APAC NEWS

2

Butlletí de l'Associació de Professors d'Anglès de Catalunya

FROM ME to YOU

Dear APACS,

Believe it or not, you are reading the second issue of APAC OF NEWS (you know, "The Magazine").

How we dare to try again is something which wouldn't stand a logical analysis. However, we never said we meant to be logical. Perhaps the point is that our first number was so bad that we want to redeem ourselves, or maybe it's just the opposite: We are so convinced our first issue was great that... here we go again. Anyway, we'll leave you the judgement.

After you last heard from us, several things have happened. Last December, there was a reception at Heinemann Iberia (Barcelona) to make sure everybody knows APAC is no longer a project but a reality. Bill Anderson (Heinemann) warmly welcomed all the guests who included Ms. Marta Mata (Regidora d'Ensenyament de l'Ajuntament). Ms. Mata greeted the audience and encouraged APAC and its members to keep on working. In his turn, Ramón Ribé (President of APAC) thanked members, publishers and other guests for their priceless support and announced the forthcoming launching of APAC OF NEWS.

That's all for now. Thanks for all the comments you have sent or made and remember we are open to suggestions and COLLABORATIONS.

See you all at the Jornades. Bye!

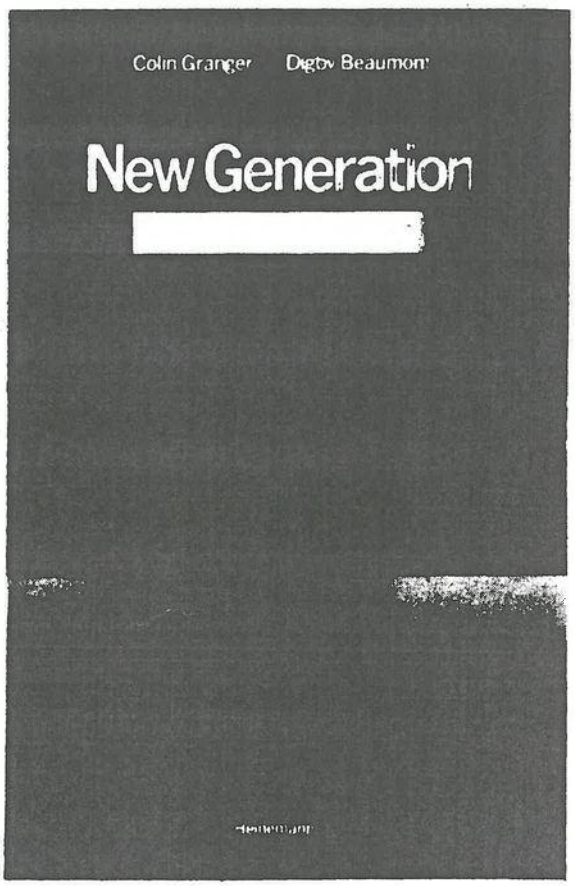
The Editors

CONTENTS

1. From me to you (Hello again!)
2. Don't tell me it works [I] (Egypt)
5. Don't tell me it works [II] (music)
8. Help!
13. Here's the rest (Jornades)
21. Join APAC! (why not?)

LO MEJOR PARA B.U.P.

NEW GENERATION



- APROBADO POR EL MINISTERIO DE EDUCACION.
- LECCIONES CORTAS Y VARIADAS.
- A TODO COLOR.
- COMPENDIO GRAMATICAL EN CASTELLANO.
- LISTA DE VOCABULARIO INGLES/CASTELLANO.
- RECICLAJE CONTINUO INCLUYENDO UNA LECCION ESPECIAL DE REPASO CADA 10 LECCIONES.
- EQUILIBRIO IDEAL ENTRE FORMA Y FUNCION DE LENGUAJE.
- TRES NIVELES.

COMPONENTES POR NIVEL

STUDENT'S BOOK

TEACHER'S BOOK

WORKBOOKS A and B

PACK OF 2 CASSETTES

PARA MAS INFORMACION:

HEINEMANN IBERIA C/. ARIBAU, 168 - 170, Entlo. 3ª - 08036 BARCELONA

"Don't tell me it works"

MYSTERIOUS EGYPT

María González Davies

LEVEL: 2nd/3rd year of English
DURATION: Four 45-minute sessions
ACTIVITY: 1.Introduction by teacher
2.Talk by a different teacher (in English)
3.Comic/composition
4.Role play

Fantasy plays an important role in a child's mind. As a teacher of E.G.B., I have always found that teaching English works best when combined with the adventures of secondary world characters be they Indiana Jones or an Egyptian mummy. I would like to present an experience I carried out with my classes and which turned out to be quite sucessful thanks to the enthusiasm and sense of humour of the people involved, both teachers and students. It can be adapted to all levels of E.G.B.

The central topic of the lesson is Egypt. The collaboration of the department of "Sociales" and Drawing can be asked for. Moreover, these sessions can be carried out at the same time as they are being studied in those departments.

SESSION 1. The English teacher gives a general explanation on Egypt concentrating on specific vocabulary such as "pyramid", "sarcophagus" or "mummy". This catches the children's attention straight away. Therefore, the vocabulary is quickly assimilated. Their listening and speaking skills are put to test when they have to summarise what has been said orally. In order to do this, the game we call "AND" is put into practise: the teacher starts off with a sentence related to the previous explanation and ends it by saying "...and..." while pointing at a student or saying his/her name. Then, the chosen student goes on with another sentence andso ending it with "...and..." while pointing at another student. This goes on until the teacher is satisfied that the general idea and basic vocabulary have been assimilated. A typical example of "AND" would be as follows:

T: A pyramid is a tomb and...
S: it is found in Egypt and...
S: the pharaohs were buried there and...

