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USING THE LANGUAGE TO LEARN & LEARNING TO USE THE LANGUAGE - XXXIII FAAPI CONFERENCE

APISE

BRITISH COUNCIL

F.A.A.P.I.

USING THE LANGUAGE TO LEARN

&

LEARNING TO USE THE LANGUAGE

18th, 19th, 20th September, 2008

Santiago del Estero

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Coordinado por Daniel J. Fernández ...[et al.].

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1. Enseñanza de Inglés.

Any of us who have had the privilege of living in another country know how much easier it is to learn a foreign language if we have to make practical use of that language. The debate about Content and Language Integrated Learning (CLIL), a main focus of this year's FAAPI Conference, is one that is making parents and schools question many of their preconceptions about acquiring a second language.

CLIL is one way in which education policy makers can move towards their ambitious goals for improving second language learning results. They will however need to be convinced of its effectiveness, as will head teachers, if the investment required is to be released. This is where language teachers and their associations can play an important role in influencing education ministries to consider new approaches to language learning.

The British Council is pleased to be invited once again to contribute to this and other debates on the future of English language. The forum that FAAPI so successfully creates for teachers to share experience is one we are pleased to support. We learn a great deal from the exchange of ideas and the lively discussion that characterises these annual meetings. What FAAPI is so successfully achieving in promoting new ideas to help teachers achieve their goals is also helping the British Council to meet its ambitions to reach ever larger numbers of language learners and English teachers both here in Argentina, and elsewhere in the world.

Martin Fryer
Director
British Council Argentina
www.britishcouncil.org.ar

One cannot help but wonder how year after year the FAAPI organizing Teacher Association in charge of this event manages to come up with yet another comprehensively challenging topic to deal with in the annual Conference. But they do. In a period of over six years we have gone from Curriculum Development, Minding the Whole Person, Multiple Literacy, Discourse Analysis to Cultural Awareness; there is no doubt that now is the time to come to grips with CLIL, mainly because it raises yet another question that concerns the ELT profession from the very core of its purpose, i.e. to respond to the never-ending challenge of being up to the demands of current state-of-the-art professional development and teaching training.

At the Symposium on CLIL held at IATEFL 2007 Aberdeen Conference, some of the issues and misgivings raised by the participants addressed the changing roles and professional challenges for teachers on CLIL programmes, such as whether subject teachers with mastery of the target language or language teachers with mastery of curricular subjects should be in charge.

Kay Bentley and Keith Kelly in their presentation about CLIL teacher courses stated that the differences relate to Cummins' theory which states that pupils should be encouraged to progress from mastery of basic interpersonal skills (BICS) and “pushed” to cognitive academic language proficiency (CALPS), a process which is thought to take from five to seven years. When the target language becomes the tool to articulate and construct knowledge “incorporating learning skills such as locating and organizing information, interpreting and constructing meaning, evaluating and applying knowledge should be emphasized. This should happen across all curricular subjects and to enable it, planning and support strategies should be presented so that prior knowledge can be activated and linked to other subjects, language frames and other materials to help scaffold students' language for communicating content information”,

In the “Materials Review” regular column of IATEFL Voices May-June 2008 Issue 202, Steve Darn reports on CLIL in his review of one of the first books specifically designed to provide resources for the approach,

“CLIL requires the Teacher both to focus on the content and to provide the language support necessary to understand the subject within a single lesson. The last five years have seen its adoption, in a variety of forms and for a variety of reasons, in many countries, particularly in Europe and South America. CLIL teachers face a number of problems, including a lack of training, the slow development of a consistent CLIL methodology, and a scarcity of materials.” Not the least among these problems ranks a deteriorating educational system according to scary statistics of students' failure to pass university entry exams for lack of critical verbal reasoning skills.

Since its very inception, teacher development has been FAAPI's main concern and despite the manifold obstacles cropping up in a different way every year, perseverance in the pursuit of its founding ideals has yielded its fruits. So with the priceless support of the British Council, NILE, Macmillan and all our sponsors, APISE has managed to offer the ELT profession this unique event to probe into the depths of ever present issues with the help of plenary speakers, both from abroad and our own country; to choose from a selection of concurrent sessions and workshops; to browse the materials exhibition and to enjoy this great chance to develop professional acquaintance and friendship.

On behalf of FAAPI, acknowledging that both this event and its Proceedings have been enabled by the generous contribution of the British Council and brought about by the rallying power of APISE and the great response of further studies institutions, local authorities and enterprises, publishing houses, bookshops, material designers and other profession-related services, I thank each and everyone for joining in our never-ending quest for professional development. May these Proceedings Selections become a valued reference book.

Norma Beatriz Boetsch de Moraga
FAAPI President

Dear Colleagues,

APISE, a young FAAPI association, driven with the conviction that teacher development and professional bonds contribute to our own institutional commitment, has accepted the challenge of organizing this XXXIII FAAPI Annual Conference in our province. We feel proud of having the most comprehensive and federal event offered to English language teachers in Argentina. Undertaking its organization involved strengthening collaborative work and shared effort to sort out difficulties and overcome obstacles.

The choice of the theme CLIL- Content and Language integrated learning- was made with the hope that the topic will enable ELT professionals to face forthcoming challenges and update them with the integral approach. Content and Language Integrated learning is an umbrella term which encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject, where both language and subject have a joint role (Marsh 2002:58).

With globalization, diversity of language and the need for communication are seen as central issues. With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language. Languages will play a key role in curricula all over the world, thus, attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education.

We have no doubt that, being CLIL a landmark for our profession in Europe and North America, its implementation in Latin America will be one of paramount importance.

We want to express our deepest gratitude to the British Council for sponsoring the presence of prestigious names in ELT and contributing with the publication of the Conference Proceedings. Publishers and bookstores have also contributed to the brilliance of the event.

Those of us involved in the concrete realization of the congress feel overjoyed for learning to forge ahead with the project and we celebrate the opportunity for updating and sharing knowledge with our peers.

Prof. María Angela Novasio
On behalf of all
APISE Organizers

Table of Contents

Plenaries and Semi-Plenaries

The Culture Dimension (CULTIX)

The Content Dimension (CONTIX)

The Learning Dimension (LEARNTIX)

Applications of CLIL

Special Presentations

Presenters' Index

Plenaries and Semi- Plenaries

Using the Language to Learn and Learning to Use the Language: What's next in Latin America

Daniel J. Fernández
INDICE - FCE
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Abstract: I aim to explore here how the relationship between content and foreign language learning/teaching has evolved over the last few decades. I will anchor at the key concepts *content, language* and *language learning* to see how they amalgamate into CLIL. I will then move onto the analysis of a pedagogical experience: the case of Business English at the School of Economics, Universidad Nacional del Litoral to end up with some provisional conclusions which, in my opinion, can be de-contextualised, generalised and re-contextualised.

1. Introduction

A quick look at the number of titles, topics, papers and research works that cascade when one carries out a web search on CLIL shows straightforwardly how diverse interpretations of the acronym are. Heterogeneity and indeterminacy seems to outstand as the main features. A second and more careful reading gives rise to the question *what makes Content and Language Integrated Learning (CLIL) different from other approaches and methodologies developed within the framework of Content-Based Instruction (CBI), take say Content-Based Learning (CBL), English for Specific Purposes (ESP) (with all its derivations), Cognitive Academic Language Learning Activities (CALLA), Language Across the Curriculum and even Task-Based Learning (TBL), amongst others*. I would like to suggest that the differences are basically ontological and, consequentially, epistemological. In layman's terms, how we proceed depends on how we view the key concepts that get amalgamated in CLIL and on how we define the relationship that binds them up. Theoretically, these approaches (some would call them methodologies) get all bunched up together because they share some assumptions, namely:

- Teaching/learning a foreign language is an educational practice;
- Content is inseparable from linguistic expression;
- It is necessary to coordinate the learning of language and subject-matter;
- Language is the major medium of instruction and learning;
- Subject-matter content contextualises language learning.

Cazden (1977:42), in discussing first language teaching with children, says:

> We must remember that language is learned, not because we want to talk or read about language (some of us do)[1], but because we want to talk and read and write about the world.

As Dewey (1900, 1916) explains, education is the first approximation a learner has to the activities of society, and discourse is the instrument that helps the learner to understand and carry on these activities. This idea has often been taken on board by experts on foreign language curriculum design and it underlies many EFL educational proposals. However, we need to see the extent up to which it has actually impinged on foreign language teaching policies. Language teachers have remained language teachers, and have not striven much to help learners to learn the language they need to communicate subject-matter content, and content teachers have not worked their hardest to provide learners with strategies that will help them to understand subject-matter, maybe, in part, because they do not equate discipline with discourse; in other words, they do not see that subject-matter content is a linguistic construal. The joint task of both groups has always been a difficult endeavour; a challenge I am not interested in discussing here.

We need to study how these views of foreign language teaching and learning fit in a relatively new educational paradigm in which the centrality of process is brought to the foreground while product lives in the background; a framework

[1] The parentheses are ours.

where learning has moved from the acquisition of knowledge and skills into the development of the competence and expertise that learning produces; a standpoint where the emphasis is put on memory organisation, information processing and problem solving. A look into the theoretical models that have related language and content might help us to get a clearer picture.

The first question we need to answer is whether CLIL belongs into the field of Language for Specific Purposes (LSP). The immediate answer is that, in part, it does. The questions that follow are how it does NOT belong into LSP and whether CLIL entails a specific methodology. To find a relatively satisfactory answer to these questions we need to see what makes CLIL different from ESP, CBI, CALLA and other content-oriented approaches.

In order to explore this issue, let's look at a bit of history in an oversimplified, perhaps disrespectful, manner. Most of us remember that the 70's became the ground for serious discussion on ELT syllabus design. Wilkins's (1976) contributions on *synthetic* and *analytic* approaches will bring back to our minds the advent of the notional syllabus which, in those days, emerged as different from the traditional structural or grammatical syllabus, and as a result of new epistemological linguistic models that looked at language from a socio- and pragma-linguistic angle.

The following decade was a time of profound analysis, comparison and exploration of possible combinations of already existing forms of input manipulation. Dubin and Olshtain (1986), Yalden (1987), Krahnke (1987) and Prabhu (1987), amongst others, came up with proposals in which structures, notions and functions interplayed at different levels and in different ways. There seemed to be then three basic ways of designing syllabuses: *structural, notional-functional and situational*. While the first one focussed on the speaker's largely unconscious knowledge of forms (competence), the second, taking on board a sociolinguistic perspective, capitalised on the notion of *Communicative Competence* as put forward by Dell Hymes in the 60's, emphasised the importance of linguistic notions and functions and brought fluency to the foreground while accuracy remained somewhere in the background, which, in the field of foreign language teaching, brought about abundant dangerous misunderstandings that impinged negatively on EFL pedagogy. It would be unfair not to mention the impact Widdowson's proposal had on these issues in the late 70's. In 1979 Widdowson put forward an integrative model where he combined rules of *usage* (grammar) and

rules of *use* (discourse) and rules of *performance* (procedures for negotiating meanings), and two years later suggested that human behaviour was not so much rule-governed as merely rule-referenced (Eskey, in Snow and Brinton, 1997:136). Widdowson's applied linguistic contribution to the field had a tremendous impact on EFL teaching in Latin America, and in our country, it became the model that underlay practically 100% of university foreign language teaching. The Widdowsonian distinction between *linguistic skills* and *communicative abilities*, and the pedagogical implications that Widdowson brought to light in pairs such as *reciprocal* and *non-reciprocal activities*, *assimilation* and *discrimination processes*, *retrospective* and *prospective interpretation*, *rhetorical transformation* and *information transfer,* not to mention *gradual approximation analysis*, marked our teaching practices. I have the impression that things have not changed much since then. With different forms and levels of interaction, depending on the context at which EFL is taught, content and language have always interplayed in foreign language teaching and learning.

Let's start moving now towards more CLIL-connected issues and focus on the three approaches mentioned earlier in this presentation. I would like to compare CBI, LSP and finally CLIL.

CBI is theoretically informed mainly by the work of Krashen's (1982, 1985) I+1 hypothesis: In contexts of instruction, language is acquired incidentally when the learner is exposed to comprehensible L2 input; Swain's (1985, 1993) output hypothesis: Learning depends on explicit attention to productive skills and *focus on relevant and contextually appropriate language forms to support content-learning activities in the classroom* (In Grabe & Stoller, 1997:6-7), and Cummins (1984) notions of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) — *students need to develop CALP if they are to succeed in academic L2 learning contexts* (*Ibídem*:8). CBI also gets scaffolding from educational and cognitive psychology theories that explore the issues of motivation and interest, and empirical support from CBI, ESL and EFL programme outcomes.

A careful analysis of the development of ESP, on the other hand, brings together key concepts such as register analysis, rhetorical/discourse analysis, situational analysis, skills and strategies, needs analysis, learning-centred processes (Hutchinson and Waters, 1998) and authenticity of input and

purpose, which seem to characterise all academic proposals in the field.

My third and last move is towards CLIL, and to explore it, I have compiled in the table that follows some information we may examine and compare:

CBI *(Slightly adapted from Grabe and Stoller, 1997)*	**LSP** *(Slightly adapted from Dudley-Evans and St John, 1998)*	**CLIL** *(Marsh, (1994), CLIL Compendium)*
• Exposure to language to learn content; • Input is incidental, comprehensible and relevant; • Learning is contextualised; • Language embedded in relevant discourse contexts; • Explicit language instruction integrated with content instruction in a relevant and purposeful context; • Use of learners' content knowledge and expertise; • Demythologisation of content banality; • Integration of content, disciplinary problems and strategic solutions to the problems; • Discipline methodology, cooperative learning, apprenticeship learning, experiential learning task-based and project-based learning; • Flexibility in curricular activities sequencing.	• Designed to meet specific needs; • Related in content (themes and topics) to particular disciplines, occupations and activities; • Centred on language (syntax, lexis, discourse, semantics and discourse) appropriate to activities; • Non GE-oriented; • (Restricted to a specific learning skill); • No pre-ordained methodology (discipline, strategy or need dependent).	• Learning subject-matter content through the medium of a foreign language and learning a foreign language by studying subject-matter content; • Language is a tool for learning and communicating; • Content determines the language to be learnt; • Integration of receptive and productive skills; • Reading and listening are re-dimensioned; • Language is functional and input manipulation depends on disciplinary context, language and content; • Lexicon is of paramount importance; • Discourse rules are brought to the foreground; • Task-oriented.

We can broadly and, perhaps, dangerously summarise these features as follows:

- In CBI, content teaching puts the emphasis on communicating information, not on the language used, which seems to suggest that CBI is mainly concerned with content.
- In LSP, learning seems to depend on explicit attention to productive skills and focuses on relevant and contextually appropriate language forms, functions and tasks to solve specific problems in specific scenarios.
- In CBI and LSP, language teachers help students to learn the language they need to study subject-matter in a foreign language and content teachers devise strategies to help students understand content.

A new question emerges: has it ever happened this way in Argentina? In my opinion, it has not or rather the effort has not been enough. Possible explanations are:

- Language teachers are not trained for subject-matter teaching and content teachers are not trained to teach language;
- In theory, we can understand that a discipline is a discourse matter and that knowledge is a language matter, but in reality, we do not see how this happens, which is highly consequential. Only when we are aware of this discourse-content interplay and make it explicit, can we talk about it and teach it.

Finally, CLIL assumes that content is a discourse construction and teaches the language forms that will allow comprehension of disciplinary discourse, thus integrating form, function and meaning in its ideational, interpersonal and textual manifestations. This is basically a *cross-curriculum* perspective. Again, a question comes to my mind. How new is this? In 1979 Widdowson wrote

> A common assumption among language teachers seems to be […] that the essential task is to teach a selection of words and structures, that is to say elements of usage, and that this alone will provide for communicative needs in whichever area of use is relevant to the learner at a more advanced age. What I am suggesting is that we should think of an area (or areas) of use right from the beginning and base our selection, grading and presentation on that. (p. 15)

and added

> The kind of language course that I envisage is one which deals with a selection of topics taken from other subjects: simple experiments in physics and chemistry, biological processes in plants and animals, map drawing, description of basic geological features, descriptions of historical events and so on. (p. 16)

These ideas were then made tangible in 1979 in the series *Reading and Thinking in English* (Oxford University Press) where the notion of disciplinary discourse was embraced from an integrated structural-notional-functional perspective; and was also instantiated in series like Johnston & Johnston's (1990) *Content Points* (Addison-Wesley Publishing Co.)

I will now round up and move forward to the concrete classroom-anchored implementation of CLIL at the School of Economics at Universidad Nacional del Litoral.

The literature on CBI and related approaches and methodologies — CLIL amongst them — seems to indicate that there are multiple ways of looking at and implementing it. Stoller & Grabe (1997) put forward at least eight.

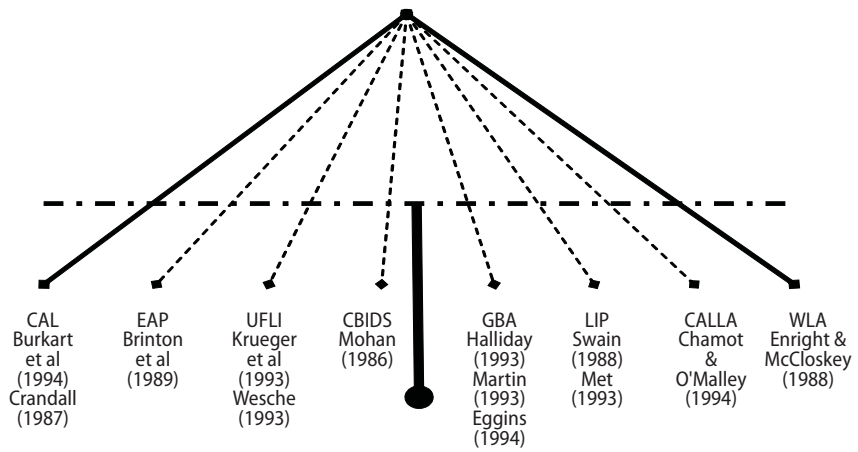

Fig. 1 Approaches to CBI/CLIL

It seems to me that a clear way of bringing all these ideas together is by going back to Mohan's (1986) description of the combinations of language and content. The author speaks of three possible ways of dealing with this issue:

1. Language teaching *by* content teaching
   - **a.** The focus is on content instruction
   - **b.** Language skills are developed incidentally
2. Language teaching *with* content teaching
   - **a.** The focus is on content and language
   - **b.** Learners are taught the language they need to further content learning
3. Language teaching *for* content teaching
   - **a.** The focus is on language
   - **b.** Learners are taught the language they need to negotiate disciplinary meaning

I would like to add a fourth possible combination. In my opinion, this has become the mainstream of most content + language oriented approaches and methodologies in Latin America and it has had an obvious impact on Materials Development. To maintain the type of denomination used by Mohan, I will call it

4. Language teaching *through* content teaching
   - **a.** The focus is on language; its multi-functionality and multi-exponentiality. This makes it different from 2 and 3 above.
   - **b.** It aims to teach language, introduce new subsidiary subject-matter related topics and exemplify or expand, from a communicational perspective, subject-matter content students already know. This makes it different from CBI and LSP.

2. CLIL at the School of Economics, Universidad Nacional del Litoral – Santa Fe

CLIL is basically a theme-based approach to language instruction. Brinton, Snow and Wesche (1989) explain that all CBI is theme-based, which justifies in a way why, in the literature, CBI and (Theme-Based Instruction) TBI are often used interchangeably. Theme is to be understood as subject-matter content.

Some years ago, I said that to work out an academic proposal implied exploring different areas of knowledge and diversified educational fields, and that a

language teaching programme brought together experiential and validated knowledge, which in the case of foreign language teaching, comes from the areas of Education, Language Acquisition, Pedagogy, Linguistics, Applied Linguistics, Psycholinguistics and Information Theory (Fernández, 2006). I also said that planning meant

> …contextualising approaches, methods and contents on the basis of our goals and the professional profile set up by the institution where teaching occurs, and that planning is organic and subject to permanent adjustment, strategic content cut-outs and renewed pedagogic practices derived and developed on the basis of classroom research (Fernández, 2006: 2)

Technical English (TE) at the School of Economics (SE) was integrated to the School curriculum and implemented back in 1994 as a reading comprehension course with a focus on discourse interpretation based on text analysis (propositional concatenation and elocutionary development) in discipline-related documents selected on the basis of academic interest and genuineness. It was a one-skill oriented pedagogic proposal with a functional-notional flavour that fit what in our country[2] was, and still is, a widely spread model of EFL teaching and learning at higher education. TE in Argentina has become synonymous with reading comprehension. There were and still are sound reasons for this association (the space of foreign language in university curricula, the curriculum of foreign languages and an over-generalised and strong, sometimes exaggerated and not always empirically supported emphasis on learners' academic and professional needs).

In the year 2000 things started to change. As Chair of TE, I proposed a substantial and substantive modification which was accepted by the School authorities. This came about together with new winds of change in the Foreign Language Curricula at UNL. A new academic structure was designed and adopted at our university. Amongst several curriculum modifications, the Initial Cycle for foreign language learning was implemented. Since then, at some point during the first three years of their academic programmes, students are to show they can perform in a foreign language at the levels described below. It is estimated that the level of proficiency required implies approximately 240 hours of training in General

[2] Dudley Evans & St John (1998) say it was a Latin American movement.

Language and the expected levels of achievement are

Receptive skills

Listening: B1 (Independent user)
Reading: B2 (Independent user)

Productive skills

Speaking: A2 (Basic user)
Writing: A2 (Basic user)

This was and still is the point of departure for the TE academic proposal, which has the structure described in Fig. 2.

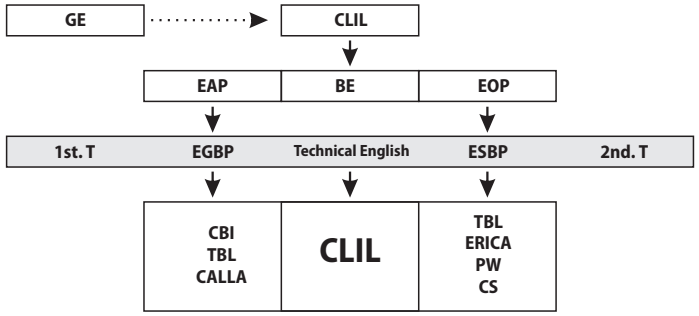

Fig. 2 Our academic proposal[3]

The expected levels of achievement for TE are

Receptive skills

Listening: B1+ (Independent user)
Reading: C1 (Competent user)

Productive skills

Speaking: B1 (Independent user)
Writing: B1+ (Independent user)

and the treatment of macro-skills, which aims to integrate them with an emphasis on *reading* and *writing* disciplinary and professional discourses is described in Fig. 3.

[3] *Adapted from Fernández (2006)*

	Terms					Terms	
Initial Cycle	**1st**	**2nd**	**3rd**	**4th**	**Technical English**	**1st**	**2nd**
Listening	+	+	+/-	+/-	*Listening*	+	+/-
Speaking	+	+	+/-	+/-	*Speaking*	+/-	+/-
Reading	+	+	+	+	*Reading*	+	+
Writing	+/-	+/-	+/-	+	*Writing*	+/-	+
+ More emphasis		+/- Less emphasis					

Fig. 3 Treatment of macro-skills at the Initial Cycle and TE[4]

2.1. Our teaching environment

Our learners bring to our classrooms

a) Implicit linguistic knowledge of their L1 and explicit linguistic knowledge of EFL;
b) World shared knowledge;
c) Already shaped-up learning styles;
d) Relative self-confidence;
e) Academic goals which are somehow clear and definite;
f) Expectations as learners and prospective professionals.

As taken from the learner/professional profile description presented in the School Academic Proposal, students, as prospective professionals, are expected to receive

a. A general and flexible education which brings together theoretical and procedural content;
b. Instrumental training that will allow them to interact constructively in problem-solving situations in a highly complex professional environment;
c. Instruments to operate in globalised scenarios and multidisciplinary academic and professional contexts.

Our proposal relates language teaching *with* and *through* content teaching. We find this the most adequate choice for a CLIL-oriented EFL situation. We understand that a content –based teaching strategy does not work if learners do not understand the discourse of the content course. This again poses a challenge. In principle there is no problem to determine what language to teach and how to organise input for instructional purposes. Selection processes depend on both use and usage. Input manipulation offers the possibility of choice from a meaning

[4] *Adapted from Fernández (2006)*

continuum instantiated in the systems of transitivity, theme and MOOD structures (Halliday [1985] – 2004). The selection and grading of content, however, has always brought about some interesting discussion. We adhere to the following principles

1. Avoid redundancy. That is, do not teach in English what students already learn in Spanish;
2. Avoid banality. That is, do not teach the obvious as if it were new, do not test them on topics they have already been tested, and do not oversimplify content issues;
3. Aim at enhancing, projecting, instantiating, exemplifying, comparing analysing, synthesising or re-dimensioning topics dealt with in the subject-matter areas;
4. Input must be linguistically processable. As B. Mohan wrote

> …this fits common sense. A person who wanted to learn Russian and also wanted to learn nuclear physics would not choose to attend a course on nuclear physics taught in Russian. The likely result would be to learn neither (1986: 9)

Content in TE includes topics related to specific disciplinary subject-matter looked at from a communicational perspective. We are more interested in having learners use, negotiate and re-construct subject-matter meaning than in introducing new specific contents from the fields of Accountancy, Economy and/or Administration. For example

We do not teach	Instead, we teach
Management	*International team training through virtual communication*
E-Commerce	*Buying and selling on the Internet*
Administration	*Innovative recruitment strategies and headhunting*
Marketing	*Advertising: Cultural impact on image promotion*
Costs	*Analysing and communicating price trends*

This, in turn, allows for the introduction of new content items (linguistic and subsidiary aspects of subject-matter) which, as I said, enhance, project, exemplify, compare and integrate the knowledge our students bring from other subjects. For example

Through	Instead, we teach
International team training through virtual communication	Writing e-mails, chat, blogging (genre)
Buying and selling on the Internet	Negotiation strategies (Interpersonal meaning)
Cultural impact on image promotion	Cultural awareness
Employment – labour/work force	Cvs cultural differences (genre) – Job seeking strategies
Research reports	Academic language, disciplinary discourses, professional talk

Skills

We also integrate different communicative skills and semantically and functionally related strategies

From GE	From BE (CBI)
Meet people for the first time	Talk about what you do and open a meeting
Talk about likes and dislikes	Cultural awareness
Present new information	Talk about trends using a power point presentation, describe graphs
Writing	Write messages, notes, e-mails, memos, letters, short reports, research reports, CVs

Methodology

From GE	From BE (CBI)
• Core subject matter related issues from a communicational perspective • Disciplinary discourse: EAP, genre analysis • Language	Problem solving Case study Macro skill practice (strategies) Research report writing Language awareness (All dimensions) Virtual communication Genre engineering Micro skill practice (Aspects of form)

2.2. How do language theories converge in our proposal?

Fig. 4 shows the main linguistic theoretical models that underlie our academic proposal

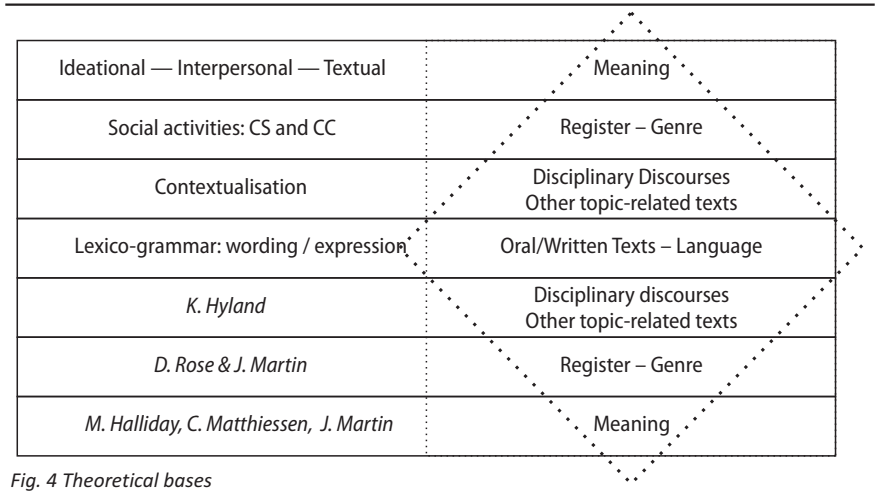

Fig. 4 Theoretical bases

Disciplinary discourses are studied following Hyland's (1999) triangulated approach to discourse data, which involves grammatical analysis from a functional perspective, the study of genre engineering and the description of register based on the analysis of the interplay between *tenor*, *field* and *mode.* Discourse processing is also expanded by incorporating Schema Theory to the analysis (Widdowson, 1983). We find this is an appropriate methodology for the exploration of both linguistic and disciplinary content.

2.3. An academic bonus

In 2007 INDICE was created. INDICE is a university institute for the study of academic and professional discourses in the Economic Sciences. INDICE is a research centre dedicated to linguistic research on discourse analysis. Language teachers, content teachers and advanced students work collaboratively and develop research projects – we are currently working on *Disciplinary Discourses in Plurilingual Contexts: The grammaticalisation of knowledge in academic and professional communities of practice and peripheral legitimate participation*. To be submitted to external evaluation our work was described as follows

> *In the framework of the process of education and research internationalisation UNL is involved in, the need for a technical approximation to the study of academic and professional discourses is of*

utmost importance, both to have access to and belong into the knowledge society we all construe. This project aims to explore the construal of interpersonal meaning, the mechanisms of information distribution and thematisation and the coexistence of paradigmatic and narrative thinking processes in the grammaticalisation of knowledge in disciplinary discourses from an epistemological standpoint that integrates the tenets of the Sidney School of Linguistics (Systemic Functional Linguistics (SFL)), Register and Genre Theory (RGT) and Study of Disciplinary Discourses – London School of Education, London University). We will also try to describe how multimodal disciplinary discourses impact on knowledge engineering, how these discourses are part of the identity and operate on the thinking processes of the communities of practice they generate and circulate in and how they get shaped up by the context of culture. We are interested in relating the results of our investigation with possible didactic practices which may in turn enrich the teaching of L1, L2 and foreign languages in plurilingual university contexts.

The results we obtain from our research inform our teaching and allow us to permanently update our pedagogic practices.

2.4. From theory to practice: How we think of and plan our teaching. A sample module in TE at FCE - UNL

A module may or may not coincide with a 120 minute lesson. On average 1 module takes 2 lessons, that is, 240 minutes. Language awareness activities are generally assigned as homework or dealt with in class only if required. We like to think of a lesson as a textual construction, with a thematised super-ordinate topic (disciplinary content), derived related topics, and oral and written activities which construe tasks that relate one to another following the logic of a natural communicative event. Subject-matter content is distributed in different units of information and serves as ground to thematically related texts. The teaching process is basically an act of meaning negotiation. Fig. 5 shows the design of an academic module. We find it useful to organise our material and activities following Stoller & Grabe's (1997) Six T's Approach. In Fig. 6 we present some classroom practices and relate them to some EFL teaching models.

THEME (Content Framework)	Super-ordinate topic	• Disciplinary content. • A meaning construction, • Theoretical construct • **Management**	• Students previous subject-matter content, • Thematically relevant, • Construed in the amalgamation of texts on related disciplinary issues, • It contextualises the teaching event, • exploration and development of knowledge structure.
TEXTS (Language)	Content resources	• Flow chart • Diagram • Conference (oral) • Web pages	(Input manipulation)[5] Selection criteria: • Thematic relevance, • Skill restriction • Lexical and functional selection, • Content-language balance.
TOPICS (Content)	Subject-matter content subfields	**Firm organisation** **Management training**	
THREADS (Thematic connections)	Cross-curricular abstract connections	**Ethics** **Power**	
TASKS (Meaning negotiation, information processing, communication, learning)	E-mailing, Listening to a conference, Reporting research, Summarising, Note taking, Virtual group discussion, Web quest.	**Virtual negotiations** **A research project** **A management proposal**	• Academic • Professional • Cognitive Multimodality Disciplinary Discourses Genre Analysis
TRANSITIONS (planning)	TOPIC and TASK oranisation		
		PRIVACY	

Fig. 5 A module plan

[5] See also Widdowson (1979) on simplification issues.

3. To round up

To conclude, let me sum up what I have done, or at least, what I have tried to do. I first described the evolution of an extensively and intensively analysed relationship in the field of EFL teaching and learning: the triadic interplay between foreign language, content and foreign language learning. Then I moved on to more practical issues and presented the case of Technical English at the School of Economics at UNL and ended up describing some classroom practices. I believe ours is an innovative proposal for the foreign language curriculum at higher education. In my opinion, it is a proposal that can be de-contextualised, generalised and re-contextualised.

THEME & THREADS	THREADS TRANSITIONS	Notes
1. Brain storming **2** Group discussion **3.** Question and answer **4.** Reporting bibliographic research **5.** Elaborating conclusions		For this section we incorporate Mohan's Knowledge Structure based on the notion of activity as a combination of theoretical knowledge and practical or experiential knowledge
TOPICS & TASKS		
1. Reading **2.** Writing **3.** Listening **4.** Speaking **5.** Lectures and talks a. Recognising the organisation b. Finding central information **6.** Note taking **7.** Reconstructing **8.** Problem solving **9.** Case study **10.** Web-quests **11.** Oral presentations **12.** Micro/macro language skills **a.** Comprehending **b.** Composing **c.** Structured and semi-structured language practice		These tasks integrate content and language learning. • They explore: • Genre engineering (moves) • Information distribution • Method of development • Knowledge structure • Lexico-grammar from an SFL perspective Some of the procedures used are rhetorical transformation, comprehending, composing, and consciousness raising language activities.

Fig. 6 Classroom practices

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Content – the stuff ELT is made of

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Abstract: Over the last years non-language contents in ELT coursebooks appear to gain in importance thus adding a dimension of interest and motivation. Although the acquisition of forms and meanings are still central in the beginning stages of foreign language learning and teaching, content tends to occupy a key role, not only as a carrier of input and prompter of expression, but also because of its information, educational and entertainment value. To what extent do we find a greater variety of non-language contents in coursebooks today? What purposes do they serve? What do teachers do with them in the context of secondary schools TEFL? The talk aims at exploring these issues on the basis of an analysis of texts in a selection of widely used elementary coursebooks and the voices of practicing teachers.

1. Content in the EFL Curriculum

The inclusion of non-language content as a resource to enrich the acquisition process is a relatively new feature in foreign language teaching. Comparing the newest ELT coursebooks with those of the heyday of Communicative Language Teaching – the 80s and 90s – the types and quantity of subject matter included in them is one point that immediately strikes the observer's eye. A look at the table of

contents of two best-selling coursebooks of those decades, *Opening Strategies* (Abbs and Freebairn 1982) and *Headway Elementary* (Soars and Soars 1993), reveals how contents are organized. In the first one, Unit 8, "At the Kennedys", is divided into three parts: Journeys, Food and Drink and House and Home. For each of these parts a column with the title "Language Use" specifies the language functions to be taught, for example "Ask and say how people get to work", "Offer, accept or refuse food and drink", "Ask and talk about the rooms of a house". In the second case, Unit 9, "Food and drink" specifies the grammar and vocabulary contents, the "Everyday English" section lists the functional language to be dealt with, and a "skills work" section lists the topics of activities and texts included. The widely used contemporary coursebook *New English File Elementary* (Oxenden, Latham-Koenig and Seligson 2004), while not revolutionary in its approach to the syllabus as revealed by the table of contents, publicizes itself as having "Motivating, real-world texts" as a special feature (ibid: back cover).

In the context of curriculum design, content together with objectives, activities and evaluation procedures constitute the main components of the syllabus (Breen 2001, Nunan 1988). Contents – "linguistic and / or subject-matter contents" (Richards and Rodgers 2000: 28) – belong to the design dimension in their much quoted model of foreign language teaching methods. The discussion of the actual contents in the teaching of English as a foreign language has never been a central one in the professional literature and, as Cook (1983: 229) remarks, "while there has been much discussion of syllabuses, there has been little discussion of the content – the actual subject matter – of language lessons." Apart from Cook's article, which is one of the very few contributions to the field, the reader interested in this topic will find a chapter in Ur's methodology handbook dealing with different kinds of content (Ur 1996). It is in the field of Materials Design and Evaluation that the treatment of subject matter in coursebooks is beginning to receive more attention (Cunningsworth 1995, Cook 2003, López Barrios, Villanueva and Tavella 2008).

The nature of content has also evolved historically and this is seen in its status in the different methods and approaches. Snow (2001) summarizes the evolution as one ranging from the centrality of grammatical description in Grammar-Translation to English for Specific Purposes (ESP) where the actual subject matter relevant to the course in which it is embedded is crucial. But it is those approaches

to foreign language teaching such as Content Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) that purposefully place subject matter at the heart of the learning and teaching efforts.

2. The Notion of Content

What is actually meant by content? As said above, content in the syllabus refers to linguistic contents such as grammatical structures, functions, vocabulary, etc. as well as subject matter, "any topic, theme or non-language issue of interest or importance to the learners" (Genesee cited in Met 1999). Cook (1983) makes a further distinction between imaginary and real content, the first being that which is created by the coursebook authors such as a storyline that may be attractive as a result of intelligent use of fictional elements such as humour, suspense, etc. Real content "consists of information about the real world outside the classroom, its events, problems and places" (ibid: 230) and is thus different from the concept of "authentic text" referring to texts not especially produced for language teaching purposes (Tomlinson 1998). For example, a description of a city taken from a city guide and a description written by the coursebook authors deal with the same topic but serve two different purposes. Cunningsworth (1995) states that even if the texts are especially constructed for the coursebooks, these should aim at conveying subject matter that is "informative, challenging, amusing, exciting and occasionally, provocative" (86) so as to motivate and interest learners. But the discussion regarding the nature of authentic and non-authentic texts is a complex one which cannot be fully dealt with in the context of this presentation[1].

In order to characterize the relevance assigned to content in an English course, Met (1999) proposes a model showing a continuum of content and language integration. The model places content-driven approaches at one end and language-driven approaches at the other end:

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION					
Content-Driven			**Language--Driven**		
Total Immersion	Partial Immersion	Sheltered Courses	Adjunct Model	Theme-Based Courses	Language classes with frequent use of content for language practice

[1] See Tomlinson (ed.) 2003 for a comprehensive treatment of this aspect.

(Met 1999: 6)

In the context of a language-driven curriculum "content is a useful tool for furthering the aims of the language curriculum" (ibid: 4). This is the model that most closely approximates that of secondary school EFL courses where contents are put to use through texts as the basis for skills and language practice. Since in language-driven approaches "the objectives of the language curriculum drive decisions about how content is integrated with language instruction" (ibid: 5), a unit on houses and homes could integrate social sciences content by having learners observe "how architectural styles and building materials reflect climate and local resources" (ibid: 6). This is for example dealt with in the "Cultural studies" section of Unit 3 in the elementary level coursebook Dream Team 1 (Whitney 2001) where learners relate different types of houses with different countries. The topic could be further developed by relating the regions where the young people in the descriptions live to the weather, living conditions and types of building materials used. This practice is also emphasized by the curricular directives in that the different blocks of the curriculum have to be related. In this case, a link to the topic "societies and geographic spaces" in Social Sciences can be established (CBC EGB).

Two important questions regarding the curricular decisions are raised by Rogers (2000): what content and how much content to include. Regarding the selection of content, the author acknowledges that even if subject matter can be chosen from the regular curriculum, there is very often a lack of communication between the teachers of English and the teachers of the other subjects, a collaboration that Met (1999) considers important, but not essential as "teachers may, but need not, consult with colleagues in other disciplines to determine which, when and how content will be integrated with language" (ibid: 5). A further point that must be emphasized is that in language-driven EFL programmes "content learning may be considered incidental, and neither teachers nor students are held accountable for content outcomes" (ibid: 5) since the EFL teachers are not specialists in the content areas specified by the curriculum. Non-language content in foreign language learning and teaching "enriches or reinforces instruction in the student's native language, but does not substitute for it" (ibid: 5). Regarding the second question, quantity of content, Rogers (2000) rightly points out that "every

bit of content helps" so that it is not a question of dealing with complete units or blocks as it is typical of immersion models. The emphasis is rather on "interestingly content rich" materials.

Content areas as non-language subject matter are classified according to different criteria. One classification proposed by Cook (1983) includes five categories of real content. On the basis of Cook's classification, Ur (2006) presents a different one for what she calls "types of non-linguistic content". Her classification consists of nine categories and includes, apart from the first three categories from Cook with which they largely coincide, the category "zero or trivial content" as well as more differentiated labels for the home and target language culture and literature. In addition, there is a category for social issues. These additions suggest the inclusion of more contents that engage students from an intercultural perspective. Table 1 summarizes the categories in both classification schemes:

Types of real content	Cook (1983)	Ur (1996)	Types of non-linguistic content
Another academic subject	x	x	Another subject of study
Student-contributed content	x	x	The learners themselves
Language as content	x	x	The language
Literature as content	x	x	Literature of the target language
Culture as content	x	x	Culture associated with the target language
"interesting facts" as content	x	x	World or general knowledge
		x	Zero or trivial content
		x	Home culture
		x	Moral, educational, political or social problems

Table 1: Classification schemes for coursebook subject matter

One category that is especially sensitive is "zero or trivial contents" in Ur's classification. Contents belonging to this category are those that include "bland, fairly neutral characters and events, or superficially interesting topics with no cultural or other information or engagement with real-world issues" (Ur 1996: 198). The inclusion of a high percentage of such contents conveys an unwritten, but powerful message, that the learners cannot or do not wish to be confronted with intellectually interesting, challenging and potentially controversial topics that will broaden their cultural, intellectual and ethic development despite their relevance and importance as cross-curricular aims in the attitudinal domain

(Cunningsworth 1995, Ur 1996). The absence or scanty inclusion of such topics deprives learners of the possibility of involving them "in developing informed opinions and expressing those opinions, in forming their own conclusions and communicating those conclusions, in discussing and justifying, in influencing and being influenced by others" (Cunningsworth 1995: 88). Describing the contents, and also the activities found in coursebooks for adult learners, Cook (2003) criticizes the fact that in many cases these tend to infantilize them by providing topics that do not always cater for the needs of these learners or that do not respond to the level of cognitive challenge expected of adults. Some of this criticism also applies to the coursebooks targeted at adolescent learners.

A further example concerns the inclusion of subject matter dealing with social and cultural values. The presence, but also the absence of such topics in coursebooks, "will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up" (Cunningsworth 1995: 90). The transmission of these underlying messages operating in the form of a "hidden curriculum" is pointed out by Cunningsworth (1995) and Ur (1996). These messages conveyed by the texts or visuals may transmit overt or covert attitudes to certain social groups or value systems that may lead learners to develop stereotypes or to over or underrate aspects of the home culture of the learners (López Barrios and Villanueva 2006).

3. Content in EFL coursebooks

Four coursebooks were analyzed to find out about the non-linguistic content contained in them. The coursebooks in question are those that were reported to be used by the four teachers interviewed for this brief case study: two elementary (Open Doors 2 and Chat 3), a pre-intermediate (Opportunities Pre-Intermediate) and an intermediate one (Laser B1). The coursebooks used reflect two distinct teaching contexts: those of the state and private secondary schools, although the number of class periods devoted to English are the same in the four 4th year courses surveyed.

The two elementary level coursebooks are localized editions of an international (Open Doors) and a Brazilian (Chat) coursebook. The difference between the original and the localized editions are the following: the Argentine

edition of Open Doors is a split edition (2A and 2B) incorporating the workbook and the back cover states that "Open Doors is a secondary / 3rd cycle EGB-level course that is fun and easy to use" (Whitney and Ward 1998), whereas the level of adaptation of Chat is more comprehensive. This Argentine edition of the Brazilian coursebook was adapted by two local authors who introduce references to local places and people. Furthermore, Spanish is used for example to provide equivalents of connectors (page 11), for grammar rules (page 13) and in the Grammar Reference section. The Opportunities series is an international coursebook; Laser B1 is a coursebook produced in Greece that is also available for other markets.

As expected, the number and kinds of different types of content included are more numerous in the pre-intermediate and intermediate coursebooks than in the elementary ones. Despite expectable similarities, some interesting differences can be observed which will be analyzed below. Table 2 shows the presence of the different types of subject matter in the four coursebooks. A maximum of five stars indicates a predominance of contents in the given category. The topics that do not coincide with the categories listed are indicated separately in an additional line.

	Open Doors 2	Chat 3	Opportunities PI	Laser Interm.
Zero or trivial content	★★	★★★★★	★	★★★★
The Language			★	★
Another subject of study				
Home culture		★★★	★★★★	
Culture associated with the target language	★★★★	★	★★★★	★
Literature of the target language			★★★★	
World or general knowledge	★★★★	★★★	★★★★	★
Moral, educational, political or social problems	★		★★	★★
The learners themselves	★★	★★	★★★★	★★
Other contents:	*Pocket money, School subjects, Sports*	*Cooking recipes, routine, Learning Spanish*	*Lifestyles, Real life heroes, Money, Art, the sea, Cyberspace, Music and dance*	*Mysteries, Space race, Showbiz celebrities, Entertainment, Relationships, Humour, Jobs, Holidays, Success stories, Shopping, Sports*

Table 2: Contents in four EFL coursebooks

The presence of the first category, zero or trivial content, is noticeable in Chat 3 since a considerable number of the texts are fictitious ones involving imaginary local characters communicating among each other in the target language. Interestingly, the other elementary coursebook resorts less heavily to trivial contents and provides more coverage of the other categories. Similarly, Laser B1 includes a larger quantity of trivial contents than Opportunities, which takes advantage of the more varied linguistic repertoire of the intended addressees to offer a greater selection of more intellectually demanding topics.

The category "language" is only treated by the higher level coursebooks with only one inclusion in each case. Opportunities includes a text with a characterization of language and raises the learners' awareness of British and American English differences in vocabulary. Laser B1 features information about the use of English in text messages and chat as well as a text about British accents and dialects, albeit as a "Use of English" activity, and missing the opportunity to invite learners to reflect or to comment about this topic.

"Another subject of study" as a content category is not present as these are conceived as coursebooks for language-driven courses. This notwithstanding, the elementary coursebooks include an "English across the curriculum" section. In this section of Open Doors 2 "students use English to talk and write about other familiar topics, such as Science, Geography and Maths" (Ward and Whitney 1995: 2). In Chat 3 the "English across the curriculum" section differs from that in Open Doors 2 in that the latter features a different topic in each unit, for example "Geography: countries of the world", whereas the former does not follow a topical arrangement and includes subject matter that belongs to the categories "world or general knowledge" or "home culture".

The home culture is fairly well represented in Chat through the inclusion of local personalities and places and by setting the dialogues and other texts in the Argentine context. However important this is, the opportunity for cross-cultural confrontation is absent, as the inclusion of aspects of culture associated with the target language is virtually non-existent. The opposite can be observed in Open Doors, where aspects of the target language culture are generally present in the "skills work" section at the end of each unit, but the learner's own culture is left largely undiscussed. Laser B1 sets its contents in a virtually culture-free zone, making only scanty references to the target culture. The home culture is not

treated, thus missing the chance to make the learners compare and contrast the home and the target cultures. Opportunities offers a fair coverage of different aspects of the target culture, reflected in the inclusion of “Culture Corners” that present a somewhat stereotyped view of topics such as eating in Britain, celebrations, and portraits of London, Scotland and New Zealand. Numerous “Comparing Cultures” boxes invite learners to make comparisons, but these remain uncritical, depriving learners of the possibility of reflection and discussion. This coursebook is the only one of those analysed that includes adapted excerpts of literary texts in four “Literature Spots” including “Sir Gawain and the Green Knight”, “A Christmas Carol” by Charles Dickens, “The Pearl” by John Steinbeck and “The Picture of Dorian Gray” by Oscar Wilde. This section provides coverage of literary texts from authors of different English-speaking countries and brief information about the authors concerned.

The category “World or general knowledge” is present to a more satisfactory degree in Open Doors 2 and Opportunities Pre-intermediate, and to a lesser degree in Chat 3 and Laser B1. Recurrent topics include portraits of world and local personalities and historical facts, as well as quizzes (trivia) testing general knowledge.

“Moral, educational, political or social problems” are, unfortunately, little represented in the four coursebooks. The elementary coursebooks largely exclude these, probably because of the limited linguistic resources of the learners at that level. The higher level coursebooks do not do much better in this category: Opportunities Pre-intermediate includes a text on the homeless in New York and one on emigration, while Laser B1 treats the topics of law and crime, pollution and environmental problems, but the degree of learner reflection and opinion giving is minimal.

The learners' voices – the last category – are often requested, usually in the form of an account of a personal experience similar to that discussed in a text. The elementary coursebooks require brief personal answers to questions or the production of brief written texts. All in all, Open Doors 2 tends to invite more personalized answers than the “what about you?” sections in Chat 3 which overtly emphasize the use of a particular language point rather than the expression of a personal contribution. In the upper level coursebooks Opportunities - especially the lead-in and the warm-up activities that introduce most of the lessons – very

frequently require a personal answer from the learners. Every module includes a “communication workshop” aiming at the development of writing and speaking skills. A “talkback” section is a regular feature inviting learners to notice certain details of the peers' production, or to compare or evaluate the information presented by the other classmates. In Laser B1 the units open up with a “Get warmed up” activity that elicits personal information related to the reading text that follows. The skills practice sections tend to require fewer personalized reactions, as many of the activities are related to fictional characters and situations, and, in general, a heavy emphasis on formal correction – for example following model texts – is observed, leaving the impression that form is more relevant than the actual content communicated.

The inclusion of and importance attached to different types of contents in the coursebooks analyzed reflect the notion that even in a language-driven coursebook that prioritizes language learning, content is used to learn the L2 (Met 1999). This notion is also in line with the principle that second language acquisition is driven by exposure to comprehensible input and production of comprehensible output (Snow 2001).

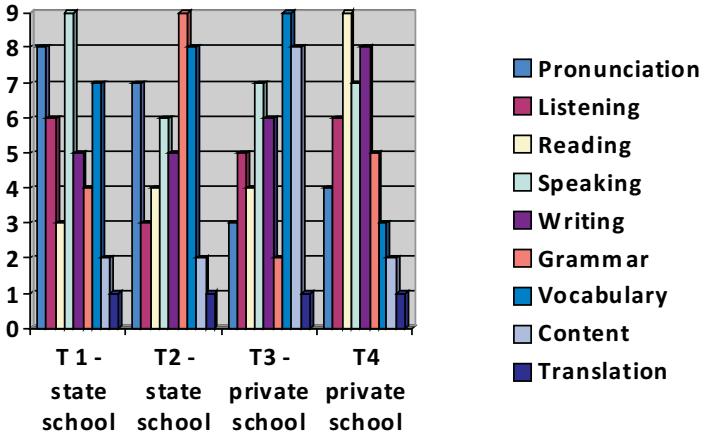
4. Uses secondary school teachers make of non-language content in EFL classes

This brief case study surveyed the priority four secondary school teachers, two at state and two at private schools, assign to non-language contents in their teaching practice. All teachers surveyed are graduate teachers of English and active members of an EFL teachers' association, so a roughly homogenous knowledge base and an acquaintance with updated trends in TEFL can be expected. The four secondary schools are urban middle class schools with three weekly forty- minute classes of English.

In order to find out the importance assigned to content, teachers were asked to rank a set of nine items including skills, language areas and content according to their priority in the course. As shown in the graph below, the language contents occupy a central position with “speaking”, “grammar”, “vocabulary” and “reading” topping the list and “translating” occupying an expectable bottom position. Both teachers of private schools assign a less central position to the language areas of grammar and pronunciation, whereas the state school teachers place these in

higher positions.

Surprisingly, "reading" is ranked fourth in two cases and third in one case, thus being assigned a much less central role than that expected for this key skill in upper secondary school. Speaking, on the other hand, occupies very favourable positions in all cases. "Learning a content" is ranked in second position by three teachers, indicating a marginal relevance in the syllabus.



A second question asked referred to the use of coursebook sections that typically deal with subject matter content. These are usually labelled "Cross-curricular links", "Culture clips", "Focus on the world", etc. Most of the teachers indicated that they set at least one of these activities, while one of the teachers states that she uses all the activities. The last question of the survey enquires about the relevance of dealing with non-language contents. Here, three teachers recognize that dealing with contents is partially relevant to their teaching situation whereas one teacher says it is relevant to her teaching situation - precisely the same private school teacher that declares using all the activities of the said section.

5. Conclusion – Content with content?

The study conducted, although too small in scope to generalize the tendencies shown, seems to indicate that even if the treatment of contents – i.e. reading and listening to texts used as a basis for oral and written communication in the target

language – is not ranked as a relevant component in schools ELT, the fact that all teachers surveyed admit using at least one of the activities that focus on non-language content allows me to advance some positive, albeit careful, conclusions. The analysis of the subject matter included in the coursebooks used by these teachers feature differing degrees of non-language contents ranging from a more comprehensive inclusion in the higher level courses to the elementary coursebooks containing five out of nine of the categories. Besides, the treatment of skills practice activities mentioned by the teachers indicates that texts are used as a basis for these activities, and these imply that a specific content will be the object of the receptive or productive activities. A point that publishers of ELT materials should take note of is that contents, though constrained by curricular decisions, need to spark reflection, interest, motivation and even controversy, instead of being just plain sources of entertainment and bland commonplaces.

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English for Sale

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Abstract: Despite English's status as a lingua franca, language courses, schools and materials are still marketed using anachronistic images of 'Englishness' and targeted at purely aspirational audiences. Such contradictions are highlighted using examples from different sources: the cultural content of course books, advertising and news media, in which the native speaker model retains real power in a globalised world that at the same time undermines it. Finally, an alternative approach is suggested, promoting the need for learners to occupy their own space and fashion their own voice in an English-speaking world that is rapidly changing.

