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Acquisition to English Learning and Teaching*

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Table of Contents

Introduction LOURDES MONTORO	4
Abstracts	6
Professional Bios	9
Mzungu, an Apple, Please!. Being and Doing through EFL News ROSAMARIA FÀBREGA	11
Game Jams: Skills for the Business World in 9th Graders ANA MARÍA FUENTES	22
Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors LOURDES MONTORO	34
Grammar Aids in EFL. Part 2: Constructing through Bits and Pieces LOURDES MONTORO	45
Grammar Aids in EFL. Part 3: Building into Storytelling LOURDES MONTORO	57
Grammar Aids in EFL. Part 4: Self-help Tests: Pre, During and Post Work LOURDES MONTORO	69

A D D E N D A

How to Take the <i>Youtuber</i> Phenomenon into the EFL Classroom ELISENDA ABAD	82
A Project for Broadcasting TV News in the EFL class ESTER MAGRINYÀ	93
Benefits of <i>Moodle</i> by Skills for EFL Classes LOURDES MONTORO	105
Benefits of Cell Phones and <i>Whatsapp</i> Groups in the EFL Class LOURDES MONTORO	117

“The “creative mind” loves even when, apparently, there is no reason to love...is happy when, apparently, there is no reason to be...creates where, apparently, there are no possibilities to create and constructs a heaven in the desperation of hell...” (Urgyen Sangharakshita)

Introduction

Lourdes Montoro
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The Research group *From English Acquisition to English Learning and Teaching* is registered at the Institute of Professional Development Teaching (ICE), at the University of Barcelona. It started in 2013, and, at present, it is composed of **Rosamaria Fàbrega**, **Ana Maria Fuentes**, and **Lourdes Montoro** (coordinator).

All members are teachers of English: Ana María Fuentes and Rosamaria Fàbrega (secondary education and vocational training) and Lourdes Montoro (adult English teaching). R. Fàbrega and L. Montoro are also teacher trainers. R. Fàbrega is teaching *Foreign Language Learning* at the Teacher Training School at the International University of Catalonia (UIC Barcelona); L. Montoro has taught at the Open University of Catalonia (UOC) and at the Teacher Training School at the University of Barcelona.

The group shares work ethics, vocation, and senior professional careers. Their human and academic background enhances the team with specialties such as art, films, group dynamics, computer science, interpretation, literature, mass media, music, philosophy, sports, theatre and translation. The group analyses the work of those teachers who we all know, and who, day after day, do admirable teaching works of art, making a difference in their students' lives and in theirs, and from which schools and educational system very much benefit.

We have all met excellent teachers who are so submerged in their daily lessons, administrative chores and the constant updating of professional life, that they are not given the chance to consider research or publications. *English Is It!* (ELT Training Series) was created with a view to providing opportunities which can make up, somehow, for this gap. The aforementioned members are the permanent teaching staff in the group; they investigate their different areas of expertise in their classes, expose them to the group and make proposals, which are later turned into articles.

To do that, all members have extensively trained to spend the most time in the writing process in order to give the least work to the reader. They have both been succinct and explicit, and tried to say what they meant while meaning what they said. They bear in mind that, unlike training sessions, there is no audience in front, who can ask for clarification; therefore, all the planning, the sequencing, the explanations and details have been considered under this premise.

With articles meant for immediate implementation, all members have aimed at clear, yet thorough texts, which include images, charts, lists, questionnaires, tables, photos... to facilitate the reading. They also include references. In general, the articles summarize what regular classes stand for each member and all: they show the picture of a human teaching forest, where we can observe distinct areas in its vegetation, with individual human plant life and a didactic ground which is covered by them all.

Long-time quantitative and qualitative work has taken their classes to the documents in writing into which they have turned, like flowing creeks in the above-referred forest. And this has all been part of the learning processes which all members have undergone, and a consequence of them too.

From original theses, which were presented individually and welcomed by all members, they proceeded to the defense of their general didactic framework, basically the inclusiveness of the basic pillars in teaching English as a foreign language, and also the sequencing of the contents, with cohesiveness lighting all the way through.

Without leaving aside the authors' teaching style, this group has pretended to blend everybody's work in and ensure that balancing the articles out in the group teaching environment was possible: that their work could leave their classrooms for a while, and reach out for other colleagues in the field.

As pointed out earlier, all articles in this volume have stemmed from the basics in lesson planning, whether, depending on their nature, they are fully or partially pointed out and/or described: topics, levels, organization, timing, objectives, contents - procedures and concepts (communicative structures, vocabulary, pronunciation, culture) and attitudes-. Materials are also referred, as well the general development of activities along with references, evaluation and comments.

This publication counts on an **ADDENDA** section, which welcomes other teaching professionals, as well as allows the permanent staff members of the research group to present other academic works. It is also open to alumni among the members of the group, so that further pedagogical interventions from them can be considered in the future.

In the *Addenda* section included in this volume, the group presents the work of two guest EFL teachers: **Elisenda Abad** and **Ester Magrinyà**. Their abstracts and their bios, as well as the group permanent members' are presented next.

None of these articles would have been possible without the group supervisors at ICE: **Francesc Amorós**, Continuing Primary and Secondary Teacher Training Coordinator; **Mercè Martínez**, Director of Continuing Teacher Education, and **Mercè Gracenea**, Director of Publications, who supported the group research work from the start, and turned it into what it is: *English Is It!* (ELT Training Series).

Abstracts

ROSAMARIA FÀBREGA

Mzungu, an Apple, Please!. Being and Doing through EFL News

Excellent teachers are found in all kinds of teaching systems, curricula, and technologies. Our smallest human gestures in our classrooms can exert such a positive influence in our students that it can spur them to enroll in enjoyment and in learning for the EFL class, and for life. The bantu word in the title, "*Mzungu, an apple, please*", is a metaphor which stands for a need which, from this teacher's experience, she has always observed: the need to learn and teach contents along with being and doing. This article exemplifies this through her choice and exploitation of seven unusual pieces of press news related to social networks. These reading materials help in class as warmers, complement lessons or even replace the course book at times, turning news into interesting EFL teaching sessions and dynamic English learning opportunities.

ANA MARÍA FUENTES

Game Jams: Skills for the Business World in 9th Graders

9th grade students are invited to the video game industry to explore the professional skills to create their own company, design and produce a video game and showcase at a games event to find potential investors. In relation to the subject of entrepreneurship in their curriculum, the activities in this project combine some of the main resources that the 21st century future worker should have acquired during high school ranging from oral and written communication skills to initiative, civic literacy and citizenship, social responsibility and ethics and technology literacy. This project is divided into three units according to the objective of the stage in the project and several activities to unite in an oral presentation simulating a "Game Jam", where groups showcase their video games and try to win different prizes and luckily meet potential investors.

LOURDES MONTORO

Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors

This is the first part of a collection of four articles which present classic English grammar items with which students often struggle, as well as grammar teaching and learning procedures which have proved useful. Part 1 refers to some reasons why students have difficulties with auxiliary verbs, and offers some teaching/learning tools. It focuses on verbs as essential grammar items in English sentence construction, especially in the interrogative and negative forms. It aims at explaining what auxiliary verbs are and how they can be categorized when teaching them. It encourages proper usage of auxiliary verbs from the beginning, so that students can move on to the different levels of the language with a better grammatical basis. This article also includes a ready-to-use verbs chart, and ten metaphors which can help in the teaching and learning of auxiliary verbs in English.

LOURDES MONTORO

Grammar Aids in EFL. Part 2: Constructing through Bits and Pieces

Part 2 introduces language models through two charts: a student's descriptive chart, and a student's reminder chart. They include key language structures and lexical items, which

students need to master in the intermediate level of English. The first chart presents forty items, and is divided into four key sections. The second one helps students see how and when they can specifically apply them in their oral and written expression practices. As they advance and improve, they are also trained for the final exam. Details on all the models and their potential use are provided during the class sessions.

LOURDES MONTORO

Grammar Aids in EFL. Part 3: Building into Storytelling

Part 3 focuses on the relevance of memorization in EFL learning. It presents creative stories which facilitated the understanding and usage of grammar and vocabulary, and the mastery of certain topics. Workbook exercises in the advanced level were turned into written expression samples both by the teacher, who modeled them, and the students, who also created their own. The first samples exemplify the contents and the technique; the last ones show some of the exercises which were assigned to students, along with some excerpts of their own writing. These samples became studying notes, which proved very useful during the school year and the final exams.

LOURDES MONTORO

Grammar Aids in EFL. Part 4: Self-help Tests: Pre, During and Post Work

Part 4 presents grammar and lexis assessment on EFL command aimed for advanced students of English. This teacher took the design of three tests as a challenge to match a syllabus, continuous assessment, a portfolio, self-assessment, and teacher's assessment. Before, during and after sessions were scheduled. Based on H. D. Brown (2004), practicality, reliability, validity, authenticity and washback were applied. The students' high performance depended on their involvement and respect, cooperative group work, constant study, and clear patterned procedures. At the end of the term, the scores obtained in the three exams, matched their portfolios, and their final exam results.

ADDENDA

ELISENDA ABAD

How to Take the *Youtuber* Phenomenon into the EFL Classroom

Generations of teenagers change so fast that teachers need to keep up-to-date with students' interests and needs. This teacher, after listening and talking to her students, discovered how fascinating the *Youtubers'* world is to them. Based on that, she browsed on the Internet to check what she could take from this phenomenon into her EFL classes. She studied how she could adapt it from a pedagogical and competential perspective in junior high school, and turned into projects. Six of them are presented here: *A room tour, 30 random facts about me, 20 songs tag, epic vlog, 10 photos tag* and *10 seconds challenge*. Each project is presented in separate ready-to-use handouts which detail the steps which can be followed before, while and after the project. They can be downloaded in full from her wiki page.

ESTER MAGRINYÀ

A Project for Broadcasting TV News in the EFL class

This article presents a communicative project aimed for junior high school, high school and vocational school. It involves the creation of a TV News program. Inspired in real TV news programs, students design their own newscast and include sections such as culture, economy, sports and the weather forecast, among others. Before recording the program, they write the corresponding texts and scripts, which must be corrected before they start rehearsing them. To put the program on stage, students also do audio-visual work to make the TV news look and sound more realistic. They record it too. Their recorded material is

edited by the students themselves, and once they hand it in, the teacher's and the students' assessment takes place. This assessment takes the whole learning process into account, which ensures that the project has been meaningful and efficient from the start.

LOURDES MONTORO

Benefits of Moodle by Skills for EFL Classes

This teacher presents a Moodle layout organized by skills. Including keys from day one, it supports and complements in-session classes. Although time investment is necessary in the planning, two advantages in its organization stand out for teachers: being divided in two parts, when the textbook varies, only Part 1 has to be adapted. Students also get very familiar with the categorized Part 2 and they are often willing to check all the addresses, and even provide their own. This layout leaves plenty of room for creative class' projects too. Besides referring to a movie and sound track project, an end-of-a-school term work is also presented. For instance, a teaching session around an African word, "Ubuntu" (which means: "I am because of who we all are"), including a video, a story and a song were posted, as an example of enjoyment and celebration of excellence in an EFL class.

