to deliver his session

(without the room display) on traditional British folksongs, he read a tale and even sang to the audience. Many found it interesting to hear about British traditional culture, but those looking for hands-on materials for daily lessons objected that such topics are not really suitable. Our aim, to be honest, was to offer something different and more entertaining after such a long day. But the truth is that the organising team realised this timetable extension is here to stay, being things as they are, and we will reinforce this strand with a couple more options to try to meet everybody's needs as much as possible.

The extra session on Friday 7:00 to 8:00pm, that was included with the same purpose as the one on Thursday, was even more successful. More than 200 people, again, stayed to listen to Ricard Garcia's "More ICT resources". A bounty of ICT sites featuring many different ready-to-use tools was cheered by the (tired) audience with remarks like: "Excellent! Lots of resources and amazing explanations and examples. Lots of ideas I can use in class. I would love to attend more of these workshops. Useful and handy applications for teachers."

To briefly analyze the rating and opinions about the 47 lectures and workshops within the regular Friday afternoon – Saturday morning timetable, we will browse it strand by strand and point out the sessions that aroused the most interest and why. The 3:00pm Friday strand favourite sessions were Tom Maguire's Charisma ("Great reflection on balance to become a charismatic person with students. Very useful suggestions that can be applied within the classroom without many difficulties. Nice Scottish accent, lots of experience and original."), Ben Goldstein's Happy Screenagers ("Realistic, useful ! I definitely use these tools in my class!"), Susan Dreger's VLES ("A lot of web tools, really useful."), Lisa Howe's enjoyable talk on Creativity for Pre-schoolers, and the session on projects presented by the team Anna Campillo, Susana Ferret and Miren Navascués, that was considered especially useful by those who have never tried to work with projects.

At 4:30 Scott Thornbury presented his Ed-Tech critical approach to technologies while Ricard Garcia advocated for ICT as a tool for engagement. He merged the old and the new in a session that was qualified as "Quite useful and with lots of energy!" but some others declared themselves overwhelmed by the amount of information! Meanwhile, Maite Cózar explained the advantages of having a webcam in Pre-school and Primary ("Innovative and functional", some said) and Louise Connolly revisited team-working techniques in Secondary and mainly aroused the interest of young teachers.

At 6:00pm, seven more sessions were on, among which Susan Dreger's specific workshop for VET-FP; Mar Gutiérrez showed three projects with mobile phones aimed at Secondary (some found it far from their possibilities, other celebrated the arrival of a new tool), Carme Oller gave a hands-on session on Psychomotricity in Pre-school (with the drawbacks of doing this in an academic classroom with fixed furniture that does not help when the audience has to move, we must admit this always happens at *The Pompeu...*) and UB professors Muñoz and Tragant presented their latest research on reading/listening in Primary. The teacher who wrote "I would have liked to listen to some aspects more in depth" will have the chance to read the written version and more in this issue. Ivan Matellanes with Cooperative videos for Secondary and Batxillerat was considered to deliver "a generous speech with lots of different activities" by many.

Saturday morning was entirely devoted to workshops and lectures. Twenty-four sessions were scheduled in the attempt to cover all the levels, fields and topics as much as possible. Most

sessions at 9:30 were highly rated, especially Richard Bradley's promising "Eleven things to do with a princess and a pea" for Pre-school and Primary, and Patrick Zabalbeascoa's presentation of brand-new Clip-Flair, the interactive free platform of the Lifelong Learning European research program, that left an audience eager to know more (with some skeptics, nonetheless: "I got the impression it won't be easy to use unless you have great ITC skills and an excellent equipment at the place you work"). Lídia Barreiro and Maria Pascual talked about English in VET-FP both from the curricular and classroom point of view, Nicolás Brando showed audiovisual resources and outcomes for Secondary, Donna Lee Fields explained virtual communities for Batxillerat and adults and David Hill tackled the issue of extensive reading from a general approach.

After the social coffee-break at the Exhibition Hall eight more sessions started off. The favour of the audience points at UOC teachers Christine Appel and Jackie Robbins with their 24/7 speaking resources, Canalda and Navés presentation of a CLIL experience in PE in Secondary, the Swiss tandem Fuchs-Van der Vlies with the use of tablets in Primary, Lou Hevly's "Anglès per a Catalanoparlats", and the always welcome Usoa Sol's hands-on proposals for Secondary and Theresa Zanatta's points on visual literacy for Pre-school and Primary.

And last but not least, the 12:45 strand put an end to two-and-a-half-day thick and fruitful congress. For Pre-school and Primary, three interesting sessions of hands-on experiences by Marta Cervera with ICT, Elena Xampeny in P.E and Christian Negre-Walczak about a CLIL experience in *Visual i plàstica*, and the presentation of the paper on pre-service training for Primary using visual narratives by the UB team of professors Birello, Civera, Zanatta hosted by the British Council. For Secondary, we had a ground-breaking session on LGBT rights in school context conducted by the team Navés, Pallàs, Picó, Kieran Donaghy on films ("Concise but really, really enthusiastic. Well-structured. A pleasure. Extremely useful") and Xavier Martin-Rubio on motivation ("Very passionate speech! Good to understand there's different activities to engage students. Great delivery, lots of information. Engaging, refreshing."). The morning ended with the certificates delivery and a flood of participants rushing back home for lunch.

Now a few things to be improved, according to the remarks delivered on the agendas: bad acoustics of some rooms, the Wi-Fi system failing every now and then –sometimes impairing the success of the lecture, rooms not allowing much movement in hands-on workshops, the labelling of the sessions on the program not always accurate enough to know what to expect, among others. We promise we will work on all that, although sometimes it is not really in our hands, as when it has to do with technologies. We are aware that we should also bear in mind, when we design the program, what a teacher wrote: "[such and such] sessions have been very productive and useful for us as teachers; they've shown us activities and things we can apply with our SS, and for me that's the point".

We are now working on the coming edition "The Dynamics of Motivation", to be held on 19th, 20th and 21st of February 2015 at *The Pompeu*, as it has been customary for the last 10 years. In fact, APAC moved from the University of Barcelona into the UPF in 2014 with "English In The Forum". We kindly encourage participants to present proposals at www.apac.es/eltconvention, we all want to hear about what is going on in the classrooms in these changing times. The call for papers will be available until the 5th of November. See you (very!) soon ...

APAC's organising committee

Premis APAC - British Council John McDowell 2014 (Corresponents al curs 2012-2013)

Acta del jurat:

Modalitat A, treballs presentats per professors:

Premi: Consisteix en un curs al Regne Unit patrocinat pel British Council i ha estat concedit al treball *Learning about textures, colours, lines and shapes through 3 artists*, un projecte CLIL d'art i anglès amb alumnes de 4t de primària fet amb gran rigor on es treballen amb una profunditat sorprenent tres artistes claus de la història de l'art modern. La seva autora és l'Esther Sánchez Capdevila de l'Escolania de Montserrat (no és d'Olesa perquè és l'escola que està al Monestir de Montserrat)



Primer premi Modalitat A
Esther Sánchez Capdevila de l'Escolania de Montserrat, amb Berga, president d'APAC



Primer premi Modalitat B
Roger Fraixedas, d'Escoles Freta de Calella i els tutors Juliet McArdle i Josep Mª Garcia

Modalitat B , treballs de recerca presentats per alumnes de Batxillerat: s'han atorgat un premi i dos accèssits.

- **Premi:** Consisteix en una Tablet. Ha estat concedit al treball de recerca *Radio Controlled Helicopter*, Roger Fraixedas Lucea, d'Escoles Freta (Calella). Un treball minuciós i molt ben documentat on l'autor explica el procés de muntatge, gestió i millora del funcionament d'un helicòpter teledirigit, que per la seva complexitat ha necessitat la intervenció de dos tutors, el de llengua i el de física: Juliet McArdle i Josep Maria García.
- **Accèssit:** Consisteix en un val de 100 euros per a material especialitzat. Ha estat concedit al treball de recerca *Identity: Traditions and Patriotism*, un treball que aborda qüestions identitàries de la cultura americana i catalana a través de la reflexió sobre la història i les tradicions i mitjançant entrevistes presencials i online. L'autora és la Mar Juárez, de l'INS MigMón (Súria) i la tutora, la professora Joana Angrill.

- **Accèssit:** Consisteix en un val de 100 euros per a material especialitzat. Ha estat concedit al treball de recerca *English in Publicity*, un treball de camp on l'autora Laia Luján, de l'Escola Jesús, Maria i Josep (Barcelona), uneix les seves dues passions, l'anglès i la publicitat, i on demostra que la publicitat és un camp on l'anglès hi és present de manera natural. El treball ha estat dirigit per Lurdes Pujadas. Modalitat C, treballs presentats per grups classe: s'han atorgat un primer premi i un accèssit.



Accèssit Modalitat B
Laia Lujan, de l'Escola Jesús Maria i Josep de Barcelona amb la tutora Lurdes Pujadas



Accèssit Modalitat B
Mar Juárez, INS MigMón de Súria

Els dos treballs premiats són projectes on la llengua vehicular és l'anglès, que dinamitzen la vida del centre en el camp audiovisual i a més milloren la convivència escolar.

- **Premi:** Consisteix en un val de 300 euros per a material didàctic.
Ha estat concedit al treball *Let's Movie!!*, un projecte de realització de curtsmetratges on els alumnes han pogut posar-se en la pell dels guionistes, directors, tècnics etc de la seva pròpia pel·lícula. Aquest treball el presenten els alumnes de 1r de Batxillerat del Col·legi SIL de Barcelona.
- **Accèssit:** Consisteix en un val de 100 euros per a material didàctic.
Ha estat concedit al treball *Back in Time*, un programa de ràdio on els alumnes comparteixen les seves experiències sobre els anys que han passat al centre. Presenten aquest treball els alumnes de 2n de Batxillerat de l' Institut Icària de Barcelona.



Modalitat C, primer premi: alumnes i professorat de 1r de Batxillerat del Col·legi SIL de Barcelona



Modalitat C, accèssit: alumnes i professorat de 2n de Batxillerat de l' Institut Icària de Barcelona

El jurat vol felicitar a tots els guanyadors i animar a tothom a participar en la propera edició dels Premis 2014.

APAC – 20 de febrer de 2014

John McDowell-British Council Award 2014

Start Teasing!

By Usoa Sol

Last February, Sant Gregori's English Wiki (www.santgregorienglish.pbworks.com) was the lucky winner of the John McDowell-British Council award, and I was given the chance to choose from among a number of teacher training courses in the UK for the summer. Most of the courses on offer sounded really interesting, but a colleague of mine had highly recommended NILE¹, and I decided to go there.

So off I went to Norwich, the capital of the beautiful region of Norfolk, where I was going to spend two weeks as a student on a course on how to get pupils to speak English in class and how to assess their performance (which we all know is a tough one!). The course was actually called "TEASE" (Teaching, Examining and Assessing Spoken English), so I basically spent two weeks in the UK teasing. J

Believe it or not, on my first day "back at school" I did feel a bit nervous, just like a kid on his first day at school. But after being in the classroom for a while, I had already broken the ice and introduced myself to the whole group, which was made up of seven teachers from countries as different as Belarus, Austria, Brazil, Poland and France.



The TEASE bunch at NILE.

From Monday to Friday, we had class from 9.15 to 4pm, with a short morning break and a one-hour lunch break. Although it may seem a bit of a long day for a summer course, the TEASE course was such a brilliant combination of background theory and hands-on practice that time really did fly!

Apart from that, we had three different tutors, each with a different approach to language teaching and learning. Our first tutor, Dave Allan, Founding Director of NILE and an international consultant for the Council of Europe, with over 40 years' experience,

taught us about the differences between testing and assessing and about how to use the CEFR as an assessment tool. In addition, he gave us loads of practice assessing real students' performance using grids.



Dave also showed us how to design effective speaking tests and create our own assessment grids for speaking.

Our second tutor, Maria Heron, who is in charge of the CELTA courses run at NILE as well as a DELTA tutor, showed us many practical activities which were easy to adapt to our own teaching contexts; on the very last day of class, each of us also presented an activity of our own, so we went home with a bunch of materials ready to use in the classroom.



Maria also demonstrated how to personalize speaking and engage students affectively.

Finally, our third tutor, Thom Kiddle, Deputy Director of NILE and the person responsible for the NILE online platform, showed us the more technological side of teaching and provided us with plenty of web 2.0 tools and

resources to use in class in order to improve our students' oral performance.



Thom presented us with several very useful tools to promote and assess speaking online.

In addition to the lessons with our three tutors, we also had the pleasure of attending Jamie Keddie's session on Videotelling, a storytelling classroom technique using online videos, which was definitely worthwhile!

Apart from the actual lessons, there was an amazing social programme. Marek and James (coordinators of the student services) did a great job putting together a bunch of activities for us so that we could get to know Norwich and socialize with the rest of the course participants. The night at the pub was brilliant, and the two trips (the first one, a boat trip to the Norfolk Broads, and the second one to Cambridge) were loads of fun!

In addition to our teachers, the rest of the NILE staff was also extremely helpful and welcoming, which definitely contributed to my feeling really at ease in Norwich. (I'd like to give my special thanks to Alison for all her support before and during the course!). All in all, those two weeks at NILE were a really enjoyable experience which I highly recommend!

¹ NILE, which actually stands for Norwich Institute of Language Education, is a really well-known language and teacher training centre established in Norwich in 1995 which runs language and methodology courses both face-to-face and online all year round and has trained thousands of teachers from sixty different countries. For more information on NILE, visit <https://www.nile-elt.com/>



APAC – British Council John McDowell Award

S'obre la convocatòria dels premis adreçada a professorat o futur professorat de llengua anglesa, que siguin membres de l'associació, per treballs portats a terme durant el 2014, amb les següents.

BASES

MODALITAT A

Premi individual adreçat a professorat o futur professorat de qualsevol tram educatiu obligatori i post-obligatori que presenti des d'un treball enfocat a la reflexió o la recerca en el camp de l'ELT fins a disseny de programació d'aula o experiències concretes.

En el cas d'experiències, és imprescindible introducció, objectius i conclusió.

MODALITAT B

Premi individual adreçat a alumnat de Batxillerat que presenti un treball de recerca en llengua anglesa que pot estar relacionat amb qüestions de llengua i cultura, o bé amb altres camps, realitzat durant el curs anterior. Cal que el professor/a tutor/a faci una breu presentació del treball i de l'alumne/a.

MODALITAT C – premi col·lectiu

Premi col·lectiu adreçat a professorat i el seu alumnat que presentin activitats d'ensenyament-aprenentatge fetes a l'aula i/o en entorns virtuals etc., durant el curs anterior. Imprescindible que vagin precedides d'una introducció, objectius, continguts i conclusió del professor/a que les presenta així com que s'aprecii i es pugui valorar la feina feta per l'alumnat.

PREMIS

Per a la MODALITAT A

1r premi: curs de formació de dues setmanes patrocinat pel British Council. Si el candidat tria fer-lo al Regne Unit, el premi inclou també l'allotjament. El transport i la manutenció són a càrrec del guanyador/a. Accèssit: val de 200 eur en material de la llibreria COME IN.

Pera la MODALITAT B

1r premi: un tablet

Accèssit: val de 100 eur en material de la llibreria COME IN

Per la MODALITAT C

1r premi: val de 300 eur en material de la llibreria COME IN

Accèssit: val de 100 eur en material de la llibreria COME IN

JURAT I VEREDICTE

El jurat estarà format per membres de la Junta d'APAC i els assessors/es que consideri oportú. El resultat es farà públic durant l'Opening Session de les Jornades 2015 i es comunicarà amb antelació suficient als guanyadors/es per tal que puguin assistir a l'acte de lliurament. Aquesta acta es publicarà en la revista d'APAC corresponent.