English for Sale, FAAPI 2008

The need to develop students' intercultural competence and the status of English language as a lingua franca have become established areas of research and discussion in the ELT world. However, neither have made much of an impact on the way that the language is marketed and sold to the wider world nor, generally speaking, on the cultural content of today's ELT materials.

If you are studying British English today, chances are that the iconic representations of the red bus, telephone box, Big Ben and the Union Jack will crop up at some point either in the materials that you use or the advertising of the

school where you study. Although changes are afoot, such anachronistic images of Britishness still prevail and, to a certain extent, help reinforce native speakers' ownership of the language. For example, the cover of the BBC English Plus course (recently offered to readers of Spain's El País newspaper) features two red telephone boxes next to what looks like the British Museum. It describes itself as 'the English course of the 21st century' which - alongside these clichéd images - is almost laughable.

For the adult course Framework which I worked on, license owners of the book in Greece decided to make some editorial changes for this market, placing a photo of Big Ben on the cover and adding cultural pages on UK sights and customs. So, at least for some clients, there seems to be a clear expectation, that when studying language the learner will also want to be immersed in its "corresponding culture", however stereotypical, monolithic and unrepresentative the images of this culture may be. Interestingly, mass reproduction has neutered these images to that extent that we don't notice or are immune to their power. Yet their subliminal effect is undeniable.

In this article, I will look at this issue from two perspectives: 1) The cultural content of ELT materials and 2) The marketing of English (using particular images to make my point). I will then outline an alternative approach in which learners are encouraged to fashion their own voice in 3) Promoting a third space.

1. The cultural content of ELT materials

In a recent British Council report, it was discovered that students wanted to learn English in an international, business or social context, rather than with reference to British culture: "There's much less interest in the red telephone boxes and black London taxis in text books, or in English learning that has a close relationship with the UK" the report concluded[1]. And yet, as we have seen, the red

[1] Lepkowska, D, 2006. UK under threat as English Teaching Goes Global, The Guardian, 12/2006

telephone box still does appear with alarming regularity. For example, it's on the cover of a book called 'Colloquial English' published a couple of years ago (alongside a red post box, in fact). It seems to me that if we are going to insist on the telephone box, we could at least turn to a more contemporary representation of it, such as guerilla artist Bansky's reworking: an image of a bleeding box with a pickaxe stuck into its 'heart'. At least here is an image which we can begin to unpack, interpret or look at critically.

Apart from these stereotypical images, there are others prevalent in many ELT texts which help transmit 'the positive image of speaking English'. The smiley faces and elements of aspirational culture – coursebook characters tend to be rich, successful and superficial – are part and parcel of the way that speaking English has become in itself a status symbol and a marker of social class. And we can see this by casting a critical eye at the images in these books as John Gray has done in an extended study on the subject: "The summoning gaze of the represented participants and the sensory orientation of much of the artwork combine to hail students to a lifestyle in which the discourses of success, mobility and egalitarianism form the basis of the promotional promise of English"[2].

In a sense the dominant paradigm for many ELT materials would seem to be a surface or essentialist treatment of target culture, in which aspirational role models take centre stage. An alternative would be to foreground a more intercultural model, in which the images presented reflect global, local as well as target culture, and thus reflect today's reality to a greater extent.

2. The marketing of English

Learners of a language are inspired to study it for a variety of reasons:

[1] Gray, J, 2006 p. 198

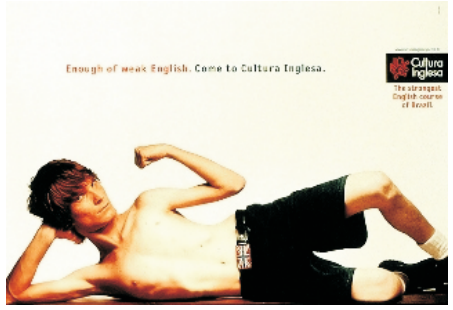
professional, academic, for travel, etc. and the images that language schools and institutions project in order to sell 'language as product' can be revealing of how it is generally viewed by society. Indeed, English is sold much as any other product, using a number of tried and tested techniques such as: embarrassment (at lack of knowledge or sounding foreign), a sense of guilt (for speaking L1), status (the need to adapt to a superior model), and associations of culture and language (reinforcing the native speaker's dominance). The examples below use some of these techniques but, in some cases, also offer rather anachronistic images and ideas about language learning.

For example, the Inlingua advert of a Union Jack tinted yellow and black comes with the slogan: 'Get rid of your German accent', certainly a rather old-fashioned message in today's climate in which “getting your message across” and partial competence are central tenets of, for example, the Common European Framework. Another Inlingua ad shows English in a business context where businessmen are terrified to make a fool of themselves, ignoring the fact perhaps that English as a lingua franca is spoken 'imperfectly' yet effectively on a daily basis in many a business meeting. The fact that Kofi Annan could only use three tenses correctly springs to mind at this point.

Looking at other adverts: CLL language centres make fun of those unable to communicate in English showing a comical scene in a tourist context (notice the telephone box again!), while the British Chamber of Commerce for Italy presents us with an image of a young Italian pouring tomato ketchup on to his beloved pasta. Finally, the Cultura Inglesa in Brazil personifies British English in another negative way with an image of a skinny Scottish boy flexing a pathetic muscle and the slogan “Enough of Weak English”. Of course, these adverts are entertaining,

but notice how they use stereotypical images of Britishness to sell their product or seek to humiliate those whose English is not considered up to scratch. They are therefore directly associating language with a particular culture and its (generally) superior speakers. Although this is done with a critical eye and a good deal of humour at times, the learner and native speaker are normally placed in a crude kind of opposition. This is, of course, only telling half the story about how the English language is used today and it is a rather deceptive half story at that!

The marketing of English also has a lot to do with the image of the language in a particular society. In the adverts from the above countries we can see that English is viewed as a way to gain entrance into a more privileged sector of society. However, in some countries, the elevated status of English is actually regarded as an obstacle to social success and integration rather than a means to achieve it. In the Philippines, the www.english-is-cool.org website attempts to convince the country's youth to be proud to be bilingual.



3. Promoting a third space

The image of English presented here suggests that the language inhabits a

space culturally associated with the native speaker and which is open only to the select few. Once you have learned it 'properly' you can gain access to this special group. Until then, you could be easily ridiculed: take the English manager Fabio Capello and how he was welcomed by the British press when taking over the post: "At the moment, my English is not so well," the saviour of British football told a rapt audience, 'so I prefer to be in Italian'. Fabio Capello managed three faltering sentences in the tongue of his new national team before turning to his interpreter…"[3]

Although attempts to promote Global English may be starting to appear, packaging English in this way - by associating it with a particular country and its population - is obviously a lot easier. Ruth Wajnryb calls this the 'invariant, all-purpose Native Speaker Package'… which 'turns language into a manageable, indeed a marketable product. Instead of a fragile, impressionable, context-qualified phenomenon with blurred edges, language is now more like a discrete item on a shop-shelf" [4]

Rather than asking students to merely buy into this package, an alternative would be to invite them to occupy their own 'third space'. This would be a flexible model of English open to learner appropriation and emergent forms. The notion of a third space comes from Claire Kramsch: "learners seek out a personal space where two worlds exist simultaneously… (here) they will make their own meanings and relevances, often challenging the established educational canons of both native and target cultures" [5]

In this way, learners become free to create their own image of English. Implications for the classroom are that we should source more texts and images that avoid stereotyping, anachronism and aspirational settings. At the heart of intercultural competence is the need for students to reflect on their own language and culture and find differences and similarities between this and the target. In my opinion, an example of a text which does just that is "A Concise Chinese-English Dictionary for Lovers" a novel in the form of a diary by Xiaolu Guo which, among other things, includes interesting observations about both Chinese and English: "Chinese, we not having grammar. We saying things simple way. No verb-change usage, no tense differences, no gender changes. We bosses of our language. But English language is boss of English user" [6]

[1] *The Independent*, 19 December 2007
[2] Wajnryb, R. quoted in Gray (ibid.) p.200
[3] Kramsch, C. (1983) p.238
[4] Guo, X. (2007) p.24

A context-sensitive and culture-specific approach to language learning – as exemplified in this quotation - could help challenge those familiar stereotypical images which still predominate in the marketing of English and the cultural content of much of our language materials. This would ultimately allow students to fashion their own voice rather than simply adopt and adapt to the native speaker model and his/her dominant culture.

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What are we going to do at school today? Teaching through English in Infant Education

Jane Cadwallader
Richmond Publishing

Abstract: Most teachers who introduce English in infant education are language specialists, English teachers, rather than infant tutors. This session looks into what it means for English teachers to leave the Primary classroom and step into the infant world. We look at what makes up the children's day in a pre-primary classroom and how we can include English in this. More specifically we look at practical ideas to practise the concepts of shapes and numbers through English.

Introduction

Introducing children to a second language early on is becoming increasingly popular in schools. The Canadian psychologist, Stephen Pinker puts it succinctly "One free lunch in the world is to learn another language in early childhood." (Pinker, 1995). The benefits of children growing up with two or more languages in this globalised and communication-focused world is clear. However, in order for this experience to be successful, educators and teachers need to answer some fundamental questions: "Who introduces infants to the second language?", and, most importantly, "How do they do this?"

Who introduces English into the pre- primary classroom?

Educational authorities are faced with a choice: to train teachers of infant learners to introduce English (for simplicity the rest of this paper will talk about English but what is said here is equally relevant for other languages) into their

classrooms, or to train "language specialists" i.e. English teachers to teach infants. For reasons that will become clear later on in this paper, in an ideal world, the class tutor would be the one to introduce English into the children's day. However, in many cases the level of English spoken by the class tutors is not considered high enough. The time and expense which would be needed to bring their level of English up to a satisfactory level is seen as prohibitive by education authorities / schools. Therefore, in the vast majority of cases, the task of introducing English into the infant classroom falls to the language specialist / English teacher.

What do we, as English teachers, need to know about infants?

Taking this into account, let us briefly recap what we need to remember as we leave our primary classrooms to enter the pre-primary world. Here is a poem by a former teacher which illustrates how insecure small children can feel at school and how their imaginative interpretation of unfamiliar words and concepts can often take us by surprise.

First day at school

"A million billion willion miles from home
Waiting for the bell to go. (To go where?)
Why are they all so big, other children?
So noisy? So much at home they
Must have been born in uniform
Lived all their lives in playgrounds
Spent the years inventing games
That don't let me in. Games
That are rough, that swallow you up
And the railings.
All around, the railings.
Are they to keep out wolves and monsters?
Things that carry off and eat children?
Things you don't take sweets from?
Perhaps they're to stop us getting out
Running away from the lessins. Lessin.
What does a lessin look like?
Sounds small and slimy.
They keep them in the glassrooms.
Whole rooms made out of glass. Imagine.
I wish I could remember my name
Mummy said it would come in useful.
Like wellies. When there's puddles.
Yellow wellies. I wish she was here.
I think my name is sewn on somewhere
Perhaps the teacher will read it for me.
Tea-cher. The one who makes the tea.·

Roger McGough (ND)

We very quickly learn that teaching infants means teaching the "whole child". We have to teach in accordance with where children are in their conceptual, motor skill and affective development. What's more, children at this age show their emotions freely and are very individual – they are still getting used to being part of a social group and may not be good at following group instructions or happy about

sharing or taking turns. It's part of our job to help them along in these areas.

All this can be new and daunting, but we are amply rewarded because children at this age are ideal language learners! They're learning their own language and can transfer the skills they are developing to the second language. What is essential is to make what we do meaningful so that children can develop English in much the same way as they develop their mother tongue.

Very young children have a limited attention span so activities have to be varied, short, and allow for plenty of participation. As children are very imaginative using fantasy e.g. stories and a puppet keeps their attention and optimises learning.

To sum up, in everything we do in the infant classroom, we need to combine three elements: simple language in an activity children enjoy doing in a context that catches their imagination.

What do we, as English teachers, need to know about the infant classroom?

Now let's turn to what children at this age do at school to look for where we can include English. We can divide children's activities at school into four main sections:

important areas that go through the whole day such as developing autonomy, social behaviour and healthy habits.

learning about the world around us: for example projects on the food we eat, life at school, the occupations of different people in our lives, the seasons of the year, festivities, music, art etc.

developing children's gross and fine motor skills to make them more confident in their movements and to prepare them for reading and writing.

developing basic concepts such as number, shape, size, colour, place.

Teaching at this level can be truly cross curricular because, by choosing our activities carefully (and ideally along with the class tutor), we can include English in each and every one of these areas and do with the children the same or very nearly the same as they do in their first language.

Practising shapes: a practical example of how to include English in pre-primary learning

To give a practical example we are going to look at the area of developing children's basic concepts. This can be rather dry! However it doesn't need to be. Picking up from what was said in the earlier section of this paper, the secret of

success is to create a classroom full of colour, of music, of stories with endearing characters which, while they capture the child's imagination, serve as instruments to teach children things about the world we live in.

Shapes are perhaps the most challenging area to think of things to do which are relevant and fun for children. Here are some activities which you might like to use. Remember that you are reinforcing the concept of the shapes as well as teaching the words.

N.B. Many of these ideas can be adapted to the other shapes.

Children help the puppet draw a circle and then find circular things in the classroom to put in it e.g. a coin, plate, button, a biscuit.

CIRCLE

Is it a circle? Yes!

Draw round each of the items with chalk. Remove the items.

Look circles. Lots of circles. Big circles and little circles.

Draw imaginary big and little circles: in the air, on the floor, on the wall, on the window, on different parts of your body. Children copy. Face the same way as the children so that all start at the top and go anticlockwise.

Let's draw a big circle. Now draw a little circle.

Play music and children move around the room. Pause and children draw an imaginary circle as above.

Cork stamping. You need some corks and some thick red yellow green and blue paint and blue paint.

Divide children into three groups give each group a large piece of construction paper and a bowl of paint. Each group has one colour paint. Give each group several corks. Children dip the corks in the paint and stamp circles on their paper.

Show the children different ways to make circles with their bodies: open mouth, forefinger and thumb, hands on waist, hands joining in front / above head.

Play at throwing bean bags into hoops on the floor. Or through a hoop that you are holding up! Shout circle every time a child is successful.

Use some rope to make a big circle on the floor. Call out children to walk/ run/ crawl/ hop round the circle.

Make a big circle on the floor with chalk / a rope. Children move around the room. Bang a tambourine and shout circle and children come and stand in the circle.

The puppet shows the children how to make a square with rods, plastecene,

toothpicks, straws. (or any other linear objects e.g. pencils, spaghetti)

Look, a square. One, two, three, four sides.

Make the outline of a square on the floor using different objects.

SQUARE

What is it? It's a square! Look! One two three four sides.

Draw round the outside with chalk then push all the items inside.

Look, it's a square. One two three four sides.

Draw a dot on the square and call out children to walk round anticlockwise. As they go along each side the puppet says: one, two, three, four sides.

The puppet shows the children how to make a triangle with rods, plastecene, toothpicks, straws. (Or any other linear objects eg pencils, spaghetti)

TRIANGLE

Look, a triangle. One, two, three sides.

Call out children in threes to lie in the centre of the carpet to make a triangle.

Draw big and little triangles in the air, on the table, floor.

Make a square with the four straws. The puppet says:

RECTANGLE

Look, a square! One, two, three, four sides.

Hold four more straws. Show they are the same length. Cut two of the straws. Make a rectangle with the four straws.

Look, four straws the same. Look now! Two big and two little straws. Is it a square? What is it? It's a rectangle.

Put lots of examples of all four shapes in a bag. The puppet gets out a rectangle and says e.g. *rectangle.* The puppet gets out the other shapes one at a time. Children shout *rectangle* when it's a rectangle and for other shapes stay silent / say *no*.

All the shapes

Show the children the four geometrical shapes and put one secretly in a box. Put on some music while the children pass the box round. Pause the CD. Children guess which shape is in the box. The child with the box opens it up and shows the shape that is inside.

Make a series using the geometrical shapes. The puppet says:

Look, a red circle, a blue square, a red circle, a blue square.

What is next? A circle or a square?

What colour is it? Red or blue?

Make more series for the children to complete, making them each time more complicated.

Choose children to start a series for the rest to finish.

Do a shapes chant. Make the series below and chant it with the children. Tap each shape with a pencil, keep a steady beat.

Red circle, blue circle, red circle, blue circle, red circle, blue circle.

Green square, yellow square, green square, yellow square, green square, yellow square.

Start very slowly and gradually get faster.

Start very quietly and gradually get louder.

Divide the children into 2 groups, each chants a different line.

Children make belts. (Materials: a strip of cardboard for each child, a hole puncher, thick wool, gommets of different shapes).

Cut the cardboard strips slightly shorter than the child's waist. Punch holes in each end and attach a piece of wool. Children decorate the belts by making a series of red / blue / big / little gommets.

Play odd one out. Put four shapes on the floor or the board e.g. three circles and one square or three squares and one triangle. Children say the odd one out.

Story: The Shape Puzzle

Storyline

Ellie is in the classroom with her friends. She is doing a shapes puzzle. One piece is missing. Her friends bring her different shapes but not the right one. Finally a friend brings the right shape but ... it's the wrong size!

It's time for the daily nap. Ellie settles down on her mat but is uncomfortable. The teacher and her friends lift up the mat to find ... the missing piece of her puzzle!

How to tell

Make a shapes puzzle with thin cardboard and thin foam shapes to stick on it (2 of each shape but one of the triangles should be too small to fit the puzzle). Use 5 puppets / soft toys / the children in the class for the protagonists of the story.

Possible script

Narrator*: Look! Ellie is doing a puzzle with shapes.*
Narrator*: Oh dear! Ellie is sad.*
Ellie: (sad noises)
Narrator*: One shape is missing! Where is the shape?*
Other animals*:" What's the matter, Ellie?"*
Narrator*: The animals want to help Ellie. Mouse has got a CIRCLE.*
Ellie: (sadly) *Thank you, Mouse, but …I don't want a circle.*
Mouse*:* (disappointedly) *Ooh!*
Narrator*: Look! Monkey has got a RECTANGLE.*
Ellie*:* (sadly) *Thank you, Monkey but …I don't want a rectangle. I don't want a circle or a rectangle.*
Monkey: (disappointedly) *Ooh!*
Narrator*: Look! Duck has got a SQUARE.*
Ellie: (sadly) *Thank you, Duck, but …I don't want a square. I don't want a circle, or a rectangle or a square!*
Duck*:* (disappointedly) *Ooh!*
Narrator*: Hippo has got a TRIANGLE.*
Ellie*:* (excitedly) *Yes! Hurrah! Thank you, Hippo. It's a triangle … I want a triangle"*Ellie: (a big sigh)
Narrator*: Oh no! Hippo's triangle is little BUT the missing triangle is big.*
Ellie*:* (sadly) *"Thank you, Hippo, but I don't want a LITTLE triangle."*
Hippo*:* (disappointedly) *Ooh!*
Ellie*:* (sad noises)
Other animals*:* (commiserating noises)
Narrator*: It's time for a nap. "Everyone be quiet now …*
Ellie*:* (grunting uncomfortable noises)
Narrator*:* (concerned) *"What's the matter, Ellie?" Look! There's something under Ellie's bed! "Oh dear! What is it?"*
Everyone: *Oooooh!*
Narrator: (excitedly) Look! Look under the bed! Yes It's a TRIANGLE! It's a BIG triangle. It's Ellie's big triangle!
Narrator: Look at Ellie's puzzle. What a beautiful puzzle!
Everyone: (appreciative noises)

Ellie: (relieved and pleased) Thank you everyone.
This paper started with a poem and we are going to end on one too. This poem sums up what our attitude needs to be when taking English into an infant classroom

Un Señor Maduro con Una Oreja Verde

"Un día en el expreso de Soria a Monterde,
vi que subía un hombre con una oreja verde.
No era ya un hombre joven sino más bien maduro,
todo menos su oreja, que era de un verde puro.
Cambié pronto de asiento y me puse a su lado
para estudiar el caso de cerca y con cuidado.
Le pregunté: - esa oreja que tiene usted, señor,
¿Cómo es de color verde si ya es usted mayor?
- Puede llamarme viejo – me dijo con un guiño –
esa oreja me queda de mis tiempos de niño.
Es una oreja joven que sabe interpretar
voces que los mayores no llegan a escuchar:
Oigo la voz del árbol, de la piedra en el suelo,
del arroyo, del pájaro, de la nube en el cielo.
Y comprendo a los niños cuando hablan de esas cosas
que en la oreja madura resultan misteriosas...
Eso me contó el hombre con una oreja verde
un día, en el expreso de Soria a Monterde."

Gianni Rodari (1999)
(Original in Italian)

So … keep your ears green!

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CLIL in the Local Context – Do Bilingual Schools In Argentina Meet CLIL Standards?

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Abstract : Within CLIL, students learn a subject through a foreign language. Argentine bilingual schools have had a long tradition of teaching content in English. Have they been doing CLIL 'ever since'?

In Europe, CLIL is taken as a synonym of bilingual education, which may confuse Argentine teachers. Bilingual education in Argentina is made up of different components that make it relatively unique among others in the world (De Mejía 2002). Definitions of bilingual education from leading authors will be discussed to see what the world considers bilingualism now.

Bilingual schools in Argentina actually teach subjects in the target language. However, there are many similarities and differences to discuss in terms of technicalities, theory and pedagogical implications for the local context.

CLIL in Europe: innovations and recycling of 'good old' teaching concepts

"The ability to frame their thoughts in more than one language can give advantages to a youngster in terms of thinking and studying" (Marsh 1999)

CLIL (or AICLE for Spanish speakers – acronym that stands for *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*) is a way of understanding education that looks at languages as instruments to acquire content. Students of all ages, in David Marsh's words (online interview), "*learn by construction rather than instruction"*, whose main difference with previous language teaching methodology is that CLIL doesn't regard language as atomized particles that combine each other but as a philosophy that allows members of the learning process to integrate the content they are discovering with the language they are learning. Zaparucha (2006) provides a detailed account of the history of CLIL in which it is regarded as a development of the ground-breaking Communicative Language Teaching, which in turn has given birth to **Content-based Learning** or **Content-based foreign-language teaching/instruction** (CBI).

In the European context, the Council of Europe within the *Common European Framework of Reference for Languages (Strasbourg 1998)* posits one of their duties is *to 'ensure, as far as possible, that all sections of their populations have access to effective means of acquiring knowledge of the languages of other member states (or of other communities within their own country) as well as the skills in the use of those languages that will enable them to satisfy their communicative needs' (p. 1)*. These needs will have to do with the basic needs of people in a foreign country, with language that is 'ready-to-use'. Marsh (2003:2) summarises the situation: "CLIL has emerged as a pragmatic European solution to a European need"

Languages are used in four domains: *personal* (family relations, individual social practice), *public* (public services, business and administrative bodies, activities of a public nature), *occupational* (the working world), *educational* (acquisition of knowledge and skills within an institution). The language activities needed for the development of the additional language will be based on, again, four aspects of the process: ***production:*** addressing audiences, doing creative writing, filling in forms; r***eception:*** listening and reading for gist, listening for specific info, detailed understanding; ***interaction***: formal discussion, debate and interviews, correspondence; ***mediation:*** translation, interpretation, to facilitate communication between others. - this last one being the most innovative of them all since translation or interpretation of information for others was never really listed within the skills to be acquired in a new language.

In this last decade, European schools have begun to adopt new ways of

integrating additional languages into every day lessons: in this light, CLIL is thought to be a beneficial way to put together content and language to promote tolerance, teach languages naturally and widen students' horizons, as the Council of Europe claims.

Bilingualism and CLIL

CLIL types consider different kinds of learners: monolingual, bilingual or multilingual. In fact in many European countries, Spain to be precise, bilingual education and CLIL are taken as synonyms. The concept of bilingualism has been revisited extensively. It has thus suffered the swing of the pendulum, sometimes trendy, sometimes controversial, as much as any other sociolinguistics-related issue. Through the years the term bilingualism had only been defined in a single dimension, either linguistically or skill-based: Bloomfield (1935)'s *"*native-like control of two languages*"*, Macnamara (1967)'s *"*minimal competence in one of the four language skills*"* and later Titone (1972)'s *"*the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue*"* (as cited in Hamers & Blanc 1988:7)

What is now clear is that a bilingual person can not be identified within a single dimension. Valdez and Figueroa (1994) in Baker (2001) agree that bilinguals should be defined according to **age** (simultaneous – sequential – late), **ability** (incipient – receptive – productive), **balance** of the two languages (*dominant* or *balanced* bilinguals, although it is widely accepted that speakers may be more or less dominant in different fields of their linguistic development. "The danger may be in using monolinguals as the point of reference" Baker 2001:7), **development** (*ascendant* if the second language is developing and *recessive* if one of the languages is decreasing) and the **context** where each language was acquired (home or school; exogenous or endogenous). **Elective** or **circumstantial** bilingualism is related to the choice speakers have: elective bilinguals decide to learn a foreign language for different reasons but their mother tongue is in no danger of recession – as would be the case of most learners of English in school – whereas circumstantial bilinguals need the foreign language to survive in a society that is not theirs. The recession or complete loss of their mother tongue will only

be a matter of time, deeply related to issues of power groups, status of their mother tongue in the society they live in, prestige and politics. Hamers and Blanc (1989) distinguish between **additive** and **subtractive** bilingualism – in Argentina we must say that the status of English is extremely valued above the rest, and on occasions, some immigrant languages may be felt to be 'subtractive'. But if we are to give a practical, quick definition of bilingualism we may say it applies to "people who use two or more languages or dialects in their every day life" (Grosjean 1999 in Hélot 2002: no p.n.) or "the skilled use of each language for particular situations (by) an individual who has appropriate linguistic skills for all social situations encountered" (Letts 1999 in Hélot 2002 no p.n.)

Bilingual schools in Argentina: a history of traditions and language learning

In the same way as bilingualism is a multi-faceted term, so is *bilingual education.* Genesee (1988:1) provides a very clear definition: *"*Programmes of full bilingualism aim to develop proficiency in both languages in all domains, that is, dual-language maintenance: at least 50% of instruction during a given academic year must be provided through the second language for the programme to be regarded as immersion*"*. In Argentina, these bilingual - biliterate programmes imply the integral training of all language skills both in the first and second language. These local bilingual schools used to be called 'English schools' at one time because they had been set up by the British community arriving on these shores as early as 1820s with the main objective of keeping their traditions and above all, their language. In 1825, a *Treaty of Friendship, Trade and Navigation* was signed between las *Provincias Unidas del Río de la Plata,* represented by Governor Juan G. de Las Heras and the *British Crown*. It originally promoted the arrival of Scottish settlers, in Graham-Yooll's words, to be ensured 'same freedom as residents, no military service and freedom of religion' (1999:97): a treaty that 'was to govern Anglo-Argentine relations for a century' (1999: 98) *"*As the century progressed, and once the churches were firmly established, community efforts concentrated on starting schools – often consisting of no more than one mud and straw classroom and an outhouse – all over the country, wherever Britons gathered" (Graham-Yool 1999: 119)

In spite of their humble beginnings, these community schools became more

sophisticated as the need of this growing group developed. They were originally modeled as existing public schools in UK, they even applied the same evaluation systems, included sports in the curricula as an innovative aspect, were organized in "houses" named after British historic figures, had a system of prefects, monitors and head pupils, sang hymns, gathered in daily general assemblies, prayed in English, held general knowledge competitions and flower arrangement contests and, until the Malvinas war, celebrated the Queen's birthday. Many of the previously mentioned traditions are still kept in these English-Spanish bilingual schools in what can be called a 'bicultural approach'. In the old days, for example, St Andrew's Scots School, a pioneer school according to Banfi & Day (2001, in de Mejía 2002: 168), students sat for Cambridge Local Examinations as early as 1909, their Spanish curriculum was validated through final exams at *Colegio Nacional de Buenos Aires* and only in 1938, through a decree, are they requested, like all other community schools to obtain 'personería jurídica' and to write all documents in Spanish to be inspected by the local Ministry of Domestic Affairs (Renart 1988). But not only the English, Scots and Irish set up their own schools in their new country, so did the Germans (1897), the French (1945), the Italians (1937) and the Koreans (1991) to name a few (Banfi & Day 2001 in de Mejía 2002: 168).

At present, English-Spanish bilingual schools are grouped under ESSARP (English Speaking Association of the River Plate), about 80 % of them in the City of Buenos Aires and Gran Buenos Aires area. They represent a totally additive model of bilingual education which, in Cummins' words, shows "a form of bilingualism that results when students add a second language to their intellectual tool-kit while continuing to develop conceptually and academically in their first language" (Cummins 2000:37). Students are taught towards the Advanced International Certificate of Education (AICE), a group school leaving certificate examined by the CIE; admission to selected AICE subjects is gained after careful evaluation of IGCSE (International General Certificate of Secondary Education) 16+ examinations. Regarding other international exams, also issued by the University of Cambridge, students can sit PET, FCE, CAE and, occasionally, CPE (respectively B1, B2, C1 and C2, the highest standard in the CEFR). It has been observed that sometimes content overlapped in both languages although what was being learnt was the same, irrespective of the language of instruction. The stress was placed on the language used to teach content rather that on what was being taught itself. If you

study the curriculum in any of these bilingual schools you may find the following subjects in their curriculum: English Language and Literature, Spanish Language and Literature, French, Mathematics, Science, Information Technology, Philosophy for Children, Bible Studies, Art / Music, Physical Education. How do they meet CLIL standards?

Teachers, mother tongue and certifications

"Just as an infant can have extraordinary powers of communication with only a few words, so our ability to communicate in a language can be reasonably successful, even if our grammar is faulty, knowledge of words is weak, or pronunciation poor" (Marsh 1999) This highly positive quotation may not necessarily represent what a bilingual school teacher looks for in her classes – grammar, vocabulary and pronunciation are fundamental pillars in local bilingual schools. Students as early as kindergarten or their first year of primary education are introduced to their everyday reality (home, school, animals, body, food, among others) by means of songs, games, discovery activities, artwork and physical activity (a healthy amount of 'learning by doing' and TPR observed) though accuracy and grammatical appropriateness are always present, age permitting. Sounds are carefully trained from the very beginning to avoid a 'Spanish-like' pronunciation and as long as language development allows for it, Spanish is not allowed in the class at all. "The English-Spanish bilingual schools have adopted an overtly separation approach to language use according to time of day and officially do not approve of code-switching. Some schools adopt a points system and use these to discourage students from speaking Spanish during an English activity" (de Mejía 2002:171).

CLIL, on the other hand, allows for the use of mother tongue in the Target Language class, especially on the part of the students. In general, CLIL teachers stick to the target language because they represent the only model in that language for the students. CLIL favours language awareness and the comparison of both languages may also be brought into the class, especially to describe how, for example, a scientific process is described in English *and* Spanish. In terms of the discourse type used, or rather the type of communication found in the learning environment, both programmes use alternatively "interactional" (main emphasis

on social communication) and "transactional" discourse (main emphasis on giving and receiving information).

The amount of TL will also depend on how proficient in the TL the teacher may be. In Argentina, bilingual schools tend to hire highly proficient speakers of English (C1 and C2) who may have been graduates of the same school because they have an 'inside knowledge' of what the school needs, for example, and some graduate EFL teachers. Teaching content has always been a thorny issue: you may find the expert without too much English, or the proficient speaker with little knowledge of the subject. This seems to be a permanent problem in both CLIL and local bilingual education since neither CLIL nor purely bilingual education issues are incorporated in local teacher training programmes. Regarding exposure to TL, local bilingual schools promote a 50% tuition programme in each language. CLIL, however, may scale the proportion of CLIL teaching: **low** - about 5-15% of teaching time, **medium** - about 15-50% of teaching time, **high** - over 50% of teaching time. CLIL is beginning to be included in the school curricula so this is a way of introducing it to already existing educational programmes. According to its success, schools may open more teaching space as the programme develops.

What seems to bring together CLIL and local bilingual education again is "certifications": an officially-recognised documentation used as some form of assessment. As discussed above, bilingual schools promote international certifications to enhance their school profile; for continuous assessment they have incorporated language portfolios which have a correspondence with the European Language Portfolios suggested for assessment in CLIL. CLIL students too may need those certifications to prove how much language they can use in their every day activities in their frequent country/job/school mobility reality in Europe. In this light too, CLIL is meant to promote intercultural knowledge and understanding; locally, bilingual schools were founded to keep the traditions of their country of origin though gradually and thanks to the need to prepare students to face a more globalised world, a more multicultural approach is starting to be favoured.

The advantage of speaking one or more additional languages is a widely-recognised concept that admits practically no discussion. The road you take to get to that aim will have to suit your own world, your students' and your school's. Learning is an activity that is best carried out in pleasant conditions – and responsible teachers always know what is best.

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Critical Language Awareness, a path to self-discovery and intercultural competence

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Abstract: As teachers of English in a foreign language context, we feel the ultimate goal of language learning should be to guide students' towards their self-realization. This is achieved through critical language awareness, leading learners to develop personal competence, which entails a turning inward to gain insights about their own constructs. Self-awareness is tightly interwoven with cross-cultural competence, as our identities are rooted in the exploration and acceptance of difference. Thus, culture becomes the essence of EFL curriculum and a critical approach to language fosters not only language proficiency but also a more thoughtful and accurate appraisal of the target culture.

Introduction

If those engaged in language education assume, as Gadamer (2006) states, that knowledge of a language is a pathway to knowledge of the world, then language learning should aim to explore and comprehend how the world is constructed through language. Comprehension, thus, means understanding oneself in this world, which implies understanding the other. In this sense, mutual understanding involves the vivid exchange of ideas that enables pluralism to be fruitful

(1997:123). In the same vein, Hunfeld (1990:91) claims: "What does the foreign language mean for the foreign language learner? Many things…But it also means being able to compare one's own world of language with that of others, to broaden one's experience with language and language use, to insert some uncertainty into ways of speaking one had hitherto taken for granted; it means border crossing, blockade, disturbance –in sum, to use Humboldt's words, it means 'acquiring a new way of viewing the world.'"

The philosophical principle underpinning these assumptions is that education entails developing the ability to contemplate the world from the other's position (Gadamer, 1997:125). Therefore, learning a foreign language should imply engaging learners in a constructive dialogue with another culture with the purpose to enable their self-actualisation. This perspective places culture at the core of the curriculum and considers essential to approach language critically. Criticality, in this context, is understood in terms of self-reflexivity, which implies being aware of the limits of one's own cognizance. In this line of though, EFL teaching is regarded as an explorative, self-reflexive process since it encourages students to develop their critical language awareness along with their cultural competence, which involves an acute understanding of the target culture and of their own. In this respect, this paper adheres to Kramsch's postulate (1993:183): "The only way to start building a more complex and less partial understanding of both C1[native culture] and C2 [target culture] is to develop a third perspective, that would enable learners to take both an insider's and an outsider's view on C1 and C2."

Helping students to critically contemplate what language learning implies, that is, to become aware of the sociocultural dimensions of language use, should be one of the main postulates of language teaching, particularly of a second or foreign language, since both learners and teachers are exposed not only to the target language but to the social and cultural background that constructs it. Therefore, the more insightful and accurate their arguments are, the more thoughtful they become in their responses to that culture (Moran, 2001).

This approach to language and culture can, then, contribute to the integral development of those learners that seek to become critically competent language users, which in turn, will allow them to become intellectually independent. In so doing, they will be able to "start using the foreign language not merely as imperfect native speakers, but as speakers in their own right" (Kramsch, 1993:28).

The role of language and culture in EFL learning context

For many decades, EFL teaching has placed its emphasis solely on the language, thus promoting the mastery of linguistic structures and the acquisition of a discrete set of skills directed at problem-solving but not at contemplation or reflection. In this context, becoming a competent language user entails achieving fluency and accuracy in the L2 and learning the target culture is only subsidiary to it.

However, if language is to be perceived as a social and cultural construct that frames individuals in the same way as they use language to shape reality (Foucault, 1972), then the purpose of EFL curriculum cannot merely be to gain expertise in language structures or to achieve communicative goals; rather the aim of L2 teaching should be to guide learners towards self-knowledge that implies a search for a new state of mind, or a new sense of self, rooted in critical reflection on their own culture and on the target culture, as well. Therefore, culture is not just an element of language but a goal in itself since it fosters an exploration of the social and cultural implications of language use. As Kramsch (1993:8) states, "cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency".

In this line of thought Moran (2001:118) refers to a "language-and-culture learner" who is able to analyse, integrate and interpret the cultural knowledge acquired through self-awareness, or more specifically, personal competence. Hence, achieving competency as a language-and-culture learner entails developing personal competence. In this sense, the student needs to develop linguistic competence and communicative competence along with personal competence. Self-awareness enables students to discern what knowledge, attitudes and strategies are appropriate in a given situation. Language proficiency allows learners to develop not only communicative competence but cultural and intercultural competence, as well (2001:119). This sense of culture highlights the relevance of intercultural communication, understood as the ability to interact appropriately and accurately with another culture. Culture is, then, regarded as a process involving people's thoughts, feelings and behaviours that stem from the attempt to succeed in cross-cultural communication.

However, without denying the value of language as a tool for communication we deem necessary to go beyond this conception of language and to adhere to

Gadamer's (2006) notion of communicative competence, not just as the ability to achieve communicative goals, but as the willingness to take the other into account, specially if our interlocutor is radically different. Those that prompt us to reflect and who think differently are at the beginning of a dialogue not at the end of it. They make us contemplate our viewpoints in order to provide arguments for our perspectives and probably question them. Our meeting with reality is articulated in linguistic communication. The fact that subjects move in a linguistic world and that they are immersed in the world through linguistic experience do not prevent them from the possibility of critique. On the contrary, by approaching intercultural relations from a critical standpoint and new experiences in dialogue with others, individuals have the opportunity to revise and challenge their social norms and conventions along with their pre-structured experiences (2006:199). Thus, in his view, linguistic competence is neither defined as the capacity to apply rules nor as the correct use of language. He conceives it as resulting from a process of a more or less free linguistic exercise through which the individuals are able to discern, on account of their own competence, what is sensible (2006:13). The perception of culture underlying these assumptions, and the one we feel identified with, is that of culture as a "dynamic construction between and among people, consisting of the values, meanings, or beliefs that they create in their unique social circumstances". EFL learning is, hence, conceived as the exploration of social and cultural implications of language use and cross-cultural competence is based on "paradox and conflict and often on irreducible ways of viewing the world" (Kramsch, 1993:240).

The philosophical and linguistic framework described above, requires the EFL curriculum to trigger not only language awareness but also critical language awareness since both learners and teachers are exposed not only to the target language but to the social and cultural background that constructs it. Developing or raising critical language awareness in this theoretical construct supposes being able to adopt a stance after revisiting one's vision of the world in the light of others'. As Gadamer (2006) maintains, it implies taking distance from oneself, thinking with another and perceiving oneself as someone different. Therefore, self-knowledge and cultural sensibility are closely intertwined. This correlation is vital to reach a new frame of mind, or a "third place", as defined by Kramsch (1993). In this context, critique entails reflexivity, that is, a turning inward in order to be

aware of our own constructs, which helps us to be open to an exploration and acceptance of difference.

EFL Curriculum in the context of critical language- and-culture learning

In order to translate these underpinnings into action in the classroom, van Lier (1996) considers three concepts to be the essence of language teaching and learning, namely, awareness, autonomy and authenticity. Concerning awareness, as aforementioned, EFL learning should activate language awareness so that students can achieve a depth and quality of noticing that involves more than knowledge of the target language structures and their functions; it aims to help learners engage in a critical approach to language, which entails enhancing understanding about the social and cultural implications of language use, thus enabling students to become responsive to culture and to commit themselves to the views they express. In this way, critical language awareness allows learners to increase their confidence as language users, which leads them to become autonomous. Through autonomy students feel competent to make decisions and assume responsibility for them. They are also motivated to search for intellectual independence as active participants in the interpretation of the world, that is, in the creation of meaning: "Learning a foreign language offers the opportunity for personal meanings, pleasures, and power. From the clash between the familiar meanings of the native culture and the unexpected meanings of the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized. Learners have to construct their personal meanings at the boundaries between the native speaker's meanings and their own every day life" (Kramsch, 1993: 238).

The construction of meaning leads students towards autonomy, which gives them a sense of achievement and hence enables them to experience authenticity. An authentic action results from the individuals' intrinsic motivation to engage in learning experiences and reflect teachers and learners' identities and actions when interacting for learning purposes. In this sense, authenticity is related to the integrity and social commitment displayed in interpersonal relationships. It is rooted in "self-determination (knowing-what-you-are-doing), a commitment to understanding and to purpose, and transparency in interaction" (van Lier, 1996:128).

Foreign language curriculum based on awareness, autonomy and authenticity emphasises the relevance of the social nature of the learning process. As such, it prompts learners to examine how knowledge is constructed by the sociocultural context, which refers to "the synchronic (social, societal) and the diachronic (historical) contexts of language use" (Kramsch, 1998,131). In this respect, culture is manifested by and, at the same time, manifests itself in actual language use. Thus, language and culture are mutually connected. Due to this interdependence, culture learning should be explicit and systematic.

Culture learning as a pedagogical project

For the purpose of teaching culture, Moran (2001) presents an approach predicated on students' purposeful involvement in learning culture. His model is developed on the basis of two key assumptions: students learn through experiences, and learning entails a cycle of sequential stages, namely, 1) participation or concrete experience; 2) description or reflective observation; 3) interpretation or abstract conceptualisation and 4) response or active experimentation. In the first three stages students centre on culture, whereas in response attention is directed to self. Each stage of this experiential learning cycle serves a well-defined pedagogical purpose as they relate to four interrelated learning interactions:

a) participation focuses on *knowing how*, that is, acquiring knowledge on cultural practices (behaviours, actions, skills);
b) description is connected to *knowing about*, which implies gathering cultural information about the target culture and language, students' own culture or about other cultures in general;
c) interpretation is related to *knowing why*, understanding and explaining cultural perspectives, i.e. viewpoints, perceptions, morals, beliefs and attitudes permeating a given culture;
d) response emphasises on *knowing oneself*, which engages students in the exploration of their innermost with the aim to gain insights of their constructs, values, feelings and reactions. (2001:18-19).

Learning culture is a personal experience, unique for each individual. Hence, in

this framework of cultural knowings, self-awareness is the core dimension, as each learner determines the extent to which they commit themselves to a critical approach to language-and-culture. Raising critical language awareness enables foreign language students to construct a new identity, a new cultural self, lying at the boundaries between the target cultural reality and their own. This new cultural identity is not definite or stable; it is constantly changing as learners engage in an exploration of new cultural meanings and in a critical revisiting of the already assigned meanings. This requires learners to consciously move back and forth from emic perspectives (interpretations based on their own worldview) to etic perspectives (interpretations made from the point of view of the target culture) and to juxtapose these perspectives in order to gain understanding of the similarities and differences between cultures (2001:149).

The development of self-knowledge can be accomplished through a syllabus design that rests on awareness, autonomy and authenticity. A conscious, autonomous and authentic learner is likely to experience a sense of achievement and self-fulfilment, which strengthens their intrinsic motivation. Therefore, student's needs for learning the foreign language-and-culture are transformed into goals. In so doing, they assume responsibility for their own learning since goals are intrinsically engendered while needs results from external factors. The learning process, then, becomes meaningful and purposeful.

Conclusions

Foreign language learning entails an encounter with the values, ideas, beliefs and practices constitutive of the target culture. Therefore, becoming a competent language user requires more than the mastery of linguistic structures and strategies; it demands, above all, the exploration and contemplation of the social and cultural meanings of language use. In this respect, language is conceived as social practice, while culture is viewed as a dynamic process predicated on a dialectical relationship among individuals.

Such postulates imply that foreign language learners should not only reflect on the production of reality in the target culture but also on their own constructs. In order to encourage reflection, EFL teaching should centre on students' development of personal competence, that is, knowing oneself, which allows

students to become more insightful in their responses to their own culture as well as to the foreign culture. In turn, cross-cultural competence enriches learners' interpretation of the world.

Self-awareness and cultural sensibility are achieved through critical language awareness, which leads students to revise their own viewpoints in the light of other cultural perspectives. This entails accepting differences but not necessarily adhering to them. In so doing, they not only strengthen their knowledge of the world but of the language used to construct it. Thus, learners that seek to become critical language users feel committed to reflexivity as the means to form ethical and discerning judgments. This commitment is fulfilled through autonomy and authenticity. The former promotes decision-making and determination to assume responsibility for one's choices; the latter involves readiness to develop understanding and reflects one's genuine feelings and beliefs.

Despite the manifold reasons and purposes that motivate individuals to study or teach a foreign language and despite the benefits it may bring to their personal, professional and social experiences, those involved in foreign language teaching and learning should be aware that language learning is within a wider, lifelong educational project whose moral aim is personal growth and self-realization, the foundation for a more judicious, sensible and civilised society.

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Unveiling the Mystery: Crime Film Trailers and their use in the English Language Class

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Abstract: This paper focuses primarily on the use of film trailers (short-filmed advertisements for feature films) as useful aids for English language teachers. Film trailers whose main focus are crime and suspense are ideal for language classes, since students will be tempted to become detectives themselves, attempt to solve clues and be encouraged to decode all kinds of hints (linguistic, paralinguistic, visual, auditory, etc.) while exercising the foreign language and learning about the society that produces those texts.

Framework

We live in a society which believes that, in some way, the written language has "ceded its pre-eminence to visual representations of the world." (Stempleski & Tomalin, 2001). People are vulnerable to powerful visual stimuli coming unrelentingly from the moving image. Teachers by no means should feel appalled, but rather learn how to exploit this medium, using it as a springboard for the teaching of the English language in context, while appealing to their students' interests and imaginative minds. Following some premises such as "We live in a

culture dominated by the visual image, and in particular, the moving image, and the combination of sound, vision and language engages and stimulates our senses and cognitive faculties simultaneously, creating a total impact that dwarfs other mediums." (Stempleski and Tomalin, *ibid*: p. ix) we can argue that, aware or not, by feeling attracted to the power of videos to tell a story, to the flowing images that complement the language, students learn about the society that produces those texts. Also, as these authors point out,

> *[…] The medium of film is excellent at communicating cultural values, attitudes and behaviours. It is very effective at bringing the outside world into the classroom and providing a stimulating framework for classroom communication and discussion (p. 1).*

Language is a social product, which pervades all the other social discourses, and, as such, it evinces the culture that sustains it. Buttjes (1990) suggests that teachers approach their task bearing in mind that language codes can never be studied in isolation, since they are immersed in the context that produced them in the first place. Furthermore, McLeod (1976) holds that "by teaching a language...one is inevitably already teaching culture implicitly." We may deduce from this that films can be exploited in different ways from a holistic inclusive approach, to the advantage of the teacher and the learner. By focusing on the culture, learners may find a way to understand the complexities and nuances of meaning underlying any scenario, and have wider perception of the target language, and teachers would have a strong basis to be more accountable to students. Moreover, Brown (1990) admits that "there are values, presuppositions, about the nature of life and what is good and bad in it, to be found in any normal use of language", and, since teachers usually aim at encouraging and promoting the most natural use of the target language, it is certainly unavoidable to find traces of the L2 culture in their practice. Thus, if one of the goals in the course involves communicative competence, the teaching of culture should be inherently and naturally included in the planning.

Movies can be considered sociological dissections since they allow for the introduction of social relations that resemble reality. Since all texts are ideological (not only politically speaking, but concerning the whole cultural scope as well), students are able to absorb the language and social codes from the comparison

between their own experiences and the ones presented in a film. The encyclopaedia they have attained throughout their lives is thus enriched. An added value is that the experiences can be "read": the result from that reading assists the development of knowledge and the strategies needed to approach and analyse other visual discourses (Orce de Roig, Llobeta, Lobo Plaza, 2006). And, thus, they facilitate the process of learning a foreign language. The variety and abundance of films on the market offers teachers a wide range of alternatives to work with, catering for every taste and need. The experience of integrating films into the lesson – by going to a projecting room or taking the necessary equipment to the classroom – alters the original spatial structure, and influences teaching and learning practices.[1]

Viewing films for the sake of entertainment only is not enough if teachers pursuit the teaching of English as a foreign language. Students should be alerted and informed of the purpose and focus of the activity before setting out to work. The role of the teacher will depend on the activities and the different stages of the lesson. Following Harmer (2007), teachers should be able to "adopt a variety of roles within the classroom to facilitate learning." (p. 108). Teachers will face the challenge of switching roles. They will need to act, at least, as "controllers", organising activities, allowing students to express themselves in order and "leading from the front"; as "prompters", guiding the in a discrete and supportive way, encouraging them to think creatively, and as "resource", answering requests and providing helpful information about facts and context and fostering learner autonomy.

As students today are most likely to have been over exposed to television and the Internet since an early age, and, although they may be considered passive viewers, engulfed by the magnetism of the screen, they, in some way, respond to the stimuli by choosing to remain – or not – in front of the TV set, by carefully selecting what to watch and when, and even by zapping, which are signs of their interest and the way in which they want the information to be delivered to them. They may *look* passive, but they are certainly not. Teachers can profit from these "trained" students, and help them bring afloat their analytical and critical skills, their ability to fill in the blanks that all texts have.

Lonergan (1992) argues that *realia*, materials which are not usually designed

[1] From a social point of view, the use of films in class implies a reunion in a definite territory where people gather with the urpose of watching a show. The idea of companionship is inherent to this act: each viewer shares the same space and time with other people and with himself; everybody affects the others, and is affected by them, which connotes the suspension of

for language teaching purposes, are "meaningful, and they have a relevance to the learner which transcends the immediate needs of language learning." (p. 8). Therefore, authentic videos are challenging and appealing, but time-consuming because they entail an added responsibility on the part of the teacher.[2]

Working with trailers

Full feature films are usually unsuitable to work in eighty-minute lessons. Teachers often have to split the viewing into two classes and then devote a third meeting to an analysis which may not be as thorough as desired since the final effect of the film is probably lost. On the other hand, **Theatrical trailers**, short-filmed advertisements for feature films, summarise a film in two or three minutes' viewing time, so students would rarely get bored or uninterested. They are familiar, numerous in almost every TV channel, before any feature film in VHS or DVD, and also before the main feature film at cinemas. They are easily available, from the Internet, (they do not take long to download and they lack subtitles); from cable TV (in between films in any film channel); or from rented videos or DVDs. They take elements from advertising, depicting a luring combination of dynamic, catchy and interesting images and sound effects to create an impact and persuade the viewer to see the movie. They show the English language in context, naturally. Since understanding word-by-word is not necessarily compulsory, and, since class work can be focused on a variety of aspects (from the management of music, the kind of images selected, to the many marketing devices used), teachers can handle the material in a flexible way, adapting to the needs of the students' level. They have distinguishable features: a beginning-middle-end structure, the impact of the title, the voice-over, the superimposed images, etc. And yet, there are many styles and variations from this main structure, providing teachers with the tools to build up "comparative" exercises and, most importantly, to enhance critical reasoning

[2] solipsism and isolation. There is an irreversible evolution and alteration in each person whenever they are exposed to filmed sequences: even though the same cast, scenes, words and gestures, music and sound effects are presented, the responses will differ every time they are shown to different crowds or even to the same person. Since the experience is ephimerous and cannot be repeated, as it is immerse in the flow of time, the person changes and is influenced by what they have seen and heard in their lives (Dubatti, 2003). While at home students may not feel the pressure of social rules, in class they must adhere to such conventions, respecting other people. Students are supposed to reach the intended linguistic objectives set by the teacher while they develop into social individuals, capable of performing acceptable behavioural skills necessary in any culture.

As stated in "Films and Language Learning" (Llobeta, 2007), several aspects should be considered when selecting films and preparing activities: Appeal to the class regarding their age, suitability of topics and preferences; adaptability to content in the curriculum; clarity in the purpose of watching a film and of the tasks to be performed; consideration of students' level of proficiency in the language; length of the film and possibility of stopping, pausing or repeating sequences.

along with the students.

Among all theatrical trailers, the idea behind this paper was to focus on the development of the strategies used by crime film trailers, on their rich visual, auditory, paralinguistic and linguistic signs in order to motivate students to activate their inquisitive minds, to use logical arguments and become detectives themselves, posing arguments based on "evidence" (what they can see, listen and read from the film), and be able to activate their imagination, their language and cultural competence by raising hypotheses and theories of the events presented. As metaphors of the culture that produces the film, trailers acquire meaning not only in their own context, but also in the students', as they undoubtedly raise questions about morals, truth, law, life itself.

Crime film trailers offer an added advantage to all the other film genres: they powerfully appeal to the senses, they hint at some mysterious happenings and they use persuasive methods so as to catch the audiences' attention and induce them to watch the full feature film. The vivid accounts of violence shown represent a tempting subject, and the students' morbid fascination makes them easy target viewers. It should be noted that younger generations are bombarded by the hectic mass media, video games and TV series, which demand constant attention by shocking and pushing the limits on what had been acceptable or common. The trailer's rapid succession of images and sound are integrated into such a way that they may resemble music videos, advertisements and even the activity of zapping, well-known to these audiences.

Through the analysis of this specific artistic expression students will not only increase their intercultural knowledge and understanding of the English speaking society, opening their exposure to alternative perspectives and shared understandings, but they will also exploit their linguistic skills in a foreign language so as to express their opinions, develop coherent texts and perform tasks accurately.

The use of crime stories and movies may allow students to put their competence to work in collecting clues, relating facts, making and discarding hypotheses to solve such problems, thus becoming detectives themselves.

Crime trailers in class

Our classwork involved different types of film trailers: *Perfect stranger* was projected to adults, who can understand a series of conventions related to adultery and deceit and the use of nuances in law regulations as excuses for committing crimes. Younger audiences, such as teenagers, were the targets for *21* (2008), which depicts characters facing financial problems when trying to pursue higher education, not strange subjects to adolescents.

