APAC NEWS

3

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

..A P A C of N E W S..

Butlletí de l'Associació de Professors d'Anglès de Catalunya (APAC)

Editors: Pere Gallardo
José A. Martín

Apartat 22.287
08080 Barcelona

Dep. Leg.: B-41180-88

DISTRIBUTION BY:

LONGMAN PENGUIN ESPAÑA

FROM ME to YOU

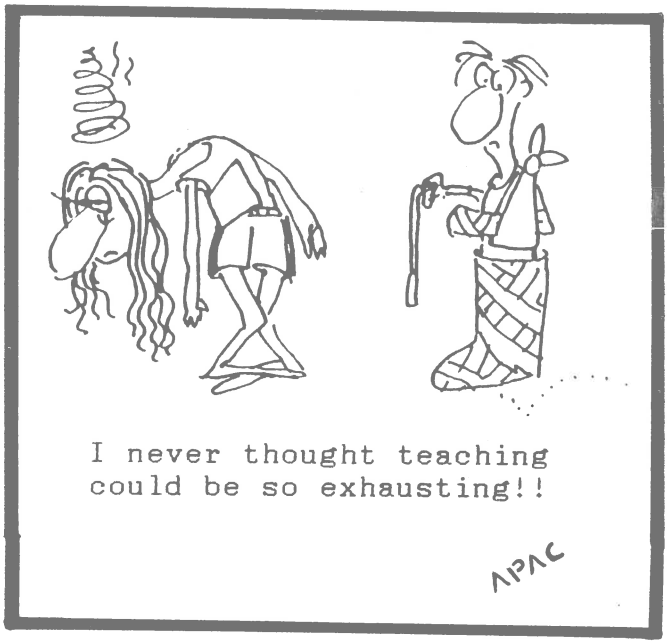
Well, well well... the end of the schoolyear is round the corner, and it is high time we had a rest. It's time to fight for a ticket to Britain, time also to argue with your language school in Britain, time to meet all your Spanish friends having a sandwich in Hyde Park, time to enjoy a British summer, time to miss your students, time to get rid of your fellow-teachers, time to practice your Catalan in Brighton, and time to come back with thirty 'novelties' you found in a small bookshop. In short, time to show once again what we are: Teachers of English. It is not until some of our foreign colleagues see in what conditions many Spanish teachers have to work that they come to understand that 'there must be something else'.

Precisely because of this, we would like to draw your attention on a couple of things: Have you given any thought to what may/may not happen to non-native English teachers once the Single Act is passed in 1992? Have you heard the Minister of Education talking about 'La Reforma'? How far are you willing to be 'reformed' in such a way? But well, we don't mean to be nasty, we just want to keep your minds busy all through the summer.

On the other hand, we'd like to offer you our new issue. 'APAC of NEWS' No.3 has come out with some more ideas for next year. In our next number we will give you the results of the survey circulated during the Jornades, an exclusive interview with Dr. Rod Ellis, and many more things still to be prepared (Remember: we count on your help). Meanwhile, though, we'd like to offer you the articles sent by some colleagues, a very interesting interview, some information, some humour and everything else you can find.

All the best for the summer!

The Editors

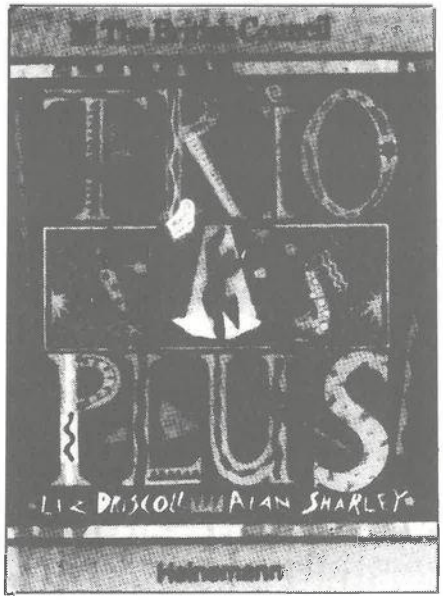


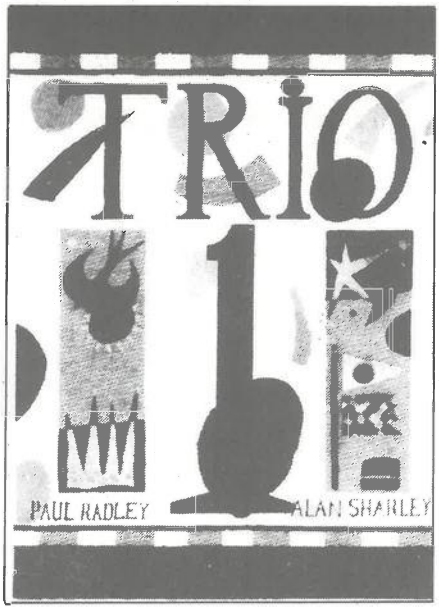
CONTENTS:

page

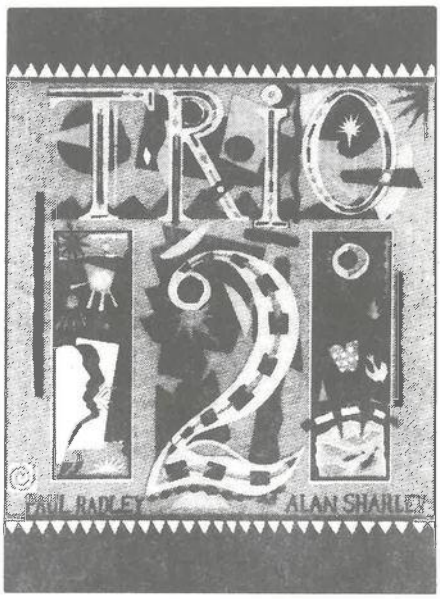
Well, well, well... . . . 1
Crònica d'un any. 3
Premis APAC de Redacció . . . 6
Don't tell me (OTIS (T) Rex). 7
Don't tell me (Songs) 9
Our interviews 15
Help! 17
Special offer 19
Here's the rest 20
APAC (letters). 21
And more...(Reading). 23
What can you offer? 26
Book review 27

AND NOW:





TRIO PLUS



TRIO PLUS is a course book specially written for teenage and young adult learners. It can be used as a fourth level for **TRIO** or as a self-standing intermediate course book.

