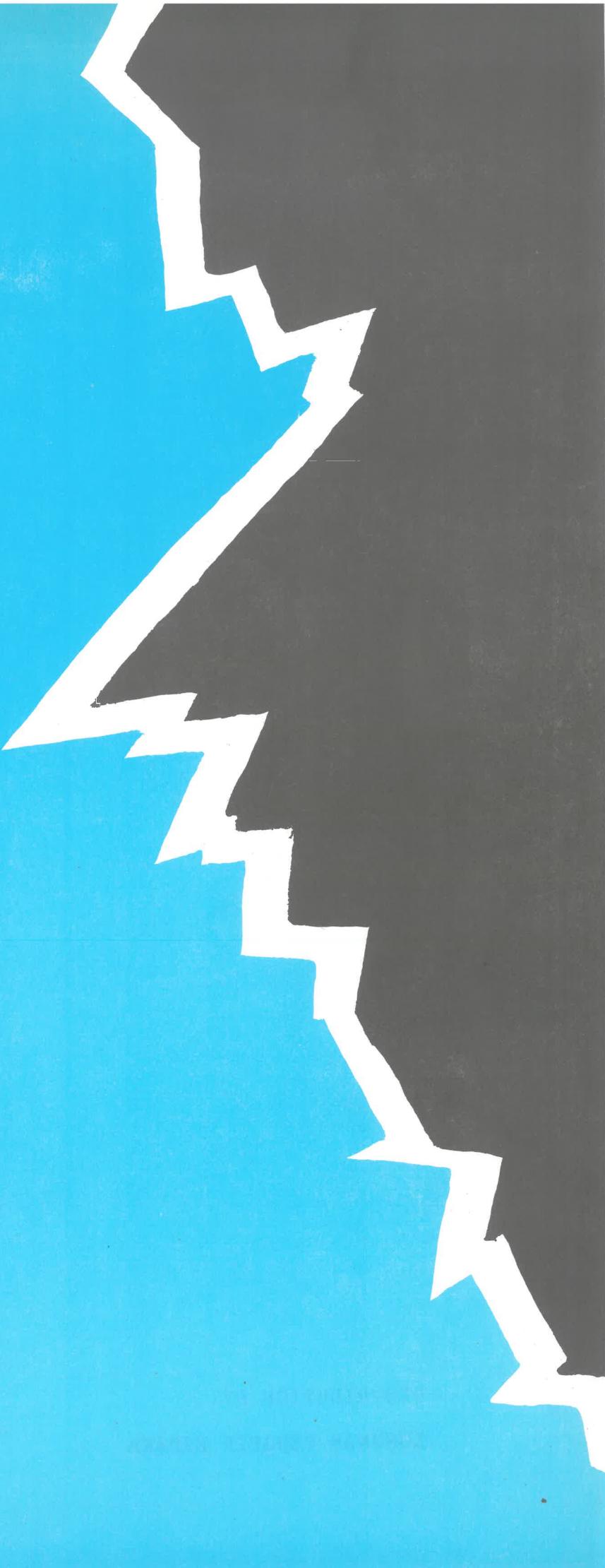


ACADEMIA OF

1 CULTURES

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



APAC of NEWS

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José Antonio Martín
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Apartat 22.287
08080 Barcelona

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Hi there, APACS!

After a restless silence we pop into your busy lives with what is meant to be "APAC of News". Yes, you read well (though not completely!). "APAC of News" was born some weeks ago with lots of ideas, little money and some good intentions. Unfortunately, even teachers of English run out of ideas sometimes, money doesn't grow on trees and, as the saying goes, 'the road to Hell is paved with good intentions'. That's why, before you forget you are members of APAC (incidentally, the best association of teachers of English in Catalonia), we'd like to introduce you to our/your new magazine.

From now on, every now and then you'll hear from us -and hopefully from other APAC members. However, it's not so simple. I bet we could find as many points of view as regards teaching as teachers in the world. And yet, all we need is love, I mean, all we need is a little open-mindedness. "APAC of News" is desperately looking forward to your collaborations in all the sections. As you can imagine, this first issue is a bit peculiar in the sense that we're just trying to convince you that this is **THE MAGAZINE**.

Well, let's go down to business. So far "APAC of News" is structured in seven or eight sections. Some of them, you will see, will be ever-present. Others will depend, sometimes, on availability of materials or your collaborations. Don't worry, though, because before we are flooded with letters, articles and general insults, sorry, collaborations, you'll be sent a nice and sweet "shut up!" which, though a bit rude, will give us some time to reorganize our desk.

Collaborations will be accepted in either English, Catalan or Spanish and APAC will not have any responsibility for articles, opinions and letters reproduced. Yet, try to be good kids and don't smash the world just because only 6 students out of 40 passed your precious test, ok? (you promised!). Make sure you have copies of your articles because "APAC of News" won't send you back anything unless clearly requested in your collaborations. Every single thing we get from you will be kept and filed so that by the end of the year we can give you a list of materials at hand.

That's about all. We know it's hard but please go on to the next page and make sure all your neighbours know about us. Bye!

The Editors

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NOVA JUNTA DE L'APAC

Com ja sabeu, el dia 15 d'Abril d'enguany es van celebrar les eleccions de l'APAC. Només hi havia una candidatura i fou votada majoritàriament, com s'informarà oficialment i amb detall a la propria assemblea plenària. Us recordem la seva composició.