PROCEDIMENTS

La llengua vehicular del concurs és l'anglès.

En totes les candidatures hi haurà de constar:

- La modalitat a què es presenten
- Nom complet del candidat/a o de la persona responsable de presentar el treball
- Nivell educatiu o curs (en el cas de la modalitat C)
- Adreça postal, email i telèfon de contacte.
- Nom, adreça i telèfon del centre educatiu, si escau.

Les candidatures es poden presentar durant tot l'any, fins a 18 de desembre de 2014 en suport paper (en mà o per correu postal) o electrònic a les oficines de l'APAC.

Gran Via de les Corts Catalanes 606, 4t 2ª despatx F-G - 08017 Barcelona

info@apac.es – 933170137 (en horari d'oficina)

APAC es reserva el dret de publicar total o parcialment els treballs presentats a la revista i/o al seu web.

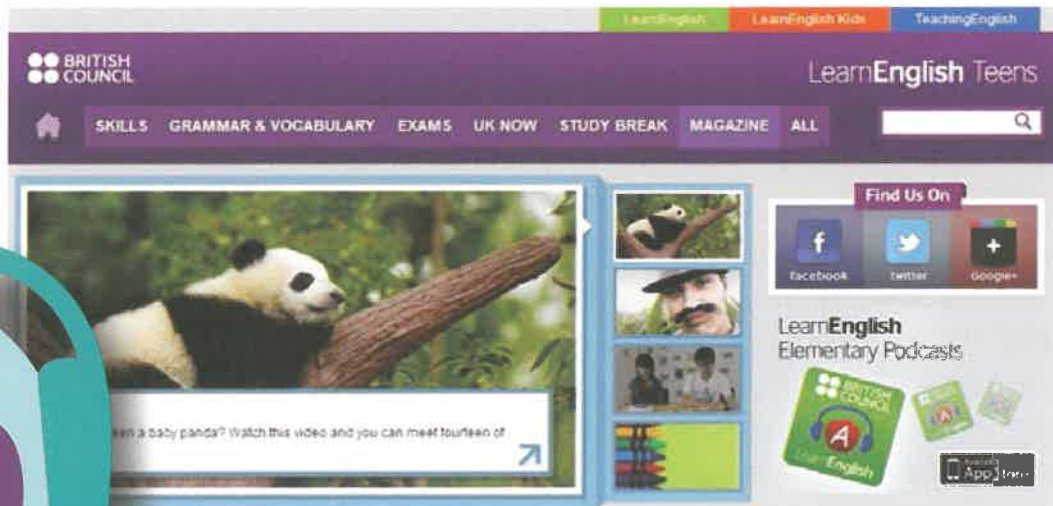
APAC no es responsabilitza dels treballs no recollits abans del 30 de maig de 2015

Learn English Teens

Get ahead

The British Council's LearnEnglish Teens website is designed especially for 13–17-year-olds

The website helps teenagers improve their level of English with school-style language practice, tips for exams, and grammar and vocabulary exercises. At the same time, there are lots of fun activities and games including a video zone, a magazine and puzzles.



Where Is Comenius?

Reflections on Language Learning and Technology

By Dr Lid King

There has always been an uneasy relationship between technology and language teaching. On the one hand technological advances have been heralded as the magic solution to the travails of the language classroom. In their day the telephone, the gramophone and of course the tape recorder and language laboratory were promoted as the key to successful and painfree learning. More recently computers have become the holy grail which might even replace the tired teacher.

And yet much of our past practice in this area has been at best a support and supplement to “real” teaching and learning. Who (at least of a certain age) can forget the mind-numbing boredom of drills in the language lab, or the enticing pointlessness of “drill and kill” computer programmes?

Should we then be sceptical about the current claims of the technonauts? Are there some more eternal and lasting truths about the complex process of acquiring knowledge and understanding (as distinct from accessing information) which are neglected in the excitement of on-line immediacy? Do we have things still to learn from the pedagogic giants of the past?

It is my tentative view that the new communication technologies provide us with an opportunity both to rethink some established truths about learning within a new context of mass interaction, and also to bring together the best of pedagogy (the tradition of Comenius) with the seemingly endless potential of on-line networking. This will, though, call into question our still-cherished images of learning which assume that it is a linear process taking place only in educational institutions. Communities including those in “cyberspace” may now be at the fore-front of change.

Dr. Lid KING is a teacher in secondary, higher and adult education, advanced level examiner and materials writer, Dr Lid King was Director of CILT from 1992 to 2003. From 2003 to 2011 he was National Director for Languages, taking forward the implementation of the National Languages Strategy for England. He is co-author – with Lord Ron Dearing – of The Languages Review, and has represented the UK on languages at both the European Union and The Council of Europe. As Director of the Languages Company, he is primarily involved in European projects and policy analysis.

Introduction

Let me first introduce Comenius, or Jan Amos Komensky in his mother tongue. He has been described as “the greatest in a long line of Protestant, migrant language teachers” (Hawkins, 1994) and as the father of language teaching. Noted for his great humanism, his life was marked by difficulties and personal tragedy. He was born in Nivnice in South East Moravia, but was orphaned at the age of 12 and received little education until the age of 16. He lost two young wives and saw his children die in infancy. In his mid-20s after being ordained as a Minister of the Unity of Brethren, a “sect noted for its sobriety and virtue”, he was persecuted and driven out by religious bigotry and the terrible events of the Thirty Years’ War. Although he eventually found some kind of sanctuary in Leszno, Poland, he remained an exile and wrote his books in unimaginable difficulties, while travelling across Europe in response to requests from England, Sweden and Hungary. While in exile he met John Locke in Holland. Despite the difficulties of his life, he learned four languages fluently and became one of the foremost Latin scholars of his age. He has also left us some of the most profound writings on education and language learning as well as what could be described as the very first language immersion course - the *Orbis Sensualium Pictus*.¹

This may seem an age away from our current focus on advanced technology and language learning. I shall, however, hope to show that there is a strong connection between Comenius/Komensky’s contribution to our discipline and the concerns of our global and digital world. I will return to this theme after first exploring some issues relating to technology and education.

I must say that it seems somewhat ironic that I have been asked for my views about such a theme, in particular as it relates to English teaching. Apart from some brief periods in the school holidays teaching on summer courses, I have never taught English. I was indeed a teacher, but my last time as a full-time and paid-up classroom teacher — of languages — was in 1989. It is true that I was quite technological.

I had an OHP, which I used daily. We had our own departmental TVs and videos; and I even wrote and presented a lot about the use of video and audio. We still had a state of the art Tandberg language laboratory, although quite often I discovered the pupils using the system to talk to each other about other things.

But that was then, and this is now. Those technologies seem to bear very little relation to the technologies available in 2014, and in particular what have been characterised as “electronically mediated communication” (EMC). The phenomenal speed (and unpredictability) of the changes which have taken place in this area over the last 25 years was vividly illustrated by David Crystal at a talk given in 2010:

In 1990 there was no World Wide Web: that arrived in 1991. Although email had been available for some years, most people did not send their first email until the mid-90s. Chatrooms and online games developed at roughly the same time. Google arrived in 1999. Mobile phones, with associated text-messaging, at about the same time (at least, in the UK – the USA was a few years later). The word weblog was created in 1997, but blogging as a genre didn’t take off until the arrival of easy-to-use software, such as Blogger, in the early 2000s. Instant messaging is another development of the early 2000s, soon to be followed by social networking (Facebook, YouTube, Hi5, and over 100 other networks) around 2003-5. In 2006 we encounter Twitter. . . .

The point of this chronology is to draw attention to its recency, diversity, and unpredictability. If someone had said to me, in 2005, that the next EMC development was going to be a system where you were given an online prompt, “What are you doing?”, and a limit of 140 characters for your reply, I would have written them off as deluded. But Twitter, a microblogging platform, has proved to be one of the most successful EMC developments to date (Crystal, 2010).

And of course since David was writing in 2010 we have had the Cloud, the rise of the App, interactive objects and who knows what next.

It is not surprising that our practice has lagged behind these rapid changes in the way we — and our learners — can and do actually communicate. According to research by Cambridge University in 2011, although people in the UK overwhelmingly viewed new technology such as mobile phones and social networks as a positive thing, 65% of adults (and almost as many children) said that they preferred face-to-face to digital communication (Warman, 2011). Among teachers and educators more generally, I believe that this has led to a degree of confusion and even fear about what needs to be done. How will we remain up to date when around us things change so fast? This technology has become a key sign of progress, of modernity. In that sense it is now an obligation for us not only to use but to understand it — there are pressures to do so from colleagues and from students. To be more modern we are obliged to use the new jargon: words such as flipped, virtual learning environment, digital pedagogy, blended learning become a compulsory part of educational discourse.

I must admit that on occasions I feel like a novice in an unfamiliar language who has learned some vocabulary but does not understand the structure or the meaning. The jargon passes through or over us and we only feel guilty for not really understanding. How comforting then to hear no less than Joseph Colpaert, Director of Research and Development at Linguapolis and Editor-in-Chief of the CALL journal, say that we should ignore this terminology and talk about what really matters to us (Colpaert, 2014).

The technological conundrum?

So what does matter to teachers and learners? To begin to answer this question let us first think about the nature of technology and technological advance.

One thing is for sure, and that is that this process — certainly since the 19th century — has been relentless and often disturbing (hence the fear and confusion referred to above!). Rather splendidly it has also often been completely misunderstood, or rather it has been used for a purpose quite different from people's original expectations. Who does not love the idea that the telephone — whose descendent is now the most ubiquitous technological device on the planet — was originally thought to be a marvellous machine enabling the cultural elite to listen to opera at a distance?

Quite often the possibilities of technology have been exaggerated. When I was a learner many years ago now, the record player was introduced into the language classroom as a miraculous source of authentic language. Later it was the tape recorder and then the magic and seemingly compulsory language laboratory, and then video discs (who remembers them now?) and the drill-and-practice computer programmes of the 1960s. In each case, these technological aids brought something new to the learning process — authentic sound, moving images, possibilities for learners to practise without a teacher. In nearly every case, also, those possibilities have been over-hyped. There has been no magic potion for language learning (Green, 1996).

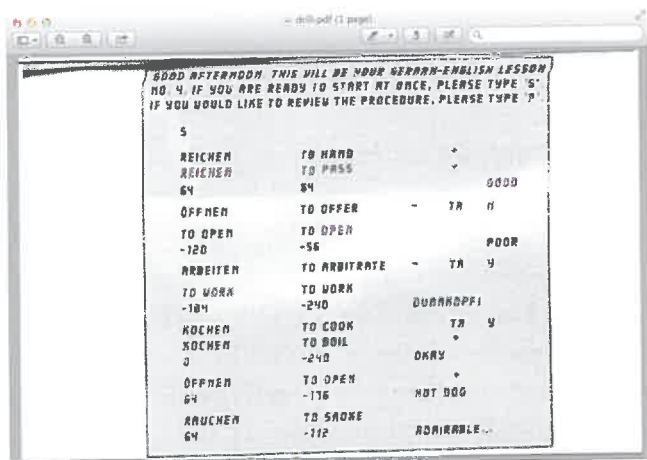
One — I think by now widely understood and commonplace — conclusion to draw from any review of educational technology and its impact is that it is not the technology itself which leads to any change; it is what we do with it. As educators, we are right to be sceptical about the promises of the technocracy, especially as we have been here before. This was well expressed by Jeremy Fox in a publication for CILT:²

In the field of information technology in language learning, as in some areas of Applied Linguistics, it is necessary to keep one's wits about one, and to beware of mumbo jumbo. One should not trust a man simply because he is wearing a white coat, or because he quotes a lot of research; and it is wise to examine and

evaluate the research and to test claims about new methods of teaching against common sense and practical experience (Fox, 1994).

Control and freedom

These technologies have not existed and do not exist in a vacuum. They are related to and largely dependent on prevailing theories about cognition and learning and current practices and approaches in teaching. In a very crude sense, these can be related to a tension, or perhaps a continuum between control (top-down, authority-led) and freedom (spontaneous, abstract, learner-driven) in the learning process. These earlier examples of technology in classrooms — in particular the language laboratory and CALL — were clearly in the “control” end of the spectrum. Their underlying learning theory was a behaviourist one based on the ideas of B. F. Skinner, in particular the approach known as “operant conditioning”, which states that when a piece of behaviour is reinforced it is likely to reoccur. Much of the laboratory research on which this theory is based involved the behaviour of rats “learning” to obtain food in a cage. This is also what is supposed to be happening in a language laboratory when a learner makes a response and then hears that same correct response on the tape (“positive reinforcement”) or when she hears that the correct response is different (“negative reinforcement”). She then “learns” the correct language use. It is also the model used in many early CALL programmes such as this one, also quoted by Fox in the earlier CILT article.



The idea was that language was primarily a habit structure, and that languages were learned by forming habit, and that through automatic responses which did not involve conscious thought the learner was led to the steady accumulation of ever more complex language.

It is probably not necessary to spend too long in explaining that this theory is a difficult one to sustain once one looks at what learners actually do when they are learning, and when one considers how little success can be attributed to the various “drill and kill” programmes of the 1960s and 70s. The theoretical basis for this behaviourist approach was convincingly refuted, notably by Chomsky as long ago as the late 1950s (Chomsky, 1959; see also Jakobovits and Miron, 1967). Probably, however, not many teachers have followed these debates, although instinctively we may feel that communication, language and learning are rather more complicated affairs than the frequent drudgery of the language lab and the gap-filling computer programme. Learning a language seems a higher level skill than finding corn in a bowl.

So why mention a theory and an approach which does not work and which most people do not believe? Rather astonishingly this is because behaviourism is still alive — if not well. It has continued to find an outlet in many “multimedia” courses — drill and practice with pictures and sound added — and indeed in some of the most successful and lucrative commercial language courses. Why this should be is something to be discussed on another occasion. My own provisional view is that such approaches, particularly when accompanied by attractive images and sounds, can have some success in the first steps of vocabulary acquisition but they do not lead to language learning (internalisation and use). This is because they are not intended to, and that is why they survive and indeed prosper.

For now though, let us not risk an unproductive quarrel or even legal action, and let us move on to the other end of our notional spectrum — complete freedom and spontaneity.

There has always been an alternative view which also admired the power of technology but which said that, if we put the learner in front of a screen, she will learn spontaneously through some kind of osmosis enticed by the power of the image, perhaps in the same way as our less sophisticated ancestors were seduced by the magic lantern. Quite apart from the obvious inefficiency of such an approach, there is of course an irony which was not lost on me even in my technological heyday. There is very little if anything that we will put in front of our students in a classroom that is more enticing than their daily technological experiences.

In my day, worthy programmes on learning French — even quite interesting, “authentic”, television programmes — were competing with “Dallas” and the latest pop video. Now we are trying to seduce not our great-grandparents, who had never even seen a picture move, but the internet generation, for whom everything is expected including the next things that we have not yet imagined.

So will they be enticed by a little bear moving awkwardly and speaking English?

Technology’s potential

What underlies this very brief consideration of some of the misapprehensions about and misuses of technology in language learning is something which has increasingly become part of our accepted wisdom. For all its potential, technology remains a tool — like chalk and paper and books. If the pedagogy is unsound, then no amount of technological bells and whistles will help people to learn. As Chomsky himself once observed after a visit to an English class in Puerto Rico where the latest audiolingual methods were being used:

They used a system they called pattern practice. You have a certain linguistic

pattern, and you just repeat it over and over again. Well the thing that is most obvious about these methods is that they are so boring that they put you to sleep in about three minutes. So when you go into the classroom you see that the children are looking out of the windows or throwing things at the teacher or something like that (Chomsky, 1988, p. 181).