LOURDES MONTORO

Benefits of Cell Phones and Whatsapp Groups in the EFL Class

This article presents how EFL students can be responsible for cell phone work, and their Whatsapp class groups. Through their app groups, students remain connected to the whole class, are encouraged to respond to assignment and class work, check how the course advances, and, if they miss sessions, they can catch up with them. The classmates who attend the sessions take daily take pictures and notes, and whatsapp them to the rest. All students get instant shots of the board, the projected interactive book answers, the class handouts, the games, the class diagrams, trees and notes, the assignment, the class connection with the class Moodle platform, the remedial work for students missing a given readers' session, the mock exam practice, final exam practices... Immediacy and willingness become a class ally for all involved.

Professional bios

RESEARCH GROUP



Rosamaria Fàbrega has been a Secondary School English teacher since 1985. She comes from a family devoted to teaching, and has exchanged teaching experiences in England, Ireland and the US. She is currently teaching “Aprenentatge de les Llengües Estrangeres” at UIC Barcelona in the Faculty of Education and English in a Secondary Public School. She loves New Technologies and has a blog (<https://rosafabrega.wordpress.com/>) to help her students work in an autonomous way.



Ana María Fuentes holds a BA in English Philology and a postgraduate course in Textual Translation Analysis from the University of Barcelona. She has also specialized in Text management for professionals at the University Pompeu Fabra in Barcelona. She has taught English in Catalonia for fourteen years. She enjoys exploiting drama and audiovisual projects in class as well as new technologies to support students’ learning process and group dynamics.



Lourdes Montoro is a professor of English at Escola Oficial d’Idiomes in Barcelona. She initially taught all levels, from elementary school to high school and vocational school. She has also taught at university, both in Barcelona (UOC and UB), and the United States (UW-L). She is also a teacher trainer, a translator and a critic reader. She has specialized in American culture, English-speaking countries, paremiology and project work.

GUEST TEACHERS



Elisenda Abad holds a BA in English Philology and a master’s degree in Teaching English as a foreign language in Secondary and Upper Secondary Education, Vocational Training and Language schools from Universitat de Barcelona. Since 2011, she has been teaching English in private language schools, and private and public high schools in Barcelona. Currently, she is working at a public high school. She has created her own [wiki site](#) through which she shares her own EFL teaching material.



Ester Magrinyà holds a BA in English Philology and a M.A. in Applied Linguistics and Acquisition of Languages from the University of Barcelona. She has trained extensively in EFL and is also qualified to teach Catalan, Spanish and French. She has taught all English levels both in language schools and private schools. At present, she is working at a public high school. She is interested in linguistics, and particularly, in researching about students who grow in multilingual contexts.

Mzungu, an Apple, Please! Being and Doing through EFL News

Rosamaria Fàbrega

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Last July 2017 I was invited to take part in a teacher training programme in [Uganda](#). The Conference Centre was near Entebbe, in a humble and paradisiacal setting on the shore of Lake Victoria. A group of thirty teachers, mainly from African countries such as Kenya, Cameroun and Uganda, shared experiences on teaching and education. I was among the only five European teachers that attended the venue.

I had never imagined that I would experience this in my life. I am still putting pen to paper on thoughts and ideas which I considered while I was there. I must say that I learnt a lot. Unlike my other articles in this publication, here I will focus on a single sentence which I heard from some kids. This sentence is included in the title of this article because it wraps one of the main mottos which I have followed in my teaching career.

The first part of title "Mzungu, an apple, please" was said to me by some children while we were visiting [Ripon Falls](#) at the northern end of Lake Victoria. There were a lot of children there. Some surrounded me, and while pulling my clothes, they repeatedly said: "*Mzungu, an apple!*". [Mzungu](#) is a bantu term which means "white person", understood as being of European descent.

Those children did not utter "please". They were amazingly cute, but also completely illiterate. Their clothes were torn and they did not look very clean. Those children were different from the kids who I had seen in the villages and schools which I had visited. The children that can go to school are taught the school syllabus along with manners. One could easily see that those children were living in the streets. They were asking for food to eat, or money because they needed that to survive.

Their pulling my clothes made me think what follows: an apple symbolizes teaching. The children were asking for food to quench their hunger. I gave them everything that I had: apples and sandwiches, but I really wished I had given them the food of knowledge and wisdom too.

While I was in Uganda, I often thought that I did not want the children and the people there to move onto the materialistic lifestyle which is based on unbridled consumerism. While I was there, I liked the way they enjoyed every single second of their lives. Their permanent smiles said it all. But I also thought that their happiness could be deeper if they were exposed to knowledge, and if they could be provided with the right tools to learn.

At first sight, teaching in Uganda may seem the opposite of teaching in Barcelona, in the sense that the main difference which is perceived is the children's motivation. In Africa, going to school is already an awesome motivation. Children are extremely grateful to their teachers and they are eager to learn. In our society, teachers have to come up with creative strategies in order to get the students' motivation and attention.

Here, once we get our degrees, we all must be ready to teach our subjects. And we soon realize that we need some other kind of knowledge beyond that. Our social teaching parameters require different kinds of interventions: we help students with studying techniques, we provide them with support when they have a parental loss, we detect bullying, we learn that a sentence said in the right moment can be more effective than repeating other sentences once and again...

Both the European culture and the African culture share the same element: the role of the teacher. Teachers become memorable if they have an impact on students and are able to trigger the students' need for learning and knowledge. From my view, society sometimes understands that a good teacher is a person who masters different methodologies and techniques.

In my opinion, and based on my practice, teaching is more about being rather than about doing. In order for teachers to build this "being student", students need to be provided with the foundations for that. In my experience, when being in such a position, the teacher's knowledge can be more globally and successfully passed on.

I usually read the newspaper, follow the news and social networks. I observe how news become viral, choose some, and turn them into reading excerpts for high school and vocational school. In my blog, rosafabrega.wordpress.com, I post, for example, pieces of news that do not only help students improve their EFL learning, but also present "food for thought". This news section has very much encouraged the students' participation, their empathy, their motivation and continue learning through team work.

As a teacher I value the students' will to learn and carry out tasks which they feel close to, and which they also perceive as non-compulsory. It pleases me to see that EFL students read in English in various social networks. At times students feel so confident with English, and are so involved as learners that they even feel free to post news in my blog. They may simply precede the news with a sentence such as "I just thought that you would like it". This is the case of piece of news 7 on the list. When students propose news, we comment them in class and they get posted.

According to the school curriculum, students are to be exposed to all kinds of news. It is important for students to get familiar with them so that they can freely choose what to read or listen to, and where they can find the sources to achieve EFL proficiency in English. The news which I use in class and post are always deliberately selected from various sources, newspapers: New York Times, Daily Mail UK, CNN, El País in English, TED, YouTube, www.happynews.com, Laughing Squid, as well as internet videos and blogs (Further references can be consulted at the end).

When receiving students' feedback on the news, they often say that the news give them the chance to consider different aspects in their lives. They add that they also get motivated through the news because they can identify with the people and the contents in them. I think that they end up thinking what they are supposed to feel in class: "I can also do that".

When I designed the news section in my blog I wanted to consider news which included both anonymous and famous people, such as Bono (U2) or the Spanish runner Iván Fernández Anaya. Among these references, these pieces of news usually contain simple and positive news, which at times, they are not much projected by the media. They all easily fit into the curriculum, bringing reality in EFL learning and teaching to the classroom.

Two systems are followed when choosing the news for class: news which become viral world wide- [Photo of Officer Giving Boots to Barefoot Man Warms Hearts Online](#); and news with a human world impact which are worth learning about when the piece of news is released, for example, the post: [My homage to Aung San Suu Kyi](#) - published in [The New York Times](#).

Next I will present seven pieces of news which stand for the kind of news which I use in EFL classes, and in EFL teaching and learning training sessions. They are all presented in order of appearance in my blog, <https://rosafabrega.wordpress.com> As any other news posted in a blog, the news here will be listed chronologically from the oldest to the latest, bearing in mind that the oldest piece of news will be found after scrolling down the virtual site. Please notice that updated pieces of news are regularly posted.

1. [PHOTO OF OFFICER GIVING BOOTS TO BAREFOOT MAN WARMS HEARTS ONLINE](#)

2. [CAPTAIN AMERICA, BATMAN, SUPERMAN & SPIDERMAN AS WINDOW-WASHERS](#)

3. [BONO: THE GOOD NEWS ON POVERTY \(YES, THERE'S GOOD NEWS\)](#)

4. [IVÁN FERNÁNDEZ ANAYA'S KINDNESS REAFFIRMS FAITH IN ATHLETES](#)

5. [PARAPLEGIC WOMAN GOES DUCT TAPE SURFING ON A FRIEND'S BACK](#)

6. [ACTRESS ACCEPTS REAL-LIFE MARRIAGE PROPOSAL FROM PETER PAN DURING PERFORMANCE](#)

7. [THIRTY-EIGHT YEARS LATER, BURN VICTIM REUNITES WITH LOVING NURSE](#)

With regard to tenses, the news are mostly written in simple past, while only a few of them use the simple present, present perfect and past perfect. Variety plays an important role in my choice. Through the news students can find numerous and different kinds of people and topics: A policeman, comic heroes, a singer, an athlete, a surf rider, actors, a nurse and a patient. The themes in the news cover areas which range from sense of humour to solidarity, work quality, fair play and a venturesome proposal of marriage.

The screenshots of the pictures on the news, the headlines, the videos, and the comments help students anticipate the contents, which encourages them in their reading EFL learning process. Students learn to work around reading, and use reading materials which can help in class as warmers, complement lessons or even substitute the text book at times.

All this turns news in EFL teaching sessions into interesting and dynamic English learning opportunities. The news will be described as follows:

1/ PHOTO OF OFFICER GIVING BOOTS TO BAREFOOT MAN WARMS HEARTS ONLINE

(Source: <http://www.nytimes.com/2012/11/29/nyregion/photo-of-officer-giving-boots-to-barefoot-man-warms-hearts-online.html>)

Policemen are usually notorious for being the bad guys; however, in this piece of news the cop shows such an outstanding behaviour that this piece of news ended up going viral. By the way, this is the only example in my blog of a long story, which took student to check the NY Police Department page, which is always attractive to students.



Not just the what
But the why.
Criminal covering
of the city's world.

The New York Times

Officer Lawrence DePrimo bought new boots for a homeless man he encountered in Times Square.

Jennifer Foster

English Is It! (ELT Training Series) Vol. 9

On a cold November night in Times Square, Officer Lawrence DePrimo was working a counterterrorism post when he encountered an older, barefooted homeless man. The officer disappeared for a moment, then returned with a new pair of boots, and knelt to help the man put them on.

Jennifer Foster- Officer Lawrence DePrimo bought new boots for a homeless man he encountered in Times Square.

The act of kindness would have gone unnoticed and mostly forgotten, had it not been for a tourist from Arizona.

Her snapshot — taken with her cellphone on Nov. 14 and posted to the [New York Police Department's official Facebook page](#) late Tuesday — has made Officer DePrimo an overnight Internet hero.