Presidència: Ramon Ribé; Vice-Presidència: Neus Serra; Secretaria: Cristina Riera, Montse Colell, Magí Casañas, Mercè Fosch; Vocalies: Mireia Bosch, Carme Cadierno, J. Ma. Ferran, Mercedes Esteban, Vicent Haro, Pere Gallardo, Núria Godoy, Ma, José Lobo, Manel López, Miquel Clobera, José antonio Martín, Ann M. Holm-Nielsen, Elena Pavia, Margarita Raverà, Elisa Sanz, Isabel Vicallier.

Els components de la nova junta us volem donar les gràcies per la vostra confiança i dir-vos també que el dia de les eleccions ens trobà ja treballant.

Els projectes veuran la llum de mica en mica. Però aquí en teniu ja un que neix avui: la publicació d'aquest butlletí trimestral. Hi ha hagut un gran esforç de muntatge, que hem d'agrair sobretot als nostres companys Pere Gallardo, Elena Pavia i José Antonio Martín, de la comissió de redacció. També el nostre agraiement a l'editorial Longman Penguin Espanya, especialment a Marta Prat -Area Manager- per haver-se fet càrrec amb entusiasme de la distribució. A les altres editorials, per la seva disposició a anunciar-se i així ajudar amb les despeses.

S'ha estat negociant també un local per a trobar-nos. Hem d'agrair a l'Ateneu de Barcelona la cessió d'una de les seves aules per a les reunions de la Junta.

S'ha contractat un apartat de correus (el 22,287 - Barcelona 08080) per a l'APAC - .

Pel novembre comencen algunes actuacions de suport de l'Associació a grups locals de diferents comarques de Catalunya - volem mencionar-vos les properes Jornades Pedagògiques de Girona, la col·laboració amb l'organització de les de Barcelona, etc, - . Ara per ara, aquesta col·laboració es fa en forma de ponents concertats amb editorials. Properament, tindrem 5 sessions a càrrec de Jane Phelps i patrocinades per Heinemann Ibérica (gràcies als esforços de l'Esther Martínez i en Pep Catllà) i institucions d'ensenyament de l'anglès, Ja us en informarem, Esperem, però, també les ofertes dels associats en forma de tallers (envieu a l'Apartat de Correus de l'APAC els detalls d'allò que esteu interessats en oferir).

Estem negociant amb institucions d'aquí i de fora a fi d'aconseguir avantatges pels nostres associats, en forma de facilitats i descomptes per cursos i congressos.

Estem pensant en activitats de formació específiques per als nostres associats, etc. Us n'informarem amb detall a l'assemblea i en els propers números del butlletí.

El President

Where's your ad?
It could be here.



Or even here

Or here.

“Don’t tell me it works”

Student produced tests: an activity to develop learner training

John McDowell

Teacher Trainer, British Council Institute, Barcelona.

This is the description of a project that I have successfully tried out and tested with students of different levels from elementary upwards. The main aim is to focus on learner training by asking the students to produce their own test. The point is not that they should produce a perfect test but that they should develop their awareness of learning in general and of their own learning in particular, and they should develop ability at assessing and evaluating what they have learnt.

The specific objectives are:

1 to develop the students' understanding of the role of assessment and evaluation in learning so that they can:

- understand the positive aspects of assessment.
- understand the different kinds of information that tests can give.
- lose some of the tension associated with tests.
- understand the different aspects of language that can be tested.
- understand the meaning of scores/marks.

2 to encourage the students to look back over work covered in the class and to think about what has been useful and important for them personally.

3 to give the students a reason for revising.

4 to develop the students' ability to use the different sections of the textbook (study skills).

Procedure

Step 1 DISCUSSION

Give the students the chance to discuss their views and feelings about testing. In order to do this, show the students the following list of statements about tests:

- a) *My fellow students can help me to assess how much I have learnt.*
- b) *I can assess how much I have learnt myself.*
- c) *The teacher is the only person who can assess how much I have learnt.*
- d) *Tests are useful because they make me revise.*
- e) *Tests help me find out how much I know.*
- f) *Tests help me find out what I don't know.*
- g) *The marks for tests are never really objective.*
- h) *Tests aren't useful because I learn for them and then forget what I have learnt.*

- i) Tests are useful because the mark tells me exactly what I know.
- j) Tests aren't useful because they never show what I really know.

Tell the students first to work individually and to read the statements. Point out that there are no wrong or right answers. Then arrange the students into pairs and tell them to compare and discuss their views. Finally, arrange them into groups of four and tell them to discuss their views again. The value of this activity is that the students re-assess their views on the value of testing in the light of different opinions.

Step 2 DECIDING WHAT TO TEST

Tell the students to look back over the units in the textbook that you have covered during the course/term and to decide the five most important things they have learnt. In order to do this, they should use all the different parts of the book - index, grammar summaries, workbook, etc. Tell them to make notes in two columns: in one column what they should write what they know and in the other what they can do with what they know:

<u>E.g. What I know</u>	<u>What I can do</u>
<i>The present perfect tense with for and since</i>	<i>Talk about activities in the past that are still going on.</i>

Instead of doing this activity in class time, you could ask students to do the activity at home. In a later class they could then work in pairs or small groups comparing their lists.

The purpose of this activity is to encourage the students to look back over what they have learnt and to think about what has been most important for them personally. In order to do this they will be developing study skills by finding uses for the different sections of the textbook. They will also be initiating a process of revision and consolidation of the language covered during the course.