Key features

- **Expertise** Written in conjunction with the British Council — experts in English Language teaching.
- **Tried and tested** Extensively tested before publication.
- **Lively** Attractive and varied presentation appeals especially to young adolescents.
- **Balanced syllabus design** Integrated structural functional and lexical syllabus.
- **Active** Target language practised in a variety of stimulating and enjoyable activities.
- **Skills** Integrated skills development in each unit.
- **Realistic goals** Language is introduced gradually and recycled throughout the book to build students' confidence.

For more information pls contact:

Heinemann Iberia

BARCELONA
Aribau, 168-170 - Entlo. 3
08036 BARCELONA
Tel. 237 90 00

Lower Secondary

CRONICA D'UN ANY

Ha passat un any sencer des de les eleccions de la Junta de l'APAC. Per això, a l'assemblea de socis tinguda durant les Vuitenes Jornades per a l'Ensenyament de l'Anglès, vam passar enquestes a fi de copsar opinions i idees, vam celebrar l'aparició del nostre butlletí - *APAC OF NEWS* - amb un còctel obsequi de **Longman Penguin España**, i explicàrem les coses que s'han fet durant aquest any. Per a aquells que no van poder assistir-hi, reproduïm un breu resum d'aquestes realitzacions.

1. S'ha contractat un apartat de Correus per a l'Associació, mitjançant el qual podem tots comunicar-nos (**Ap. 22287 -08080 Barcelona-**).

2. S'ha negociat un local de trobades, tant per a les reunions de la junta com per a les generals. Provisionalment ens ha estat concedida una aula de l'Ateneu, al carrer Canuda.

3. S'ha dissenyat un logotip d'**APAC**.

4. S'ha dissenyat el carnet individual de soci, que es repartí durant les Jornades i que s'enviarà a aquells que no el recolliren.

5. S'ha iniciat la informatització del llistat de socis i la gestió de rebuts.

6. El mes de novembre, gràcies a l'oferiment de **Heinemann Iberia**, que deixà el seu local, es feu un petit acte de presentació de l'Associació a institucions i món del TEFL.

7. El mateix mes de novembre sortí el primer número del nostre butlletí -***APAC OF NEWS*** - . Per aconseguir-ho, s'hagué de negociar
   - -format
   - -imprempta i costs
   - -finançament i publicitat
   - -articles
   - -composició
   - -distribució.

Com ja sabeu, la distribució del butlletí és gentilesa de **Longman Penguin España.**

8. Vàrem convocar una assemblea plenària de socis pel dia 8 de desembre als locals de l'Ateneu, que va haver de ser ajornada fins les Jornades de febrer, en ser declarat festiu aquest dia.

9. S'organitzaren, amb l'ajuda de l'editorial **Heinemann**, una sèrie de xerrades per diferents seminaris permaments i centres de recursos de Catalunya, a càrrec de Jane Phelps i Vaughn Jones.

10. S'ha fet una petita aportació econòmica a una revista d'EGB de Girona, dedicada a l'ensenyament de l'anglès.

11. S'ha col.laborat amb les **Primeres Jornades Pedagògiques de Girona.**

12. S'ha col.laborat amb les **Vuitenes Jornades Pedagògiques per a l'Ensenyament de l'Anglès a Catalunya.** A més de la col.laboració de base, heu pogut veure el servei d'informació i ajuda d'**APAC** en tot moment.

13. S'ha organitzat un concurs de redacció per a alumnes d'anglès de Catalunya, patrocinat per diferents editorials, el resultat del qual podeu trobar en aquest butlletí.

14. S'ha escrit una carta i recollit signatures, demanant l'augment d'hores setmanals d'anglès a tots els nivells escolars, ara per dessota de qualsevol mínim acceptable. Aquesta carta ha estat enviada al M. Hon. Senyor President de la Generalitat, i a l'Hon. Senyor Conseller d'Ensenyament.

15. S'han recollit signatures per a un escrit en

que es sol.licita a Ràdio Nacional el manteniment de la transmisió simultània de la banda original de les pel.lícules emeses per televisió, que tants professors d'anglès escolten i utilitzen i que sembla que es vol suprimir.

16. S'ha passat durant les **Vuitenes Jornades** una enquesta entre els socis, demanant ajuda en les tasques de l'Associació i la seva opinió en aspectes puntuals.

17. S'han negociat facilitats per als socis amb diferents organismes -**Escola Oficial d'Idiomes de Barcelona** (veieu-ne detalls en aquest butlletí)-, i institucions estrangeres de l'ensenyament de l'anglès a Barcelona, de les quals us informarem quan en sabem els resultats.

18. Ens hem trobat amb la resta d'Associacions de Professors d'Anglès de l'Estat (n'hi ha dotze), a fi de constituir una federació per a negociar i reivindicar coses a nivell col.lectiu, a més d'intercanviar formació, informació, articles, participar en projectes conjunts, facilitar l'assistència a jornades i congressos d'uns i altres, etc. Hem redactar els estatuts, que estan en tràmits de registre.

19. Estem preparant un cap de setmana (divendres tarda i dissabte matí) amb l'ajuda de **British Council** i **Heinemann**, per a **professors d'EGB** el setembre o octubre.

20. Després de contactes amb **IATEFL** (***International Association of Teachers of English as a Foreign Language***), i veure els avantatges i els costs mínims d'establir-hi una relació, hem decidit afiliarnos-hi. N'estem fent els tràmits. Ja us en informarem.

21. Publicació dels números 2 i 3 d'***APAC OF NEWS***.

22. Hem començat durant les **Jornades** la recollida de fitxes on oferiu tallers o ponències. Les passarem a d'altres associacions.

23. Estem pensant en un possible curs d'estiu, aquí o a l'estranger, per a socis d'**APAC**. Hem iniciat contactes a dos indrets d'Anglaterra, com ja sabeu per les enquestes.

24. Hem seguit promovent la inscripció de nous socis. En aquest moment som pels volts de tres-cents. Animeu-vos a fer-ne més entre els companys!

25. Hem iniciat contactes amb associacions d'altres països, especialment del nostre entorn. En el proper butlletí en parlarem.