By Wednesday evening, the post had been viewed 1.6 million times, and had attracted nearly 275,000 "likes" and more than 16,000 comments — a runaway hit for a Police Department that waded warily onto the social media platform this summer with mostly canned photos of gun seizures, award ceremonies and the police commissioner.

Among all of those posts, the blurry image of Officer DePrimo kneeling to help the shoeless man as he sat on 42nd Street stood out. "This is definitely the most viral," said Barbara Chen, a spokeswoman for the department who helps manage its Facebook page.

Thousands of people commented on Facebook and [Reddit](#), which linked to the post on Wednesday. Most of them praised Officer DePrimo, yet some suspected that the photograph had been staged. Many debated whether the officer's actions were representative of police officers in general, or were just unusually exceptional.

"I still have a grudge against law enforcement everywhere," wrote one commenter on the police Facebook page. "But my respects to that fine officer."

Officer DePrimo, 25, who joined the department in 2010 and lives with his parents on Long Island, was shocked at the attention. He was not warned before the photo went online; the department had not learned which officer was in the picture until hours later.

The officer, normally assigned to the Sixth Precinct in the West Village, readily recalled the encounter. "It was freezing out and you could see the blisters on the man's feet," he said in an interview. "I had two pairs of socks and I was still cold." They started talking; he found out the man's shoe size: 12.

As the man walked slowly down Seventh Avenue on his heels, Officer DePrimo went into a Skechers shoe store at about 9:30 p.m. "We were just kind of shocked," said Jose Cano, 28, a manager working at the store that night. "Most of us are New Yorkers and we just kind of pass by that kind of thing. Especially in this neighborhood."

Mr. Cano volunteered to give the officer his employee discount to bring down the regular \$100 price of the all-weather boots to a little more than \$75. The officer has kept the receipt in his vest since then, he said, "to remind me that sometimes people have it worse."

The photo was taken by Jennifer Foster, a civilian communications director for the [Pinal County Sheriff's Office](#) in Arizona. She said the moment resonated for personal reasons: She remembered as a young girl seeing her father, a 32-year veteran of the Phoenix police force, buy food for a homeless man.

"He squatted down, just like this officer," she said.

After returning from vacation, she described the picture in an e-mail to the New York Police Department, thinking of it as a sort of a compliment card. She never expected the picture to end up online — "I'm not on Facebook," she said — but a department official e-mailed her and asked if she would send along the photo so it could be posted.

As for the man he helped, Officer DePrimo never got his name, and he could not be immediately located on Wednesday. "He was the most polite gentleman I had met," the officer said, adding that the man's face lit up at the sight of the boots. Officer DePrimo offered him a cup of coffee, but "as soon as the boots were on him, he went on his way, and I just went back to my post."

p.s. A version of this article appeared in print on November 29, 2012, on page A22 of the New York edition with the headline: Photo of Officer Giving Boots to Barefoot Man Warms Hearts Online.

2/CAPTAIN AMERICA, BATMAN, SUPERMAN & SPIDERMAN AS WINDOW-WASHERS

(Source: <http://www.happynews.com/news/2112013/window-cleaners-dress-superheroes-cheer-children-hospital.htm>)

The window cleaners' creativity called my attention. There was no need for them to put on costumes; however, being at a children's hospital these professionals put themselves in the kids' shoes, and decided to become well-known comic characters, which made the kids' day.



3/ Bono: The good news on poverty (Yes, there's good news)

(Source: https://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news)

A video can be worth a thousand words and this is an example of a piece of news that has no need for an introductory text. When students go to [TED](https://www.ted.com), they can also find the subtitles of the piece of news as well as the full script, which helps them to watch it once again.



4/ Iván Fernández Anaya's kindness reaffirms faith in athletes

(Source: https://elpais.com/elpais/2012/12/19/inenglish/1355928581_856388.html)

This piece of news shows comradeship between athletes. The Kenyan runner Abel Mutai, reached the finish line and, to everybody's surprise, stopped right before it. Iván Fernández Anaya, upon seeing that he had done that, stopped right behind him and pushed him on the back to help him cross the line. The text itself refers students to further reading in "[El País](#)". The post includes a short video.



Spanish runner Iván Fernández Anaya encourages Olympic bronze medallist Abel Mutai of Kenya across the finish line during a cross-country running event in Spain last December. Mutai slowed as he neared the finish line, believing he'd won when he was still several meters from the tape. Realizing his competitor's mistake, Anaya approached Mutai from behind and motioned him to the proper finishing line.

[More information & El Pais in English](#)

Proof that good news sometimes travels slowly, Iván Fernández Anaya and his kind gesture during a cross-country race last December is now gaining widespread attention in social media circles.

The Spanish runner trailed Olympic bronze medallist Abel Mutai of Kenya during an event last December.

Mutai slowed as he neared the finish line, believing he'd won when he was still several meters from the tape.

Realizing his competitor's mistake, Anaya approached Mutai from behind and motioned him to the proper finishing line.

"I didn't deserve to win it," Anaya, 24, told [El Pais](#). "I did what I had to do. He was the rightful winner. He created a gap that I couldn't have closed if he hadn't made a mistake."

By Friday afternoon, a photo of Anaya and Mutai had been shared more than 81,000 times while garnering over 136,500 "likes" and 8,000-plus comments.

"All in all, he's just a true athlete in every sense," Jordan Armstrong of Hampton, Virginia wrote on Facebook. "Does the heart good."

Haidie McGilbert of Sydney, Australia said: "Such a great story. He deserves a massive commendation."

Anaya is garnering plenty of attention on [Facebook](#) and [Twitter](#) as well, with hundreds of followers as a result.

The only person who wasn't impressed was Anaya's coach.

"The gesture has made him a better person, but not a better athlete," Martin Fiz told [El Pais](#). "He has wasted an occasion. Winning always makes you more of an athlete. You have to go out to win."

5/ Paralegic Woman Goes Duct Tape Surfing on a Friend's Back

(Source: <https://laughingsquid.com/paralegic-woman-goes-duct-tape-surfing-on-a-friends-back/>)

This is a short piece of news introduced by an explicit headline. Vocabulary work is essential in this headline once students learn what "duct tape" is, they can easily imagine what the news can be about and what is more, discover, after reading the news, that this woman managed to go surfing because the duct tape was around a professional surfer and her own self.

This is one of the most moving things I have seen in a long time. Pascale Honore has been in a wheelchair for 18 years and recently went 'duct tape surfing' on the back of her friend and experienced surfer, Ty Swan.

Pascale Honore, an Australian woman who has been wheelchair-bound for 18 years, recently went 'duct tape surfing' on the back of her friend and experienced surfer, Ty Swan. To ride the waves, Honore first slips into a simple Kmart backpack (with leg holes cut out), then straps onto Swan's back with duct tape, and then goes tandem surfing off the South Australia's west coast. This was the first time she had ever gone surfing but had wanted to for a long time.



6/ Actress accepts real-life marriage proposal from Peter Pan during performance

(Source: <https://www.youtube.com/watch?v=1NOzkyhA-aQ>)

This is a piece of news about a different and venturesome wedding proposal which was very original, and which called the students' attention. It took place at the end of a performance. After reading the introductory text, students cannot wait to visualise the video.

Romantic **Sandor Sturbl** stunned the audience and his girlfriend as he popped the question to Scots co-star **Lilly-Jane Young** as they performed at the Hydro in Glasgow.

It was the ultimate fairytale ending — Peter Pan proposing to Wendy on stage.

Sandor Sturbl, who plays Peter in a new musical of the classic tale, got down on one knee near the end of a performance at the Hydro in Glasgow.

And the audience erupted in cheers when Lilly-Jane Young, who plays Wendy Darling, said: "Yes" right away.

Video supplied by Music Hall Productions. 14/01/2014



7/ Thirty-eight years later, burn victim reunites with loving nurse

(Source: <http://edition.cnn.com/2015/09/29/health/burn-victim-nurse-reunion/>)

This is an example of a straightforward minimal presentation, including the web source, and a public thank you note of mine for the student who had kindly sent the piece of news. This is also another example of the students' fond cooperation in the EFL class news blog.



Source: TWC News Albany

Nurse reunites with burn victim decades later 01:43

"An apple for the teacher" is a common saying which reminds me of apples on American teachers' desks. We have seen them in numerous classic films and series, such as *Little house on the prairie*. Teachers are associated with apples. There is large and beautiful merchandise on that, along with *Golden Apple Awards*, and *Teachers' Appreciation Days*.

In [Apples and Teachers. Why the association?](#), It is said that apples might have been given to teachers at the start of the school year, coinciding with their harvest, or at some other point during the terms to be accepted as a "payment in kind" by those families who could not afford schooling for their kids.

"Mzungu, an Apple, please!" was a delightful and crude eye-opener for me. That utterance taught me more than teachers' conferences at times do. It helped me assess my teaching expectations, methodology and career. It generously reinforced my teaching and learning philosophy.

There have always been great teachers in all kinds of systems, curricula, and technologies. In our globalized world, and in our little classrooms, our smallest human gestures can have such grand and positive impacts on our students that they may wish to enrol in enjoyment and learning for life, that is, in being and doing, in this order, both in the class sessions and outside.

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Game Jams: Skills for the Business World in 9th Graders

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A **game jam** is an event where people meet to design, create and develop a video game or a traditional game. This normally takes between 24 and 72 hours and the participants are generally programmers, game designers, artists, writers, and others in game development. It is an opportunity for diverse game developers to come together and to get organized in teams of 5-6 members, usually chosen at random at the start of the event.

Some jams even give awards for the favourite games, often referred to as “compo”, but they are not essentially competitions, as everyone wants everyone else to succeed because the real “prize” is the finished game. Such an appealing idea can be mimicked in educational situations and in class, like the EFL one. English teaching and learning sessions allow for the creation of a video game in groups in a limited amount of time. This can be done in a fairly improvised way, to finally present the product to the audience of the gaming event and a final competition.

When I devised this project, I realized that the whole project of designing and presenting a video game to showcase in a games event is an excellent practice of several key aspects in professional work: brainstorming, teamwork, and presentation. These aspects are all taken into account in this project, and the students really make an effort to enhance the qualities of their game and show a high degree of talent; and when it comes to personal communication, their oral and written competences are increased after the project.



The pictures above show two game jams in 2017: on the left, the [Global Game Jam](#) in Vancouver, and on the right, The [48 Hour Global Game Jam](#) in London. During the development of the different activities in the project, which we can see in the pictures above, the practice of the English language becomes gradually more natural, and the students understand the value of English in the business world. This helps to value our subject more and to envisage a business world where forms, language and professionalism matter. This article depicts and illustrates the conceptual, practical and methodological aspects of the present class project “Game Jam” in the following parts:

- I. **ENTREPRENEURSHIP**
- II. **THE GAME JAM METHODOLOGY**
- III. **STEPS FOR “GAME JAMS”**
- IV. **FINAL PRESENTATION**
- V. **CONCLUSION**

- I. **ENTREPRENEURSHIP**

The students of the 21st century are encouraged to develop the skills of today’s business world with a subject called “Emprenedoria” in nowadays high school. The new generations definitely have different needs, and certainly require a new approach to learning, education and working. In fact, according to a [Hanover Research Report, “A Crosswalk of 21st Century Skills”](#), nowadays the students’ skills are a compendium of collaboration and teamwork, creativity and imagination, critical thinking and problem solving. In addition, other 21st century skills are flexibility and adaptability, global and cultural awareness, information literacy and leadership.