The first approach to trailers in class was focused on the study of a number of items: their overall structure (how the introduction, the movie trailer itself and the final frame are presented), the plot that they tell, the genre the images suggest, the use of quick succession of images, written text and selected fonts, superimposed graphics, colours, icons, voice-over commentaries, information about the cast, music heightening the emotion or mood, short clips from the film itself, the mention of the title at the beginning or end, and the information given in the final frame (Llobeta, 2004). A second approach involved the dissection of the texts. A third approach was directed to the examination of the selling strategies taking into account that trailers are indeed advertisements.

In ***Perfect Stranger*** (2007), a journalist (actress Halle Berry) sets up an ambush to expose a businessman (Bruce Willis) that she suspects is her best friend's killer.

Students recognized the key word "secrets", mentioned several times in the trailer. That word guided the reading of the text: every character shown had secrets, and the images suggested that they could use violence in order to keep them. The spectators had to decipher what each character was hiding and the way in which the stories were woven. At a first glance, they distinguished two stories, merged in by the character played by Halle Berry. The voice over commentaries gave clues that allowed them to fill in the plot holes and raise hypotheses. The students deemed the use of the names in the trailer very significant. While "Katherine" and "Grace" are mentioned and presented as individuals, with their own single identity, the businessman and his wife are not. The latter embody human "types": the successful entrepreneur is powerful, greedy, proud and self assured, but clumsy and violent in love because women – who are different on every occasion he is seen – have become objects of his desire and pleasure. His wife is just an accessory and only mentioned when linked to an affair.

Regarding the law, it was perceived that there had been infringements of some

sort: adultery, on-line blackmailing, murder; that there were no representatives of the police, although their presence was signalled by the use of a recognisable devices: the bag where the corpse was placed for later autopsy at the morgue – a detail that students were able to discover because of their familiarity with crime series on TV. The learners focused on the express revelation that the journalist was investigating the case all by herself to find the truth because she might have thought that the police were unreliable.

The use of computers and the Internet, the cars, the fashion style and the linguistic expressions the characters use reveal a powerful social group, middle or upper class, college graduates, successful in their own businesses, whose lives revolve around money. These elements encrypt the XXI Century, and it could be said that they "erased" country borders, since students assumed that the reality presented in the film could have easily happened in a society like theirs.

21, based on a true story, deals with an MIT student who needs tuition money for university studies. He teams up with five friends and they become experts in card counting, go to Vegas casinos and illegally win a lot of money.

The trailer is flooded with numbers either shown on the screen in different ways or mentioned in the title of the film itself, at the end. Our students requested information on the MIT and Las Vegas: a brief comment from the teacher inspired them to conduct some research on these two very important locations in the film. The students noticed an important semantic field that provided a solid base for the use of numbers, thus concluding that the MIT is acknowledged as an educational institution where logical mental processes related to numbers are privileged. They found on the Internet that, while the MIT is committed to "[…] disseminating, and preserving knowledge, […] generating […] the ability and passion to work wisely, creatively, and effectively for the betterment of humankind."[3], Las Vegas is the embodiment of vice, gambling, of working "wisely", "creatively" and "effectively" with cards, dice, chips and money – all numbered off – but for "the betterment" of one's own, which means, in this case, getting wealthy fast and easily.

The iconic element is crucial in this trailer. Images support the storyline; in fact, there is more information in what is provided visually than in what words may convey, which is coherent to the fact that numbers are not linguistic signs *per se*, and permeate every scene: students saw numbers in the prices of a clothes shop, in the amount of money the main character needs in order to further his studies, in

[3] As stated as its "mission" by the Massachusetts Institute of Technology, consulted by students on July 7th, 2008.

math problems, in posters, in casino cards and chips.

Students asserted that the music complemented the action: when the initial problem is presented, it is troubling; it becomes lively and rhythmical when they have a lucky strike in Vegas, but it turns ominous when there is a kidnapping and a threatening situation. As the characters are finally shown running from danger, the music becomes frenzied.

Students were able to situate the action in modern times based on the way the characters talk, their worries and concerns, their clothes, gadgets, and vehicles depicted.

In the trailer, students identified three main characters: Ben Campbell, the *most gifted student at MIT*; Professor Rosa, who teaches the group how to cheat on black jack, and a casino security guard. These were perceived as representations of forces: the main one was Ben, who pursued a positive aim: obtaining the means to study at university. Professor Rosa helped him to use his knowledge and talent to set a scam at card games – maybe as a way to prove his own talent to teach, students hypothesized. Although his teaching helped Ben to reach his intended objective, it was not considered an honorable way of earning money: he taught him to cheat, to win against the law. The character in charge of protecting the law at the casino, the security guard, at first, seemed to be doing his job. However, when he discovered the plot, rather than calling the police and handing the suspects to them, decided to exert justice by himself. The fact that police work is absent from this and the previous trailer, and that characters insist on exercising the rights and justice by themselves was judged as a sign that law enforcement is not as trustworthy as it was a hundred years ago.

A brief explanation of some basic notions about Puritanism in America, their strict morals and the so called "American Dream", gave students the cultural frame necessary to hypothesize on how values have changed over the years. Puritans would never tolerate a path of deceit as a rightful way to earn a benefit, but our students explained and justified the illegal actions that may lead to the fulfilling of Ben's noble dream based on their own current moral value system: "the end justifies the means".

Just as it was mentioned in the analysis of the previous trailer, students were able to perceive the importance characters assign to money: they see it as the obstacle that prevents them from getting their "rightfully" earned future, and the

motivation to break the law in order to get it. A heated argument and further discussion sprang from the concepts of the "Dream", and students were able to draw conclusions and establish similarities and differences with their own religions and creeds.

At a third stage of analysis, students were invited to comment on the effectiveness of trailers as they try to convince audiences of watching the full feature film. This led to an animated discussion about advertising techniques. Persuasive language, intermissions of a voice-over to deliver highly condensed information that complements the images, manipulation of images and sound to create different moods (suspense, mystery, horror, etc.), combined with aesthetically appealing characters which respond to the current standards of beauty, sex related images, a rapid succession of images which appeal to the spectator at an unconscious level were pointed out as efficient means of mass promotion. Students also celebrated the fact that CGI (*computer generated imagery*) should have been cleverly integrated into live action, and that further information on the full feature movie should have been available at the website address indicated in the final frame of the trailer. They also concluded that the choice of presenting the title of the film at the end was not at random: the intention is to produce an impact by delaying crucial data, and to make the product's name linger in the viewers' minds.

Conclusions

When selecting teaching strategies, theatrical trailers became a very useful tool in the teaching, learning and use of the English language. Both language and cultural competence were enhanced by listening to native speakers use the language in context providing, also, good models of social behaviour "easier to see on a film than to describe on a book or hear on an audio track." (Harmer, *op. cit.*: p. 308). The study and research into a foreign society, apart from being useful in itself, contributes to the improvement of the students' knowledge about their own culture.

Students investigated, inquired, and developed a number of theories, which were validated or dismissed, just as real detectives do, motivated by the plentiful auditory, visual, paralinguistic and linguistic signs provided by the film promos. The "evidence" could be reviewed as many times as desired or needed, due to its briefness, the trailer's distinctive trait.

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Theatrical Trailers

21 (2008). Director: Robert Luketic. Writers: Peter Steinfield and Allan Loeb (screenplay). Main cast: Jim Sturgess, Kevin Spacey, Kate Bosworth.

Perfect Stranger (2007). Director: James Foley. Writers: Todd Komarnicki (screenplay) and Jon Bokenkamp (story). Main cast: Halle Berry, Bruce Willis, Giovanni Ribis.

Learning Culture-content through Language

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Abstract: A lack of awareness of cultural and linguistic issues leads to distrust, misunderstanding and cultural conflict. Thus, students' exposure to relevant samples of everyday life in English speaking societies will not only build their intercultural knowledge and understanding but also develop their communication skills, improving overall target language competence. Short stories, TV shows, pictures and American proverbs allow students to go beyond a basic understanding of English, providing a context for colloquialisms and cultural practices.

Students at teacher training college have the feeling that they sound too teacher-like when they speak the L2. They receive so much exposure to academic language that, most of the time; they feel they do not have the necessary linguistic resources to face the situation of having to talk to a foreigner in an informal setting. As there are not many informal spaces in the curriculum, most of us teachers try to make up for that deficiency in our own subjects. Thus, our aim is to help the students achieve a high level of linguistic communicative competence and we strongly believe that it is necessary to expose them to the language in a natural way. That is, the English we present in the classroom should be authentic, rather

than produced in an instructional textbook format.

In our presentation we want to highlight two important facts: first the advantages of using authentic material in the seminar of oral and written production, and secondly, the benefits of team teaching with a native speaker of the target language.

When students are provided with real life scenarios, we help them improve their cultural sensitivity and respect to the foreign language. This fosters the recognition of differences and similarities in values and language use. We have to bear in mind that, as V. Chauchan (2004) says, “real communication involves ideas emotions, feelings, appropriateness and adaptability”. Conventional teaching seldom gives students the opportunity to use language in this manner and develop fluency at the same time. We must take advantage of authentic material; these texts not written for teaching purposes provide authentic cultural information and exposure to real language. They allow students to feel they are learning the “real” language. When authentic materials are used effectively, they bring the real world into the classroom. To build our students' cultural and linguistic awareness in the foreign language they are learning, we should give them a comprehensive picture of the target culture from different sources of information, combining visual, audio and tactile materials to address their different learning styles. Using videos, songs, short stories, proverbs, illustrations, role plays and the like foster the development not only of cultural confidence but also of “colloquial competence”.

Our lesson plans for the Seminar focus on encouraging the students to speak freely on a wide range of topics, with inputs such as short stories, American proverbs, and TV series, in our case “Friends” and “Six feet under”. The realism of these series provides a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information and listening practice. Thus our aim in every discussion is to expose students to authentic listening which not only facilitates learners' listening strategy training, but also helps them become aware of pragmatics which is an essential component of communicative competence. Students are able to understand the language in a given cultural context and then process it in a creative story or theatrical reinterpretation. In this way, students learn to manipulate colloquial language with the same confidence they have with academic language. The Seminar allows already advanced students to go beyond a basic understanding of English and provides a context for colloquialisms and

cultural practices. Students are able to process cultural nuances from texts or situations through comparison with their own culture and customs. Some of the activities designed for the course are focused on language, especially on issues that have to do with idiomaticity, how typical every-day idiomatic uses that crop up in the series compare to our own every-day idioms, and how such idioms are a reflection of a different culture.

Authentic texts often contain difficult vocabulary and idiomatic expressions as well as different native speaker voices, slang, reduced speeches, stress, accents and dialects. This forces the teacher to design scaffolding activities to help students get the gist by reinforcing their understanding of English context-bound expressions, comprehend jokes, learn how to pronounce new words and allow them to enjoy themselves as well. We agree with Cakir I. (2006) that it is important to bear in mind that "a language involves not only knowledge of grammar, phonology and lexis, but also knowledge of certain features and characteristics of the culture, which is a system of values and attitudes, beliefs and norms that users of that language agree to". According to Brown (1980), culture is the "glue" that binds a group of people together. This clearly explains why sociopragmatic failure frequently stems from unfamiliarity with these norms.

Proverbs also offer an interesting challenge to students of L2. Akmajian, et al (1997) define them as "traditional sayings having a general sentential form, alluding to a common truth or general wisdom, with some literary value, used to guide action, explain a situation, or include a feeling or attitude". Even though some proverbs are similar in the Spanish language, they generally pose some difficulty as to the context in which they are expected to be used. In our seminar, students are first asked to think of equivalents in their mother tongue, and later, create the situation in which they would use them so that their classmates are able to guess the proverbs that apply in that situation. The underlying assumption in this type of activity is that successful speaking is not just a matter of using but also knowing when to use them and under what circumstances.

Regarding Team teaching, we have to say that it has been a very interesting and successful experience. Having two teachers in the classroom, one in the pair being a native speaking assistant of the target language and the main teacher, usually more experienced but not a native speaker of the L2, has given the learners the opportunity to solve colloquial difficulties and appreciate the interrelation of

culture and language. From the teachers' perspective, team teaching provided us with a partner who helped us make plans, design new activities, implement lessons and evaluate results. The teaching assistant has been a source of inspiration and feedback.

Our native speaking assistant has also manifested her feelings towards this experience and this is how she puts it:

Challenges and rewards of teaching English in Argentina

"I can't count how many times in the past semester I have been asked to translate a phrase or word from Spanish to English. Nor can I remember how many times I pronounced "enthusiasm" or "adolescence" for our class. Throughout the semester, I aimed to be more than the human dictionary in the seminar classes because, although I am a native speaker, I'm not a good dictionary.

I can't explain English pronunciation, but I can hear the mistakes. I can't distinguish between a prepositional or participial phrase, but I can recognize awkward sentences. I can't explain certain grammatical errors, but I can spot them.

If I were a dictionary, I would have many missing entries in grammar and certain phrases that just can't be translated into English. For the first month of classes, while I was still learning my role in the classroom, my dictionary skills were tested. It was one of the first times in my life that I was glad to fail at a task, because I don't want to be a human dictionary.

Dictionaries are useful, but somewhat rigid and stagnant. They serve as an official authority on language, giving definitions and phrases without cultural context. I do not consider myself on par with Merriam Webster. I use words in English to express myself and I control my use of the language. I adapt to and adopt new English words everyday, depending on what I hope to imply in a given social context. The dictionary, on the other hand, dictates the meaning of a word without recognizing that words are merely an agreed upon set of symbols to express a meaning within a cultural setting.

Ideally, language study is the opposite of the rigid dictionary style. It should be interactive, fluid, and full of imagination and creativity. My goal, then, was to have my teacher training college students engage with abstract concepts whose definitions are less important than the philosophical discussion that they produce.

My best and favorite class was the Seminar on oral and written production in which the professor and I worked closely to create situations for our students to act out. By the end of the semester, they wrote their own skits and performed them. One group invited me to work with them and was originally excited because I could help judge what would be funny in English because they have difficulties translating humor from Spanish. Eventually, they created an intense family dinner scene in which everyone learns the truth about someone else at the table. It was fantastic to watch my students laugh and enjoy themselves while creating the skit. Eventually, they realized that they had enough linguistic tools to manipulate the English language into whatever situation they desired. They didn't need me there to judge what was funny in English because human emotions and instincts translate into all languages. They forgot about the dictionary and immersed themselves in creating a scene and characters. The final presentations were creative and impressive; the students had deserted their trusty dictionaries in order to create scenes with conflict, resolution and doubt.

We all evolved beyond the dictionary phase into something more interactive and profound. I learned to be a thesaurus with many page long anecdotes and conversation starters. Our students became masters of colloquial English by appropriating it and expressing themselves creatively. Surely, they still use their dictionaries, but I hope that they now understand the various implications of a definition."

Finally, if we want our students to master another language and be communicatively competent, we cannot disregard the fact that culture is not a support to language teaching but "it should be placed on an equal footing with foreign language teaching" (Cakir, I 2006).

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Integrating the Learning of Language and Content Needs to be Culturally Relevant. Tucumán Project

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Abstract: In March 2007, the Ministry of Education of Tucumán introduced the Teaching of English as a Foreign Language in state primary schools. Even though oral communication should be strengthened, grammatical items, structures and translation play a major role in the English classes that have been observed. But, if our students are to have any hope of using their language skills to communicate in the global village, cross-cultural and intercultural awareness are crucial since culture is embedded in many aspects of communication. Through a "top-down" approach to the teaching of foreign languages, CLIL invites opportunities to engage in intercultural learning.

Introduction

In March 2007, the Ministry of Education of the Province of Tucumán decided to introduce the Teaching of English as a Foreign Language in the curriculum of the second cycle of every state primary school. As a consequence, we can see that some social differences between private schools' students and state schools' learners have been minimized with this implementation in fourth, fifth and sixth

forms.

The implementation of EFL in state primary schools was a political decision taken on the basis that culture plays an outstanding role when dealing with different aspects of communication as many quality CLIL schools do.

Development

Teachers of English in the province of Tucumán have to follow a curriculum which states that its goal is to develop students' communicative competence in English. But, unfortunately, most of the teachers whose classes have been observed focus their teaching only on the presentation and rote testing of grammatical items, leaving out anything approaching real, valid, meaningful content which could help them practise communicative skills. This happens because teachers lack time to prepare more communicative, content-based classes (Williams,1983) or, because of their lack of expertise in the area of teaching English as a Foreign Language to young learners. In line with Kitao & Kitao (2007) we can also state that filling our students up with all the requisite grammar and vocabulary, polishing their pronunciation and honing their communicative skills do not actually seem to be helping them to achieve the major goal: being able to genuinely communicate with and understand the real world outside the classroom.

Considering that English was implemented in every single school of the province of Tucumán, one has to take into account the different socio-cultural contexts that co-exist among 625 schools. Students from the town centre or that live away from the town centre but attend classes there have more possibilities of having access to a kind of input that students from less privileged areas do not e.g. they can visit museums, cinemas, theatres, shopping centres, etc. On the other hand, we met children that had not even watched a film in a cinema; so teachers should be aware of the socio-cultural context in which they work when preparing their classes so as to meet every single student's needs and interests.

In order to achieve the goal mentioned above, we first advice teachers to take advantage of the two main ideas behind CLIL materials, since the approach is topic focused and students learn the language through content. Experienced professionals know that when content is interesting and relevant to other studies, students may be more motivated than when the focus is on the nuts and bolts of

the language (i.e. grammar). The second idea is that, by using topics that they are familiar with and, if possible, that they have recently studied in their mother tongue, students will be able to learn more as they already know a lot about the content and context. This familiarity enables them to pay attention to details that they would otherwise miss. One of the aspects that CLIL promotes is a holistic approach to teaching and learning, and this is what we just intend our teachers to do. Rather than starting with the small and building to the large, a 'top-down' approach, using existing knowledge, contextual clues and overall meaning is almost certainly faster and probably a more useful way of learning than a 'bottom-up' approach.

One of the problems that teachers of English have to face in primary schools is the view that other subject teachers have. Some of them see the teachers of English as intruders, 'they do not only teach contents that I have to, but they even use a language I can't understand'. This is exactly what happens in almost every school. Being English a new subject not even the heads of schools know exactly how to deal with the teacher of English: 'Besides, he/she speaks a language that we don't understand'. But when visiting the schools in order to monitor and evaluate the implementation of English, we try to explain everybody involved in the school that learning should be about exploring new horizons together and enjoying the whole process.

The idea of incorporating CLIL lessons to our schools is that English should simply be used as the medium for expressing ideas and information. The focus of the lesson should be very much on the content. The teacher might, on occasion, focus on vocabulary, but only in as much as the vocabulary is key to the topic being taught. Unlike many language lessons we have observed, the teacher should not just focus on a skill such as reading or writing. In fact, if there are texts there to read, they are simply there as a vehicle for the content (i.e. to present the information). Teachers should not certainly focus on grammar as this would take the lesson into the realms of an English Language lesson as opposed to a cross-curricular lesson.

Although content learning is in focus in the CLIL classroom, language learning is equally important. It is often difficult for us to see the specific linguistic needs of the learner when attempting to understand a specific content, or solve a specific problem. On the other hand, one has to be careful not to focus too much on the

language to keep the students' motivation for the content alive. As CLIL requires careful consideration of the linguistic and subject cognitive demands of the learners, we teachers need knowledge and skill in balancing the dual - focus of these through appropriate methods in the classroom (Tennant, 2008).We know that this requires training and a big demand on part of the teacher. So, some people in our region consider that balancing language learning and content learning is a disadvantage of CLIL that we have to cope with. But, since we consider that a holistic approach to teaching a foreign language could help many of the schools we are working with, we try to emphasize it.

Coming back to the subject of Culture, we all know that culture is very important in communication. We agree with Tennant (2008) who ensures that it is necessary that culture plays a major role in the learning environment. In consequence, we try to help teachers understand that one cannot learn a foreign language if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture. This is achieved through appropriate target language input. There is lexis that communities in rural areas or in less privileged areas use that we do not in the cities, and teachers tend to avoid it instead of taking advantage of 'unknown' words.

How important each community is

Every school, placed in a different area, belongs to a certain community. Following Tennant (2008) we encourage teachers to be pro-active and to support their schools in order to establish relations with their surroundings by inviting parents and other interested citizens to participate in school life (project days, theatre performances, concerts, open classes, etc.). Schools are in a position to participate in the town's social and cultural life by offering what they can from a cultural perspective. Whole school support is of the utmost importance for CLIL to be successful. There are many examples of community participation in schools' activities, just to mention one; a rural school supervisor together with the different heads of schools organized a festival to celebrate Independence Day. The teacher of English played a very important role in the organization of the host school, but she could not have done anything if she had not received all the other teachers support. Even the Council and the doctor of the small town were engaged in the

school project.

Teaching for the modern society

If we all understand that learning should be achieved through construction not through instruction, we could teach students for the modern society (Marsh, 2008). We should understand that globalization is not very distant from our everyday lives, globalization became global and things are speeding up in a world that is interconnected and interdependent. This means that we educators should have to rethink how we do what we do in order not to just cope with change but also enjoy the opportunities it presents because we need to prepare youngsters for today and tomorrow not yesterday. We, as teachers, should think on how we teach what we teach. In this way we can better prepare children for their future in the knowledge society. One major innovation called Content and Language Integrated Learning (CLIL) could give us some answers to these questions considering that learning a Foreign Language is not only language learning, nor subject learning but a fusion of both.

The Ministry of Education of the Province of Tucumán establishes expectations for consistent province-wide policy implementation, in which different socio-cultural contexts should be taken into account when teaching English. “Language planning must take full account of the socio-cultural context in which the planning is taking place” and any plan developed “must be flexible enough to readjust itself to unexpected system linkages discovered during the evaluation phase” (Kennedy 1983:2 in Carson, 1999).It is a big challenge for authorities to design an educational proposal that could respect local realities, and that at the same time could broaden native's global culture vision. If our students are to have any hope of using their language skills to genuinely comprehend and communicate in the global village, cross-cultural and intercultural awareness are crucial (Fullan, 1991). Through a “top-down” approach to the teaching of a foreign language, CLIL invites opportunities to engage in intercultural learning (Tennant, 2008).

Conclusion

It is undeniable that grammatical items play important roles in everyday teaching practice of most of the teachers that are delivering classes of English in

the Province of Tucumán. But, as we understand that Language itself is defined by a culture, we try to help teachers promoting what CLIL also promotes: a holistic approach to teaching and learning (Tennant, 2008). Unfortunately, lack of information, insufficient time to become acquainted with the new requirements and to train teachers, ongoing changes (new authorities in the Ministry of Education, new materials to work with, etc), and the shortage and lack of resources no doubt hamper implementation. Even though, we believe in the benefits of changing and improving our practice. At the same time we are also aware of the fact that definitive answers to the many questions we teachers ask ourselves continue to be elusive. As the implementation of English in State Primary Schools in Tucumán started a year, there are many actions to be taken in a process that is constantly moving on.

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A Genre Analysis of the Rhetorical Organization of RA Abstracts in Agriculture

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Abstract: Research article (RA) abstracts are a genre in the academic community that makes possible the easy access to information through the speedy circulation of reported results in online retrieval systems. This paper reports a corpus-based study on the global organization of RA abstracts in agriculture. This study is expected to reveal information for pedagogic purposes in ESP reading and writing instruction. This paper relates to the CLIL environment and the content dimensions in that a better understanding of the RA abstract can help to prepare students for internationalization and integration in the international scientific community and for their preparation for future studies and working life.

1. Introduction

The publication of research articles in scientific journals has increased significantly since "scholars and practitioners perceive periodicals to be the most valuable resource for their continuing education and for sharing new knowledge" (Cross and Oppenheim, 2006, p. 429). The increase in the speed of dissemination of research literature has been possible due to the awakening of online

information retrieval systems which enable storage and retrieval of information and facilitate the rapid circulation of new academic information (Stotesbury, 2003). As a result of the rapid delivery of information and the growing amount of scientific papers, academics are unable to review all the literature and keep up with the developments in their fields of study. This calls for the development of a systematic and condensed document, the abstract, that can present information in a consistent manner and help scholars reduce the amount of time to search and process the massive research output "and keep up with the hyper-production of knowledge in their fields" (Hyland, 2000, p. 64). RA abstracts make possible the easy and immediate access to information and have become a standard feature of articles (Hyland, 2000). Abstracts aid the searching and selection process and help to overcome the burden produced by the overwhelming amount of information (Cross and Oppenheim, 2006). In addition, especially in developing countries, the abstract may be the only means to access information due of problems in the acquisition of material (Salager-Meyer, 1992).

The abstract has a fundamental role because it "provides the reader with a brief preview of the study based on information from the other sections" (Weissberg and Buker, 1990, p.184). Most abstracts present in a condensed way the macropropositions of the accompanying article and inform the readers about the content of the article (Martín-Martín, 2003). Thus, scholars rely on the abstracts to decide whether the full text merits further attention. In addition to serving as a time-saving device and "a tool for mastering and managing the ever increasing information flow in the scientific community" (Lorés, 2004, p. 281), abstracts are a promotional genre where "writers are seeking to highlight their research in order to hook readers and convince them" (Hyland and Tse, 2005, p. 131). Abstracts are a growing field of study in linguistics, which "stems from the need to understand the mechanisms which underlie these multifunctional texts" (Lorés, 2004, p. 281). From the 1990s the RA abstract as a genre gained in importance and developed into a useful piece of text in its own right (Salager-Meyer, 1992). Since then, studies of abstracts "have focused on both the rhetorical moves and linguistic features found in this genre" (Samraj, 2002, p. 42). A number of studies have analyzed the schematic structure or global organization of the RA abstract, suggesting conventional ways or elements for its organization (Weissberg and Buker, 1990; Salager-Meyer, 1992; Bhatia, 1993; Busch-Lauer, 1995; Hyland, 2000; Samraj, 2002; Martín-Martín, 2003; Lorés, 2004; Cross and Oppenheim, 2006). Each of these studies has proposed a schematic structure of the abstract from various disciplines.

The present study is an attempt to further contribute to the research concerned with the rhetorical structure of RA abstracts in a variety of disciplines. It is expected that the data collected add to the work that has been conducted on the structure of RA abstracts within the hard sciences, the soft sciences and the humanities. The primary purpose of this paper is to analyze the rhetorical structure of a small number of RA abstracts from agriculture written in English and published in scientific journals. Concerns with the textual organization of RA abstracts motivated the following question: Which is the preferred rhetorical organization of RA abstracts in the field of agriculture?

2. Methodology

This study sets out to analyze the global organization of agriculture RA abstracts through the analysis of the abstract macrostructure in terms of its constituent elements. The theoretical framework for analysis is based on the genre analysis model outlined by Swales (1990) because it provides an "insightful and thick description of academic and professional texts and is a powerful tool for determining form-function correlations" (Bhatia, 1993, p. 11). The methodological framework for analysis is based on Swales's concept of the communicative category *move*, "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Swales, 2004, p. 228). The method followed in this study was a move analysis of each abstract because it "is useful to think of moves as discriminatory elements of generic structure" (Bhatia, 1993, p. 32).

The move analysis was carried out in three stages. First, I examined the overall textual organization of each abstract for an overview of the general characteristics of the abstracts. Second, I scanned each abstract in detail and signaled the beginning and end of each move using square brackets. The literature on abstract moves and the categories identified in earlier analyses were useful in identifying textual boundaries. Finally, I reviewed the abstracts and the divisions identified and found similarities -recurrent rhetorical elements- and differences -elements that varied across the abstracts. Moves were identified as a clause, a sentence, or a

group of sentences, in each case representing an independent unit with a status as a constituent in the abstract structure. This study was carried out on a corpus of 18 RA abstracts selected at random from the last volume of six different refereed, scientific journals from agriculture.

3. Results

Overall, the analysis of the abstracts reveals significant differences in relation to the arrangement and sequencing of moves rather than in terms of the structural components of the abstracts. That is, the results indicate that variations are mostly perceived in the representation and progression of moves rather than in the presence or absence of moves as structural components. On the whole, the abstracts analyzed do not appear dissimilar in terms of the types of rhetorical moves. Five structural components were generally observed in the structure of the abstracts: Introduction (I), Purpose (P), Method (M), Results (R), Conclusion (C). The introduction is the introductory section where the authors include some background information on the topic and a general indication of the context of the research, or point out a gap in the field of study. The purpose move is the section where the authors specify the primary objectives and the scope of the study. In the method section the authors mention the methodology through a description of the materials and procedures. The results section announces the most significant results and the principal findings. In the conclusion move the authors provide a closing remark on the most important finding and highlight the significance of the study.

As regards the frequency of occurrence of each move throughout the corpus, all the moves identified occur in more than 66 % of the abstracts (Table 1). The results and conclusion moves appear consistently throughout the corpus. The Results section is observed in all the abstracts and the conclusion section is included in all except one abstract. The Purpose section is the third move most frequently used since it appears in 88.88 % of the abstracts. The Introduction and the Methods moves are not used as frequently as the Results, the Conclusion, and the Purpose moves. The Methods move occurs in 83.33 % of the abstracts and the Introduction move occurs in 66.66 % of the abstracts.

Table 1 - Frequency of distribution of structural units in the abstracts - Raw numbers and percentages

Move	Raw numbers	Percentages
Introduction	12 abstracts	66.66%
Purpose	16 abstracts	88.88%
Methods	15 abstracts	83.33%
Results	18 abstracts	100%
Conclusion	17 abstracts	94.44%

Some differences were observed in the number of sections in each abstract. 38.89% of the abstracts contain four moves and the same percentage includes five sections, whereas only 16.67% of the abstracts contain three sections (Table 2). Only one abstract includes six sections. This indicates that both the four-element pattern and the five-element pattern show the most frequent occurrence.

Table 2 - Number of rhetorical moves in the abstracts - Raw numbers and percentages

Number of divisions	Raw numbers	Percentages
6 sections	1 abstracts	5.56%
5 sections	7 abstracts	38.89%
4 sections	7 abstracts	38.89%
3 sections	3 abstracts	16.67%
	18 abstracts	**100%**

A notable observation is that on occasions some indication is made about the methodology in the form of a nominalization inserted in moves like the purpose and the results, as in "Additional *in vitro* mycoparasitism demonstrated that…", "Sequence analysis of the gene for translation elongation factor 1 (*tef1*) confirmed the…". Also, it was observed that two moves are sometimes realized in two clauses combined into a single sentence. The presence of a sentence pointing to the purpose of the study and the methodology in combined form is a recurrent pattern observed. The purpose is usually introduced through a to-infinitive clause, which is preceded by a clause describing the method, as in "*Field trials were established in 2001 and 2003 in Ontario* to determine the potential of mesotrione applied…", "*A survey was done* to search for potential biocontrol agents…".

There are significant deviations as to the arrangement of moves in the abstracts since 10 possible patterns were observed in a corpus of 18 abstracts (Table 3). One dominant sequence was found to be the most frequent move structure, occurring in 6 abstracts: I + P + M + R + C. The second pattern most used is I + P + R + C, which appears in 3 abstracts. In both patterns, the abstracts open with the introduction, which is followed by the purpose section. In the first sequence, the results are presented after the methods and before the conclusion. The second sequence does not contain a methods section. Both patterns end with a conclusion move. Another sequence, P + M + R + C, was found to occur in 2 abstracts. This pattern differs from the previous sequences in that it does not open with the introduction move. The three patterns mentioned before include both the results section and the conclusion section. The rest of the patterns observed occurs each in 1 abstract and altogether present a variety of move arrangements.

Table 3 - Possible sequences /patterns in the abstracts - Raw numbers and percentages

Sequence/Pattern	Raw numbers	Percentages
I + P + M + R + C	6 abstracts	33.34%
I + P + R + C	3 abstracts	16.67%
P + M + R + C	2 abstracts	11.12%
P + M + R	1 abstracts	5.55%
M + R + C	1 abstracts	5.55%
I + M + R + C	1 abstracts	5.55%
I + M + P + M + R + C	1 abstracts	5.55%
I + M + P + R + C	1 abstracts	5.55%
P + I + M + R + C	1 abstracts	5.55%
M + P + R + C	1 abstracts	5.55%
	18 abstracts	**100%**

4. Discussion

The results suggest that the rhetorical structure of agriculture abstracts does not follow a fixed pattern. Previous studies identified the rhetorical organization of the RA abstract to correspond to the macrostructure of the research article –the IMRD structure- (Salager-Meyer, 1992; Bathia, 1993; Swales, 1990). However, the

present study shows that although abstracts in the field of agriculture generally represent the contents typically included in the research article, they do not necessarily follow the structure and argumentation of the research paper.

The Results move can be considered the obligatory structural component because it is present in 100% of the abstracts in the corpus. The importance attributed to this move may be explained by the fact that the main findings of the study are the contribution of a specific research in the scientific community and is the most relevant element of the research article, which should be highlighted in the abstract. The Conclusion move is another element that seems to be compulsory in the rhetorical structure of RA abstracts since the analysis revealed a strong tendency to close the abstract with a conclusion. In addition to the Results and Conclusion being placed in prominent position, emphasis is also given to the Purpose move, through which the scope of the study is stated.

The results showed that 83.33 % of the abstracts include a Methods move, thus showing that the Methods section does not occur as frequently as the Results and the Conclusion. A possible explanation for this is that in some abstracts information about methodology is embedded into the Purpose and Results sections in the form of a nominalization and not as an independent move. In such cases, the authors briefly indicate only some aspects of methodology within the Results and Purpose moves, thus drawing attention to the findings and the scope of the study rather than the methodology. It is interesting to note that this is a distinct finding since in the literature the Methods move is recurrently identified as a characteristic move in the rhetorical structure of abstracts. The analysis also indicated that 66.66 % of the abstracts include the Introduction move, which is the least observed section. This tendency may be either because lines of research are more clearly delimited in the hard sciences, so scholars do not need to situate the research through an introduction (Lorés, 2004) or because of space restriction in abstracts, which confines the writers to avoid unnecessary information (Salager-Meyer, 1992).

Scholars and researchers all intend to communicate scientific research to the other members of the academic community by means of publication in international journals. Given that English has been established as the language of international scientific communication, non-native academics who aim to publish necessarily have to show a good command of the discourse conventions that

characterize international scientific writing and technical communication (Martín-Martín, 2004). This leads to ponder the pedagogic value inherent in the examination and explicit description of the abstract textual organization, which reveals the conventional sectioning of this genre. The results obtained in the present study can be used for formal and systematic reading and writing instruction in ESP courses, and can be addressed to teachers, university program designers, and curriculum planners.

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Exploring the Culture Dimension of Content and Language Integrated Learning through Literature: How L2 readers approach the cultural content of literary narrative texts

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Abstract: This paper reports part of the results of a research project carried out in the Chair English Language II at the National University of La Plata in the framework of the National Program of Teacher-Researchers sponsored by the National Ministry of Science and Technology of Argentina. This study addressed the Culture Dimension of Content and Language Integrated Learning through Literature. In spite of the increasing popularity of cultural issues in L2 reading among researchers, there exists no solid systematization to aid in the description of the different kinds of approach of the cultural content of literary narrative texts in L2 language classrooms. This study aimed to address this limitation by designing a model which could be used in this description.

Rationale

This study is embedded within the following theoretical framework:

- Cultural theories of L2 learning (Byram & Grundy, 2003; Byram, Nichols &

Stevens 2001; Kramsch, 1993, 1998). Culture C1 (the participants') and culture C2 (target) are not seen as objective entities but rather the conception of culture embraced here is one of social construction, i.e. the result of the perceptions of oneself and others in the context of a multifaceted reality representative of different subcultures such as social class, race, gender, age, and education, among others (Blanco, 2000; Hugo, 2002; Shah, 2004; Warley, 2003). To capture the cultural aspects in a literary text, it is essential to have attitudes of curiosity, openness, and willingness to suspend disbelief and value judgements with regard to other people's beliefs and behaviors (Mountford & Wadham-Smith, 2000).

- The place of culture in narrative comprehension in L2 reading. Narratives allow us to bring to the surface the feelings and thoughts that guide the values and beliefs of our life styles and encourage awareness of them (Ooka Pang, Colvin, Tran, & Barba, 1998). They help learners define themselves and build bridges toward others by offering contrasts with different perspectives (Boyle & Peregoy, 1998). Cultural information is present in almost all the narrative elements, which facilitates the accurate portrayal of certain cultural aspects through the presence of information rich in details (Yakota, 1998). Cultural details give life to a short story and offer readers a window on the life of the culture they are reading about (Yakota, ibid).
- Model of Cultural Apprehension during reading (designed for this study): a six-stage model, adapted from Kramsch (op. cit.), describing the different types of approach of the cultural aspects of literary narrative texts during L2 reading. It constitutes a framework for the exploration of how the cultural aspects of a given text are approached during reading. The stages are described in general terms below:

Level 0. *Omission, total rejection, or total acceptance of cultural aspects.* Here learners may fail to perceive cultural aspects, which leads to their omission; or they may perceive them erratically, either accepting or rejecting them.

Level 1. *Perception/identification of cultural differences.* This level involves the perception of cultural differences, with the identification of the different, exciting, attractive, etc. elements of a given culture. This level is accessed through the identification of key vocabulary and works as a bridge for stages 2,3,4,and 5 below.

Level 2. *Identification of own values and ideas. Identification of the cultural assumptions behind one's own culture (C1).* This stage refers to the comprehension of culture C1 from an insider perspective, i.e. the visualization of one's behavior, values, ideas, etc. according to one's cultural parameters.

Level 3. *Perception of culture C2 (target) from one's own frame of reference.* This level involves comprehending culture C2 from an outsider perspective and requires awareness of how the behavior, values, and ideas of others are interpreted from the perspective of one's cultural frame of reference, i.e. as an observer.

Level 4. *Perception of culture C2 from the frame of reference of members of culture C2.* This stage involves the comprehension of culture C2 from an insider perspective. How members of another culture behave is interpreted in light of their own cultural norms.

Level 5. *Perception of culture C1 from the perspective of culture C2.* This means apprehending culture C1 from an outsider perspective. This level involves awareness of how one's own behavior is seen through the eyes of the members of other cultures.

Methodology

This experimental observational research used both qualitative and quantitative data analysis procedures.

Research question

How can L2 readers' perception of the cultural content of literary narrative texts be systematized?

Population

180 advanced EFL Argentine learners (Caucasian, middle class, Spanish-speaking, 19-21 years old), enrolled in English Language II at the National University of La Plata, participated on a voluntary basis in 2005.

Materials

Two texts were used (one culturally familiar; one culturally marked) on a common theme (Christmas celebration).

The text with familiar cultural content was in Spanish, and was a selection of Mi planta de naranja-lima (de Vasconcelos, 1971: 39-43) describing a Christmas celebration in Brazil. It presented a view of Christmas applicable to the Latin American context (avoiding complete textual accessibility and total cultural familiarity).

The culturally marked text was in English, and was a selection of Desert Wife (Faunce, 1961: 173-181) describing the Christmas celebration of the Native Americans (Navajos) in the US. The narrator (an outsider) describes, explains and interprets culturally novel information (softening the impact of the cultural load).

Data sources

For each text, participants wrote: a) a summary in Spanish; b) a summary in English; c) a visual reformulation (the visual representation of textual content including the combination of words, phrases, and/or sentences with visual information in different formats such as charts, tables, drawings). The summary in Spanish aimed at observing the interaction between the L1 and L2 (Droop & Verhoeven, 2003). The visual reformulation was included to justify emotional responses in reading, to access the learners' non-verbal, imaginative systems, and to stimulate the cognitive through the affective (Millard & Marsh, 2001; Sanders Bustle, 2004).

Instrumentation (in 2005)

Each text and the activities based on them (summary in Spanish, summary in English, and visual reformulation) were administered on different days with one week time-lapse in between. There was no time limit to read the texts and participants were allowed to take notes. Participants completed each task in the order they preferred and chose the length for each task as well as the language for the visual reformulation (English, Spanish). Participants were given general written guidelines for the production of the summaries and the visual reformulation.

Data analysis

Using the Model of Cultural Apprehension designed, the following aspects were observed in the three written tasks based on each text:

a) The inclusion in the written tasks of the cultural elements mentioned in the texts

(which were previously identified as part of the analysis of the texts). Those learners who were able to identify (perceive) the cultural elements in the texts and included them in the tasks reached level 1 in the Model of Cultural Apprehension. The perception of cultural aspects constituted the point of entrance to higher levels of cultural understanding – also described in this model. Here the omission of cultural aspects was as significant as their inclusion.

b) The level of cultural apprehension based on the Model. Each task was assigned a level of cultural apprehension (0, 1, 2, 3, 4, 5) describing the level of cultural understanding reached.

c) The presence of elaborations; distortions of culture C2 (target); intrusions from culture C1 (own); evident errors; inferences from the texts, mentioned explicitly in the tasks; wrong inferences or inferences not motivated or justified by textual content; irrelevant information; rationalizations; reductions/simplifications; generalizations; evaluative comments from the participants; adequate morale/ interpretation from the participants; inadequate or wrong morale/ interpretation from the participants; explicit inclusion of the feelings and motivations of the characters, inferred from the texts; explicit inclusion of the feelings and motivations of the characters wrongly inferred from the texts or not motivated or justified by their textual content; and culturally adequate details.

Apprehending the cultural content of reading material requires, as mentioned before, the openness of mind to discover new horizons of ideas, something many learners were unable to do. The process of cultural understanding, as portrayed in the model above, necessarily involved learners elaborating, distorting, inferencing, generalizing, simplifying, etc. the cultural content of what they read, depending on the level of cultural apprehension they had reached.

Main result

The learners' prevalent superficial and stereotypical approach to the cultural content of the literary texts used in this study, both familiar and unfamiliar, revealed a threshold of cultural awareness of others (and possibly of oneself) beyond which what was different or unfamiliar remained inaccessible, irrespective of the type of written task required (summary or visual reformulation) and of the use of the mother tongue (Spanish) or the foreign language (English) in the completion of the tasks. The textual opacity of the texts used was unapproachable,

irrespective of their language (Spanish, English), the cultural load (familiar, unfamiliar), and the type of cultural content they included (explicit, implicit). This result points to the impossibility to capture what is different not only in relation to a different culture but also with respect to a subculture within a national culture. The appreciation of the significance and importance of certain cultural aspects presupposes the capacity for abstraction and analysis (Byram & Grundy, op. cit.) – which only those learners with a high cognitive and moral development may reach.

Note of caution

Discussions about culture tend to be simplistic, with utopian appeals to the tolerance of ideas different from our own and the avoidance of prejudice. As far as the learners are concerned, the appreciation of the significance and importance of certain cultural aspects presupposes the capacity for abstraction and analysis (Alred, Byram, & Fleming, 2003; Byram & Fleming, 2001; Byram & Grundy, op. cit; Neuner & Byram, 2003) – which only those learners with a high cognitive and moral development may reach. In relation to teachers, many find the area of culture unfamiliar. There exists a gap in the knowledge of teachers (and researchers) about other cultures. This knowledge is in general intuitive and fails to be systematic (Byram, 2000). Considering that teachers (and researchers) go through the same process as the learners themselves in the apprehension of a different culture, they also have an inadequate basis for comprehension. The risk of inappropriately assigning meanings to the behaviors of members of other cultures on the part of teachers, learners, and researchers is always latent.

Research significance

This study has immediate relevance in the field of language education as it addresses the Culture Dimension of Content and Language Integrated Learning through Literature. The description of how L2 readers approach the cultural content of literary narrative texts is materialized in a Model of Cultural Apprehension during L2 reading. This Model, we claim, has immediate applications in different L2 contexts nationwide and worldwide. Results will impact on the following areas: a) the selection of literary reading material in L1 (mother tongue) and L2 contexts (considering cultural load); b) instructional techniques in working with L2 readers (e.g. awareness-raising strategies about the cultural aspects in a literary text; techniques/strategies contributing to the perception, apprehension, interpretation, etc. of cultural information; etc.); c) the Model of Cultural Apprehension has implications in relation to multicultural education in the framework of globalization and increasingly multilingual, multiethnic, and multicultural educational contexts around the world.

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Accessing Cultural Content through the Study of Multi-word Idiomatic Units: Some Classroom Ideas

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Abstract: This presentation aims at sharing with the audience some practical ideas for raising EFL students' cultural awareness by focusing their attention on the meaning and use of multi-word idiomatic units. I will briefly refer to the rationale behind the inclusion of this topic in the course "An Introduction to the study of lexis" and also exemplify with some of the activities designed to attain the goals stated for this specific unit of the course.

CLIL in the EFL Classroom

By taking a closer look at the CLIL Compendium Rationale, it becomes clear that many of the things we, teacher trainers wish to achieve when teaching a foreign language are put together systematically in this new educational approach. The Culture dimension (CULTIX) should be present in our classes when we aim at developing our learner-teachers "intercultural awareness and communication skills". Our focus moves to the Language dimension (LANTIX) when we take actions to help them "improve target language competence" and "develop their fluency and oral communication skills"; and definitely to the Learning dimension (LEARNTIX) when we aim at awakening their interest and fostering their motivation.

All language learning should be inspired by specific needs. In our multicultural

globalized world these needs are changing fast and this fact will inevitably have an influence on the way we approach the training of future teachers. We should not longer solely aim at helping our learner-teachers become competent L2 speakers but proficient "intercultural speakers".

Skopinskaja (2004) proposes that Intercultural Communicative Competence (ICC) is connected with the concepts of culture and communicative competence. Broadly speaking, ICC is the ability to interact effectively with people of cultures other than one's own (Byram 2000 in Skopinskaja: op. cit.). The term intercultural implies a restructuring of the individual's own attitudes and world views to develop an understanding of values, attitudes and behaviours that are different from ours as well as skills to interact with such values, skills and behaviours in a non-judgmental way. In terms of foreign language classroom practice this view is reflected in the design of classroom activities focused on behaviour and speech patterns such as: making appropriate choices for conversation topics, opening and closing a conversation, criticizing and complaining, stereotyping, reacting to culture shock, becoming aware of proxemics rules and also of meanings conveyed non-verbally

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Cultural issues and the training of teachers-to-be

Most of our learner-teachers in Universidad Nacional de Río Cuarto have the chance of establishing close contact with native speakers either because they get scholarships or because we receive exchange teachers every year in the Department of Languages. The experience of having to communicate with native speakers in informal everyday settings seems not to be an easy one for the students. According to what they share with us, more often than not, they find it hard to "give shape" to their communicative intentions in a natural, native-like, fluent way. Moreover, they often experience difficulties in grasping their native-speaker interlocutors' expectations, or in identifying the linguistic forms they are expected to use in specific contexts of situation. No doubt, one of the reasons for this may be that the target language they are trying to incorporate has implicit cultural meanings that they cannot interpret and use effectively either because they do not share the native speakers' culture; i.e. their universe of values, attitudes and beliefs, or because those meanings they need to convey are

expressed in a completely different way in their mother tongue. Being "culturally competent" means being aware of a complete system of values, attitudes and norms that users of a given language agree on.

Mercedes Castro (2005) proposes that foreign language teachers tend to view a language as an "autonomous universe" or "closed system" disregarding the relationship it holds with the "social universe in which it is created". If this is the case, our teacher trainees will suffer from a "linguistic deficit", as described by Medgyes (cited in Soriano 2004) which is particularly perceived in (a) pronunciation, (b) lack of idiomaticity, colloquialisms, catchphrases and routine language, (c) gaps in conceptual knowledge from childhood (stories, games, nursery rhymes, etc) and (d) lack of awareness of the target culture "ins and outs". She goes further to suggest that communicative competence in non-native English speaker teachers' should be situated in the wider context of "intercultural competence" as the ultimate instructional goal in foreign language learning. "Cultural content and objectives" should be part of the curricula of EFL teacher education if we aim at preparing teachers that are communicatively competent both at the level of language and culture. Learner-teachers who are aware of the need to develop intercultural communicative competence in the target language will

- aim to become proficient users of English
- develop an understanding of the identities and cultures they are interacting with
- become aware of their own identity and culture, and of how they are perceived by others
- learn to establish relationships between their own and other cultures by mediating and accepting differences and recognizing similarities (Medgyes, op cit)

How prepared teachers are to fulfill all their roles and to carry out their responsibilities depends greatly on their training and professional development.

In Lewis' (1997: 193) words "Teachers need confidence with real English, not just English as a foreign language". The idea he develops further is that the language of EFL courses has long been "sanitized" and is presented as an idealized system from which most features of everyday use have been removed. He suggests that even though this may be pedagogically useful, it can have the effect that non-native teachers feel uncomfortable with the "real thing". (Lewis op. cit.: 194)

When trying to relate culture to language use, we, teacher trainers, sometimes overload our students with information they are not able to incorporate, either because what we offer is unnatural and far detached from their own experience or because we do not use the right methodology to help them really absorb this information. If we do not use the right input material and the right methodology for introducing language, the cultural knowledge we wish to transmit cannot and will not become instrumental.

Language and culture are not only mutually dependent but also inseparable dimensions. If we acknowledge that teaching a foreign language should involve familiarizing the L2 learner with the culture in which the target language is spoken, then, "culture content" must have a room in the curriculum of Teacher Training College. An intercultural approach to the teaching of a foreign language, especially at Teacher Training College, should offer an approximation to the foreign culture, not only in "culture courses" as History or Literature; considerations about socio-cultural aspects in everyday language use should not be an add-on to the foreign language curriculum but they should permeate its objectives and contents in every curricular space.

Adapting course contents: an attempt to integrate language and culture

No need to say that Idiomatic uses of language are tied to culture. In fact they seem to be more a part of culture than a part of language. Foreign language speakers need to understand how idiomatic language is used in the target culture in order to use it effectively. Some contexts of language use are defined by highly conventionalized forms (or context-bound forms) of the language, which are in turn determined by culture. To be unconventional may, in certain contexts, be unacceptable and what we do not teach in class may be learned through bad experiences

An introduction to the study of lexis - one of the subjects I have been teaching for the last ten years at Teacher Training College in UNRC - has offered me a unique context for helping learner-teachers access culture through language. In fact, this is one of the aims of the course.

One of the course units is devoted to "idiomaticity and cultural awareness". Here I deal with multi-word units of different types, namely everyday idioms (not

"the idiom" in the traditional literary sense), idiomatic collocations and lexical chunks or phrases with a clearly identified pragmatic function. These phraseological units are, in many cases, so tightly linked to specific contexts of situation that their interpretation and use depend upon knowledge of socio-cultural aspects of the linguistic community to which they belong and of the typical situations that call for their use. Therefore, a high level of linguistic proficiency is not enough to use idioms appropriately.

With the objective of sensitizing our learner-teachers and raising their awareness on cultural issues in relation to specific topics, and, more specifically on multi-word lexical units associated with such issues and topics, the activities devised are based on input data that reflect informal, authentic conversations which take place in everyday informal contexts. Real conversation data is frequently about building and maintaining social relationships and it is "pervaded by a rich lexicon of prefabricated idiomatic phrases, knowledge of these is a pre-requisite for even basic conversational fluency" (Lewis: op. cit.). The chosen samples, produced by native speakers and podcasted for free access, are downloaded from the internet. Care is taken to select discussion issues that are culturally relevant and interesting for learners whose ages range between 18 and 22. Some examples of the topics focused on in this year's classes are: dating and romance, making new friends, social habits, lifestyles, superstitions, etc. As a preparatory stage learner-teachers are invited to search for information about the selected topic in different sources. The sharing of the information they get normally leads to interesting oral debates in which traditions that typify our own and the target culture are discussed, compared and contrasted. The selected samples should allow for the design of tasks that can be focused on specific samples of language such as everyday idiomatic uses, and lexical chunks with specific pragmatic functions. Cross cultural comparison is carried out at this stage when we deal with equivalent expressions Spanish.

Pedagogical Proposal

As stated above, the first stage in the lesson was based on debate, discussion and information sharing. Issues raised were for example, how common it is to have a "blind date in Argentina", "cheating", "ending relationships", settings and

situations for meeting people, etc.

After moving to more detailed analyses of language use, the usual procedures for introducing listening texts are followed: scene-setting, listening for the gist, identifying register variables and main topics introduced, etc. But, as my main interest as stated before are multi-word idiomatic chunks, the subsequent activities are more focused on this aspect

The conversation selected in this case lent itself to the discussion of everyday idioms and lexical phrases. Both when dealing with idiomatic uses and lexical phrases the tasks aim at understanding their meanings and use in the contexts and also at finding equivalents for similar situations in our mother tongue. For idiomatic uses, students were asked to listen to the conversation and find equivalents, for example, to our idioms “Estoy en las nubes/ en el cielo” or “Me dejó plantada/o”. Also some lexical phrases and functional expressions were studied such as ways of strongly rejecting to do something (No, I'm not going through that again!, No way, forget it, absolutely not!!) or implying that somebody is not telling the truth (Come on!!).

What follows is an excerpt of the conversation used as input material in a class in which the topic “dating and romance” was discussed. The complete conversation can be heard using Real Audio or Windows Media Player and accessed by following the link http://www.ezslang.com/. Examples of idiomatic units focused in the class are highlighted in block type and lexical chunks with a clearly identifiable pragmatic function are italicized. As can be seen in the tapescript, the recording contains features or authentic language use such as speaker's overlaps, hesitation markers, and interjections used to express understanding and agreement (Uh-uhu) or annoyance and surprise (Gee!!)

(Excerpt)

Karen: Interested in going on a blind date this weekend?

Alex: Oh, no!! I'm not going through that again. You can just nip that idea in the bud. No way, forget it. Absolutely not!!!

Karen: Hey!! No need to be sore and sensitive about THAT, still. Gee

Alex: Sensitive?