If necessary, "and" can be subtituted by "but", "therefore" and so on. The sentences will vary in length and difficulty according to the number of children and the level of the class.

SESSION 2. Another person gives a "serious" talk on the subject. Questions, either prepared beforehand or spontaneous, may follow and, in my experience, a dialogue always takes place. Note-taking can be encouraged at higher levels. Listening comprehension, vocabulary and writing are practised. Moreover, students realize that other people besides their teacher can actually speak English! This aspect could be emphasised to make the subject more challenging.

SESSION 3. Students make comments on the talk and start planning a story in comic strip form called A Mummy in Egypt or Pepe, the Mummy. The title is both amusing and general so that they are quickly motivated and can adapt it to their own story further on. At this stage a general outline of how to write the story is written on the blackboard. This will help them in their "català" and "castellano" classes as well. First, the fact that the reader and the writer of a story are two different persons has to be established. They do not all realize this. Remember you are working with E.G.B. students. Once they have understood that they (the writers) have to INFORM someone (the readers) about what is going on in their minds, they are ready to start working on the outline.

On the left of the blackboard the theory can be written and on the right the actual comic can take shape as a class activity at first so as to show them what is expected. I usually suggest the following eight steps:

1.Situation
2.What's the problem?
3.How does the adventure start?
4,5,6.Action
7.Solve the problem
8.The end

Optionally, students in 8th E.G.B. can do research work individually and/or in groups. Essays, short talks or murals may result.

SESSION 4.The last activity is a role play. Group the students in threes and give them a car each. Students play the role they have been assigned (15-20 minutes). Each group then tells the class what it has decided to do with the mummy.

it works"

A.You are an Egyptian mummy. Before you died,a magician predicted the following about your future: "When a black cat walks over your sarcophagus, you must wait for the full moon and go to the river Nile. I will be there. We shall live again." The time has come. A black cat walked over your sarcophagus last night and tomorrow there will be a full moon. You must persuade a tourist to help you escape.

B.You are a British tourist. You love Egypt. You also like to help people with problems. You have been on holiday in Egypt for a week and are leaving tomorrow. When you got up this morning you had the feeling that you were going to live an adventure. You are now arriving at the Valley of the Kings.

C.You are the guard of the pyramids. No one can go in or out without your permission. If anything strange happens or if anything is stolen, you will lose your job and, probably, go to prison. A mummy is going to try to escape. You cannot allow it. Ask a tourist to help you.

Finally, I use the song Walk Like an Egyptian as a follow up activity. The students usually end up by dancing Egyptian-style around the playground!

Fantasy in the English class can favour a positive leraning attitude. In this activity the four skills are practised in an enjoyable and unobtrusive way while a whole range of vocabulary and general knowledge (not only English) are acquired. Have fun!

M.G.D.
Escola d'Idiomes Moderns
(Univ. de Barcelona)

The British Council

METHODOLOGY SESSIONS FOR TEACHERS OF ENGLISH
(Programme for February and March)

WED 1st February WED 8th February WED 15th February	7 - 9 pm	LITERATURE CREATIVE WRITING AND SONGS IN TEACHING ENGLISH TO PUPILS OF EGB, BUP & COU.

(with Rosemary Hancock and Carroll Simons)
Audience: Teachers of all levels

WED 1st March WED 8th March WED 15th March	7 - 9 pm	OLD METHODS: NEW IDEAS

(with Jovanka Babic nad Maggie Hawes)
Audience: Teachers of all levels

Note: The seminars for February and March are restricted to participants who have booked a place.

More information: Amigó, 83 08021 Barcelona
tel. 209.60.90/209.63.88

Who said we needed a logo? All right. A P A C will have its own logo in a few weeks.

Very soon, yes VERY SOON, APAC members will have a membership card. Right now we have some people working on it. Watch out for the news!

A WAY OF LEARNING ENGLISH THROUGH MUSIC
"Mothers of the Disappeared"

The following activity was carried out at Institut de Batxillerat "La Sedeta" last year, some months after Sting's "Nothing like the Sun" had been released. I thought it could be used again as a follow-up activity linked to one of those lessons I usually have at the beginning of the first term: the students build up a questionnaire to find out about their partners' holidays -what they did, where they went, whom they met, what they enjoyed...

I can guess that many students must have attended those concerts that we were lucky to have in Barcelona; at least, most of them might have heard of the events.

To start with, the teacher can ask the students why Sting gave two concerts in Barcelona in order to discuss about the difference between the two concerts and to focus their attention on the event on behalf of Amnesty International. Some other questions could be useful to set the context of the songs which they are going to listen to. E.g.

* What do you know about Amnesty International?
* Are there any similar associations whose main aim is to protect people's rights, animals, ...?
* Have any other concerts been held on behalf of any of those? When? Where? Who took part in them?
* How did you hear about the concerts?
* What did you think of them?

The next step would be to hand the copies with the lyrics of two songs and the photos of Sting and Bono, lead singer of U2. The teacher asks the students about:

a) the photographs. E.g.:
* Do you know these two men?
* What are their names?
* What do they do?
* Where are they from?
* What do you know about them? (life, career, interests...)

b) the titles of the songs. E.g.:
* What do the titles refer to?
* What might have happened to the disappeared?
* Do people dance alone?
* If so, when and where do they dance alone?
* In what countries can you find people like these?
* Why do they behave like that?