26. Hem començat a preparar actuacions per l'any que ve -**Jornades, trobades**, etc-

Com veieu, s'han fet moltes coses, sobretot si penseu que els membres de la junta som companys que ens trobem després dels nostres horaris laborals, moguts per la il.lusió de l'**APAC**. La major part de realitzacions són, però, encara d'infraestructura, si bé en el llistat anterior ja hi ha coses públiques i que arriben als socis, a tots o a part d'ells. Poc a poc i entre tots, anirem avançant.

Si us plau, com deia el fulletó que vam fer circular durant les **Vuitenes Jornades**, preguntem-nos **què puc fer jo per a l'APAC?** i no ens limitem a esperar que els companys facin coses per a nosaltres. Des d'oferir ajuda personal a la junta, fins a fer socis, escriure articles, oferir tallers, idees, enviar informació al butlletí, intercanviar experiències, etc., hi ha tot un camp de trobada on podem ajudar-nos mútuament. Fem-ho.

Ramón Ribé -President d'**APAC**-

Oxford Books for Teachers

LANGUAGE TEACHING

EDITORS C N CANDLIN & H G WIDDOWSON

Training books for teachers that match theory with practice and involve teachers in their own professional development.

RESOURCE BOOKS FOR TEACHERS

series editor

ALAN MALEY

A wide-ranging "resource bank" of practical ideas for immediate use in the classroom.

Oxford English

For further information contact:
Ian Alexander, Oxford University Press, Aribau, 237 – esc. C, 1er. 2a., 08021 Barcelona
Tel: 201 8550

Oxford is a trademark of Oxford University Press

PREMI APAC DE REDACCIÓ

==========

"Primer Premi APAC de Redacció an Anglès 1989"

==========

First of all, thanks very much for your interest and suggestions. Next year we'll keep them in mind. For the moment all we can tell you is this: The jury, formed by 5 members of APAC met during the second week of May. It is to be noticed that not all categories were represented, so the jury decided to give the prizes to other participants. Therefore, the results are as follows:

Premi APAC-Longman Penguin: José Manuel Carbonell Ramírez
E.O.I. Girona

Premi APAC-Heinemann: Estefania Amer Maistrau (1st BUP)
I.B. Jaume Vicens Vives (Girona)

Premi APAC-SGEL: Carme Sardà
E.O.I. Girona

Premi APAC-Oxford: Yolanda Balsalobre Palacios (2nd BUP)
I.B. Jaume Vicens Vives (Girona)

We would like to make a special mention:

María del Mar Carrión - Mónica Cardona (3rd BUP)
I.B. Eugeni d'Ors, Vilafranca del Penedès

As we promised, these compositions will be published in "APAC of NEWS". Two of them in our next issue and the other two in the following. Congratulations to the winners !!!

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!

"Don't tell me it works"

OTIS (T)REX

Some time ago Levi's- the giant blue jeans makers - had an enormous sales boom of their 501 jeans thanks to a series of daring TV commercials which relied heavily upon eroticism and nostalgia. They were short glamorously photographed "love scenes" developing on a sensuous background provided by songs which could be safely labelled as "oldies, goldies". Among them: Percy Sledge's "When a Man loves a Woman", Muddy Waters' "Mannish Boy" and Marvin Gaye's "I heard it through the Grapevine".

If you watch TV from time to time you will have observed that this new development in the world of advertising has recently been adopted here and the Trex chewing gum manufacturers are currently using the unforgettable "I' ve been loving You too long"by the late Otis Redding to boost their sales while RAC 105 are showing us a sample of what tuning in to their music can do for us with the invigorating help from Louis Armstrong's "What a wonderful world".

So, taking into account the great part that- unfortunately- TV plays in our students' lives and also the "recreational" opportunity that a combination of good songs, slightly piquant or funny stories and the all-powerful TV images can provide us and, especially, our students with, we proposed them the following activity:

- We played the first chords of "I' ve been loving You too long"

and asked them to tell us what they reminded them of. As we expected, they clamorously raised the subject of the Trex commercial .

- Then we made them reconstruct the images they had so often seen on TV. If you know the "story" you can mentally see the remarks and the giggles.

- Finally we asked them to select a song and tell us how they would build an imaginary TV commercial - preferably a funny one- on such a background.

We can claim that, as a whole, our students enjoyed the chance to appply their creative skills to the task of thoroughly making fun of what many serious scholars would probably revile as one of the worst plagues of our time and, rather than commercials, what the majority produced were memorable lampoons on the advertised products, which certainly proves that they very often have a lot to say for themselves.

Anyway, no grumbles about having to write a composition that day. So, if you are also wary of grumbles, these are the lyrics of "I've been loving You too long":

I've been loving you too long to stop now / You're tired and you want to be free / My love's going stronger / as you become a habit to me.

I've been loving you a little too long / I don't want to stop now / With you my life has been so wonderful / I can't stop now / You're tired and your love's going cold / my love's going stronger as our affair goes on. (Repeat)

Rosa Fornós i Josep Betran

USING SONGS IN THE CLASSROOM

A few practical ideas /1

by John Pidcock

ex-British Council Institute, Barcelona; now materials writer for Thomas Nelson & Son and freelance teacher-trainer.

This article is really a summary of a session I gave at the Jornadas in the Escola Oficial in Girona on November 26, 1988.

'A few thoughts'

General

1 No two people have the same taste in music, thank heavens.

2 Some people are not musical at all.

3 At rock concerts of all types given by English-singing groups in Spain, it is common to hear a large proportion of the audience, when called upon to sing along, who know and sing the groups' songs more fluently in English than quite a lot of native English-speakers present.

4 There are a large number of radio stations where, all day and every day, songs sung in English can be heard. Whether this is cultural imperialism

or not, it provides a potential source of help to teachers of English.

5 There is a temptation for teachers to impose their own choice of music on their students. And v.v., if they can, though less often, the power-structure of the world being what it is!

6 The boy/girl with the punk outfit on the back row may be a Vivaldi fan.

7 But there is no reason why a Vivaldi fan cannot also groove to U2, etc.

8 In other words, it is worthwhile finding out what members of a class really like; an instant one-question survey asking after each person's favourites will do if the teacher wants a consensus view. And there may be students who can e.g. give music talks, help recording/selecting, etc.

Song Lyrics

9 Some song lyrics are neither written nor sung to be understood.

10 Some are not worth careful study.

11 But quite a lot are.

12 And quite a lot are worth studying in as much detail as any 'serious' reading comprehension text.

13 Indeed, quite a lot deserve to be made the basis for a whole class, so that their content can be linked to other activities (e.g. reading, discussion, writing).