Karen: Uh huh (Hump) Well, if you REALLY want to get something off your chest then say it!!(Okay.) Go ahead!! I hate it when you beat about the bush…

Alex: OK. Do you want the truth? (Yeah) Do you remember that girl you said had a crush on me? (Yeah, Trisha) Well after hearing that I was in Cloud nine after the first date thinking that this was the one, but then, she stood me up on the second date, I mean she led me on and then dumped me after that for some guy with a Hurley motorcycle named Dick.

Karen: Oh!! Dirk Angel.. (Whatever) Come on!! It wasn't THAT bad!!

Alex: Not that bad? Women always say that men don't show their true colours until they get serious, but women do the same!

Karen: Hey!! MEN can be real jerks too, buddy boy. (Ahh). I mean, they promise you the moon, they make you think they are Mr. Right, and just when you think you've found the one, they drop you like a rock when something new comes..

Alex: Yeah, yeah, but I think it goes BOTH ways in dating and marriage. You hafta be completely honest in a relationship, right? (Yeah) and communicate your openly before you decide to tie the knot..

Karen: And there hasta be a certain amount of give-and-take

Alex: Of course, anyway, uh…yeah… Anyway, huh ...What's the girl's name?

Karen: Ah, so you ARE interested!!

Alex: Well, not really, but since you mention it…..

As a final remark I would like to emphasize the idea that intercultural learning is not merely a matter of acquiring culture-specific knowledge, but it also involves certain changes in students' attitudes and skills to take place.(Byram and Zarate cited in Byram 2000) The knowledge, skills and attitudes that are necessary for successful intercultural communication should be seriously observed, discussed and practised.

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The way forward: Learning from International experience of TEYL

Leonor Corradi

Abstract: British Council and International IATEFL YLSIG organised this conference whose themes were to identify

- trends and issues;
- the conditions which support successful TEYL programmes;
- the kind of developments which different types of programmes appear to support;
- constraints on implementation.

This talk presents an international panorama of what is going on as regards TEYL and the position Argentina holds in this picture.

British Council and International IATEFL YLSIG organised this conference whose aims were

- to provide an international forum for discussion and dissemination of insights into the implementation of TEYL state programmes in a range of international contexts;
- to provide participants with opportunities to share knowledge and experience of researching, implementing and evaluating YL programmes in the state sector;
- to encourage collaborative exchanges and YL projects regionally and transnationally;
- to inform and influence future policy in regard to the implementation of TEYL and provide direction for future research agendas.
- The conference provided an international forum in which participants had

the opportunity

- ? to document and identify trends and issues internationally and regionally;
- to investigate the links between policy and practice across varied contexts;
- to identify the conditions which support successful TEYL programmes within and across contexts;
- to identify the kind of developments, linguistic, cultural and attitudinal which different types of programmes appear to support;
- to identify shared and country-specific constraints on implementation.

It was targeted at experts and decision makers within the educational process with the aims of influencing future policy and planning decisions with regard to teaching English to children and creating opportunities for further collaboration, joint research and sharing. In addition, the conference provided opportunities for showcasing specific innovations, experiments and projects with regard to teaching English to children.

Apart from learning about interesting case studies and innovative projects, three key issues were debated. The first one revolved around the discussion whether younger is actually better; the second issue, raised by Dr Prabhu, focused on the role of the teacher and the power relationship between English and a learner'sL1. The third one, presented by Dr Graddol, introduced a wider perspective since it dealt with the development of English into a lingua franca and its implications for the teaching of English.

The conference was a unique opportunity to see how what makes us unique in this global world can also bring us together.

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The following are highlights from the projects and case studies presented, which will be divided into primary school projects and projects aiming at teacher training for changes.

Iceland

Prof Lefever presented the results of a survey on teachers' and students' attitudes towards English, and their opinion about teaching and learning methods. The results of the survey show a great discrepancy between curriculum and practice, and that most teachers lack training. Of particular interest was what was found after a study of nine-year-olds who had no training in English: they all did well in a listening comprehension test on basic English. This raised a very challenging issue: what is the role of teachers if children can acquire the language outside school?

Spain

Pilar Medrano presented the challenges and achievements of the Bilingual Project established in 1996 in 44 state schools. The project covers schooling from the age of 3 to the age of 16 with 7-10 sessions of English a week. Its objectives are

- to provide from a very early stage an enriched model of education through an integrated curriculum where two languages and two cultures meet to create a quality school experience;
- children who have been educated through such a model will be able to function in two or more cultures and will be better prepared to face up to the demands of the 21st century in an increasingly multilingual Europe.

In order to meet the demands, the project incorporates teacher development, part

of which includes language immersion and training in various areas of the school curriculum, plenty of opportunities to participate in teacher development and focus on transition and assessment.

It can be concluded that the success of this project is based on two pillars: investment of the government and teacher development strategies.

Brazil

Dr. Telma Gimenez presented a case study of a project carried out in the city of Londrina, Parana. As part of this project, English is taught to students attending single shift state schools. This is in charge of specialist teachers with a degree in English, which creates the need to implement emergency teacher training. Teachers are using tailor made materials based on a curriculum which favours the communicative approach. English is presented in locally contextualised situations. A serious problem to be faced is that as from year 5, education does not depend on local governments but on the state government, which may decide to cancel the project.

Early language learning in Europe

A group of six researches from Spain, Sweden, Poland, the Netherlands, Croatia, Italy and England is conducting a qualitative study incorporating quantitative longitudinal and comparative dimensions whose aim is to find out what can realistically be achieved in state schools where relatively limited amounts of class time are allocated to FL.

Their focus at present is on two aspects:

- The significance of the teacher's role in EFL and
- The particular impact of digital media on learning

Their research is based on three strands:

- The factors contributing most effectively to the success of ELL;
- The processes of policy implementation;
- The linguistic and non-linguistic outcomes of ELL.

At the conference, the results were presented of two key issues related to the first strand: the learning environment and the learner's attitude and motivation.

The findings show significant differences among the six countries, with Croatia at the upper end of the continuum and England at the lower end.

China

To meet the challenges of joining WTO, the Chinese government made the decision in 2001 to promote English as a foreign language in primary schools with learner-centredness as one of its main underlying philosophies. The overall aim of the programme is to develop students' comprehensive language competence by making learning a process during which students improve cross-cultural awareness and develop positive attitudes, thinking skills and autonomous learning strategies so as to gradually become independent learners. The main task for the English curriculum innovation reflects the shift from the transmission mode of teaching on grammar and vocabulary to the development of students' overall ability in language use with emphasis on educational objectives.

The immediate challenge facing primary English is the supply of qualified teachers. Since 2001, a number of pre-service and in-service courses have been set up to meet the needs of expanding primary English nationwide. The situation at present is characterised as follows:

- The primary EFL teaching profession is mainly composed of female teachers with limited experience in TEYL and different levels of qualifications.
- Nearly 90% of the teachers welcome the ideologies of LC teaching and see its importance and relevance to Chinese primary language teaching, yet they fail to follow a LC approach.

Three main problems are identified that feature the expansion of TEYL in Chinese primary schools:

- EYL teachers' quality in general is rather worrying coupled with a serious shortage of teacher supply.
- There exists a diversified teaching effectiveness among different schools and in different regions.
- The provision of English in the country schools encounters an even graver situation with no teachers and necessary resources available.

However, it should be noted that despite all the difficulties, a majority of primary EFL teachers in China are overwhelmingly supportive of the new curriculum.

English in East Asia

Dr Butler summarized the main challenge of the region in three issues:

- Accounting for diversity while providing equal access
- Hiring Native English speaking teachers versus training local teachers
- Adopting popular ELT methods and adapting them to local contexts

For each of the issues, she showed how the global and the local factors interact:

GLOBAL	LOCAL
English is considered a communication tool	English is a barometer of academic achievement
Oral communicative skills are highly valued	Belief that NSs are the ideal language teachers Many teachers are not language teaching specialists Low confidence
What is considered as “good communication”? Certain types of ELT methods have gained in popularity (CLT, task-based instruction, etc.) Related concepts have been promoted among teachers (student-centered teaching, authentic materials, activities, etc.)	Structural factors Conceptual factors Linguistic factors

It is a common feature that teacher training should be at the core of every project. Taiwan and Bahrain presented two innovative projects to make provision for the need of teachers specialised in primary teaching. Both in Taiwan and Bahrain, there was need to educate teachers into teaching young learners, but also into following a communicative approach to teaching.

Taiwan

Seeded Teachers and Central Advisory Team were established as a national programme to facilitate teachers' professional development. Seeded teachers are experienced teachers trained by the MOE to become specialists, whose mission is

to demonstrate the latest teaching methods and activities, to coordinate with local teachers and to set up a model of high quality teaching. The CAT is made up of experienced teachers (at least 5 years of teaching experience) who work with the central government to plan training courses.

At present, there is a three-tier instructional consulting team working at central government, local government and school levels:

MOE Curriculum and Instructional Consulting Team (or Central Advisory team)
Regional Instructional Consulting Teams
Mentors

For each of the tiers there is a supervision and evaluation framework, which guarantees quality and standards. There are plenty of opportunities for development at all levels, especially for teachers and mentors.

Bahrain

Bahrain introduced a four-phase programme:

- Teacher training courses with emphasis on teaching young learners
- Train the trainer course
- Teacher trainer and trainer practice course
- Annual standardisation and evaluation workshops

The key strands of the programme feature

- trainer teaching and teacher training
- developing teachers' networks
- ELT websites
- international conferences and seminars

The MOE and teachers consider that this programme is successful for two main reasons:

- They focus on factors that contribute to success.
- They respect the local context and participants, i.e. behavioural norms, cultural norms, systems and resources.

Apart from the projects and programmes just outlined, three key issues were debated. The first one, raised by Dr Prabhu, focused on the role of the teacher and the power relationship between English and a learner'sL1. The second issue, put forward by Professor Johnstone, revolved around the discussion whether younger is actually better. The third one, presented by Dr Graddol, introduced a wider

perspective since it dealt with the development of English into a lingua franca and its implications for the teaching of English.

Dr Prabhu stated that after years of research, L2 learning is still not predictable, success cannot be guaranteed, and many times, learning is not complete. He posed the question whether L2 learning can be made similar to L1 acquisition. He concluded that even though this is not possible, there can be attempts to create similar conditions provided the teacher adopts a natural approach as opposed to a more rational approach to language teaching. In this respect, he equated the notion of teacherese with that of motherese. He ended his talk by making reference to the fact that in countries such as India, in which English is the language of communication irrespective of people's mother tongue, it should never be made to have pre-eminence over people's L1.

Prof. Johnstone presented three hypotheses, as outlined by David Singleton (2001, 2004):

- the younger the better,
- the older the better
- the younger the better in the long run under certain circumstances

He started by stating the potential advantages of starting at a young age, which are summarised below:

- Young learners have a better disposition to acquire the sound system.
- They are less language anxious, which, in Krashen's terms (1985), lowers their affective filter.
- They have more time available overall. However, few periods a week do not result in learners acquiring the language.
- Starting at a young age creates productive links between L1 and additional languages.
- The range of acquisition and learning processes over time can complement each other.
- Finally, there is positive influence of children's general developmental: cognitive, linguistic and literacy, emotional and cultural.

Older learners, on the other hand, have some potential advantages over younger learners:

- They can make use of an existing cognitive map of the world.
- They are experienced in discourse, e.g. they know how to manage conversation and get feedback.

- Older children have more spontaneous concepts available to them.
- They have a wider range of strategies for learning: note taking, summarising, use of reference materials, searching for underlying patterns to mention but a few.
- They may have a clearer sense of why, what and how, to direct their learning.

He summarised this dichotomy by stating that younger learners need a naturalistic environment while older learners can benefit from naturalistic and instructional environments as well.

Prof. Johnstone made reference to policy developments, which he considers essential for implementing programmes. Though there are a number of advantages associated with them, such as additional resources, and a high status and prestige for the schools involved, there are also potential drawbacks in large scale policy developments:

- they may be based on popular but dubious assumptions;
- they may be too different from busy teachers and current practice and thinking so aims and processes may be distorted to fit existing conceptions;
- they may offer quick fix but supply may dry up as other policy priorities arise, so development may become unsustainable;
- they may promote an over-standardised model of teaching implicitly discouraging alternative approaches. In this respect, teachers should not be seen as the tools of implementation of a policy but as agents of change.

He concluded his presentation by summarising the features of successful modern languages at primary school and foreign language at elementary school:

- early introduction of reading and writing
- good use of generic skills of teaching, e.g. careful planning, creating an ethos that is supportive but also challenging encouraging children to think and collaborate.
- explicit strategies for transferring concepts about language from L1 to AL (alternative language).
- good arrangements to ensure continuity from primary to secondary levels.

Dr Graddol (2006) presented an overview of the global trends in education, and outlined the characteristics of New Global English:

- the motives for learning English are different;
- the motivation for learning English is also different nowadays;

- English is perceived as the language of economic/employment access;
- English has become the international language of knowledge, especially science, technology and news;
- English has become a lingua franca;
- English has become a kind of Windows platform on which programmes are based.

English as a lingua franca (ELF) raises interesting issues for the teaching of English, since it is more concerned with soft skill and intelligibility than accuracy. As most interactions will not include a native speaker, there is heavier emphasis and focus on instructional communicative skills and presentation skills, and competence, at least receptive, is needed in many forms of English. In this respect, bilinguals are often better at lingua franca usage than monolingual native speakers.

The following are emergent features of ELF, which will affect the teaching of English world-wide:

- the 3rd person singular for the Simple Present Tense does not require an –s;
- the complex native speaker usage of the and a will simplify and articles may be lost
- the which vs. who distinction may disappear;
- non count plurals may regularise (e.g. informations);
- the pronunciation of th may become a /t/ and a stop.

Conclusion

The age at which students start learning English is dropping due to trends in education to meet the requirements of globalisation. Therefore, the teaching English has become a political issue, yet ELT academics are not politicians.

The teacher in the classroom plays a crucial role, and no programme can be successful unless it is accompanied by teacher development and education.

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Voices from teachers and young learners in Latin America and the Caribbean

(*conclusions of the* **Hornby Regional School in Argentina)**

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with the support of **British Council**

Abstract: Apart from the country presentations, which shed light on the state of the art of TEYL in the region, very interesting discussions were held related to the three strands: the learner, the teacher and materials. Of particular interest was the discussion of minorities in the classroom and incorporation of a CLIL approach. This presentation will touch upon the conclusions reached by participants and the main courses of action which resulted after a two-week discussion.

Following a global trend, the teaching of English in Latin America and the Caribbean is increasingly regarded as a basic skill. Governments face considerable challenges as they invest heavily in young learners' programmes. The Hornby Summer School provided a forum for showcasing specific innovation in this sector, analysing the links between policy and practice, identifying the main issues and trends, and it created opportunities for further collaboration across Latin America and the Caribbean.

The participants work in the state and private sector, in primary and secondary schools, at teacher training level, and a few at policy making level. This combination of areas of interest and expertise contributed towards richness and

diversity. Each country made a presentation which concentrated on

- the assets of the teaching of English in the primary sector,
- the difficulties perceived and
- courses of action, if any, that schools/individual teachers/trainers are taking to surmount difficulties and make the most of the assets.

The teaching and learning contexts were analysed from four perspectives: social, pedagogical, political and economic. Of particular interest were the sessions on literacy, minorities in the classroom and the voice of the learners. The topic of CLIL was also discussed in the School, raising interesting questions.

The School has several objectives, from which I would like to highlight the following:

- To allow participants to feel part of a learning community
- To create opportunities for sharing experiences and perspectives
- To provide spaces for collective reflection on new ideas, on professional challenges and their implications for teachers and learners
- To enable participants to start thinking about how to adapt/apply these ideas to their professional contexts

The School was particularly successful in achieving these objectives since, quoting one of the participants and using her voice, "…this was a unique learning and personal experience, an experience which has made me aware of the power of group synergy, the intercultural dimension of education and the butterfly-effect power which an individual's vision can have in changing the world, which reveals our human interdependence.

Hornby Regional School – Argentina: English for young learners in Latin America and the Caribbean

Following a global trend, the teaching of English in Latin America and the Caribbean is increasingly regarded as a basic skill. Governments face considerable challenges as they invest heavily in young learners' programmes. The Hornby Summer School provided a forum for showcasing specific innovation in this sector, analysing the links between policy and practice, identifying the main issues and trends, and creating opportunities for further collaboration across Latin America and the Caribbean. The participants work in the state and private sector, in primary and secondary schools, at teacher training level, and a few at policy making level. This combination of areas of interest and expertise contributed towards richness

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The School had various objectives, from which I would like to highlight the following

- To allow participants to feel part of a learning community
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- To enable participants to start thinking about how to adapt/apply these ideas to their professional contexts

In order to meet the objectives, and in keeping with the actors of the teaching scenario, the topics to be discussed were divided into three strands: the teacher and teacher education, the learner and materials. In order to start the discussion with a clear background of the trends in the region, each country made a presentation which focused on:

- the assets of the teaching of English in the primary sector,
- the difficulties perceived and
- courses of action, if any, that schools/individual teachers/trainers are taking to surmount difficulties and make the most of the assets.

The following chart is a summary of the state of TEYL in the region:

	MEXICO	COLOMBIA	CHILE	VENEZUELA	BRAZIL	CUBA	ARGENTINA
Students in groups	45-46	30-50	40	13-16	40	15-20	25-40
Teacher in charge	Classroom teacher	Classroom teacher	Teacher of English	Licenciado en lenguas modernas (no pedagogy or methodology)	English teacher	English teacher	English teacher
Starting at age	6 (1st grade)	6	5th grade (10)	not mandatory in primary school	11 (6th form)	9 (4th grade)	depending on province, 9
Coverage	Local	National	National	Local	Local	National	Local

	MEXICO	COLOMBIA	CHILE	VENEZUELA	BRAZIL	CUBA	ARGENTINA
Materials	created by teachers	created by teachers, no textbooks	books distributed by the government	created by teachers	no coursebook (though there's a national programme of book distribution)	videos and software	no distribution of books (exception Tucuman)
Evaluation	No	Pruebas SABER (5th, 9th)	National (2010)	No	No	No	No
Aims	Each teacher decides on the aims in coordination with the head of the school	Included in the school's institutional Project in keeping with national standards	Develop the 4 language skills, development of vocabulary and openness to diversity	Develop 4 language skills	Construct knowledge of text organization and raise awareness of different culturess	Develop communicative competence into professional communication	Local aims
Periods a week	2	1-3	2-3	2-4	2	1+	1-5
Curriculum	No	Yes	Yes	No	No	Yes	Depends on the province

There are assets and drawbacks in each of the countries, the most serious one being that English is not taught by a specialised teacher and that in the cases in which there are specialists, they are usually left alone. In this respect, so as to be able to analyse different policies on teacher training, in particular for the primary sector, each country also made a presentation, synthesised in the following chart:

BACKGROUND	ASSETS	DIFFICULTIES
COLOMBIA		
TTE: University level, normalistas teach at primary school. 5 years Language and methodology No specific orientation for YL Licenciatura programme: some subjects related to TEYL (1-3 subjects): approaches and methods, materials, resources, management, skills Pruebas de estado: state universities only, no level of English required though it is a component of the test. All the subjects dealing with English are taught in English (around 60%) Ratio: 120 /20-25	Diploma courses (in service, language and methodology) Acceptable level gained after completing career. Offer of tailor made courses according to teachers' needs or needs assessment. 6 ELT conferences all along (BC, English institutes or universities) Optional process of accreditation, active participation of universities	No specific level of English required Not enough teachers to cover needs at primary level. Mixed ability groups Not all universities offer what is needed
CHILE		
University entrance test (English not required for TT) 4-5 year programmes geared towards high school very few for TEYL Language subjects are taught in English, first years intense practice in language use Private and public universities (private not as good as public) process of accreditation	Process of accreditation to ensure quality. Universities invited to participate in quality improvement processes (MECESUP) Initiative to improve the students' oral skills (one semester in the UK) Mentoring programme	Not good competence in all cases (weak oral skills) Lack of practice in classrooms University teachers with no classroom experience Outdated curriculum
BRAZIL		
University level (licenciatura in modern languages) 4 years (language, literature, methodology) No YL orientation National entrance exam but not the same for all the regions (independent reader level of English) TEYL: only normalistas can teach K-5, no English in the curriculum All English related classes are in English (public universities), classes in Portuguese (private universities) If level is OK only methodology subjects (CAE,CPE) taught in Portuguese	Supervised training in classrooms (204 hrs) year 4 Post graduate courses Groups of study (Saturdays, 10 meetings a year) Connection between university and classroom reality Accreditation process	Some teachers can't speak English English literature in Portuguese No MOE supervision
ARGENTINA		
University or tertiary level (4-5 years). Different focus (research or practice) Completely different organisation of courses of studies (university and tertiary level institutions) City of BA doesn't have teacher training at state university level, only in the private sector, courses of study for primary school level and for secondary school level. Entrance examination exam (FC level or PET level) in most provinces Mandatory entrance course in some cases Practicum (about 25 teaching periods) TEYL different course of studies Subjects in English and Spanish (70-80%) Ratio: about 10% graduate State TT and universities much better than private	Plenty of practice in CABA. Solid background New mentoring programme in Chubut but not part of teacher training programmes	Students feel they lack some training or do the same thing in different subjects Sometimes no connection between teacher training requirements and the reality of the classroom Graduates don't tend to go into state/private regular schools. In Tucuman, there are teacher training colleges and universities only in the capital city
MEXICO		
State and private universities. Autonomy. Escuelas normales 2 kinds: general (primary, pre school or special education) and specialised (secondary school subjects). No autonomy. 8 to 12 semesters (student choice) English is included here (secondary school). No entrance requirements Better level in the public sector	More opportunity to practise in schools but only in secondary schools Mentor/tutor in the schools	Very little opportunity to teach English The teaching of English is done in Spanish Quality is not considered when hiring teachers (public schools)

Summer courses: methodology, skills in English (two months only). 25% of subjects in English. Part of the secondary school orientation. Different system in universities. No teacher training in English in most universities.		
VENEZUELA		
TT colleges, 5 years. EFL teaching. No special focus on primary or secondary. Majors: licenciados in ML. Two languages over the 5 years (5-6 languages to choose from). Entry test. Research orientation. High level of drop outs. Some universities offer applied methodology for primary and secondary levels. Year 1 in Spanish. Then English is introduced. Last semester students choose to do methodology or French. No entrance examination in some universities. Autonomous universities	Students do the subjects in the two languages and some in Spanish. Practice in schools with tutors or mentors (depending on university) 4 instances of practice	Mentors are not paid in public universities for their mentoring Very few English teachers
CUBA		
Teacher training: 5 years, university level Over 70% of the subjects in English Covers primary and secondary, not separate careers. Entrance examination (English and Spanish) Supervised practice as from year 2.	Offer for students finishing 12th grade, dropouts and students from technical schools. Theory and practice Tutoring system Universities in students' own towns. Beyond English into education. Teachers take responsibility for their students' learning	Not many candidates No special training for primary school teachers.

What is evident after analysing the data is that universities and teacher training colleges do not offer orientation for the primary school, with very few exceptions. It can be concluded that there exists a big disparity between the global trend of considering English a basic skill which has to be taught at primary level and what the region is doing so as to meet these needs.

From the three strands of the school, this paper will focus on two: the teacher and the learner. The first strand to be dealt with is the teacher strand. When comparing the contexts in which teachers are immersed, what was found was that the teaching profession is not at the top in the social scale, with many teachers taking up this career for two reasons: many positions available and the prospect of getting a pension. Even though salaries tend to be low, the guarantee of a job can be enticing enough for quite a number of candidates to the teaching profession.

This, in turn, results in teachers not being motivated to face the challenges of teaching.

From the point of view of the pedagogical context, the most important aspect emphasised during the sessions was the divorce there exists between theory and practice, between training colleges or universities and schools, which may be one of the results of the lack of orientation to the primary level. It was our conclusion that though it is the ministry of education's mission to make provision for updated curricula in keeping with 21st century demands, there is a lot that teachers can do to bridge the gap between theory and practice, between English and other subjects in the primary curriculum. Teachers have to know the curriculum for the primary school so as to be able to make connections which they can present to learners. Knowing it implies an effort, but teaching is about investing. It is in this spirit that a CLIL approach can be implemented.

Related to the learner strand was the session on minorities in the classroom, which sprang from a question raised during one of the discussions: If education is a middle class construct, can it be inferred that belonging in the lower classes is something to be overcome? The debate constituted a unique opportunity for all participants in that we concluded that some minorities are considered to be positive whereas some others tend to be socially or educationally unaccepted. Some minorities hold the power and exercise some type of pressure on others, whether they are part of a minority or not. It is our moral obligation, therefore, to listen to the all the voices in our classrooms and to stand up for them since, as teachers, we form part of a minority who is in control.

When discussing the learning context, we all reached a consensus: what learners need to fulfil their role of citizens is not provided for by the school. In many cases, schools have become the providers of what children lack at home. Children do not get the tools they need to participate actively in the academic world: academic language, literacy skills, learner training and critical thinking. The projects and initiatives implemented by governments cater for more basic needs of a social nature, and in those cases in which there is an educational policy aiming at improving education, the tendency in the region is for these projects to come to an end following changes in the government.

It is then teachers that can make a difference and lead learners into the academic world by aiming at and helping them develop critical literacy. The first

move towards this aim is to present English to young learners in a way that is meaningful for them. In order for this to be feasible, the teaching of English should be approached so that students should able to use the language. Knowing about the language cannot be equated with being able to use it. This implies a shift from a more traditional grammar based approach, still favoured by many teachers, to a meaning oriented, fluency approach in which grammar will be taught but from the perspective of awareness. English should be taught as a means towards awareness: strategy awareness, cognitive and metacognitive awareness and cultural awareness.

Teachers in turn need to be made aware of their role in the process of education. In our session on what it means to educate, it was not clear to everybody what was meant by this. Some had only thought that teaching English was all they were supposed to do, while some others had never considered that their role is that of an educator. Many participants felt empowered after this discussion for they realised how much power and how much responsibility we have in our hands. The following are thoughts gathered during the session on the role of education:

We need to work towards the pride of being a teacher.

Education is necessary for the development of a country.

Teachers have to empower students and if students can defend their rights, things will change in the future.

We need to educate for change, we need to prepare for change.

Many projects came up as a result of this school, some of which were individual while others were collaborative, some were local while others were interregional. The first one to see the light was the project on Story Telling, which included materials and ideas for teachers on how to exploit a story. Another project was the Flat Stanley Project: a partnership between schools in Brazil, Argentina, Chile, Colombia, Cuba and Mexico. This is an interdisciplinary and intercultural project involving students and teachers from these six countries. All the projects were created in an attempt to apply ideas and findings to our professional contexts. Participants did feel part of a learning community with plenty of spaces for collective and individual reflection.

The School was particularly successful in achieving its objectives since, quoting one of the participants and using her voice, "…this was a unique learning and

personal experience, an experience which has made me aware of the power of group synergy, the intercultural dimension of education and the butterfly-effect power which an individual's vision can have in changing the world, which reveals our human interdependence.

The Content Dimension (CONTIX)

A comparative study of errors in EFL college majors' writing

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Abstract: In 1985, Merrill Swain argued that content-based instruction (CBI) programs are successful in teaching content and in promoting the development of the receptive skills of reading and listening but develop limited L2 proficiency in the productive skills of speaking and writing. The purpose of this study was to analyse if there are discrepancies between students´ achievements in subject matter content and their mastery of second language structures. Language errors made by students when narrating a personal experience were compared to those errors the same students made when reporting content from reading assignments.

Introduction

Content-based instruction (CBI), a teaching approach that is most often associated with the emergence of language immersion education in Canada, has been used in a variety of language contexts since the 1980s. It is usually identified as a teaching approach which views the target language as the means through which subject matter content is learned rather than as the immediate object of study (Brinton et al. 1989). In a content-based approach, the activities that students are engaged in during the class are specific to the subject matter that is

being taught, and they are aimed at stimulating students to think and learn through the use of the target language (Brinton et al. 1989). Students are exposed to a considerable amount of language input while learning content.

CBI has received strong support from an extensive body of second language acquisition (SLA) research. To begin with, CBI matched the SLA theories of the 1980s which claimed that second language (L2) acquisition results from extensive exposure to comprehensible L2 input. According to these theories, students should receive comprehensible L2 input to develop proficiency in the L2. Krashen claimed that “we acquire language in only one way: when we understand messages in that language, when we receive comprehensible input” (Krashen, 1985). The language skills acquired would later be transferred to general language use (Krashen, 1985).

Cummins´ notion of Cognitive Academic Language Proficiency (CALP) as opposed to Basic Interpersonal Communication Skills (BICS) provides an additional source of theoretical support for CBI. Cummins (1981) argues that ESL students must develop two types of language proficiency: BICS and CALP. BICS English describes the conversational language that ESL students make use of when they are engaged in face-to-face communication; it is cognitively undemanding and context-embedded, since both the speaker and the listener involved in the conversation have contextual cues at their disposal. CALP, on the contrary, describes the context-reduced language used in academic settings; considerable cultural and linguistic knowledge is often required to comprehend it fully. Cummins found that it took only two or three years for ESL students to learn BICS. However, to succeed in academic learning contexts, to read and comprehend content area textbooks and to complete cognitively demanding tasks, students need to develop CALP. The development of CALP is a long-term undertaking. Collier (1987; Collier and Thomas 1989) suggests that it can take from five to seven years for ESL students to develop CALP. Cummins argues that deferring content instruction while students improve their command of academic language is not only impractical, but it also disregards students´ educational needs (Grabe and Stoller 1997). Students need to learn subject matter content while they develop CALP. These skills, which are academically-oriented and require complex language abilities, are best taught within a framework where complex and authentic content is manipulated. CBI, therefore, would be an effective approach for students to

develop CALP.

An additional source of support for CBI comes from successful program outcomes. The fact that most students exit the programs with increased motivation and interest levels and with improved language skills and subject matter knowledge is proof of the success of CBI (Grabe and Stoller 1997). However, in 1985 Merrill Swain argued that CBI programs are successful in teaching content and in promoting the development of the receptive skills of reading and listening but develop limited L2 proficiency in the productive skills of speaking and writing (Swain 1985, 1991, 1995). Drawing from her massive data base on French immersion students in Canada, she claimed that these students, despite many years of exposure to L2 French input, had developed limited mastery of the L2 structures (Pica 2002). Immersion classroom interaction had proved to be an excellent source of meaningful and comprehensible input for the students to learn subject matter content and to improve their L2 comprehension skills, but it had proved to be deficient in improving students´ productive skills. As a result of the discrepancies found between students´ Vachievements in subject matter content and their low level of output, Swain proposed the Output Hypothesis (Swain 1985, 1991, 1995), which states that explicit attention to productive language skills is of paramount importance for students to achieve mastery of L2 structures. The Output Hypothesis predicts that we acquire language when there is a communication breakdown and we are "pushed to use alternative means to get across the message precisely, coherently, and appropriately" (cited in Krashen 1998: 179). Swain further claims that in the process of producing output that interlocutors will understand, learners may become aware of the limits of their existing knowledge and may notice the gap between what they want to say and what they can say. Recognizing what they do not know is crucial to the acquisition process. It is this seemingly unbalanced development of receptive and productive skills that set the basis for this empirical study. The purpose of this study was to analyse if there are discrepancies between students´ achievements in subject matter content and their mastery of second language structures.

Participants

The participants in this study were 61 Process of Writing I students at the

Universidad Nacional de Mar del Plata (UNMdP). Process of Writing I is a course taken by students during the second semester of their first year at the English Teacher Training Program.

Materials and Methods

Data were collected from paragraphs written by Process of Writing I students in their first term exams. Language errors present in paragraphs in which first-year students of the English Teacher Training Program at UNMdP narrate their personal experiences (PW), and language errors in paragraphs in which the same students report content from a novel and a short story read and discussed in class (CBW) were quantified. All paragraphs were narrative texts. In their PW text, students were required to write a paragraph in which they narrated a moment when they had done something wrong. The other exam questions tested students on their knowledge of the content of a novel (Ride the Wind) and a short story (Hannah) read and discussed in class. An analysis of the errors was made in order to find out whether the errors present in students' CBWs were also present in their PWs. Language errors present in each paragraph were quantified.

	Total Number of Errors	Mean
Personal Writing (PW)	153	2.508
Content-Based Writing 1 (CBW)	117	2.207
Content-Based Writing 2 (CBW)	97	1.763

Table 1: Total number of errors and means in students' PWs and CBWs.

Table 1 shows that students made fewer mistakes in the paragraphs in which they had to report content from reading assignments than in the paragraph in which they had to narrate a personal experience. The mean for the errors made in PW was 2.508, whereas the mean for the errors made in

CBWs was 2.207 and 1.763, respectively.

	Wrong Form		Wrong Tense		Wrong Pattern		Wrong Structure	
	Total Number of Errors	Mean	Total Number of Errors	Mean	Total Number of Errors	Mean	Total Number of Errors	Mean
Personal Writing (PW)	9	0.147	70	1.147	25	0.409	49	0.803
Content-Based Writing 1 (CBW)	7	0.132	58	1.094	16	0.301	36	0.679
Content-Based Writing 2 (CBW)	6	0.109	51	0.927	12	0.218	28	0.509

Table 2: Total number of errors in each category and means in students' PWs and CBWs.

Table 2 shows the total number of errors that students made in each category analysed. In all the analysed categories, students made fewer mistakes in the paragraphs in which they had to report content from reading assignments than in the paragraph in which they had to narrate a personal experience.

Discussion

The purpose of this study was to analyse if there are discrepancies between students´ achievements in subject matter content and their mastery of second language structures. In order to achieve this aim, language errors made by first-year students of the English Teacher Training Program at UNMdP when narrating a personal experience were compared to those errors the same students made when reporting content from reading assignments. The analysis of the data showed that students made fewer mistakes in the paragraphs in which they had to report content from a novel and a short story read and discussed in class than in the paragraph in which they had to narrate a moment in which they had done something wrong. Therefore, it can be asserted that there were discrepancies between students´ achievements in subject matter content and their mastery of second language structures. Students' level of output was higher when they had to report content.This difference in students' level of output can be attributed to the fact that students may have encoded subject matter content in their CBWs using phrases, structures or patterns used by the authors of both the novel and the short story. It seems that the participants were not able to use them accurately when they had to narrate their PWs. The results obtained from this study are in line with

Swain' s hypothesis; CBI programs are successful in teaching content and in promoting the development of the receptive skills of reading and listening, but are somehow deficient in helping students to develop mastery of the L2 structures. It seems that focused language instruction is necessary for students to achieve mastery of L2 structures.

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Towards multiple literacies at school: a framework for the use of CLIL in the English class

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Abstract: This paper presents a framework for teaching English from a CLIL perspective derived from a pilot project that addresses the development of multiliteracies in primary school. Our purpose is to show approach, design and procedure dimensions of the project to derive a methodological framework that can be applied to other teaching contexts in which children learn English while they develop the capacity to produce, read and interpret spoken, print and multimedia texts for different purposes and contexts.

Introduction

The research work presented here summarizes the main findings of a project carried out in two bilingual primary schools in La Plata, Buenos Aires by means of which a new framework for teaching languages was assessed in third form with eight-year old children. In November 2007 the teachers of second and third grade noticed the need to work systematically with ICT in the English classroom and started to carry out experiences that integrated new technologies to literature classes towards a real multiple literacy.

This project can be applied in third grade of Primary School since children start developing their interlanguages in English and they are able to interact in the foreign language due to the exposure and systematic teaching of the language

during first and second grade.

The aim of the project was to determine how children understood and produced written, oral and multimedia texts in English as a foreign language using different semiotic systems in a variety of contexts for different purposes if they were exposed to a new framework other than the traditional communicative PPP or task based models such as Willis´ task based framework (1998).

The framework is based on the principles of CLIL (Content and Language Integrated Learning) and it consists of the development of language projects or units around a generative topic that is covered from three distinct dimensions: analogical, digital and media literacy. These dimensions are drawn in the teaching sequences of a unit in such a way that the final production of each unit results from the work developed in all three dimensions and integrates them in a single production.

Teaching follows a task based methodology (Read, 2007; Cameron, 2001; Brewster, 1991; Halliwell, 1992) from a CLIL approach (Deller y Price, 2006; Richards y Rogers, 2001; Stryker y Leaver, 1997). This teaching methodology helps children learn a language in a meaningful way with authentic contexts of use through the realizations of tasks (Ellis, 2003) that develop children's interlanguages as well as a variety of strategies and linguistic and non-linguistic skills. In this way, children learn the language as they learn about other things. In this project, teachers used topics related to other fields of knowledge (e.g. natural sciences, social studies, communication, etc) and the main teaching resources used were literature (stories, poems, plays), films and web sites.

Teachers selected literature, films, plays, internet web sites that allowed for the treatment of a single topic developing a variety of micro skills and competences. In all the teaching situations presented, language takes place in a context, it has a communicative purpose and is addressed to a specific interlocutor. In consequence, teaching language is equated to teaching discourse (Widdowson, 2008) in all the tasks developed along all three dimensions.

Throughout the Project children were asked to perform a variety of tasks such as: read different written and multimedia texts with specific aims; enjoy storytelling sessions; watch videos, films, documentaries, advertisements, the news, interviews with different purposes (to draw information, to enjoy themselves); join images with texts; order items (images, sentences, short texts,

etc.) in logic sequences; play memory, board and movement games; transfer information from one semiotic system to another, from one genre to another; reflect on language and learning; design information posters and leaflets using technology; organize an exhibition in the school to share with the rest of the school community; etc.

The tasks mentioned above were used in the teaching sequences so that children took up different roles throughout the classes. These roles are the ones proponed by Anstey and Bull (2006: 118):

a. Text user: (TU) children use texts to communicate.
b. Meaning maker :(MM) children understand the meaning of a text in a literal way or inferring its meanings.
c. Code breaker: (CB) children infer codes from different semiotic systems to understand meanings.
d. Text analysts (TA) children analyze a text to understand how it works, how it was built and how attitudes and values are conveyed.

Figure 1 shows the didactic model in action. This chart corresponds to the first unit of the Project, designed around the topic: The city, the country. The final production of the unit consisted of the development of a blog in which children uploaded written productions and dramatizations of the stories. The children's families were invited to enter the blog and leave their comments (in English or Spanish).

Figure 1
Dimensions

	Analogic literacy dimension	**Digital literacy dimension**	**Media literacy dimension**
Materials	Story: Iris and Walter by Ellissa Haden Guest. Poem: I like by Mary +Anne Hoberman	Story: Country mouse, city mouse. www.kizclub.com/level3.htm Website on milk production: www.moomilk.com/ tour.htm Webquest of the site	Film: Ratatouille (selection of scenes)

Aims and roles of learners	Develop pleasure for reading a story. (TU) Identify textual structure of a story and some linguistic resources of the writer (dialogues, idiomatic expressions, grammatical resources) (TA)Infer meaning from illustrations (CB).Infer implicit ideas from the discourse of characters (MM). Transfer from one discourse genre to another, from one semiotic system to another. (TU, CB, TA)	Develop an awareness of the media of multimedia materials (sound, image, written text) (TA) Develop an appreciation of the value of internet to look for information to learn. (TA) Interpret information in a written text with the help of the images of a digital text. (MM – CB) Develop strategies of hypertext using the links that appear in the web site (TA). Understand the symbols or icons and the use of colour and underlining in digital texts. (TA) Look for specific information (scanning)(TU)	Develop a global understanding of the aesthetic discourse of the film considering socio cultural components (place, social context, visual elements that show it, identity of the characters) (MM – TA) Develop an awareness of the relationship between paralinguistic elements (gestures, intonation) with the linguistic elements of the interaction between the characters (MM – CB) Develop an awareness of the intertextual dimension of the text of the film with other texts. (TA – MM) Use paralinguistic elements to create effects in communication (TU)
Tasks developed by the students	Imagine the content of the story by looking at the images. Listen to a story for pleasure. Act out the dialogues of the story reproducing the intonation of the characters. Order the sequence of the story identifying its parts. Analyze how a story is developed. Draw the part of the story that you like best. Turn the dialogue between the characters into a poem to be published in internet. Read the story to someone in your family. Compare the country to the city. Carry out a survey in your class on the preferences of children between country and city.	Listen to a story for pleasure and follow it on the screen. Carry out a survey on the uses of the internet. Follow instructions with the mouse and keyboard. Answer to teacher questions on the colours and icons inferring meanings. Perform one's own reading of the site using links according to one's own individual aims. Answer questions on the production of milk looking for the information in a web site. Look up for words in the dictionary. Compare screens from the same site.	Watch scenes of a film for pleasure. Play memory games on the images of the film inferring information on the story. Watch scenes without sound and guess the content of the dialogues through the images. Perform parts of the scenes using the dialogues and miming the actions. Acting out parts of the scenes modifying intonation patterns to change the meaning conveyed. Guess what is going to happen in the next scene. Imagine new scenes writing down the scripts and acting them out using costumes. Analyze how characters are built up.

Assessment of the experience

The experience was assessed through semi structured interviews to teachers carried out on a monthly basis and the analysis of students´ portfolios containing written, spoken and multimedia productions.

The analysis of the data gathered reveals that the framework had a positive impact on the development of children's multiple literacies in the following ways:

1. Oral and written productions showed an awareness of the context in which interaction takes place, the interlocutors and communicative purpose and an openness to experimentation of communicative possibilities since:

- Children used language in a "real" way in that they had as an aim a final production with a public repercussion. Tasks went beyond the class into the world of their schools, families and communities.
- Children showed more awareness of the communicative value of language. In the examples of the productions, it is possible to identify the discourse identity of characters as they interact. This is also seen in the drama axis of the work. One of the teachers says: "Children have learned to play with ideas, with pretending to be other people, with a new methodology" while another teacher adds "it's as if we were coming and going, we relate all the topics working with them through different perspectives". The metalinguistic analysis carried out in the classes seems to enrich children's awareness of the communicative value of language both in reception and production stages.
- Communicative possibilities were broadened to the limit: children manifested highly communicative uses of language. In this respect one of the teachers narrates an anecdote that exemplifies this: "Telling me about their weekend activities, one of the boys asked me: `What's the English for: *Hoy se quedan mis primos a dormir*?´ I answered: "My cousins are coming to visit me" to what the child said that that did not express what he wanted to say, that it was not the same idea. I had then to provide the closer equivalent "I'm having my cousins over" that I thought was beyond his mastery but I then found out it wasn't. Similarly, when we were talking about deforestation, he went further "people cut down trees" –what I expected- into the statement "people want to create paper."

2. Classroom reports revealed high interest on the part of children in the development of the topics covered in class, in particular, through the integration of technology and the media to the tasks: the outside world of the child was present inside the class. Technology and mass media entered the class through a new relationship beyond play, with an educational and communicative potential that children came to understand and enjoy. The use of technology to learn encouraged the child to want to learn and to know more. This is what one of the teachers of the project points out: "You see the kids willing to work and eager to learn. They enjoy when they see in the computers what they have learned elsewhere. What strikes me is the enthusiasm the children show when the content we see in the computers is related to the content they have seen in other subjects."
3. Children tended to integrate several semiotic systems in a single work, showing an aspect of multiple literacy: the capacity to convey meaning through different semiotic systems. In the poems children wrote, they used image and text in an integrated way. Children's productions show colour variation in interactions and changes of typography, the images added accompany the text and complete its meaning in some cases. The change of colour in the intervention of the characters is meaningful, reflecting an understanding of the interactivity of language.
4. Children reflected an increasing metalinguistic awareness in the variety of resources they used before the tasks given. The explicit metalinguistic work developed in the classes in which the children took on the roles of analysts and code breakers seemed to have an impact on their performances when they did tasks as text users and meaning makers. "We worked in class on the concepts of characters and setting of a story and the importance of those elements in the narrative structure," says one of the teachers, "children show an understanding in terms of use and genre types." This understanding was reflected when they had a production task. They immediately resorted to their analyses to structure new texts and achieve different communicative purposes.

Conclusion

This experience shows that a framework for teaching multiple literacies when teaching a foreign language is possible beyond traditional approaches coming from the field of applied linguistics. CLIL, in the experience described, is used to help students become multiliterate people by means of a framework that combines language, literature, drama, cinema and ICT in the English class. The methodological framework is based on the fact that these content areas can be used to develop analogic, virtual and media literacies in an integrated way to address the development of multiliteracies as required by children today. A single teaching unit, developed around a single theme can be taught through the medium of English using content from these different subjects. In this way, students are exposed to different text types and genres and this exposure helps them develop skills related to intertextuality. Children can also develop analogic, virtual and media literacy in the process as seen in their oral, written and virtual productions and can transfer and integrate what they learn from one content area to the other as they become text users, meaning makers, code breakers and text analysts. We understand that this framework can result of interest as an example of how CLIL principles can be used in a teaching context where English is taught from a wider educational perspective.

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Activation of communication skills: a genre-based proposal

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Abstract: This work shows how the narrative genre can be analysed from two different perspectives: the macro-structure, focusing on its stages, and the micro-structure, focusing on the lexico-grammatical elements used to verbalise its content. It will also be exemplified how visual images help to scaffold the narrative content of the text. When learners are provided with meaningful content, their ability to process input is strengthened, higher-level thinking skills are triggered, thus paving the way for interlanguage development. Despite being theoretically different, these two approaches aim at demonstrating how second language learners communicate meanings in narrative texts by activating their cognitive processes.

We have decided to focus on the narrative genre due to linguistic, cognitive and cultural reasons. From a linguistic perspective, the second language learners' progressive development of writing skills is simultaneously considered from two perspectives: a top-down perspective as regards their growing control over the schematic structure of their narrative texts, and from a bottom-up perspective as regards their growing mastery over the lexico-grammatical and discourse semantic

resources through which the stages of a narrative are realised. Cognitively, narrative is the most frequent and powerful mode of discourse in human communication which is present in social interaction (Bruner, 1986). From a cultural perspective, we cannot but agree with Martin (1985:4) who states that "only our memories and the stories we pull out of them keep life from disappearing almost as it happens. We use language to keep the past alive". By building second language writing skills on this genre, we can give the learners the opportunity to give expression to their thoughts, feelings, perceptions and to write about what they did, how they felt and what they thought so that the L2 system does no longer appear alien to them (Astorga, Kaul and Unsworth, 2003). "Story-telling appears to be an essential part of the human condition. It is not confined to the creation of literary narratives, but extends to our daily construction and conversational telling of personal stories" (Shepherd, 1995:355). Martin and Rose (2007:38) acknowledge that "stories are central genres in all cultures, in some form in almost every imaginable situation and stage of life". SFL has expanded and refined the models initiated by Labov & Waletsky (1967) and others to identify and account for variation in types of stories. Martin and Rothery (1980, 1981, 1984 in Rothery and Stenglin, 1997:231) point out that "story is not a homogeneous social process but rather a typology where a range of story genres can be distinguished". Martin and Rose (op. cit.:39) refer to these genres as the 'story family', of which narrative is one member. The schematic structure of a typical narrative includes the following obligatory stages: the orientation, the complication and the resolution; there can be two optional stages, which are the abstract and the coda.

ESL instructors should make trainee teachers aware of the value of the visual images which are as illustrative of content as words, to trigger the students' output. Many specialists have shown the value of pictures as tools to elicit writing tasks. For example, Scholfield & Katamine (2000: 9) observe that pictures "control the essentials of the content to be conveyed". Linnarud (1986: 40) states that "use of pictures is preferred to allowing the learners to write on a free subject for the following reasons: to ensure as much uniformity as possible in the content of the compositions, as well as to stimulate the imagination of writers with a low creative ability". The visual images selected to elicit the writing tasks were assessed in order to identify the narrative and descriptive images (Astorga, 1999) depicting the characters, events, settings, and objects that the learners would have to verbalize.

Specialists in IL communication notice that one of the problems the researcher has to face in the analysis of learner language is to determine what exactly L2 learners had attempted to communicate in the target language (Selinker, 1992; Ellis, 1997). We contend that visual images have the value of allowing the researcher to establish how close the L2 learners come to their intended meanings by comparing their actual messages to the meanings communicated in the visual text. This comparison is fundamental for the researcher to be able to classify the communication strategies employed by the learners in relation to their intended meanings (Tarone, 1983).

A communicatively competent language user conveys and interprets messages, and negotiates meanings in specific contexts (Hymes, 1972). Several components make up a speaker's overall communicative ability, and one of them is especially concerned with the functional aspect of communication: strategic competence (Canale, 1983). It occupies a pre-eminent role in the understanding of communication, as it includes communicative strategies which are called up to enhance the effectiveness of communication. As Brown (2000, 248) states, "strategic competence is the way we manipulate language in order to meet communicative goals". The utilization of communication strategies is evident at all levels and in all fields of action, whenever a language user needs to accomplish an act of communication.

A strategy is considered as a specific "attack" made on a given problem (Brown, 2000). The field of second language acquisition distinguishes communication strategies as the means by which speakers productively express meaning, how we deliver messages to others. However, it must be clarified that those strategies that are based on the knowledge of the target language have been found to possess a higher potential for successful communication (Haastrup and Phillipson, 1983) than those based on the knowledge of the speaker's native language. Research has shown that for example, paraphrase and approximation, two L2-based communication strategies, usually lead to communicative success, since the speaker tries alternative, creative ways to achieve her intended meanings in the second language, thus not abandoning her message in spite of a temporary breakdown during communication.

In order to illustrate how the employment of paraphrase and approximation demonstrated the speakers' resourcefulness in the face of a lexical linguistic

problem, the following few examples taken from learners' narrative texts will serve:

Speakers' output:	Reconstructed message:
-"lightning turns night into day"	- lightning lights up the sky
-"crypts"	- tombs
-"the dog had the tie around his body"	- the rope got shorter and shorter
-"flashlights"	- lightning

In view of the success of the application of certain communication strategies, it can be inferred that if language users regularly make use of the right strategies, they may be said to have reached autonomy in the use of a certain target language. According to Skehan (1998), the operation of communication strategies is believed to be useful when the latter become part of a regular process and consequently are successfully retrieved for future use.

The analysis of the lexico-grammatical features of a text, at clause level, can provide insightful information about the way the learner communicates the meanings of the story. We can begin by analysing the verbal groups of the story, for example, were fishing, fell down, slippted*, started to drank*, told, jumped, started to swim, caught, swam, were. As it can be seen, although the student has succeeded in using the types of verbs required by the image provided for the story, some mistakes are found in the construction of these verbal groups.

In the same way, if we consider the nominal groups to represent the participants of the story, we can see how exhaustive or not the learner has been in describing them. For example, in the story the learner described the participants as two friends, the two friends. However, they could have been described by means of a more complex noun group such as the two close friends. In the case of this learner, she mainly tends to represent both human and non-human participants by means of a nominal group with a simple structure that consists of a deictic plus thing.

Similarly, this analysis can be applied to the circumstances used in the story. On the one hand, an assessment can be made as to the relevance of the circumstances used in relation to the picture presented. On the other hand, the circumstances can be analysed in relation to their grammatical structure deciding whether they

are mainly prepositional groups, adverbs or nominal groups. To illustrate this with the student's output, we can see:

One sunny day: location-temporal, nominal group
In the river: location spatial, prepositional group

At this point, it is important to highlight that the evaluation (interpersonal meaning) is very important in the narrative and as such, it is not considered as a single stage, but as spread throughout the text. The narrator may need to resort to evaluative language in order to convey meanings about the characters, people, places and feelings and attitudes. These meanings are usually expressed by means of relational processes which are powerful tools to build the world of stories. This can be seen in the following example:

Sunny: appreciation (positive)
*Don't be panic**: affect (insecurity, apprehension)
Fortunately: affect (positive)
Safe: affect (security, confidence)

Students can communicate meaning/content in many different ways. However, it is the teacher's task to provide them with tools such as the visual images and lexico-grammatical features that could enhance and enrich their language in order to be able to communicate their message more accurately and successfully.

CLIL is considered by specialists to promote communicative competence as it provides students with the ability to communicate by enabling them to do things with language by means of the application of pragmatic skills. In this way, learners' self-confidence is boosted as they realize they manage to get their meanings across in a foreign language (Marsh, Marsland and Stenberg, 2001).

As has been shown through the two approaches dealt with above, language can be learned through authentic though 'scaffolded' situations in order for language users to develop a variety of competences and strategies essential to handle everyday events ((Marsh, Marsland and Stenberg, 2001). Also, interpersonal communication skills and cognitive language abilities are likely to be activated if

learners are immersed in a rich CLIL setting, as for example, in the context provided by visual images whose role is to support the learners' oral and written output, making it understandable and meaningful. Similarly, learners' creativity is enhanced when they apply communication strategies, since their cognitive ability to overcome linguistic problems is put into motion in response to a still incomplete knowledge of the target language.

It is our contention that EFL instructors and learners can benefit from the application of new teaching methodologies that contemplate the use of language in a way that encourages interactivity, engagement, motivation and linguistic creativity.

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Language and Content: An EOP Radio Communications Course for Pilots

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Abstract: This work presents the experience of a three-month EOP course for pilots, with needs of English for radiocommunications according to international regulations. It was designed for a group of twelve civil and commercial pilots from the Province of Misiones, with different backgrounds both at their professional and language abilities. It was based on CDs, DVDs, Manuals and other authentic materials purchased in the USA by the participants. The use of technology allowed the development of realistic activities with focus on language and content, which proved to be successful, given the constraints of the duration of the course.

Introduction

In September 2003 the International Civil Aviation Organisation (ICAO), a division within the United Nations, announced changes to provisions strengthening language proficiency requirements. These requirements came into effect from March 2008 (in Argentina 2010). All pilots operating on international routes and all air traffic controllers who communicate with foreign pilots will need to have their English language proficiency formally assessed. The language

proficiency that ICAO requires from pilots and air traffic controllers is to be able to communicate proficiently using both ICAO phraseology (ICAO Doc. 9832) and plain English (ICAO Doc. 9835). ICAO has established six levels of language proficiency: (Level 6: Expert, Level 5: Extended, Level 4: Operational, Level 3: Pre-Operational, Level 2: Elementary and Level 1: Pre-Elementary.)