Much of the vocabulary the students will come across while listening to the songs is likely to come out spontaneously during the discussion, either because they already know it or because of the need to use appropriate language. If it is not so, the teacher might like to introduce some of it, or maybe ask the students what language they would relate to the topic.

The listening task should be set clearly. The songs, one by Sting and the other by U2, have been mixed up. The students should sort them out and order the stanzas of each song separately.

The first two stanzas in the copy correspond to the "chorus" of the songs; they will hear them several times.

The activity might carry on as follows:

1) Teacher plays "Mothers of the Disappeared" by U2. Students tick the stanzas as they listen.
2) Students order the bits and listen to the song to check if they are right.
3) By now, they now that the remaining stanzas belong to Sting's "They Dance Alone". Teacher plays this second song and students order the stanzas.
4) Students check with their partners.
5) As a follow-up discussion, students might like to think and talk about films, situations, news... related to the subject matter. They could as well write a letter to the editor, or a note of complaint to the Prime Minister, or an article and/or questionnaire for the school magazine.

Francesca Vidal Santallusia
I.B. La Sedeta (Barcelona)

DON'T TELL ME IT WORKS

We would like you to consider this section as a kind of free blackboard for anyone who wants to share experiences, tests, comments on certain activities, extra materials, small disasters and so on. Though collaborations for this section will be accepted in any of our three languages, please note that materials reproduced are easier to use if in English. By the way, don't forget we're too poor to have a professional corrector. Therefore, every single thing you write will be reproduced just the way it is and you won't be able to find a safe place to hide after that!

IF YOU STILL DON'T KNOW ABOUT US...
What are you waiting for?

Ask your cleverest friends, write to:
APAC, Apartat 22.287 - 08080 Barcelona,
or meet us at the next "Jornades".

MOTHERS OF THEY DANCE ALONE

They're dancing with the missing
They're dancing with the dedd
They dance with the invisible ones
Their anguish is unpaid
They're dancing with their fathers
They're dancing with their sons
They're dancing with their husbands
They dance alone. They dance alone.

Hear their heartbeat
We hear their heartbeat

Hey, Mr. Ruochet
You've sown a bitter crop
It's foreign money that supports you
One day the money's going to stop

One day we'll dance on their graves
One day we'll see our freedom
One day we'll laugh in our joy
And we'll dance

Midnight our sons and daughters
Were cot down and taken from us

No wages for your tortures
No budget for your guns
Can you think of your own mother
Dancin' with her invisible son?

Ellas danzan con los desaparecidos
Ellas danzan con los muertos
Ellas danzan con almas invisibles
Ellas danzan con silenciosa angustia
Danzan con sus padres
Danzan con sus hijos
Danzan con sus esposos
Ellas danzan solas. Danzan solas.

Night hangs like a prisoner
Stretched over black and blue

In the wind
We hear their laughter
In the rain
We see their tears

Why are these women dancing on their own?
Why is there this sadness in their eyes?
Why are the soldiers here?
Their faces fixed like stone?
I can't see what it is that they despise.

In the trees stand naked
Our sons stand the walls
Through the walls
Our daughters cry
We see their tears in the rainfall

If the only form of protest they're allowed
If we've seen their silent lips scream so loud
If they were to speak these words
They'd go missing too
Another woman on the torture table
What else can they do?

HELP US PLEASE!

Do you feel like writing? Go ahead then, but please try to stick to the following directions. The editors' job will be easier and the final result much more rewarding.

1.Use DIN A4 sheets.

2.Your text should be submitted single-spaced (two columns) or double-spaced (standard lines).

3.If you write more than one sheet, the first one should follow the pattern given below.

4.Title at the beginning, author under the title or at the end.

5.Your collaborations may be typed (standard / electronic typewriter), printed (word processor, quality print), or just send us a diskette (MS-2,FW)

6.Illustrations are welcomed too.

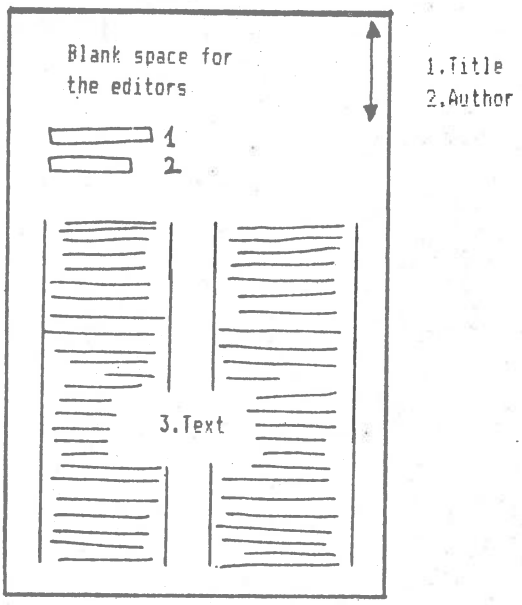
Thanks.