So, what, if anything, has changed? For despite everything, despite all the caveats and health warnings, there is indeed a sense that there are now new and exciting possibilities. The newer technologies — in particular the EMC referred to in our introduction — seem to offer some key characteristics needed for learning, and especially for learning languages in ways that were not evident in the early days of CALL, or the simple moving image. This itself is not a novel idea. Jeremy Fox in the CILT publication of 20 years ago made an eloquent case for the importance of technology not as something which would supplant cognitive processes but as something used for the transmission and distribution of linguistic information (Fox, 1994). We saw these developments even then as somehow different from our previous experience:

Whether it be through the interactive potential of electronic communications or the learner centredness of recent CD developments there seems to be something about current technological developments which is qualitatively different from what has gone before. If this is the case...it is because the new information technology is about choice, about content, about interaction. It is in a word communicative (King, L., 1996, p. 346).

Undoubtedly our faith in the CD was misplaced or rather supplanted by the World Wide Web, which hardly existed in 1996. Nevertheless what was beginning to be true nearly 20 years ago has only been confirmed by the current

developments in electronically mediated communication. Not only are they interactive (social), content (and media) rich and driven by learner choice (the dream of 96) but they offer flexibility of use, any-time access and portability. Their potential is apparently limitless, but to make use of such possibilities we educators must think seriously about the nature of the teaching/learning relationship, moving away from the control end of the spectrum (teacher-led/ computer-directed) towards greater freedom and learner choice. In that respect the discussion about technology is inescapably bound up with debates about learner autonomy.

The dialectics of learning and teaching

Let us now, then, consider not technology but learning and teaching.

In what I have called the Control end of the spectrum, the relationship of teaching and learning is quite clear. The teacher (guru) imparts knowledge to the learner (disciple). It is also the image of the empty vessel being filled with refreshing water (knowledge). More frequently however — although by no means universally — the image is one of a shared enterprise and a much more interactive relationship between teacher and learner. Indeed, it has been pointed out that in the French language, although there is a word for teach = enseigner, in more common usage apprendre (from the Latin apprehendere, meaning “to grasp with the mind, to understand/ comprehend”) is the basic word for both “teach” and “learn” (King, A., n. d.).

This idea of learning — admittedly as a rather tranquil, reflective and sedentary activity compared to the noise and speed (and immediacy) of contemporary society and contemporary communications — is, it seems to me, deeply rooted in our consciousness. When we think of “learning” we might well think of an image such as this one:



Priscianus Caesariensis, commonly known as Priscian, a major figure in the study of Latin grammar. Relief by Luca della Robbia, Florence, 15th century.

The idea that it represents is certainly one of wisdom and authority (control?), but there is also something else which is intrinsic to the model — dialogue. The master is discussing with his learners, and this dialogic approach is fundamental to our deep understandings of learning. The concept itself, at least in western society, is best known in relation to Plato and his teaching through the Socratic dialogues — the interchange of teacher and learner (master and searcher) seeking truth not through the presentation of eternal truths from on high but through questioning, through a social act and interactive collective activity.

In this, the original Socratic dialectic was rather different from the contemporary ICT-related tool — Socratic (“a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games...”)

Plato’s Socratic dialogues are largely concerned with moral and political questions and the critical examination of accepted wisdoms.

Even so, they have had considerable impact on ways of learning and our representations of learning. According to Aristotle no less, the Socratic dialectic was the basis for the scientific method. It continues to have a direct echo in contemporary practice — notably in law and psychotherapy and also the university tutorial. In school contexts there has also been much interest of late in the idea of critical thinking, philosophy and indeed a technique of learning involving “Socratic circles”.

This tradition of the dialogue (probably linked to a quiet contemplation which we can rarely recreate in the 21st century) remained a strong one even in post-classical times. Montaigne writes of encouraging the learner to apply what he has learned to his own use:

Let him make him put what he has learned into a hundred several forms, and accommodate it to so many several subjects. By doing so he will take responsibility for his own learning and make it his own, taking instruction of his progress by the pedagogic institutions of Plato (Montaigne).

For Rousseau, education should be derived from interactions with the world rather than from books and authority. In *Emile* the emphasis was on developing the senses and drawing inferences. “He emphasised the importance of encouraging students to develop ideas for themselves, to make sense of the world in their own way, to reason for themselves and draw their own conclusions and not rely on the authority of the teacher” (King, A., n. d.).

We see here also an emphasis on interaction with the world and on internalizing knowledge, which could also be useful in our search for the magic lantern. It is very much associated with the empiricist tradition associated with John Locke (1690) (“Languages were not made by rules of Art but by accident and the Common Use of the people”) and of course our Comenius.

The contribution of Comenius

We should be wary of attributing 21st-century modes of thought to our heroes (and authorities!) of the past. Ideas are inevitably far more nuanced, and social structures have a significant effect on ways of thinking. Rousseau (1762), for example, did not recommend the same degree of learner autonomy for women, who were “made to please and be subjugated by man”. Locke was extreme (undialectical?) in his views on language learning, which he described as entirely based on “memory and the habit of speaking”. He was a behaviourist before the term existed.

The same caveat should be made about Comenius, whose rather tragic life history we briefly described in the introduction. They were different times, with different priorities and social structures and vastly different interpretations of the world. Communication in seventeenth-century Europe seems light years away from the instantaneous transmission of virtually anything which is commonplace today. Latin, for example, was the *lingua franca* of the age.

The point is made by Piaget (1993) in his introduction to a collection of Comenius’ writings for UNESCO:

Nothing is easier, or more dangerous, than to treat an author of 300 years ago as modern and claim to find in him the origins of contemporary or recent trends of thought.

Piaget goes on to analyse the complexities of Comenius’ ideas on education and society and their origins in Aristotelean metaphysics combined with 17th-century empiricism.

The central idea is probably that of nature as a creator of forms, which, being reflected in the human mind, thanks to the parallelism between man and nature, makes the ordering of the educational

process automatic. The natural order is the true principle of teaching, but the sequence is dynamic, and the educator can carry out his task only if he remains a tool in nature's hands. Education is thus an integral part of the formative process to which all beings are subject and is only one aspect of that vast development...

...Education is therefore not limited to the action of school and family but is part and parcel of general social life. Human society is an educational society (Piaget, 1993, p. 175).

He argues that some of his philosophical ideas have been superseded by developments in our understanding of the world, but, crucially, that Comenius' genius resides in the fact that he asked some of the key questions about education and society — “raised a series of new problems”. While theories may change, problems endure and that, in Piaget's words, is why “Comenius is among the authors who do not need to be corrected or, in reality, contradicted in order to bring them up to date, but merely to be translated and elaborated” (175).

Many of Comenius' specific ideas about education do indeed speak to our contemporary society. Indeed, according to Joseph Needham (1942), he “represented all the ideas which have successfully triumphed in modern education.”

One such idea was the still not universally implemented principle of equal opportunity for all children:

It is undesirable to create distinctions or to give some children grounds for considering their own lot with satisfaction and that of others with scorn....Why should we assume that only the sons of the rich are able to fill the same positions as their fathers? Boys and girls, both noble and ignoble, rich and poor, in all cities and towns, villages and hamlets, should be sent to school (Comenius, 1657, p. 418).

Astonishingly, given the mores of the time, this inclusive education should be extended also to those deemed less able. Indeed he urges that these (“the naturally dull and stupid”) need education even more than most:

The slower and the weaker the disposition of any man, the more he needs assistance.... Nor can any man be found whose intellect is so weak that it cannot be improved by culture (Comenius, 1657, p. 219).

He also — unlike Rousseau over 100 years later — believed firmly in the education of women:

Nor can any good reason be given why the weaker sex...should be altogether excluded from the pursuit of knowledge (whether in Latin or in their mother-tongue)....They are endowed with equal sharpness of mind and capacity for knowledge (often with more than the opposite sex) and they are able to attain the highest positions, since they have often been called by God Himself to rule over nations...to the study of medicine and of other things which benefit the human race.... Why, therefore, should we admit them to the alphabet, and afterwards drive them away from books? (Comenius, 1657, pp. 219-220)

Another of Comenius' key ideas which strikes a very modern chord is that education begins at birth. In the *Schola Infantiae* he set out a detailed plan for the first 6 years of life. As the great English languages educator Eric Hawkins (2000, p. 213) pointed out “it is hard to believe that it was written more than 100 years before Pestalozzi was born”. In this work he stressed the importance of the very first years of a child's life, for “by the tales told at their mother's knee do men live or die”. He argues for an enticing experience of early education and for children to see books as a source of pleasure (Monroe, 1896).

Perhaps even more germane to our current discussions about language learning and technology (the authority/freedom spectrum)

is Comenius's view of education as a social and fundamentally collaborative activity. He did not think that it ended at the school gate or at a certain age, and crucially, as John Trim, one of the great contemporary proponents of autonomy in language learning, has pointed out, he sought to promote cooperation in school rather than competition. This is shown by "his advice that pupils should be the teachers of other pupils rather than keep their superior knowledge to themselves to secure an advantage" and his insistence that learning was indeed not simply the passing down of fixed knowledge but an interactive process during which the child "does not simply want to listen, but to ask questions and be listened to" (Trim, 1998).

To return to Piaget, he refers also to Comenius' "deep psychological understanding" about the stages of learning and how the same things can be taught in different ways depending on the stage of the development of the learners. In the sixth of his "Principles for Facilitating Teaching and Study" Comenius (1657, p. 289) derives three rules:

- 1 If the class instruction be curtailed as much as possible, namely to four hours and if the same length of time be left for private study.
- 2 If the pupil be forced to memorise as little as possible, that is to say, only the most important things; of the rest they need only grasp the general meaning.
- 3 If everything be arranged to suit the capacity of the pupil, which increases naturally with study and age.

Piaget (1993) concludes that these words "might be written in words of gold on the door of every modern school — so applicable are they still, and unfortunately so seldom applied."

This very brief and inevitably simplistic review of some of Comenius' ideas about education also has relevance for his ideas and his practice relating to language teaching and learning. His ideas about what we would now

call an inclusive and stimulating educational experience, involving the learner as a key participant, allowing time for private study and stressing the importance of learning as a collaborative enterprise all strike a chord with current priorities in language learning. So, too, does his stress on early learning and learning for all in and beyond school — "Languages for all and languages for life" in the words of the English National Language Strategy (Department for Education and Skills, 2002).

More specific to language learning were his ideas on how learners learn. Although, unlike John Locke, who was staunchly empiricist, he certainly did not underrate the importance of reflection, theorising and understanding the systems of things (grammar for example); when it came to teaching he prioritised action over abstract principles.

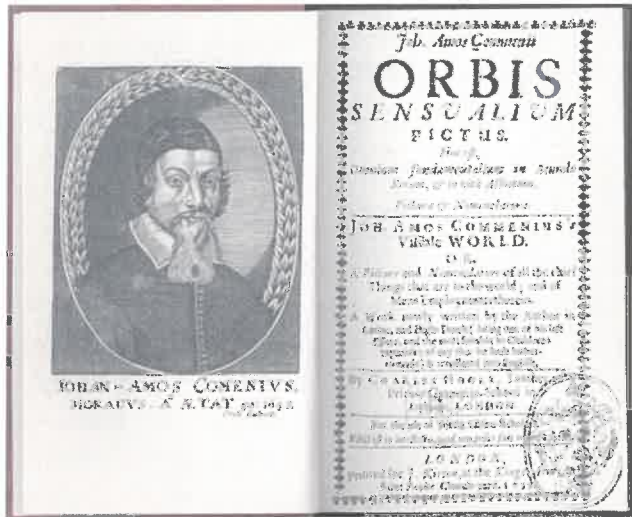
In schools let the pupils learn to write by writing, to speak by speaking, to sing by singing, to reason by reasoning...so that schools may simply be workshops in which work is done eagerly (Bovet, 1943, p. 10).

He applies this principle also to language learning, proposing an inductive ("Percept before precept") and active approach based on concrete examples of language in use. He favours first action and then reflection — an understanding of a rule derived from the organisation of examples which have already been used. He also argues for the importance of enthusing the learner with content which is of interest (meanings that matter) and of building on the learner's prior knowledge.

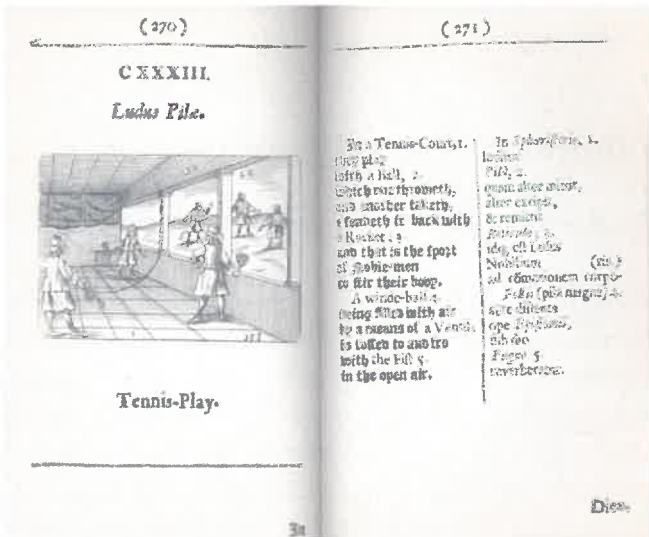
In the *Methodus Linguarum Novissima* Comenius (1648) presents a strikingly modern approach to language learning, proposing a visual method of learning Latin, because

...pictures are what most easily impress themselves on the child's mind to remain lasting and real. Children need to be given many examples and things they can see and not abstract rules of grammar.

Many of these principles are exemplified in Comenius' guide to learning the main language of international communication. The *Orbis Sensualium Pictus* was first published in Nuremberg in 1658, and it appeared in an English version by Charles Hoole in the following year.



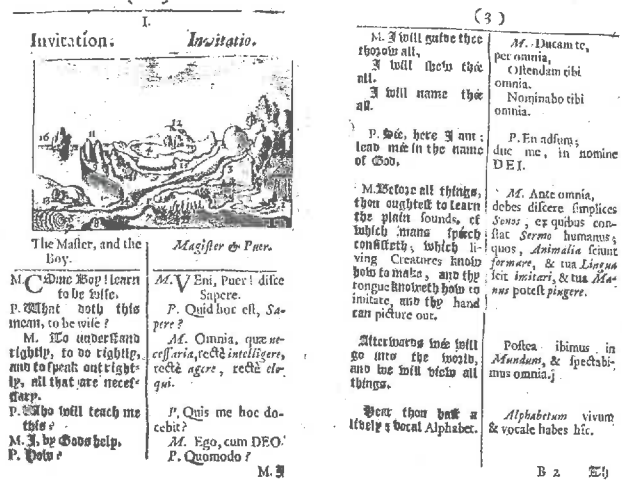
The pictures — woodcuts in the original version and steel engravings in Hoole's edition — were numbered to allow each phrase in the dialogues to be matched with specific actions in the picture.



According to Eric Hawkins (1996, p. 208), "Comenius also used a reduced, maximally functional vocabulary and trusted to the pupil inducing grammar rules from the examples".

Also of significance for our argument — and in keeping with Comenius' belief in the importance of collaboration — the book is constructed not as an instruction but as a

conversation between Master and Boy — an invitation to understand the world:



It is, in our terms, a dialogue.

And current theories and practice of language learning?