The minimum language level for licensing purposes is ICAO Level 4. To be assessed at ICAO Level 4 or above, a pilot or air traffic controller must achieve Level 4 in all six of the ICAO skill areas: Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions.

This experience is related to a request submitted to our Extension Project "Escuela de Inglés" at the School of Sciences of National University of Misiones by a group of civil and commercial pilots, with different backgrounds both at their professional and language abilities. The course was thought to be content-centred instructed, because it represented an EOP (English for Occupational Purposes, a branch of ESP) course, according to the pilots' needs. They also brought authentic materials such as software (flight simulators on DVD), radio communication courses on CDs, international aviation charts and manuals to be used in the lessons. Most of the material was bought in the United States. Although there were some manuals and aviation phraseology books from Argentina, they did not appear as reliable. Met (1991) proposes that "... 'content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture". This set of authentic material became the main resource for designing the curriculum, the lessons and evaluation of the course.

Materials and Methods

The materials, which were meant as what in ESP is termed TAVI (Text as Vehicle for Information) turned into TALO (Text as Linguistic Object). CDs, DVDs, Manuals, Maps, Dictionaries were an extraordinary source to write the materials for the lessons. Krashen (1982) suggests that a second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when the language input is at the same or just above the proficiency of the

learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment.

One of the pilots - an instructor himself - gave us an intensive two- month-course on basic aviation to let us know their needs as well as to organize and write the materials, which continued with a meeting per week during the course. A three-month course with one three-hour session per week was agreed.

We wrote around a hundred pages of materials with information, activities and assignments on Radio Communications. These constituted their file and were projected as PowerPoint presentations with the aid of a laptop and a data projector. Real exchanges were recorded in mp3 format, for class use and sent by e-mail for further practice. This is central question Johns & Dudley-Evans (1991) address. One of the core dilemmas they presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time".

In the real world, many ESL instructors/ESP developers are not provided with ample time for needs analysis, materials research and materials development. There are many texts which claim to meet the needs of ESP courses. However, Johns (1990) also comments that no one ESP text can live up to its name. Familiarizing oneself with useful instructional materials is part of growing as a teacher, regardless of the nature of purpose for learning. Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

In that sense, it was thanks to technology that class material could be designed for each lesson. We were able to isolate specific and meaningful information from the different units of software using the computer and displaying it with a data projector. Real exchanges were downloaded from official sites on the internet. Audio-visual demonstration was facilitated by manipulation of flight simulators. Phraseology and weather forecast dictation was delivered through handies as done in real life situations. Students watched scenes of real Aviation English displayed on TV. And, students' exchanges (during role-playing) were recorded on mp3 format – these recordings were sent to them via email for further practice and

self-evaluation.

Activity 2: Aeronautical Alphabet

A	Alfa	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliet	W	Whisky
K	Kilo	X	Ex Ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

Activity 4: The Numbers (digits)

1	one	6	six
2	two	7	seven
3	three tri	8	eight
4	four fauer	9	nine niner
5	five faif	0	zero

It was interesting to see how language began to interact with content, as most of the students were experienced pilots and so, familiar with the specific terminology. Still, their pronunciation needed polish-up. The group of students constituted a mixed-ability class, bound together by their personal relationship. They were actively involved in their learning process with our guidance and support of their classmates. The course was structured to give students as much practice as possible so they could reach their full potential as English language learners.

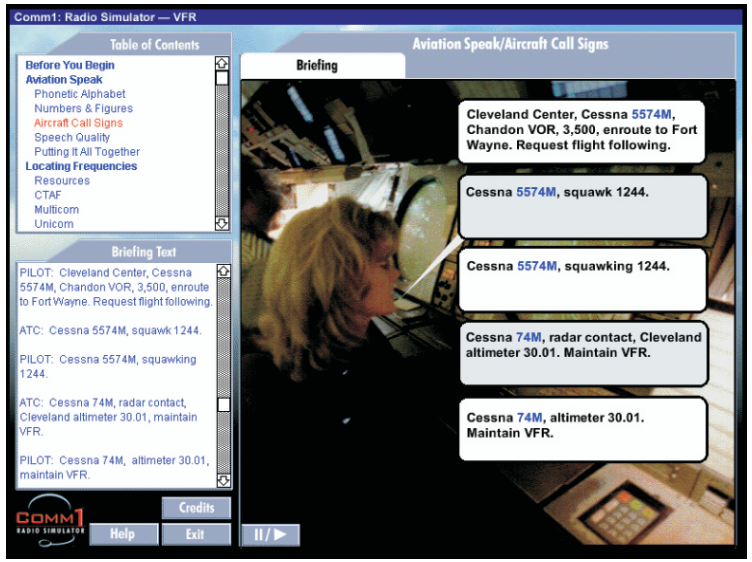
Cooperative learning was needed since the students were of different linguistic and educational backgrounds and different skill levels, but worked together on common tasks for a common goal in either the language or the content. This cooperative group encouraged students to communicate, to share insights, test hypotheses, and jointly construct knowledge. As another grouping strategy the course involved peer tutoring and pairing a weak learner with a more English-proficient peer.

Whole language approach was also present due to the fact that the students needed to experience language as an integrated whole. The lessons focused on the need for an integrated approach to language instruction within a context that was meaningful to students. The approach was consistent with integrated language and content instruction as both emphasized meaningful engagement and

authentic language use, and both linked oral and written language development. The whole language strategies that were implemented in this content-centred language course included dialogues about flight plans, reading responses, using aviation phraseology and departing and arriving at airports.

Content based instruction promoted negotiation of meaning, which was known to enhance language acquisition (students should negotiate both form and content) (Lightbrown & Spada, 1993).

The integration of language and content in instruction respected the specificity of functional language use (it recognizes that meaning changes depending upon context) (Genesee, 1994).



From the beginning, the course proposed a cognitive learning theory for instruction that integrated attention to content and language. Skills and knowledge followed a general sequence of states of learning from the cognitive stage (students notice and attend to information in working memory; they engage in solving basic problems with the language and concepts they are acquiring) to the associative stage (errors are corrected and connections to related knowledge are strengthened; knowledge and skills become proceduralized) to the

autonomous stage (performance becomes automatic, requiring little attentional effort; in this stage cognitive resources are feed up for the next cycle of problem solving, concept learning). (Anderson (1990; 1993).

Selected Standard Phrases

SIGNIFICADO	USO
No	Negative
Si	Affirmative
Recibí su mensaje, lo entendí y procederé en consecuencia	Wilco
Recibí toda su última transmisión (No usar para responder una pregunta que requiere respuesta SI o NO).	Roger
Cometí un error	Correction
Lo entendió	Confirm
Continúe con su mensaje	Go ahead
Lo que entendió es correcto	That is correct
¿Puede repetirlo?	Say again
Colacióneme mi mensaje	Read back
Me quedo en stand by	Stand by
Verifique lo siguiente	Verify
Lo llamé más de una vez – por favor confirme si me está recibiendo	Do you read?
Dígame si ha recibido y entendido mi mensaje	Acknowledge
Dígame sus planes	Advise intentions
He recibido sólo información de la pista, viento y altímetro (no ATIS)	Have numbers
¿Cómo me colaciona?	How do you hear me?

Results and Discussion

At the end of the three months, out of the twelve participants, ten finished the course. Two quit soon: they had little knowledge of English and were also junior pilots. The Summative Oral Evaluation comprised real situations prepared in pairs during ten minutes, then recorded in mp3; correction was made in relation to Pronunciation, Structure, Fluency and Comprehension (descriptors taken from Level 4 – Operational - ICAO).

Students were asked to compose a dialogue between a pilot and the air traffic

controller, selecting a different stage from the moment of departure or arrival at an airport. They had to use the correct phraseology with real information about planes, runways, weather and flight plan. The students were given ten minutes to prepare the writing and then their conversations were recorded. They handed in the sheets which, together with the audio, were analized afterwards. The evaluation resulted in a mark and pointed out mistakes to be corrected. Pronunciation was the only item to improve, it did not represent communication interference though.

This paper discusses key notions about ESP, examines issues in ESP curriculum design, material design and approach selection as well as the importance of technology as meaningful motivator. The content of the paper was determined by a need identified based on professional experience as ESL instructors designing and delivering the content-based language program – English Aviation. These issues, where possible, have been supported by current and pertinent literature.

Conclusion

The experience has shown that content-based instruction results in language learning, content learning, increased motivation and interest, increase in listening and speaking levels, and greater opportunities for interactions (where language abilities are necessary): the research has emerged into a successful Aviation EOP course. (see Grabe and Stoller (1997) and Stoller (2002) for details).

Content based instruction allowed for greater flexibility to be built into the curriculum and activities; there were more opportunities to adjust to the needs and interests of students.

The integration of language and content throughout a sequence of language levels had the potential to address the challenge of gaps between basic English vs. Operational Aviation English existing among the group of Pilots. Technology as a tool helped make more motivating lessons, show real Aviation English situations, authentic students' participation and usage of the language.

It is expected that these observations will lend insight into the challenges facing the ESL instructor acting as ESP researcher, curriculum developer, materials writer, tester, evaluator, classroom teacher (Dudley Evans & St John, 1998) or simply put, ESP practitioner (Robinson, 1991).

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Online Reading Comprehension Courses in Technology and Tourism

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This paper looks at the application of Information Technology (IT) to ESP courses offered by the Distance Learning Department (EAD) of the School of Languages, UNC. It shows how Moodle, an educational software package, contains various resources which can be adapted for the purpose of teaching reading comprehension skills in the areas of Technology and Tourism. By reading specialized texts and doing the activities designed on Moodle, students both learn about these fields and acquire linguistic skills which help them recognize forms and functions typical of the language used in these areas. Finally, it taps into the value of Moodle for developing autonomous and strategic learners.

After finishing a four-month training course on Moodle organized by the Distance Learning Department (EAD) of the School of Languages, UNC; we engaged in a material-design project on online reading comprehension courses in Technology and Tourism. This material-design project was financed by EAD and carried out from November 2007 to March 2008. At the moment, we are piloting the courses with positive students´ response. There follows a description of Moodle and its resources, the application of Moodle resources to reading comprehension courses in Technology and Tourism and students´ response to them.

Moodle

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a 'free, Open Source software package designed using sound pedagogical principles, to help educators create effective online learning communities' (Moodle.org).The software is used all over the world by universities, schools, companies and independent teachers. At the moment, it has a significant user base with 47097 registered sites with 21771752 users in 2081537 courses. The site with the most users is The Open University with 3590 courses and 452483 users.

Moodle was created by Martin Dougiamas, a WebCT administrator at Curtin University, Australia, who has graduate degrees in Computer Science and Education. His Ph.D. examined "The use of Open Source software to support a social constructionist epistemology of teaching and learning within Internet-based communities of reflective inquiry". This research has strongly influenced the design of Moodle which first version was released on August 20, 2002. Martin Dougiamas continues to be the Moodle Founder and Lead Developer at Moodle Pty Ltd, Perth.

Unlike other courseware programs, such as e-educativa or Blackboard, the design and development of Moodle is guided by a particular philosophy of learning referred to as 'social constructionist pedagogy' (Moodle. com). Constructivist approaches to teaching and learning have emerged from the work of psychologists and educators such as Jerome Bruner, Jean Piaget and Lev Vigotsky. Constructivism embodies two major perspectives: cognitive constructivism and social constructivism. The former, mainly developed by Piaget, maintains that people actively construct new knowledge as they interact with their environment, that is, 'the process of learning is a direct result of our personal experiences' (Williams and Burden, 1997). The latter, Vygotsky's social constructivist theory, asserts that the culture gives the child the cognitive tools needed for development. According to this approach, great emphasis is put on the part played by other significant people in the learner's lives for they select and shape the learner's experiences presented to the learner. A constructivist teacher creates a context for learning in which students can become engaged in interesting activities that encourage and facilitate learning. The teacher's role is to guide students as they approach problems, encourage them to work in groups and support as they tackle problems, adventures, and challenges that are rooted in real life situations. Teachers together

with peers and other members of the child's community must facilitate cognitive growth and learning. Moodle's features reflect this learning approach in various design aspects. The teacher is not only a source of knowledge but also a facilitator for he/she connects with students in a personal way, moderates discussions and leads students towards the objectives and goals of the class. Similarly, with the use of Moodle, students interact with the environment and their peers for they have various activities such as choosing the right option, commenting on entries in a database, participating in a forum or working collaboratively in a wiki.

Apart from applying the social constructionist approach, Moodle has many features which can be used to help students understand specific-content texts and develop reading comprehension strategies such as previewing, skimming, scanning, inferring and summarizing (Harmer, 2001)

1. The most useful features are resources and activities. Resources are content, that is, information the teacher wants to bring into the course. These can be prepared files uploaded to the course server (link to a file); pages edited directly in Moodle (edit a webpage); or external web pages made to appear part of this course (link to a website).
2. Activities include controlled tasks (quiz), productive tasks (glossary, online text, wiki) and communicative tasks (chat and forum). Quizzes allow the teacher to design and set quiz tests which consist of multiple choice, true-false, and short answer questions. These questions are kept in a categorised database, and can be re-used. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. Glossaries are used by learners to create and keep a list of definitions, like a dictionary. Online texts allow the teacher to specify a task that requires students to prepare digital content (any format) and submit it by uploading it to the server. Wikis enable students to create and edit texts collectively using a web browser. Chats foster real-time synchronous discussion among participants. This is a useful way to get a different understanding of each other and the topic being discussed. Forums are also used for discussion. Unlike chats, interaction is asynchronic and participants can include attachments. By subscribing to a forum, participants receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to (Moodle. com).

Course Design

The main goal of the courses is to provide students with the tools to understand texts in English related to the areas of Technology and Tourism. Texts were selected from a wide range of electronic sources bearing in mind the content areas, the grammatical constituents of the texts and the prospective students´ needs.

The courses are divided into 20 weekly units. Each unit combines Moodle's software features, course configuration and content to develop the following structure:

1. Weekly Structure: The 20-week course layout was based on a weekly structure. The main course page provides an outline of the course, links to useful resources such as bilingual dictionaries and translators and a class forum that participants use to interact with the tutor and peers. The format was intended to act as an "advance organiser" (Ausubel, 1968).
2. Sample Unit: All units start with a *description* of the lesson in which the terminal objectives are presented. Such overview is followed by a *linked* text which is exploited in the lesson. Each lesson consists of two main parts: a reading comprehension and a language focus section. For the former, students are usually asked to skim the text and choose from a *multiple-choice activity* the sentence which best summarizes its main idea. In other cases, using the strategy previewing, students predict the content of the text analyzing its non-linguistic features and write their predictions in an *online text.* In order to develop scanning, students answer different questions types; for example, *multiple choice, true and false, numbers, short answer* and *matching.* Relevant vocabulary is dealt with activities such as *matching* key terms to their definition or working collaboratively to build a course glossary of specific terminology. In the language focus section, students are made aware of a recurrent linguistic feature in the text usually through one of the question types mentioned above. To ensure comprehension, students are provided with a short explanation of the form and function of the language item analyzed. Activities such as *cloze* and *matching* are used to reinforce the students´ understanding of the new linguistic item. Links to other online

resources are provided so that students can further practice.

3. Integration Units: These units are distributed throughout the course and their main aim is to consolidate learning and foster team work. For example, in the area of tourism, students are divided into groups and each group has to write an advertisement in a wiki about tourist destinations in England. For this purpose, each member of the team reads about a specific tourist destination in England and writes in Spanish a summary of the place assigned. All members participate in editing the advertisement. Chats and forums are also very useful to encourage participation and team work. For instance, in the course of technology, students participate in a forum to decide who is the most famous hacker in history. To be able to participate in the debate, each student must previously read the bibliography of one of the hackers assigned by the tutor and share the information in Spanish with the other participants. These types of activities foster cooperative learning and peer correction and they have proved very successful.

Students´ response

The piloting project started in May 2008 and so far the results have been quite satisfactory. Most of the students fulfil the tasks in time and the show a positive attitude towards the activities assigned. Moreover, they themselves initiate forums to express doubts about the activities or tasks. This has proved very useful for, despite the nature of the course, students got to know each other very quickly. The relationship with us, the tutors, has also been very positive. Students have been contacting us all the time either via e-mail or forums. They pose us questions about lexical or grammar items and they consult us about technical problems related to the learning platform. But, surprisingly, they have also contacted us to comment on the activities and tasks themselves and this has been a very useful feedback.

Future directions

For future courses on reading comprehension, we intend to reduce the emphasis on individual work in favour of increased emphasis on stimulating

discussion and project work. This is the main way in which students can get to know the tutor and each other and, therefore, compensate for the lack of face to face interaction that ordinary courses have.

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The content behind the discipline in foreign language teaching: A case study in an English classroom at the Faculty of Humanities and Social Sciences

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Abstract: Misiones has become an international tourist destination. Thus the importance of English in the curricular design of the Tourism Course at UNaM. The institution trains students to become dynamic efficient professionals prepared to satisfy the tourists´ needs, making a competent use of English. The present study intends to analyze an English class, the teacher and students´ assumptions, the social and cultural background brought into the classroom, and whether content and context fulfill the institutional aim. The case under analysis, observed and recorded for better study, took place at the tourism course, 2nd level of English, at UNaM, on August 6th, 2007.

Introduction

Misiones has become an international tourist destination. Thus the importance of English in the curricular design of the Tourism Course at UNaM. The institution trains students to become dynamic efficient professionals prepared to satisfy the tourists´ needs, making a competent use of English. The present study intends to analyze an English class, the teacher and students´ assumptions, the social and cultural background brought into the classroom, and whether content and context fulfill the institutional aim.

The literature regarding Case Study models of analysis, from an interpretative and qualitative paradigm, permits researchers to observe the critical incidents (Day 2005; Woods 1993) and reflections on single and double-loop learning (Argyris and Schön cited in Day 2005) that take place in the foreign language classroom. This is the view applied regarding the importance of significant contents to enhance a learning environment (Novak and Gowin 1998). The level of reflective teaching and learning (Elliot 1991) and the significance both teacher and students assigned to the topics chosen for the class (Ausubel in Gimeno Sacristán and Pérez Gómez 1992) are specially taken into consideration.

In this case we discuss a single class, observed and recorded for better study. The case under analysis took place in a 2nd level English class of the Tourism Course at UNaM on August 6th, 2007. This course includes four levels. The aim of the class, to revise previously learnt vocabulary and grammar by means of the advantages and disadvantages of cruise ships, served the purpose of this study. Both teachers and students were observed in their natural environment to ensure true life roles and situations. The sentences and answers provided by the students had to be justified orally in order to explore assumptions, beliefs and ideas.

We consider this case study relates to CLIL as it views the actions developed in this class as tools in the learning of a nonlanguage subject, where both language and subject have a joint role (Marsh 2002:58). We truly believe that exploring and reflecting on our own practices will develop the attributes of professional practitioners.

The Class

It is generally very difficult, for both teachers and students, to draw a line separating the strictly pedagogical and the institutional. However, physical and psychological conditions and the experiences that teachers and students take into the classrooms may influence teaching and learning and the strategies they activate. Considering physical conditions the space in the classroom was clearly

small for the 45 students attending the class and the teacher found it complicated to move to the back. The teacher´s desk was balanced on top of a duster. As regards students, they were in their 20s, except for one who was much older. In the case analysed, the students did not complain about classroom conditions and applied to fulfill their institutionalised duties, thus not recognising the rights that as political subjects assist them.

Despite these difficulties, and due to social and cultural diversity resulting from the fact that students come from different towns and cities in the province and neighbouring areas, the environment within which the class occurred influenced and was influenced by the teaching-learning process and its outcomes. (Williams and Burden 1997)

Pedagogical intention (Bixio cited in Boggino 2006) was explicit on the teacher's side. She remained standing up during the class and leadership was clearly established from the beginning, thus facilitating opportunities for learning to take place. The topics chosen were coherent with the contents of the tourism course; as a result students looked highly motivated. Nevertheless, they appeared to act only at the teacher's requirements at first, but this changed as the class developed. Money and free time activities were interesting topics and they devoted time to them recurrently. When discussing holiday destinations the teacher made use of close concepts, since only two choices were given as regards the place - the mountain or the sea; and the season - summer or winter. Among holiday options, “Cruise holidays” appealed to most of the students and they engaged in discussions about the different jobs on a cruise ship and their main characteristics.

The use of the board and motivating questions fostered teacher-student interaction. Students relied on … meaningful constructions previously made about the objects of knowledge proposed, so that meaningful learning is guaranteed. (Bixio in Boggino 2006: 113).Through the choice of these teaching strategies, attention to affective variables was given encouraging students' confidence. Instrumental mediation occurred in the form of texts and images provided by the text book, English for International Tourism, pre intermediate level. Students based their learning strategies on cognitive structures previously acquired in L1. Although teacher- whole class interaction and teacher-individual students interaction happened at all times, social or interpersonal mediation among the

students was less frequent.

The class revolved around a topic whose level of challenge was adequate for the second term of the academic year and the syllabus objectives. The second level of English is developed throughout the academic year; therefore, by August, when the class took place; the students had already been exposed to the language for a considerable length of time, mainly to the contents dealt with in the area of tourism. Students were competent in the use of reading comprehension strategies which had been thoroughly developed in L1 and L2. Oral extended discourse was the predominant type of discourse used in that class and communication was achieved at various moments of the class. Monitoring allowed gentle correction of students' intonation, pronunciation and rhythm. Tasks to be carried out in between classes were intended as a way of revising and integrating the contents developed in this class with those of the following class.

It was observed that when students were asked to carry out tasks from the text book there was little student-student interaction and mediation. It could also be noticed that Content and Language Integrated Learning facilitates the building up of meaningful relations between concepts and ideas. Students activated their memory to express themselves appropriately since a lot of emphasis was put on previously known information about cruise trips. They considered different jobs people do, the activities that are carried out, and the cost of cruise trips as well as CVs and what to include in them.

The processes used to activate prior knowledge in this case study were based on the long term associations the mind is able to make rather than on meaningless short term listing or repetition exercises. David Ausubel´s Theory of Learning has demonstrated that meaning is a clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure on a nonarbitrary and substantive basis. (Anderson and Ausubel in Brown 2000: 83)

The meaningful learning process occurred gradually in the class as the teacher made sure everyone had something to share. Any learning situation can be meaningful if a) learners have a meaning learning set- that is a disposition to relate the new learning task to what they already know, and b) the learning task itself is potentially meaningful to the learners, that is, relatable to the learners' structure

of knowledge. (Brown 2000: 85)

It is clear that the traditional framework of the foreign language classroom is easier to accept and to follow than to change. In the class analyzed both teacher and students were tempted to follow this type of framework. Due to the teacher's reflection on action those critical moments were overcome. Woods (1993) suggests that critical incidents are flashpoints that illuminate in an electrifying instant some key problematic aspects of the teacher's role and bring a solution at the same time. However, there were times during the development of the class when teacher and students fell into mechanical drilling and repetition and defensive responses, thus moving away from the content and focusing on the language itself. This happened when the teacher offered two alternatives for holiday destination and season; when too much emphasis was given to accurate pronunciation and intonation; and when they failed to arrive at a conclusion to one of the problem situations proposed: “Who is the most appropriate person for each job?”

Williams and Burden (1997) suggest that understanding an individual student involves an understanding that everyone has a unique perspective on the world and their place within it. They also state that learners make sense of their learning situations in ways which are personal to them. Such considerations appeared to be true when considering the individual student who was older than the rest. He seemed to be upset at the others when they made comments about the captain and his age and we had the feeling that he felt uneasy most of the class. “The others”, a key factor in social interactions, seemed to affect this student negatively. Apparently, he considered himself “different” from the others and this difference is shown in his experiences, interests and intentions (Bixio in Boggino, 2006).

The class was planned and put in practice on the basis of the contents previously acquired by the students in the Tourism Course. There was a close relationship between the teacher's pedagogical intention and the discoveries made by the students and, as a result, guided discovery activities were frequently used. The lexical items triggered by memory were resignified as the students were able to bring their own experiences to the class and put the emotional and the academic aspects successfully together; especially when sharing their travelling experiences with the teacher and the rest of the class, talking about the places they had been to and what they had done there. As new material enters the

cognitive field, it interacts with and is subsumed under a more inclusive conceptual system. Subsumption theory provides a strong theoretical basis for the rejection of conditioning models of practice and repetition in language teaching. (Brown 2000)

Teachers are indivisible from what they teach and because of this tend to convey not just what we know, but also our position towards it. Both the content of any lesson and the way in which it is offered are part of the person standing in front of the class. Every teacher is unique, as every student is unique. In order to improve their professional practice teachers need to become more self-aware with regard to their deep rooted beliefs since they affect everything they do in the classroom regardless whether these beliefs are implicit or explicit (Williams and Burden 1997). In this particular case the teacher's sense of awareness contributed to analyze assumptions - the students' and her own. Reflection-on- action, double-loop learning (Argyris & Schön cited in Day op.cit.), and critical incidents in the classroom brought about a sense of awareness that made teaching and learning a creative, yet conscious, experience.

Conclusion

Students were able to express ideas and information appropriately as they focused on content rather than form. Since the Tourism Course trains students in four levels of English we consider that the content and context of the class helped the institutional aim to form dynamic professionals prepared to satisfy the tourists´ needs making competent use of English.

In conclusion, we consider that reflection on and about action can shed some light into the assumptions that students bring into the classroom. At the same time it leads to contrasting the teacher's own espoused theories with the theories-in-action. Through double loop learning we are led to identifying and questioning the governing variables behind the class. In doing so, the reflective practitioner can change them instead of trying new strategies to maintain those variables. In this way the teacher ends up with an insight that will allow her to look more attentively at the underlying norms and objectives of the syllabus. Argyris and Schön (cited in Day 2005) consider that confronting our own beliefs should occur beyond what actually goes on and is therefore tangible. Single-loop learning helps us to understand the rules better, it ensures stability and control. It also limits the

possibility of change since the teachers are constrained by syllabuses, classroom management and objectives. On the other hand, double-loop learning permits them to question what has been settled and to see themselves as the others see them.

This critical and rational view is bound to produce changes. Through the development of this case study and the subsequent reflections on it the teacher was able to de-construct her teaching as well as her assumptions. This new awareness brought about the possibility of building new constructs in the search of professional effectiveness and becoming a reflective practioner. Considering the methodology proposed, content teaching activities proved to be successful because even weaker students took an interest in the class and they allowed plenty of opportunities for acquisition, understanding and conversational use of the language.

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Applying Corpus Linguistics Methodology to an ESP Lexico-Grammatical Compendium

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Abstract: ESP reading comprehension courses are offered to Telecommunications undergraduates at the UNRC. Our project aims at developing an innovative lexico-grammatical compendium to complement the ESP course material currently being used by means of corpus-based methodology. This presentation describes the corpus built and the new lexico-grammatical compendium. It focuses on the improvement of students' reading comprehension ability and contributes to the teaching and learning of English. It also contributes to the design of materials that respond to students' needs by helping them become aware of the specific lexico-grammatical patterns that characterize the different types of texts they read.

Introduction

ESP reading comprehension courses are offered at the School of Engineering at the National University of Rio Cuarto for undergraduate students in Telecommunications Engineering. Two levels are offered to develop reading

comprehension skills that will allow them to deal with texts in English which are specific to their field of study. A broad variety of text types such as definitions, descriptions, advertisements, book chapters, and news articles are included in the units used as class material following the guidelines agreed upon by the ESP trainers in the different courses taught to the different schools at the UNRC.

As a way of diversifying current forms of classroom practice, a project to develop innovative lexico-grammatical reference material using corpus-based methods has been designed. This compendium aims at complementing the ESP course units currently being used. These units have the following components: a collection of texts in English (with and without visual support), a reading comprehension guide and bilingual dictionaries.

This paper describes the new lexico-grammatical compendium designed at the UNRC using corpus-based methodology and the corpus built for the project. It includes a brief description of the theoretical framework underlying the design, the structure and different components of the compendium, the criteria for material selection, sample activities and material from the compendium.

Theoretical framework

The lexico-grammatical compendium has been designed taking into consideration that vocabulary and grammar co-exist as a unit in a very complex and inextricable relationship through the concepts of collocations and colligations. Collocation is defined as "the occurrence of two or more words within a short space of each other in a text" (Sinclair, 1991, p.170) and colligation as "the collocation between a lexical word and a grammatical one" (Hunston, 2002, p. 12n1). These linguistic combinations are constructed from the lexical and grammatical choices that the system offers to language users, and they give discourse its fluency, naturalness and idiomaticity (de Beaugrande, 2001). From this perspective, language is employed to create and interpret meaningful messages by selecting key lexical words (nouns, verbs, adjectives, adverbs) which are then linked with other lexical words and grammar words (pronouns, auxiliaries, prepositions, determiners, conjunctions). The resulting outcome of these links are very specific lexico-grammatical phrases or units which are learned and used as complete units of meaning without actually separating the lexical from

the grammatical bits that make them up. Thus, every lexical choice made is what creates and gives rise to recurring grammatical features and patterns.

Corpus linguistics is a methodology that has proved to be useful in the analysis of texts because computer assisted analysis of language corpora can provide important insights as regards the linguistic choices that characterize them. A corpus is "a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or a language variety as a source of data for linguistic research". This collection is different from other collections, such as text archives or databases, in that it is compiled in a systematic, planned and structured way (Sinclair, 2005). The insights provided by corpus-based methods can be used for linguistic research and for language teaching as well. Flowerdew (2001) emphasizes the value of using corpus-based methods as a tool in course design and for the evaluation of syllabuses and materials.

Different methods can be used to investigate a corpus depending on the purpose of the research. Corpora are analyzed using tools of different kinds, some of which are computer programs developed for specific analyses like the ones described in Biber, Conrad and Reppen (1998); others are commercially available software packages like WordSmith Tools (Scott, 2004) which is the one used in this project.

The most basic and more widely used method to examine a corpus is the counting of occurrences of certain linguistic forms: lexical and grammatical items. These frequency counts can be observed in wordlists that the software produces from the search in the corpus. The behavior of each of the items in the wordlist can be studied obtaining concordance lines which display each item in its context of occurrence. Frequency lists are lists of all the types (different word forms) in a corpus with their corresponding frequency of occurrence displayed in frequency and alphabetical order. This is particularly useful for providing information that can be used in reference materials for language teaching, translation and basic searches for stylistic indicators. Nation (2001) and Flowerdew (2001) have highlighted the value of using frequency lists to determine the importance of certain linguistic items over others in a particular context.

There are other methods of investigating corpora that can be used to obtain additional kinds of information useful to identify and analyze complex association

patterns which are “the systematic ways in which linguistic features are used in association with other linguistic features and non-linguistic features” (Biber,

order to notice the most frequent lexico-grammatical patterns that characterize the text types they read. Each section and unit, when necessary due to the complexity of the topic developed, contains a set of simple questions and exercises that students are prompted to solve by resorting to a chart with concordances extracted from the corpus. The following is a sample section on “verbs”:

SECCIÓN: EL VERBO
ACTIVIDAD DE EXPLORACIÓN y ANÁLISIS DE DATOS:

1. Observa los ejemplos extraídos del corpus en el **cuadro de concordancias 1** y realiza las actividades:
   a. Presta atención a los elementos resaltados. Teniendo en cuenta las definiciones provistas en el glosario de términos gramaticales, ¿Son *verbos principales* o *auxiliares*?
   b. Identifica y subraya los *verbos auxiliares* en cada línea. ¿Observas alguna diferencia entre las formas plurales y singulares?
   c. Completa el siguiente cuadro con las distintas formas del auxiliar "be":

	Presente	Pasado
Singular		
Plural		

   d. ¿Qué palabra indica negación y dónde se ubica la misma en la *frase verbal*?

Cuadro de concordancias : Verbos principales y auxiliares

N	Concordance
1	as well. Forecasters and regulators were not expect ing such success, however. Network equipment and
2	networks and as rates drop, new subscribers are buy ing cellular services for personal security, safety on the
3	get into an animated conversation! Net2Phone is add ing PC-side echo cancellation to address acoustic
4	machine. In fact, at the same time I was install ing a new version of Yahoo Messenger, Bonzi Software
5	per month, the traditional phone companies are look ing at the potential loss of hundreds of millions of dollars
6	"The potential lack of oil is the reason we are do ing this, " Dr Auty said. "There are huge amounts of
7	equipment vendor, announced it was purchas ing a 25 percent stake in 2Wire. The successful
8	I knew a lot of startups in the late 1990s that were work ing on more efficient ways to move data through the
9	(AM) . The simplest form of modulation is key ing, interrupting the carrier wave at intervals with a key
10	across the Atlantic, and by 1905 many ships were us ing radio for communications with shore stations. For

It is important to highlight that students resort to this reference material after they have read and interacted with authentic texts where they have seen how the

particular topic studied in the section is used. At the end of each section of the compendium, which may contain one or more units, there is a summary of the main concepts studied in it. The following is a sample of the section "Verbs" where students are offered simple grammatical explanations on the use of the patterns explored and analyzed.

PARA RESUMIR: Presente Progresivo

Este tiempo describe una acción que está actualmente en curso de manera temporal o por un período relativamente prolongado de tiempo. Se forma usando **am/is/are** con una forma verbal con el *sufijo* **-ing**.

*Ej.: The Federal Trade Commission (FTC) is compil**ing** a database of spam violators.*

The compendium also contains a *glossary* of terms that students are prompted to resort to in order to find out the descriptions of the terms used in it. This section contains all the terms that have been considered to be useful for students to understand the grammatical concepts underlying the descriptions offered. In this section readers are presented with definitions such as the following:

GLOSSARY OF GRAMMATICAL TERMS

Verbo auxiliar es la forma conjugada de los verbos "be, have, y do" cuando los mismos acompañan a un verbo principal para formar un tiempo verbal, formas negativas, y preguntas.

Verbo principal es todo verbo que no es auxiliar. Se lo denomina también verbo léxico. En el caso del inglés algunos verbos principales en el corpus son "transfer", "retrieve", "store".

The items that have been defined in the glossary are marked in italics to show the readers that they are defined in the glossary. The items have been defined using different sources (dictionaries, reference grammars in English and Spanish) and modified to suit the readers' needs.

Conclusions

In the age of information technology, it is widely known that technology is

viewed as a necessary component of language teaching and learning. Specifically, technology has been playing a mayor role in the description of language; hence, it has become an integral part of not only EFL but also ESP courses.

Corpus linguistics - computer assisted analysis of language corpora - is a valuable technological resource for ESP practitioners since it can provide insights on the characteristics of the different types of texts used in ESP reading comprehension courses; it is also a valuable tool for the design and evaluation of teaching materials.

We believe that the lexico-grammatical compendium described in this project makes the most of the texts included in the handbook since these are used by ESP students as class material and by ESP practitioners as corpus data. We expect the results of this project will be positive both as a way of diversifying classroom practice and as a way of helping our students become more independent readers.

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The Learning Dimension (LEARNIX)

The Relevance of Content-Based Instruction

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Abstract: This paper focuses on the evaluation programme of two EFL classes. The purpose of this paper is to show that content-based instruction (CBI) results in a higher communicative and linguistic competence and that programme evaluation is an essential part of teaching practices. During a school year one group of subjects was instructed following FCE (First Certificate in English) Exam format while another group was instructed following FCE format and Literature. Results show that the second group performed better in the tests administered than the first group.

Introduction

Programme evaluation must have a relevant place in any social practice. Being teaching a social practice, it must be of particular interest to teachers, in our case, teachers of English as a foreign language (TOEFL).

Lynch (1996) defines evaluation as the systematic attempt to gather information in order to make judgments or decisions, while a programme is seen, within the language teaching context, as any instructional sequence. He proposes the context-adaptive model (CAM) for language programme evaluation, which is divided into five steps which will be used in this research paper.

It has become increasingly important for experiential education organizations to demonstrate clear evidence of effectiveness in achieving desired goals for two main reasons: necessity and morality. Besides, conducting programme evaluation does not guarantee the quality of a program, but high quality programmes are more likely to be engaged in programme evaluation (Neill 2006). Richards (n/d) asserts that an overall programme evaluation should focus on four factors for examination: institutional factors, teacher factors, teaching factors, and learner factors. It is my attempt to focus on the teaching factor and how some variables can affect learners.

In order to evaluate a programme, Nunan (1993) proposes Action Research (AR), which is justified on the grounds that it is a valuable professional development tool in order to reflect upon teaching practices and findings so as to modify those practices and see results through reflection again.

Methods

I will use Lynch's CAM model (1996) so as to structure the evaluation of the EFL programmes under analysis.

Step 1: Audiences and goals

The purpose of this evaluation is to reflect upon the inclusion of content-based instruction into a FCE oriented class so as to see whether subjects' language proficiency outstands that of a class without such instruction. My hypothesis is, therefore, that a content-based syllabus improves learners' communicative competence in English as a foreign language.

Steps 2 and 3: Context inventory and Preliminary thematic framework

Two groups were selected in order to compare the effects of a content-based approach on learners' L2 proficiency. Both classes were attended by thirteen learners of both sexes between 15-17 years of age at a private school (F.E.E) in Esquel. They all come from upper-middle class families; their L1 is Spanish, and they all share similar academic achievements.

Both groups started EFL classes in March 2006 aiming at the FCE Exam, therefore their syllabi were mainly focused on such goal, as well as the material used, that is, textbooks, practice tests, and assigned readings. They had two hours of English from Monday to Thursday with three different teachers. After a three-month period, both groups were tested so as to see their progress; results showed that they had a similar proficiency level (mean difference was only 0.077). Both groups were tested using a FCE practice exam[1], from which the Use of English and Speaking papers were considered in order to measure their level of English. Subjects' percentages were transformed into marks where 10 was the top mark. Results are shown in Table 1 using arithmetic statistics (Brown 1988).

Table 1

PRE-TESTS Average marks (10= top)	Group A (control group)	Group B
Use of English	6.92	7.15
Speaking	8.34	8.30
Speaking	7.62	7.73

However, in June 2006, one of the groups, henceforth Group B, expressed they would like to have the opportunity to learn a subject in English. This group accepted to have half of its 12 contact hours devoted to Literature from August until the end of the school year, December 2006. The other group, Group A, continued with their original syllabus since they never requested any changes. This shift suggested that its pedagogical implications needed to be evaluated.

In general terms, Group A received instruction following FCE format, using the textbook Knockout while in Group B materials from literature textbooks were incorporated to their programme during the second half of the school year. From the beginning, Group A had classes with one teacher, whereas, Group B had classes with two teachers, teacher 3 being the author of this paper.

It is still an issue in the English department of this school whether to keep its

[1] Use of English and Speaking papers taken from May and Martin (1999), pages 205-208 and 212-213, and pictures for speaking.

international examinations orientation or to move to a content-based approach.

Content based instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about language. Interest in CBI has now spread to EFL classrooms around the world where teachers are discovering that their students like CBI and are excited to learn English this way. CBI is an effective method of combining language and content learning. Theme-based CBI works well in EFL contexts, and its use will increase as teachers continue to design new syllabi in response to students' needs and interests (Davies 2003).

In a study carried out by Bada and Okan (2000) on learners' preferences, these two researchers concluded that effective language teaching and learning can only be achieved when teachers are aware of their learners' needs, capabilities, potentials, and preferences in meeting these needs. The results obtained, they claim, call for a step forward towards a teacher-student co-operation in designing syllabuses, doing weekly course planning, and classroom management.

Furthermore, Mandeville (n/d) asserts that one of the principles of the Whole Language approach, a perspective aiming at integrating fields, is that children learn language best when engaged in authentic language use.

All in all, we can see that these views place content on top position supporting the fact that the target language is best learnt through content.

Step 4: Data collection design

In order to prove my hypothesis, I decided to collect data by means of the same instruments used for testing groups' level. By the end of November 2006, both groups were tested through a FCE practice exam[2], only focusing on Use of English and Speaking.

Step 5: Data collection and analysis

Data were collected as outlined in Step 4 right before the end of the school year, November 2006. First, students were administered a FCE Use of English Paper to compare results with the pre-test and then their speaking performance was tested by means of a FCE Speaking Paper. Subjects' oral performance was meant

[2] Use of English and Speaking papers taken from Newbrook (2004), pages 122-124 and pictures for the Speaking Paper.

However, in June 2006, one of the groups, henceforth Group B, expressed they would like to have the opportunity to learn a subject in English. This group accepted to have half of its 12 contact hours devoted to Literature from August until the end of the school year, December 2006. The other group, Group A, continued with their original syllabus since they never requested any changes. This shift suggested that its pedagogical implications needed to be evaluated.

In general terms, Group A received instruction following FCE format, using the textbook Knockout while in Group B materials from literature textbooks were incorporated to their programme during the second half of the school year. From the beginning, Group A had classes with one teacher, whereas, Group B had classes

Table 2

POST-TESTS Average marks (10= top)	Group A (control group)	Group B
Use of English	5.57	7.7
Speaking	7.09	8.27
Speaking	6.29	7.98

All in all we can compare general results in the following table (table 3)

Table 3

SCORES	PRE - TEST	POST - TEST
Group A	7.653	6.29
Group B	7.73	7.98
X (mean)	0.077	1.69

To begin with, Group A performed poorer than Group B when tested at the beginning of the study. When asked about this situation, subjects expressed that lack of interest and excessive FCE exam practice could be the cause of a drop in performance even though both groups had received the same amount of practice. They went to say that they felt rather demotivated because they had the feeling that they had not done much with the language and that the aim seemed to have been training rather than learning. Regarding Speaking and course evaluation in general, they asserted that they would have liked to talk about current global issues during the course.

On the other hand, Group B performed better in the post-tests. They obtained better results at Grammar, but slightly lower at Speaking. When asked about this situation, they, contrary to Group A, expressed that mortality affected results since one of the subjects who had been absent as well as the one who passed away had got 9 and 10, respectively, in that paper in the pre-test. When asked about their results in general and their evaluation of the course, they expressed that they were content with content (Hillyard 2005). They admitted that, though they had not devoted much time to studying, they had gained a wider range of vocabulary and that they had been given the opportunity to use English with a real purpose during the second half of the year.

Conclusion

In conclusion, it must be said that this paper proves that CBI and programme evaluation are worth taking into account in our teaching practices.

CBI stresses critical and creative thinking and adds relevance to a course. CBI makes English become meaningful and it encourages commitment, participation, and is motivating in its own right since learners are allowed to make suggestions.

Programme evaluation, in turn, has proved to be essential. The so-called action-reflection-action cycle is an effective way of improving teaching practices and syllabi. Changes show that they must be adapted to other classes so as to improve results during the teaching-learning process.

The task of replicating this study to see whether these results remain invariable or whether new variables might give a better or different account of the picture

proposed here is left open to other researchers. Also, it should be noted that issues such as motivation as well as the teacher factor appeared during the research process; however, it is not the aim of this paper to discuss about these aspects. They could be, though, the starting point of another piece of research.

The most important aspect to be outlined here is that we teachers need to constantly revise our practices to be effective. Also, we must never forget that we work with human beings, people who have different interests from our own, and that those people are the recipient of our work, then, they must have a central position. A learner-centred curriculum which caters for learners' needs and takes into account content-based instruction will surely result in a higher level of L2 attainment.

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Writing apprehension in the EFL classroom: Secondary school students' responses to the Writing Apprehension Test

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Abstract: In the specific field of EFL writing, language anxiety has been broadly conceptualized as writing apprehension (WA). WA is characterized by reluctance to write, high levels of anxiety related to the process of writing and low self-esteem. This paper describes our attempt to explore writing apprehension in our EFL classrooms across different groups of secondary school students. Students' responses suggest that apprehension towards writing should not be underestimated in our composition classes.

Introduction

Over the last decades there has been an increasing interest in the role played by affect in language learning. In the EFL context, the term affect refers to aspects such as emotions, feelings, mood or attitude which condition learning behaviour (Arnold 1999). A large body of clinical and experimental data has demonstrated that emotions and feelings are an integral part of reason and that they certainly have a major effect on cognition (Gardner 1968, Scoon 1971, Kleinmann 1977, Foss & Reitzel 1988, Damasio 1994, LeDoux 1996, Oatley and Jenkins 1996). One of the affective variables that may influence language learning is foreign language

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In the specific field of EFL writing, language anxiety has been broadly conceptualized as writing apprehension (WA). The term was coined by Daly and Miller (1975) to describe what many individuals feel when they have to carry out a writing task. These feelings are characterized by great reluctance to write, high levels of anxiety related to the process of writing and low self-esteem regarding both the skills involved and the quality of the texts produced. According to these authors, there are different levels of WA; some individuals may show a high degree of writing apprehension (HWA) and others might have low degrees of writing apprehension (LWA).

Using an instrument designed specifically for this purpose (the Daly-Miller Writing Apprehension Test – DM-WAT), they investigated writing apprehension among L1 college student writers. Their findings highlighted the fact that HWA may significantly restrict writing quality, as students presenting high levels of apprehension were shown to produce shorter, less complex and poorer essays than LWA writers, and to find it more difficult to focus on their own ideas and put them down on paper (Faigley, Daly & Witte 1981). Even beyond the writing skills as such, WA seemed to permeate many of the students' academic decisions regarding course enrollment and future career prospects. In other words, WA was shown to be an important restriction not only for the development of writing but for the learning process as a whole (Daly & Shamo 1978).

Research on WA in ESL writing has not been extensive and has generally been limited to higher education contexts, mainly in the United States (Barbeito 2003). Taylor, Johnson & Gungle (1987, in Gungle & Taylor 1989) adapted the DM-WAT in order to study WA within an ESL setting. Their findings confirmed to a large extent those of previous research in L1: ESL writers who presented HWA tended to focus less on the content of their texts and tried to avoid writing as a whole, while their LWA counterparts were shown to be more willing to enroll in Advanced Writing classes and to pay more attention to content than to form while composing. The modified ESL version of the DM-WAT was applied in another revealing study involving second language learners, in which writing apprehension was characterized as a skill – a specific type of anxiety (Cheng, Horwitz & Schallert 1999). A more recent study regarding ESL writing apprehension was carried out by Lee and Krashen (2002) to examine the impact of WA on L2 writing performance in upper-intermediate university students. The authors studied how writing apprehension, among other predictors, influenced students' grades as a measure of competence and attainment. The results revealed a strong relationship between writing apprehension and grades in writing classes, with HWA students

obtaining poorer grades,

In the light of these findings and moved by our concern for what we regarded as a generalized feeling of reluctance towards writing activities among our students, as well as by their relatively poor writing performance we attempted to explore writing apprehension in our classrooms in order to enlarge our understanding of this complex reality.

Exploring Writing Apprehension through the ESL Writing Apprehension Test

We set out to achieve this aim by adapting one of the most well known instruments available to gather data regarding writing anxiety levels, namely the Writing Apprehension Test (WAT) developed by Daly and Miller (op. cit.). This is a 25-item self-report instrument whose statements probe into anxiety-related factors such as the fear of evaluation and of writing itself, the enjoyment of writing, and the satisfaction of completing a writing task, among others. Twelve out of the total 25 statements are intended to reveal notions and behaviour related to high levels of writing apprehension while the remaining half are devised to reflect low levels of writing apprehension. The WAT has been used successfully in several WA studies in L1 academic contexts (Daly 1985, Fowler and Kroll 1980, Fowler and Ross 1982, Lee & Krashen 1997, Powell 1984 in Lee & Krashen op. cit.), where it proved to be a highly reliable instrument (Lee 1995 in Lee & Krashen op. cit.).

In this descriptive study we implemented the version of the WAT adapted by Taylor, Johnson & Gungle (op. cit.) to study WA in second language settings. The ESL-WAT consists of 26, instead of 25 items and presents a 6-point rather than a 5-point Likert (1932) scale in order to avoid noncommittal answers. This test was piloted and later applied in two studies involving a large population of L2 college students (Gungle & Taylor op. cit.). However, taking into account the researchers' observation that, even among L2 college students, certain vocabulary distinctions, such as the difference between most and very, might pose extra difficulties for second language learners, we decided to translate all the items into Spanish so as to ensure that the shades of meaning among the different options were clear to all the participants.

We administered the ESL-WAT across different groups of secondary school students at Colegio Gabriel Taborín, in Córdoba city. In this institution, students at CBU level (Ciclo Básico Unificado) receive four periods of English instruction organized in two 80-minute classes a week and students at CE level (Ciclo de

Especialización), five periods of instruction, which means they attend two 100-minute classes a week. Groups usually consist of approximately 25 students and are streamed according to their proficiency level. Classes are to be conducted in English, and all the courses are oriented towards the development of the four skills with a view towards meeting the objectives proposed by the First Certificate Cambridge Examination. One hundred and ninety-seven students participated in this study, 62 belonging to first year (CBU), 59 to second year (CBU) and 76 to fourth year (CE).

At the beginning of the academic year (March 2007), the different groups were given thirty minutes to do the WAT during the last class period of the week. As already stated, the test was translated into Spanish in order to make the task easier, mainly for first year students, who were just getting used to being exposed to the foreign language all throughout the class. Before students actually did the test, the teachers explained the context and purpose of the activity, making special emphasis on the fact that there were no “right” or “wrong” answers, and that they should try to be as sincere as possible, since what was important was to gather information about what they really felt regarding writing in English. In general, students showed enthusiasm towards completing the test and all of them were able to carry out the task successfully.

Students' answers were systematized in auxiliary sheets and the general tendencies across the different groups were interpreted by identifying the modes in each statement.

Students' responses to the ESL Writing Apprehension Test

The analysis of students' answers revealed a general tendency of reluctance and avoidance towards writing. Most of the students responded negatively to statements such as 3 – I look forward to writing down my ideas in English – and 10 – I like to write down my ideas down in English. A great majority also expressed strong reluctance towards sharing their texts with others, such as peers, or a larger audience as well as towards having to hand in their texts for evaluation. When asked about their willingness to publish their compositions in a school magazine, 75% of the students showed a clear lack of interest. Most of them expressed feeling uneasy about their written work being evaluated by their teachers (54%), or with the idea of their peers reading their compositions (61%).

Many students admitted that they tended to avoid writing in English, but very

few agreed with the idea that writing in English is a waste of time, a statement in which only 29% of the total population opted for strong disagreement. Another clear tendency across the different groups has to do with a generalized negative self-image related to the activity of writing in the foreign language, as the general disagreement with statement 14 – People seem to enjoy what I write in English – and the general agreement with items 24 – I do not think I write as well in English as most people-, and 26 – I am not good at writing in English – reveal. What is more, most of the statements related with the emotional aspects of writing, such as feeling of enjoyment or satisfaction that may stem from this activity and the sense of achievement that might arise from the final product have received a generally negative response.

It is important to highlight that students did not seem to feel identified with those items pointing at the high levels of WA caused by fear, nervousness, or lack of self-confidence. An overwhelming majority (92%) expressed that they do not feel particularly anxious about writing itself, and a high percentage (75%) reported they had never experienced fear towards the writing class. These answers suggest that WA is manifested more as unwillingness and lack of enthusiasm towards the activity rather than by emotionally impairing anxiety-related symptoms.

Another interesting finding points at the fact that even when most of the students feel that they are not proficient writers and that other people write better than they do, they appear to be unaware of their specific difficulties when writing. This is reflected in the fact that only a few the students admitted having problems generating ideas (statement 7), or organizing them before writing (statement 21).

Conclusions

Students' responses to the ESL/EFL-WAT suggest that writing apprehension is present in our EFL composition classes and should be catered for if we want to help and empower our students in the process of becoming more proficient and self-confident writers. However, the analysis and interpretation of our students' responses led us to conclude that, in this particular context, writing apprehension is not clearly reflected in the form of nervousness or anxiety, but in the form of avoidance behaviours or lack of motivation to write in the first place.

There seems to be a need to resort to activities and techniques that would motivate students to write a variety of texts in realistic situations; for example, articles for school magazines, class journals or "memoirs", reports and summaries

to be included in the school web page, among others.

It is important to mention that research in the field of WA in our local environment is quite scarce and that more research is definitely needed before we can have a more complete picture of the current situation in EFL contexts in our country.

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IMAGE AND SOUND: MIND AND PLEASURE

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Imagination is powerful and helps students to transcend the limitations of the language focus. It stretches the ability to feel and understand image and language. The idea is to use right / left brain exercises to stimulate the firing of brain cells so that both sides can function optimally. When we are not focused, we do not take in all the information being offered because we are distracted. We must learn relaxed attentiveness as well as tickling our imagination, both essential if deep learning is to take place. Relax, have fun, explore and learn, I think it is not a bad motto to teach by.

Education is in "crisis" and though we know that the teaching paradigm is changing because there is dissatisfaction with the previous one, there is no clear consensus as to the way forward.

Today, Pedagogy must be re-structured in the "Pedagogic Eros". We have to educate "in", "with" and "for", with systematic and horizontal links. We, as teachers, are a text in a context; a text that must be understood and developed.

Innovative proposals should be based on theory. That theory must be put into practice through an appropriate methodology. But theory and application should not be taken for granted, so research and evaluation have a place in any programme of change. Such programmes also need careful management if they are to be assimilated within an institution. Finally, if they are to have any lasting

impact, the values and principles which lie behind any innovation must be transmitted to the profession through teacher training and education. All the aspects of this changing process are challenging . . . and interesting as well.

There is a change of paradigm; we must take the challenge seriously, though it is difficult to build a new one. It is true . . . but why don't we use imagination?