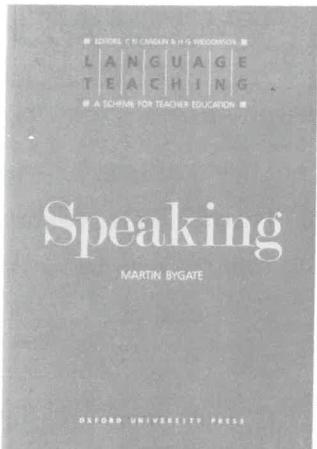
Step 3 TYPES OF QUESTION FOR THE TEST

The aim of this step is to help the students to find types of question for the test (to test the points they have noted in Step 2). Tell the students to look through their textbook, practice book and personal note-book and to make a note of all the different kinds of exercises they have done during the course. E.g. dialogue completion, filling in blanks, transformation exercises, etc. The idea is not that the students develop a sophisticated awareness of exercise types but that they find ideas that will help them write exercises to test the language points they have chosen.

Language Teaching

A Scheme for Teacher Education

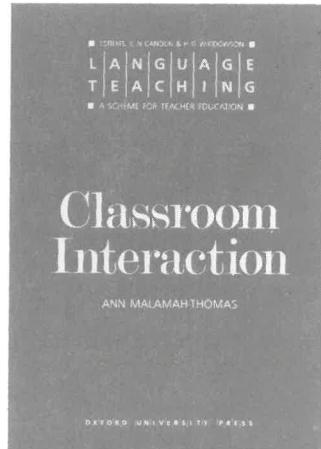
Series Editors: C. N. Candlin and H. G. Widdowson



Speaking

Martin Bygate

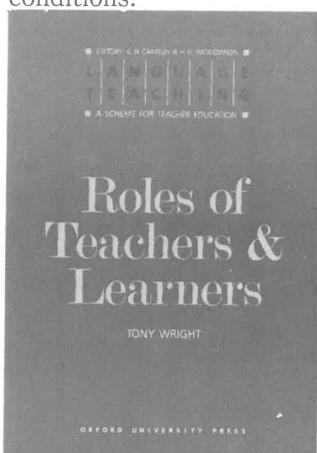
How is speaking to be defined as a language ability?
How have teachers and materials writers approached it?
How far does a communicative perspective require a
reappraisal of these approaches?



Classroom Interaction

Ann Malamah-Thomas

How can we best describe the classroom social encounter?
What interactions are found in classroom discourse?
How do different teaching approaches require different types of interaction?
What kinds of interaction create the best learning conditions?



Roles of Teachers and Learners

Tony Wright

What are the roles of teachers and learners in classroom language learning?
What social and psychological factors influence classroom behaviour?
How do the answers to these questions affect the quality of language learning?

These are the kinds of questions considered in *Language Teaching*. Exploring teachers will enjoy this new series which aims to involve them in a process of task-based discovery by moving from abstract enquiry, through classroom activities, to proposals for practical and informed action.

For further information please contact:

Liz Atkins, Oxford University Press, Campoamor 18, 5ºD, 28004 Madrid. Tel: 419 3399
Ian Alexander, Oxford University Press, Luis Power 28, 6ºB, 48014 Bilbao. Tel: 447 5806
Chris Lloyd, Oxford University Press, Aribau 237, 08021 Barcelona. Tel: 201 8550

This activity can be done at home or during class time, or a combination of both.

Step 4 WRITING THE TEST QUESTIONS

Arrange the students into pairs or groups and tell them to write test questions for the points they listed in Step 2. Explain that they will give the questions to another group so they must make sure that their work is tidy and legible and that they know the answers.

If you do not want to spend a lot of class time on the activity, the students could begin the task in class and finish it off as homework. In following classes they can then compare and modify what they have done at home.

Step 5 DOING THE TEST

Tell the students to exchange their test with that of another group and to do each other's test.

Step 6 CORRECTING THE TEST

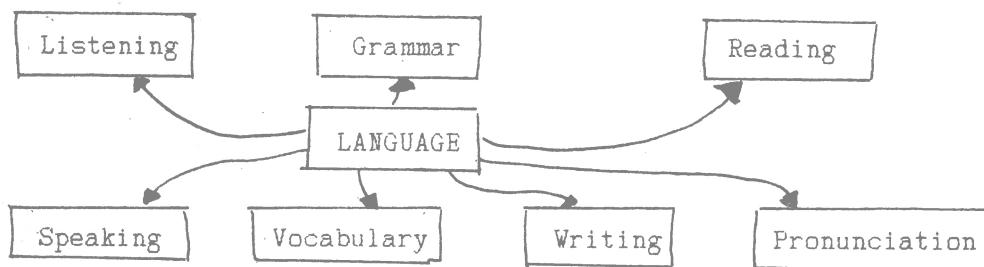
Tell the students to give their test back to the group who wrote it for correction. Point out that they will have to correct the test AND score it. This will certainly cause some problems as they decide how many marks to give for each question, but the discussion will help them understand the relative importance of a mark.

Finally tell them to give the test back to the student who did it and to comment on any points that they want to make.

All of this step should probably be done during class time.

Step 7 DISCUSSION ON TESTING

Encourage the students to discuss how far they think the tests they produced reflected what they have learnt during the course/term. If you like you could show them this diagram to help the discussion along.