Where, then, does this brief and doubtless superficial wander through some of the seminal ideas of this giant of educational practice lead us? Of course these ideas and practical guidelines for language teaching from the 17th century are not the sum total of our understanding. Many more erudite scholars than myself have charted the development of our discipline through the various pendulum swings of the past 300 years and the input of both theoreticians and practitioners bringing new insights from the worlds of psychology and linguistics. Of particular interest to my own understanding of these issues which have occupied so much of my own professional life have been the writings of François Gouin, Henry Sweet (the champion of phonetics, and almost certainly the model for Henry Higgins in Shaw's "Pygmalion"), the psychologists Vygotsky and Bruner and linguists such as Chomsky and Holec, and more recently John Trim, who sadly died last year.

Important as all these and others who came before and after them have been — as much for their disagreements and debates as for their certainties — it is nonetheless indisputable to me that the road map was written by the

Moravian cleric Jan Komensky (Comenius), and that he has rightly been described as the father of modern educational theory.

When in 2007 we set out the basis for language learning in England in the Languages Review of that year (Dearing and King, 2007), we deliberately avoided dogmatic methodological principles, arguing rather that successful language learning takes place, under certain conditions, when

- a) Learners are exposed to rich input of the target language.
- b) They have many opportunities to interact through the language.
- c) They are motivated to learn.
- d) They understand something of both what and how they are learning. (Dearing and King, 2007, p. 29)

What are these conditions but some of the key elements derived from Comenius' ideas of a stimulating, interactive experience based on real meanings?

A similar but more profound connection can be seen in what has become the most widely accepted perspective on language learning in the late 20th and early 21st centuries — that of the Council of Europe and what is described as the Communicative Approach.

From the mid-1970s onwards (with the work of Van Ek, John Trim and many others, for example, on threshold level), the Council of Europe has been at the forefront of contemporary thinking and practice on language teaching and learning. The most widely known (if not read) manifestation of this has undoubtedly been the Common European Framework of Reference, first launched in 1997 (Council of Europe, 2001). Although the Framework, as it is commonly known, claims to contain no one methodological approach, but to be merely descriptive, it is at least arguable that it is underpinned by some of the key elements of this communicative approach.

It is an approach which promotes language learning as a social activity and which has a

primarily functional view of language learning, emphasising the social roles of both speaker and listener. It is based on an identification of learner needs; it is learner-centred and promotes the functionality of language use over its form.

This has been very much bound up with an increased interest in learner autonomy — in Henri Holec's (1981) words, the "ability to take charge of one's own learning," and a model of language learning which — in contrast with classical (but still influential) models which see the purpose of languages as gaining access to higher culture through the individual study of "good" authors — sees it rather as one of relating to the living language community through accessing a wide range of language and registers. Similarly the preferred approach is learner-centred and cooperative, with the teacher's role that of facilitating learning rather than acting as the sole source of wisdom and authority. It is, in two words, the world of the *Invitatio* and of dialogue, a learner-centred, dynamic and interactive (social) approach to learning, as opposed to the monolithic truths of grammar-translation and indeed the operant conditioning of early CALL (Little, 2014).

Language learning and technology

So, what has all this to do with our subject?

Based on the route map established by Comenius and the insights of educationalists, psychologists and linguists of the last 100 years, we might now agree that successful language learning is a social activity which involves a number of key features — INTERACTION, ENGAGEMENT, A RICH MULTI-SENSORY ENVIRONMENT (images and sound and words). It also takes place in a range of contexts and at different times — not simply in the school lesson.

Even though Comenius could not have imagined the power of our technologies to provide sensory experiences, nor the immediacy of our communications, I believe

that each one of these characteristics can be traced back to his fundamental ideas.

Significantly for our argument, we can see that perhaps for the first time they cross reference to the characteristics of the technologies of EMC, as listed in the preceding section:

TECHNOLOGY	LANGUAGE LEARNING
INTERACTIVE	INTERACTION
SOCIAL	SOCIAL
CONTENT RICH	RICH MULTI SENSORY ENVIRONMENT
LEARNER CHOICE DRIVEN	LEARNER ENGAGEMENT
FLEXIBLE — NON LINEAR (HYPERTEXT)	FLEXIBLE
ANY TIME ACCESS	ANY TIME
PORTABLE	OUT OF SCHOOL

The match is a good one. So, it may be asked, what is the problem? As often in education, it could be to do with the time lapse between the possibilities of the real world and the actual practice of the classroom. As we have already suggested, language learning through technology has to be more than the same approach with better pictures if we are to devote so much time and money to it. Now, although I am no longer a practitioner and no expert, I have spent some time looking at what is happening, mainly in the UK and so in conclusion I will share some of that but also speculate on what might happen next.

I hope that it will not be seen as hopelessly antediluvian if I do not refer much to Flipped Classrooms. Or Blended Learning. They are no doubt useful terms, but in all honesty, to me, there is something about them of old wine in new bottles. For “flipped” you can read preparation and homework (or indeed Comenius’ division of the learning day into “instruction” and “private learning”). For “blended” we can read integrating different

approaches and media, which is actually not blended but integrated, which is maybe a matter of semantics, or maybe a misconception.

Where such concepts are important, however, is in establishing a key principle which we have already discussed, for, beyond all the flipping

and the blending, there has to be a choice, a decision of what is appropriate and where and how to access or use it. What is best for face-to-face activity or in social groups, what is best with a native interlocutor, what is best with a screen or an on-line community?

So what are some of the interesting applications of the new, more dynamic and interactive technologies? It seems to me that there are 5 areas where technology is currently having a potentially positive effect on the teaching and learning of languages, as well as a sixth direction, which, like the sixth sense, is a place of great promise that we have only partially understood.

As a non-practitioner I am indebted to colleagues for some of the concrete examples which are taken from actual practice in relatively normal contexts:³

1) Language input

Going back to our earlier reflections, this is where technology has traditionally been

thought to have a key role — as a presenter of language, or indeed a teacher substitute. As we have seen, though, much of what has been produced has been problematic — whether the “operant conditioning” model, which leads the learner to low levels of competence and high levels of boredom, or the “learning by osmosis” approach, which also had limited success. Although much of what is currently on offer is still a textbook by any other name, there are undoubtedly greater possibilities for the development of a more dynamic, rich and flexible learning environment, enabling the learner to choose a learning path and have access to support when needed.⁴

Increasingly, however, it seems more likely that teachers will seek to guide their learners into ways of accessing the seemingly inexhaustible resources of the web rather than devising tailored courses (for whom?). This is a theme to which we will return.

2) Mutual support and exchange of ideas

The growth of Web2 means that there is increasing familiarity with the use of social media for supporting language teaching through on-line discussion. One example of this in the UK (and beyond) is the so called “twitterati”. It has been reported that the teachers using this very obvious resource feel “part of a large group of like-minded colleagues where they can share their classroom experiences and be supported when experimenting with new ideas.They can reflect on their own practice through informal discussion with others and feel they have become better teachers as a result” (see Dale, n. d., on “twitterati”, “crowdsourcing”, and other concepts).

As well as existing social media, like Twitter, teachers are also communicating in real time through “flashmeetings”. Potentially also this kind of technology can be used by learners — although most examples of which I am aware tend to be restricted to learners in single institutions as a support for classroom activities. The potential is of course endless — one recent pilot linked to the Lingu@net WorldWide resources (www.linguanet-worldwide.org) is aiming to promote such

fora as a realistic proposition for learners and teachers across the world.

3) Investigation and preparation

Technology provides many possibilities for pursuing individual needs even at the level of grammar revision, or more excitingly in finding new meanings. One example of this is the use of QR codes for grammar revision (requires preparation by the teacher) and more general, on-line searches to prepare for classroom activities

4) Presentation

Perhaps the most frequent use of technology lies in the field of presenting language created by the learners. There are a wealth of existing resources — iPads, ibooks, Youtube and programmes such as Animoto which people are using. One recent fascinating example of this has been the use of digital media for storytelling — a collective activity which meets most of our language learning characteristics with some often inspiring results.⁵

Perhaps it is also important to add a health warning. The seduction of the visual and the potential of animation can often distract from actual learning.

5) Communication

It is one stop from presentation to sharing and then communication between learners. This indeed is what Jeremy Fox suggested twenty years ago could be the key to the future use of technology. The existence of blogs and Facebook and on-line communities (which is more than a teacher or learner support group) as part of the daily experience of most people under 30 (and many older than that) is making this a reality.

Looking to the future (the 6th way)

This new reality brings us back to the core of the matter — the teachers. I began by saying that we can be daunted by technology, in ways that our learners probably are not. I think, though, that the challenge is not primarily technical but pedagogic. What, in this brave new world, is the role of the teacher?

In some important senses it is what it has always been. As for Socrates, the teacher is a listener and questioner who will guide the learner — engaging in dialogue. As for Comenius, she will understand the needs of the learner and provide opportunities for both reflection and practice — learning by doing. In the words of a more recent hero, Yves Châlon (1970):

A la question “Les professeurs pour quoi faire?”, nous serions tenté de répondre, des professeurs pour se taire — ou plus exactement, des professeurs pour écouter.

Despite this degree of continuity — at least for “good” teaching — the possibilities of the new technologies do undermine certain of our preconceptions.

Knowledge becomes much less hierarchical, as it is potentially at everyone’s fingertips, and yet the interpretation of that information becomes even more complex. The dominant feature of the web is its interrelationships — the hyperlink, which is a challenge to our more traditional concepts of progression (ad Parnassum). The big question is whether we have yet developed a pedagogy for this. Indeed it can be argued that the speed of change is such that in many instances we have not yet integrated the core principles behind Communicative Language Teaching and even less of learner autonomy. This may explain the continued good health of operant conditioning!

As always, there are the advance guard and the enthusiasts, and the rest of us who may still be coming to terms with old technologies like the overhead projector! But in the world outside the classroom nothing stands still. Learning is increasingly taking place outside school at times when people want or need to learn. Language itself is changing — elsewhere in this volume you may read about the development of text-speak, a phenomenon not confined to English. In our big cities in particular, code switching and new “ethno-dialects” are becoming ever more prevalent. For teachers of English in particular, the opportunities and also the challenges offered by the web are immeasurable, but such change is not confined

to one language. As English expands, so, too, does the web become more multilingual.⁶

All of this rapid change and volatility is giving a whole new impetus to learning beyond school. This was discussed at length by David Crystal at our 2010 conference. He described our era as the dawn of “a genuinely multilingual internet age” where there was a huge gap “between the political agenda, the technological possibilities, and the educational realities.” He pointed out how the Internet may be providing a context for new concepts of citizenship and social identity.

Many of those who are frequent users of the Internet say that they think of themselves as members of an online community first and of their national community second. They call themselves Netizens — citizens of the Internet (King et al., 2010, p. 38).

David went on to argue that the task was to provide these citizens with enticing material (much as Comenius wrote over 300 years ago!):

Once an attractive online multilingual presence is established, we can forget about the need to persuade young people to explore it. They will do so, of their own accord... We need to work towards presenting children with an enticing online multilingual experience, with plenty of age-appropriate material — an experience where good role models (the celebrities they admire) affirm that languages are cool, where characters in their favourite games act out their roles in different languages, where forums happily switch between different languages, where code-mixing is seen to be expressively enriching, where errors are thought of as natural and not criminal, and, in short, where all the good things we have noted as good practice in European linguistic decision-making are seen enacted online in Facebook forums, on Twitter, in YouTube videos, and in Second Life.

It may be that Professor Crystal’s view occupies the more idealistic end of the policy spectrum,

but the point is a powerful one. There remains a strongly held vision, held by educators and policy makers alike, which assumes that progress in learning and understanding is a linear process which takes place in educational institutions through instruction from authority. Even our models (metaphors?) of progress — Frameworks and levels — reinforce this view. I have argued that this was not the view of some great thinkers about learning and languages, and in particular our Comenius. Now the power of the web and the way that users access it are showing us that

progress is actually asymmetric and that the domains for the application of language use and the affirmation of complex identities are no longer solely the innately hierarchical ones connected with school and university.

Both our pedagogy and our policy will have to adapt to this reality. Along with Comenius and his pupil we are being called to go out into the world and study all things:

IBIMUS IN MUNDUM ET SPECTABIMUS
OMNIA

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¹ There is an extensive literature on Comenius in many languages. A good bibliography is to be found in Piaget's article for UNESCO — "Jan Amos Comenius", published in *Prospects*, vol. XXIII, no. 1/2, 1993, pp. 173-196. In 1992 there were many publications to mark the 400th anniversary of his birth, including a conference in Prague later published as J. Hendrich and Prochazka, M., *Comenius and the Significance of Language and Literary Education — Selected Papers*, 1998. See also Denis, M., *Comenius: Une pédagogie à l'échelle de l'Europe*. Neuchâtel, 1992, and Hawkins, E., *Listening to Lorca: A Journey into Language*, Ch. 13 Jan Komenský 'Teacher of Nations', London, 1999.

² Centre for Information on Language Teaching and Research, established in 1966 in London. Now sadly defunct.

³ In particular I am indebted to Joe Dale for examples from schools and to Anny King for HE.

⁴ One example is the "Languages at Your Fingertips" suite developed by the Cambridge University Language Centre.

⁵ Critical Connections: A Multilingual Digital Storytelling Project coordinated by Goldsmiths College, London <http://goldsmithsmdst.wordpress.com>

⁶ According to w3techs.com 61% of content on the web is in English (which still leaves a lot of space for other languages!). Yet, while the number of English users is the greatest (over 550 million), Chinese users are close behind.

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Motivate first; then teach

By Xavier Martín-Rubio

The resources available online 24/7 are great for motivated learners. One difficulty in the traditional English subject is that many students in the class group are not motivated. They cannot visualize the usefulness of this foreign language that most people around them never use. Adult businesspeople or researchers who realize they need to improve their English in order to interact with customers and suppliers or fellow scholars will pro-actively seek learning opportunities in the Internet and elsewhere. But how can this round-the-clock accessibility of learning resources help with those who do not see the point in learning English? One way is to tell them they will be subtitling films, editing a magazine, or organizing film sessions in the school, hiding the grammar from them and making the learning experience above all motivating. The role of the teacher is to motivate and guide students, but it is the student who must do the learning. Once the student is motivated and gets involved in the learning process, the teacher can assume a new role: checking students' compositions, preparing new listening activities, or finding interesting topics for discussion. This will definitely speed up the learning process; but first things first.

Keywords: motivation, language learning, grammar.

What's in a classroom?

For this section I will use the works of Breen (1985) and Wenger (1998, 2000), which are, I think, as valid now as when they were first published. Wenger (1998) developed the concept of 'communities of practice' (CoP henceforth), which are defined along three dimensions: 1) What they are about, i.e. the enterprise that members are after, and which is constantly renegotiated; 2) how they function; and 3) what capabilities they have produced, i.e. the 'shared repertoire' of resources such as routines, artifacts, styles,

vocabulary, and so on, that members have developed over time. Elsewhere, Wenger (2000, p. 229) gives some examples of such communities: "from a tribe around a cave fire, to a medieval guild, to a group of nurses in a ward, to a street gang, to a community of engineers interested in brake design". He also argues that "participating in these 'communities of practice' is essential to our learning. It is at the very core of what makes us human beings capable of meaningful knowledge" (229). Wenger also claims that "multimembership is an inherent aspect of our identities" (239). As he puts it: "You don't cease to be a parent because you go to work. You don't cease to be a nurse because you step out of hospital" (239). A person who is both a mother and a nurse is described as

being a member of at least two communities of practice at the same time. By participating in these two communities, the mother-and-nurse is also experiencing the boundaries between the two communities and creating bridges between them.