According to my experience in 9th and 10th grade, in the last years of secondary school it is a good idea to incorporate the basic concepts of **entrepreneurship** because we can ensure an outstanding practice of the linguistic, communicative and cultural content of the English language in our students for the sake of their future. Let us not forget that some students may finish their studies on the 10th grade and try to incorporate in the working market and others may want to continue their training.

I devised the lesson “Game Jam”, named after the worldwide massive meetings of young creators. My aim was to help my 9th grade learners develop business abilities, because it is the perfect moment to explore the different itineraries on professional training and working market of students, and, precisely, in English. Moreover, the 10th grade curriculum has included the optional subject of “[Emprenedoria](#)” since 2012, as part of the project “Catalunya, escola d’Emprenedors”, launched by the Catalan Education department. Although this project that I present is designed for 9th graders, it can equally be implemented in 10th grade and 11th and 12th, as well as in vocational studies, because it may be implied in their curriculum and it is, in the end, a basic training in today’s business.

- II **THE GAME JAM METHODOLOGY**

The junior school project is divided into two parts:

- i. **WHAT: “Game Jams”**

In the lesson “Game Jams” students of junior school become video game creators as they get organized in companies that are to design a game. Then, they need to devise the content, and, finally, present it to the press and media as game professionals. The company’s efforts range from creating its company, designing it, and advertising it to presenting the product to the professional and non-professional public. Adapted from Rosa Domingo Calpe’s “[Starting a Business, Writing a Business Plan](#)”, I planned the contents of the project “Game Jams: Skills for the Business World in 9th Graders” as units, which make up the specific lessons and activities. To carry out the project, students are initially proposed two units:

- **Unit 1: Creating a Business Team**, divided into three lessons:
 - Lesson 1: Deciding the team

- Lesson 2: Writing down the project
- Lesson 3: Explaining your idea
- **Unit 2: Designing a Video Game**, distributed in:
 - Lesson 1: Deciding the type of video game
 - Lesson 2: Establishing the story line and characters
 - Lesson 3: Stating the rules of the game

ii. HOW: PRESENTATION AT THE PROFESSIONAL FAIR

In this section the students group the knowledge and abilities that they have worked on along the activities and they put everything together in a presentation for a professional audience. The activities leading to the preparation of the presentation are part of another unit: unit 3, which is divided into 4 lessons.

- **Unit 3: Presentation at the fair**
 - Lesson 1: Are you able to sell your product?
 - Lesson 2: Business roles
 - Lesson 3: Preparing the presentation
 - Lesson 4: Presentation at the fair

III STEPS FOR “GAME JAMS”

Every unit is presented with an initial summary, including a **detailed description** of the lessons, timing, materials and rooms, and then the **specific lesson plan** where all the considerations about the key skills and teaching objectives are presented. Before the summaries and lesson plans, I list the transferable skills that the students work on during all three lessons, as well as in their activities.

TRANSFERABLE SKILLS

Communicative skills

1. Relating observations, explanations, thoughts, emotions, giving accounts of experiences, opinions and developing argument
2. Interpreting and understanding the situations that students encounter in everyday contexts and beyond

Methodological skills

1. Accessing and communicating information using different supports including ICT Information while handling tools to learn
2. Applying study skills including strategic thinking and cooperation and self-evaluation skills

Personal skills

Students will be able to create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

PERSONAL, SOCIAL AND CIVIC SKILLS

Students will be able to understand the social context where she/he lives, cooperate, exercise

and share democratic values in a plural society and engage effectively with others in its improvement.

UNIT 1: CREATING A BUSINESS TEAM

DESCRIPTION

Topic: THE TEAM Subject: BUSINESS Level: 9 th GRADE Materials for students: STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL			
LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
<u>Lesson 1</u> : deciding the team	1-2 hours	<u>Activity 1</u> Meeting Expressing one's ideas	Class
<u>Lesson 2</u> : writing down the project for the team	1-2 hours	<u>Activity 2</u> Skills Source of finance	Computer room
<u>Lesson 3</u> : explaining your idea	1-2 hours	<u>Activity 3</u> How to do an effective <i>power point</i> presentation	Computer room

LESSON PLAN

KEY SKILLS: Students will be able to establish their working team and their company project.			
Aim: Students will learn how to find partners for a business idea and how to describe the idea of a common project in writing and speaking.			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
CONTENT	CONTENT	Language of learning:	Being aware of: - the variables that affect a start up
To understand: <ul style="list-style-type: none"> Personal skills Good business opportunities Economic environment Product or 	To understand: <ul style="list-style-type: none"> the economic environment their abilities to be an entrepreneur what a good product or service is 	-Key concepts -Vocabulary for describing themselves and skills, ideas, products and services -Vocabulary for justification,	

service features		evaluation and summarizing	business in a competitive and globalized world
COGNITION	COGNITION		
To offer: opportunities for students to use their previous knowledge in a practical way, and to make them able to think of themselves as entrepreneurs.	To evaluate: -through discussion, summarization and agreement on a specific issue. -general advantages and general disadvantages.	Language for learning: Discussing and expressing ideas or suggestions Language through learning: Spontaneous and unpredictable language	
ASSESSMENT CRITERIA: Pupils should be able to describe their business and evaluate a business idea using IT tools.			

UNIT 2: DESIGNING A VIDEO GAME

DESCRIPTION

Topic: THE VIDEO GAME Subject: BUSINESS Level: 9 th GRADE Materials for students: STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL			
LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
<u>Lesson 1</u> : deciding the type of video game	1-2 hours	<u>Activity 4</u> <i>power point</i>	Class
<u>Lesson 2</u> : establishing the story line and characters	1-2 hours	<u>Activity 5</u> skills Source of finance	Computer room
<u>Lesson 3</u> : stating the rules of the game	1-2 hours	<u>Activity 6</u> How to do an effective <i>power point</i> presentation Presentation self-assessment sheet Business idea	Computer room

		evaluation	
<u>Lesson 4</u> : recording the demo video	Minimum 4 hours	<u>Activity 7</u> Recording with mobile phones, cameras,... and video editing	Class, home, street (variable)

L E S S O N P L A N

KEY SKILLS: Students will be able to design the video game and create the characters, story line and produce their demo video.

Aim: Students will learn how to create the company's product using IT tools.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
CONTENT	CONTENT	Language of learning: - Key concepts -Vocabulary and grammar structures for making questions, for explaining the specifications of a product or service and for designing a promotional campaign	Being aware of: -the necessities of the people and how culture affects consumers' decision
To understand: <ul style="list-style-type: none"> • video game as a product • types of competitors • pricing • methodologies product differentiation promotional 	To design: <ul style="list-style-type: none"> • a video game • a marketing campaign 		
COGNITION	COGNITION	Language for learning: Analysing, concluding, summarising, discussing, expressing ideas or suggestions and persuading	-how influential people are to a publicity message, and how images and topics are so important
To offer: <ul style="list-style-type: none"> • opportunities for students to use their previous knowledge in a practical way To use: <ul style="list-style-type: none"> • their creative abilities. 	<ul style="list-style-type: none"> • Collect data and analyse it to make decisions. • Discuss, suggest, summarize and agree on a specific issue. • Evaluate advantages and disadvantages. • Create and design ads. 	Language through learning: Spontaneous and unpredictable language that comes up	

ASSESSMENT CRITERIA: Students should be able to design their video game, devise the story,

characters and video demo.

UNIT 3: PRESENTATION AT THE FAIR

DESCRIPTION

Topic: PRACTISING BUSINESS Subject: BUSINESS Level: 9 th GRADE Materials for students: STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL			
LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOMS
<u>Lesson 1:</u> Are you able to sell your product or service?	1-2 hours	<u>Activity 8</u> Create a questionnaire about personal and professional abilities to sell your product	Classroom
<u>Lesson 2:</u> business Roles	1-2 hours	<u>Activity 9:</u> Assessment sheet: Business idea evaluation	Classroom
<u>Lesson 3:</u> preparing the presentation	3-4 hours	<u>Activity 10</u> Preparation of the <i>power point</i> slides Rehearsal of the presentation	Home
<u>Lesson 4:</u> presentation at the game fair	30 min	<u>Activity 11</u> Presentation How to do an effective <i>power point</i> presentation Presentation self-assessment sheet	Classroom

LESSON PLAN

KEY SKILLS: Students will be able to confront real life business situations, dealing with real problems and trying to solve them by role playing.

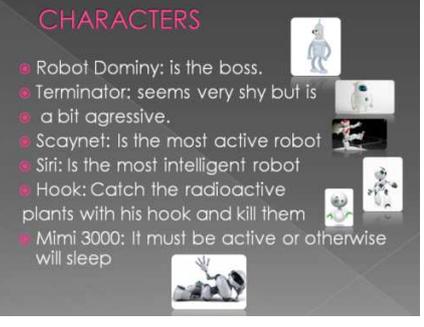
Aim: To confront real life business situations: sales, job interview, complaints, and difficulties with the staff or with supplier, while using writing or speaking skills.

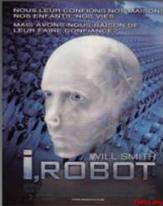
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
CONTENT	CONTENT	Language of learning: - Key concepts - Vocabulary and grammar structures for making questions, for explaining problems and finding solutions Language for learning: Apologising, asking for information, being persuasive, expressing opinions, defining themselves, closing a sale Language through learning: Spontaneous and unpredictable language that comes up	Being aware of: -the difficulties of presenting an act, running a business, -the inconvenient of working with people, -the necessity of fixing problems and finding creative solutions
To understand: <ul style="list-style-type: none"> business situations professional fairs 	To create: <ul style="list-style-type: none"> their company's presentation To deliver: <ul style="list-style-type: none"> their speech and showcase their product to attract investors. 		
COGNITION	COGNITION		
To offer: - opportunities for students to use their previous knowledge in real life situations, To apply: - new understood concepts and to use their creative abilities.	To apply: <ul style="list-style-type: none"> previous knowledge To deal with: <ul style="list-style-type: none"> a problem at an professional event in the industry 		
ASSESSMENT CRITERIA: Pupils should be able to identify the stages of a sale, learning to close a sale and being persuasive.			

IV. A PROFESSIONAL PRESENTATION

Students in their companies are exhibitors in a game fair. To showcase their video and attract the fair attendants' interest, they need to create a *power point* presentation. Besides, they are informed that trade professionals and potential investors in the gaming industry can attend their presentations and finally decide if they want to arrange a final business meeting. For a precise analysis of the characteristics of the presentation, and to get familiar with the steps which need to be followed for class implementation, screenshots from one of last year's "EFL Game Jams" are shown below.