14 Song lyrics can be used for many learning purposes, even including grammar practice.

15 Adolescent school-children being what they are, it is as well to vet (I don't mean censor) lyrics carefully before classroom use! Otherwise the parents' association may protest.

Technical and other considerations

16 When playing e.g. heavy metal songs on the school ghetto-blasters, the English-teacher should at all times remember that next door there may be e.g. a mathematics or religious instruction class going on, or somebody trying to sleep.

17 However, the maths or R.I. teacher next door and even the head may be heavy metal fans. (cf. no 6 above!)

18 Some teachers write their own songs, or play portable instruments so that music can be made live in the classroom. So do some students.

19 In their efforts to find moral justification for using songs for demonstrable FL teaching purposes in the classroom, some teachers forget that a lot of people learn a lot when they think they are only enjoying themselves.

20 Ghetto-blasters often do a grave, machista disservice to female voices by drowning them with deafening bass and drum sounds. Teachers should make friends with their classroom ghetto-blaster's equalising controls; for higher or softer voices that don't sound clear, turn up the treble and middle sound bands.

Six Ideas plus one for Song Use

1 EXTRACTS

This need not take too long to set up. All that's needed is x snippets of popular songs (better not the latest hits, because that might make the exercise too easy for some) recorded one after another. A ten-second, two-or-three line snippet of each song should be enough, but to be fair to students who might not know (m)any of the songs, the words in the extract should contain the title or something like it. Styles should be varied, so that students can get used to different voices.

Below is an example.

Which song was sung by which singer/group?

Unjumble the information in the table below.

****

	Song	Singer
1	You don't bring me flowers	Diana Ross
2	Popsicle Toes	Mick Jagger/The Rolling Stones
3	Alphabet Street	Paul Simon
4	Train in the Distance	Sting
5	Route 66	Michael Franks
6	Muscles	Barbra Streisand & Neil Diamond
7	We'll be together	Prince

****

Pedagogical purpose?

A) recognition/matching of fleetingly heard words

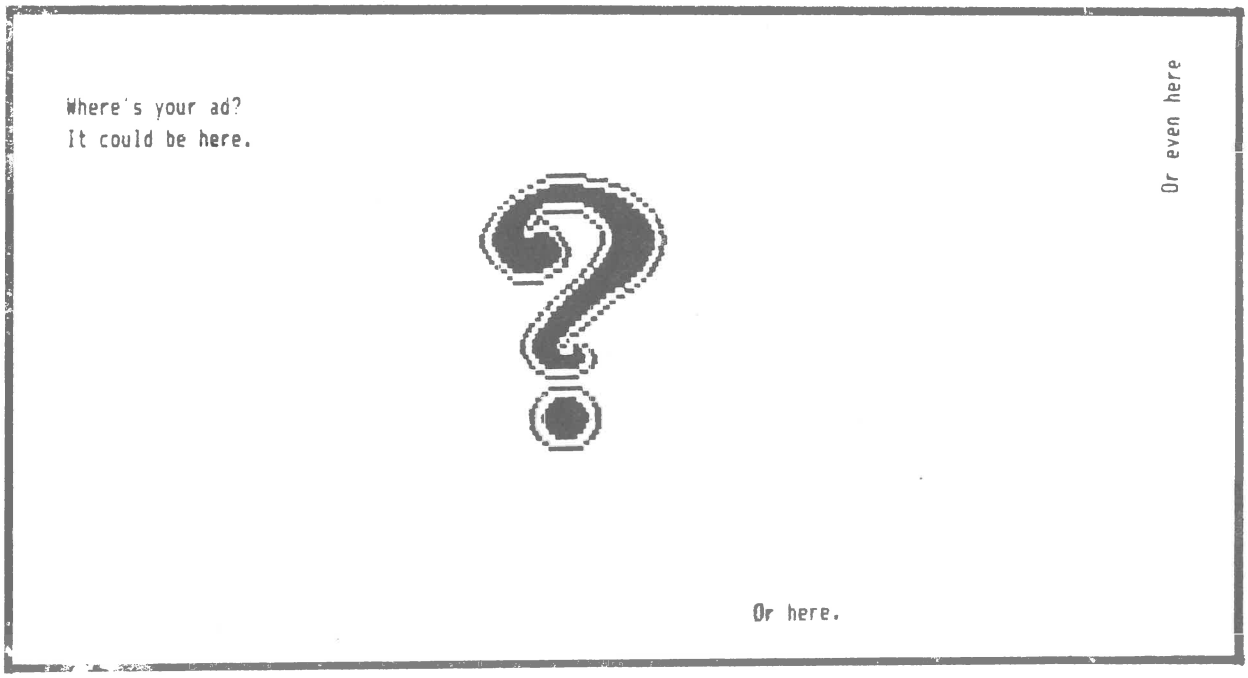
B) gradual habituation to different accents

C) grammatical: potential for passive voice practice

Possible refinement?

Give 10 alternatives in the table, but only seven extracts on the tape.

In other words, add (perversely?) three distractors to increase difficulty.



2 MISSING WORDS 1

The simplest way, of course, is to 'gap' the last word of each line, so that students have to listen for rhymes. But as with all cloze- or cloze-ish applications, the gaps can be made wherever the teacher chooses. The more gaps there are, the nearer the exercise gets to dictation. There's nothing wrong with that, of course, but even spoken dictations can be quite demanding, so if you choose singers with accents who slur words, well.....

One way of making the gap-filling easier is to supply the missing words in a jumbled list.

3 MISSING WORDS 2

This is a refinement of Missing Words 1. Here the teacher narrows her/his sights and gaps specific teaching points. e.g. Some songs have lyrics packed with conditionals, interrogative forms, gerunds, etc. Or with particular phonological points.

Below, as an example, is an extract from 'The Miracle of Love' by The Eurythmics, a duo I plug because they usually write literate lyrics. Missing verbs/auxiliaries etc. (The list below covers the whole song.)

falls will take away do you say I'll make comes
that's covering open you'll I'll wipes can covers open
you're longing there's there must be can

****

How many sorrows (1)..... try to hide

In a world of illusion (2)..... your mind?

(3)..... show you something good

Oh (4)..... show you something good

When you (5)..... your mind (6)..... discover the sign

That (7)..... something (8)..... to find

The miracle of love (9)..... your pain.