So let us now think of a classroom with a given number of students of more or less disparate ages, socio-economic and sociolinguistic backgrounds, interests and hobbies, problems and insecurities. These students, together with the teacher(s), constitute a CoP, and altogether they are supposed to have a common goal: if there is an English teacher and the session is 'English', then the goal must be that the student-members learn English with the help of the teacher-member. As Breen (1985, p. 142) puts it, a language class is, outwardly, "a gathering of people with an assumed common purpose", but at the same time it is "an arena of subjective and intersubjective realities which are worked out, changed, and maintained." It is subjective (belonging to the individual) but also intersubjective (between the different members). And these realities are not always static. Some are maintained, but some change by being worked out. Breen makes it clear that these realities are not just "trivial background" to the teaching/learning tasks. On the contrary: they are a fundamental aspect of these.

What goes on in any one class session is much more than the exchange of grammatical utterances, requests for information or error correction. Each person in the room has a series of beliefs, aims, insecurities, wishes, and identities that enter the equation and that make the research on how the student learns the language much more complex. Teachers dream of a world in which students understand and acquire grammar rules right after the explanation has been provided. However, the truth is that no two students ever learn the same, and this is a complexity that needs to be taken into account.

Another aspect to be considered is that all

these people (the teacher and the students) are members of other CoPs, with their own goals, rules and shared repertoires. And, as exemplified above with the mother-and-nurse example, these people build bridges and establish connections between these different CoPs, which in turn has an influence on how the goal and rules of the language class CoP are negotiated and worked out.

In the next section, the focus will be on the "assumed common goal" of the language classroom and the consequences of (not) having a common goal for the CoP.

Common goal and plan?

So, what is the common goal of an English language session? Common means all the members have the same goal. Is this always the case? Is this even possible? A first source of conflict is probably derived from clashing goals within the CoP. Let us imagine a hypothetical classroom of 25 students and a teacher, of which a big number do not see the point in learning English and do not feel they are in this CoP to do that. They are (let's imagine) 14 years old, and they are forced to attend the lessons, but they have different plans for the session. This is obviously going to be very disruptive for the other members of the CoP, who may have more similar goals. So, how can a teacher change this structural problem? Because not having a common goal obviously condemns this CoP to failure. The first point of the definition of CoP (above) was "what it is about, i.e. the enterprise that members are after, and which is **constantly renegotiated**" (my emphasis), which entails that this is not something one member can simply impose on the rest. It needs to be discussed, agreed upon, and not just once: constantly. As an English teacher, you have a plan. But then you enter the classroom, and you see individuals there (subjectivities), whom you get to know. You interact with them, learn new things about

them (inter-subjectivities), and realize they have different levels (in the different skills). Implementing the plan without taking any of this into account is doomed.

Another structural problem in most English lessons in Catalan schools is that the emphasis is often placed on the written form and the grammar rules rather than on the actual use of the language for meaningful communication. Two teachers might think they have the same goal (teaching English) yet actually have very different things in mind. This year I taught a first-year subject in a Film and Media degree at a Catalan university, and one of the three tests they had to take was an oral one. I had 70 students, so I divided them into 10 groups of 7, and thanks to the collaboration of a colleague, managed to video-record 10 one-hour sessions where the students talked about how they saw the role of English in the world, in Catalan schools, in the EU... One of the ideas that repeatedly emerged from those sessions was that many of them had spent years going through the same grammar content (verb tenses, modal verbs, reported speech and whatnot) but had very rarely spoken in English in meaningful conversation. In fact, some even claimed that was their first oral test. I am not suggesting that only speaking is important, but it is probably easier to engage students in practical, meaningful oral activities than in repetitive grammar work.

This will vary from CoP to CoP. A group of students preparing for a language test without listening or speaking activities and paying a handsome amount of money to a private school to get this preparation will probably have a common goal and will want to practice the activities that appear in the test. This happened to me some years ago. I approached the classroom with my plan and my goal, and realized I would have to negotiate with them because they refused to use English in class and do listening activities. In the end, I leaned towards their demands but also managed to convince them that one

can also learn new words through listening, that that kind of activity helps to make the lessons more enjoyable (listening to songs for instance), and that if one can learn English and prepare for a test at the same time, so much the better. There were students in the class who clearly didn't need any preparation because they had very good levels already, but they were 16 and were forced by their parents to attend. This is just to illustrate how futile sticking to the original plan can be. You enter the classroom, meet a bunch of new people with different levels, different reasons for being there, different expectations... and you must adapt and negotiate, trying to figure out what's best for them.

In my experience, if students see that you are really just trying to help them in their learning process and that your main goal is that they can use English for meaningful, potential future conversations they end up engaging in the process and thanking you in the end. It takes a while to gain their trust. It is not a matter of delivering a couple of enthusiastic lessons. It requires extensive work, consistency and a lot of empathy, but the results are always positive.

Some guiding tenets and some tips

For the last 10 years I have worked as an English teacher and a researcher. My PhD (Martin-Rubio, 2011) was on the ways in which language use/learning and language and nationalist discourses were related. In previous presentations I have also dealt with the use of films in original version and dual TV in the learning of English, and with the importance of using real and recent material (videos and articles from newspapers, YouTube channels and so on). Parallel to this, I have been teaching in high schools, universities, state language schools, and I have developed a short list of tenets that help me when I face a new challenge, because starting in a new school, or teaching a new group, is always a challenge.

The first guiding principle is that my goal when I enter a classroom is to help those inside to learn how to communicate effectively in English. If there are no external constraints, then it is a pure and simple negotiation between myself and the students. If there are such external constraints, then it is a matter of introducing those constraints into the negotiation. The second guiding principle derives from the first: helping them learn is not exactly the same as teaching them. This is an important idea: we are all learners-users, and it is the motivation to learn and finding appropriate means to do it that matter. A third tenet refers to these means: there are so many, with 24/7 availability, as we can read in the conference web site's presentation. But the key is to keep looking for new material, adapt it to the students, and try to find topics they might be interested in (one tip here: ask them to bring in their own pieces of news, to prepare a 3-minute presentation and to moderate a group discussion on a related aspect). Another possibility is to get them to actually produce something. And the last guiding tenet: practice what you preach. If you insist that it is important to practice English as much as possible, it makes no sense to use Catalan when they email you in Catalan. It is better to email in English and kindly remind them that they are expected to use English for all communication with you. I've had cases of students who have emailed me up to three times in Catalan or Spanish; my answer (in English) kept growing in both length and complexity, until they gave up, and finally resorted to English.

I also have two final tips based on problems I have identified these last few years. Many of the students who've gone through some years of repetitive, grammar-obsessed, written-form-oriented lessons pronounce words based on how they are written rather than on how they are pronounced, which means they pronounce the *l* in *talk* or the *w* in *answer*. It is essential in these cases to teach the 44 English phonemes, and use on-line dictionaries that include the phonological

transcriptions of words. I have been trying different systems lately, and I've found that a good idea is to give them written texts and then prepare activities that make them reflect on this distance between the written and oral form of words.

The second one has to do with the projects that the students can do in groups. There really is such a long list. To mention just a few: breaking an episode of a series they like into excerpts, transcribing the dialogues to create subtitles, and creating the Catalan and Spanish versions of the subtitles; adapting a reader for the screen or the theater, and rehearsing and performing/recording the final product; writing a children's book or a short-story from scratch (by thinking up the characters, the plot); writing the first issue of a magazine, with different sections, but getting all the contents directly from reality, with nothing taken from the Internet. These are all things I've tried, and although they have not always worked to perfection, I am sure they have done the students no harm.

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Charisma: The Art of Classroom Relationships

By Tom Maguire

The goal of this article is to present a practical model as a guide to becoming a more charismatic teacher, that is, one who can influence through relationships. You will learn how to recognise charisma in others and in yourself and how you can adapt that knowledge to improve your own abilities. The concepts and activities presented are based on acquiring non-verbal skills which will enable you to affect the heart of classroom learning: the teacher-student relationship. Using this model will empower you to create a positive learning atmosphere in your classes, and the results you can expect are: more well-behaved groups, better academic performance by pupils and less teacher stress.

What is charisma?

If you consult the entry for the word 'charisma' in a dictionary you will come across definitions like the following:

“...compelling attractiveness or charm that can inspire devotion in others.”

or

“A divinely conferred power or talent.”

This, however, is not very helpful, since you are immediately thrown back to square one:

now you have to use the same dictionary to look up 'charm' and 'attractiveness' and 'devotion'. It could go on forever...

This article proposes using a simpler and more usable explanation for charisma. It consists of a model based on the analogy of two domestic pets: the dog and the cat.¹

To illustrate the differences between the two animals in the analogy here's a story. It's a tale about the Garden of Eden which has never been published. It goes something like this:

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“... and God created the world and He saw that it was good. Then He decided to create Man. ... and He saw that he was good.

However, as time went by, God observed that Man was lonely, and He decided to create a companion for him. ... and He created Dog. Dog followed Man around and always did his bidding. Man was happy and smiled. Dog was happy and wagged his tail frequently.

Then it came to God's notice that Man was becoming proud, strutting around the garden as if he owned everything and fawned upon by Dog, who looked up to *him*. So God decided to give Man another pet who would teach him humility. ...and He created Cat.

Now Cat paid little attention to Man, sleeping by day and going out at night. Cat was independent and refused to follow orders. Gradually Man learned to be more humble.

... and God saw that it was good. Dog wagged its tail often. And Cat couldn't have cared less one way or the other.”

Those of you who possess pets already have an intuitive idea of the differences. For others here is a summary: To dogs you are **family**. To cats you are **staff**.

The goal is to enable you to apply the cat/dog distinctions to managing your behaviour in class and thus come closer to being a charismatic teacher. Of course, all models are wrong, but some are helpful.

How to recognise both modes

So how do we calibrate cat and dog modes in teachers? You can measure your own or others' modes using these parameters:

- Cats manage from their *position*; dogs

from their *person*. It is usual for those in cat mode to define themselves as their job title: head teacher, tutor, school teacher, head of department...

Those who prefer dog mode perceive life from a personal perspective using words like: *me*, first name, *I*, *my group*...

- You can also distinguish between dogs and cats by listening to their usual tone of voice. The voice pitch of a person in cat mode is normally flat and dips at the end of a sentence. It sounds like that of the pilot's voice when speaking to passengers on an aircraft. The sound conveys certainty, security and lack of doubt. Just the reassurance you need from your captain. Cats have a credible voice pattern. This is the one you want when instructing and sending clear messages, for example homework to be done for the next class.

The dog, on the other hand, uses a wavy tone of voice which tends to go up at the end. Think of the cabin crew's announcements on a plane about fastening seat belts, refreshments and other services on the trip. They are there for your comfort and announce everything in an approachable voice. This pattern is useful for eliciting answers from students and conducting interactive class sessions.

- Gestures are another way of distinguishing between the two modes. Cats tend to be dominant and send information using a typical 'palms down' gesture when speaking. These are exactly the recommendable movements to accompany and underline the credible voice pattern.

Dogs prefer a more interactive mode of relationship and will often use a 'palms up', inviting movement when interacting. This is even more powerful if coupled with an approachable voice.

- Body language is another indication of both styles. The cat tends to adopt a rigid, upright posture and move in a formal way. The dog is more relaxed and will put more weight on one leg, leaning to the side in an unbalanced, nonchalant manner.

It is important to recognise that nobody is always either a cat or a dog. Everyone adopts the cat or dog mode depending on circumstances. For example, if your family culture is predominantly cat and you are the youngest person, you may act as a dog, but this is only relative to the rest of the family. Outsiders will probably see you as a cat. Again, a businessman may be a taskmaster at work but a dog with his wife at home.

Are you more cat or dog in class?

Now you can apply this model to your professional life. Are you more predominantly dog or cat when you teach?

To find out, tick the mode you prefer in each of the following categories:

How to become more charismatic

Within this model, charisma is defined as the ability to act like a cat or a dog as the circumstances demand. Now that you have found out which teaching mode you intuitively prefer, it is time to move towards a more charismatic approach, that is, towards enabling yourself to behave in either mode, depending on the occasion.

If you found that you prefer to teach in dog mode, you can increase your 'catability' in class by doing the following:

- Seek respect even if it means becoming less popular.
- Recognise that there is a hierarchy in schools and respect the chain of command.
- Avoid what is perceived as 'unfairness' by adolescents by announcing disciplinary rules in advance.
- Manage the class group consistently according to clear norms, not individually depending on changing conditions or whimsy.

Category	Cat mode	Dog mode
You operate...	... from your position.	...from your person.
Power:	Comfortable with it.	Shy away from it.
Conflict:	Back away from it.	Frightened and confused by it.
Innate traits:	Just being yourself.	Aware of others.
When calm...	...you're seen as definitive.	...you're seen as seeking information.
People are...	...held accountable.	...highly accepted.
Emphasis on:	Issues.	Relationships.
Decision making:	You love to decide.	You would rather only gather information.

You can also change your non-verbals to act more like a cat:

- Keep your head still when speaking.
- Move your head down when you finish a sentence (this ensures that you dip your tone instead of finishing on a rise).
- Place your weight evenly on both feet and look balanced, not lop-sided.
- Hold your palms down more when gesticulating. (Note a gender difference: women may prefer to half turn their hand instead of using the full palms-down signal. The effect on the audience will be the same.)

Cats become more charismatic by:

- listening more and maintaining eye contact with the group.
- acknowledging contributions from the students.
- asking for a favour instead of commanding.
- dressing and speaking less formally.
- separating behavioural issues from the person. (When reprimanding pupils, avoid the verb *to be* (“You are...”) and refer to the behaviour you disapprove of (“You did...”).)

As a cat you can increase your non-verbal ‘dogabilities’ by:

- bobbing your head while speaking.
- moving your head up when finishing speaking (to ensure that your voice pitch ends in a rise).
- placing your weight on one leg (to appear less formal).
- holding your palms up when gesticulating.

The basic ingredients of charisma

Finally let’s look at the essential elements that make up a charismatic cat or dog. The most important non-verbal factor is the *pause*. Remember both cats and dogs need ‘paws’.

When cats talk without pausing, standing bolt upright, moving rather rigidly and gesturing palms down, they appear to be uptight. However, if they pause from time to time they will seem more relaxed.



When someone in dog mode talks and talks and talks, they will be perceived as garrulous and even blabber-mouthed. This mismanagement of their pauses will lead to class management problems. Dogs would be well advised to pause from time to time so as to appear more intelligent.



The *frozen pause* is an added technique which will help maintain audience attention regardless of the mode the speaker is in. It

consists of holding your arm still during a pause in your speech. This has a slightly mesmerising effect on the listeners and ensures they keep paying attention to what you are saying. Having a pen in your hand is helpful since you can use it naturally to emphasise the frozen position of your arm.

What you do with your hands will also affect your communication. If you are in cat mode and have your hands akimbo or folded across your body, the audience will perceive that as anger. In the dog mode, clutching your hands behind your back or putting them in the fig leaf position, will make you appear desperate.

The recommended position is to keep both arms at your side or one arm at belt level and the other parallel to your body. Once again the pen comes in handy as something to clasp naturally in your fingers.

Remember to breathe through your nose and close your mouth at the end of a sentence. Think of the man you saw on an overnight flight sleeping with his mouth open compared to the woman asleep with hers closed. Who looked sillier?

One ingredient that cats do well and dogs would do well to learn: *recovery*. Top athletes are often high cats on field. If a professional football player commits a foul and is caught, he doesn't apologise but usually gets down to attend to his bootlaces then jumps up a new man. He recovers fast.