	SLIDE	DESCRIPTION	MAIN STEPS
1		Presentation of the name of the game, an illustration of the theme, a photo of the team, and the names of every person	Students present their video game slide design, photo or graphics. They use their creative and marketing skills.

			
2		<p>List of topics in the presentation with the introduction of the videogame</p> <p>Description of the main characters, and the basic rules</p> <p>For business purposes, reference to the price of the game, the company network and a demo</p>	<p>Students expose the outline of the topics in a list with clarity and coherence.</p> <p>They expose the topics in an appealing way to attract the listener's attention.</p>
3		<p>Description of the game. Brief outline of the game theme and plot and possible developments and variations of the main story</p>	<p>Students apply their summarizing strategies to give an account of the storyline of the video game and the characters and their abilities.</p>
4		<p>Description of the main characters with some clues for the players, including photos to identify them</p>	<p>They present the information to arouse the audience's attention.</p>
5		<p>Listing of the main rules, also referring to tricks</p>	<p>Students use synthesis to state the most relevant rules to the game.</p>

	<p>RULES</p> <ol style="list-style-type: none"> 1) You will go to a planet with your spaceship if you dominate this place. 2) With your map you will find five robots that are in different places. 3) While you find their, you will kill all of the humans that you will see. 4) When you finally find the five robots, you will go back to the spaceship. 5) You will shoot with a space gun humans, if you want kill them. 6) You'll protect your robots, because if their die you will start the game again. 7) If you want to survive, you will take a lot of water and food in your way. 8) If a plant touch you, directly you will die. 	<p>and extension packs.</p>	<p>They can resort to exemplification to support their statements</p>
<p>6</p>	<p>PRICE</p> <p>The price of this videogame is 65€ (Includes a cd with an extra video of the tricks to pass the last level).</p> 	<p>Reference to the price of the video game and/or optional packs.</p>	<p>Students use research skills to check their information with the real world</p>
<p>7</p>	<p>NETWORK</p> <ul style="list-style-type: none"> • Our company is MAXWELLAB (robotics & engineering):  <ul style="list-style-type: none"> • The company that have helped us to make this game is International Robotics 	<p>Name the company that has designed the game and the game platform</p>	<p>Students present the credits of their video game showing logos</p>
<p>8</p>	<p>DEMO</p> 	<p>Demo video: showing a selection of the most eye-catching scenes of the game</p>	<p>Students elaborate a video with ICT tools, combining visual and content elements with marketing skills</p>

Next I enclose screenshots of two demo videos which my students created when I first started the project. “The Dog’s Bone” is a video game which besides helping you to look after your dog, it also allows you to design its clothes and friends. “The President’s Cat” is about the kidnapping of the president’s cat and the detective investigation which followed.

The Dog's Bone

Choose the dog



The President's Cat



After the presentations, I often ask supporting teachers of English to play the role of jury at the game fair and decide on the prizes for the games that have participated in the Game Jam. Such a surprising final ending turns the learning and teaching experience into a more memorable one for all.

V. CONCLUSION

Game Jams can certainly provide the right skills for the business world in 9th graders, and which is more, as indicated earlier, they can be easily exported to vocational school too. As the practice of the English language becomes more natural to EFL students, they also enjoy business English. After students get started in business English, and get acquainted with the formal, linguistic and professional globalized worlds, they are willing to continue being trained in this area.

Learners envisage game jams as challenges, as constructive contexts that encourage a drastically different system of thinking of the act of teaching. Consequently, experimentation and idea sharing foster community in a global economy that they eventually will be part of. This makes teaching much more efficient than ever. At present I am preparing a visit to the next [Barcelona Games World](#) with my 9th grade students, to provide this project with an even greater amount of inspiration and sense of reality.

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Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors

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All the world's a stage, and all the men and women merely players; They have their exits and their entrances, (...)
(W. Shakespeare)

Grammar Aids in EFL is a collection of four articles which deal with classic English grammar items and grammar teaching and learning procedures with which students often struggle. It is based on my experience as an EFL teacher and a teacher trainer. The ideas included have been previously tested at different levels, and feedback on the positive changes which EFL learners have experienced have been noted down. This collection is divided as follows:

Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors
Grammar Aids in EFL . Part 2: Constructing through Bits and Pieces
Grammar Aids in EFL. Part 3: Building into Storytelling
Grammar Aids in EFL . Part 4: Self-help Tests and Pre, During and Post Work

“Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors” includes some reasons why students have trouble with auxiliary verbs, and provides some teaching/learning tools which have been quite useful. We probably agree that for a large number of students, auxiliary verbs in EFL learning are often difficult to understand and master. This affects their sentence construction from the start, and, consequently the right scaffolding of their EFL discourse.

When students are presented with auxiliary verbs, they have the chance to either learn them for the first time, or sometimes, to replace previous erroneous misconceptions around them. Both progressions are hard to accomplish. If students do not understand the functioning of auxiliary verbs, and focus on properly using them from the beginning, they may move on to the different levels of the language, yet without the right grammatical basis.

In my experience, I have observed how students naturally opt for vocabulary versus grammar, which, to them, is not dependable on much more. As they feel comfortable doing that, they avoid structural thinking, and stay away from being put off by the very grammatical concept of what auxiliary verbs are, which is, needless to say, also quite foreign to them. I observe that students often construct sentences as if they were putting stones and rocks in a river which they have enrolled to cross, and of which they do not seem to be aware.

Vocabulary acquisition seems to be psychologically reassuring to them, as they are fond of phrases: mostly noun phrases, although verb, prepositional, adjective, adverbial, infinitive, gerund, participle and absolute phrases may be a choice at times. Students seem to copy, drag and drop them from their memories reservoir. They do not often use them with the corresponding subjects and verbs, so, they do not build the new linguistic bridge which EFL demands.

Although from the point of view of communication, the vocabulary which students use, might serve their communicative purpose because, sometimes, it is even extensive, the truth is that the students’ sentences are often incorrect. Therefore, they are also foreign in the new language which they want to master. If stored as such in their memory, they do not get easily modified.

Students do not seem psychologically keen on building the necessary linguistic bridge to make themselves perfectly understood. They seem to automatically neglect that first things always go first. And this is no exception in the teaching and learning of English as a foreign language. This article focuses on three sections:

A. What auxiliary verbs are
B. A ready-to-use verbs chart
C. 10 metaphors which can help in the teaching and learning of verbs in English

A. WHAT AUXILIARY VERBS ARE

Auxiliary verbs are it in EFL teaching and learning. Students are always concerned about them. And we, as teachers, are always looking for ways, to facilitate our students' understanding of them, and, therefore, their command. As we know, mastering auxiliary verbs is fundamental to correctly turn affirmative statements into questions and negative statements. Auxiliary verbs are usually understood as helping verbs. They are expected to assist other verbs by adding grammatical and/or functional aspects to them. Among auxiliary verbs, we find four groups:

1. THE VERB <i>TO HAVE</i> FOLLOWED BY A PAST PARTICIPLE TO EXPRESS PERFECT ASPECT
2. <i>TO BE</i> FOLLOWED BY <i>-ING</i> TO INDICATE A PROGRESSIVE ASPECT OR A PASSIVE VOICE
3. MODAL VERBS
4. THE THREE FORMS OF THE VERB <i>TO DO</i>: <i>DO</i>, <i>DOES</i> AND <i>DID</i>.

Groups 1, 2 and 3 follow a classic English language pattern: **The verb is usually inverted in questions** (e.g.: *Are you?*, *Can you?...*), **and a positive statement is negated by adding "not" after the verb** (e.g.: *I am not*, *I cannot...*). In general they are easy for students to pick up, retain and use. However, among the three groups, modal auxiliary verbs in particular can be troublesome. That is due to the numerous functions which they fulfill, and their formation in questions, negative statements, and emphasis as well, about which students learn as they advance in their EFL courses.

For example, in an elementary English course students are exposed to basic examples is groups 1, 2 and 3: *I am studying English*, *I can speak some English*, *I will go on holiday...* They learn the

ropes about them. Students are taught their ideas behind (progressive tense, ability and future sense), and, what is more, their mechanics: subject / verb inversion for the question and negating the verb by adding “not” (*am not, cannot, will not*). With regards to the future, they learn that the contraction of *will + not* is irregular, being *won't*.

A lot of grammatical and functional details are being added as students progress, and move along the different English levels, from the pre-intermediate level to the advance. For example, capacity and ability, which they had learnt under the form of *Can*, is expanded into *Could* and *Be able to*, as well, which does not help them. This is also true of other functions which modals express:

- Permission (*May / Can / Could*)
- Possibility (*May / Might / Can / Could*)
- Impossibility (*Can't*)
- Requests (*May / Can / Could / Would / Will*)
- Deducing (*Must / Could / May / Might / Can't*)
- Advice (*Should / Ought to / Had better*)
- Obligation (*Must / have to*)
- Commands (*Must*)
- Prohibition (*Must not / Can't*)
- Absence of necessity (*Needn't*)
- Suggestions (*Shall / Should*)
- Invitations (*Will / Would*)
- Habit (*Used to + infinitive / Be used to + ing / Get used to + ing*)

On the one hand, students learn, for instance, that a modal can serve different purposes, which is often overwhelming to them. On the other hand, they need to stay focused on the basic grammatical pattern which most of them share: subject/verb inversion in questions, and negating the verb by adding “not”. Some of them are particularly difficult to them, and I usually provide complementary information on them, which, as an example, is summarized next.

Some of the most difficult verbs for students are *ought to, had better, needn't*, whose forms may be rare, and also understanding the *used to* form as a modal. From the list above, some verbs which do not follow the classic English norm - subject/verb inversion for the question, and negating by adding not to the verb - are the ones used to express habit: *Used to + infinitive / Be used to + ing / Get used to + ing*).

British

"oughtn't" in British English
[▶ See all translations](#)

oughtn't

UK /ɔː.tnt/ US /ɑː.tnt/

UK OR US OLD-FASHIONED **SHORT FORM OF ought not:**
He oughtn't to do that.

<http://dictionary.cambridge.org/dictionary/english/oughtn-t>

Had better: negative and question forms

The negative of *had better* is *had better not* (or *'d better not*):

I'd better not leave my bag there. Someone might steal it.

You'd better not tell Elizabeth about the broken glass – she'll go crazy!

The question form of *had better* is made by inverting the subject and *had*. This means the same as *should*, but is more formal:

Had I better speak to Joan first before I send this form off? What do you think?

Had we better leave a note for the delivery guy to take the parcel next door?

Negative questions with *had better* are more common than affirmative ones:

Hadn't we better ring the school and tell them Liam is sick?

Hadn't you better switch your computer off? It might overheat if you leave it on.

<http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/had-better>

2.5. Negations with *need not*, *needn't*, *don't need*, *don't have to*

Modal	Substitute	Tense
I need not play football.	I do not have to play football.	Simple Present
I do not need to play football.		
not possible	I did not have to play football.	Simple Past
I did not need to play football.		
not possible	I will not have to play football.	will-future
I will not need to play football.		