When the miracle of love (10).....your way again.

etc etc

From 'Revenge' by The Eurythmics: 1986.

****

Comment

One procedure here is to play the song first 'for enjoyment', then give the Ss the gapped text. They do the gap-fill exercise without listening again, and only hear the song a second time when they have finished. Thus, they are checking their own expectations against the song.

Our interviews...

In this issue, María José Lobo interviews Ms. Sheila Estaire, of the Teacher Development Unit, British Council (Madrid).

Ms. Sheila Estaire is a member of the Teacher Development Unit of the British Council in Madrid. She is a teacher trainer who works mainly in activities organized in collaboration with the Ministry of Education, Consejerías de Educación in the different "autonomías" and Techers Associations.
I interviewed her at the "Jornades Pedagògiques d'Anglès" to discuss the teaching of English at E.B.G. level.

Q: **Would you agree with this statement: 'Today teachers of English in E.G.B. teach in the same way they taught years ago'.**
A: It's difficult to generalise. We know that many teachers are experimenting with new ideas; however, we find some who still teach in the same way they were taught. Until they learn new methods they will never change.
Q: **How is the teaching of English changing?**
A: Grammatical analysis of language does not motivate students. Teachers who know this are using more active methods. They look for interesting themes, materials and activities, and classroom organisation more adaptable to students' needs.
Q: **What do you think about pre- and in-service training?**
A: They are both essential, but different.
Q: **In Catalonia we have the Pla de Llengües Estrangeres in Girona, Tarragona and Baix Llobregat. What in-service training is offered to E.G.B. teachers in the 'Territorio M.E.C.'?**
A: It is done mainly through C.E.P.s. And there is a pilot course in Zaragoza: 'Curso de Actualización Cientifica y Didáctica de Inglés'. The structure of the course is very interesting:
   a) Teachers attend a one-month intensive course.
   b) Teachers design a 'unidad didáctica' (approx. one month).
   c) Teachers and tutors meet to discuss possible improvements of their units.
   d) Teachers teach these 'unidades didácticas' and analyse the results.
   e) Teachers and tutors meet again to discuss the results.
Q: **What qualification will this course give to teachers of E.G.B.?**
A: I don't know myself, but the organizers may.
Q: **What is the atitude of E.G.B. teachers at training courses?**
A: Very positive.
Q: **Are teachers attending courses at C.E.P.s free of teaching commitments?**
A: It depends on the C.E.P. or Delegación Provincial and Inspectors. I find that an increasing number of courses are being run on an intensive basis during teaching hours.
Q: **What about the 'curso sabático'?**

A: It doesn't exist any more. Instead, this year the Ministry is running the pilot course in Zaragoza.

Q: **What do you think of the Minister of Education's statement that a foreign language will be taught from the age of eight? (1)**

A: I think it will happen.

Q: **Soon?**

A: It may begin quite quickly, but it will be a long process because teachers will need more training. The needs of 8-10 year olds are very different from those of 11-14 year olds, so different teaching methods will be required.

Q: **What do you think should form the main guidelines of the syllabus for 8 year olds?**

A: I think there should be lots of games, songs and other enjoyable activities. There must be a lot of input. The children should hear a lot of English all the time.

Q: **Do you think that teachers expert in teaching younger children must collaborate in the design of the new language syllabus?**

A: Yes, definitely.

Q: **Now, thinking about 'La Reforma', who do you think will teach the students after 12 years old?**

A: I don't really know. I imagine that most E.G.B. teachers will at least continue to teach 11 and 12 year olds. 'Primer Ciclo de Secundaria' will probably also have to be taught by E.G.B. teachers since there will be so many students and not enough teachers of Secundaria. However, this is just what I think. It is not a fact.

Q: **What do you think are the main changes of La Reforma'?**

A: The M.E.C. document emphasizes the active teaching of the language moving away from grammar-based work done in the classroom and towards active, task-based learning.

Q: **Would you like to add anything?**

A: I must stress the positive attitude of E.G.B. teachers in general. They are very receptive to new ideas. There are problems, though, in introducing active, student-based learning in the classroom. Large classes make teaching more difficult and less efficient.

Thank you very much indeed for your collaboration.

.....

EDITORS' NOTE:

(1) By the time this interview was held the Minister of Education had not said anything about the new 'Plan de Estudios' yet. Now that some hints have been revealed, it seems a nice exercise to draw some conclusions. All up to you!

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).

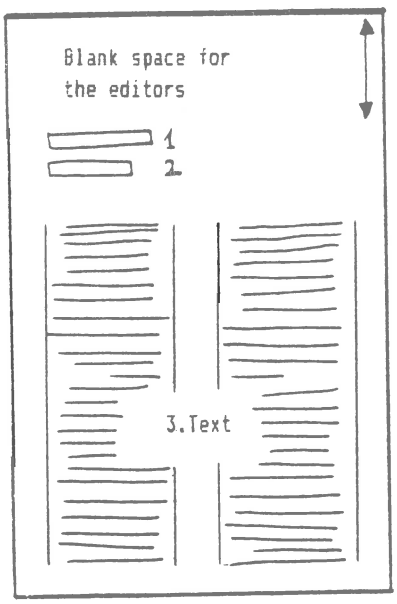
3.If you write more than one sheet, the first one should follow the pattern given below.

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.



1.Title
2.Author

El grup de teacher-trainers de Heinemann i el Teacher Development Unit del British Council, juntament amb l'Associació de Professors d'Anglès de Catalunya (APAC), organitzen un curs pràctic especialment destinat a professors d'E.G.B.

El curs és gratuit i tindrà lloc els propers dies 20 i 21 d'octubre a l'Escola Oficial d'Idiomes de Barcelona.

Per a més informació truqueu a:
Heinemann Iberia.
Tel. (93) 237.90.00

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.

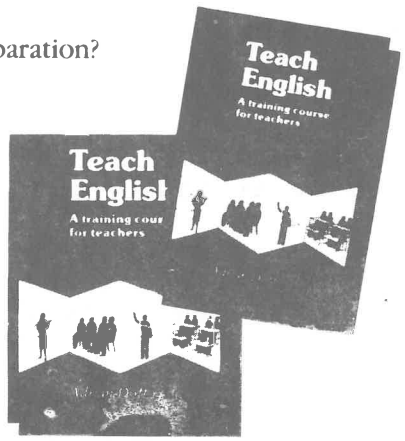
Cambridge ELT

Teach English

A training course for teachers

Adrian Doff

- Teaching large classes in inflexible classrooms with few resources?
- Following a set syllabus and textbook, with little control over course content or choice of material?
- Little time for lesson planning or preparation?