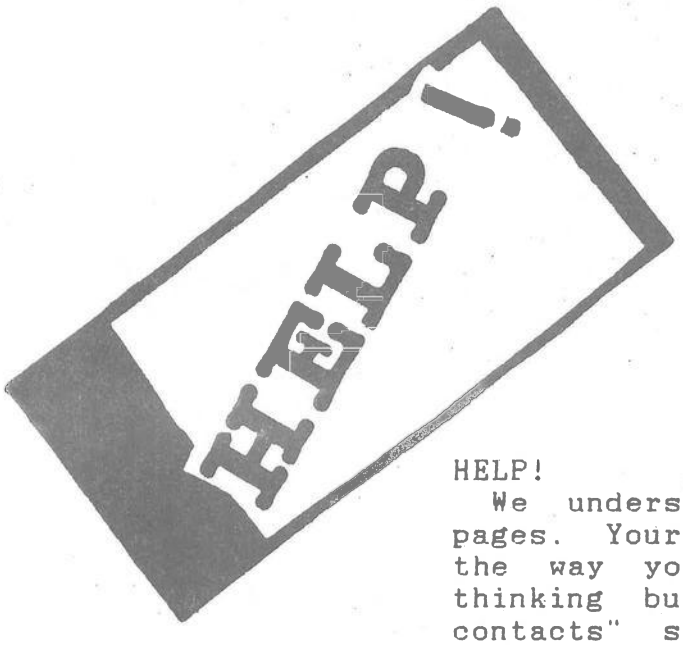
==========

Will any BILINGUAL English teacher who would like to spend 3 weeks in England in July/August as a Monitor please contact "The British Centre"

Apartado 337, Sant Cugat 08190 (B)

==========





HELP!

We understand HELP! as a kind of APAC yellow pages. Your little ads will be reproduced exactly the way you send them (I know what you are thinking but there's no room for a "private contacts" section!). When we created this section we were thinking about ads such as: "I need such and such book, if you've got it please contact ...", or "Me interesa permuta en ..." or even "Estic interessat en anar a Anglaterra. Si coneixeu cap organització de confiança ...". The editors will publish everything received, but will have no responsibility on what happens later ... For practical reasons this section will be run in either English, Catalan or Spanish.

Oxford Video Presents . . .

Streamline Video

A Weekend Away
A Week by the Sea
by Peter and Karen Viney
Two situation comedies for beginner and elementary students – from the bestselling English course.

Mystery Tour

NEW

A mystery thriller for intermediate students, written by the top TV writer, Bob Baker, and adapted by the Streamline team – Peter and Karen Viney.

Zoom In

The "video magazine" for intermediate students that embraces the rich variety of our daily lives.

English One: The Magic Music Man

NEW

A beautiful story of magic, mystery and music for young children in their first year of learning English.

Oxford English

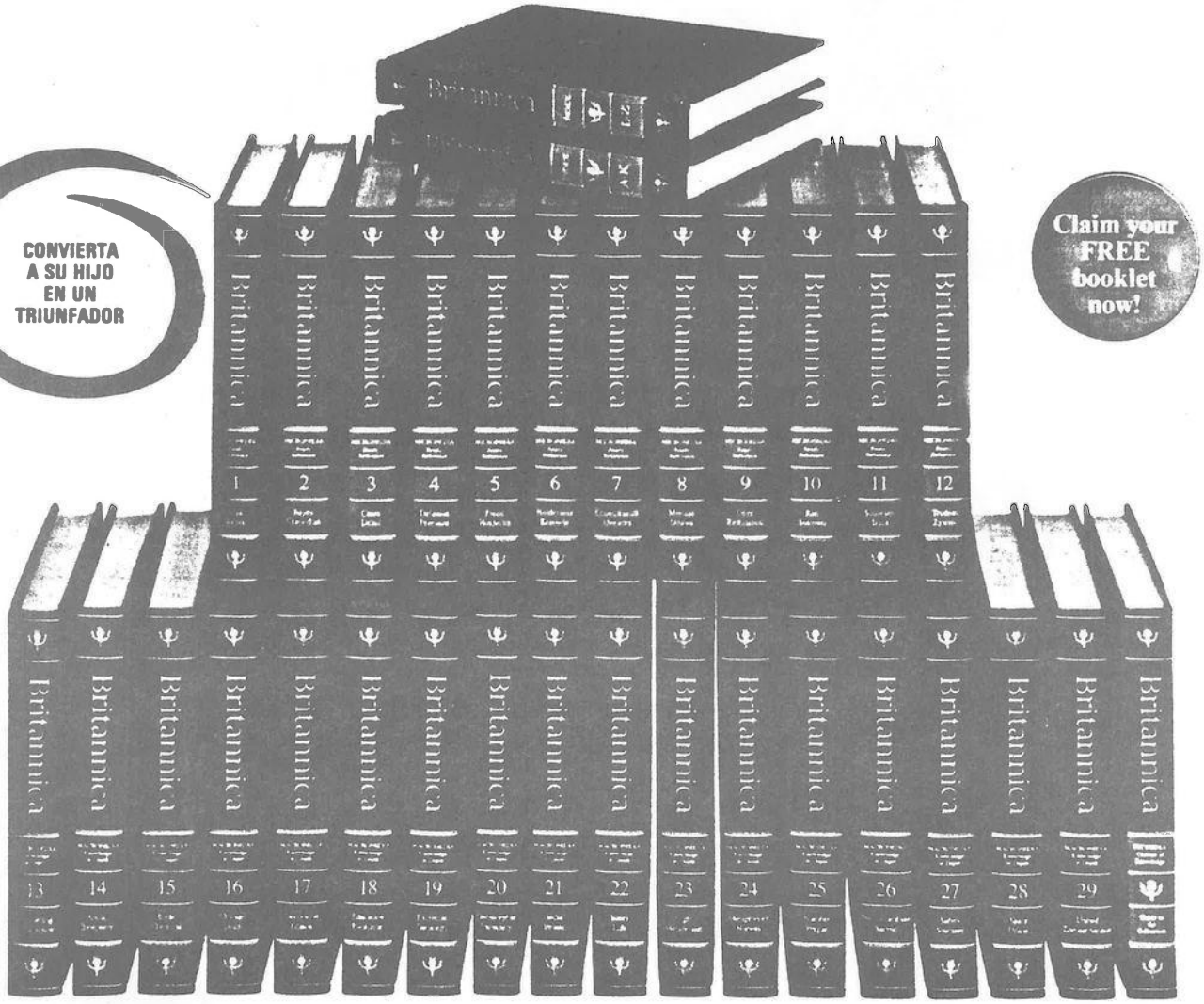
For further information contact:
Ian Alexander, Oxford University Press,
c. Aribau, 237, 08021 Barcelona.
Tel: (93) 2018550