Finally, ask the students to look back at the statements in Step 1 and to discuss how their opinions have changed after writing the test.

If you wish to extend this activity to develop a more extensive project, you could ask the students to produce a complete test which they would exchange with another class at the same level. The procedure would be as follows:

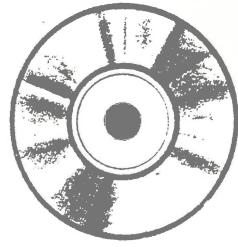
- 1 Find another teacher who will do the same project with his/her class at the same time as you (or do it with your own classes if you have two at the same level).
- 2 Do steps 1 to 4 above.
- 3 Collect all the students' questions and type them up, omitting any that are repeated and making any necessary corrections.
- 4 Make photocopies and give a copy to each student. Ask the students to look at the diagram in step 7 and to decide if there is anything missing from their test. They may decide to include listening/speaking/writing/etc tasks.
- 5 When the task is complete, exchange it with the test the other class has prepared. The two classes 'do' the tests and give them back for correction (step 6 above).
- 6 Finally do step 7 above.

Done in this way the project will take a considerable amount of time. However, you could ask the students to do a lot of the work at home and use a regular but small amount of class time to guide and supervise the work the students are doing at home.

DON'T TELL ME IT WORKS

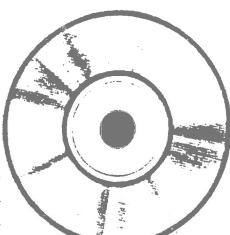
We would like you to consider this section as a kind of free blackboard for anyone who wants to share experiences, tests, comments on certain activities, extra materials, small disasters and so on. Though collaborations for this section will be accepted in any of our three languages, please note that materials 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!

Songs



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Most of us, teachers, have realised working with songs is highly rewarding for both students and us who keep our English and musical taste up to date. We can decide to work on the songs of a group, but it could become somehow boring for those students who would not be madly in love with that specific group; we could decide to bring songs referring to a particular theme into the class, or... but well. In APAC OF NEWS we could offer to you several ideas to introduce a group of songs to your class.

Imagine... we could bring songs written as a tribute to well known people, such as

"The late great Johnny Ace" by Paul Simon (Hearts and bones, WB, 1983), "All those years ago", by George Harrison (Somewhere in England, Dark Horse Records, 1981), "Moonlight Shadow", by Mike Oldfield (Crises, Virgin, 1983)

"Here today", by Paul McCartney (Tug of War, Odeon, 1982) among others

were written to John Lennon. We can (we should?) introduce that man on October the 9th was born 46 years ago, or December the 9th when he down 6 years this year.

Other songs that could under that reference

"So long, Frank Lloyd Wright", by Simon and Garfunkel (Bridge over troubled water, CBS, 1970) and "Don Quixote", by Gordon Lightfoot (Don Quixote, 1973).



duce when he else on was shot

be brought could be

We greatly encourage you to get those records and enrich your collection of music of all times, but just in case you can't live one more day without them, and you need them right now, you can always have a walk to the Centre de Recursos de la Llengua and ask for a copy of the words. If you bring a K-set you can also get a survival copy of the songs while the record in question gets to your retailer.

More ideas and songs in the next issue!!

Complaints to: eLENA pavia sesma

... and I bet you can suggest lots more, why don't you?

SONGS OF THE MONTH
and I, SCREEN
belong to the
group of up-to-you
sections. In other
words, they will
be dealt with
according to
possibilities and
collaborations.
Check your pocket
and decide whether
you can afford a
ticket to the
cinema or not. We
keep trying but so
far there's no
official money
for tickets.
Write in any
language but
please do write!

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).

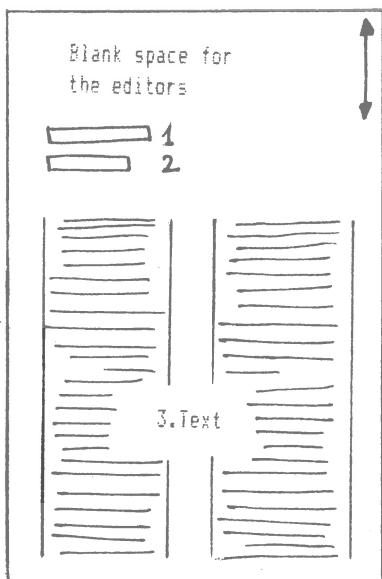
3. If you write more than one sheet, the first one should follow the pattern given below.

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

3. Text

APAC

APAC would like to know more about your needs.

What kind of seminars would you be interested in?

What kind of courses would you like to attend?

Are there any other activities APAC could organize for you?

Let us know and we'll do our best.

The Horses's Mouth

This section is meant to be a useful guide where you can find info about scholarships, trips, official announcements and everything else considered of interest for APAC members. Believe it or not, we have a list of collaborators, unfortunately, some of these collaborators are still to be found. That's why all news and pieces of info will be welcomed.

TALLERS SOBRE METODOLOGIA

APAC i Heinemann Iberia conjuntament col·laboren amb diferents grups de treball i centres de recursos locals, tot i organitzant una sèrie de tallers sobre metodologia. La setmana del 21 al 26 de novembre, Jane Phelps i Vaughan Jones donaran tallers a Girona, Manresa, Lleida, Baix Llobregat, Cornellà, Tarragona i Barcelona.