Teach English is the teacher training course which addresses the problems of teachers in these situations and develops practical skills in teaching English as a foreign language.

Developed from a set of materials produced as part of a highly successful British Council project, and especially designed to meet the needs of teachers whose first language is not English, *Teach English* can be used:

- on in-service courses for teachers working at secondary level in schools or language institutes
- in pre-service training of secondary school teachers, as a practical component of a methodology course and as preparation for teaching practice
- as part of a 'refresher course' in practical methodology for more experienced teachers.

The course is designed to be used actively by a trainer working with a group of up to 30 teachers. The Trainer's Handbook incorporates the Teacher's Workbook and contains detailed guidance on how the materials can be used.

0 521 34863 3 Teacher's Workbook
0 521 34864 1 Trainer's Handbook

For further information on all Cambridge ELT materials, please contact Desmond Nicholson, General Arrando 42, 4° izq-A, 28010 Madrid. Tel: 410 21 53/410 22 11

CAMBRIDGE UNIVERSITY PRESS

JORNADES D'ANGLES DE GIRONA

24-25 November
(Escola Oficial d'Idiomes, Girona)

Information: (F.P.) Mercedes Esteban, Tel 50.70.09
(B.U.P.) Neus Serra, Tel 21.31.18
(E.G.B.) Manel López, Tel 23.70.37

The Escola Oficial d'Idiomes de Barcelona has a library which specialises in languages and language teaching. Apart from books in the other eleven languages that are at present taught in the school, there is a stock of over 4000 books in English. This includes coursebooks, readers, novels, etc. as well as books on linguistics, ELT theory and practice and the following newspapers and magazines:

Newspapers: The Guardian - The Herald Tribune - The Daily Mirror
Magazines: Language Teaching (New Language Teaching Abstracts) - Studies in SecondLanguage Acquisition -The Modern Language Journal - TESOL Quarterly -English Language Teaching Journal - The New York Review of Books - Newsweek - Punch - Life - Speak up - Kid - Ten

So far, with few exceptions, this library, particularly the lending service, has only been available to the EOIB students and teachers. However, from now on we would like to make it accessible to teachers from outside our school who are interested in keeping up to date with the latest developments in ELT, or simply in improving their knowledge of the language, and who find it difficult to have access to books and magazines. Such teachers would, no doubt, benefit from using our library. Therefore, we offer members of APAC the opportunity to join our library under the same conditions as our students and staff. To apply for a reader's card you will only have to show your APAC membership card to the librarian. We hope you will find our library useful and we ask only that you comply strictly with the rules if you borrow books, so that the service can really be efficient.

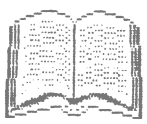
Schedule for the 1988-89 term:

Mornings:
Mon & Thur: 10:00 - 14:00
Tue, Wed & Friday: 11:00 - 14:00
Evenings:
Mon to Fri: 15:00 - 20:00

* Lending Service:
Mon & Thur

.....

Mireia Bosch
Cap d'Estudis EOIB



Special Offer!!

HERE'S THE REST

CONTENT-BASED FL LEARNING IN STATE SECONDARY EDUCATION

C. Scott-Tennent Basallote

In communicative leaning, the acquisition of another language is based on a model of **input-processing-output** of meaningful information (knowledge, opinions, feelings...). The language is an instrument, only becoming an instrument of contemplation in itself when its instrumental function requires this support. This is already happening when some contents (mathematics, physics, history, etc.) are being processed in Catalan language (in my I.N.B., Catalan is still a SL for most students). The question is: could the same process be applied if the vehicle were a FL instead of a SL?

In such a case, the **content** (what is being expressed) would become the main motivation and the English language the **means** of achieving it. Of course, the information being processed and/or transferred shouldn't be previously common to all those involved in the process.

All this seems even more suitable within an **educational** context (not **instructional**, as would be the case, for example, in a school of languages).

In the adolescent's educational process we wish above all to develop the capacity for conceptual thinking, relationships among concepts, and how these are expressed through language. The processing of contents could be **at the same time** an instrument of conceptual development and a way of acquiring a FL, above all if these contents were processed starting from their concrete, observable aspects, abstracting progressively towards their conceptual aspect, thereby enriching the student's internal scientific-thinking structure (as portrayed by Vygotsky).

This type of work would be carried out in such a way as to include further aims:

a) contact with information coming directly from foreign sources (something the student is likely to face, probably without help, in his future life).
b) the student's creativity and adaptability in dealing with the previously unknown.
c) the student's self-teaching/learning dimension.

However, if the potential of this kind of communicative learning is to be fulfilled within compulsory state education, several problems must first be solved. Perhaps the most crucial are:

-Which contents could most motivate and/or facilitate the (English) language's instrumental role: local or universal, interdisciplinary or filling in "gaps" (shortcomings) of the existing curriculum, etc.

-What is the minimal linguistic competence

required in the FL before this type of work can be effective, and how can students best reach this prerequisite level?

-What modes of interaction and materials would be most favourable to this sort of process?

-How can we evaluate a process which, being totally communicative, cannot have predetermined or pre-established outcomes?

Clearly, some research is called for on these (and other) specific points before we can tap the enormous potential of Content-Based FL learning.

.....

C. Scott-Tennent Basallote
I.B. Camp Clar (Tarragona)

.....

Have you heard about the latest TEFL theory?

•Reproducció de la carta enviada per APAC al Sr. Director de Ràdio 4:

APAC

Sr. Director
de Ràdio 4

Barcelona, 24 de Febrer de 1989

Benvolgut Senyor:

Ens hem assabentat de la possibilitat de que Ràdio 4 redueixi, o fins i tot suprimeixi, la retransmissió de la banda original de les pel.lícules que emet TVE.

Com professors d'Anglès ens preocupa aquest fet donat que suposaria una reducció, per a nosaltres i els nostres alumnes, de les oportunitats de estar en contacte amb la llengua anglesa, d'altra banda not tan àmplies com tots desitjariem.