Oxford is a trademark of Oxford University Press

Encyclopaedia Britannica

1768 — 1988

The World's Most Authoritative, Complete, Respected and Honoured International Encyclopaedia. Encyclopaedia Britannica is published with the editorial advice of Members of the Faculties of the Universities of Oxford, Cambridge, London, Chicago, Toronto, Tokyo, Edinburgh and the Australian National University.



«No bebo, no fumo, como poco. Mis únicos vicios son leer la Encyclopædia Britannica y no leer a Enrique Larreta.»

Jorge Luis Borges
Dic. Privado. Edit. Altalena. Pág. 27

«En el mes de agosto adquirí de Vds. la "Encyclopædia Britannica" y les aseguro que es la mejor inversión que he realizado en toda mi vida.»

Carmen Isasi
Profesora de inglés

«Alguna vez oí decir que Aldous Huxley había leído hoja por hoja los casi treinta volúmenes de la Encyclopædia Britannica, y durante años soñé con repetir esa proeza agotadora y fructífera.»

Gabriel García Márquez
Premio Nobel de Literatura de 1982

«Cuanto más trabajo con ella y le descubro todos los rincones, más me admira.»

Alberto Iniesta - Obispo.

FREE – No-Obligation Preview!

To learn more about Britannica with no obligation, send for our free full-color booklet which describes Britannica in detail.

Please read the coupon carefully. You'll see there's no obligation whatsoever, so mail the coupon today!

Deseo más información de la OFERTA ESPECIAL en España y Portugal de:

- ☐ ENCYCLOPAEDIA BRITANNICA. 33 Vols. Edición 1988 ☐ ATLAS
- ☐ LOS SIGNOS DEL HOMBRE
- ☐ MAPAMUNDI DEL AÑO 1375 ☐ ENCOUNTER ENGLISH
- ☐ THE OXFORD ENGLISH DICTIONARY, 16 Vols. ☐ LE GRAND ROBERT, 14 Vols.
- ☐ ENCYCLOPAEDIA UNIVERSALIS, 22 Vols. Edición 1984-85
- ☐ THE NEW GROVE DICTIONARY OF MUSIC & MUSICIANS, 20 Vols.
- ☐ ENCYCLOPEDIE DE DIDEROT ET D'ALEMBERT, 18 Vols. Facsímil

NOMBRE _____

DIRECCION _____

POBLACION _____ TFNO. _____

CODIGO POSTAL _____ PROFESION _____

FECHA _____

Envíe ahora mismo este cupón a:
S.A. EBRISA - Apartado Postal 30.115
Gran Vía de Carlos III, 58-60 A - BARCELONA-08028

P-124

==========

SOCIEDAD CANARIA DE PROFESORES DE INGLES (T.E.A.)

- Jornadas -

To be held on January 25-28, 1989
Santa Cruz de Tenerife (Canarias)

Note: By the time you will get this issue, these Jornadas will probably be over. So sorry. Anyway, if you want to get more information about the Jornadas or about TEA, write to:

Sociedad Canaria de Profesores de Inglés
Apartado 10.599
38080 Sta. Cruz de Tenerife
Islas Canarias (ESPAÑA)

==========

TESOL SPAIN
12th ANNUAL CONVENTION
BARCELONA 89

THEME: "PRIORITIES IN LEARNING AND TEACHING"

WHEN – FRIDAY 21, SATURDAY 22 & SUNDAY 23 APRIL 1989

WHERE – HOTEL PRINCESA SOFIA, BARCELONA

WHAT – PLENARIES * TALKS * WORKSHOPS * SWAP SHOP * PRODUCT PRESENTATIONS

PRACTICAL CLASSROOM IDEAS / METHODOLOGY / THEORY FOR WRITING, SPEAKING, LSITENING, PRONUNCIATION, GAMES, SONGS, COMPUTERS, VIDEO ETC.

WHO FOR – TEACHERS OF EGB/BUP/COU/FP
– TEACHERS IN PRIVATE INSTITUTES TO ADULTS AND CHILDREN

FOR MORE INFORMATION CONTACT:
RICHARD BLAIR OR DANIEL BYRA AT THE AMERICAN INSTITUTE (209 27 11)
ANTHONY NICHOLSON AT EUROCENTRES (301 25 39)
ENCINA ALONSO AT INTERNATIONAL HOUSE (318 8429)

The Official Language School of the Olympic Games in Seoul 1988

EF

VIAJES LINGÜISTICOS

La mayor organización internacional del sector turístico cultural

precisa

PROFESORES de INGLES

Para impartir cursos de verano en Inglaterra, durante un mes, a alumnos de 10 a 19 años.