The British Institute

ofereix \$\$\$ 10 beques \$\$\$ consistentes en un 50% de descompte sobre el preu dels seus cursos. Aquestes beques, adreçades a socis de l'APAC, es tramitaran a través de l'associació.

Encara falta concretar alguns punts, però ja us podem avançar que aquestes beques estan pensades per cursos a partir del Gener '89 i que cinc d'elles seran per cursos "matinals" (fins a les 5 p.m.) i cinc més per cursos "de tarda" (a partir de les 5 p.m.)

INTERESSATS: Demaneu informació a l'APAC tot specificant nom, curs i horari que preferiu.

The APAC is planning to offer teacher training courses to its associates and to other groups or associations in Catalonia and in other parts of Spain. To do so we need to know what people can offer. Please, send us information about the courses you can offer. Specify: Title of Course, Contents (as much in detail as possible), possible length, who the course would be for. Do write as soon as possible. We hope to be able to start in January.

PRIMERES JORNADES D'ÀNGLES DE GIRONA
(E.G.B. - B.U.P. - F.P. - E.O.I.)

25-26 de novembre

"Explotació de tècniques i recursos
didàctics"

Informació i inscripció:

I.B. Girona III
Tel. 21.31.18

CENTRE DE RECURSOS DE LLENGÜES
ESTRANGERES

Material de préstec que trobareu al
Centre de Recursos de Llengües
Estrangeres:

VIDEO

Pel·lícules de diversos gèneres en
versió original: westerns,
musicals, d'aventures, de ciència
ficción, policials, d'intriga, de
dibuixos animats...

Animal Farm
Back to the Future
Barry Lyndon
Brief Encounter
Captains Courageous
Care Bears to the Rescue
Casablanca
Charlie Brown
Fawlty Towers (The Kipper and the
Corpse)

High Noon
I Confess
Johnny Guitar
Murder by Decree
Murder on the Orient Express
My Fair Lady
Notorious

Peggy Sue Got Married
Pride and Prejudice
Prizzi's Honour
Psycho III
Rebecca

Rumble Fish
Singing in the Rain
Sherlock Holmes and Dr. Watson
Spellbound
Strangers on a Train

The British Council in Catalonia

Methodology sessions for Teachers of
English - PROGRAMME FOR NOVEMBER

Wed. 2nd November

Wed. 9th November 7 - 9 pm

Wed 16th November

"Using the right side of the brain"

by
Lesley Denham & Tricia Healy

Wed 23rd November 7 - 8:30 pm

"Finishing off the lesson"

by
John McDowell

Tess
The African Queen
The Colour Purple
The French Lieutenant's Woman
The Maltese Falcon
The Never Ending Story
The Pink Panther
The Quiet Man
The Secret Diary of Adrian Mole
The War of the Worlds
The 39 Steps
Thundercats
Treasure of Sierra Madre
1984
Wuthering Heights

Algunes d'aquestes pel·lícules van
acompanyades del guió com:

The French Lieutenant's Woman
Casablanca
Barry Lyndon
The 39 Steps
Singing in the Rain

Explotació didàctica de pel·lícules
en versió original:

The 39 Steps
Casablanca



Generalitat de Catalunya
Departament d'Ensenyament
Centre de Recursos
de Llengües Estrangeres

Av. Francesc Cambó, 21. 5.è
Telèfon 310 34 56
Télex 97063
08003 Barcelona

MATERIAL COMPLEMENTARI

a) Literatura

Autors Famosos:

William Shakespeare
George Orwell
Virginia Woolf
The Brontës
Jane Austen
D.H. Lawrence
Charles Dickens
Sir Walter Scott
Wordsworth
George Eliot
Shelley

Contes Famosos:

Favourite Fairy Tales I:
"Puss in Boots"
"The princess and the Pea"
"The Four Musicians"
Favourite Fairy Tales II:
"The Ugly Duckling"
"The Emperor's New Clothes"
"Rapunzel"

Nursery Rhymes

Theatre:

The English Teaching Theatre
Off Stage

b) De Ciències:

Sèrie de l'Encyclopedia Britannica:

"Photosynthesis"
"Volcano: The Birth of a Mountain"
"The Digestive System"

Sèrie de National Geographic Society:

"Summer"
"Autumn"
"Winter"
"Spring"

M.ª Dolors Solé i Vilanova
Directora

c) Reportatges:

Invitation to London
Asia: An Oriental Journey
Great Railway Journeys of the World -India-

(A partir del Primer trimestre de 1989):

United States Geography Series:
"The Mid-Atlantic States"
"Alaska and Hawaii"
"The Great Lakes States"
"The Mountain States"
"The Heartland"
"The Southwest"
"New England"
"The Lower South"
"The Pacific Coast States"
"The Upper South"
(all with teacher's guide)

d) Materials de TV:

"Off-air": Spots
Super Channel
Telemagazine
Television English

c) Altres:

Follow me to San Francisco
Person to Person
The Blind Detective

Quant a material us volèm recordar que disposem dels cassettes que acompanyen a la majoria dels mètodes així com material complementari per a realitzar activitats de "Listening".

8enes
Jornades
per a
l'ensenyament
de
l'Anglès

-
Barcelona
22-25
de Febrer

Organitzades per l'ICE de la UAB, amb el suport de l'APAC i la col.laboració d'altres organitzacions especialistes en la difusió de la llengua i la cultura anglesa.