To imagine is the power to form, to create…

To "imagine" is nothing but putting together in our heads something that was not to be found in what our eyes saw or what our ears heard. Or, in the words of the dictionary, "imagination is the power of forming in the mind pictures of things or concepts not present in the senses or in the mind previously"[(1)]; it is "the ability *to create new things or ideas* or to combine old ones in new forms" [(2)]

In the very first verse of the very first chapter of The Book of Genesis, we read that "*In the beginning, God created Heaven and Earth".* That certainly must have taken a lot of power. Power, yes. But it also took imagination – an unimaginable amount of imagination, in fact.

And now here we are. We alone of all species have that divine spark: The gift of imagination. This gift of imagination is a powerful gift – it is a powerful tool. We use our imagination to create our own little universes. We sometimes use it to create bad things, and even when we create something good; we tend to worship ourselves as creators. Today, then, let's explore this gift in the hope that by understanding it more clearly we may come to use it more respectfully and more constructively – even more imaginatively…

Yet, creativity goes unsatisfied in too many people, particularly after we leave the lower grades of school, and walls are no longer decorated and classrooms can be colorless. Luckily, I have always looked up to and respected creativity in others, and have found it so rewarding and exhilarating when expressing my own. Therefore, one of the highest compliments for me is being acknowledged for being creative.

If we take the famous "I.Q." as "Imagination Quotient" instead of "Intelligence Quotient", we will discover wonderful inner worlds in our students.

It is useful to bear in mind that to shoot up your "Imagination Quotient" you have to learn how to dream and to teach your students how to create their own "mental screens".

But, as Abbot says, “Imagination must have a purpose. Otherwise, God created imagination for nothing.”[3]

Realize this: *Every time you imagine something, you are building something*. The little things that you build in your imagination are part of a bigger plan -- God's plan. By imagining small things, you are helping God to build big things.

Only time will tell you the big plan that you were always a part of but were never fully conscious of.

Everything you imagine is for a higher purpose. This is one good reason to finish something you have started -- if at all possible. You are not likely to discover your higher purpose until you finish.

If you start out with a dream, finish that dream. Bring that dream to full fruition. Only then you will know why you dreamed the dream in the first place. *All the answers lie at the end of the journey but few answers lie at the beginning of the journey.*

This is why you must never quit an important dream. You'll never know if you quit. You'll never know.

It is only after you have brought the dream into manifestation that you can look back and say, ``this is why I did it.''

Sometimes it is more fun to dream the dream than it is to have achieved the dream. The fun is in the manifesting. After you have manifested one dream, it is time to move on and dream another.

But be sure to manifest the dream. And, if your dream is to teach your students how to dream, everything will have a multiplying effect.

In discussing one of his three principles for managing imagination, Earl Stevick, points out the importance of acknowledging expressions of imagination by giving “an appropriate social response” of appreciation [4]

Earl Stevick also says that there are two types of imagination:

1) Imagination Type “F” (Fast Imagination):

- Fast: It is so fast that you are not even aware of it.
- Uncontrollable: It is not under conscious control.
- Limited Capacity: It draws on any comparable limited capacity.

2) Imagination Type “W” (Waiting Imagination):

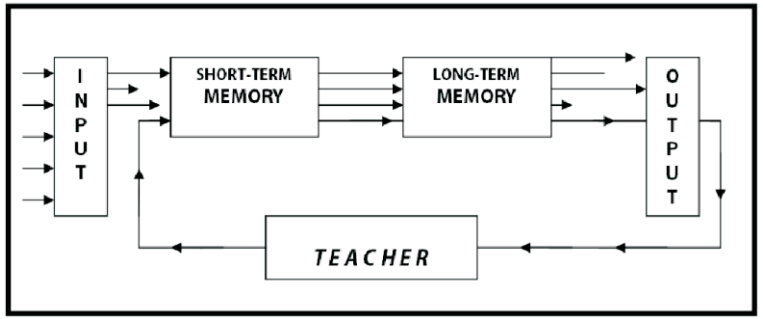
- Slow: It takes a noticeable amount of time.
- Controllable: It is a deliberate, contrived creation.
- Forming and Creating: It looks for the resources available (though they may be limited)

Therefore, these two types of imagination differ in:

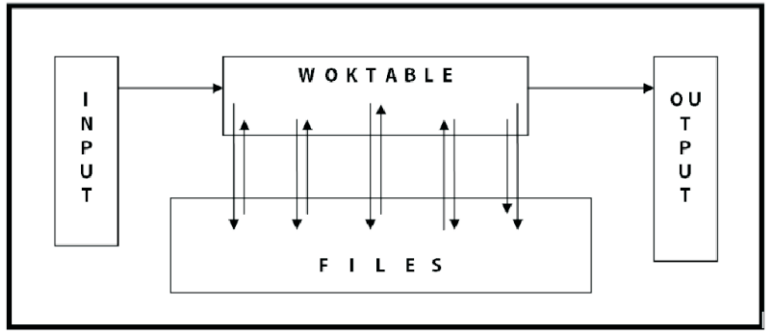
1. *Speed.* 2. *Consciousness.* 3. *Capacity.*

There is an intimate interrelationship between memory (*what we have in our minds from before)* and imagination (what we *create with our minds).*

The view on memory that is implied in much that is written and said about language teaching these days, is something like what we see in the following diagram:



But the view on imagination can be expressed like this:



Encouraging and nurturing the imagination is a gift to our students and to us. In the realm of the imagination, anything is possible. In the realm of the imagination, there is no competition. In the realm of the imagination, we do not make mistakes. In the realm of the imagination, we feel graceful and at ease. In the realm of the imagination, images perceived are powerful and transpose into the written or to the spoken word – or the drawn picture – with a force that helps students to transcend the limitations of the language abilities. It helps to stretch the ability to feel and intuitively understand image and language. It also enhances everyone's confidence level.

Everyone has an imagination. How well we use it is a matter of practice. How can we practice? Consider the following two exercises:

Exercise N°1: Relaxation Exercise:

Before proceeding, it is important to describe and discuss exactly what you are going to do and teach or review any vocabulary you will need to do the exercise. This first exercise lowers the stress level through a guided deep relaxation. You can write the script yourself, according to your students' needs, and choose the music you feel good for your group.

Exercise N°2: Using Left and Right Sides of the Brain:

The images for the second exercise must be concrete enough to visualize. The pre – exercise is brainstorming opposites that will work. Concepts like big and small do not work. Be specific: The opposite concepts do not have to be only in the visual realm. They can stimulate the imaginary use of other senses as well.

There are plenty of other exercises you can use. You only have to imagine them!

And remember, as Edward Abbot says, "A genius is someone who pays attention to what he is doing. More than that, a genius is someone who loves what he is doing". So, if you love being a teacher and helping your students to dream, you are a genius!

IMAGINE (by John Lennon)

(John Lennon was killed On December 4th. 1980 – 28 years ago)

Imagine there's no heaven // It's easy if you try // No hell below us // Above us only sky // Imagine all the people // Living for today. . . // Imagine there's no countries // It isn't hard to do // Nothing to kill or die for // And no religion, too // Imagine all the people // Living life in peace . . .// Imagine no possessions // I wonder if you can // No need for greed or hunger // A brotherhood of man // Imagine all the people // Sharing all the world . . .// You may say I'm a dreamer // But I'm not the only one . . .// I hope some day you'll join us // And the world will be as one.

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Lexical inferencing as an aid to reading to learn: A case study

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Abstract: *Lexical inferencing,* that is, making informed guesses about the meaning of unknown words on the basis of linguistic and non-linguistic clues, has been found to be of outmost importance to foreign language learners when they encounter new words in their reading. A case study was implemented with the aim of looking into the type and quality of a student's lexical inferencing strategies at College level. Results show that the participant made use of a variety of lexical inferencing strategies which led in the majority of the cases to successful guesses of the meanings of the unknown words.

Introduction

Reading is considered the most important skill to be mastered by a student entering a second or foreign language academic environment since it is the means by which s/he acquires academic knowledge. For those foreign students who only have a low proficiency level in the foreign language, reading is basic for their success in a program of study.

Research has shown that the largest obstacle for second language readers is vocabulary knowledge and the most common way of overcoming this obstacle is by using a bilingual dictionary. In order to maximize their reading comprehension, learners should be fostered to apply strategies for guessing or inferring word meanings in context (Huckin and Bloch, 1993).

Inferencing is one of the central cognitive processes in reading comprehension. It has been defined as the connection that people establish when they try to interpret texts (Brown & Yule, 1983). Kintsch (1988) has stated that the processes of inferencing range from integrating the text with background knowledge to connecting different parts of the text. Such processes also assume prediction and interpretation of the text for meaning -thus, reading is conceptualized as an active process of meaning construction.

Lexical inferencing, that is, making informed guesses about the meaning of unknown words on the basis of linguistic and non-linguistic clues (Haastrup, 1991), has been found to be of outmost importance to foreign language learners when they encounter new words in their reading. It is one of the most recurrent strategies adult learners resort to when reading either to learn -usually for academic purposes, or reading for general comprehension. Reading to learn has been proved to exert stronger lexical inferencing demands than reading for general comprehension. Several factors affect success in lexical inferencing, namely, the degree of textual information present in the surrounding context, the student's personal ability and mental effort to make sense of the unknown word, the importance of the word in the text, the student's pre-conception about the meaning of the word and the learner's background knowledge which includes linguistic, world and strategic knowledge (Nassaji, 2006).

For lexical inferencing to take place, cognitive linguists argue, students need to know about 95 % of the words present in a text. Being aware that this is not the situation of many of our students attending the local Teacher Training College, we decided to carry out this research with the aim of looking into the type and quality of our students' lexical inferencing strategies.

Methodology

A case study methodology was implemented. Two short reading texts in the field of the social sciences were selected: “With the trees, I planted my stake in New Zealand” and “A world of want. The first text was taken from Green's handout of verbal protocol analysis (1998), and the words identified for inference were “on the trot”, “plot”, “look after”, “stake”, and “to be keen”. The second text was taken

from the magazine UPDATE, vol 125, (as cited in Longhini and Martinez, 1997) with the following words selected: "pocket", "widespread", "drought", "influx" and "engulfed". This text was supported by a world map showing with different colors the levels of hunger in the world: chronic hunger, at risk of famine and famine. A student attending the subject English Language I at our Teacher Training College volunteered to take part of this case study. She was 18 years old at the moment of the research work and her proficiency level in the English language was intermediate as determined by her grade at the entrance examination of the English Training College. The participant was trained in the use of the verbal report technique (think- aloud). In think-alouds or concurrent verbalizations, subjects are asked to verbalize directly only the thoughts entering their attention and while they are still available in short-term memory when performing a task. First, one of the researchers provided two models of verbalization: 1) an instance of how to solve an anagram through verbalization of the mental processes involved, and 2) an instance of lexical inferencing of three supposedly unknown words within a paragraph. Then, the participant was presented with a short English text and was asked to practice verbalizing. The modeling took place in the mother tongue. Then, in order to gather data about the learner's lexical inferencing strategies, she was asked to read the texts chosen for this experience and try to infer the meanings of the underlined words in the text by verbalizing the content of her thoughts or the mental actions carried out in order to guess the meanings of those unknown words from context. This session was video recorded to obtain any non linguistic information which might be used as a source of further data. Data were collected in an individual session lasting approximately 40 minutes, both for the training and data collection sessions.

The data were transcribed, and then carefully examined for any observable inferencing strategies. Three researchers coded the data until a 90 % inter-rater agreement was reached. The data for this study were analyzed through open coding, i.e., a *process of breaking down, examining, comparing, conceptualizing and categorizing data* (Strauss and Corbin, 1990, as cited in Li & Munbi, 1996, p 203). Initially, labels emerged from the think-aloud sessions which were then grouped based on the taxonomy by Presley and Afferbach (1995, as cited in Nassaji, 2006). The three strategy types are: *identifying, evaluating and monitoring strategies.* Following Nassaji,

> *identifying* strategies are those that the learners used to identify the meaning of the new word in the text…(repeating the text, repeating the section that contained the text, conducting word analysis, or word-form analogy). *Evaluating* strategies are those that learners used to evaluate and check the accuracy of their initial inferences. A strategy was coded as *monitoring* when the learner showed an awareness of the nature of the problem by making an explicit judgment about the ease or difficulty of the word based on the available cues in the text. While both *identifying* and *evaluating* are cognitive strategies, *monitoring* is a metacognitive strategy (2006, p. 392).

Those strategies that did not fit the above taxonomy were categorized and labeled accordingly.

Results and Discussion

Out of the 10 words which were initially selected for this experience, only 7 were used for the study of the strategies used since the participant manifested knowing the meaning of 3 of them: *drought, look after and to be keen.* Of the 7 words left for the study, the strategies used to decode the meanings of 3 of them (widespread, influx and engulfed) fell under Nassaji's classification (2006). *Widespread* was inferred by resorting to word analysis which corresponds to the *Identifying* category: The participant tried to figure out its meaning by analyzing it into its various components, roots and affixes.

> *widespread hunger…ahí la palabra widespread la divido en dos, wide es como ancho, spread es desparramado, disperse.*

The meaning of the word i*nflux* was inferred by resorting to the sub-category *word-form analogy*, i.e. by its similarity with another word in the mother tongue. This strategy also corresponds to the *Identifying* category.

> *to cope with an influx of thousands of refugees… sufre una sequía severa, y al mismo tiempo supongo por la relación con la palabra en castellano, un influjo de los refugiados de los países vecinos a Mozambique…*

Engulfed was inferred by a strategy called *Verifying* which is one of the components of the *Evaluating* strategy category. The participant examined the appropriateness of the inferred meaning by checking it against the wider context:

> *está señalado como famine (mira el mapa) which is engulfed in a civil war, que está pasando por una guerra civil.*

In this case, the wider context is given by the map that accompanied the text and to which she resorted and referred to in order to infer this meaning. Furthermore, the linguistic context might have helped her in solving this word meaning, especially the collocation of *engulfed* with the phrase "civil war".

The remaining 4 words were solved by resorting to other strategy types that emerged from the open coding and were categorized in the following way: In order to infer the meaning of *pocket*, in the phrase "a pocket of regional hunger", the participant seems to have resorted to the use of non linguistic support, the colored map that accompanied the text, and also to the local context of the information provided in the same paragraph where the idea of "pockets of regional hunger" is immediately explained by the opposing idea of "not the widespread hunger".

> *Have significant pockets of regional hunger…Bueno pocket yo pienso que no está marcado porque tienen, no están totalmente como todo el lugar que está sufriendo un hambre crónico o sea que yo lo interpreto como si fueran puntos, que hay regiones dentro de ese lugar … no todos, sino puntos.*

The phrase "on the trot" was solved unsuccessfully since the participant verbalized the following:

> *So I had nine winters on the trot, me parece que esto es un viaje, o viajando, sigo leyendo pero por las dudas le hago un círculo con lápiz así me acuerdo que no lo sé…*

In this case, the participant seems to have disregarded using the immediate context clue of "nine winters" (on the trot). Nevertheless, she made use of another strategy - that of making marks on the text, in this case of the phrase "on the trot". However, this attempt was not successful to decode the meaning of the phrase, probably because she did not return to this mark after having read the whole text.

The meaning of the phrase "plot of land" was inferred by the proximity of the word "land" which was a known lexical item to the student and by examining its relationship with another item in the sentence, - the word "buying":

> *My parents came up with the idea of buying a plot of land… me suena como que land es tierra y plot parcela….*

Interesting is the attempt our learner made to try to decipher the meaning of the word "stake" which appeared in the title "With the trees, I planted my stake in New Zealand" and then was repeated in the second paragraph of the text "that we would always have a stake in New Zealand".

> *Stake puede referirse como un lugar que ellos van a tener ahí, porque está relacionado con plot … (*she re-reads, stops, thinks and re –reads the phrase). Finally she adds*: no sé, lo voy a buscar en el diccionario. (*She laughs, and looks at the researcher looking for approval).

Out of the 7 words whose meanings this learner was asked to infer, she was almost always successful (86%), except for the phrase "on the trot". As far as the information provided by the video taping of the think-aloud session, our participant appeared to be relaxed, concentrated on the task, and did not provide any information related to gesture or body language, other than making marks on the text.

Table 1: Words selected to infer meanings, type of strategy, and successful guessing

Lexical items		Strategy type	Sub- type	Guessing
widespread	Nassaji's taxonomy	Identifying	Word analysis	Successful
influx		Identifying	Word form analogy	Successful
engulfed		Evaluating	Verifying	Successful
pocket	Emerging from open coding	Resorting to non-linguistic clues		Successful
on the trot		Making marks on the text		Unsuccessful
plot of land		Resorting to the local context Collocation		Successful
stake		Resorting to the local context Re-reading a portion of the text		Successful

Pedagogical implications

An implication emerging from this experience is related to the systematic training in lexical inferencing in the language classroom. This should be carried out by the teacher's modeling of her own mental processes when encountering an unknown word, followed by instances of students' practice. In this way, students will be able to enrich their repertoire of lexical inferencing strategies. Teachers should also alert their students of the problem of verifying their guesses through context, and encourage them to double-check word interpretations even when they think they know the word. Moreover, students should be shown how to use not only local context clues but also larger discourse-level clues to infer meanings

Since these metacognitive skills are an important part of reading itself, helping students to develop such skills would benefit them not only in vocabulary building but in reading as well (Huckin and Bloch, 1993).

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How to Teach a Foreign Language to Adults applying CLIL

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Abstract: In the workshop, I invited the participants to share part of a real project called "A Trip through the Twenties" that had been implemented with adult learners of English in one to one classes in the city of Buenos Aires. It was the purpose of the presentation to show the power of C.L.I.L. to engage adult learners, its impact on adult intrinsic motivation, the improvement of the target language competence and the development of oral communication skills.

Introduction

As a teacher of English as a foreign language my main area of interest and concern has been teaching adults. Since I graduated, I have constantly been trying to identify and explore the right approach to teaching them. In this search, I have been enlightened by the principles of Andragogy, Social Constructivism and C.L.I.L. (Content and Language Integrated Learning).

Aims

In the workshop I set out to demonstrate how I have applied C.L.I.L. (Content and Language Integrated Learning) to teach English as a foreign language to adults in one-to-one lessons. I borrowed the definition of CLIL provided by Marsh (2002: 65) who considers it a dual-focused methodological approach that embraces both

language and non-language content and that focuses mainly on 'meaning'. I mainly concentrated on the *Language Dimension* of C.L.I.L. which emphasises the introduction of a target language, the improvement of the target language competence, the development of communication skills, the awareness of both mother tongue and target language and the development of plurilingual interests and attitudes.

One of the aims of the presentation was to show the impact of C.L.I.L. on adult intrinsic motivation and its effect on the target language competence. By *motivation*, my understanding is of a sense of empowerment in being able to do something for the sake of doing it without thoughts of reward such as praise or grades. According to Dörnyei, Z. (2000: 8) motivation concerns the direction and magnitude of human behaviour and it is responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it.

Content is motivating. As mentioned by Carmen Muñoz (2002, as cited in Marsh 2002: 36) *"Motivation to learn content through the foreign language may foster and sustain motivation towards learning the foreign language itself."* In the case of adult learners who have reached a plateau in the process of learning a foreign language, learning content (besides language) provides them with a feeling of achievement that raises their self-esteem.

My second aim was to point out the relevance of *prior knowledge* in the search for *meaningful learning*. David Ausubel (1968, as cited in Brown 1980: 79) defines *meaningful learning* as the process of relating and anchoring new material to relevant established entities in the cognitive structure. Human learning is seen as an active process of construction in which perceptual stimuli and the learner´s prior knowledge are involved. The result of a learning process will be different for each learner because the learner´s prior knowledge is always subjective knowledge and is unique to each learner. Meaningful learning will bring about meaningful language. According to Muñoz (2002, as cited in Marsh 2002), C.L.I.L. stretches the learners' language and language learning potential through pushing learners to produce meaningful and complex language.

Description of the Workshop

The workshop was divided into four parts:

a) Theoretical background
b) Sample class
c) Analysis of sample class
d) Analysis of project "A Trip through the Twenties"

Firstly, I defined what I understand by C.L.I.L. and stated its underlying principles. Then I analysed the main characteristics of adult learners and the difficulties teachers encounter when teaching these learners. Secondly, I borrowed from Tessa Woodward the technique of "loop input" by means of which *"the content of the session will be carried by the process, but the process is part of the content."* (1991:13). I asked participants to become learners of English at an advanced level for twenty minutes. In the role of language learners, the participants experienced a series of tasks that had been designed to engage real learners through a project called *"A trip through the Twenties"*. Thirdly, participants readopted the role of teachers and we analysed what we had done. I described how the tasks that we had experienced fit into the whole thematic project that lasts twenty four classes and that was implemented at an oil and gas company in the city of Buenos Aires during 2004. Afterwards, I showed how the material that had been used in the sample class was adapted to work with adult students at an intermediate level. I also showed samples of oral and written production.

Theoretical Background

After defining C.L.I.L. and mentioning the four elements in a CLIL lesson: content, communication, cognition and culture, I exhibited the following characteristics of a CLIL lesson:

- Listening and reading provide the main source of input
- The language skills are integrated
- Language is functional and dictated by the context of the subject
- The language lesson does not consider structural grading

- Language is approached lexically rather than grammatically
- Speaking focuses on fluency.

motivation, but I felt that it was not enough to sustain their interest for a long time. Working with traditional textbooks did not seem to help either, so I decided to start adding extra material.

After doing some research on my students´ interests, I found out that many of them liked history. It was then that I decided to devote 25 percent of the weekly hours assigned to analysing a historic figure that was of their interest. Soon, I realized that my learners were more involved in what they called "history class" than in the textbook.

In 2004, I decided not to use textbooks at all and started designing a project on *The Twenties,* integrating the four skills. After collecting all the material available I decided to divide the project into four parts:

a) Historical Background – Society – Technology – Prohibition
b) Relevant people: Al Capone, Sacco and Vanzetti, Maurine Watkins, S. Fitzgerald, Charles Lindbergh, Louis Armstrong, Sophie Tucker, etc.
c) Analysis of the movie "Chicago" and exploitation of the songs.
d) Reading of "The Great Gatsby" (novel written by S. Fitzgerald)

The project was carried out in 15 courses, 3 of which were group classes of 3 students each. The rest were one to one classes. It lasted 24 classes and it was divided into three levels: pre-intermediate, intermediate and advanced (post First Certificate students). Once the project was finished, learners were asked to write an article on the decade and prepare a monologue using a mind map to scaffold production. Both samples were kept in their portfolios for future assessment.

Conclusion

Through the session, participants experienced the power of C.L.I.L. to engage learners and its clear effect on the target language competence and the development of oral communication skills. They were also exposed to an example of how C.L.I.L. has actually been implemented with adult learners.

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Innovations in the EAP Course at the School of Exact Sciences: Evaluation of Product

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Abstract: The present work analizes the development of innovations for the subject *Ingles Instrumental* – reduced in the present curricula, from a two-year-course to an annual one- delivered for the nine careers at the School of Sciences at the National University of Misiones. Data were obtained from the innovations introduced for its optimization. They include: modes of delivery, materials selection, evaluations, the implementation of classes in two levels, institutional reports and students' surveys (2003/2006), among others. The variables considered in this qualitative-quantitative study were: methodology, class dynamics, teaching materials and evaluation system. These changes produced positive results on the students' academic performance.

Key Words: evaluation – methodology - innovations - testing

Introduction

This study aimed at evaluating the outcome of the innovations implemented in order to optimize the teaching of the subject "*Inglés Instrumental*" that changed from a two-year course to an annual one.

The changes included were:

- Implementation of part -time load courses
- Updating of the teaching material (Practical Work Guides)
- Optimization of the evaluation system (test construction, rubrics writing, etc.)
- Implementation, systematization and analysis of End-of-Term Surveys
- Student registration to groups of no more than 40 to favour the teaching and learning processes

The first careers of the School had two years of English (class load of two classes of two clock hours each). With the national policy of shortening careers, even majors were reduced from annual to one year delivery. Identical policy was intended with our subject. With arguments which proved acceptable, we succeeded in having it as an annual subject.

In 1998 we wrote the first Practical Work Guide, validated through an action research project and also the End-of-Term Course Survey. In the same year, in the context of the discussion of the new curriculum for Biochemistry and Pharmacy, we presented a proposal to group students according to their level of English. Thus, those with a higher level of knowledge of the language, demonstrated through a diagnostic test, would pass the Elementary Level and would attend Intermediate Level classes.

At that moment, the subject required no prior subjects approved, so the number of students was really high. Also, we could only offer part-time load courses due to the lack of human resources. In 2001 the School Board of Trustees established a system consisting in at least one major approved to enroll for our subject. This helped us to work in agreement with Clapham´s theory of background knowledge (Clapham, 1996).

To carry out a more personalized education, we began working with groups of 35/40 students each. As from then, we also allow students to change groups after the first term (depending on the schedule of the new specific subjects they attend) so they are not forced to withdraw the course because of schedule overlapping.

Our original proposal of working with different levels became possible in 2004: a diagnostic test (reading comprehension questions and a grammar multiple choice test) was implemented for those students who had a higher knowledge of the language and could attend an Intermediate Level.

The teaching material for this Intermediate Level course was adapted from that used in the Elementary Level courses. The Theory Guide was complemented with a Reading Comprehension Booklet based on the TOEFL exam. In the same year we submitted a new syllabus for approval with the content of the subject for both levels. This was again updated in 2006.

As regards the theoretical approach to reading, we believe that it is a complex activity with "a

combination of factors such as: grapheme recognition, phonological representations, syntactic structure, background knowledge, processing strategies, text structure understanding, vocabulary and context of the reading act" (Hudson, 2007). We also take into account different conceptions applied to reading Second or Foreign Languages: linguistic, sociolinguistic and psycholinguistics ones.

According to Grable and Stoller (2004), the reading models that have been investigated are: the Psycholinguistic Guessing Model, the Compensatory Interactive Model, the Recognition of Word Model and the Hoover and Gough Model. (1990).

According to Rosenblatt (1978) in Dubois (1987), the reading process comes from literary theory. She argues that the text contains the meaning "power", but that it is "updated" through the reader in the transaction process involving the reading act. The potential significance of the text and the meaning built by the reader are never identical but approximate (Bernhardt, 1991).There is a transaction between the reader and the text through which both are transformed.

Materials and Methods

This research work falls within the parameters of evaluation of a product. It aims to collect descriptions and judgements of results and relate them to the objectives and context, and process information in order to interpret their benefit and merit. Nunan (1992) believes that any study that contains questions, data, and interpretations of them is considered a form of research. Both institutions and teachers are responsible for educational outcomes and must be evaluated.

We used the following data collection instruments:

- Course Survey (taken at the end of the term)
- Students' Performance Charts of their academic activity submitted for the Accreditation Process of Pharmacy and Biochemistry before CONEAU (National Comission for University Evaluation and Accreditarion)
- Student Performance Reports submitted for 2005/2006 Teachers Evaluation
- Comments of CONEAU in the Chemical Engineering Accreditation Process
- CONEAU standards for Biochemistry and Pharmacy Accreditation Process
- Survey of students who attended the subject in heterogeneous groups (up to 2004)

Here is an excerpt from CONEAU Report, Expte. Nª 804-481/03 Res. 117/05 given in Buenos Aires, dated March 28, 2005 on the Accreditation Process of Chemical Engineering at the College of Exact , Chemical and Natural Sciences of the National University of Misiones (p. 30):

"… The curriculum has an annual course called Basic English, where minimum contents of this language are taught. It is worth noting that the methodology adopted by the teachers of the subject is highly positive as well as the teaching strategies and teaching materials selected for the classes… " Available online at: Chemical Engineering Accreditation – 2003 www.fceqyn.unam.edu.ar (our translation).

The general and specific objectives shown in the Syllabus of the Subject (the last approved by Res. CD 219/06), are in agreement with standards established within the core curriculum content for the careers, Resolutions 1232/2001 Chemical Engineering, Res 565/2004 Biochemistry, and Res. 566/2004 Pharmacy. Those established for the latter courses read:

"...Synthesis: It comprises the basic knowledge necessary for students to develop the reading strategies for the comprehension of technical-scientific texts of their speciality. The Methodology for the Classes presupposes the active participation of students where what they can do with the language allows them a gradually higher level of competence in reading comprehension.
Basic Contest:
Reading Comprehension Strategies to achieve understanding of the text
Teaching of an adequate use of the bilingual dictionary..." (our translation)

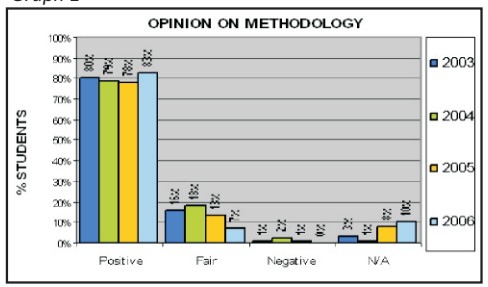
Results and Discussion

This study is considered an evaluation of the product (Nunan, 1992) because language in the course is used for teaching and learning academic content in a meaningful context, in small groups, lending priority to linguistic needs for specific content areas to develop thinking skills and learning strategies. In this process, we are constantly trying new materials, new theories and approaches and new methodologies in order to get better performance of students 'at the chalkface' and on tests so that students are more motivated and get involved in tasks. The other side of all these attempts is connected to our own reflective practice as professionals.

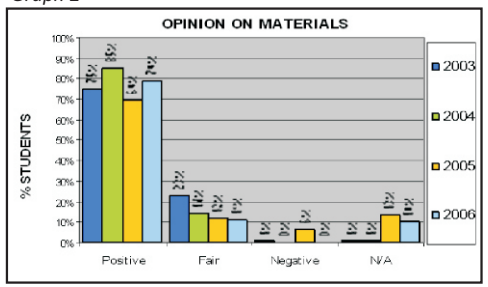
Since our intention was to evaluate the work carried out by the teaching staff of the subject in the period 2003-2006, we can conclude that the innovations implemented have had a positive impact on the teaching and learning processes.

Graphs 1, 2, 3 and 4 show the opinion of students about some aspects of the subject in this period. Though the information is presented in percentages, the number of students giving opinion can be seen in Table 1.

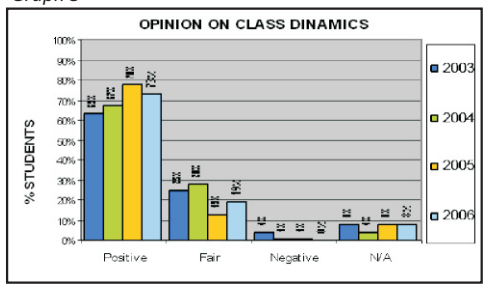
Graph 1



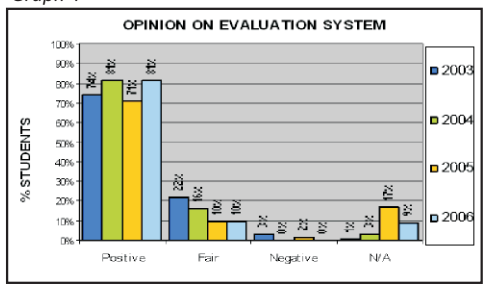
Graph 2



Graph 3



Graph 4



The following table shows the academic performance of the students who attended the subject in the period 2003-2006.

Tabla Nº 1 – Students´ Academic Performance, Years 2003 – 2006

Year	Students enrolled at Students' Dptmnt	Students enrolled in different groups	Nº of Students Promoted	Regular Sts. for Final Exam	Free	
					Do not comply with regulations	Never attended
2003	204	169	87	8	32	41
2004	208	175	120	13	15	27
2005	258	189	149	1	8	31
2006	135	155*	121	3	19	12

** some students did not comply with regulations due to Curriculum changes*

From the answers of the Students to the Survey, it has been shown that most of the students have a satisfactory opinion in relation to the implementation of two levels of classes.

Conclusion

From the critical reading of all the instruments and data collected, we can conclude that the innovations implemented for the optimization of the delivery of our subject have had a favourable impact on the academic performance of the students in the conditions under scrutiny (reduced to a one-year course). They, in turn, have rendered positive opinions on Methodology, Materials, Class Dynamics and Evaluation System as well as the delivery of classes in two levels (Elementary and Intermediate).

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Hands-on Project: Celebrations in the Kitchen

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Abstract: The purpose of this demonstration was to show the project was developed in the "Restaurateur" course of studies. The nature of the scheme revolves around the different CLIL dimensions based on issues relating to culture, language content and learning. The strong connection between teaching a foreign language in a highly practical profession is highlighted. (CLIL *dual-focussed aims*, Marsh, 1994). Students were involved in doing research concerning Halloween: origin, symbols and typical dishes. Working collaboratively with the cookery teachers, after thorough research, recipes were prepared by the first year group and then tasted by all students and staff.

Introduction

The aim of this demonstration was to introduce the programme developed in 2007 in the "Restaurateur" course of studies in the city of Rosario, Santa Fe province. This was a cross-curricular endeavour since the subjects *English Language I* and *Cookery & Pastry I* worked cooperatively in the learning process.

From the cultural point of view, students had to compare and contrast celebrations in other cultures with celebrations in ours. They were also required to investigate eating habits and methods of cooking around the globe. From the linguistic point of view, they were expected to get acquainted with the specific

6- Hands-on – team work:

Students formed two teams, assigned roles to each member and followed the instructions in each recipe. Copies had been distributed to all the students. Some reminders were written on the whiteboard for the students to bear in mind while working. Raw materials had been previously measured and were already available in specific containers. The procedures were supervised by the assistant pastry cook, who provided assistance only if needed. The language teacher was helped by the supervisor while asking questions concerning the partial preparations as the students were working.

7- Demonstration – team work:

Once the cookies and the cake were ready, the spokesperson of each team explained to the rest of the class the procedure they had followed to obtain the final product. He/she added comments related to the celebration itself, for instance, by making reference to "spooky" symbols and to the most representative Jack-o'-lantern.

Notes:

- some actual information gaps among the members of one team had to be bridged (such as students re-measuring ingredients in different fashions and spoiling the whole preparation)
- a mishap took place when they decorated the cake, still warm, with butter icing!

In any case, all the misunderstandings and "failures" were, in the end, extremely useful to the groups as part of their professional learning process. (Appendix 4)

8- Tasting of the dishes – whole school:

All the members of both teams went about the classrooms offering their mates and teachers of other subjects their production with the famous "trick or treat" phrase. If asked, they explained what the dishes consisted of.

Conclusion

CLIL describes "both learning another (content) subject through the medium

of a foreign language and learning a foreign language by studying a content-based subject." (The CLIL Compendium). In a course of studies such as "Restaurateur", this methodological approach is, in my belief, the most suitable one. Students are able to amalgamate the theoretical concepts studied in the core subjects with the acquisition of the foreign language. Moreover, all learning styles are catered for so that group members can exhibit what they are capable of doing best. The strength of this project is that it draws together mixed-ability students and creates opportunities for them to contribute in ways which reflect their different talents and creativity. The less linguistically-gifted learners may gain self-esteem, which would be unlikely to happen in a more conventional language lesson.

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Appendices

- Appendix 1:

ISHyR
Instituto Superior de Hotelería y Restaurateur

PROJECT WORK 2007
Festivities and Celebrations: HALLOWEEN

Espacio Curricular: Inglés

Carrera: Restaurateur I (pre-intermedio)

Profesora: Silvia Schnitzler

Tipo de Actividad: extra-áulica. Actividad a realizarse en la cocina del Instituto.

terminology related to their tertiary studies. From the culinary point of view, they were supposed to be able to apply their previously acquired knowledge to the new recipes they got hold of in their foreign language lessons.

Procedure

The programme can be broken down into the following parts:

1- Presentation of the project to the school authorities – teacher's task:

The teacher in charge of the group had to present a formal proposal of the cross-curricular activity. In the first place, it had to be accepted by the director of the institute, following the institution's regulations. In the second, it had to be supervised by the cookery teachers so that they made sure the framework as well as the recipes were aligned with their syllabus. (Appendix 1)

2- Research and web surf – individual:

As a means of contextualization, students gathered information about Halloween as well as typical dishes prepared for the occasion and for other festivities around the globe. Their data sources were the internet and their Pastry teachers.

Some websites had been suggested in class and the teacher's own research was presented to the class and commented on. In this way, schematic knowledge was activated and some key words were passively introduced. (Appendix 2)

Note: reference to Argentinian celebrations, eating habits and traditional dishes was made at each step along the programme.

3- Report to the class – individual:

Students brought the information collected in print (cut and pasted from the web; in Spanish from their theoretical lessons; from other sources and translated by themselves) and reported their findings orally. This resulted in a very productive oral exchange about their experiences in the kitchen when preparing the recipes. The students in the language lessons attended different cookery lessons. Therefore, they participated in different practical cookery sessions with different specialists, which added to the variety of input. Methods of cooking were

discussed technically.

4- Work on language – whole class:

In the language lessons, students were working with:

a- worksheets concerning Halloween, with activities such as matching pictures to texts, looking up key words in the dictionary, identifying parts of speech, completing charts (pair work) and writing a short text about the relationship between the supernatural and celebrations. (O'Hara, 2002: Units 7, 8 & 9, p. 71)

b- pre-teaching of specific vocabulary items which fall under the following categories:

- measures & their abbreviations: teaspoonful (tsp) vs tablespoonful (tbsp); kilogram (kg) vs pound (l); etc
- ingredients: plain vs raising flour; starch; baking powder; butter; sugar; etc
- utensils: bowl; baking tin; whisk, spatula; etc
- specific verbs: pre-heat; beat, whip, blend, stir; sift; sprinkle; etc
- methods of cooking: baking; roasting; poaching; marinating; etc

The mind-mapping technique was applied for systematization and consolidation. (O'Hara, ibid)

c- reading and analysing a recipe. Web surf and data collection. (Appendix 3) (Grandma's recipe, contributed by the teacher.)

5- Decision-making – group work: model cake decoration picture

Students, in groups of four, had to either choose from the recipes they had gathered or translated one from their practical pastry lessons to be taken to the kitchen.

After a whole class discussion, two groups were formed: one of them was going to bake “Spooky cookies” and the other a butter pound cake called “Pumpkin Quick!”. For the former, they selected and translated the recipe they had learnt in their pastry lessons and chose to decorate the cookies in the way they are presented in the websites visited (ghosts and Batman shapes). For the latter, they picked the recipe provided by the language teacher, resorting to their own decoration style of the famous Halloween' symbol “Jack-o'-lantern”. -

Fecha: martes, 30 de Octubre, de 18 a 20 hs
Duración: 120 minutos

Picture 2
(Halloween recipes, 2007)

Preparation:
Divide dough in half (or sixths). Only add milk or water if the dough is too dry. Chill 1 hour. Roll out half of dough 1/8 to 1/4 inch thick. Place on a greased cookie sheet and bake at 375F/190C for 12 minutes. These can be frosted. Makes about 5-6 dozen standard-sized cookie cutter shapes.

- Appendix 3:
Silvia's Cake recipe
Ingredients:

Butter	100 gr
Sugar	200gr
Eggs	2 units.
Vanilla essence	½ spfl.
Plain flour 0000	200gr
Starch	60 gr
Baking Powder	2 ½ spfl.
Salt	¼ teaspfl.
Milk	1 med. cup

Picture 3

Preparation

- Grease a (shallow) baking tin and sprinkle with flour or line the base with baking paper.
- Pre heat the oven to 176 º C.
- Cream the butter and sugar together in a large bowl with electric beaters or a whisk, until the mixture is light and fluffy.
- Gradually add the egg and the vanilla essence to the creamed butter.
- Sift together the flour, the starch, the salt and the baking powder into a bowl.
- Slowly incorporate into the previous preparation, alternating with the milk, in several additions. Stir with a spatula until homogeneously combined.
- Pour the batter evenly into the tin and bake for about 30 to 40 minutes or until cake tester inserted in centre comes out clean.
- Once you remove the cake from the oven, let it cool on a wire rack. Run a knife around the edges of the cake pan to loosen the cake, and invert the

pan onto another rack or plate.

- Cool completely before decorating, slicing or frosting.

Assignment:

Read the recipe carefully. Extract the cooking verbs and look them up in a monolingual dictionary. Add shades of meaning in the shape of a mind map.
Follow-up: surf the web and download a recipe for either cookies or icing. Bring the recipes from the theoretical Pastry lessons.

- Appendix 4:

Photos *in* the kitchen and the result!

Picture 4

Picture 5

Picture 6

1- Language teacher in red chef cap, foreground – bored student, background – whiteboard with the copy of the recipes, other students either taking photos or actually working!

2- Proud baker showing the result of 2 hours of hard work, background – pastry assistant supervising.

3- Whole group and language teacher ready to start tasting the productions ... yummy!

On the Development of Executive Functions and the Reading Skill

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Mag. Ana Lía Regueira
Prof. Elisabet Caielli
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Universidad Nacional de Mar del Plata (UNMdP)

Abstract: This paper reports on the initial findings of a longitudinal four-year study aimed at exploring the relationship between the development of executive functions and the process of acquisition of the reading comprehension skill, both in Spanish and in English, considering socio-economic level and demand on cognitive resources. The subjects are children (5 to 9 year-olds) from three schools, two of which are private and have different ELT projects. In these two schools, the preliminary results show that a higher cognitive demand, i.e. more hours of exposure to the L2, does not correlate with higher levels of achievement in reading comprehension in Spanish.

Introduction

The project "The development of executive functions and the process of acquisition of the reading skill" (Grupo de Investigación en Psicología Cognitiva y Educacional, Universidad Nacional de Mar del Plata) is aimed at evaluating in a parallel fashion the development of executive functions and of reading abilities, considering particularly socio-economic level (Wigfield and Asher 2002), and the

different cognitive demands that reading in L1 and L2 may involve (Ardila 1998; Matute and Leal 2003).

The objectives are:

- To describe the development of executive functions in children and their relation with the acquisition of reading in Spanish and English
- To explore the existence of differential relations in the development of executive functions and the acquisition of reading according to socio-economic level and cognitive demand

The influence of cognitive development on learning in pre-school and school children has been documented (Feinstein and Bynner 2004; Mellier and Fessard 1998; Sommerfelt et al, 2000). For example, a study by Etchepareborda and Abad-Mas (2005) shows that when cognitive development is affected, the dysfunction caused will influence many formal academic learning processes, such as attention, inhibition of irrelevant stimulus, recognition of patterns, recognition of hierarchies, formulation of intentions, recognition and selection of goals, setting of plans, analysis of activities and difficulties for the execution of a plan, etc.

Cognitive development starts at the sixth month of gestation and involves the development of functions such as attention, perception, memory, imitation, logical thinking and executive functions (Goswami 1998; Mehler and Dupoux 1992) as well as of diverse knowledge domains: numerical, linguistic, physical, biological and psychological. However, many cognitive abilities are developed slowly and do not reach their ultimate possibilities until adulthood (De Luca et al. 2003; Diamond 2002; Luciana and Nelson 2002; Luciana et al 2005; Luna et al 2004; Lyons-Warren, Lillie, and Hershey, 2004; Munoz et al 1998; Zelazo, Craik, and Booth 2004). Cognitive development is functionally possible through preformed competencies, such as logic (protologic), executive functions and social interaction.

Present research studies on cognitive development pay great attention to the role of executive functions. They are basically defined as a construct that refers to self-regulating central abilities that orchestrate basic or domain-specific processes, with the aim of achieving a goal (Elliott 2003). They play a role in controlling, supervising and self regulating cognitive and emotional activity. The

most commonly studied executive functions are inhibition of dominant responses, planning and monitoring, and shifting. Executive functions facilitate decision making (intention), information selection and storing (representation) and logical organization and planning. They fundamentally filter irrelevant information (interference suppression) and inhibit dominant or inappropriate responses (inhibition) that hamper child competence. Executive functions change with age, are decisive as regards social and academic achievement and have different expressions according to typical or atypical development, i.e. deficit in some aspects conditions the existence of certain disorders.

But it is not just nature that gives rise to cognitive development. Social interaction transcends and models the individual neurobiological functioning; i.e. cognitive development is both individual and social. In this sense, this study is concerned with reading which constitutes basically a social and communicative practice that involves the development of cognitive as well as discursive abilities to achieve specific goals.

The development of reading is associated, on the one hand, to environmental factors such as exposure and context, and to the development of positive attitude and motivation. Children from poor socio-economic contexts, for instance, usually have a lower and more limited performance in reading than other kids (Wigfield and Asher 2002).

On the other hand, different processes are involved in the acquisition of the reading comprehension skill: processes of lexical access, related to more or less mechanic decoding of a text (identification of letters, syllable construction, decoding of words, syntactic processing); and comprehension processes that imply high level operations (integration of propositions in schemes, inferences, use of goals in reading). The literature shows evidence that these processes depend on basic cognitive capacities such as memory and attention. It seems relevant, then, to design a longitudinal study for the correct diagnosis of reading abilities that takes care of both cognitive and social aspects of development and that evaluates the changes that may occur parallel to the acquisition of reading in children with normal reading development and in those with difficulties.

The study

The hypotheses on which the study is based are:

- there is a relationship between the level of development of the executive functions and the level of competence in the reading skill in Spanish and

The test is a standardized, individually administered test of accuracy and fluency with connected text. Student performance is measured by having students read a passage aloud for one minute. The number of correct words per minute from the passage is the oral reading fluency rate.

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds. In 1st year of School 2 higher levels of performance can be found in the Nonsense Word Fluency test, although students in School 1 are the ones in contact with English since kindergarten. Nevertheless, it cannot be said that this is due to a higher level of proficiency in English since the ability in question can be attributed to other processes that relate to reading development in Spanish.

In all the tests administered in English, students at School 1 show better performance in 3rd. year than students at School 2. These significant differences can be observed only in English, i.e. the results of reading comprehension in Spanish tests do not show higher levels of performance. Apparently then, a higher cognitive demand on students, understood as more hours of exposure to the L2, does not correlate with a better development of reading comprehension skills in L1. On the contrary, students in School 2 did slightly better than the ones in School 1 in reading comprehension in Spanish. It is worth considering that these are only preliminary findings and assumptions. In years to come, it will be possible to arrive at more conclusive results.

The relation between reading and executive functions is controversial. The analysis of cognitive variables associated to reading abilities allows us to improve our understanding not only of factors related to successful reading but also of those related to learning problems. However, in the Spanish speaking world, there are not enough studies that evaluate the basic cognitive processes of school children (Rosselli et al 2001). The results of the present project are expected to be valuable for the Argentine school system, especially to optimize the teaching of early reading.

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CLIL + Educational Technology: A Lesson Framework

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Abstract: The aim is to present a lesson plan following the CLIL approach and its implementation. The project was based on a film which offered a variety of topics related to cultural awareness while using the language. The activities were designed and performed using educational technology and various sources of information. The subjects were upper intermediate students attending a fully equipped Secondary School in Cordoba. They were asked to form groups to choose and investigate the topics dealt with in the film. They were also responsible for planning and organizing their meetings, as well as evaluating their process of learning.

Since the time of the great philosophers, discussions have been going on around the choice of single-subject or interdisciplinary instruction. Some have favoured interdisciplinary instruction because a broad understanding of different ideas is convenient, while others have considered a deeper knowledge of a single discipline better. Today the tendency is to work on an interdisciplinary level, integrating different areas and technology into the curriculum. The implementation of technology in a classroom may lead to changes in the

traditional teaching/learning environment. For example, it is possible to notice a move from whole-class to single-group instruction, from passive to more actively involved students, from verbal learning to a mix of verbal and visual thinking, from lecture to coaching, from work concentrated on better students to work with weaker ones, from a class where all students learn the same things to one where students learn different things at a different pace. These changes will be the result of an effective integration of technology and will lead to changes in teaching behaviour.

The lesson plan and its implementation described here aim at showing the application of a content and language integrated learning lesson plus the use of technology and the Internet. CLIL is an "educational approach in which non-language subjects are taught through a foreign, second or other additional language. (Marsh 1994). Marsh explains that CLIL refers to situations where subjects, or parts of subjects, are taught through foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. (Marsh 1994). The proposal is to use culture as subject matter content for teaching English with the aim of assisting students in increasing their cultural knowledge while developing language skills. (Dueñas). The intention is to facilitate the learning of the language by focusing on the acquisition of knowledge about real life and cultural matters rather than the language as such. By integrating language and subject matter learning, students have the opportunity "of participating more and using the target language with less pressure, acquiring self-confidence. The cultural information is what, according to Ballman (1977), "derives the linguistic, structural, lexical, cognitive and affective needs of the learners". The lesson plan combines elements of content, communication, cognition and culture, where all four language skills: listening, reading, speaking and writing are fully combined.

The project is based on a film which offers possibilities for development in the culture, language, content and learning dimensions. Most of the activities are designed and implemented using educational technology, among other things to enhance motivation, to allow students to use technology creatively and imaginatively and to give them decision-making opportunities. Mahnaz (2000) considers that the use of computer technology in schools offers a different way of learning. Duffy and Jonassen (1992) suggest that students learn with particular

effectiveness when they are engaged in constructing personally meaningful artefacts. The lesson looks at content and language in equal measure, tasks subject-oriented and designed for production, so that recycling of both content and language is possible.

According to Bates and Poole (2003) Educational Technology encompasses the following elements:

- The actual tools and equipment used to support teaching (software, programmes, networks as well as projectors, computers, audio, television, monitors, etc.).
- The skills needed to develop or use the tools and equipment effectively.
- An understanding of the teaching and learning process and of how educational tools and equipment can be selected and used appropriately to support such process.
- The human support needed to make the most effective use of the tools and equipment, including technical personnel, educational designers, web programmers, etc. as well as subject experts – teachers.
- The organization required to enable the tools and equipment to be developed and used appropriately.

The impact of technology on education has been great, now students need to learn how to use it to seek, organize, analyze and apply information appropriately. At the same time, technology increases engagement when students "feel a sense of control over their own learning." (Alderman as in Bates and Poole 2003:37).

The aim of the presentation is to illustrate how the choice of a film plus the adequate use of technology can provide an opportunity to use language to learn and to communicate and, at the same time, interrelate content areas such as History, Politics, Psychology/Sociology, Arts (music and fashion). The final outcome will be a group of highly motivated students with a deep feeling of achievement and cultural awareness to understand the world they live in.

Lesson Plan: its implementation

School level: secondary.
Group level: upper-intermediate.
School: technologically equipped:

- Specially trained personnel (those teachers working in the computer lab who can help other teachers)
- One general use computer lab. (multi-purpose)
- One special purpose computer lab
- Library + T.V./video room

Instructional resources: T.V/D.V.D. player, computer, word processor, Internet, C.D. player, CDs, Microsoft's Power Point (combined with computer, LCD projector, a screen)
Content area: Subject: English
Alternative subjects: History – Sociology – Music – Politics

Students in this group were already relatively proficient in general English since most of them had made an early-start in learning English. By the time they had reached the last year in secondary school they needed something different. There was a need to feel they were learning through English, that they could use the language, transfer knowledge from one content area into another and integrate this knowledge. Students needed to feel that a lesson was not just a mere repetition of so many language lessons but that language was "a means to an end" (Deller and Price 2007:7).

Procedure:

Step 1: Film watching.

Film: "Forrest Gump" (1994)

The film, directed by Robert Zemeckis and starred by Tom Hanks, was chosen because of its varieties of topics related to cultural awareness. Through the story of a lifetime, the director lets us be present at many historic moments in the story of the USA that also affected the entire world (e.g. the Hippie movement, the 60's, Vietnam war, fashion, music, political events, personal relationships, behaviour, values such as the family, friendship, etc.). This film offers interesting links for follow up activities that will enlarge students cultural awareness while using the language. The watching is carried out practically with no interruptions except for some comments made by students and/or teacher. Teacher's comments are sometimes made on purpose to call students' attention to certain points.

Step 2: Tell me what you know

A worksheet is used as a springboard to trigger interest in different topics dealt with in the film as well as to brainstorm and put together different ideas using the learners' pre-existing knowledge.

The students are given a copy of the worksheet and are allowed some minutes to find the answers by themselves. Then they are asked to walk round the class and interview their classmates (asking and answering questions, oral revision, interviewing skills). When they have finished students read aloud the information they have collected. Students are asked to keep the questionnaire for future reference.

Step 3: Group formation

Students decide on the subtopics of their interest in order to carry out research. The groups are based on shared interest. The members of each group are actively involved in planning, organising and evaluating the process of learning. There is social negotiation, co-operative work, critical thinking and analysis regarding the task and the material. Students set their goals and objectives when they work out the limits of their research o the topic. The responsibilities for each member of the team are set and accepted by the participants in each group. Students are encouraged to research and share their information with each other. This is a way of helping them become independent learners.

Step 4: Visiting the computer lab

Students have access to the computer lab where they will surf the different web pages previously searched by the class teacher in co-operation with the computer expert. This task is carried out during class period. Further research or collection of data is done outside the class period, as an extra-class activity, motivated on each student's personal interest. In this case, students can communicate among themselves, share their findings and receive feedback through the use of their e-mail accounts. Although the Internet is a useful tool for CLIL students should be encouraged to go to more than one source of information (books, encyclopaedia, atlas, etc.). Training students in doing research may result in an important skill for their future working life.

Step 5: Checking information.

After checking and consulting with the teacher, the different groups work on a final presentation of their topics. In order to report on their findings, students work on different presentation techniques which allow them to show their creativity (e.g. Power Point Presentation where students can insert images, write a text in different shapes: columns, columns + images, maps, etc., insert sounds, animation and hyperlinks with different webpages).

Step 6: Group presentation

At this stage there is a show of groups' final products. Students share their works with their classmates. Students show the use of technology to facilitate culture learning on an interdisciplinary approach. At the presentation stage, students show a display of different ways of presenting, for example: PPP, samples of music characteristic of the period under study, realia or pictures to show the fashion of the time, OHP to show main pieces of news taken from papers of that time. Students eagerly engage in conversation, they express their ideas, compare and contrast, transfer background knowledge or knowledge acquired in other content areas, i.e. take an active part in oral production.