<http://www.englisch-hilfen.de/en/grammar/must.htm>

Definition of used to modal verb from the Oxford Advanced Learner's Dictionary

used to modal verb

BrE /'ju:st tə/; NAmE /'ju:st tə/; BrE before vowels and finally /'ju:st tu/; NAmE before vowels and finally /'ju:st tu/

★ Add to my wordlist

used to say that something happened continuously or frequently during a period in the past

- I used to live in London.
- We used to go sailing on the lake in summer.
- I didn't use to like him much when we were at school.
- You used to see a lot of her, didn't you?

<http://www.oxfordlearnersdictionaries.com/definition/english/used-to>

Generally speaking, **Groups 1, 2 and 3 might** account for **10%** of verbs in English. Their multiple and specific functions might confuse students, but, all in all, they constitute a minority that they need to master, and whose mechanics do not. If they learn them well, they can be certain that the general norm which they all follow is not to be applied in the **remaining 90%**, which, basically correspond to **group 4**.

It is important to emphasize that within **group 3**, the modals, students are to find **the only grammatical exception** with regards to the mechanical grammatical pattern for the question and the negative statement which they follow: In the **modals expressing habit**, as indicated above. **Used to + infinitive / Be used to + -ing / Get used to + ing** mechanically belong to **group 4**.

Group 4, as presented earlier, **comprises the three forms of the verb to do: do, does and did.** **Group 4 affects the simple present and the simple past of the majority of verbs in English**, as stated above. As we know, **both in the simple present, and in the simple past, affirmative statements are turned into a question by not reversing the order**, unlike what happened with groups 1,2 and 3.

The mechanics, in this case, **consists of putting the auxiliaries do, does, and did at the beginning of the question.** The negative statement is reached by preceding the verb by **do not or does not.** The verb in the question and the negative statement remains in the infinitive form: *Do/Does/ you/ like coffee? /Did you etc. like tea?.*

Students enjoy learning that the simple past does not show any difference regarding the third person, unlike it happens with the simple present. However, despite the mechanical simplification of the question and the negative forms, they still get confused. This may be so because *do* is both a very common verb in English, and also an auxiliary verb.

B. A READY-TO-USE VERBS CHART

I enclose next a basic adaptable chart which I started devising for my students in the late 1980s, and which, to this day, 2017, my students still find useful. It was initially handwritten and later typed and presented to students in colored sheets for easy location and consultation. At present, students receive it as an *Excel* spreadsheet document, which they can adapt to their needs, and extend as they advance in English.

The following chart includes four basic columns: a source language (Catalan), and statements in English: interrogative and negative. Being auxiliary verbs troublesome for students, I decided to start it with a students' familiar language to facilitate its consultation. The chart focuses on the mechanics, and, therefore, does not provide explanations or contractions for the negative forms. The chart can easily be adapted into other languages:

VERB TENSES			
To eat- ate-eaten			
Menjo	<i>I eat</i>	<i>Do I eat</i>	<i>I don't eat</i>
Menja (ell)	<i>He eats</i>	<i>Does he eat?</i>	<i>He doesn't eat</i>
Estic menjant	<i>I am eating</i>	<i>Am I eating</i>	<i>I am not eating</i>
Puc (sé) menjar	<i>I can eat</i>	<i>Can I eat?</i>	<i>I cannot eat</i>
Puc (Sóc capaç de	<i>I am able to eat</i>	<i>Am I able to eat?</i>	<i>I am not able to eat</i>

menjar)			
Puc (tinc la possibilitat de)	<i>I may eat</i>	<i>May I eat?</i>	<i>I may not eat</i>
Vaig menjar	<i>I ate</i>	<i>Did I eat?</i>	<i>I did not eat</i>
Estava menjant	<i>I was eating</i>	<i>Was I eating?</i>	<i>I was not eating</i>
Estaves menjant	<i>You were eating</i>	<i>Were you eating?</i>	<i>You were not eating</i>
Vaig poder/ Podia menjar	<i>I could eat</i>	<i>Could I eat?</i>	<i>I could not eat</i>
Vaig ser capaç de menjar	<i>I was able to eat</i>	<i>Was I able to eat?</i>	<i>I was not able to eat</i>
Vas ser capaç de menjar	<i>You were able to eat</i>	<i>Were you able to eat?</i>	<i>You were not able to eat</i>
Podria menjar (tenir la possibilitat de)	<i>I could eat</i> <i>I might eat</i>	<i>Could I eat?</i> <i>Might I eat?</i>	<i>I could not eat</i> <i>I might not be able to eat.</i>
Havia de menjar	<i>I had to eat</i>	<i>Did I have to eat?</i>	<i>I did not have to eat</i>
Hauria de menjar	<i>I should eat</i> <i>I ought to eat</i>	<i>Should I eat?</i>	<i>I should not eat</i> <i>I ought not to eat</i>
He menjat	<i>I have eaten</i>	<i>Have I eaten?</i>	<i>I have not eaten</i>
Ha menjat	<i>He has eaten</i>	<i>Has he eaten?</i>	<i>He has not eaten?</i>
He de menjar	<i>I must eat</i> <i>I have to eat</i>	<i>Must I eat?</i> <i>Do I have to eat?</i>	<i>I must not eat</i> <i>I don't have to eat</i>
Ha de menjar	<i>He must eat</i> <i>He has to eat</i>	<i>Must he eat?</i> <i>Does he have to eat?</i>	<i>He must not eat</i> <i>He doesn't have to eat</i>
Menjaré	<i>I will eat</i>	<i>Will I eat?</i>	<i>I will not eat</i>
Podré	<i>I will be able to</i>	<i>Will I be able to</i>	<i>I will not be able to</i>

menjar	<i>eat</i>	<i>eat?</i>	<i>eat</i>
Havia menjat	<i>I had eaten</i>	<i>Had I eaten?</i>	<i>I had not eaten</i>
Hauré menjat	<i>I will have eaten</i>	<i>Will I have eaten?</i>	<i>I will not have eaten</i>
Hauria menjat	<i>I would have eaten</i>	<i>Would I have eaten?</i>	<i>I would not have eaten</i>
Hauria d'haver menjat	<i>I should have Eaten</i>	<i>Should I have eaten?</i>	<i>I should have not eaten</i>
Podia /podria haver menjat	<i>I could have eaten</i>	<i>Could I have eaten?</i>	<i>I could not have eaten</i>
Hi ha (singular)	<i>There is</i>	<i>Is there?</i>	<i>There is not</i>
Hi ha (plural)	<i>There are</i>	<i>Are there?</i>	<i>There are not</i>
Hi haurà	<i>There will be</i>	<i>Will there be?</i>	<i>There will not be</i>
Hi hauria	<i>There would be</i>	<i>Would there be?</i>	<i>There would be</i>
Hi hauria hagut	<i>There would have been</i>	<i>Would there have been?</i>	<i>There would not have been</i>
Hi podria haver	<i>There could be</i>	<i>Could there be?</i>	<i>There could not be</i>
	<i>There may be</i>	<i>May there be?</i>	<i>There may not be</i>
	<i>There might be</i>	<i>Might there be?</i>	<i>There might not be</i>
És preferible que mengi	<i>I'd better eat</i>	<i>Had I better eat?</i>	<i>I had better not eat</i>
No necessito menjar	<i>I need to eat</i>	<i>Do I need to eat?</i>	<i>I don't need to eat</i>
		<i>Need I eat?</i>	<i>I need not eat</i>
			Etc.

C. 10 METAPHORS WHICH CAN HELP IN THE TEACHING AND LEARNING OF VERBS IN ENGLISH

Metaphors blend in stylistics and cognition. In [Merriam-Webster](#), a metaphor is defined as “a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them”. Metaphors are used to describe **personal meaning**, and they widely spread in **language, thought and action** (M. Johnson, and G. Lakoff, (1980). They refer to **communication as a machine, being the machine itself, understanding it as something where ideas go into**. Being metaphors powerful pervasive communication tools, I use metaphors to compare two things in EFL teaching: one being auxiliary verbs, and verbs in general, and the other one, from various different backgrounds.

In all cases, despite the two not being alike at first sight, they may have some similarity which may be relevant in comprehension, which is exactly what calls my attention, and has led me to use them in EFL teaching and teacher training. My objective is to **help students understand the functioning of auxiliary verbs, and verbs in general, by experiencing them in terms of another thing**. M. Johnson, and G. Lakoff (1980) refer to "conduit metaphor", which I find very applicable in EFL. They refer to *speakers, listeners, containers, and channels*.

From my view, the teacher is the one putting ideas into the words or *containers* – as they refer to them -, which reach the students through *channels*. Students take them out of the containers, and infer meaning from them. Whether we call the two parts in metaphors tenor and vehicle (I. A. Richards, 1937), or target and source (M. Johnson, G. Lakoff), the first terms refer to the subject to which traits are ascribed, whereas the second ones correspond to the object from which the traits are exported. Auxiliary verbs versus the rest of verbs take the part of the tenor, target or ground. And the metaphorical images which I use in EFL teaching to convey meaning, and have students retrieve it, while we both communicate are the vehicle, source and figure.

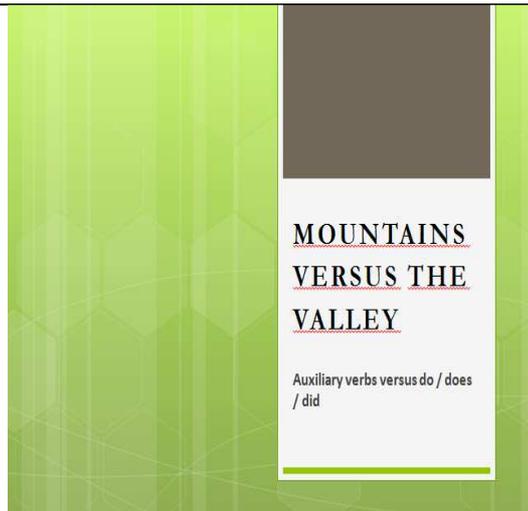
I usually present a metaphor, among several which I use, and stick to it, during the whole school year. I will exemplify one that for the last years, both students and I have enjoyed: the *royal family versus ordinary people* metaphor. When we think of a *royal family* at present, we probably visualize it as composed by a limited number of members, who are somehow “autonomous”, giving maybe an idea of self-sufficiency. I use the **royal family** part to give an idea about **auxiliary verbs**, that is, **groups 1, 2 and 3**, as referred to in section A: **Classically, the verb is inverted in the question form, and a negative statement is obtained by adding “not” after the verb.**

The **Ordinary people** part in the metaphor is to stand for **verbs in the simple present, and in the simple past, which to turn affirmative statements into a question need to use the auxiliaries do, does, and did at the beginning. And they are also dependable on them for their negative statements and must precede their verbs by do not or does not.**

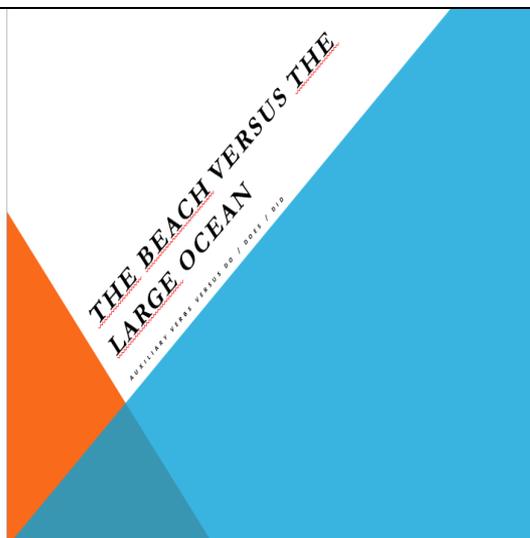
Other metaphors which I use refer to mountains versus the valley, the beach versus a large ocean, surfing in the ocean, plain black contrasted with a large black pattern, some light beams on a grey canvas, few grains of sand on a desert, sunrays in the blue sky, some shades in a color, delicate ornate in plain white, or a safe stop before moving on. They can be endless. And students can also come up with their own.