VARIATION IN THE ACQUISITION OF EFL. CAN WE MEASURE PROGRESS? by Margarita Ravera

Research in the acquisition of a FL shows that there seems to be a natural path that all learners will follow no matter how motivated they are and what natural aptitudes they have. We can then say that there is a natural **development** or progress in the acquisition of the FL. The research carried on first by the Meisel team in Germany and continued by Pienemann and Johnston in Australia is of special interest to the language teacher. They have shown that **development** along a natural path cannot be modified by tuition and that an attempt by the teacher to go against this natural development may simply turn into a fossilization of rudimentary forms. Stated in another way, if we try to teach what the learner cannot learn we can only harm the acquisition process. But **development** along the natural path cannot be defined without taking into consideration **variation**. What we traditionally defined as **mistakes** must be analyzed from another perspective. In this article they will be viewed as variation of development. The developmental perspective will be completely blurred for the language teacher to the point of leading him/her to serious judgment errors.

There are at least two ways in which variation manifests itself in the acquisition process. In the first place we have what we can call **complicational or evolutional variation**, that is all the time at work. When a learner is acquiring a FL s/he is building up a grammar of the language in his/her mind. This grammatical system is in constant change as the learner becomes capable of acquiring new features of the language. The rudimentary system becomes disrupted and mistakes appear that were not there before. An example of that is the acquisition of past tenses.

Example: learner X produces I went to school

learner Y produces I goed to school. This will be traditionally interpreted as learner X knows more than learner Y. In fact it may be just the opposite. According to research, at first the learner uses correctly some irregular forms such as "went", later, as s/he progresses and discovers regularity s/he will tend to regularize all past forms s/he may at this stage produce forms such as "goed". The mistake learner Y is making can be defined as **evolutional variation** and it is a clear symptom that the learner is making progress.

The other basic type of variation in the acquisition process is what we can call **simplificational variation**. When the learner has acquired a new feature of the L2 s/he may not use it all the time contrary to what Corder says (he sustains that learners make mistakes when they have not yet acquired a feature). There are different instances of simplification: a learner who can use personal pronouns may at a given moment tend to delete them. Why is it so? One of the reasons for **simplification** may simply be the context in which the use of language takes place: is the learner trying to express a semantically complex concept? If so s/he may be eliminating **redundant** forms, such as the pronouns or the auxiliary of the verbs, to be able to concentrate in content. This kind of simplification is related to context in which the communication takes place, and to the personality of the learner who wants to **use language meaningfully**.

But there may be other reasons for such simplification: the learner may not have habitualized adequate **performance routines**. When we do not use a language for some time, or when we are beginning to use something we have recently acquired, we sometimes make mistakes that have nothing to do with the fact that we know or do not know something. We simply have not yet built up the habit of using it in a variety of contexts, or have forgotten it. **Lack of experience** can hardly be punishable as in most cases especially in a FL context lack of



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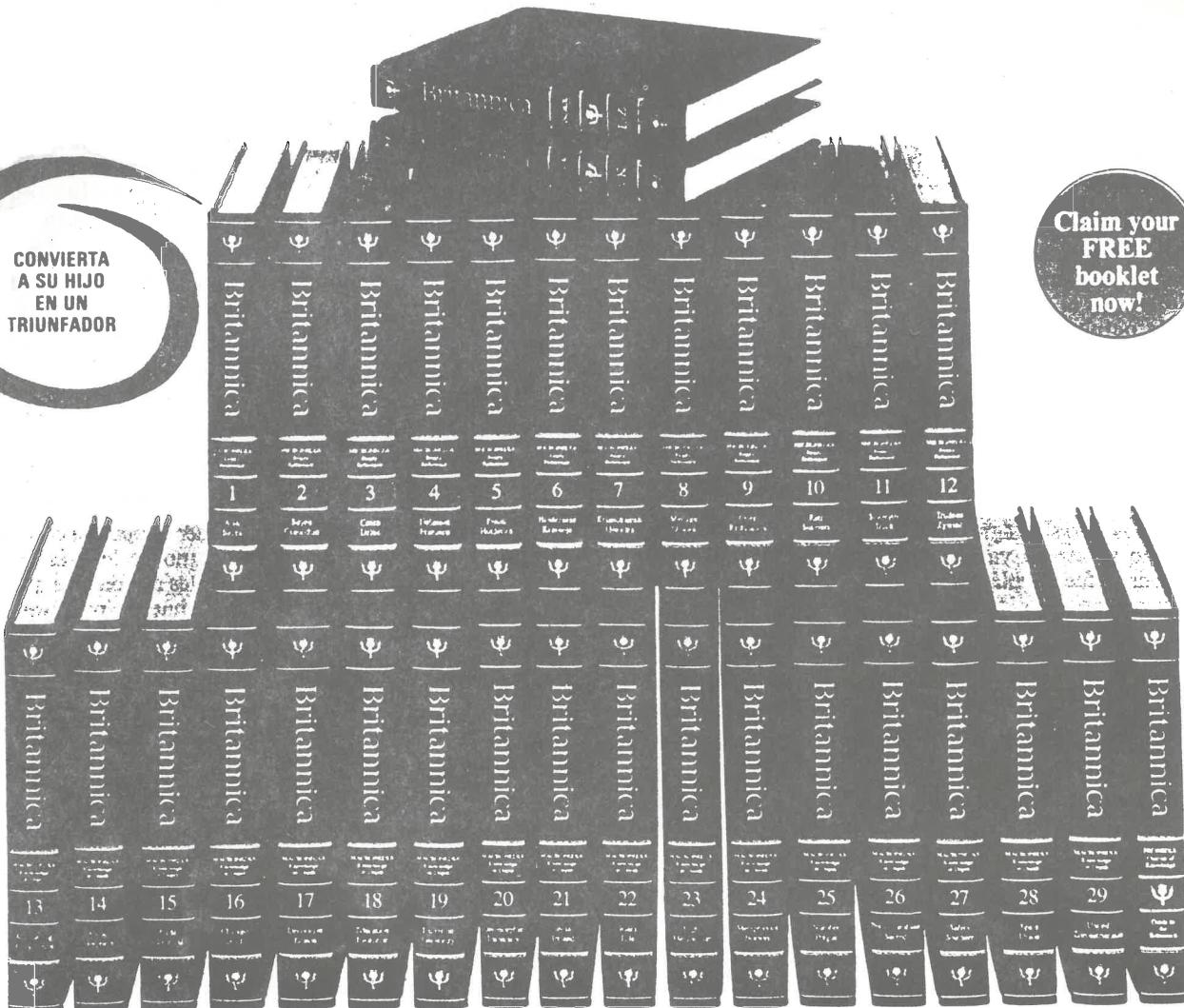
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Jorge Luis Borges
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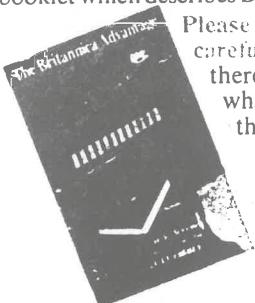
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«Alguna vez oí decir que Aldous Huxley había leído hoja por hoja los casi treinta volúmenes de la Encyclopaedia Britannica, y durante años soñé con repetir esa proeza agotadora y fructífera.»