Step 7: Follow up

After listening to all the presentations, relating ideas and rounding off, students work on their follow up activities. They are going to share their experience with the rest of the educational community. This can be done in a magazine, school page or bulletin board. This would imply the use of other software support tools, like for example, word processor, databases and spread sheets typically thought of as supporting teacher and student productivity; graphics for the production of images and illustration of documents; electronic versions of encyclopaedias, atlas, and dictionaries.

- Final words
- CLIL promotes negotiation of meaning, which is known to enhance language acquisition. (Lightbown and Spada 1993)
- Language acquisition takes place through conversational interaction. (Long 1983).
- Second language acquisition is enhanced by comprehensible input

(Krashen 1985), which is a key pedagogical technique in CLIL.

- Language learning becomes more concrete.
- CLIL lends itself to cooperative learning.
- CLIL allows for the incorporation of thinking skills and learning strategies that lead to rich language development: information gathering skills (questions), organizing skills (categorizing, comparing), generating skills (inferring, predicting), and analyzing skills (identifying main ideas, relationship patterns).
- Content need not be academic, it can include any topic, theme or non-language issue of interest or importance to the learner (Genessee as in Linares 1994:3).
- CLIL benefits include facilitation of comprehension, negotiation of topics and tasks, promotion of student/student interactions (pair-small group work), assistance of proficient peers to less proficient ones, work on communication skills for academic purposes, access to information and communication technologies.
- Technology offers the opportunity for students to work together on a common task. It provides opportunities for students to share experiences, learn how to work collaboratively and test and develop their own ideas.
- The Internet is now an essential feature of work, leisure and study, and its influence is likely to grow
- The impact of Internet on education has been as great as on any other area.
- It enhances classroom teaching.
- The World Wide Web is a vast library that can be used to convey knowledge.
- Searching and finding information on the web equals learning.
- The Internet, combined with a constructivist approach to teaching, changes the balance of power and control between teachers and learners.

CLIL offers students naturalness which is necessary for language development and at the same time it boosts motivation to use the language. According to Marsh, CLIL "involves the integration of language teaching into the learning of other subjects". Integrating the teaching through English with the use of technology made this class a success among adolescent students who were eager for a change.

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CLIL: towards an effective language learning pedagogy?

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Abstract: Content and language integrating principles can facilitate language learning and a closer look at the performance of CLIL teachers might prove particularly relevant to foreign language teachers in search of more effective pedagogical practice.

This paper sets out to explore the characteristics of effective CLIL teaching performance (de Graaf et al. 2007) and how they relate to theoretical principles in second language acquisition such as the three essential conditions for language acquisition: input, interaction and focus on form (Willis 1996).

Introduction

Argentina is a country with a long-standing tradition of teaching contents through English, mainly at the so-called "bilingual schools" where 50% of their full-day programme is devoted to teaching content areas in the school curriculum in English (Banfi and Day 2004). In most of these programmes the focus is mainly on the subject content, which is taught as in any monolingual context ignoring the fact that the major difference between teaching the subject in the foreign language and teaching the subject in the mother tongue is that the former involves additional language learning objectives and specific opportunities for communication and language use (de Graaf et al. 2007). Students' difficulties arise

because the medium of instruction is English and because content area teachers lack language pedagogy.

Regulations in the Ciudad de Buenos Aires jurisdiction and in Provincia de Buenos Aires jurisdiction state that, when a given subject is taught in a foreign language within an officially recognized bilingual programme, teachers should hold a teaching degree in the subject as well as be able to accredit a degree of proficiency in the foreign language in question (Banfi and Rettaroli 2008). As a result of this, there are teachers of Mathematics, Physics and History, among other subjects, who teach content areas in a foreign language. Content area teachers lack a knowledge base for teaching the subject contents in a foreign language. Banfi and Rettaroli (2008) state these teachers should have knowledge and competencies in the languages and the cultures involved in the programme, in the content to be taught, in pedagogical knowledge and in bilingualism and bilingual education. Moreover, there are also FL teachers teaching a variety of subjects which may or may not have been part of their initial training, i.e. teachers of a certain foreign language teaching Geography or History, among other subjects. These teachers have the knowledge and competencies of the languages and the cultures involved in the programme. They also know how to teach the foreign language but they lack the necessary knowledge of the content and of the pedagogical knowledge related to the subject they are teaching.

Of late, bilingual teaching has become increasingly popular in Europe (CEC 2005). To satisfy the European Commission's objective (1995) that all European citizens should be able to communicate in three languages – the local and/or national language and two other European languages, European schools have had to find creative ways of introducing the teaching of at least two modern languages within an already tight curriculum. This resulted in having to use foreign languages as the medium of instruction of content subjects, this being the only way of providing enough exposure to those languages in order to guarantee successful learning of two additional languages (Coyle 2007).

In contrast to the Argentine scenario where "bilingual schools" have been using the foreign language as a vehicle of instruction to teach content for over a century, this approach to foreign language teaching seems to be a fairly recent development in most secondary schools in Europe. This innovative FL methodology called CLIL (Content and Language Integrated Learning) has emerged

throughout Europe to enhance the value of European linguistic diversity and achieve sustainable learners' outcomes (Wolff 2000 cited in Coyle: ibid). According to Coyle (ibid) CLIL is an umbrella term which defines any activity in which "a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role" (Marsh 2002 cited in Coyle: ibid). As the framework underlying CLIL goes beyond considering subject matter and language as two separate elements, which is the case in the approach adopted in the "bilingual schools" in Argentina, and as most CLIL teachers have no professional background in language pedagogy, the need for training in content and language integrated teaching has promoted research into effective CLIL teaching performance (de Graaf et al.: op.cit.).

CLIL: an effective methodology for language learning

SLA research states that several conditions need to be met in CLIL classrooms so that students can cope with the difficulties which arise when learning subject matter by means of a FL (de Graaf et al.: op.cit). Exposure, use and motivation in functional and relevant activities are prerequisites for successful language learning (Ellis 2003; Willis 1996). Simultaneous attention to form and meaning (Beretta 1989) and corrective feedback are also essential conditions for FL acquisition (Mackey et al. 2000).

Input and Meaning Focussed Processing

There seems to be a consensus that exposure to meaningful and functional FL input is absolutely necessary for FL acquisition (Krashen 1985; Ioup 1995; Gass 1997). In CLIL lessons, the subject teachers are expected to select and tailor input material so that it is comprehensible but still challenging. This makes a number of demands on the CLIL teachers: they have to select and adapt the text (i.e. written texts, videos, audio files, etc.) in advance; they have to adapt their teacher talk in advance and while teaching, it might be necessary for the teachers to adapt the chosen text again and fine-tune their teacher talk.

When teaching a certain content area in the learners' mother tongue, the subject teachers do not need to adapt input at a minimally challenging level (de Graff et al. op.cit.). They do not choose a text bearing in mind both the language level of the text and the content. Neither do they have to adapt the selected text by

offering a list of core concepts, or by using synonyms and/or translations of "difficult" words as the CLIL teachers have to do. The CLIL teachers might even need to resort to summarizing, paraphrasing, asking clarifying questions, or use gestures, board drawings and body language when they notice that the adapted text is still above comprehension level.

More often than not FL teachers stick to the use of textbooks because input has been carefully targeted at the level of the learner. This type of input, which Mackey (1999) calls "premodified input", offers very few opportunities to misunderstand, negotiate for meaning, and produce errors, limiting, therefore, the chances for language learning. In addition to this, this type of input can often be described as devoid of content, something which may demotivate the learner. Research demonstrates that most vocabulary knowledge comes from meaningful language encounters. If the language is authentic, rich in content, enjoyable, and, above all, comprehensible, then learning is more successful (Coady 1997) The integration of language and content provides a substantive basis for language teaching and learning: content can provide a motivational and cognitive basis for language learning as it is interesting and of some value to the learner (Snow, Met and Genesee 1992).

Second Language Acquisition (SLA) research has repeatedly shown evidence that mere exposure to language is not enough and that input is effective if it is processed for meaning (Ellis 1994; Long 1988). Lessons with a focus on meaning are communicative, interesting and relevant. It is the learner, not the teacher, who must analyse the FL, at a subconscious level, inducing grammar rules from exposure to the input. Attention is said to be necessary "for input to become available for further mental processing" (Robinson 2001: 16) and Ellis (1994 cited in Robinson: ibid) states that attention is necessary and sufficient for learning the perceptual aspects of novel word forms, while learning word meanings requires both attention and awareness. Attention to input is seen as essential for storage and a necessary precursor to hypothesis formation and testing.

Therefore, for input to be storable and retrievable, CLIL teachers must give the learners special tasks that involve them in trying to make sense of what they hear or read. A content area textbook does not generally contain a large number of tasks for the processing of meaning as the use of the L1 allows the content teachers the flexibility "to go off the beaten track and to interact in an impromptu manner"

(Coonan 2007). This type of flexibility may not be present in the CLIL lessons but needs to be guaranteed in a variety of ways. Coonan (2007) also states that there is the risk that CLIL lessons might be only concerned with comprehension activities rather than with activities of analysis, synthesis and evaluation. CLIL teachers, then, should promote meaning focused processing by engaging the learners in identifying the meaning of important concepts (e.g. using organizers, filling in charts, etc.). They should also check understanding by asking questions, by emphasizing the correct meaning of important concepts or words when they notice or suspect the learners do not master the concepts or by setting extra tasks that anchor identifications of meaning and which promote the development of higher order skills. Using foreign languages as the medium of instruction of content subjects may well help provide enough exposure and chances of processing language in order to guarantee successful foreign language learning. FL lessons can benefit from this as well by exposing learners to meaningful input which can be processed for meaning. Once again the integration of language and content may help provide a substantive basis for language teaching and learning.

Form Focussed Processing and Output Production

CLIL stresses the idea that students achieve fluency in the FL when they use it to provide information and to communicate with others (Marsh 2002 cited in Coyle 2007), and when the FL is not the object of analysis in class. However, research shows that a focus on meaning alone is insufficient to achieve full native-like competence. It also states that if attention is paid to the FL as object then language learning can be achieved faster and with better results (Long 1997). In her studies of immersion situations Swain (1985 cited in Swain and Lapkin 1995) noticed that the obstacles to learning of a linguistic nature are not always removed in those contexts and suggests that language problems should be highlighted and dealt with so that problems of meaning and communication can be solved.

Rather than going back to discrete-point grammar teaching (i.e. to a focus on forms approach, where language forms are pre-isolated and taught as parts of the code, detached from the immediate problems of communication) it is advisable to shift the learners' attention briefly to linguistic code features when they are actually experiencing problems in solving a communicative task (Long 1991 cited in Sheen 2002). Form-focussed processing in CLIL lessons implies making learners

conscious of specific language features by the application of activities which promote awareness-raising of language forms. To do so, CLIL teachers indicate and direct learners' attention to correct and incorrect uses of form, give examples of such uses, thus facilitating implicit or explicit noticing of language form (de Graaf et al. op.cit.).

When giving corrective feedback the CLIL teacher can employ implicit (e.g. clarification requests, recasts) or explicit (e.g. explicit correction, metalinguistic comment, query, advice) techniques for focusing on form, as well as nonverbal reactions (de Graaf et al. op. cit.). When giving explicit correction CLIL teachers may repeat the incorrect language production and correct the mistake explicitly. When employing recasts, they can repeat the incorrect language production and correct the mistake implicitly while when providing metalinguistic feedback they can give the grammatical rule directly.

Many studies have examined how repair sequences involving L2 learners – particularly intermediate students - facilitate acquisition, and how interaction can create the necessary conditions for language acquisition to occur (Long 1996 cited in Mackey et al. 2000). Focus on form research has shown implicit feedback about learner production using recasts and models of preferred forms generally leads to the incorporation of the recast forms in subsequent learner output (Mackey 1995). Using complex tasks in a progressive way in order to push learner output, and providing teacher feedback to facilitate noticing is one of the approaches of SL pedagogy applied by Robinson (2001). Research continues on how effective implicit feedback is when targeted at different forms, and when compared to explicit metalinguistic feedback about correctness (Long 1997; Mackey 1999; Mackey et al. 2000). The question remains for CLIL and FL teachers in how to design activities that can integrate attention to form in communication without turning back to the principles characteristic of traditional rule presentation strategies (Van Patten 1996).

Research has also supported the stimulating role of output production. Pushing output forces learners to “notice” mismatches between their own and their interlocutor's production (Swain 1993, 1995 cited in Swain and Lapkin 1995) and pushed output contributes to Focus on Form giving the teacher the opportunity to provide corrective feedback. Besides, raising the learners' awareness of language deficits increases their motivation for learning. The activity

of producing the target language may prompt L2 learners to recognize some of their linguistic problems and bring to their attention something they need to discover about their L2 (Izumi et al. 1999). In order to promote output production in the target language CLIL teachers encourage learners to ask and answer questions about the topic in question. To facilitate meaningful communication in the FL, learners are engaged in participating in different interactive formats: group or pair work, encouraging them to use the FL in their discussion. In order to provide feedback on language use, CLIL teachers first judge whether the classroom situation and the language proficiency level is such that a positive effect of the correction may be expected and then, if necessary, prompt the learners to give the correct language utterance. They can apply the following techniques: repetition, elicitation and clarification request (de Graaf et al. op. cit.).

Conclusion

In order to stimulate the acquisition of a FL, teachers should deliver rich and varied lessons where learners are exposed to input at a minimally challenging level, where language processing is fostered through interaction and negotiation of meaning and where students are encouraged to notice problematic and relevant language both in the input material and in their output production (Willis 1996). For the introduction of CLIL, a new way of teaching is needed: content teachers are expected to teach subject matter in a FL and to succeed in this, comprehended input, interaction and output together with a focus on form are the keys. CLIL lessons can, therefore, contribute to better language teaching and can teach FL teachers the importance of combining learning to use language and using language to learn (Coyle 2007).

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Implementing CLIL in Language Centres

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Abstract: The present paper puts forward the proposal that CLIL may be implemented in language centres as a way of complementing the curricular tuition offered in formal education settings, thus maximising their potential to deliver meaningful, motivating and enriching language teaching. The aim is to explore how language centres work both in Argentina and worldwide and the extent to which they may prove to be a good pedagogical context for the extracurricular implementation of CLIL.

Introduction

So far CLIL has been mainly applied in formal education contexts. Can CLIL be implemented in informal, extracurricular contexts, such as language centres? What are they and how do they work? How should CLIL be adapted for its implementation in this specific pedagogical context? What benefits would this bring about? The present paper will attempt to find answers to these questions.

Language centres in Argentina and worldwide

In order to consider whether CLIL can be implemented in language centres we need to define our terms. What are language centres? How do they work?

A Broad Definition

Although there is a great variety of language centres, here is a possible definition that embraces most cases.

Language centres constitute an informal, extracurricular education context where foreign / second language students learn a target language usually to complement school instruction. Language centres vary in size, target population, teaching methodologies, etc., but most tend to offer facilities, resources and materials that are totally focused on language learning. The atmosphere tends to be casual and relaxed and classes tend to be small. Students are usually motivated and enthusiastic as in most cases they enrol of their own accord and they are placed in courses with other students who share the same language level.

A Taxonomy

The following is a possible way of classifying language centres:

- national / international
- private / state-run
- formal / informal
- governmental / non-governmental
- compulsory / optional
- with / without tuition fees
- specialised / general
- second / foreign language teaching
- own / borrowed facilities
- population they target (e.g. specific age group, geographical area, socio-economic position, etc.)

It may be useful to explore what type of learning centre would be most suitable for the successful implementation of CLIL as some of these variables, which may not apply to schools (the usual CLIL context), may prove to be the key to solving some of the problems of content-based instruction. Thus, a alternative context for CLIL implementation may emerge.

Teaching methodology

Language centres tend to keep abreast of all the latest developments in

language teaching as, unlike other educational institutions, sound language instruction is their main aim. Therefore, Directors of Studies and teachers usually keep up to date and strive to implement effective teaching practices. A few decades ago, language centre classrooms witnessed the advent of the communicative approach, and more recently, task-based language teaching and the lexical approach.

Would this willingness to constantly improve teaching practice make language centres a likely context to adopt a CLIL approach as a possible way of making language instruction more effective, meaningful and motivating?

Human resources

The fact that students usually enrol in language centres of their own accord seems to increase their motivation for learning. As a result, teachers find their work easier and more rewarding and they also seem to appreciate the possibilities of interaction with colleagues and the facilities and teaching resources at their disposal.

Some teachers work both at a school and at a language centre and many admit that they prefer the latter due to a number of factors. First, they argue that, above all, they value the commitment students, teachers and authorities seem to show for the teaching-learning process, which they point out can be noted, for example, in the low rate of absenteeism. Secondly, they appreciate the access to specialised materials – varied teaching resources, a well-stocked library, among others. Last but not least, they like to be surrounded by colleagues who contribute to their own professional growth by means of thought-provoking staff room debate, peer observation and teaching, and further teacher development opportunities.

Could this atmosphere of commitment, motivation and eagerness to learn prove to be the right environment for staff specialised in a content area to deliver talks, teach lessons, lead workshops, and so on?

Material & Virtual Resources

Most language centres offer facilities, teaching aids and resources which enhance learning. Examples may include a well-stocked teacher and/or student library, multimedia classrooms, self-access centres, self-study materials, and so on.

Could language centres have the potential to implement projects and ideas that may complement or even add to what is usually offered in school contexts?

Language centres for the implementation of CLIL

Need for new topics

According to Gisella Lange (2005),

> *The age of students is the relevant factor. David Graddol pointed out that if you start learning English at the age of 6, by the age of 16 you really need to have something different being taught in English. That is the main reason I think for shifting into language content development.*

Although Lange refers to a school context, one may wonder whether this is not true of a language centre context as well. Language centres increasingly offer courses for very young learners – even for babies. Therefore, it is not surprising that after years on end of using materials purposely designed for foreign language instruction and/or exam preparation, students are sick and tired of dealing repeatedly with the same topics (likes and dislikes, travel, health, entertainment, sports, and so on). Students who attend a language centre from an early age also require, in Lange's words, “to have something different being taught in English”.

Thus, a CLIL approach may be most welcome by both students and teachers in language centres in order to enjoy more varied and relevant topics in their daily lessons.

Content-based instruction

In view of the facilities and resources available, as well as student and teacher motivation to deal with new topics, language schools seem to be an appropriate context to organise cross-curricular talks and lectures, special events, research projects, drama and arts workshops, among other options.

David Marsh (2005) points out that

> CLIL is a bit like chocolate - a small amount of it is very good, when you're hiking up a mountain and you're feeling tired. But too much of it can lead to

> skin problems and weight problems. If you look at the majority of CLIL operation, for example in Europe, then you will see very small scale exposure to learning through English. You'll see a lot of modularity.

Then, why not implement CLIL in language centres by means of a small-scale, modular scheme?

Qualified language teachers

Finally, language centres may offer a solution to one of the most serious obstacles CLIL implementation in school contexts encounters:

> Because content-based instruction isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills. [Teachers should] deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points. (Peachey 2003)

Darn (2008) also points to this serious drawback of CLIL implementation which applies to the Argentine monolingual context, that is, the lack of qualified staff to teach both content and language effectively:

> *CLIL is based on language acquisition, but in monolingual situations, a good deal of conscious learning is involved, demanding skills from the subject teacher. […] The lack of CLIL teacher-training programmes suggest that the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately.*

Marsh (2005) is also concerned about teachers who are knowledgeable about their subject area but lack methodological tools for language teaching:

> *What we have is an example of teaching in English and doing it badly and not actually having teachers equipped to teach through English using language sensitive methodologies and that is creating a major problem.*

Then, wouldn't it be possible for CLIL to be implemented in language centres where subject teachers and language teachers could work in tandem (either together or in separate lessons, complementing and coordinating subject content and language teaching)?

Conclusion

Some variables, such as a more casual atmosphere, more motivated teachers and students, access to customised language-learning facilities and resources among others, may contribute to making language centres a yet unexplored context in which to implement CLIL with positive outcomes.

According to Darn (2008) “implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher”, which suggests that new contexts and new possibilities need be considered in order to find solutions to the problems CLIL faces nowadays.

Thus, it is proposed that CLIL may be implemented in language centres as a way of complementing and even improving the curricular tuition offered in formal education settings, thus maximising their potential to deliver meaningful, motivating and enriching language teaching.

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An Experience of CLIL through a Student Exchange Programme between Argentine and American secondary schools

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Abstract: This paper recounts an experience of CLIL carried out in an Argentine secondary school as part of a student exchange programme with American secondary-level students. An "Organising Committee" made up of Argentine students planned activities to be done before, during and after the American students' visit: e-mail writing, a city tour, a "press conference" on key cultural aspects of the two countries and an online newsletter among others. All activities aimed to foster learner autonomy, intercultural communication, cross-curricular integration and process-oriented skills development.

Introduction

The present paper recounts the details of an experience of CLIL that was carried out in Boston College, a private secondary school in the City of BA (target language: English) as part of a student exchange programme with secondary-level students from the US (target language: Spanish).

Argentine host students and their American guests exchanged letters, pictures and e-mails in advance of their meeting (each group of students used their own target language).

An "**Organising Committee**" was set up by a larger group of Argentine students

who volunteered to plan activities to be done before, during and after the American students' stay in BA. This group met weekly during the five weeks that preceded the arrival of the American students.

The aim of setting up this Committee was to involve more students than those whose families were willing to host students as school authorities and teachers hoped that the experience would be enriching and motivating to all students at school, not just a few.

Students on the Organising Committee were involved in the following activities:

- **Host students** met to exchange ideas about interesting activities to do with their guests.
- **A city tour**: Argentine students distributed among themselves key landmarks in downtown BA (the Pink House, the Cabildo, etc), did some research, planned and rehearsed a descriptive speech and finally acted as "guides" in a walking sight-seeing tour.
- **A "press conference" on key aspects of Argentine / American Culture** (simulation of journalistic activity whereby speakers make a planned speech and then answer questions from journalists)

  - The Educational System
  - Key Socio-historical Aspects (immigration, key events that have shaped the country, etc.)
  - Key Geographical Aspects (regions and their characteristics, main produce, etc)
  - Food (traditions, habits, typical dishes, etc.)
  - Culture, Leisure, Entertainment, Sports, Holidays

Part A: Argentine students did some research (consulted their Geography teacher), planned and rehearsed a speech and finally spoke in front of an audience and answered questions from the American students.

Part B: Ditto Part A with American students making presentations and answering questions from Argentine students.

- **An online newsletter**: Students and host families wrote paragraphs and articles on various aspects of the experience to be displayed on noticeboards, the school magazine and institutional web site.

All activities aimed to foster learner autonomy, intercultural communication, cross-curricular integration and process-oriented skills development ("process writing" and "process speaking", based on intermediate intervention and awareness and reflection).

Materials design

The author designed the following material to guide the work of students on the Organising Committee under teacher guidance:

Ballarmine Preparatory School, Tacoma, Washington, USA
Boston College, Buenos Aires, Argentina

STUDENT EXCHANGE PROGRAMME 2008
LANGUAGE IMMERSION WEEK
26 June to 2 July 2008

ORGANISING COMMITTEE
(names of seventeen students on the Committee)

Guidelines to be followed

1. ***English only*** throughout meetings
2. Students participate in the present Committee on a voluntary basis and commit themselves to ***working responsibly and enthusiastically***.
3. Students in charge of tasks will ***meet set deadlines*** by doing any required work both on ***Wednesdays from 4 to 4.45 pm*** (progress reports) as well as ***out of class*** (actual preparation of activities).

PROGRAMME OF ACTIVITIES

WELCOME (June 26) **and FAREWELL** (July 2)

Students in charge: *Host students*

Before-the-event tasks:

1. Send **letter and photo** to guest by post (Deadline June 6)
2. Design and make **welcome and farewell banners** for airport (wording, materials, etc.)
3. Think up and exchange ideas about interesting things to do with your guests (at home, outings, etc.). Some suggestions:
   a. Sunday June 29th, from about 11 am: **Mataderos Fair** (Av. Lisandro de la Torre & Av. de los Corrales, Mataderos). See **www.buenostours.com/feria-de-mataderos**
   b. Sunday June 29th, 3 pm: **Palermo Viejo walking tour** (free of charge) organised by Eternautas. See poster or visit **www.eternautas.com/sp/palermo_viejo.aspx**

During-the-event tasks:

4. Day-to-day **diary keeping** (with guest). Find some time every day to sit with your guest in front of your PC to write up a diary entry recording the activities you did during the day plus any anecdotes, reflections, etc. and email them (you may attach **pictures**) to **secundaria.lenguas@childrens-boston.com.ar** to be shared with the school community (noticeboard and web site).
5. Help your guest to prepare some thought-provoking questions (in Spanish) on the key aspects of **Argentine culture** the morning Press Conference will tackle.
6. In view of the closer contact you will have with your guest, ask questions at the afternoon Press Conference to get the relevant speaker to give enlightening information on key aspects of **American culture**.

After-the-event task:

7. Write an **article on the experience of hosting a student** (individual, pair or group work)
   - Draft 1: Deadline Thurs July 3rd
   - Draft 2: Deadline Mon July 7th

PRESS CONFERENCE (June 30, morning and afternoon)

Students in charge: Morning: *Boston College students* (see table below); Afternoon: *Guests*

Key areas of Argentine / American Culture

1. **The Educational System**
2. **Key Socio-historical Aspects** (immigration, key events that have shaped the country, etc.)
3. **Key Geographical Aspects** (regions and their characteristics, main produce, etc)
4. **Food** (traditions, habits, etc.)
5. **Culture, Leisure, Entertainment, Sports, Holidays**

Before-the-event tasks:

As a group:

1. **Brainstorm** possible points to cover

Individually:

2. Do **research** on your assigned topic (Internet, travel guides, textbooks, popular knowledge passed on by teachers, family and friends, etc.)
3. Plan / Draw up an **outline** of your speech (just key words to guide your oral rendering)
4. **Rehearse** your speech at home

As a group:

5. **Share** your outline with your classmates and make any necessary **adjustments** the light of the feedback they give you (relevant info to be added / missed out / corrected; organisation / sequencing; clarity; grammatical / lexical accuracy; etc.)
6. **Rehearse** your speech
7. Get **feedback** from your classmates
8. Give an **improved version of your speech**
9. **Repeat** steps 6-7-8 until you, your classmates and teachers consider your speech has reached the expected standard.

During-the-event task:

10. Note-taking (individually). Take a notebook with you and note down any details that may come in handy to write an article about the event.

After-the-event task:

11. Article(s) on the experience (individual, pair or group work)
    - Draft 1: Deadline Thurs July 3rd
    - Draft 2: Deadline Mon July 7th

DOWNTOWN TOUR (July 1st)

Students in charge: *Tour guides* (see table below)

Before-the-event tasks:

As a group:

1. **Brainstorm** all landmarks in the area (within walking distance)
2. Taking the time available into account (see Timetable – be realistic!), **select** the landmarks that you consider cannot be missed.
3. Use a map to draw the **itinerary**
4. **Distribute** the selected landmarks among pairs of "guides"

Individually:

5. Do **research** on your assigned landmark/s (Internet, travel guides, popular knowledge passed on by teachers, family and friends, etc.)
6. Plan / Draw up an **outline** of your speech (just key words to guide your oral rendering)
7. **Rehearse** your speech at home

As a group:

8. **Share** your outline with your classmates and make any necessary **adjustments** in the light of the feedback they give you (relevant info to be added / missed out / corrected; organisation / sequencing; clarity;

grammatical / lexical accuracy; etc.)

9. **Rehearse** your speech
10. Get **feedback** from your classmates
11. Give an **improved version of your speech**
12. **Repeat** steps 9-10-11 until you, your classmates and teachers consider your speech has reached the expected standard.

During-the-event task:

13. Note-taking (individually). Take a small notepad with you and note down any details that may come in handy to write an article about the event.

After-the-event task:

14. Article(s) on the experience (individual, pair or group work)
    - Draft 1: Deadline Thurs July 3rd
    - Draft 2: Deadline Mon July 7th

LUNCH PARTY AT SCHOOL (July 1st) (Organising Committee, guests and teachers)

FAREWELL "MATEADA" (July 1st) Everyone invited!

Both Argentine and American students used their L2 as a medium to carry out the proposed activities and to get to know one another and their respective cultures.

In their own words...

Here are the opinions of teachers, students and their parents:

Teachers

"I had the opportunity to witness the preparations for the arrival of the North American girls since most of my students were involved in such preparations and in the general organization of the activities to be done on the forthcoming days.

Besides, some of them together with their families offered to lodge the girls in their houses. I believe that both for the students of Boston College as well as for those of Ballarmine Prep School this experience was very significant and enriching, culturally and socially speaking. I reckon this exchange gave them the possibility of experiencing life from a different point of view and expanding their personal and educational perspectives."

Miss Emilia González (CAE I Teacher)

"Students' Exchange activities give students a chance to get in touch with another culture directly, which helps them broaden their understanding and also think of their own culture from a different perspective. This particular experience was an excellent opportunity for our students to test their language skills in a really communicative situation. I heard from all of them that they felt at ease speaking English with native speakers, which is both encouraging and rewarding. I hope this is the first Exchange of many."

Miss Manuela Ciccia Viola (CAE II Teacher)

Students (extracts from articles in online Newsletter)

"As a member of the Organizing Committee I would like to say that I really liked this new experience as well as meeting students from another country with a totally different culture and language from ours. Besides, I strongly believe that student exchange programmes are a great opportunity that can open students' minds. It is an experience that cannot be missed."

"Although this is the first time I have taken part in a student exchange, I must admit it has been a once-in-a-lifetime experience to me. I had an amazing time and I truly believe that anyone who has this kind of opportunity should definitely go for it."

"This was an exceptional experience which I am sure all students really enjoyed. We would be glad to repeat it!"

Parents (extracts - author's translation from Spanish)

"Our family felt very happy to share with our guest different views on various

topics. Our expectations were totally fulfilled. […] Natalia's brother said to her: 'It's as if you had a sister for six days'. […] Without a doubt, this experience was most enriching to Natalia's growth. We are thankful to the school for giving us this opportunity."

"This has been a marvellous experience. We missed our guest as soon as she left. This has been a most enriching experience for our family."

Endnote

Thus, the experience proved to be very enriching for everyone involved – Argentine and American students, teachers, school authorities and host families – from a human, social, linguistic and cultural perspective. A real-life example of how language can be used as a medium to learn about one's own and another culture, to communicate genuine messages and to make lasting friendships.

Acknowledgement: I am grateful to Stella Pallavecino, from B.A. English House, student exchange programme organiser, for her commitment, enthusiasm and constant support.

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The challenge of implementing CLIL in a state primary school classroom

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Abstract: CLIL has "dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsh, 1994).

The integration of English with other subjects of the school curriculum is motivating for YLE as the syllabus is not based on form, but meaningful content. The challenge of implementing CLIL in primary school classrooms in our context involves several factors, such as the need to offer professional development courses about CLIL for both the EFL and science teacher and the implementation of extra hours for team teaching projects. Also, suitable materials should be developed taking into account students' needs and curricular guidelines.

Introduction

The aim of this paper is to define CLIL and to discuss advantages and shortcomings related to its possible application at primary school level in a state school in the Argentine context. An example of a lesson plan following CLIL and using cross-curricular teaching used in a 6th Year, EGB 2 English course is provided.

Theoretical framework: Rationale

CLIL (Content and Language Integrated Learning) programmes have a long standing tradition in Europe and North America. In Europe, they are aimed at helping immigrants achieve a high command of the target language taught as a foreign language, whereas in the USA they are linked to immersion or bilingual programmes designed to teach English as a second language.

CLIL involves students learning different subjects such as science or geography through the medium of a foreign language. Related terms include "Content-based instruction", "English across the Curriculum", and "Bilingual Education". Marsh (2004) defines it as dual-focused education because it has two main aims, one related to a particular subject or topic and one linked to the foreign language.

There are underlying assumptions based on empirical and theoretical research on CLIL programmes. As regards *comprehensible input,* Krashen and Biber (1988) state that the subject matter teaching in the L1 provides background knowledge that will make English input more comprehensible. In other words, the ***literacy*** development in the first language will transfer to the second or foreign language.

Within CLIL, English is not taught in isolation, but rather students can promptly see the usefulness of the object of learning as the foreign language builds on contents related to the rest of the school curriculum, and thus it is viewed as ***authentic,*** because it is learnt in real contexts as opposed to artificial situations.

CLIL follows basic insights into foreign language acquisition by young children, namely that children can develop the use of two languages simultaneously until the age when lateralization occurs. They have an enormous potential for cognitive and social development and they learn the language by talking about present objects and solving concrete problems. According to Marsh (2004: 3) "*a language classroom where learners go through the often difficult process of sorting out sounds, structures, grammar or vocabulary is rarely natural".* With CLIL, they will learn how to use the language by focusing on a topic that interests them. ***Communication*** is enhanced as they need to use the language to learn while they are still learning to use the language.

Moreover, they will be able to boost up their thinking processes as they will be provided with situations in which the learning of another subject could even be more successful because of the effort of decoding it and thinking about it in the foreign language. This naturalness provided by familiar contents will help YLE pick

up the foreign language more easily, and thus it will enhance the acquisition process. ***Cognition*** is favoured as YLE will develop thinking skills which link concept formation (abstract and concrete), understanding and language.

It is our belief that certain subjects such as Physical Education, Biology or Geography can be taught through English even if the students' level of linguistic competence is elementary. For example, simple gym exercises can be taught and followed through the use of the imperative for instructions. In a similar way, the process by which a seed grows, the water cycle, the description of geographical features of the students' own place or characteristics of the weather do not demand a high level of proficiency to be introduced in the foreign language class. Following Marsh (2004: 7)" *the ability to use a language is much more than speaking in perfectly formed sentences. This is a myth about language learning, which should be overcome by the assumption that we can be reasonably successful in our attempts to communicate meaning even if our grammar is faulty, knowledge of words is weak, or pronunciation poor".*

A further advantage of CLIL classes is that they will cater for different learning styles through project work, and task based projects where cooperation and collaboration will be needed to solve the problems posed. According to Stoller (2002: 107) by integrating project work and task-based work into content-based classrooms, educators move aside from teacher-dominated instruction and learning environments change as they "require active student involvement, stimulate higher-level thinking skills, and give students responsibility for their own learning".

Teachers should be aware of the need to accommodate how subjects are taught to suit their students' different learning styles which include perceptual, cognitive and personality differences (Ehrmann, 1996; Reid, 1995; Moon, 2004).

They will ***learn by doing,*** which is a key factor for the primary school learners. Within a content-based approach, Williams (1997: 208) presents a summary to design activities that should consider the need to arouse students' interests by providing them with challenging activities that have a clear purpose and which are within the conceptual ability of the students. By learning other subjects through English, pupils will need to decode oral or written input and will use the language productively to solve meaningful activities. Do Coyle (2006) states that the advantages of using a CLIL approach for learners include increased motivation, the

development of a positive “can do” attitude, the development of multilingual interests and attitudes, and the introduction of learners into a wider cultural

UNIT	COMUNICATION FOCUS	LANGUAGE FOR USE	REVISION
Food and health	Talking about food types. Discuss the impact of food on health. Decide about a healthy diet for school children.	Vocabulary related to food. Vocabulary related to illnesses. The imperative (affirmative and negative) Modal SHOULD / SHOULDN'T	There is / There are… Food vocabulary.

Activity /Aids.

Activity 1:

Warm up: Discussion.

Show them food flashcards. Answer: *What is your favourite food? Which foods don't you like? Which foods do you think are g*ood for *you? Why? Which foods do you think are bad for you? Why?*

Activity 2:

Carry out a survey interviewing four classmates about their diets. Altogether produce a chart showing results and report on them. Eg: Percentage of students who eat fruit everyday. (It can be done together with the Maths teacher, as the Maths manual includes percentages and statistics).

Activity 3:

Classify the vocabulary about food into:

VEGETABLES FISH DAIRY PRODUCTSMEAT FRUIT CARBOHYDRATES

Activity 4:

Read and listen to the article *"Eat well, stay healthy".* Cambridge English Worldwide, CUP (1998). Andrew Littlejohn & Diana Hicks. **Answer the following questions:**

a. What makes your bones and teeth strong?
b. Where are there proteins?
c. What foods give you energy?
d. How many types of vitamins are there?
e. Where can you find fats?

Activity 5:

See the Powerpoint presentation about food and health. Project work: In groups of four design a food pyramid poster for a healthy diet. Then, present it orally.

What should we eat? Why?

What shouldn't we eat in excess? Why?

Activity 6: Play a game. Dinner time.

In pairs, look at your card. Listen to the teacher saying names of food and illnesses. If you get five things in your card, without a *stomachache* shout DINNER TIME!

Activity 7: Questionnaire. Choose healthy things.

Answer the questionnaire individually. Think about all we have studied.

Activity 8: Write a letter to the headmistress making suggestions about the food to sell at the kiosk during the breaks.

Dear Sir/ Madam,

The students from……would like to make suggestions about the food sold at the school kiosk during the breaks.

You should sell……

……because they contain……..

You shouldn't sell……because they have too much……

…….

Please, consider our health needs.

Sincerely Yours,

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The role of students' beliefs in the process of planning content-based teaching methodologies

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Abstract: In this paper we a) describe an ad-hoc survey (EcreLe) to identify functional and dysfunctional beliefs about learning content through the medium of reading, and b) suggest applications of this survey for teachers to implement to destabilize the beliefs which may hinder progress and help students appropriate beliefs in a more functional way. We illustrate with sample data from students at the English Teacher Training College in a large state university in Argentina and provide sample tasks to bring beliefs to students' conscious attention in CLIL.

Introduction

It is widely acknowledged, nowadays, that learners approach the task of learning a language in different ways, according to various individual characteristics (learning style, motivation, attitude, anxiety, among other variables). One of these factors is the beliefs they hold about language learning, defined as "the representations an individual has of reality, which have enough validity, truth or credibility to guide his thought and behavior" (Harvey in Pajares, 1992, p. 313).

Because beliefs work as "affective filters of reality", through them we interpret and re-interpret events, make decisions and act (Nespor in Davis, 2003). In relation

to foreign language learning in formal university contexts, students' beliefs influence their interpretation and evaluation of the events that take place in the classroom and, in turn, this influences the learning decisions and actions taken (Woods, 2003). Many researchers have suggested that learners' preconceived beliefs about language learning would likely affect the way they learn a foreign language (Yang, 1999; Cotteral, 1999) and that certain beliefs relate to successful language learning (functional beliefs), while others may have a negative impact on it (dysfunctional beliefs). Research also shows that beliefs cannot be modified easily but can destabilize and change under certain circumstances (Woods, *op. cit.*). O'Sullivan (1992) mentions as an example that "students who believe they are good readers and who expect to do well persist when they encounter reading problems and try to figure out strategies to overcome those reading problems" (p. 1).

In Content and Language Integrated Learning (CLIL), students learn the second or foreign language together with the content. This model has become, according to Harmer (2007), a growing trend in the world nowadays. At our English Teacher Training College, subjects such as Literature, Phonetics and History, among others, have always been taught through the medium of English. In the courses mentioned, students acquire the new knowledge through teacher lectures, class discussions and reading assignments. Reading comprehension, seen as an interactive, meaning-driven process (Devine, 1988), becomes one of the most important skills for students to master if they are to succeed in this type of courses.

Gabillon (2005) claims that understanding learners' beliefs is vital to understanding learners and their approaches to language learning for teachers to plan and implement appropriate language instruction. Given the importance of the reading skill as a means to acquire knowledge, we should enquire about our students' beliefs about reading and incorporate that knowledge in our practice through different activities which provide opportunities for students to reflect and discuss their beliefs. However, as it is the case with cognitive and affective factors, beliefs and actions are interconnected in complex and indirect ways (Woods, *op. cit.*). As such, they cannot be directly observed or measured and, thus, have to be inferred from what people say, intend and do (Pajares, *op. cit.*). One effective way of finding out about students' beliefs is through surveys.

In this paper we describe a) an *ad-hoc* survey (EcreLe) to identify functional and dysfunctional beliefs about learning content through the medium of reading, and b) suggest applications of this survey for teachers to implement to destabilize the beliefs which may hinder progress and help students appropriate beliefs in a more functional way. We illustrate with sample data obtained from a cohort of 1st year students at the English Teacher Training College in a large state university in Argentina and provide sample tasks to bring beliefs to students' conscious attention in CLIL.

Description of the scale

Over the last years, our research team has been working in the fields of learning strategies and affective variables. We have designed and implemented instruments to measure affective factors such as attitudes, anxiety, motivation and beliefs, all of which influence students' levels of motivation, strategy use, expectations, perceptions and, ultimately, their achievement. In our current research project, we have designed a questionnaire survey about beliefs on reading in English, *Escala de Creencias sobre Lectura* (EcreLe), to identify a series of functional and dysfunctional beliefs about reading comprehension. The items in the survey were produced by adapting different taxonomies from relevant literature (Cotteral, *op. cit.*; Devine, 1988; Koda, 2007; Shell, Bruning, & Murphy, 1989); Yang, *op. cit.*).

The scale was piloted in 2007 with a cohort of 1st year students. After the piloting, some adjustments were made such as eliminating certain items which did not measure the constructs accurately, and rewording some items that participants found confusing. The final version revealed a Cronbach's Alpha of .66 for 40 items, which indicates moderate internal consistency reliability. This version of the survey is composed of 40 items that measure beliefs about reading grouped in eight areas. Each belief is measured using 2 to 10 statements with a five-point Likert response scale for each item (*Sí, estoy muy de acuerdo; estoy bastante de acuerdo; me da lo mismo; estoy poco de acuerdo; no, no estoy de acuerdo*). The areas we assess are:

1. *Outcome expectancy beliefs,* that is, beliefs about relations between successful task performance and received outcomes (Shell, Bruning, and Murphy, *op. cit.*) (e.g. *Creo que comprender textos en inglés me va a permitir aprender cosas nuevas*).

2. *The role of the teacher,* that is, beliefs about the functions and attributes of the language teacher (Cotterall, *op. cit.*) (e.g. *Creo que el profesor debe explicarme todas las palabras desconocidas*).
3. *The role of feedback,* that is, beliefs about the source and functions of feedback (Cotterall, *ibid*) (e.g. *Creo que me resulta útil saber cuales son mis errores al leer*).
4. *Learner independence* (e.g. *Creo que sé como arreglármelas solo para leer u entender en inglés*).
5. *Learner self-confidence,* that is, beliefs about confidence in overall ability to learn a language as well as the ability to achieve more specific language goals (Cotterall, *ibid*). (e.g. *Creo que soy un buen lector en inglés*).
6. *Experience of language learning* (e.g. *Creo que se deben conocer todas las reglas gramaticales en inglés para entender un texto*).
7. *Strategy use,* that is, knowledge of the strategies considered important in successful learning and, specifically, for autonomous language learning (Cotterall, *ibid*). (e.g. *Creo que se debe leer saltando palabras/líneas cuando busco una información en un texto*).
8. *Linguistic decoding* (Koda *op. cit.*) (e.g. *Pienso que la ortografía en inglés no obstaculiza mi nivel de comprensión*).

In the study, forty-seven 1st year students at our English Teacher Training College completed the EcreLe in February 2008. Results show that, in general, this group holds positive outcome expectancy beliefs about reading and are quite self-confident. However, a close analysis of some items revealed that this group of students tends to be teacher-dependent since most students believe that the teacher has to help when they do not understand what they are reading (87,2%) and almost half of them believe that the teacher has to explain unknown words in a text (48,9%). Besides, a high number of students (85,2%) also believe that the teacher has to be a model for reading. Also related to the role of the teacher is the fact that 46,9 % of students believe that the teacher has to translate every word they do not know. When analyzing in detail the responses related to strategy use, we found that 57,6% of students do not believe that good readers use a dictionary to understand what they read and that 59,6% of them believe that they should read in a linear fashion without skipping words/sections of a text. These findings should inform us of the methodology to adopt when teaching CLIL.

Proposed activities to develop students' awareness about their beliefs

Content-based courses at university level are generally numerous and heterogeneous and require a great deal of effort on the students' part, especially regarding reading load. In those courses, students are expected to approach the reading tasks independently and critically and develop strategies for effective reading with less guidance by the teacher than students generally expect. If students approach reading in an unsatisfactory way, poor results might be obtained. First-year students have a tendency to believe that knowledge is external and has to be transmitted rather than believing that knowledge should be a shared experience (Nist & Holschuh, 2005). When students are given reading tasks in class, for example, if they maintain dysfunctional beliefs such as the beliefs that teachers have to help them while they are reading, or translate the words they do not understand, they will probably be frustrated when they realize their teacher may not be willing to cooperate much while they read. These dysfunctional beliefs may lead to a clash between teachers and students' expectations. According to Hosenfield (2003), beliefs change and evolve as we interact with the world, experience it, change it and are changed by it. Deep-rooted beliefs like the ones above "need to be surfaced and brought to teachers' and learners' attention with a view to examining them in order to see whether they are appropriate and relevant for language learning" (Davis, *op. cit.*, p. 209). With this in mind and using the information obtained from the EcreLe, we can implement methodologies to destabilize the beliefs which may hinder progress and help students appropriate beliefs in a more functional way.

Teachers can raise students' awareness on their beliefs by implementing an array of simple activities that demand little time and preparation. For example, at the beginning of the term, the teacher can ask students to give some thought to the following questions: What is learning? How do you learn content from a reading text? How do you expect your teacher to help you while you read?, among others. Students are asked to join in pairs to discuss their answers and then share them with the whole group (adapted from Nist and Holschuh, *op. cit.*). How the students respond to these questions gives extra information about their beliefs, and their responses can be used as a springboard for discussion about the nature of learning and, more specifically, reading comprehension. Alternatively, students

can debate in class about one specific belief, such as "I believe that I can not learn from the mistakes I make". This activity can be carried out when we know that a specific belief is pervasive and, therefore, more difficult to challenge.

In the case of students who show a high level of teacher dependency, teachers could plan group discussions to make them aware of the differences between being a secondary school student and a university student in relation to what to expect from teachers and what teachers expect from university students, and also in relation to task demands. If students have shown negative beliefs about their self-confidence and independence, they can be asked to read autobiographies or learning logs written by both successful and unsuccessful learners and write or comment on their reactions to these learning situations. In this way, beliefs may surface to consciousness and destabilize (adapted from Barcelos, 2005).

As regards negative beliefs about strategy use and linguistic decoding, when students, for example, approach reading as a linear process and depend too much on the external sources to be able to decode meanings, teachers can remove their misconceptions by providing information about the nature and process of second language acquisition (Yang, *op. cit.*). Strategies such as identifying sense units in a reading text, skipping unknown words, deducing meaning from context can help approach the reading process more meaningfully. In cases when students hold dysfunctional beliefs about the application of reading strategies, teachers can model and present students with reading strategies that promote higher level thinking and give them problem-solving tasks which require the application of those strategies. In this way, students may see their usefulness and develop more functional beliefs.

Learners approach language learning in different ways, according to their own learning styles, motivation and attitude, and they also hold different beliefs about language learning. An important role for teachers is to gather information from the students about these affective factors in order to get to know their learning needs and address them in their teaching practices. Specifically in the case of functional and dysfunctional beliefs, it is important for teachers to include classroom activities aimed at challenging negative beliefs. One way of obtaining information about students' beliefs is through surveys such as the one we have presented in this paper. The results obtained from the administration of surveys like the EcreLe can offer a rich source of information to identify problem areas. We agree with Nist

and Holschuh (*op. cit.*) that "creating awareness and providing students with appropriate assignments can nudge their beliefs in the right direction" (p. 90). We hope this proposal serves as a source of information for teachers to adopt different approaches for mediating language learners' beliefs and helping them develop positive attitudes.

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Applications of Clil

Teacher Training and Competences for Effective CLIL Teaching in Argentina

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Abstract: Given the importance of Content Language Integrated Learning (CLIL) for bilingual institutions, Argentine universities and teaching training colleges need to incorporate this approach in their curricula to certify that graduate teachers are qualified to teach not only English as a foreign language (EFL) but also content-based subjects. This paper focuses on teacher training for the development of theoretical and methodological competences. While the former include knowledge of the theories which constitute the basis of content and language learning, the latter integrate teaching and learning strategies as well as learning styles. Teacher training involving these competences results in effective CLIL teaching.

Introduction

A great body of pedagogical and psycholinguistic research reports significant benefits derived from the implementation of CLIL (Muñoz, 2002), an educational approach in which language and communication skills are given primary importance. In addition to increasing the students' exposure to the foreign language, CLIL also contributes to the development of cognitive abilities (Marsh, 2000); in fact, in a bilingual context, learners process concepts at a deep level and can better internalize and retain information.

Since CLIL is about *using the language to learn and learning to use languages* (Marsh, 2000), its emphasis is on language learning rather than on language teaching. However, this work focuses on CLIL teachers rather than on CLIL learners, because of the need to build a more thorough foundation for the professionals required in bilingual institutions in Argentina where English is used as the medium of instruction of content subjects.

Universities and teaching training colleges certify that teachers are well qualified to teach English as a foreign language (EFL); nevertheless, CLIL teachers find that they have serious limitations when confronted with the teaching of content subjects. Therefore, in order to improve the quality of bilingual education, language experts and curriculum designers should give more attention to CLIL teacher training as well as to the professional competences that teachers need to develop during pre-service and in-service education.

CLIL Teacher Competences in Europe

Pavesi et al.(2001) summarize the competences needed by CLIL teachers, and these include first, knowledge of L1 to understand learners' difficulties and a good command of the language used for instruction, second, good knowledge of the content subjects, third, production of lesson plans, fourth, planning and organization of lessons according to cognitive demands, and finally, gradual content and language progression.

Marsh's (2002) report lists the theoretical and methodological competences for a CLIL teacher who is linguistically expected to have neither native speaker nor near-native speaker level of the target language. Theoretically, a CLIL teacher must understand the differences between language learning and language acquisition. Methodologically, a CLIL teacher should be able to deal with first/second language interference for building concepts in content subjects and introduce activities that link language and subject aspects. Similarly to Pavesi et al. (2001), Marsh (2002) explains that in addition to using teaching strategies, teachers should promote the following goals: interaction for the understanding of meaning, learners' use of communication strategies, and recognition of the importance of information and communication technology. In contrast to Pavesi et al. (2001), Marsh (2002)

suggests relating the concepts of different subjects to improve the effectiveness of learning.

In Europe, researchers designed an observation tool that tested effective CLIL teaching performance (de Graaf et al., 2007), and provided significant recommendations for L2 pedagogy in CLIL. The researchers found that effective pedagogical approaches related to content-based teaching and task-based language teaching are beneficial to both, CLIL teachers and language teachers. The study (de Graaf et al., 2007: 620) reports five main indicators for effective teaching performance: a) '*Exposure to input at a challenging level*' by carefully selecting authentic materials, which are adapted to learners, and by scaffolding the content and language through body language and visual aids. b) *'Meaning focused processing'* by encouraging learners to ask for new vocabulary, and to provide corrective feedback either explicitly or implicitly when meanings are wrongly identified. c) *'Form-focused processing'* by using recasts or confirmation checks although it is not reported that teachers used explicit form-focused instruction by giving explanations about rules. d) Output by means of interaction. e) Use of '*compensation strategies'.*

Teacher Training in Argentina

The lack of CLIL teacher-training programmes in Argentina suggests that the majority of teachers working in bilingual institutions may be ill-equipped to do their job adequately. In agreement with Navés and Muñoz (1999), teachers are often competent in the foreign language, but have no specific training in content subjects. In fact, they lack the theoretical and methodological background to plan content lessons, and to gather, adapt or design teaching materials. This often makes them conclude that they do not qualify for a job at bilingual institutions. Their teaching competences are not completely developed and as a result, they feel they are invading other teachers' fields. Therefore, university and tertiary education should run courses within the curriculum, which include theoretical and methodological aspects of CLIL teaching.

CLIL focuses both on content and language learning, so its implementation requires approaches, methodologies, teaching and learning strategies that differ completely from traditional foreign language repertoires (Coyle, 1999). Unfortunately, there is no developed theory on which methodologies are based

for all learning environments; therefore, it becomes necessary for this training programme to follow some guiding principles, which are essential for bilingualism and second language acquisition.

CLIL Teacher Competences in Argentina – Pre-Service and In-Service Teacher Training

Language-based competences

CLIL teachers in Argentina should have a good command of the English language and resort to L1 with care. In fact, in the early stages of learning English, teachers should allow students to use code-switching because this is a natural communication strategy. Teachers must be flexible enough to adapt their instructional support in order to promote language learning, so their main concern should be to scaffold learners on their way towards becoming competent in linguistic and non-linguistic content subjects. Learners always need to have access to spontaneous speech in an interactive context (Pavesi et al., 2001; Marsh, 2002).

Theoretical competences

Newly qualified teachers should have a thorough knowledge of the theories and models which constitute the foundation of content and language learning. Taking into account the cognitive demands that content learning implies, Mohan (1986) proposes a model for the organization of the curriculum based on a knowledge framework which is conducive to the development of communication, thinking and language. Mohan (1986) relates communication and thinking processes involving classification, principles and evaluation, which are analyzed for their language demands. To develop content and language according to this model, teachers guide students in their transition from experiential learning (contextualized and concrete) to expository learning (decontextualized and abstract). This model also puts long-term and short-term planning into practice, and requires linguistic, content and learning progression. It should be noted that Pavesi et al. (2001) address some of the teacher competences suggested in Mohan's (1986) model.