Creien que entendreu l'interès que tots tenim en què es continuin aquestes retransmissions i prendreu les mesures adequades per que es continuin.

Molt agraïts, restem a la vostra disposició,

Associació de Professors d'Anglès de Catalunya
(APAC)

Reproducció de la carta enviada per A.P.A.C. al President de la Generalitat, signada per molts de vosaltres a les Jornades)

\- - - - -

MOLT HONORABLE SENYOR PRESIDENT DE LA GENERALITAT DE CATALUNYA

Senyor,

L'**Associació de Professors d'Anglès de Catalunya (APAC)**, els seus socis i simpatitzants, volem saludar-vos atentament com a President de la Generalitat de Catalunya i posar a la vostra consideració un fet que ens preocupa.

A nivell català, estatal, europeu, la preocupació per una política definida d'ensenyament de llengües és cada cop més palesa i necessària. I és clar que hi ha molts aspectes sobre els que s'ha de prendre decisions, tant pel que fa a **a) quantes i quines llengües** s'han de promoure a la xarxa escolar, com sobretot a la **b) millora del seu aprenentatge.**

L'aspecte **b) de millora de l'aprenentatge** és avui el motiu d'aquesta carta. La recerca existent coincideix en un factor essencial, pel que fa als factors externs: la **quantitat** i la **freqüència** d'exposició a la llengua són factors essencials d'adquisició, més enllà de l'edat, aptituds i metodologia.

Actualment a Catalunya, l'espai quantitatiu i la freqüència d'exposició a la llengua estrangera dins la xarxa educativa obligatòria, són menors no sols que el de la major part de països europeus, sinó fins it tot que el de la resta de l'estat, degut al major nombre de llengües que formen part dels nostras curriculums i a la distribució peculiar d'hores lectives. Les previsions dins de les reformes educatives anunciades no són tampoc gens prometedores cara a aquest factor tan important.

Sabem que existeixen problemes per a aquesta ampliació. El nombre de llengües primeres n'es un. D'altra, la manca d'un nombre suficient de professorat d'algunes llengües (cas de l'anglès, per exemple).

Hi ha solucions a aquest problemes, imaginatives i no gaire costoses. Caldria, però, estudiar-les i sobretot prendre decisions. **Respectuosament us demanem doncs:**

a) La previsió d'una ampliació de la quantitat i freqüència d'ensenyament de les llengües estrangeres a la xarxa escolar.
b) Un pla de preparació, reciclatge, o reconversió del professorat necessari.
c) Recolzament a la formació permanent dels professors actuals de llengües, tal i com es conté en les recomanacions de les institucions europees i es comença a preveure en altres territoris de l'estat.

Com veieu, la petició que us fem arribar no és una senzilla reivindicació corporativa. Ens mou l'amor a Catalunya, el respecte a la nostra llengua, cultura i la nostra vocació d'ensenyants al servei del nostre país.

Atentament,

READING: A BASIC APPROACH

1.INTRODUCTION

Boring and difficult may be two of the commonest adjectives to be heard in many a TEFL classroom. Why do students apply these adjectives to reading texts? Maybe because the exploitation of texts is unimaginative and repetitive, or the level of language is too high. The aim of this article is to provide teachers with guidelines for dealing with reading material but is by no means a rule-of-thumb approach nor an exhaustive list of techniques that can be used.

2.SOME CONSIDERATIONS

Unfortunately, in most teaching situations, teachers are faced with what seems to be, or is, a group of teenagers who study English as part of the school curriculum. Making them interested and helping them understand the foreign language is therefore an essential part of any class and this can only be achieved by taking certain non-linguistic and linguistic factors into consideration when choosing a text, viz:

(i) The age, experience, interests and needs of the students. This will have a bearing on the subject-matter or the text and will show the teacher whether the text-book material is suitable or intrinsically interesting to them.

(ii) The level of the students. Students have a tendency to want to translate texts word by word and therefore it is a good idea to carefully select texts so as not to overload them grammatically or lexically. Furthermore, students should be encouraged not to read so intensively by asking very general questions before more specific information is asked for.

(iii) A final point to take into consideration is the type of activity used to cheak comprehension. Certain activities will lead to translations, whereas others help get a more global view, eg. chart-filling. At the same time, a variety of activities will always keep students in their toes.

3.A BASIC APPROACH

When considering a text for use in the classroom the teacher has two possible avenues to choose from. On the one hand, a lot of coursebook texts can be used to present or consolidate a particular structure and on the other, a more authentic text can be used to train/test students in the reading skill. You can, of course, use both approaches for any text if you think they are appropriate. Once the decision has been made, the following steps can be taken to exploit the text in the classroom.

Step 1.Stimulating interest and helping understanding.

The aim of this stage is to focus students' attention on the subject and to stimulate their interest and/or imagination. It revises/recalls known lexis or structures that might be included in the text and provides an opportunity for the teacher to feed in new lexis or new information if he/she feels the need to do so. This can be done using some of the following:

(i) Through lexis: eg. by word association, by eliciting a process, and by ordering pictures and story-telling.
(ii) Through general knowledge: eg. a discussion on a particular subject.
(iii) Through imagination: eg. using a series of pictures to elicit a story, establishing relationships between people/words and making up a story.
(iv) Through headlines:eg. students organise a headline from a newspaper and write their own questions which they answer by reading the text.

Step 2.Presenting the grammar or practising the skill.

(a) Presenting/studying the grammar.

Texts are very useful for presenting grammar because the context helps establish meaning. However, the text does not necessarily show all forms of the structure and it is the teacher's task to present them separately (through a blackboard exposé, for example) and to practise pronunciation and intonation with the students. A second problem which may occur with written texts is that of developing a reliance on the written form amongst students, so I suggest that this should be one way of presenting new structures. Streamline material is generally good for this type of presentation and the vocabulary can be used for controlled practice as well as follow-up personalised activities.

(b) Practising the reading skill.

This activity involves checking comprehension once their interest has been aroused and their knowledge has been tapped, as in Step 1. Here are some examples of how this can be done:

(i) Checking their own questions, e.g from headlines.
(ii) Matching exercises, eg. to pictures, headlines to articles, letter to answers on a problem page.
(iii) True/False questions.
(iv) Ordering activities, eg. pictures to represent a story, paragraphs in a text (eg. processes).
(v) Filling in charts, eg. using the information supplied in a letter to complete a CV/application form.
(vi) Drawing, eg. a map from some street directions.
(vii) Multiple choice questions.
(viii)Traditional reading comprehension questions.