Si desea recibir información detallada, remítanos, por favor, la pestaña inferior

---

Nombre: _____

Apellidos: _____ C.P. _____

Dirección: _____ Tel. _____

Población: _____ Provincia: _____

Centro en el que imparte clases: _____

Población: _____ Curso/s: _____

Enviar a: E.F./F. Pérez Cabrero, 19, 1212/ 08021 BARCELONA

HERE'S THE REST

Hi col.laboren:

APAC (Associació de Professors d'Anglès de Catalunya)

British Council Institute

Escola Oficial d'Idiomes de Barcelona

Amb el suport de:

Cambridge University Press
Collins
Heinemann Iberia
International House
Longman Penguin España
Oxford University Press

Vuitenes jornades pedagògiques per a l'ensenyament de l'anglès

"Learner Development"

Barcelona
22, 23, 24 i 25 de febrer de 1989

Escola Oficial
d'Idiomes
Avinguda
Drassanes, s/n
i Hotel Orient
Rambla, 46

UAB
Universitat Autònoma de Barcelona

Institut de Ciències de l'Educació

Informació:
Secretaria de l'ICE de la UAB
Edifici del Rectorat - Bellaterra
Tels.: 581 15 98 / 581 16 48

TIMETABLE

WEDNESDAY, 22nd FEBRUARY

16.00 Registration (Hotel Orient)

17.00 Opening Session (Hotel Orient)

18.00 Plenary Session (Hotel Orient)

THURSDAY, 23rd & FRIDAY 24th FEBRUARY

09.00-11.00 Workshops (E.O.I.B.)

11.00-11.45 Break

Publisher's new material

11.45-13.00 Workshops (continued)

13.00-15.30 Lunchtime

15.30-17.00 Workshops (E.O.I.B.)

17.30-19.00 Plenaries (Hotel Orient)

SATURDAY, 25th FEBRUARY

10.00-12.00 Workshops (E.O.I.B.)

12.15-13.15 Closing Session (Hotel Orient)

C A V A

WEDNESDAY AFTERNOON

Panel.- "THE TEACHER INSIDE THE LEARNER"

Norman Coe
Anthony Fitzpatrick
Julià Font
John MacDowell
Barbara Sinclair
Adrian Underhill

THURSDAY MORNING

LEWIS BARNETT

"Towards Responsible Learning. Theory and Practice"

Definition of 'Learning Responsibility' with emphasis on learning autonomy. Ideological, pedagogical and practical implications. Ideas and techniques to bring students and teachers to a more beneficial division of responsibilities.

DAVID BLOCK

"Sobre la marxa"

We do not really need commercially produced course books if we have access to more dynamic materials such as satellite TV and English language newspapers and magazines. Attendants will be involved in materials development.

LIZ DRISCOLL

"Developing the listening skills with E.G.B. students"

A) Real-world/mother tongue listening activities.
B) The nature of the listening skill
C) Difficulties involved in listening to a foreign language.
D) Implications of A-D and practical examples of listening activities.

ROD ELLIS

"Learning Styles and Second Language Acquisition"

Ways of investigating differences in learning style.

SHEILA ESTAIRE

"Planning a Unit of work at EGB level. A task-based approach"

A framework for planning a unit of work based on tasks will be discussed and exemplified. Aspects of learning independence such as the encouragement of learners' responsibility for their own learning through A) discussion/negotiation of aims and B)a self-assesment scheme will be taken into account. The presentation of this framework will be followed by a workshop in which participants will plan a unit of work by applying principles discussed.

ANTHONY FITZPATRICK

"Towards learner autonomy in the FL classroom."

Reading and writing.

WILLIAM LITTLEWOOD

"Learning grammar in a communicative way"

JOHN MACDOWELL

"A practical approach to integrating LEARNER TRAINING into course and lesson planning"

The aim of the seminar is to consider the rationale and aims of learner training and to present a wide range of materials, techniques and procedures for developing LT inside and out of the classroom . The format will include 3 sessions which form a block and are aimed at participants who will attend all three. This first one is devoted to presentation and discussion of ideas.

BARBARA SINCLAIR

"Learner development. What can teachers do?"

This workshop will consider to what extent teachers can help their students discover personally suitable ways of learning, so that they may become more effective learners and begin to take more responsibility for their own learning.
Materials and techniques for classroom use will be presented and discussed.

ADRIAN UNDERHILL

"Practical approaches to Learner-Centered Learning" (1ª session)

THURSDAY AFTERNOON

MAGI CASAÑAS

"A Practical view of classroom learning processes"

M. LUZ CELAYA
MARIA GONZALEZ

"Think before doing. A brief survey of methodologies and a rag-bag of ideas for EGB"

Theoretical and practical approach .
Discussion on current problems in EGB classes. Some activities will be presented and the audience will be encouraged to devise and share their own material.

CARIDAD CLEMENTE

"Con un poco de cuento"

Using short stories in the classroom. (All Levels)

CARMEN FONSECA

"Playing with vocabulary, an enjoyable activity"

JULIA FONT

"Ear training in the classroom.(As a tool for improving pronunciation)

This workshop is intended for those teachers who have a special interest in improving their students' awareness about the differences between L, and English (stress, rythm and intonation). Practical exercises will be conducted during the session.

TOM MAGUIRE

"An approach to self-learning in secondary school"

Description of the use of the self-access approach of learning English in a BUP class. Hints on what to do and what to avoid doing. A possible way round the big class syndrome.

CARMEN MUÑOZ

"A brief introduction to cognitive theories"

Illustrations of language and cognitive processes from the field of English language learning and in particular from results of own research work on discourse organization.
Addressed to University and Secondary School.

ISABEL RODES

"Is there such a thing as a communicative method?"

Raising awareness of what we do in class, through the analysis of a video-recorded lesson.

ALEX SCHOUTEN

"The effective teacher. Teaching methods and textbook analysis"

Teaching methods with materials and activities

MªJOSEP SOLE

"Experimentation in FLT. Principles and methods"

Description of how to design experiments in FLT. Formulating hypothesis about particular aspects of L2 learning and/or teaching. Predictions of the hypothesis. Experimental procedure. Data collection. Interpretation of the results. Statistical methods. Computer assisted analysis of data.