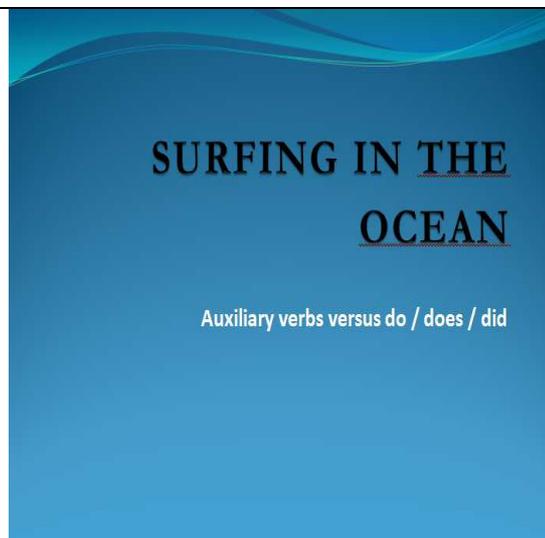
ROYAL FAMILY



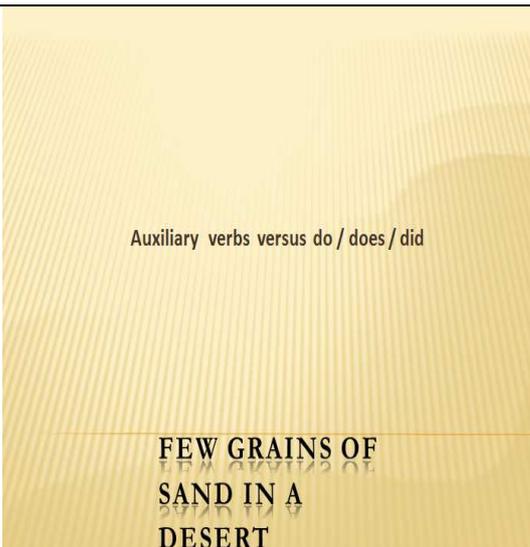
MOUNTAINS VERSUS THE VALLEY



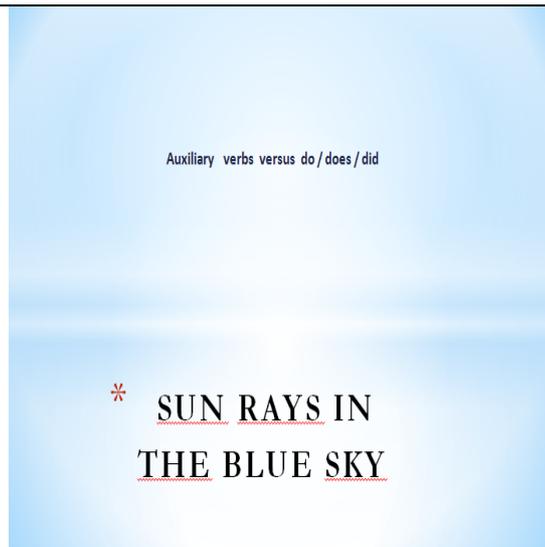
THE BEACH VERSUS THE LARGE OCEAN



SURFING IN THE OCEAN



FEW GRAINS OF SAND IN A DESERT



SUN RAYS IN THE BLUE SKY



(First slides in metaphor *Powerpoint* presentations)

“Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors” has focused on verbs as essential grammar items in English sentence construction, especially in the interrogative and negative forms. Its main objective has been what they are and how they can be classified to be taught, and hopefully, easily learnt through description, a visual checker, and metaphors. References can be consulted next. The next article deals with grammar models that were deconstructed from exams under several categories. The chosen items represent language structures which students need to master, both for theoretical and practical grammatical purposes: grammar exams, and sentence and paragraph construction in oral and written English.

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What are auxiliary verbs?

<https://www.ecenglish.com/learnenglish/what-are-auxiliary-verbs>

Grammar aids. Part 2: Constructing through Bits and Pieces

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“Grammar Aids in EFL. Part 1: Auxiliaries and Metaphors” focused on affirmative, negative and interrogative form of verbs as fundamental items in English sentence construction: how could they be classified to facilitate their teaching and learning. This article, “Grammar Aids in EFL . Part 2: Constructing through Bits and Pieces”, introduces language models by means of **two charts: a student’s descriptive chart, and a student’s reminder chart**. They include key **language structures and lexical items**, which students need to master in the intermediate level of English.

Students are to learn them both for **theoretical and practical grammatical purposes: grammar exams**, and **sentence and paragraph construction in oral and written English**. This is the procedure which I followed to create the linguistic charts: all the **language items** were **extracted** them from a large number of old **intermediate** English level exams; **classified** into different categories; **modified** to provide them with a different form; and **provided within a teaching/learning context** to **facilitate their recognition and usage both in oral and written expression**.

As we know, EFL students are often better at passively recognizing grammar in reading comprehension or even listening comprehension practices than at properly using it oral and written expression. Based on my experience as an EFL teacher and a teacher trainer, the charts next help English learners **apply language items** of their interest at the **students’ own pace** and **in any order**.

The charts provide linguistic models which, once students are familiar with, they can rely on. They can consult the charts whenever they feel the need to do so, decide on how much they want to advance and master, while they become responsible for that. At the same time these charts summarize main language models corresponding to the level of English which they are to be tested on at the end of the school year, which becomes very practical and motivating to them too.

By the time the academic year starts, I have already posted them in the class *Moodle*. They are ready. I point to them at the start of the semester, and ask students to bring a **printed copy of each to class daily** because we will be referring to them in forthcoming teaching sessions. On the next sessions the copies are ready to be consulted in class.

Along the following classes, I present the different items according to the **syllabus** which we follow, and the need to refer to them whenever there is a **significant teaching/learning context**. There may be a need to: **clarify certain aspect, put remedial work, extend an explanation, exemplify a given usage, pose questions to the student in composed spoken form or pose questions to the students in composed written form**

The last two aspects need to be carefully covered by both **the teacher and the students**. The teacher guides students through linguistic models which they can apply as they recognize the need to. Students learn through **imitation**, and the **more models** they copy when they start applying them, the **larger choice** they have to combine the different parts to form a **coherent whole**, and **fulfill** the **spoken and written linguistic level requirements**.

Sometimes students may be asked to have a look at a certain item or certain items at home. Generally speaking, the work can be arranged either **individually, in pairs, and in groups**. **Group dynamics** is it, as well as **variation**, which helps in the processing of all the linguistic models which students need to learn to use at their best.

As we know, students are very **fond of vocabulary**. In my experience, I have observed that the **varied order of the two language areas** can balance out what is being presented, being more **motivating** for students, and **facilitating their mastery** in the long run. As indicated earlier, items correspond to the syllabus, and are accordingly presented in the sessions. Whether the linguistic units are introduced for a clarification, remedial work, an explanation, or an exemplification, all students are expected to express themselves in the oral and written form, and ask to prove proficiency for their level in the final exam.

At the start of the school year, I inform my **students** of what they will be asked to produce. Since, they are **responsible for their learning**, I show them the **objectives** as described in the [European language levels - Self Assessment Grid](#). As independent users, in the intermediate level or Threshold (B1), **students** can **always keep track of where they are or where they need to be and want to be**, by reading that **in the first person**. I also post them in the class *Moodle*:

S P E A K I N G	
SPOKEN INTERACTION	
B1	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
SPOKEN PRODUCTION	
B1	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	
B1	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

I also present students the specific requirements which they need to fulfill in the oral and written final exams. In the 20-minute pair work **oral expression exam**, students are asked to show spoken interaction and spoken production. They are specifically asked to describe two different pictures by asking each other questions, summarize two short texts within the same topic and provide opinion about each and, to finish, they are to turn independent statements into questions to interview each other, still within the same topical area. Besides needing to show mastery in question formation, they must cover certain lexical areas, use proper language structures, and connectors.

In the 60-minute individual **written expression exam**, students are asked to write a story in the past, and a personal email. In the former students are to show their command by using mostly simple past, some past continuous to show simultaneous action, and past perfect, to indicate that some actions took place before the main consecutive actions expressed in simple past; connectors and a varied vocabulary corresponding to the level are to be used too. In the latter students are to express specific functions of the language which they are precisely asked about: ask, offer, advise, refuse....

Next I will introduce the two charts in detail:

1. STUDENT'S DESCRIPTIVE CHART
2. STUDENT'S REMINDER CHART

The next adaptable ready-to-use charts were initially handwritten and later typed and presented to students in colored sheets for easy location and consultation. At present, students download them as *Excel* spreadsheet or *Word* document, which they can adapt to their needs, and extend as they advance in EFL.

1. STUDENT'S DESCRIPTIVE CHART

The **student's descriptive chart** is composed of **forty items**, and is divided into **four sections**:

- 1. Numbered list to help item location**
- 2. Language item** which is **being introduced**
- 3. Students' check (✓)** once it has been explained and they have **understood**
- 4. Students' check (✓)** once it has been **used**

The **information** accompanying the grammar models is divided into **two parts**: **Category**, and **Model**. The latter is **capitalized**, and serves as an **example**. Since all the forms correspond to classic English grammar exams, the use of the language which students are asked to be knowledgeable in, contain both **grammar and vocabulary models**. They are deliberately mixed in the worksheet to ease off the load work on the students. During the school year, I introduce each section and the language items involved, model them, and refer to the forty-item chart which follows too.