On the other hand, dogs tend to start apologising profusely and just confuse the issue by drawing everyone's attention to the faux pas and keeping it there. Learn from

the cat: breathe, move and forget. In life this translates as:

- Review from your position (it was the footballer's mistake not mine);
- Plan from your person (I'm here now and that won't happen again).

Conclusion

The teacher who has become charismatic has shifted her approach from the influence of power to the power of influence. She no longer dictates to the group but manages it, moving into cat or dog mode as required. She combines the best of both modes: she is credible when necessary and approachable when the circumstances demand. She is sociable when interacting but recognises the need for productivity, too. She can step into the role of facilitator or change it to manager with ease. Above all, she prefers to teach from her person but can work from her position when called to.



Charisma is the ability to influence through relationships. The good news is that you can achieve this influence through behavioural changes.

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Successful Belief Change in the Classroom

By Nur Garriga

Neuro-Linguistic Programming: Approach for Successful Belief Change in the classroom

*i.e. - Teacher, I cannot learn this dialogue! I've never done this before.
- How do you know you cannot learn it then?*

Bringing Awareness to our Limiting Beliefs can Change OUR Perspective of Life and OUR Ecology. Therefore, OUR TEACHING & LEARNING PROCESSES can change as well.

When kids are in a foreign language learning class, they are curious, willing, and excited, because they are learning something new: A new way of PLAYING (communicating differently, and that is fun!).

When it comes to adults, to some adults, LEARNING a foreign language can turn into a nightmare, they lose all their confidence (no matter how good they are as a salesperson, for instance). Most of these adults BELIEVE that they WILL not BE ABLE TO LEARN IT well enough, for they think they lack the required capability.

How can we achieve THE new BELIEF which is going to make us feel capable as adults? That is with Coaching! And How can we ANCHOR it? That is with Coaching, too!

How are teachers going to be able to make those changes happen? That is Teaching with Coaching.

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What I call the “teacher’s state” is directly related to successful belief change in the classroom, as we will be able to find out in this article.

At the 2014 APAC ELT Convention I had the opportunity to start with music, we could listen to *Sweet Home Alabama*, which, in that particular case, I used to tune myself into my audience. Generally, music helps to create a stress-free environment, and my first goal was to transform the attendees into powerful participants who could feel comfortable and present in the room. If you like, I encourage you to listen to music whilst reading this.

Limiting beliefs and their effects on us

Bringing awareness to our limiting beliefs can help us to change our own perspective towards certain issues which limit our thoughts and/or actions, our everyday life and even our dreams.

How can we recognize a limiting belief?

Is there a thought or a feeling which discourages us from taking action? By contrast, is there a thought or a feeling that makes us feel capable of achieving something? When we believe other people do some things much better than ourselves, do we think that they can do it wonderfully and we cannot? Do we compare ourselves with others? And then, do we decide not to take action because we will not be able to do it well enough or *perfectly*?

Do we enter the classroom, any classroom, thinking it does not matter what we are supposed to explain, those students will not learn or they are simply not interested, which is a prejudice? So we try explaining whatever is scheduled, then leave. Do you think our beliefs about or faith in those students are limited? Are we contributing to their lack of interest? Is there in fact inability? Or are we limiting our expectations? And theirs?

Could we perhaps make a difference with our attitude? Do you think we have the possibility of encouraging some students? What if we are the first to show interest?

Changing and overcoming a limiting belief is a hard task, but it is possible with conscious intervention. We surely remember days when we have been able to laugh with our students and we have explained and learned altogether. Do you remember what that feeling is like? When we remember, we give awareness of that positive feeling to that particular group of students and/or classroom, and then keep it with us. Feel it and use it. Consequently, our perspective is different, we believe in ourselves and in the group of students, so the real environment is a far more positive one where we are working hard together and consciously on it.

Consciousness is crucial as well as a healthy ecology. With correct and deep breathing we can feel more at ease and confident, and our actions will pass with flying colors. Notice that I did not say “*perfectly*”. “*Perfect*” to whom? And for what? That term may lead us to confusion, because it tends to be subjective. Our proper ecology will contribute to our harmonic physiology, that is to say, our body language and our tone of voice will be in harmony and will enhance our communication.

Reach out with your arms whilst breathing deeply. How does it feel? Now, smile and/or say something nice to yourself, and do it again. As a result, there is a high probability that we will do a more productive job, for our physiology will be activated and adjusted. Our hormones will do the rest, because they will be on our side. If we wish to experience the opposite, try curling up and shying away. Avoid doing it before lecturing, though.

There are many ways of responding in the classroom. Find a few examples below:

Our students...

...might be disobedient, and I am sympathetic.

...might be insubordinate, and I am dictatorial.

...might be happy, and I am caring.

...might be joyful, and I am scared.

And so on and so forth.

What do I say to myself when this happens?
How do I feel? What do I do?

And supposing I stepped into the other person's shoes, what would happen?

Would that help me to be more understanding?
Would that help me to establish a positive rapport?

What kind of action do I need for empathy?

We are seeking quality of communication, and we are responsible for creating an optimal environment, and in addition to that, we are aware that the speaker is responsible for the message that is being got across (Gregory Bateson, 1972).

According to the Institute for Intercultural Studies, *when you kick a stone*, Bateson would say, *the movement of the stone is determined by its mass, and by the energy and direction of your kick; when you kick a dog it moves with the energy of its own metabolism because it understands something.*

His arguments about these distinctions were to clear the ground. In the physical world, "chains of cause and effect... can be referred to forces and impacts" (1972: xxi). But in the world of meaning (and here is one of his examples at the service of a search for fundamentals):

Remember that zero is different from one, and because zero is different from one, zero can be a cause in the psychological world, the world of communication. The letter which you do not write can get an angry reply; and the income tax form which you do not fill in can trigger the Internal Revenue boys into energetic action, because they too have their breakfast, lunch, tea and dinner and can react with energy which they derive from their metabolism. [1972: 452]

Thus, do you think that we teachers choose our role in the classroom and how we wish to interact? Are we coaching ourselves in order to do a good job for the students?

In my abstract, I referred to eager kids and insecure adults when it comes to learning a foreign language. I did not mention adolescents, because in that case it is the teacher who may want to run away. Hormones can be tricky, can't they? Actually, it is adolescents who are going to challenge us most. Therefore, an important

purpose of this article is to remind us of some tools we have at our disposal and we might not remember we do.

How we can assist our students in changing an attitude or behavior in the classroom, so that they feel capable and eager to learn something difficult by themselves and/or with us. Understanding how difficult a lesson may be at first is equally important for them; in reality, that experience is precisely what is going to serve them every time they are going to deal with something new and unfamiliar. They will remember that each theme requires some hard work, which is not a limitation but the way things work.

We can assist our students in their learning process, and give them support so that they can raise their self-esteem and appreciate their worth. We teachers usually bear in mind that we should motivate them on the one hand, and be enthusiastic, convincing, decisive, as well as good communicators, etc. on the other. Also, the class should be fun-packed and entertaining, whenever possible. So, I believe that being a teacher is one of the most demanding professions.

In my abstract for the 2014 APAC ELT Convention, I reenacted a very typical situation within the classroom: "Nur, I just cannot learn this, I have never learned anything by heart before." I looked him in the eye and I asked him in English curiously and with some astonishment in my tone: "How do you know you cannot learn it then?" ("What great ears you've got, Grandma." same tone). And he looked at me the way I had expected: he did not have any reasonable arguments to prove he was not able to do it. It was so obvious to him. Then, he looked down at the dialogue again and looked at his classmate, and told him: "I would like to play Steven, would that be okay?"

I wanted him to realize how amazed I was that he could foresee so convincingly and so clearly that he was not capable of doing that. The truth was that he had never tried doing that before: so he did not know he could. The reason why this student had not used English in the classroom before would lead us to a different

story. So, he reacted like a kid when s/he is saying that s/he does not like French beans for example: s/he is rejecting them due to their color, their smell, anything, just because s/he is not used to eating such vegetables. I showed him I completely thought otherwise and that I believed in his capabilities. Consequently, he proved himself wrong, for he could do it, so he had underestimated himself. It worked.

A few months later, the same student now has great pronunciation in English. He has a strong Catalan accent, which has to do with his identity, not with his capabilities. Most importantly, he has proven to be capable of taking on any task in English. He now believes that he can do it, so he does not hesitate. Although now, the tasks he is facing are more complicated and technical, because he is learning electromechanics, and so am I.

How powerful our positive intention and tone of voice are!

This is an example of how a simple question, formulated with a very strong, positive intention and tone, usually works. I can assure you that I have used it in different age groups, and it works for me and for students. I recommend you try it.

Students are happy to acknowledge other students' ideas and contributions, and it helps them understand that interaction can be fun, so watching videos of their peers' role playing may be highly inspiring. Plus, today, we have smart phones, tablets, etc. available to us, which contribute to a high-tech learning environment.

Furthermore, I will highlight how **modeling nonverbal language** can help many of our students become aware of how fluent and confident they can be. Each and every one of them tells me that they feel much more secure using their own gestures whilst speaking. It helps them memorize and remember, ultimately feeling triumphant.

When observing students, it is interesting to see how they tackle a sentence, role-playing a

“small talk”, negotiating in a meeting or giving instructions on a construction site. You can see that they struggle to remember words. I often tell them that the exact words are secondary and that what counts is remembering the subject. In my speech, I try to convey that when they do so, they can manage it. Therefore, they are in control: they are capable of finding the necessary words to be understood and to get the message across. And, as a final point, communication takes place, which is the real goal! That makes them feel good, for they were able to find other words and their mission was accomplished.

Sometimes, when students do not know the context, they have no means of improvising. This is due to a lack of preparation, while their abilities are intact. What we teachers need to make clear to them is that, then, they have the key to do whatever comes their way. Our role is to guide them to foreseeing their potential, and their role is to work for it. Nothing comes for free, as I said above, they need to work hard, and experience is vital.

Likewise, when they are performing, it is exceptionally amusing to support them by just reminding them of their individual gestures. They can take this on board and carry on acting out. To be honest, I feel so fortunate seeing how they internalize the content and associate it with a gesture, their own voice, their own context. **This is both somatic learning (body language plus tone of voice) and cognitive learning (words) in a satisfying field that we teachers are responsible for creating.**

Mirror neurons can become our best friends

As some of you may already know, when individuals imagine a situation, neurons act as if it were actually happening. Therefore, the more we role-play a scene, the better we will perform it in real life when the time comes. Hence, the process of learning occurs, and imitation is one of the keys.

Without a doubt, leading our students to

interact more in the classroom encourages them to internalize things not only cognitively but somatically as well. Channeling their own feelings, emotions, and experience, plus being active in the classroom, makes them feel at ease, as long as they understand the purpose of the task, which we teachers need to make clear to them beforehand. This is what I call cause-effect, which means that when we teachers act and communicate consciously, we are much closer to a positive outcome.

Tone of voice

Our tone of voice is as important as our nonverbal language; we should bear in mind that they comprise 93% of our communication according to the International Society of Neuro-Linguistic Programming. Tone of voice plays a main role in transmitting a message securely. It shows how we feel, our mood, our fears, part of our soul, as well as our body language. Therefore, we teachers should perhaps pay a bit more attention to somatic learning.

And... we are teaching a language! It may be ironic, but the truth is that we need to reinforce that language with body language and tone. We teachers need to be aware of the different channels of learning, that is to say that some students are more visual, others more auditory, and others more kinesthetic. Therefore, physiology should be pivotal in the learning process. For example, if we insult our dog with a sweet tone, but terrible words, the dog will feel that we are being nice. Yet, if we use an angry tone with our dog, but beautiful words, the dog will feel that we are being hostile.

Are we t-e-a-c-h-e-r-s? Teachers are much more than teachers *alone*.

A NEW DAY IS A NEW CHALLENGE.

For teachers:

A NEW PERIOD IS A NEW OPPORTUNITY.

We teachers help our students to develop their cognitive skills and capabilities. Our target is to assist them in increasing their competencies and thinking skills.

What is more, we also work as **acting guiders and acting counselors**. We guide them along their path to reaching a desired situation, a desired career, and a desired state of mind in the end. They might not have any idea what their desired situation is going to be like, but they know they are learning things that will be of some use to them in the future. We also have the role of counselors who reassure them that they are in a safe, supportive environment and who remind them that they can trust themselves when the environment is more frenetic.

Teachers are much more than teachers. We perhaps should be far more alert to the fact that we are often an **acting model** when we assist them in discovering their inner competencies and their inner wealth, by validating their positive tendencies as well. Moreover, we are their **acting sponsors**, because we directly contribute to their process of self-recognition and self-acknowledgement. And what is vital for that age group? Growth of identity, values and beliefs are taking place in middle school and in high school simultaneously, and beyond.

Consequently, as you can see, we are helping our youngsters or other adults to maximise their abilities. We are promoting their awareness of their inner qualities, which means that we are continuously boosting their confidence in erasing their prejudices and their limiting beliefs. Hence, we teachers have the great honor of directly contributing to helping them in feeling capable of carrying on with their life using what they have and, essentially, being what they are. So, we are **acting coaches**, too!

Besides the acting roles above, in our profession, we **frequently provide a sense of awakening**. We have the privilege of assisting our future generations in becoming a confident, self-assured people. For that reason, we are given the opportunity and the demanding responsibility of leading them to question things and to be curious. Maybe they do not know what kind of future they will want, as I said above, and that is fine, but what is clear is that they need to benefit from the process of discovering their future career and path in life. Therefore, gaining their core values and their

beliefs makes the learning process necessary, as life is an education.

Last, but not least, we teachers are looking for presence **in the classroom**, but not just any presence. We are seeking **positive presence**, **assertive presence** and with a clear mission: we ought to believe in successful change in the classroom. If we believe in it, our mirror neurons will consequently help us to achieve it.

There are many kinds of professionals and teachers, and we can choose the type of teacher we want to be: seeing students as students and as individuals. In order to fulfill our role, we need to be happy and, if possible, also passionate as teachers. And **HAPPINESS** is contagious, isn't it?

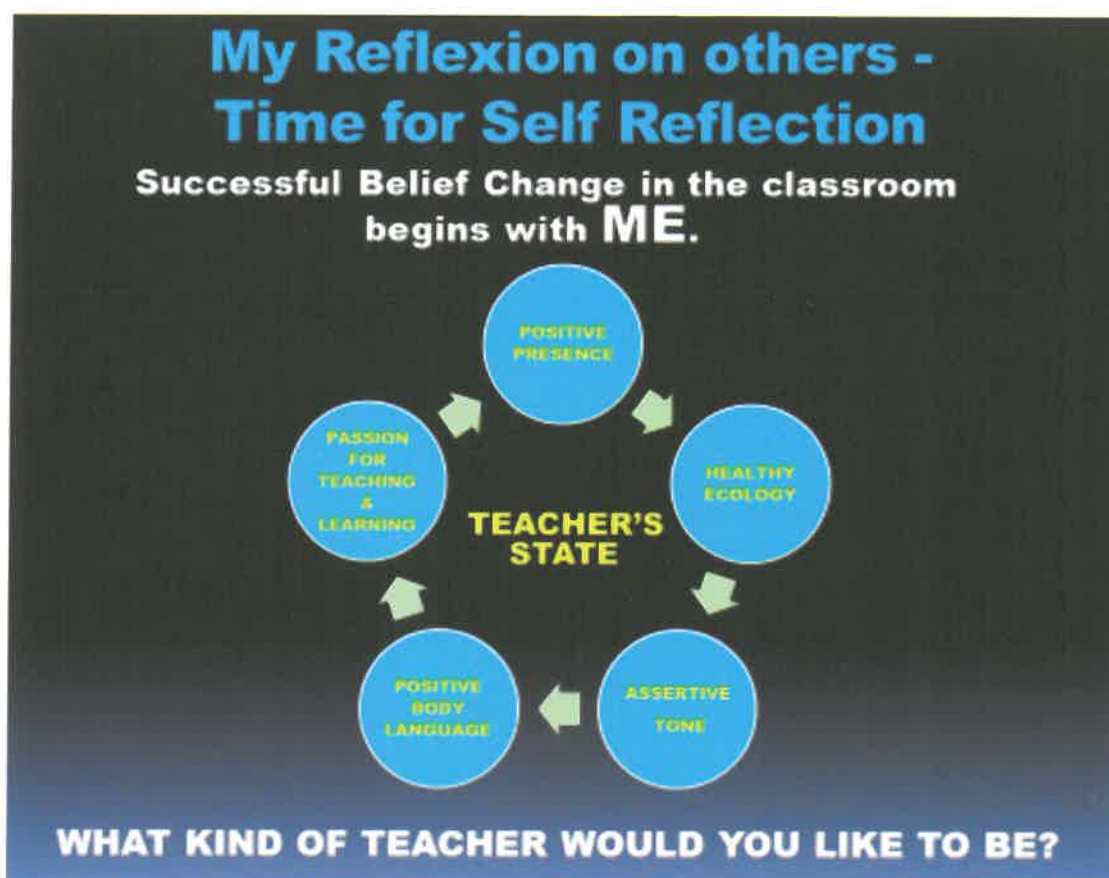
Our reflection on others: Time to reflect

We have the trust of many youngsters and adults.