Step 3. Post reading/follow-up activities.

Reading texts often provide a launching pad for other activities and it is useful to avoid looking at

them in isolation. The following are some ideas for post-reading activities:

(i) Speaking: * dialogues can be written and acted out in front of the class * roleplays, eg. a policeman-witness * information gaps to exchange information from separate reading texts (eg. reading links) * personalisation activities, eg. daily activities.

(ii) Writing: * grammar practice, eg. discrimination activities, substitution activities * personalisation activities, eg. own CV leading to a parellel text (eg. a letter) * story-writing (using other cue pictures) * summarising.

(iii) Vocabulary: * vocabulary expansion: presenting lexical sets of emotions, etc. * analysing meaning in context, using their own words or multiple choice possibilities * underlining/circling synonyms (first word that means...)

4.CONCLUSION

To sum up, reading is not as simple as it seems and students need help in understanding. Teachers should therefore make the text accessible to students by recalling information or related vocabulary. At the same time, texts should not be viewed in isolation, as there are a number of ways in which a text can be extended for post-reading activities.

However, I would like to emphasize that although this article has been based on my own teaching experience with smaller groups, I feel that some of the ideas could be adapted to and used in other classroom situations. This does nor rule out the use of other techniques or approaches to reading in the classroom.

Suzanne Clark
I.H. Girona

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

Ask your cleverest friends or write to:
APAC, Apartat 22.287 - 08080 Barcelona.

Seminars offered to *APAC* and to *other Associations of Teachers of English*

1.

TITLE: .....
.....

DESCRIPTION:
.....
.....
.....
.....
.....
.....
.....

TARGET AUDIENCE: .....
HARDWARE REQUIRED: .....
DURATION: 1h [ ] – 2h [ ] – 3h [ ] Other [ ]
NAME OF SPEAKER: .....
ADDRESS: .....
TELEPHONE: .....

2.

TITLE: .....
.....

DESCRIPTION:
.....
.....
.....
.....
.....
.....
.....

TARGET AUDIENCE: .....
HARDWARE REQUIRED: .....
DURATION: 1h [ ] – 2h [ ] – 3h [ ] Other [ ]
NAME OF SPEAKER: .....

Make photocopies if needed,
Hand in to APAC secretaries during the *Jornades* or send to Ap.22287 - 08080 Barcelona

Book Review

Observation in the Language Classroom
by Dick Allwright
Longman, 1988 (288 pp)

. . .

A quotation from Theodore Roosevelt: -"Do what you can, with what you have, where you are"- might well be a good piece of advice for teachers of English in the schools of Catalonia. (Far be it from me to criticise the present situation).

1.What is being/has been done in language classrooms?
2.What can be done with what we have?
3.What connnections can be drawn between patterns of observed interaction and classroom talk and the process of language acquisition in the learner?

Some answers to the afore mentioned questions may be found in Observation in the Language Classroom. This volume consists of six chapters:

1.Observation "arrives" in language teaching research
1.1.The role of observation in method-ological comparisons.
1.2.Observation as the basic research procedure.
2.Observation "arrives" as a feedback tool in teacher training.
2.1.Observation as problem.
2.2.Observation as sol-ution.
3.Second thoughts.
4.First alternatives to Flanders.
5.Classroom observation and Second Language Acquisition.
6.Classroom observation - retrospectiveintrospective and prospective.

Dick Allwright provides an account of classroom observation in a historical and educational perspective. He reviews the development of research and experiment over the last two decades.

Each chapter ends with some suggestions for follow-up activities and discussions. However, these have been devised with a group rather than the individual reader in mind. They draw attention to papers that are not reproduced in the volume but which it would be valuable to consult. Those activities are very helpful for groups of teachers who meet regularly, i.e. "Seminaris Permanents", Teacher Training Courses, Seminars or even for groups of teachers just interested in having occasional "tertulias".

Observation in the Language Classroom is certainly ideal reading for teacher trainers and classroom researchers; the novelty being the combination of the history and the review in one volume, telling the story chronologically and interweaving a great number of key publications, or abstracts from them, into the main text. In each chapter, abstracts from classic studies are quoted, i.e. R.L. Politzer (1969), G.Moskowitz (1968), L.G. Bailey (1975), J.F. Fanselow (1977), M.H. Long (1976), S.J. Gaies (1977), H.W. Seliger (1977),...

Though this book might seem good reading for "highfliers", I would also recommend its reading to any teacher interested in having a deeper understanding about classroom language learning and teaching and thus to be able to help classrooms become more productive places to work in, both for teachers and for learners.

.....

Reviewed by:
Josep Mª Ferran

.....

APAC wishes you a whale of a time for this summer

A.P.A.C.

BUTLLETA DE SUBSCRIPCIÓ

(Escriviu si us plau en majúscules i lletra clara.)

NOM I COGNOMS: _____

ADREÇA PARTICULAR: (Carrer, nº, pis) _____

_____

Població: _____ Codi Postal: _____

Província o comarca: _____

Nº TELÈFON: _____

LLOC DE TREBALL: _____

ADREÇA (Carrer, nº) _____

Població: _____ Codi Postal: _____

TELÈFON: _____

Treballo a EGB ☐ BUP i COU ☐ FP ☐ Escola Idiomes ☐ Facultat ☐
Altres ☐

DADES BANCÀRIES (per domiciliar el pagament de la quota de soci)

Banc o Caixa: _____

Agència nº: _____

Adreça (carrer, nº, població, codi postal): _____

_____

Nº de compte corrent / llibreta: _____

==========

AUTORITZACIÓ BANCÀRIA:

Banc o Caixa _____

Agència nº _____

Carrer i nº: _____

Codi Postal i Població _____

Senyors: prego a aquest Banc/Caixa que fins nou avís, paguin amb càrrec al meu c.c./llibreta, els rebuts que presenti l' **Associació de Professors d'Anglès de Catalunya (A.P.A.C.)**, referents a la quota anual de 1.500 ptes.

Atentament els saluda.

Signatura,

Data: _____ de _____ del 19____

Titular del compte _____

Número del compte _____

==========

Trametre a: **Associació de Professors d'Anglès de Catalunya (APAC). Apartat de Correus 22.287.08080 Barcelona.**

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 !