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.

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practice can only be supplied with more practice in a variety of contexts that have not yet been experienced.

In other instances, simplification can simply be a **strategy** to make oneself understood. The learner or the native speaker use this strategy when they feel they are not being understood either by another non-native speaker or by a native speaker who are not paying attention, cannot hear well, or do not know what we are talking about. Teachers often simplify their messages when talking to large students' audiences - to telegraph-like utterances Eg "Tomorrow, exam, 5.30" We cannot correct such utterances as mistakes. I wonder if the word "mistake" or "error" should not altogether be suppressed from classroom language.

The reasons for variation in the acquisition process so far examined, are all related to either learning process - a symptom that acquisition is taking place- or to communication strategies- a symptom that the students is trying to experiment and use the language for communication.

Nevertheless, there are other factors that may determine simplification: it appears that sociolinguistic factors bear a great responsibility for the persistence of simplification in learners who are acquiring the language as a second language in a natural context. Learners who cannot become integrated in a community tend to simplify and perhaps to fossilize: the research by the Zisa group seems to indicate that those learners who want to integrate in a foreign culture, but do not sense their own culture and their own personal values to be accepted by the community in which they want to be integrated will simplify for a longer period of time or even fossilize. The results of this research cast a doubt on the traditional distinction between integrative and instrumental motivation, and favour a more complex model in which **self esteem** and **respect by the others** play a most fundamental role. If this is so in the case of naturalistic learning, we can hypothesize that this may also be so in

the case of classroom learning. Those learners who feel humiliated or simply ostracised either because of the teacher's attitude, other learners' attitudes, or their own low self-esteem, may simplify for as long as the causes of such feelings are removed. A class change, a teacher change or change of attitude, a slimming diet, a new boy/girlfriend or a chess championship first price may radically change success in FL learning.

To conclude, what we traditionally call **mistakes** are really **symptoms of learners' progress**, or symptoms of learners' attempts to learn to use the language for **real communication**, or a proof of the **failure of the school system** or family to make the student feel relaxed and valued.

Our school system forces us to fail or pass on some grounds: use of English tests, communicative abilities or at least high motivation. To know where the learner stands in her/his acquisition process is a hard task, perhaps even impossible? There are no judgmental criteria to be applied, at least not for now, and at least not at early stages.

A few **alternatives** come to my mind: teachers should know more about L2 acquisition, there should be fewer students and larger teams at work, testing may be replaced by assessment. I'd like to open a debate: it will be interesting to see what you suggest.

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Meisel, Jürgen M., Clashen H. and Pienemann M. 1981 On determining developmental stages in natural second language acquisition. Studies in Second language Acquisition.

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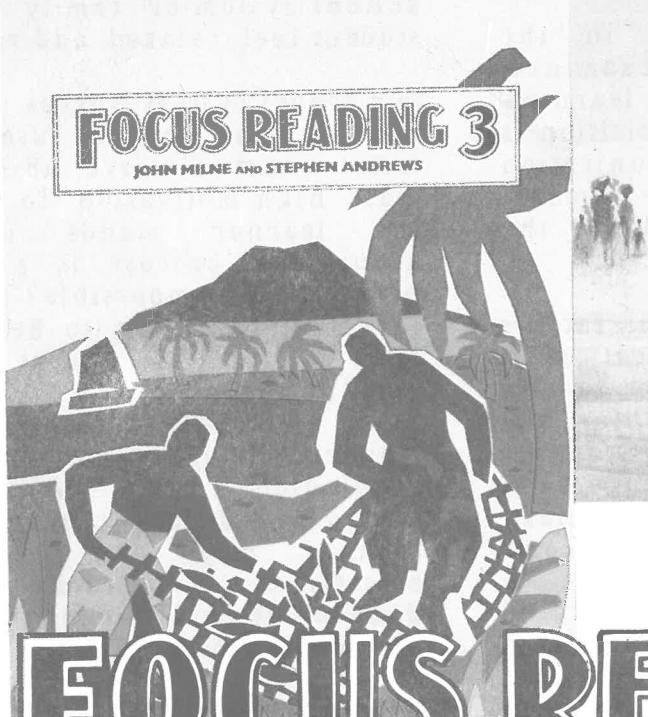
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Del 30 de Juny al 14 de Juliol.