FRED TARTTELIN

"Drama techniques for language learning"

The session will be in the form of a workshop rather than a talk. It will present a variety of learner-centered activities using drama and show how these can lead the students to greater confidence of mastery of L2.

PLENARY: *ROD ELLIS*

"LEARNING STYLE AND SECOND LANGUAGE ACQUISITION"

The lecture will look at the relationship between learning style and L2 acquisition, examine a number of different ways of looking at 'learning style' and consider how differences in learning style can be accommodated in language teaching.

FRIDAY MORNING

LIZ DRISCOLL

"Making oral practice interactive"

A) Sequencing of activities: nature and purpose.
B) The nature of communication.
C) Non-interactive (boring) vs. interactive (involving) activities.
D) The advantages of using pair-work.
E) Examples of simple interactive activities.

ROD ELLIS

"Learning style and second language acquisition"

The analysis of learners' diaries as a way of investigating learning style.

SHEILA ESTAIRE

"Planning a unit of work at EGB level: A Task based approach." (2ndsession)

For description see Thursday.

ANTHONY FITZPATRICK

"Towards learner autonomy in the FL classroom" (2ndsession)

Active skills.

ROGER GOWER

"From fluency to accuracy: an alternative approach?

Normally language work in the classroom is carried out assuming that practice work for accuracy should precede fluency work. This workshop will illustrate an experiment undertaken in the Bell School Cambridge in which fluency activities were used as the basis for accuracy work in an assignment-based course.

WILLIAM LITTLEWOOD

"Grading communicative activities"

JOHN MACDOWELL

"A practical approach to integrating LEARNER TRAINING into course and lesson-planning" (2nd session)

Demonstration of materials and techniques.

BARBARA SINCLAIR

"Learner development. What can teachers do?"

This workshop will consider to what extent teachers can help their students discover personally suitable ways of learning, so that they may become more effective learners and begin to take on more responsibility for their own learning.
Materials and techniques for classroom use will be presented and discussed.

ADRIAN UNDERHILL

"Practical approaches to Learner-centered learning" (2nd session)

JANE WILLIS

"A lexical syllabus- Tasks for Language Learners " (1st session)

Unlike other approaches to syllabus design, the lexical syllabus marries neatly with task-based communicative methodology. It allows a precise linguistic specification of content, together with a proper focus on formal accuracy.
We shall look at:
- Various types of communicative tasks which encourage students to use language in a purposeful and independent way.
- Tasks which involve analytical techniques to help students to learn grammar and to make useful generalisations about the way language works.

(For maximum benefit, participants could bring with them some samples of 'authentic' English texts -short stories, adverts, short news items, etc, which their students would find interesting)

FRIDAY AFTERNOON

CARMEN CADIERNO
MABEL SORACCO

"Classroom observation as a feedback tool: Do learners learn what teachers teach?"

Classroom observation as a procedure for data collection in order to understand the relationship between language teaching and learning. Observation focuses on the strategies and procedures employed by the learner when writing a composition.

MAGI CASAÑAS

"A practical view of classroom learning processes" (2nd session)

LESLEY DENHAM
TRICIA HEALEY

"Using the right side of the brain"

This session will look at the importance of the often neglected right side of the brain, which deals with such factors as colour, imagination and images. During the session we shall show how these elements can be integrated into classes to help learners with problems such as vocabulary, memory, and grammar patterns.

ALBERT LOPEZ

"A few helpful tips on the use of the OHP in the (E)FL class".

The OHP, if properly used, could oversahdow all other audio-visual tools. The following points will be highlighted: advantages, techniques, step by step process towards the making of an overlay, materials needed, model examples.

JOSE ANTONIO MARTIN

"The language classroom: people, space, materials and activities"

Organization of a classroom. Every element has a role and a place: people, walls, furniture, audiovisual aids, self-made materials...Activities organized in the classroom, in which communicative, drama and TPR techniques can be developed.

SERGIO MARTINEZ

"How to choose and use the 'right stuff': Music in your classroom"

Experiència de com es pot escollir i aprofitar millor les cançons que s'utilitzin a les hores B. Selecció del material segons els nivells i objectius: ampliar vocabulari, millorar la fonètica o donar exemples gramaticals a base de les cançons.

GEMMA PARETAS

"DREAMS COMING TRUE"

A project-work searching the imagination. The importance of audiovisual media and its development.

MARGARITA RAVERA

"Reliable Testing"

ALEX SCHOUTEN

"The effective teacher. Teaching methods and textbook analysis"

Criteria for task-based teaching.

MARIONA SOLE

"Classroom observation"

A review of the most important systems for classroom observation and its consequences for teacher-training.

NURIA VIDAL

"The 39 steps: An excuse for project work"

JOSEP Mª VILARNAU

"Video teaching with adds"

Do you know what to do between one activity and the next one? Pocket units (from 10 to 20 minutes) exploiting commercials to_ to consolidate, revise or expand.

PLENARY: *WILLIAM LITTLEWOOD*

"IMPLICATION OF SECOND LANGUAGE ACQUISITION RESEARCH FOR LANGUAGE TEACHING"

SATURDAY MORNING

LIZ DRISCOLL

"Presenting vocabulary to EGB students"

A) Productive vs receptive skills/vocabulary
B) Recycling of language
C) Criteria for vocabulary selection
D) Learning words: what it involves
E) Practical examples of problem solving activities

ROD ELLIS

"Learning style and Second Language Acquisition"

How teaching can take account of differences in learning style.