Teachers also need to become acquainted with the significance of

incorporating cognitively demanding tasks (Coyle, 1999), and with Cummins and Swain's model (1986) which plots context-embedded and context-reduced tasks against those that require either high cognitive or low cognitive demand. Moreover, teachers need to know about Skehan's (1999) findings regarding three aspects of learner performance: fluency, accuracy and complexity. Skehan believes that tasks contribute to foster the development of these three aspects of performance; however, it becomes impossible for a single task to accomplish the three goals owing to the limitations of the human information processing system. Consequently, learners have to compromise between the three dimensions of the task (fluency, accuracy and complexity). Empirical evidence shown in Skehan (1999) suggests that complexity comes only at the cost of decreased fluency and accuracy. If students concentrate on the meanings they want to convey, they can attain fluency in speaking although they are bound to make mistakes in grammar, pronunciation or vocabulary. On the other hand, if they concentrate on getting their grammar, pronunciation and vocabulary right, their fluency decreases. If learners are provided with fluency tasks, their accuracy in speaking and writing will develop relatively slowly. Conversely, if learners concentrate on accuracy exercises, their fluency will probably fail to develop satisfactorily. Skehan (1999) points out that fluency, accuracy and complexity must be carefully considered for task design and task sequencing.

De Graaf et al. (2007) reported that teachers did not use explicit form-focused processing by giving rule explanations; however, the knowledge of FonF techniques is an important theoretical competence which is included in this training programme. Doughty and Williams (1998) take into account the significant differences between explicit and implicit knowledge and present two pedagogical approaches. On one hand, they propose both explicit teaching directing learners' attention towards the target forms, and speaking overtly about those forms. On the other hand, they propose implicit focus on form in order *"to attract learner's attention and to avoid metalinguistic discussion, always minimizing any interruption to the communication of meaning"* (Doughty and Williams, 1998: 232). It is important to remark that all types of FonF instruction (explicit or implicit) should be adjusted according to age, language proficiency and the characteristics of linguistic features.

Methodological competences

The methodological competences proposed in this work include teaching and learning strategies, learning styles and instruction in different aspects of teaching and planning.

Teaching strategies

The teaching strategies for this training programme (Snow, 1998 cited in Coyle, 1999) were selected and adapted to facilitate adjustments in teaching styles. Other strategies were added as a result of class observation in bilingual schools. The selection includes:

- Linking the abstract to the concrete
- Support of compensation strategies
- Exploiting world knowledge
- Using realia and visuals
- Comprehension checks
- Focus on form (presentation of grammar point, phonic, lexis)
- Paraphrasing, repeating, giving cues
- Demonstrating, outlining
- Scaffolding
- Using an interactive approach
- Promoting study skills
- Encouraging vocabulary lists
- Teaching language related skills
- Giving instructions clearly
- Describing tasks accurately
- Sequencing tasks
- Maintaining learners' engagement in tasks
- Making input comprehensible and context embedded

Learning strategies

O'Malley and Chamot (1994) devised the Cognitive Academic Language Learning Approach (CALLA) intended mainly for upper elementary secondary schools. This instructional model prepares ESL students for academic achievement, language development and explicit instruction in learning strategies (cognitive, metacognitive and social / affective). CLIL teachers should train

students in the use of these strategies which are very important because they constitute the building blocks that support the cognitive processes leading to learning. Strategies can help students improve their communicative competence, develop the target language for learning content subjects, and become independent learners. CALLA is effective not only in teaching science, where teachers can use hands-on learning activities that provide contextual support, but also in teaching mathematics, which has a more restricted language register than science. The key to successfully implementing a similar approach in a CLIL environment depends on extensive teacher training and professional development as well as on increasing expertise in learning strategies instruction.

Learning styles

Schools find it difficult to adapt to different learning styles for teaching language and content subjects; therefore, they adopt a unique profile that must suit classes with more than thirty students (Marsh, 2000). When teachers know their students' learning styles, they use appropriate approaches which result in equity and success for more learners. Applying assessment instruments like Kinsella's (1995) Perceptual Learning Strengths Survey and Classroom Work Style Survey, educators can better appreciate how students understand, organize and retain experiences. CLIL training programmes should contribute to raise teachers' awareness of the significance of implementing learning styles preferences in the classroom not to stigmatize learners, but to empower them in a variety of contexts and tasks.

CLIL Teacher Training in Teaching and Planning

In addition to language, theoretical and methodological competences, CLIL teachers must be instructed in the following aspects:

- development of the knowledge, vocabulary and skills in teaching mathematics, science, social studies and other content subjects, which are part of the curriculum in bilingual schools,
- lesson observation in bilingual institutions to master subject specific skills, vocabulary and teacher-talk, and to elaborate observation sheets focused on these topics,
- plenary discussions based on participants' experience and observation sheets,

- ? planning content-subjects,
- ? working with a variety of textbooks and teaching materials suitable for CLIL (attention must be paid to the relation of the subject content and the background knowledge of the target language community),
- ? working with authentic and adapted material,
- ? using information technology,
- ? using interdisciplinarity to work cooperatively with L1 subject teachers,
- ? preparing micro-teaching of peers with feedback, which takes the form of analysis and discussion,
- ? teaching at a selected school,
- ? trainees' assessment by the school and tertiary or university teachers/supervisors.

Concluding remarks

CLIL is an educational approach with a strong impact on language learning. It has become a powerful tool and a motivating force to learn, which offers a natural situation for learning language and content subjects. In some countries, teacher training for CLIL is already available; however, in Argentina, specialized teaching training courses need to be developed. In this work, pre-service and in-service teacher training for CLIL is proposed for the development of the theoretical and methodological competences required for effective CLIL teaching.

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Ecocriticism: Green Issues in Literary Texts

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Abstract: In this paper, the author begins by exploring the interdisciplinary nature of the teaching of literature in Teacher Training Colleges. Then she describes her own methodological practice and how this is shaped by the many literary theories which can be applied to the interpretation of literary texts. She proceeds to describe in more detail an emergent cultural theory, Ecocriticism, and gives some examples of how this theory can be used in class to integrate different areas of knowledge, as well as content and language.

In some, if not many, teacher training colleges in our country the study of English literature has traditionally been used as the means to "introduce" the prospective EFL teacher to British culture. In recent years, there has been shift towards a broader, more complex objective: literature began to be studied as a site where intercultural reflection could be reached, by exploring not only the original context of production of the literary texts studied but also the context(s) of reception of those texts.

Throughout all the changes mentioned above, the teaching of literature has always operated within a CLIL (Content and Language Integrated Learning) framework, well before the term emerged in the ELT world. The target language, English, became the medium by which students accessed the content of the

subject, and conversely, the content of the subject generated language learning, particularly through the development of reading, writing and speaking skills.

In recent years, further interdisciplinary work with other subjects in the curriculum has been promoted, largely due to the fact that the teaching of literature is nowadays informed and substantiated by a large number of diverse literary theories and critical practices: Gender Studies, Postcolonial Studies, Post structuralism, Psychoanalytical Approaches, Marxist Approaches, Cognitive Poetics and Reader Response Theory among others, which of course have obvious links to linguistics, history, anthropology and psychology. Being a literature teacher-not a literary critic- has allowed me the freedom to choose those aspects of the different theories available which best suit my pedagogical purposes, so rather than use a given literary theory as a set of rules to abide by, I advise my students to use them as tools for interpretation, as a kind of charter to navigate through texts. My own teaching practice leans towards Reader Response Theory, which defines the act of reading as a dynamic process in which readers assess their own expectations against the text (Eagleton, 1996: 66-67, Iser, W. 1972, in Lodge, D. (ed), 1988:214, Pope, R. 1998: 245), i.e., readers possess a set of emotions, knowledge and ideologies-sometimes referred to as the reader's *schemata*- which is activated by the text. The text evokes a response in the reader, so that its meaning is constructed by a transaction between the text and the reader. This approach has, in my view, an immense pedagogical potential, as it allows students to explore their own schemata, and even to resort to those literary theories that they feel most comfortable with, so that, for instance, someone interested in exploring the psychological processes undergone by a character will find Psychoanalytical Approaches helpful, whereas someone inclined to delve into the ideological frameworks present in a text will find Marxist Approaches more suitable.

One of the latest theories that have emerged within the area of Cultural Studies is Ecocriticism, which, as the name suggests, focuses on study of green issues in literary and non-literary texts. In a world threatened by ecological imbalance, we are constantly bombarded by the media with alarming news about the consequences of climate change, the near extinction of animal and plant species, or the devastating effects of deforestation. Many times, we suffer such effects at first hand, with no need of the vicarious experience of the media to remind us that

our planet is at risk. Such perception of the fragility of our world, I will argue, has become part of our schemata, or mind set, along of course with our personal and social experience. If a literary work "[…] gains its significance from the way in which the minds and emotions of particular readers respond to the linguistic stimuli offered by the text" (Rosenblatt, L. 1995: 28), then our response to literary texts might be informed and enriched by our awareness and sensitivity to green issues.

How can we read a literary text from an ecocritical perspective? First, we need to deconstruct the polarity culture/nature, as in this binary opposition we tend to privilege culture (human activity) over nature (non-human forces). In most western societies, there seems to be "a valorisation of the human/cultural over the natural" (Benton,T. 2001, in Lopez,J. and Potter, G., 2001: 134). This superiority of the human over the "rest of nature" is so much ingrained in our minds that even Kate Soper, one the major contributors to the development of Ecocriticism, needs to get hold of this polarity to define nature:

> *Nature is opposed to culture, to history, to convention, to what is artificially worked or produced, in short, to everything which is defining of the order of the human.*
> (Soper, K., 1995: 1)

For the purposes of an ecocritical analysis, nature then should be seen as something tangible, concrete, subject to human activity but not inferior to it. According to Peter Barry, "[…] For the ecocritic, nature really exists, out there beyond ourselves […] actually present as an entity which affects us, and which we can affect, perhaps fatally, if we mistreat it." (Barry, P., 2002: 252). Once this premise is clear, we can begin to delve into the text to see how it portrays the way humans and nature interact with each other; moreover, as 21st century readers, we can compare our own perception of nature, burdened with the sense our ecological predicament, with the perception that readers in earlier contexts might have had.

For instance, let us consider William Blake's "The Tyger", from his *Songs of Experience*, published in 1794:

Tyger! Tyger! Burning bright

In the forests of the night
What immortal hand or eye
Could frame thy fearful symmetry?

The tiger has traditionally been interpreted as a symbol in Blake's poetry, which stands for "creative energy that no one should try to control" (Carter, R. and McRae, J., 2001: 204). Most likely, for the audiences contemporary to Blake, the tiger must have meant a powerful force of nature, associated with those "savage" and uncivilized far off lands Britain had begun to conquer. Does the tiger stand for the same for us? For most people, the tiger still conjures up images of fear, awe and wonder, but it is mingled with the fact that this is one of the many endangered species in our planet. The fearful symmetry of Blake's tiger has been sadly controlled and almost extinguished. An interesting follow-up activity which can be done in class is to trace the evolutionary history of the tiger, and to try to discover when and how, and for which political and economic reasons, its numbers have decreased.

Shakespeare's Sonnet XII also renders itself for a comparative analysis like the one presented above. This sonnet deals with one of Shakespeare's recurrent themes-the inexorability of the passing of time, and the human condition which is inescapably subject to it. (Ewbank, I. 1971, in Jones, P. (ed) 1977:226).

When I do count the clock that tells the time,
And see the brave day sunk in hideous night;
When I behold the violet past prime,
And sable curls are silvered o'er with white;
When lofty trees I see barren of leaves,
Which erst from heat did canopy the herd,
And summer's green, all girdled up in sheaves,
Borne on the bier with white and bristly beard;
Then of thy beauty do I question make,
That thou among the wastes must go,
Since sweets and beauties do themselves forsake,
And die as fast as they see others grow,
And nothing 'gainst Time's scythe can make defense,
Save breed, to brave him when he takes thee hence.

This sonnet conjures up images of natural cycles, such as the passing of the seasons, to illustrate a point: the cycles of life and death, youth, prime and decay are present around us, and also in us. The only way to escape death is, paradoxically, to create new life, as nature wisely does. Most probably, Elizabethans must have witnessed these cycles of nature year after year, unaltered. What about us? Can we see these cycles so clearly? What has happened to our planet since that sonnet was written? As a post-reading activity, students can trace the causes and effects of climate change.

The above are just two examples of how an ecocentric perspective can add a new dimension to the interpretation of literary texts, but this approach can be applied to many kinds of texts belonging to different genres and produced at different historical periods. Romantic productions, for instance, which usually foreground nature, offer a rich source for ecocritical discussion. Many Victorian novels, like Charles Dickens' *Hard Times* and Elizabeth Gaskell's *Mary Barton*, portray the effects of industrialisation not only on the lives of the characters but also on the landscape: smoke from the factories taint buildings and waste from the factories pollute the rivers. Postcolonial narratives, like Anita Desai's *The Village by the Sea*, make the disruption of natural ecosystems instrumental for the development of plot. Even those texts in which nature and its resources are not explicitly mentioned offer the reader the possibility to explore this absence, to reflect on why there is seemingly no interaction with nature in the text.

Of course, it would be pedagogically and methodologically fruitless to reduce the meaning of any given text to an ecocritical interpretation. As I have suggested earlier in this paper, all critical practices can be profitable in class, yet given the troubled relationship we are holding with nature at present, adding a "green" dimension to reading can actually lead, at least, to develop a greater awareness of the environmental crisis we are undergoing. Moreover, if we plan our lessons within a CLIL framework, an ecocritical analysis of literary texts offers opportunities for the integration of knowledge which are two-fold: language skills can be developed through content, and the content of the literature lesson can be informed by the content of other areas such as biology and ecology.

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Content and Language Integrated Learning: Innovative Activities for Students at *Ciclo Orientado* (Córdoba) *Segun* ***Ley De Educación Nacional Nº 26.206*** (*Ex Nivel Polimodal*)

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Abstract: This paper discusses how Second Language teachers (L2) can help students achieve the objective of acquiring an L2/FL through Content Language Integrated Learning (CLIL). It also examines the various interrelationships between Content Based and Theme Based Instruction, Cognitive Theories in Learning, and Strategic Language Learning Theories. On this theoretical basis, we analyse, design and present practical activities within English as Foreign Language (EFL) teaching. In pursue of these objectives, we have adopted new methods in EFL teaching and learning, namely Team Teaching, Teaching with Technology, as well as an Interdisciplinary Approach.

These activities integrate the four skills in students' language performance and language use in association with learning strategies, especially for students at Ciclo Orientado at secondary schools.

Key Words
CLIL - EFL - Theme Based Instruction - Cognitive Theories - Trendy Methods in EFL - Skills Integration - Learning Strategies - Ciclo Orientado in secondary schools

Introduction

English has become a language with utmost relevance in international communication, and has been chosen as the main foreign language taught in schools across the country.

Undoubtedly, progress in the realm of the sciences, arts and education is based on international cooperation and cultural exchanges, situations that clearly demand individuals' active participation in a multicultural and plurilingual world. Moreover, it has been proved that foreign languages posses a great importance in the world of work and academic studies, due to the need to access specialized bibliography which can mostly be found written in English. (Educ.ar: 2007)

Theoretical Framework

Increased attention has been devoted to *Content and Language Integrated Learning* (CLIL) in the last decade. The role of content has become relevant within Second Language Teaching and Learning. According to Met (1999: 14), success in the integration of language and content has been based on theoretical assumptions and the development of effective English Language Teaching (ELT) programmes, not only immersion programmes, but also programmes in which the language is taught as a school subject.

CLIL agrees with *Communicative Language Teaching* (CLT) and with various learning approaches. According to CLT, learners should get involved in tasks with meaningful and authentic objectives. Therefore, students who learn content in second or foreign languages (L2, FL) use the language in given contexts; they do not learn the language as an objective in itself but as a means to accomplish real-life tasks. CLIL also agrees with *Constructivist Theory*. *Constructivism* sees learning as a process in which the learner actively builds new ideas and concepts based on previous knowledge and through his/her own experience, in collaboration with other learners and the teacher. This process gives the learner opportunities to work, clarify and order his/her ideas and elaborate what he/she has learned. In this

sense, when CLIL is applied in FLT, the learner acquires knowledge provided the contents are interrelated significantly and not presented in isolation, and that they are present in the learner's mind through previous experiences. Hence, language is a means to discussing interdisciplinary issues using the language in a significant context.

Grabe and Stoller (1997) in Snow and Brinton (1997) refer to proposals within *Cognitive* Learn*ing Theory*, which suggests a double emphasis on language and content in which the learner's attention is concentrated on the language in a way that promotes associative, cognitive and autonomous learning processes. The same authors go on to argue that *Content Based Teaching* can improve learning because of the relationships that can be established between content and the knowledge learners have about discourse and language. Consequently, this position is consistent with *Constructivism* which gives great importance to context, integration and coherence in learning. (Met *op. cit.*: 15).

Content based language teaching models

The development of *Content Based Teaching* has led to a variety of models of programmes, some of them with different objectives and approaches. According to Met (*ibid*: 15-17), the variation between the models could be distributed along a continuum. Although all the programmes integrate *Language Learning* and *Contents*, there is considerable variation as to the importance given to content and linguistic objectives.

Programme

Content Oriented -> -> -> Language Oriented					
Total Immersion	Partial Immersion	Subject Based Course	Subject Based Course plus Language Classes	Language Classes based on Thematic Units	Language Classes with frequent use of content to practice the language

The application of the programmes shown in the table above depends on institutional policies and timetable demands in relation to FLT.

Thus, as authors of this workshop we acknowledge the importance of CLIL but with the time limitation imposed by the institution in which we teach. We try to balance both sides of the programmes shown in the table, and, consequently, we adopt a more moderate model called Theme-based approach. Stryker and Leaver (1997: 4) explain that theme-based approaches have existed for a long time in FLT in the form of supplementary activities that interrupt the systematic study of grammar with activities on different topics. The choice of topics or themes, thus, intends to break free from traditional practices, departing from commonly used linguistically focused items, towards real life themes oriented to transmitting original and engaging contents for students.

Through our experience, we have proved to ourselves how beneficial it is to provide "theme-oriented" activities to enable our students to use the language as a vehicle for content learning, and, at the same time, to offer them rich linguistic opportunities in a context different from that in the course textbook.

Criteria for content selection

The criteria followed for the selection of contents starts with decisions as regards linguistic objectives which include the presentation of: vocabulary, grammar and linguistic functions, and goes on to the introduction of interesting theme-oriented activities which are adapted to students' linguistic competence, age, interests and knowledge of the world.

- A central objective when selecting these contents and activities has been to increase students' motivation and interest in the topics proposed, thus providing a means for linguistic improvement through them. Tomlinson (1998: 7) postulates that successful materials should cast an impact on the learners so that they incorporate new contents and are able to process them. Learners are expected to:
- Feel positively motivated and willing to participate cooperatively going through communicative, cognitive, affective and learning processes.
- Deal with original topics and activities.
- Enjoy a collection of varied activities and original presentations.
- Learn to reflect about their world and its current issues. But, most importantly, it is expected that, by using these materials, students will come across a variety of cultural contents that offer them good opportunities for self-reflection and learning.

Therefore, we have strived to provide teachers and learners with materials that offer them meaningful experiences to use the language communicatively and at the same time reflect on this experience (Tomlinson ibid: 4).

Hence, the use of films in our classes can lead to article reading, organising debates, singing songs, studying the historical and political background to stories, role-playing, film review reading and writing, discussing literature topics and international current affairs, among others. The purpose of this workshop was precisely to show how, from a film, a variety of content-based activities in the areas of music and the arts, medicine, ethics, psychology and literature can be derived.

Team teaching

Adding to the idea of interdisciplinary work previously introduced, we would like to refer briefly to team teaching, also referred to as co-teaching and collaborative teaching. Johnson and Lobb (1961: 59) define team teaching as "a group of two or more persons assigned to the same students at the same time for instructional purposes in a particular subject or combination of subjects."

Coonan (2003) from the University of Ca' Foscari, Venice, points out that the team teaching technique is a good solution when content is taught through a foreign language because both the content teacher and the language teacher are physically present during the class and introduce the topics to the learners.

Although this can be a good practice, we would like to introduce a more moderate approach to team teaching that can be applied in our institution as well as in other institutions in our town. We propose a type of teamwork that would involve the participation of teachers from the different curriculum areas, i.e. we strive to join in content and language integrated curriculum planning that would be applied to different classes following the pre-established FL timetable.

Why use video in the classroom

- Harmer (2001: 282) asserts that there are many reasons why videos can add a special, extra dimension to the learning experience. Among them we can mention:
- Students do not only hear language, they see it too.

- Videos offer unique opportunities for students to have a look at situations far beyond their classrooms.
- Most students show an increase in their level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Stemplesky (2003: 365) states that films are closely associated with leisure and entertainment. Due to this fact teachers need to lead students to develop viewing skills which they can apply not only to language learning, but to their film and television viewing experiences outside the classroom.

Film watchers do not normally concentrate on paralinguistic features, gestures, non-verbal signals, intonation, cultural details, etc., which give valuable meaning clues and help them to see beyond what they are listening to and watching and thus interpret the text contained in the film more deeply.

It is the teacher's job to get students to focus their eyes, ears, and minds on the video in ways that will increase both comprehension and recall, and add to the satisfaction they gain from viewing. Adding up to the entertaining aspect, students will also recognize how this medium can be used for learning.

Skills integration and learning strategies

Brinton, Snow and Wesche (2003: 26) ascertain that in theme-based courses, contents can be better exploited and its use maximized for teaching by concentrating on the four skill areas. These programmes offer excellent opportunities to practise skills in combination, since topics offer coherence and continuity across skill areas, thus favouring integration.

Going beyond the old classification of skills into receptive and productive skills, the integration of skills introduces combinations such as reading and taking notes or participating in oral debates that include speaking and listening. It has become widely acknowledged that we cannot separate skills when acting normally in everyday life situations. Cunningsworth (1984: 20) explains that most communicative language interactions involve the use of more than one skill interactively, and therefore our concern is that our materials should emphasise the practice and integration of skills in models of real communication.

We also intend to enhance our application of CLIL by promoting strategic learning. Cohen (1998: 4-8) defines language learning and language use strategies

as processes consciously selected by learners, in order to improve the learning process or use of a second or foreign language, or both. Learning strategies have the potential of being used effectively, and teachers and instructors should work so as to help students develop these strategies and their use in the most positive way. Oxford (1990: 1-8) enlarges on the previous definition by stating that strategies are important in language learning because they provide learners with tools for active, self-directed involvement, which become essential so that learners can accomplish their objectives. Furthermore, the application of appropriate strategies may collaborate in proficiency improvement and in supporting greater self-confidence. By extension, learning strategies are specific actions taken by learners to improve learning, making it easier, faster, more enjoyable, self-directed, effective and more transferable to new situations.

Conclusion

To conclude, we would like to add that we have devised materials that they can be used in different ways, in their original form and/or adapted to different teaching-learning situations. We would also like to make it clear that teachers who might be interested in applying these materials should adapt them by providing their new and original ideas, facing the challenge proposed and committing themselves to taking as much profit from them as possible in order to help their students' language improvement.

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Special Presentations

A Room of One's Own
Presentation

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As Literature teachers we have felt that many colleagues would welcome an annual opportunity to meet, share and bond. That is the principle that underlies "A Room of One's Own".

In this trailblazing work Virginia Woolf stated, "Intellectual freedom depends upon material things. Poetry depends upon intellectual freedom." In the same vein, we believe that a certain space and time can be allotted to Literary Studies in the FAAPI Conference, regardless of its central theme, so as to foster their growth.

Literature in ELT can be viewed as content in itself or as a resource. Authors such as Brumfit, Carter, and Lazar outline three main approaches: one culture-based, another one language-based and finally a model focused on personal enrichment. We consider they should all be addressed in "A Room of One's Own": literary theory, literature teaching at different levels of instruction, and the promotion of literary reading.

We have therefore chosen to make this launching session of "A Room" an all-inclusive one. The papers to be presented, as well as the workshops planned, intend to provide an insight into a possible format for future sessions, a format which must be flexible enough to encompass the wide variety of issues that fall within the field of Literature.

We would also like to build a network of teachers interested in these matters, who could continue communicating throughout the year about their research projects and professional undertakings as an online community of practice, and eventually share findings at the next FAAPI conference. To this purpose we have set up a blog at http://room.edublogs.org

In the short term, we expect to agree on a new coordinating team and a specific topic for 2009. In the long term, publication of papers and distance courses offered by FAAPI can be envisaged.

We hope the following presentations will work as a springboard for this little room to grow into a mighty mansion, where Literary Studies will thrive and serve for delight, for ornament and for ability.

A Room of One's Own
"Beyond a Room of Own´s Own: Top-Notch Hans Christian Andersen Award (HCA) Women-Winners"

A Room of One's Own
"What's in a name? Uses, misuses and abuses of metalanguage in the literature classroom: the case of the character"

Beyond a Room of Own´s Own: Top-Notch Hans Christian Andersen Award (HCA) Women-Winners.

Ma. Cristina Thomson de Grondona White
Laura Canteros
E.S.L.V. S. B. Spangenberg; I.E.S. J.R. Fernández ; A.A.T.I.

Abstract: "A bridge of books" was what Jella Lepman –founder of IBBY-- envisioned as tool to bring children together and shield them from devastating experiences such as wars. This presentation aims at showing how this international organisation contributes to disseminate the best books for children and young people worldwide through their unique and prestigious Hans Christian Andersen Award or, as it is familiarly known, "the Little Nobel prize". It will be illustrated by reference to the contribution of the six English-speaking women writers honoured by IBBY so far.

Introduction

Similarly to other "new literatures" such as national, ethnic, post-colonial and others, literature for children also has reached status and acceptance in the last decades. Many reasons account for this change usually emerging from changes in socio-cultural paradigms, views of childhood representations, and exponential sci-tech developments. During the last century, in particular, the voices of prestigious writers have helped to transform the formerly smug and inane edifying tone of texts addressed to children into vigorous writings portraying the diversity of

human experience just as they see it reflected in everyday experience. These distinctive voices have marked the coming-of-age of a genre distinguished by quality books that have steadily provided the young with imaginative tools to envisage new worlds, create and shape identity and, above all, to show appreciation for the culture of "otherness".

The relevance of children's reading for promoting international, trans-cultural and trans-ethnic understanding finds an encouraging historical precedent in Jella Lepman, a German Jewish refugee journalist whose mission was to ensure children´s access to books of high literary and artistic standards. In 1952, aided by world publishers and personalities such as Bertrand Russell, Ortega y Gasset and Eleanor Roosevelt, among others, she founded IBBY –the International Board of Books for Young People—the worldwide organisation responsible for materialising her vision. The creation of IBBY´s Hans Christian Andersen Award --also called the "little Nobel Prize"-- has been instrumental in fostering the circulation of the best children's literature in the last 50 years. Granted each two years, the prize honours nowadays living writers and illustrators "judged to have made a lasting contribution to good juvenile literature by the outstanding value of [their] work" (Glistrup, 15:2002). In the course of its history the HCA awards have frequently distinguished the work of English-speaking writers and illustrators.

And the winners are…

Bearing no animosity towards their first-rate male counterparts, we think it timely to share with you a little about these outstanding women writers who, at different times and in different "Englishes", have made a long-lasting contribution to children's literature. Fair enough; from among fourteen awards granted by IBBY since its inception to candidates from different English-speaking scenes –including writers and artists-- 42% correspond to ladies. A bird's-eye-view will suffice to give you a picture of who these women are and the reasons for their world-wide acclaim.

Eleanor Farjeon (UK, 1881-1965) was IBBY's first recipient of the award in 1956. The choice was inspirational. Europe confronted the post-war period, a time when there was a dire need for literary quality in children's books. Well into her sixties, Eleanor had become already a household name in her native England. The prize helped bring to the international limelight an output until then only appreciated by

an insular public. What aspects of her personality and work were unveiled as a result? First and foremost, her extraordinary gift to engage in an imaginative play that defied reality. No doubt her atypical upbringing –she pursued no formal schooling— under the guidance of private tutors allowed her and her two brothers to enjoy theatre, art, music and literature at leisure and to freely express creatively. Her writing blends reality and fantasy and defies a specific audience categorisation.

Her first stories under the title *Martin Pippin in the Apple Orchard* (1921) were meant for adults though children quickly took them over. Similarly this kept happening to her subsequent popular stories, *Martin Pippin in the Daisy-Field* (1937), and later story collections, such as *The Little Bookroom* (1955). Her child characters are down-to-earth and sincere yet keep a penchant for the miraculous. Popular for her poetic gift, early appreciated in *Nursery Rhymes of London Towns* (1916), Farjeon contributed poems for various collections and anthologies in the course of almost 50 uninterrupted years. Her humour and focus on childhood experiences make her poems timeless; thus, the universal appeal of samples such as "The Quarrel" and "Cats Sleep Everywhere", greatly enjoyed by children even today. Probably, the international recognition bestowed to her through the HCA award helped many would-be writers to follow the advice she made public as early as 1935 *"Don't ´write down´ to children; don't try to be on their level…don't be afraid of words or things you think children can't yet grasp...when you write for children be yourself"* (Watson, 254:2001).

Thrice the *Hans Christian Anderson* international distinction fell upon American women writers. Paula Fox's lifetime achievement was eulogised by the IBBY Jury for depicting *" the in-between tones, the feelings, the perceptions and the maturation inherent in individual experiences* […] *in all of their actions and words, nothing is constructed, nothing presented as a lesson to teach or convert young readers* […]" (Glistrup, 58:2002). Once and again in her rich output –she has recently been hailed in the UK as an outstanding writer of adult fiction as well-- her novels for children depict fictional landscapes which unveil the historical past, present-day derelict urban areas or wide open rural spaces peopled by very sensitive yet withdrawn, apparently impassive youngsters. Their maturation processes are not easy; they usually experience situations involving death, disease, and abandonment where fear, remorse or even shame prove

unavoidable hurdles before achieving individuation. In her extensive and at times controversial output, *The Slave Dancer* (1973), *One-Eyed Cat* (1983), *Monkey Island* (1993) and *The Eagle Kite* (1995) stand out as examples of *"the resilience of the human spirit* […] *her capacity to see the child's viewpoint while feeling the sympathy of an adult and the detachment of an observer* […] (Glistrup, 58:2002). In her acceptance speech for the HCA award she strongly spoke against the false dichotomy "literature for children and literature for adults" by saying: " […] *The heart of the matter, I believe, is that the art of storytelling is, ultimately, the art of truth. In the imaginative effort that lies behind a good story, there is no difference between writing for children and for adults. And if what children have read, or have had read to them, has not condescended to them, has not given them meretricious uplift and vainglory at the expense of truthfulness, and has awakened their imaginations, they may, later, want to know about Emma Bovary and Raskolnikov.* […]" (*Bookbird*, 1998).

Virginia Hamilton (1936-2002), granddaughter of refugee slaves, was the first (and so far only) African-American writer to gain international recognition through the HCA award in 1992. The amount and variety of books she wrote and recognition she received, make her "one of the best and the most important of children's and young adults' authors. She grew up in a family of storytellers that sought to bridge --through storytelling, reading and song-- the gap between their former enslaved condition and their newly acquired consciousness as free individuals. The oral tradition informs her fiction giving it a flavour of the past and a sense of timelessness. Her renowned *The People Could Fly* (1985) was the first comprehensive anthology of African-American folk tales dedicated to children. The power of language stands out in her prose fiction enabling her to produce new meaning and ideas: "[…] *Words that make Worlds are magic for me* […] *the miracle of words is that the language they convey can be made meaningful in terms of human desires. Language is magic; it has always been magic, since the time sorcerers uttered their incantations ad wrote their symbols which steeped our human past in marvellous myth. Oh, I am a believer in language and its magic monarchy! To bind its boundless spell to me is why I write"* (Glistrup, 86:2002).

Her professed love for language enabled her to experiment with different genres, styles and thought-provoking themes. Her fictional worlds include distinctions between realism and fantasy; many stories touch upon a sort of

magic realism where young characters are endowed with magic ability to see into their own past. The diverse interplay of narrative voices she resorts to, for example in *Plain City*, or the way her characters talk among and to themselves in *Magical Adventures of Pretty Pearl* (1983) have prompted critics to consider her a challenging "post-modernistic writer" (Watson, 316:2001). Perhaps the most far-reaching contribution that Hamilton has given to children's literature is expressed in her own words on the occasion of accepting the award: " […] *I do write about childhood-awareness out of my rich country experience* […]. *I have wanted to portray the essence of my ethnic group who are a parallel culture society in my country. ´Parallel culture´ rather than ´minority culture´ best describes the cultural diversity and equality of American ethnic communities. I have attempted to mark the history and traditions of African-Americans, a parallel culture people, through my writing, while bringing readers strong stories and memorable characters living early the best they know how"* (Glistrup, 56:2002).

In 1998, Katherine Patterson closes the cycle of HCA awards to American women writers since. This is the case of an author whose rich life experience in different parts of the world helped her to develop a true understanding for young people. The daughter of missionaries, Patterson was born in China (1932) and returned to the United States when the Japanese invaded her native country. After becoming a teacher she decided to move to Japan, worked there for a few years, then got married to a clergyman and raised four children, two of them adopted.

In tune with what she may herself have felt when finally returning to America, her literary heroines often feel a sense of ´otherness´ or isolation in their surroundings; fortunately, like herself, they manage to cope and reverse this situation, growing in experience and sensitivity as a result. Her breakthrough as writer came ten years after the publication of her first book with the notable *Bridge to Terabithia* (1977). This book challenged a long-standing taboo in children's literature: how children coped with death. In masterful strokes, Paterson portrays the anguish of a ten-year old boy at the death of a friend, followed by his denial and final acceptance of reality.

Paterson is well-known as author of novels set in the historical past, such as *The Master Puppeteer* (1976) set in feudal Japan or *Jacob Have I Loved* (1981) a

moving story about the jealousy of twin sisters against the backdrop of WWII or *Liddy* (1991), a story about the industrial oppression and women's rights, set in a New England town in 1843. In these works, she recreates settings which come alive for her readers; her characters seem to belong naturally to their surroundings. Most of the fictions that have brought her popularity among young readers usually deal with frustrations and desires common to adolescents everywhere, *"misfit children, children who long for love, understanding, recognition and, most of all, want to belong to families or groups without giving up who they really are* (Glistrup, 98: 2000).

Keenly aware of the need to strengthen intercultural bonds with peoples of the world, Paterson has achieved strong recognition from her social leadership in bringing together artists and editors from different parts of the world and for her efforts to promote the exchange and translation of quality fiction. As she sustains: "*When I look at the library shelves in America, I am acutely aware that so many American children's books are published that we often fail to realise our need for books from other countries –that we must give our children friends in Iran and Korea and South Africa and Serbia and Colombia and Chile and Iraq and, indeed, in every country. For when you have friends in another country, you cannot wish their nation harm"* (Paterson´ acceptance speech Glistrup, 98:2000).

The Aboriginal landscape reveals its grand and sweeping physical strength and richness of myths in the magnificent fantasies of Patricia Wrightson, Australia's leading children's writer who obtained the HCA award in 1986. Born in the rural town of Lismore, NSW set between the rainforests and the sea, Wrightson absorbed since childhood the magic peculiar to her land. In her preface to *An Older Kind of Magic* (1972) she says: "*It is time we stopped trying to see elves and dragons and unicorns in Australia. They have never belonged her, and no ingenuity can make them real. We need to look for another kind of magic, a kind that must have been shaped by the land itself at the edge of the Australian vision*" (Hunt, 331:1995). She delved into Aussie's folkloric records to look for Australia's "*own natural beings, born of the grey scrub and red desert, the hard bright light ad chalky shadows*" (Glistrup, 74:2000). In the "dreaming stories" typical of the bush land, she encountered rich materials which she wrought into tales of epic proportions. Her outstanding trilogy *The Song of Wirrun* (including *The Ice is Coming; The Dark Water Behind; Behind the Wind,* 1987) is the saga of a young

Aboriginal, Wirrun, whose quest is to save his country from destruction. In his plight he confronts evil and death, and becomes a mythical figure at the end of his journey.

In her succeeding stories she extends the theme of man and his close relationship to the environment to include further conflicts, such as environmental damage, or the confrontations of modern man versus the Aboriginal. Her body of work is believed to have enriched children's literature worldwide; her contribution " […] a channel by which children in her own and other countries have learned the beauty and dignity of the legendary creatures of Aborigine mythology" (www.bookrags.com).

In her HCA award acceptance speech she comments on the circumstance that made her and other colleagues working in her lifetime, trail-blazers in the field of children's literature: "[…] *we had no paths to follow* […] *thirty years ago we were still exploring* […] *Australian writers, with so small a body of work behind them, could feel that the country's literature was immediately in their hands. Every story that anyone could conceive was his (sic) own new concept, not shaped or directed or limited by other people's thinking; to be worked out in his (sic) own way and for almost the first time* […]" (Bookbird, 1998).

In 2006 Margaret Mahy is distinguished with the HCA award for being the most representative author for children of her native New Zealand. The jury's *laudation* reads: "*the jury has recognized one of the world's most original re-inventers of language. Mahy's language is rich in poetic imagery, magic, and supernatural elements. Her oeuvre provides a vast, numinous, but intensely personal metaphorical arena for the expression and experience of childhood and adolescence. Equally important, however, are her rhymes and poems for children. Mahy's works are known to children and young adults all over the world*" (http://www.ibby.org/). Born in 1936, Mahy is a prolific Kiwi --she's published around 150 titles that span genres and ages.

As a young librarian in Christchurch, her archetypical stories peopled by witches, pirates and wizards ran counter to the interests of local publishers, more interested in stories that stressed national identity. These pieces found an ideal *niche* in the *School Journal*, a school publication distributed to school children. Through an exhibition of these "journals" abroad, Mahy's work became known among publishers in the U.S. and U.K. This marked the starting point of a fruitful

international publishing career which later brought her twice the Carnegie Medal for her adolescent fiction. Reality, fantasy, and a quirky sense of humour blend in her picture and adventure books for children, such as for example, *A Lion in the Meadow* (1969), *The Man Whose Mother was a Pirate* (1972).

In her fiction for adolescents and older readers, Mahy usually explores serious topics of appeal to mature readers, such as parental abandonment, jealousy, self-deception, mental illness and accidental death. Though her settings are familiar and domestic, characters develop in psychological *ambiances* which blur chronological time and are peopled by supernatural beings who usually represent their personal fears or insecurities. This is the case of novels such as the *The Haunting* (1982); *Memory* (1987); *Maddigan's Fantasia* (2005); or *Portable Ghosts* (2006).

Recurrently, the tensions that characters feel seem to arise from the constraints of everyday living they are subjected to and their inner demands for imaginative freedom. Mahy herself explains the reasons why the interplay reality-fantasy comes to our rescue:

"*Story and fantasy have many functions in our lives, but one of the functions is to mediate between us and naked existence, to nudge us back into a state of astonishment from which we can also easily retreat, as well as providing places to stand, strong places in an overwhelming world. And when, ushered by no matter what sort of force from outside, we fall into the cracks in the structure, we immediately start to compose stories to bridge the crack or fill it in so we can walk out of safely"* (in E. Hale & F. Winters, 2005)

Summing up, when considering the international recognition achieved by these women we cannot but conclude that they have gone far beyond their "own rooms" and, in so doing, have kept alive for XXI century youngsters the promise of a "green light to stir by at the end of the tunnel" --dream that Jella Jepson made possible through IBBY.

Notes:

- Excerpts from authors´ work read during the oral presentation of this paper have not been included given the word limit set for publication.
- The authors wish to thank Forest Zhang, Deputy Director of Administration, IBBY, for access to photocopied material on authors Fox and Hamilton´s acceptance speeches.

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What's in a name? Uses, misuses and abuses of metalanguage in the literature classroom: the case of the *character*.

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Abstract: Until not so long ago, at teacher training colleges the teaching of literature in FL focused on literary history and on the dictates of unquestioned national canons. The growth of theory in the sixties and the seventies revealed the provisionality of categories, drew attention to the text and away from (and later back to) the context and encouraged new approaches to the teaching of literature. In this presentation we revise how the category of character has been considered by different theoretical schools, with the purpose of reflecting on the ways theory may enter the classroom in the form of metalanguage.

Introduction

Until some twenty years ago, at teacher training colleges literature teachers moved about their job undisturbed either by discipline or by teaching issues since no theory was considered necessary to explain or justify decisions or assertions. Traditionally, teachers were not concerned about the problem of literariness or of canon formation; they usually ignored race or gender problems and they did not venture into the periphery. The teaching of literature in FL usually focused on literary history and on the dictates of unquestioned national canons. The value of

the historical approach remained unchallenged for long years and, consequently, classroom policies and practices were dominated by description, prescription and repetition.

The growth of theory in the sixties and seventies revealed the provisionality of categories, drew attention to the text and away from (and later back to) the context, questioned some categories that had been taken for granted before, and encouraged new approaches to the teaching of literature. In this new scenario, historical approaches have gradually fallen into disrepute and the canon-oriented curriculum has, little by little, been replaced by the theory-driven one.

Literature teachers are now steeped in theoretical debates. Their task is felt to be not so much that of relating the history of national literatures but instead that of making their students aware of the fact that their readings are inscribed in complex systems of thought. In order to carry out this task, literature teachers find themselves in the need of a specialized terminology, of a particular language (*metalanguage*) that will serve the purpose of describing another language (object language, the literary text in this case). The incorporation of *metalanguage* into the classroom has resulted in a deeper understanding of literary discourse, but it has also brought about a number of difficulties. In order to reflect on the ways theory has entered the classroom in the form of *metalanguage* and on how our choice of words involves theoretical decisions and conveys ideological affiliation, we will focus on a single category, that of *character,* and on the ways in which three critical schools have considered it. Then we will move on to reflect on our practices at the moment of dealing with this category in particular, to explore how the way we approach it may shape our reading and teaching practice.

Character under scrutiny: some of the names

The category we are concerned with has been studied since ancient times and has been defined from different theoretical perspectives. Yet the notion still remains problematic and poses difficulties attributed to a series of diverse causes: the polysemy of the term, the use of lexical items like character, actor, actant, agent, patient, protagonist or hero as neutral synonyms, the presence of characters in different semiotic systems, the existence of anthropomorphic and non-anthropomorphic characters, the tendency to naively equate characters and human beings, to mention just a few.

Because of the scope of this presentation we cannot discuss the category as it has been developed by all the theoretical schools that flourished in the past century. We could hardly do justice to them all. Therefore we will focus on three which regard the *character* from very different perspectives: the Bakhtin Circle, structuralism and cultural studies.

Let us start with the anti-Formalist proposal made by a Russian thinker during the twenties. For Bakhtin, the *character* is not just another technical moment in a novel, but the chance of creating a conscience that will exist in dialogue with the author's. It is practically impossible to refer to the *character*, or to the *hero*, as Bakthin calls him/her, without referring to the dynamic relationship which is established between this *hero* and the author. The author here is seen as a creative energy, as an organizing principle that edifies the architectonic of the literary work, and should not be confused either with the real author or with the narrator. This creative force places another conscience at the centre of a world and gives it the right to evaluate the world from his/her subject position. The *hero* becomes an *other* the author and the reader relate to in much the same way we relate to our *others* in life. The author has to create this *other* amorously and empathize with him/her no matter how wicked s/he could be. The reader, in turn, has to see how the voice of this *other* and the voice of the author tense each other. Bakhtin draws a difference between the *hero* and the minor *characters*, who are created with the purpose of populating the world where the *hero* is made to act and who do not enter into a dialogue with the textual author (Bakhtin 1982).

What is the nature of this dialogue? In his creative process, the textual author abandons his position, enters the *hero's* conscience and goes back to his initial creating position, achieving in this way that which Bakhtin calls *exotopy*, the possibility of seeing from the *hero's* point of view and also from outside. This allows the author to finalize the *hero*, to render him/her aesthetically. The author may also choose not to finalize the *hero* but to give him/her different degrees of autonomy to the point that the *hero* becomes an ideologue, somebody who strives to find some truth independently from the author's ideology. This is the *hero* of the polyphonic novel, a *hero* who cannot be finalized because s/he remains a free conscience. The *hero* in Bakhtin, then, may be defined as a centre of value analogous in power to the textual author, and whose identity is built in dialogue with the textual author. This *hero* should not be analyzed as an object of study, but

as a living voice with an ideology and with the right to judge the world around him/her. Neither can s/he be seen as the author's spokesperson, but rather as a second subject who becomes the textual author's *other* (Bakhtin 1982, 1997).

The 1960s were the heyday of European literary structuralism, a method of inquiry that

> *revolutionised the study of narrative. Indeed it created a whole new literary science- narratology- of which the most influential practitioners have been the Lithuanian A.J. Greimas, the Bulgarian Tzvetan Todorov, and the French critics Gérard Genette, Claude Bremond and Roland Barthes.* (Eagleton 1985:103)

This approach to literary analysis, deeply rooted in structural linguistics, was indebted to Russian Formalism and firmly linked to the seminal work on myth of the French anthropologist Claude Lévi Strauss. Though each structuralist focused on a different aspect of narrative, studied different discourses and had different interests, all their projects were grounded on the same assumptions and principles. As the label suggests, they were all concerned with structures and with the discovery of the underlying laws which govern their operation. Besides, structuralism maintains that a sign lacks intrinsic content, i.e. it acquires meaning by virtue of its relations to signs of the same level of text organization (distributional relations) as well at to signs of other levels (integrative relations) . Thus the central concern of the critic is to uncover relational patterns rather than to explain the meaning of single units. In this framework binary oppositions are privileged. In addition, as Terence Hawkes (1992: 100) points out,

> *The structuralist approach to literature also raises two other connected matters: the relation of pieces of writing to other pieces of writing (i.e. the question of genre) and the question of the relation of a piece of writing to the nature of the act which it presupposes, and which 'completes' it: the act of reading.*

As for *character*, the category we are concerned with, it does not occupy a central position in structuralist theory. Structuralist criticism dethrones character from its former position as unique personality and relegates characters to functions. Structuralism views *character*s not as essences but as agents, i.e. they are to be valued not for what they are in the story but for what they do in relation to other *characters*. In this respect, some of the labels coined by structuralist

theorists attest to the centrality of action: *actant, actor, agent, patient*.

We focus on the contribution of two structuralists, Bremond and Greimas, because their models, widely diffused in academic circles, ushered in a series of categories and their attendant metalanguage that have been closely associated with *character.* Claude Bremond's narrative model describes the possibilities (*possibles narratifs*) available for an *agent* at any stage of the story, thus accounting for the forward movement of the action. The theorist claims that action and character are inextricably welded, hence the need for structuralist analysts to explore the characters' different narrative roles. In fact, Bremond distinguishes two basic roles (*patient* and *agent*) and from this binary opposition derives a complex taxonomy. The patient may be submitted to two kinds of actions (influences and direct action) whereas two types of agents can be discerned: voluntary and involuntary. These distinctions, in turn, originate new specifications.

When A.J. Greimas produced his famous deep-lying *actantial model* to describe the invariable configuration of three pairs of binary oppositions (*subject-object*; *sender-receiver*; *helper-opponent*) underlying narrative texts he introduced two categories relevant to the study of narrative: *actant* and *actor*. An *actant* is neither a narrative event nor a *character*, it is a deep structural role fulfilled by *actors*, i.e. more o less well-defined *characters* instantiating *actantial* roles. In Greimas' model there is no one to one relationship between *actant* and *actor*: an *actor* may play one or several *actantial roles* or several *actors* may play the same role.

Cultural studies is essentially interdisciplinary in nature. Its primary concern is the study of cultures, and of literature as part of the process of culture formation. This discipline will concentrate on the cultural manifestations of the working class more than on those of elite groups, and with literature as far as it is possible to trace in artistic texts the way in which people live. It is necessary to draw a difference among two schools that may be included within cultural studies, namely cultural materialism, British in origin and developed in the sixties by Williams, Hoggart and Hall, and new historicism, which originated in America in the eighties and advanced thanks to the contributions of Greenblatt, Gallagher and Montrose among others (Bertens 2001: 176).

Cultural materialism intended to enhance the values of working class culture, which had been undervalued by the Leavisite tradition. This working class culture

of the mid-20th century, however, was perceived as fragmented when compared to the old English popular culture. In its origins cultural materialism made it explicit that it was necessary to work towards the founding of a new common culture (Williams 1961: 304), but by the 80's and 90's, influenced by Derrida and by Foucault, cultural materialists came to abandon this ideal of a common culture and to see culture as artificial and as the product of interactions ruled by power (Turner 2002). New historicism, on the other hand, privileges power relations and treats literary texts as a space where those relations are made visible, without making any difference between literary texts and other forms of discourse; also, they see literary texts not only as a place where life may be represented, but also as a set of discursive practices which participate in the enforcement of power. Power is seen as it works through discourses: it works similarly to ideology in that it gives the subject the impression that it is just natural to obey its dictates (Foucault 1977). The methods employed by new historicists are largely anthropological, and they will concentrate, for example, on how discursive practices build stereotypes.

Both schools share a view of the *subject* as constructed by ideology —by discourses— and of authors and their work as subjected to ideological constructions; they both see literature as contributing to the constitution of culture and history; finally, neither treats literary texts as more valuable than non-literary texts. As both schools have been influenced by poststructuralist thinking, their treatment of *characters* centres on the issue of the construction of their identity in relation to race and gender, and explores the relationships among them in terms of power.

It emerges clear that all these schools envisage the *character* according to their different theoretical perspectives, and that these views bear diverse ideological implications. For Bakhtin, the *hero* cannot be studied independently from the author, and is to be seen as a centre of value who is given more or less autonomy according to different degrees of finalization; for the structuralists, these "paper creatures", regardless of the names they have been given (*actants, actors, patients, opponent*), are subsidiary to action, exist in so far as they perform actions and, like the units of any other systems, acquire meaning by virtue of their relations to one another and to units of other levels of text organization; scholars working within cultural materialism and new historicists will study *characters* in order to explore how power works within culture. Each of these schools will resort to

different *metalanguage* at the moment of carrying out their critical work, and that *metalanguage* will perforce communicate their distinct ideological positions.

Do they smell as sweet?

The previous section intended to testify to the enormous variety to be found among the words used by different theories to refer to the same textual element. Theory driven curricula, of necessity, usher this *metalanguage* into the classroom via teacher discourse and reading material yet this introduction is not always felicitous. Pedagogical fads, deficiencies at teacher training colleges, and the tendency to naturalize, if not vulgarize, epistemic issues are, in our opinion, highly responsible for the misuses and abuses of the *metalanguage* in the classroom.

After the transition from repetitive classroom practices to more critical ones we often observe a use of *metalanguage* that *contradicts* the theoretical perspective teachers claim to endorse. This contradiction may stem from a desire to keep *metalanguage* "uncomplicated" and to concentrate rather on the students' response to the text. When that happens, we may come to employ the most general lexical item, *character*, as an umbrella term although we may be simultaneously proposing a critical reading based on a theory which defines this narrative element explicitly and which has created a particular name to designate it. Misuse may also be originated in the use of printed material which makes a theoretical proposal which differs from the one made by the teacher. If the terminological contradiction is not pointed out by the teacher, students may overlook it and end up thinking that the colliding words are synonymous —blurring in this way the ideological implications of using one term or another indistinctly. It may happen, then, that with a view to encouraging a personal response from the students, asking them to judge the way in which a *character* has been made to act at a particular point in the narrative, we may trigger a debate by reading a critical passage where the *character* in question is called "narrative figure." Some form-oriented publications may do this in order to emphasize the fact that *characters* are to be seen as narrative elements, and not as "real human beings" (Shiach 1996: 27). But how can we ask our students to relate to a *narrative element*? Wouldn't it be necessary to clarify beforehand the multiple ways in which *characters* may be approached, and point out that the passage we introduce holds a different view from the one we uphold at the moment of fostering personal response? Ignoring

this prior step may create confusion, but even more seriously, may deprive our students of a great opportunity for academic growth. These theoretical divergences are often masked by nonchalant claims to eclecticism yet we should bear in mind the fact that eclecticism cannot bring together theories whose underlying principles are in blatant contradiction. Those claims could rather be trying to conceal a fundamental ignorance of the (probably contradictory) ideological foundations of the theories combined.

The abuse of *metalanguage* could also involve concealment of a different nature: a teacher may master the particular vocabulary a theory proposes, but s/he may have lost sight of the purpose for which that language was originally created. As a consequence, *metalanguage* could come to be used for its own sake rather than serve the purpose of clarity and precision for which it was meant. This teacher may encourage classifications of *characters* in terms of highly specialized binary oppositions (*oppressed/oppressor, patriarchal/feminist, subject/object*, etc.), yet never move beyond this technical moment in the critical process. Literary theories —and the language they are constructed with— are built with the aim of accounting for the nature of the literary event. If the inclusion of theory, and subsequently of *metalanguage*, fails to do that, then that incorporation has not been carried out appropriately.

In a nutshell, a lax use of *metalanguage* could be said to testify to a weak formulation of the theoretical position teachers ascribe to, a situation which results in a number of insecurities at the moment of carrying out the task of reading critically within the context of teacher training courses. On the other hand, we consider the consistent use of *metalanguage* contributes to improving production, fostering critical reading and thinking, and gaining in accuracy and appropriacy. Therefore we should be extremely careful in the handling of theory and in the ensuing use of *metalanguage* if we want neither to stifle students with buzzwords in the name of science nor to foster naïve readings. We propose that the literature class should become a hospitable environment for the encouragement of autonomous, informed, critical reading and production.

While in Romeo and Juliet's innocent world *roses by any other name would smell as sweet*, in the literature class at teacher training college, *characters* and *actors*, *heroes* and *actants* will not, simply because the names we choose in this case serve to communicate different views of literature and of society. For as

Deborah Cameron argues

> *[…] names are not just reflections of pre-existing realities, nor arbitrary labels with no relation to reality but a culture's way of fixing what will count as reality in a universe pregnant with a multitude of possible realities* (1998: 9).

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