HOW we share what we have learned enables the classroom to become an interactive and powerful environment. Therefore, I believe that we teachers **CAN MAKE THE DIFFERENCE**.

Personally, I feel that **SUCCESSFUL BELIEF CHANGE** in the classroom begins with **ME** connecting well with others. And that is my positive presence-my healthy ecology-my tone-my body language-my passion for teaching and learning: my **TEACHER'S STATE**.

What kind of teacher would you like to be?



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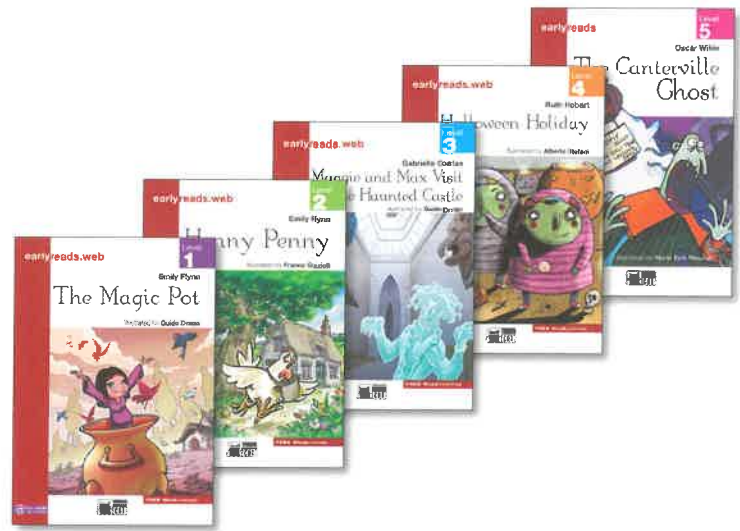
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24/7 Speaking Resources

Dr. Christine Appel and Jackie Robbins

How can teachers cope with 24/7 accessibility by students? What kinds of resources can we offer which can easily be accessed by independent learners motivated enough to want to practise speaking individually, in pairs or in small groups online? And apart from content creators, what would our roles as teachers be?

In addition to developing online tools for students to practise oral production and oral interaction, the SpeakApps Project involved compiling a bank of resources (SpeakApps Open Educational Resources (OER)) which can be uploaded into our tools. However, these resources can easily be adapted for use with other Web 2.0 tools. The SpeakApps OER offers resources for online teachers, but also for any teacher wishing to provide students with speaking activities to do online, 24/7. The repository already includes dozens of ready-made, adaptable, multi-level projects, activities and tasks for language learners; but the OER has been designed so that teachers (and students) can create their own projects, activities and tasks, based on their particular needs and interests. Here is a guided tour of the SpeakApps OER, show how the existing content can be used, and hopefully motivate teachers to use the OER in their specific teaching contexts.

Introduction

For the majority of language learners, speaking is the most challenging part of learning a second or foreign language. Motivation is generally not at issue, as speaking is the skill most valued by language learners, but opportunities to practise are often restricted to class time, two to three hours a week, and, depending on class size, real speaking practice may be limited to just a few minutes a week.

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Jackie ROBBINS has worked in EFL for over 15 years, teaching students of all ages on both general and academic English courses. She has an MA in Applied Linguistics from the UOC. Her current research interests include Distance Education, Computer-Assisted Language Learning and Teacher Training.

For language teachers, too, teaching speaking is a complex part of their job. As with learners, class time is limited and teachers must cover the other more easily-evaluated skills of reading, writing and listening, and so speaking may be left to the first or last few minutes of class. Even teachers who prioritise speaking activities in their classes struggle to find appropriate activities and manage feedback.

The Common European Framework of Reference for Languages distinguishes between oral production, in which learners speak individually (e.g. giving a presentation) and spoken interaction. This paper focuses on the latter, spoken interaction, which involves sub-skills including speaking and listening, immediacy, negotiation of meaning, conversation repair strategies, turn-taking and dealing with social conventions. All of these sub-skills require opportunities for practice.

In terms of finding appropriate speaking activities to practise spoken interaction, teachers often aim to integrate speaking activities with other skills being worked on; they may also try to use speaking activities which encourage learners to use target structures and lexis rather than using more open speaking activities which may lead to linguistic avoidance behaviour by learners, that is, avoiding complex structures and restricting what they say to simple words and phrases. Teachers may also wish to use speaking activities which do not rely on personal qualities of individual learners, as this may lead to particular learners dominating class speaking time. One answer is information-gap activities, which provide structured, sequenced tasks for pairs of learners while also giving them a real reason to communicate. One example might be a “spot-the-difference” activity in which two learners are given two similar photos and asked to identify differences between them, such as in the photos below:

STUDENT A



STUDENT B



The second main issue teachers face is how to give effective feedback for spoken interaction. In all classes, except perhaps for private one-to-one sessions, teachers must deal with the logistics of who to listen to, for how long, and how to give feedback. Should the teacher interrupt learners during a speaking task to provide instant and immediate feedback, or should they make a note of errors and comment on them later? Should pairs “perform” in front of the whole class, or should multiple pairs be working simultaneously? Should feedback be directed to individuals or be kept more general so as to avoid hurting learners’ feelings? If feedback is provided after the speaking activity has finished, to what degree can learners integrate it? Will learners remember what they said, let alone be able to apply corrections during a subsequent speaking activity?

The SpeakApps Project

The SpeakApps Project, sponsored by the European Commission for Lifelong Learning and involving collaboration by language teachers and technicians at the Escola de Llengües at the Universitat Oberta de Catalunya in Spain, Dublin City University in Ireland, Rijksuniversiteit Groningen in the Netherlands and Jagiellonian University in Poland, originated in the context of online learning. While oral production activities could be carried out with oral recordings and emails, spoken interaction was facilitated with the arrival of Web 2.0 tools. The SpeakApps Project has designed a range of tools for online speaking (both oral production and spoken interaction), together with a tool for creating tasks which can be used either with the SpeakApps tools or adapted for use with similar online tools. This paper will explain the Tandem tool, which was developed for spoken interaction, and the Open Educational Resources bank of resources, which is primarily a bank of activities but is also the tool used for creating activities for Tandem.

Although the origins of the project were to provide language learners and teachers working in distance learning contexts with a tool for spoken interaction, these tools also provide learners and teachers in face-to-face and blended learning contexts with a way for learners to practise pair-work speaking outside the classroom, to supplement classroom activities as homework, perhaps to practise an activity which will later be done in class, or even in place of classroom speaking activities.

The first practical issue to consider is how language learners can connect online outside the classroom. For this, SpeakApps has developed Videochat, a video-conferencing system in which up to six users can connect at any one time, without the necessity of the teacher being online with them (i.e. no moderator required). There is an inbuilt recording function in Videochat, and the teacher and the learners themselves can access recordings and listen to or watch the interaction later. There are other online tools available for video-conferencing, although few include an inbuilt recording feature, and, apart from requiring language learners to be used to working with numerous programmes simultaneously, they often also need the student to be familiar with file formats and file-conversion.

The second issue SpeakApps addressed was what language learners should talk about; how could information-gap activities be made available to learners in an online context? The tool developed for this is SpeakApps Tandem.

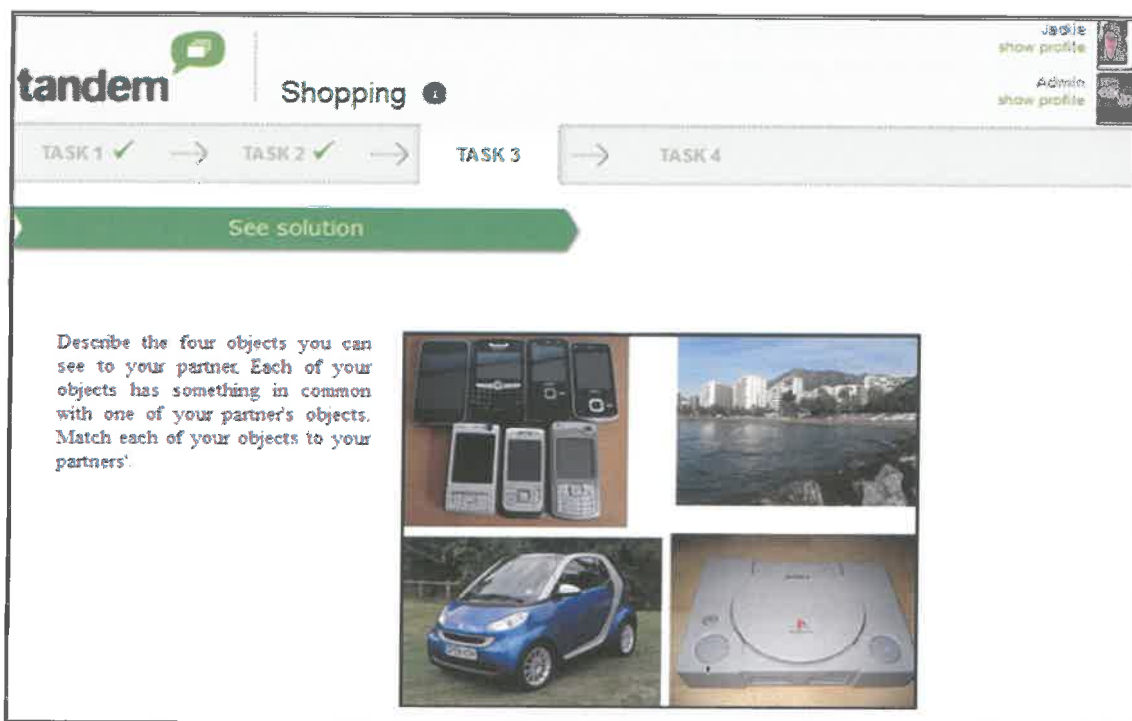
SpeakApps Tandem

SpeakApps Tandem is an online content management system whereby two participants (language learners) can meet online in real time and work on different types of oral interaction activities which teachers (or other language learners) have prepared. Participants first need to connect online using a video/audio conferencing tool, such as Videochat (although other similar tools may also be used), and then meet together in Tandem.

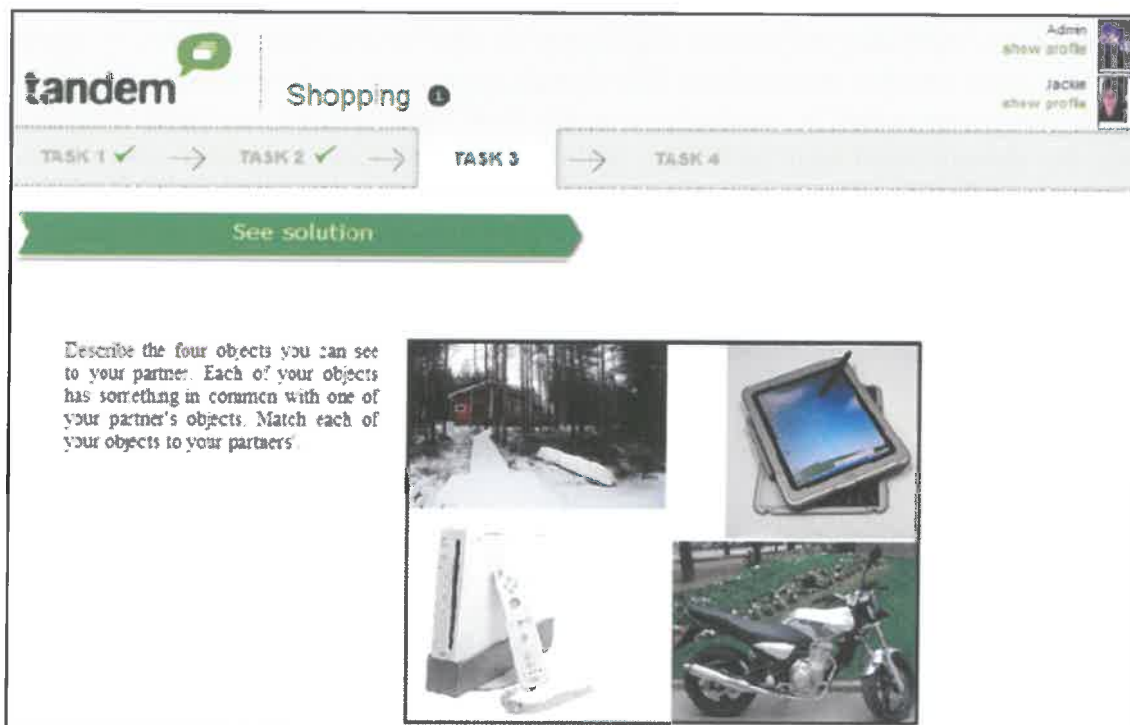
There are two main task types which can be carried out in SpeakApps Tandem: firstly, those in which participants have different inputs; and secondly, those in which participants have the same input. Input can be text, image or a combination. The task typologies we have created include: spot the difference, describe and draw/write, give directions, guessing, object

description, role play, brainstorming, ranking and problem-solving. However, we don't claim this list to be definitive and we are always open to new ideas and suggestions for other task-types for oral interaction. Below is an example of an object-description task. Learners are asked to describe their (different) sets of images related to things people like to spend their money on.

Student A:



Student B:



This particular task might be followed up with a second, more open task, in which both participants can see all of the items in the first task. They are then asked to jointly discuss the importance the items have for them and to rank them in order of importance, trying to convince each other so they can agree on a definitive ranking order together.

Tandem tasks can be set up to include a timer function so participants are limited to a certain amount of time to carry out a task, and they may also include a sequencing function whereby participants click on a button each time they reach a particular point. The latter has been found to be useful for lower-level learners who may need a more structured task. Participants cannot advance through the Tandem activity without their partner, so negotiation strategies are built into the design of the tool, and these can be encouraged by providing learners with useful structures and phrases (e.g. “I agree with you”, “You have a point there, but...”, “Sorry, can you explain what you mean?” , etc.).

SpeakApps Open Educational Resources (OER)

As mentioned above, the OER is a repository of free-access activities, but it is also the tool used to create Tandem activities. These activities can be downloaded and then uploaded into the Tandem tool in an online learning environment for learners to work on, although they can also be downloaded in .pdf format for use in face-to-face learning contexts.