SHEILA ESTAIRE

"Planning a unit of work at EGB level: a Task-based Approach" (3ª session)

ANTHONY FITZPATRICK

"Towards learner autonomy in the FL classroom"

Integrated skills

ROGER GOWER

"Anyone for Beowulf? Helping students read literature.

Practical workshop illustrating some of the principles and techniques for the teaching of literature in the language classroom.

WILLIAM LITTLEWOOD

"Grading communicative activities"

JOHN MACDONELL

"A practical approach to integrating LEARNER TRAINING into course and lesson-planning"

Discussion of how to plan a course or a lesson to integrate aspects of LT.

BARBARA SINCLAIR

"Learner Development. What can teachers do? (3rd session)

ADRIAN UNDERHILL

"Practical approaches to learner-centered learning" (3rd session)

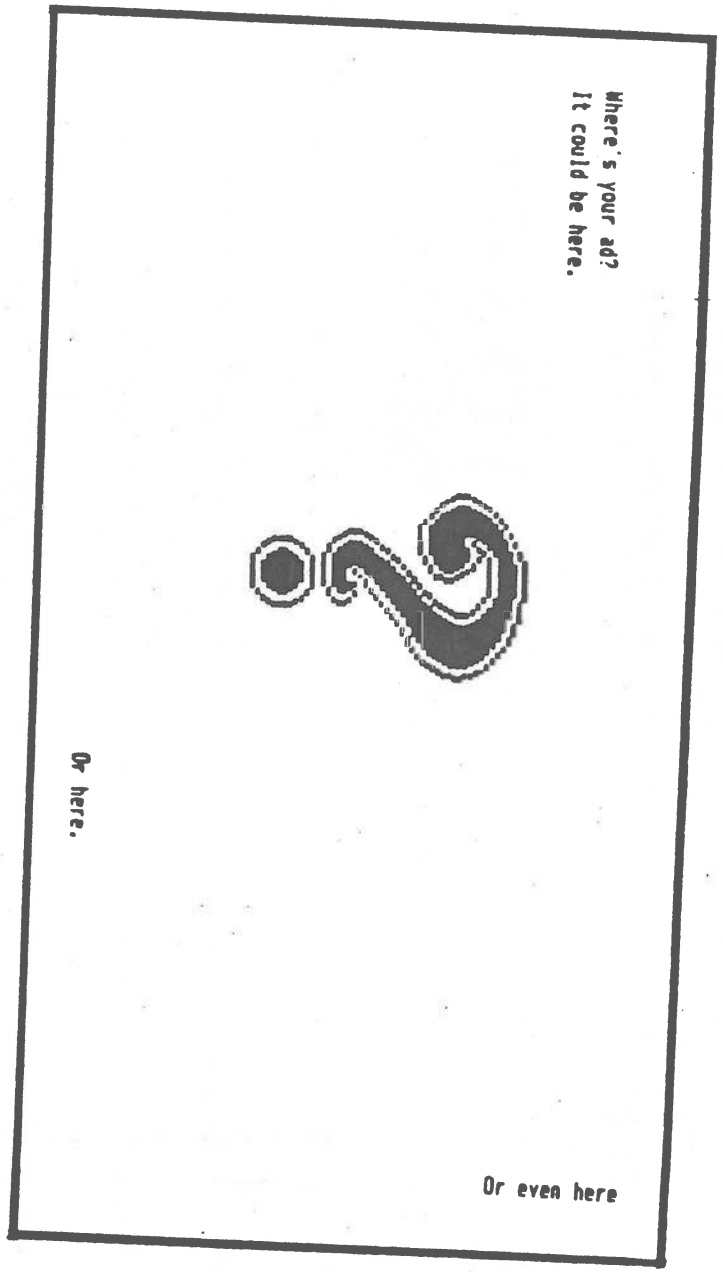
JANE WILLIS

"A lexical syllabus - Tasks for Language learners" (2nd session)

PLENARY: *JANE WILLIS*

"A LEXICAL SYLLABUS - TASKS FOR LANGUAGE LEARNERS"

A lexical syllabus for adult language learners consists of the meanings of the most frequent words in English, together with their most common collocations and patterns. The identification and analysis of the uses and meanings of these words is drawn from an up-to-date computer-analysed corpus of around 20 million words of written and spoken English.



Join APAC!

Why not?

Longman Penguin España

Teachers' Centre in Barcelona

What you can see:

LONGMAN and PENGUIN E.L.T.:

Course Books:
- E.G.B. (Primary and Secondary)
- B.U.P., F.P., C.O.U.
- Adult
- Summer
- Examinations

Language Practice Books:
- Listening and Speaking
- Reading and Writing
- Grammar and Structure

Dictionaries
Video
Computer-Assisted Language Learning
Readers
Background Books
English for Commerce, Business and Technology
Books and Materials for Language Practice
Applied Linguistics
American English

PENGUIN Series:

Penguin Classics
Penguin Modern Classics
Penguin Poetry
Penguin Contemporary Fiction
Penguin Contemporary American Fiction

LADYBIRD:

Puzzles, Jigsaws and Readers

What you can do:

Consult Books
See our latest video

What you can get:

Free Inspection Copies of Courses
Help from specialists
Information on new books
Information on Exhibitions, Fairs, Teacher-training sessions
Catalogues

Where:

Avgda. Princep d'Asturies, 18
08012 Barcelona
Teléfono: (93) 237 43 64

When:

Monday to Friday

Morning:	8:30 to 14:00
Afternoon:	16:00 to 18:30

We look forward to seeing you !