Es tractava de fer un projecte d'Anglès amb aquests vint nens, a part de fer una convivència amb famílies angleses i aprofundir al màxim els seus coneixements d'anglès.

L'allotjament, per tant, fou en famílies, trobant-nos cada matí per treballar durant tres hores en el projecte; a la tarda fèiem visites, i els caps de setmana els passavem íntegrament amb la família.

Les diverses visites, anada a Londres i activitats estaven totes programades a fi de treure'n un profit concret.

COSTA BRAVA RADIO PROGRAMME és el títol del projecte que vam fer allà: es tracta d'una gravació i material escrit per fer un programa de ràdio d'una durada de quinze dies. L'objectiu és "vendre" Blanes i la Costa Brava en general a Maidstone, com a punt turístic i d'interès, lligant-t'ho també amb Barcelona i les Olimpiades del 92.

La gravació i text consta de tota mena d'informació turística, geogràfica, concursos, música, entrevistes, etc. amb la finalitat de fer-ho atractiu perquè la gent d'allà ens vinguin a visitar, tant per un motiu com per un altre.

L'experiència fou altament positiva i enriquidora sobretot en l'aspecte de la motivació a seguir estudiant l'anglès posteriorment, ja que quan són allà els alumnes s'adonen que no en saben "prou". Els resultats de la relació amb les famílies també han estat força positius doncs a part de cartejar-se, alguns nens han fet intercanvis i tenen ja invitacions per tornar-hi l'any vinent.

Es per això que qualifiquem l'experiència d'altament positiva, i també pel fet que els dos professors ens ho vam passar molt bé amb els nens.

Joana Ribalta
Joan Gumbert

GOING TO ENGLAND WITH YOUR STUDENTS? WHY NOT!

Last April the C.P. Dalmau Carles of Girona organized a trip to London with the students of 8th E.G.B. After long conversations with the parents, lots of telephone calls to London and to the British embassy in Spain, plenty of hard work preparing routes, making transport and hostel arrangements and so on, we organized our own trip to Great Britain.

We travelled to England by coach as it was cheaper than by plane. Thus it was easier for us to move around once we were in London. We had to cross the Channel by ferry, which was very exciting for our students.

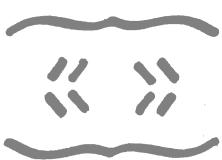
We stayed in a hostel for five days. There we had half board and we had lunch in Wimpies.

We visited the main sight of London and some of the most prominent museums. We also visited Greenwich, Cambridge, Bath and Stonehenge. I would say we had a very busy timetable but it was worth it because my students enjoyed it very much.

On top of this, this trip gave my students the opportunity to practise the language they had been studying for three years, which I think was a very good incentive for them. I would say they practised quite a lot of English not just by speaking but also by reading the signs in the streets, in the shops, in the underground and elsewhere.

So take the chance and go to London with your students. You will not regret it!

Manel López Cruells



"What's up?" or "What's down?"

Even though English-speaking people use only the expression "what's up", Lolita, one of the Spanish students in the exchange, added a new expression to the English language; besides "what's up?" she used to say "what's down?".

There are other linguistic anecdotes as the following ones. When people asked Ruth "How are you doing?" she answered "Nothing". She thought the question was "What are you doing?". Iñaki used to mistake the verb "take" for "wear" and he made this question: "How much money are you going to wear?" Nevertheless, we, Catalan students, were really surprised when we realised that we were able to understand American English better than we had thought.

Through the exchange we learnt to appreciate different cultures and people. The great welcome we had at Spartanburg's airport with big signs and balloons with our names on them to help us recognise our partners, was just the tip of the iceberg.

We had to fit a busy schedule in our three weeks there. We were taken to the Appalachian mountains, to the beaches, and some of us went to Atlanta for the Democratic convention too. Though most of the American families we were with were very traditional and puritan, they always found time for having a nice party.

We were all shocked by the geography and the landscape of that country, usually so big that you feel lost there. People are really outgoing and they were all very kind to us, but they don't socialise much during the year. The meeting point is usually the church.

The exchange was a big success; we had the opportunity of comparing our families to the American ones and we realised that they weren't as close as we first thought. Their high standard of living is sometimes acquired through a selfish game, which obviously, can't be played by all the members of society. We also found that black communities weren't fully integrated, neither given the chance to do so. Just because of having had the opportunity to compare our two countries, we think the exchange has been a success, but we mustn't forget the great deal of English we learnt.

Thanks to the bad weather, which prevented us from flying in the pre-arranged schedules, we had the opportunity of spending a night in New York with hardly any money. That night we saw our dream come true. We've got great memories of this wonderful city.

It's time to leave. We just wanted to say one more thing: Try the exchange next summer! You won't forget it.

Mercè Bernaus

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