There are currently hundreds of tasks and activities in the OER, many in English at the moment, but also in the other project languages including Polish, French, Spanish, Dutch, German, Catalan and Swedish. The OER has a tagging system so teachers can look through the tasks in any of the languages, according to topic, and either use them as they are, or recycle them by changing the language or the visual input to suit their own learners’ interests and linguistic needs.

There are video tutorials and an online manual which show how to use the OER, how to create Tandem tasks, Tandem activities and how to put these into the Tandem tool. On the SpeakApps website, the Demo classroom in the SpeakApps Moodle is open for teachers to try the tools out for themselves. The SpeakApps tools and resources are all open-source, and, for teachers working in institutions with their own virtual learning environments, the tools can be downloaded and installed, although installation requires support from experienced technical administrators. For teachers who do not have access to their own virtual learning environment, they should contact SpeakApps (speakapps@uoc.edu) to request a classroom on the SpeakApps Moodle; for groups of up to 30 students, this is free of charge, and for larger groups, teacher are invited to contact SpeakApps to discuss pricing options.

Applications for teachers in face-to-face contexts

As mentioned above, the SpeakApps tools were primarily designed for use in online learning environments, but clearly there are applications for teachers in face-to-face or blended contexts.

Teachers in face-to-face contexts could choose to use the existing Tandem activities in the OER by downloading the .pdf versions and doing them in a face-to-face class. Alternatively, they could use the existing Tandem activities in a SpeakApps Moodle classroom, either as preparation for classroom activities or as homework assignments.

Teachers are encouraged to participate in the OER themselves by registering in the SpeakApps Moodle on the website, and then accessing the OER to adapt an existing Tandem activity, perhaps changing the input or the instructions according to their learners’ particular needs,

interests or level. Alternatively, they could create completely new Tandem activities. Finally, they could consider involving students in creating Tandem activities themselves, supplying their own content for their peers to work on, possibly as part of a collaborative project with their educational institution's IT department, or in conjunction with other educational institutions in their own or in another country.

Teachers' community in Mahara

On the SpeakApps platform, there is also a teachers' community within the Mahara platform, where participants discuss aspects of online speaking, including the use of the SpeakApps tools in other teaching contexts. We have run various online teacher training courses in how to use the SpeakApps tools, and teachers interested in future training courses should keep an eye on the SpeakApps website or follow us on Twitter (@speakapps) for news about future courses.

With the SpeakApps tools, both language learners and their teachers can more effectively improve learners' speaking skills. Teachers can provide students with greater opportunities for both oral production and spoken interaction either in class or at home, and can provide more effective feedback. Students can prepare for tasks as much as they like, as well as repeat them as many times as they feel is necessary; they can also record their conversations to refer back to when reading or listening to the teacher's feedback.

The SpeakApps tools are tried and tested, being used with over 8000 students per term at the UOC in addition to numerous courses organised by the other SpeakApps partners, and yet are also in continuous development. Please contact us if you are interested in trying them in your teaching.

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An Intensive Reading/Listening Program in the Primary School Classroom¹

By Elsa Tragant, Carme Muñoz, Melissa Cokely
Universitat de Barcelona

One of the most important factors in second language learning is the quantity and quality of the input to which students are exposed. When the target language is a foreign language that is, not extensively used outside the classroom maximizing learners' exposure to the foreign language needs to be prioritized. In order to explore ways to maximize input in our Primary Education classrooms, we implemented a reading/listening program based on the use of audiobooks with two groups of students, one in grade 4 and one in grade 5 that lasted a whole school year. In this paper we will report on the experience: materials and procedures, language gains in relation to the beginning of the school year as well as in relation to a control group that followed the regular teaching program; and pupils and parents' attitudes towards the reading/listening program.

Carmen MUÑOZ is a Professor of English Linguistics and Applied Linguistics at the UB. Her recent publications have focused on the role of age and context in foreign language learning, young learners, and individual differences.

Elsa TRAGANT is an Associate professor of Applied Linguistics at the UB. Her recent publications have focused on the role of context in foreign language learning, L2 motivation, language learning strategies and classroom research.

Introduction

The importance of the quantity and quality of foreign language input for language acquisition is widely acknowledged, yet for school-aged children this input is frequently limited to the classroom, specifically to teaching materials and teacher talk. EFL textbooks often do not provide enough exposure to rich and extensive input to fully trigger language development, and the nature of aural input addressed to students varies from teacher to teacher. The present study examines the potential of a classroom intervention meant to provide students with a rich source of input through the use of audiobooks, offering an opportunity for students to reap the benefits of listening and reading simultaneously. The intervention was based on the theory that learning can be enhanced by combining visual images with written and oral verbal information, i.e. multi-modal input (Paivio, 1986). It is also informed by the idea that learners can benefit from extensive reading programs (Horst, 2005).



The study was inspired by an innovative, comprehension-based program implemented in New Brunswick (Canada) from 1986 to 1992. It consisted of primary school students learning English through two modes of input (simultaneous reading and listening). Francophone children participating in this program (see Lightbown 1991 for

an introduction) read stories and other materials and listened to accompanying audio recordings independently for 30 minutes a day. There were no teacher-led comprehension checks or student interaction. Initial comparisons of the students in this program to students in regular, audiolingual, ESL programs showed that students in the comprehension-based program performed as well as comparison groups on measures of comprehension, vocabulary and L2 pronunciation. A high degree of student satisfaction was also reported (Lightbown, 1992). Later results remained positive in comprehension (Lightbown, Halter, White, & Horst, 2002).

Given the overall positive effects of comprehension-based learning, particularly at the early stages of L2 development, we designed and implemented a year-long, small-scale intervention program in Barcelona with partially similar characteristics to the Canadian program.

The Barcelona reading-while-listening program

The present study took place from October 2011 to June 2012 in two public primary schools located in Barcelona's metropolitan area. The schools serve families with a mixed socioeducational background with a predominance of parents with a university degree.



The students in the first school were 10-11 year olds (5th graders) and in the second school they were 9-10 year olds (4th graders). The two groups had 3 class periods of English instruction a week. Students spent two of these periods engaged in reading/listening to audiobooks independently. The remaining EFL class period was a regular, teacher-led, EFL lesson. According to the teachers, the group of 4th graders were known to be quite academically inclined, while this was not the case for the group of 5th graders. There were also more 4th than 5th graders who stated that they liked reading in their mother tongue 'a lot' (76% vs. 39%).

The reading materials

Students were exposed to a wide range of materials during the reading/listening class periods. Although actual exposure to the reading/listening materials was limited (16-20 hours approximately), these materials contained richer input than the instructional materials that were used for regular instruction in both groups (i.e. greater variety of vocabulary and grammar structures).

The materials that were available to the students were commercially-produced audiobooks. In class, these were presented to students in four baskets according to topic ('animals', 'people', 'the world' and 'humour'). The cover of each audiobook had a graphic indicator of difficulty (4 levels) and length (3 categories: soundtrack ranging from 2 to 20 minutes).

At the beginning of the school year the class library included 60 titles, and books were progressively added and exchanged for new titles during the school term to maximize students' exposure to new material. By the end of the school year, students at both schools had been able to choose from a total of 220 books.

Day-to-day procedure

At the start of each independent reading/listening session, two students appointed by the teacher distributed a portable CD player, a set of headphones and a binder for each student. Each student then selected their books from the four baskets. Depending



on the length of the soundtracks, students chose one or more books per session and spent approximately 20 minutes per session engaged in simultaneous reading/listening. Students were asked to read/listen to each book twice. After the second listening students completed a card where they indicated how much they liked the book and how difficult they found it. They were also asked to complete a number of short, written

tasks related to the book. Table 1 provides a summary of the written task options. The teachers periodically reviewed student cards and wrote ticks and/or brief comments such as ‘very good’, ‘great’, ‘finish the dialogue’, etc.

The remaining time in each session was spent on the distribution of the material, choosing the book(s), carrying out the post-reading tasks and putting the materials away.

program was implemented will be summarized as well as the benefits students obtained, in terms of attitudes and perceptions as well as language gains. This information is based on several sources of data (questionnaires, interviews with a subgroup of students, classroom observations, students’ written tasks and a number of language tests). For a more detailed account of these aspects, see Tragant, Muñoz and Spada (in preparation). For more practical aspects of the program

Table 1. *Written tasks*

Written task option	Instructions to students
Sentences from the book	Copy 3-4 sentences from the book that you would like to remember.
New sentences	Write 3-4 new sentences about the book or about you. Use sentences from the book as a model.
New title	Choose a different title for the book.
New dialogue	Write a short dialogue between two or more characters in the book.
About English	What did you notice about English? About sentence structure, vocabulary or how to pronounce or write words? Write the explanation in Catalan and the examples or words in English.

In addition to independent reading/listening, for the first few months of the school year the beginning of class was devoted to 5-minute presentations on phonics and spelling, with the aim of enhancing student awareness of these areas and helping students to benefit further from the listening/reading practice.

By the end of the school year, a total of 48-52 reading/listening sessions had been carried out. Taking into account that the time devoted to reading/listening was set at 20 minutes per session², it is estimated that by the end of the school year students had spent a total of about 16-20 hours actually engaged in reading/listening.

Implementation and analysis

In this section different aspects of how the

(i.e., lists of popular books, comments from participants, etc.) see the program website: <http://BarcelonaRWLprogram.weebly.com/>.

How were books selected and classified?

Of the 220 audiobooks used throughout the school year, 58% were graded readers and the remaining 42% were storybooks for English-speaking children. Care was taken to choose storybooks that did not appear to be too childish but at the same time had illustrations that aided comprehension and did not have an overwhelming amount of text per page. ESL graded readers were selected from a number of publishers with book series for primary school learners. Most titles included between 100 and 200 headwords and/or were

referenced to the Starters or Movers levels (Cambridge Young Learners English Tests).

To classify the books into levels of difficulty, various factors were considered. Books were categorized according to overall length, the amount of text per page, and the difficulty of the vocabulary and grammar structures they contained. Other aspects that factored into the book categorizations were the degree to which the books' illustrations aided comprehension and the repetition (or lack thereof) of plot and structure within the story.

What were students' opinions on reading/listening to audiobooks?

A good proportion of grade 5 students (59%) said they liked learning English with audiobooks 'a lot'. The percentage was higher in the case of grade 4 students (88%). Most students in the two schools (85%) reported having enough books to choose from throughout the school year. No student in either group reported that they did not like the sessions. In both classes, attitudes towards these sessions were more positive than towards regular English sessions. When asked about the time devoted to reading/listening and that devoted to the written tasks, students in the two groups reported feeling more motivated by the former.

During the sessions, students were often observed to engage in informal talk about the books they were reading, and, in fact, 63% of them reported choosing titles that had been recommended by their peers. Many of the books that students liked the most were the same in the two grades, the topic of humour being the most popular. Teachers also reported students not choosing books that were too short. However, while grade 4 students did not seem to have a preference for graded readers or storybooks, grade 5 students tended to prefer graded readers. See the program website for a list of the most popular titles.

How much did they understand the books?

Observations and the teachers' comments throughout the school year indicated that the sessions ran smoothly and that the children were generally successful in following the books they chose and comprehending the general ideas, though misinterpretations were not uncommon (for example, 'sun' for 'summer'). However, when students' book cards were examined at the end of the program, it was observed that there were important differences among students' ratings of their understanding of books. While there were students who rated at least three-fourths of the books they read with three stars (maximum understanding), there were others who rated more than half of the books they read with 1 (minimum understanding) or 2 stars. As regards differences between storybooks and graded readers, overall these two types of books received similar ratings from students for understanding, although there were more storybooks (26%) than graded readers (17%) with lower ratings.

How were the written tasks completed?

In order to promote learner autonomy, no minimum number of cards was required of students, and they were given the freedom to choose from the five different task options for each card. Over the course of the intervention, students did an average of 33 cards each and 2-3 written tasks per card. There was wide variation among students in terms of both the amount of cards and of tasks they completed, ranging from 46 completed cards to 11 completed cards and some students occasionally completing all 5 tasks for one book/card and others doing only one task per book/card. Because students worked independently at their own pace, this variation is to be expected, although teachers sometimes wrote comments such as "You can do more!" on the cards to encourage students

to work harder. Students tended to do each type of task at least several times during the year. Initially the “sentences from the book” task was very popular, but after the first few months students were required to choose from the other four task possibilities.

What did students pay attention to?

Particularly interesting insights were given by some students in the entries for the task “About English”. The analysis of these entries showed that students most frequently wrote translations of words, phrases or sentences from English into Catalan or Spanish (ex. *time to learn* means “temps per aprendre”). The second most frequent type of comment referred to word-internal features, including comments about spelling and word formation (ex. I thought *sculture* was written in a normal way, but it is not; it is written *sculpture*). The next most frequent type of comment related to the pronunciation of English words (ex. *tree* is pronounced as “tri”). Less frequent were comments containing cross-language comparisons between English and Catalan and/or Spanish (ex. “gat” is written with a “t” in three languages: “gat”, “gato”, *cat*). Across categories of “About English” tasks, students occasionally commented on gaps in their knowledge of English, sometimes indicating that the gap had been filled (ex. *peace* I did not know well what it means), but not always (ex. I don’t know what *cannot* means); some of the comments seem to denote improvement of segmentation skills in particular (ex. the word *painter* is not new but I’ve learned to listen to it better).

How much did they learn from reading/listening?

The perception of how much English students had learned was favourable, with more than three-fourths of them reporting having

learned ‘much’ or ‘a lot’ and no students saying they had not learned much. The students who were interviewed reported having learned either as much as in a traditional class or more, and they all reported having learned mainly vocabulary.

Analyses of the language tests completed at the beginning and the end of the program allowed us to compare language scores with a control group in each school. Results indicate that all the groups improved over time in listening skills and written production. Results also indicate that both grade 4 and 5 students in the reading/listening program got higher scores on a graded reader test they completed at the end of the program. This was a test that measured comprehension from simultaneous reading and listening, and since it involved both written and aural modes it may have been the most adequate measure of the skills fostered by the intervention program. Although students in the intervention program were familiar with audiobooks, their advantage on this task cannot solely be attributed to a practice effect since during the year they read and listened to the books at their own pace and were never asked to answer comprehension questions.

In brief, the analyses indicate that the students in the intervention groups progressed at least as much as the students in the comparison groups in spite of having had much less teacher-led instruction time. These results largely concur with the results of the studies in New Brunswick, underlining the positive effects of a comprehension-based program both in terms of linguistic and attitudinal benefits particularly at the beginning stages of L2 development.

Conclusions

In conclusion, the overall results of this study indicate positive linguistic and affective benefits of maximizing input quality and

input quantity for young foreign language students. The fact that the gains from the intervention groups were most visible only in the results of the graded reader test and not in all other tests suggests that the time devoted to reading/listening was likely not enough since incidental learning requires multiple encounters and this was not provided in the limited time afforded.

However, a clear advantage of the program was that both poor and more advanced students could engage with and enjoy the

reading/listening activity. The combination of the self-directed learning experienced by the intervention group, the opportunity to engage with rich input in motivating materials, and the simultaneous use of listening and reading modalities contributed to this positive experience. One implication of these findings relates to the effective use of dual-mode materials for L2 learners and their potential for complementing L2 instruction, which may be embedded in regular classroom lessons or in supplementary out-of-class activities.

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NOTES

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² The remaining time in each session was spent on the distribution of the material, choosing the book(s), carrying out the post-reading tasks and putting the materials away.

CONTRIBUTIONS

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