BITS AND PIECES (Intermediate level of English)

#	MODELS	UNDERSTOOD (✓)	USED (✓)
1.	THE WEATHER <i>IT IS gettING dark (process)</i> <i>IT IS raining</i> <i>IT IS windy</i>		
2.	INSIDE/OUTSIDE - INTO/OUT OF <i>There are some people INSIDE the house</i> <i>There is nobody OUTSIDE. It is too cold</i> <i>At the moment all children are going INTO the school</i> <i>Some teenagers are coming OUT OF the concert now</i>		
3.	SPECULATING AND DEDUCING <i>He MUST be Kenyan</i> <i>He COULD speak French</i> <i>She MAY dance well</i> <i>He MIGHT enjoy plays</i> <i>That CAN'T be Germany</i>		
4.	OPINION <i>I THINK it is New York</i> <i>I BELIEVE she is ...</i> <i>PERHAPS he is ...</i> <i>MAYBE they are...</i> <i>I DON'T THINK they will...</i> <i>IT PROBABLY ISN'T ,...</i> <i>IT IS DEFINITELY...</i>		
5.	RELATIVE PRONOUNS <i>That is the boy (WHOM) (WHO) I USUALLY play WITH / talk TO...</i> <i>The owner of the house was a kind man WHO collected international stamps</i> <i>That is the school WHICH I liked so much</i> <i>That is the place WHERE I played when I was little</i> <i>That was the village WHOSE church was by the river</i>		
6.	SINCE / FOR		

	<p><i>We have known each other/written to each other SINCE 1999/ FOR some years</i></p>		
7.	<p>MUCH / MANY / A LOT OF / TOO MUCH / TOO MANY <i>There isn't MUCH pollution (-) There aren't MANY people (-) There are A LOT OF cars / So there is A LOT OF traffic So There is TOO MUCH traffic / There are TOO MANY cars (complaint)</i></p>		
8.	<p>LOOK / LIKE / LOOK LIKE <i>She LOOKS shocked, annoyed... SHE LOOKS tirED (consequence) because her job is tirING (origin) What I LIKE / LIKED about it, is/was... He LIKES going for walks, LIKE me (= SO do I) She LOOKS LIKE my mother</i></p>		
9.	<p>WEAR / DRESS / FIT/ MATCH AND ADJECTIVE ORDER <i>He IS WEARING a smart suit She DRESSES very casually That FITS him Those trousers and jeans MATCH She is wearing a LOVELY NEW BLUE COTTON t-shirt</i></p>		
10.	<p>PARTICULARLY / ABSOLUTELY / TOTALLY SO / NEITHER <i>It was an ABSOLUTELY marvellous place. And SO was Hawaii She is not PARTICULARLY generous. NEITHER is her brother I found it TOTALLY incredible</i></p>		
11.	<p>FALSE FRIEND <i>He was a very SENSITIVE child, and his dad used to give him very SENSIBLE advice</i></p>		
12.	<p>HYPHENATED ADJECTIVES <i>She is BLUE-EYED He is a THIRTY-YEAR- OLD man She is quite BROAD-MINDED, but at times she may be OLD-FASHIONED</i></p>		
13.	<p>ALIVE /LIVELY /LIVE (2) <i>Their grandparents are both ALIVE They have very LIVELY grandchildren</i></p>		

	<p><i>Their grandchildren love LIVE concerts</i> <i>They all LIVE in the same house</i></p>		
14.	<p>SO /SUCH <i>He is SO friendly THAT everybody likes him</i> <i>It was SUCH A wonderful movie THAT I saw it four times</i></p>		
15.	<p>AS ...AS / A LITTLE BIT + COMPARATIVE / SIMILAR TO <i>Biking is AS popular AS jogging there</i> <i>That road is A LITTLE BIT longer than the first one we took</i> <i>He is SIMILAR TO her</i></p>		
16.	<p>ADVERBS EXPRESSIONS OF FREQUENCY <i>He ALWAYS goes to the stadium</i> <i>He is OFTEN happy</i> <i>He doesn't USUALLY speak German</i> <i>He goes there TWICE A WEEK</i></p>		
17.	<p>GERUNDS <i>He LOOKS FORWARD TO hearING from me</i> <i>They FEEL LIKE having an ice-cream</i> <i>I didn't MIND doING that</i> STOP smokNG. <i>SMOKING is unhealthy</i> <i>AFTER studYING for the exam, she went out</i></p>		
18	<p>ADVICE You SHOULD keep practising = You' D BETTER keep practising = You OUGHT TO keep practising. Exams are on the way.</p>		
19.	<p>OPINION <i>APART FROM THAT, we decided to stay there, because we liked it</i> <i>ANYWAY, It was a fantastic excursion</i> <i>ACCORDING TO that , I should go</i> <i>IN MY OPINION, we should all go</i> <i>THIS SUGGESTS THAT a solution can be always found</i> <i>ON THE OTHER HAND, there are things that we must consider first</i> <i>IN FACT (= ACTUALLY) that is the question</i></p>		
20.	<p>CONNECTORS <i>I did not know WHETHER TO call the police OR run away</i></p>		

	<p>IMMEDIATELY AFTER a horrendous noise, I called the police</p> <p>SUDDENLY somebody knocked at the door</p> <p>SO I did not move</p> <p>BECAUSE I was scared</p> <p>The cat was EVEN afraid</p> <p>THEN the phone rang</p> <p>LATER it stopped ringing</p> <p>AFTERWARDS my neighbor stopped by</p> <p>IN THE END (= FINALLY), the police came</p> <p>AT THE END we all went home</p>		
21.	<p>CONNECTORS OF CONTRAST</p> <p>ALTHOUGH I was scared, I tried to stand up and call the police</p> <p>I was scared. HOWEVER, I tried to ask for help</p> <p>IN SPITE OF my fear, I managed to ask for help</p> <p>IN SPITE OF feeling that I could be in danger, I called the police</p>		
22.	<p>CONNECTORS OF SIMULTANEITY</p> <p>WHILE I was having a drink, my husband was taking pictures</p> <p>WHILE I was having a drink, I received a call</p> <p>WHEN I GOT there, the police HAD ARRIVED</p>		
23.	<p>CONDITIONAL SENTENCES</p> <p>If it RAINS, I WILL NOT go</p> <p>If I WERE him I WOULD NOT wait longer</p> <p>IF I WERE him, I WOULD RATHER wait longer</p> <p>If I HAD WAITED longer, I WOULD HAVE SEEN him</p>		
24.	<p>CONNECTORS OF PURPOSE</p> <p>I was left alone SO THAT I could not tell the secret to anybody</p> <p>I went in TO / IN ORDER TO help my friend</p>		
25.	<p>HABIT IN THE PAST</p> <p>I USED TO bike with my friends every weekend</p> <p>I WOULD BIKE every weekend (Poetical)</p>		
26.	<p>REPORTED SPEECH (AFFIRMATIVE, COMMAND (+ AND -) AND QUESTION</p> <p>She SAID that SHE WAS GOING to VISIT / HAD VISITED / WOULD VISIT ... her family</p> <p>He TOLD ME TO sit down (+ command)</p> <p>He TOLD ME NOT TO stand up (- command)</p> <p>He ASKED ME what my name was (WH-Particle Question)</p>		

	<p><i>He ASKED ME IF I wanted to go out with him</i> (Question without WH-Particle)</p>		
27.	<p>REPORTED SPEECH (Tell /say + Object pronoun) <i>He TOLD ME that</i> <i>He SAID SOMETHING TO me</i></p>		
28.	<p>VERB PATTERNS WITH PREPOSITION <i>They WANTED me TO go back again</i> <i>He ASKED me TO stay longer</i> <i>She ORDERED me TO leave</i> <i>They did not FORCE us TO buy it</i> <i>They ALLOWED us to go out every night</i></p>		
29.	<p>VERB PATTERNS WITHOUT PREPOSITION <i>They MADE me eat more</i> <i>They LET me have another drink</i></p>		
30.	<p>FIRST AND LAST <i>I FIRST arrived there in October</i> <i>I LAST visited London a year ago</i></p>		
31.	<p>PASSIVE VOICE <i>The call WAS MADE BY the old lady</i> <i>I HAVE my hair CUT there / I HAD my car REPAIRED</i></p>		
32.	<p>PHRASAL VERBS <i>Everybody JOINED IN</i> <i>The party WENT ON</i> <i>We saw THEM OFF...</i></p>		
33.	<p>TIME PREPOSITIONS <i>She was born IN the 1950s</i> <i>AFTER / BEFORE answerING the phone, she decided to stay</i></p>		
34.	<p>OBLIGATION <i>I MUST call her / I HAVE TO call her</i> <i>I HAD TO call her</i></p>		
35.	<p>I WISH/ IF ONLY <i>I WISH he WAS here now</i> <i>I WISH I HAD BEEN there</i> <i>IF ONLY HE HAD BEEN less selfish ...</i></p>		
36.	<p>ANOTHER / OTHER / OTHERS</p>		

	<p><i>I had talked to ANOTHER (a different one) doctor THE OTHER day. Can I have ANOTHER (additional) glass of waterwhile I wait please? There are OTHER doctors who can takecare of you These patients are mine. The OTHERS are Dr. Bogart's</i></p>		
37.	<p>FUTURE CONTINUOUS / FUTURE PERFECT <i>They WILL BE FLYING to Maldives in a week They WILL HAVE BOUGHT THEIR TICKETS by now FUTURE PERFECT</i></p>		
38.	<p>ABILITY (PRESENT / PAST / FUTURE) <i>I/He/We CAN swim / AM / IS /ARE ABLE TO swim He /We could sail / WAS /WERE ABLE TO sail He will / won't BE ABLE TO windsurf</i></p>		
39.	<p>DO/MAKE <i>DO the shopping, the ironing, the dishes... MAKE noise, an appointment ...</i></p>		
40.	<p>GET MARRIED /TO MARRY / TO BE MARRIED <i>They GOT MARRIED last year He MARRIED her last year She is HAPPILY MARRIED TO him</i></p>		
			Etc.

2. STUDENT'S REMINDER CHART

The **student's reminder chart** is quite similar to the student's descriptive chart. The first two columns keep the **numbered list** to help location of the forty items, **and the Language item** which is being introduced. However, the second column only contains the **Category part**, so that students can focus on that, and remember its contents by its title. The last two columns have nothing to do with the previous two, which were checked by the students, as they understood them, and started to use them. Unlike that, this chart presents two columns which refer to the final spoken exam and the written exam. And it already shows **teacher's orientation recommended checks (✓)** instead. These recommended texts can be extended by the students, and adapted into their needs both in the level and in further courses.

Once I have introduced language items in the sessions, modeled them, and referred to the previous forty-item chart, I help students see how and when they can specifically apply them in their oral and written expression practices. As sessions advance, that will help them improve in the level in which they are enrolled, as well as technically train them for the final exam.

Generally speaking most models can be used in both practices, just by putting them in the right tense (e.g. 1); others are specific for one of the models (e.g. 3), or easily modeled in one of them (e.g. 5); some add up to complete texts (e.g. 20); some are suitable to end up practices (e.g. 35 or 37). The models related to vocabulary are reminders themselves of other lexical models which they need to incorporate in both spoken and written practices, and of course, the corresponding exams too. Specific details on all the models and their potential use are thoroughly provided during the teaching sessions.

#	MODELS	SPOKEN EXAM (✓)	WRITTEN EXAM (✓)
1.	THE WEATHER	(✓)	(✓)
2.	INSIDE/OUTSIDE - INTO/OUT OF	(✓)	(✓)
3.	SPECULATING AND DEDUCING	(✓)	
4.	OPINION	(✓)	
5.	RELATIVE PRONOUNS		(✓)
6.	SINCE / FOR		(✓)
7.	MUCH / MANY / A LOT OF / TOO MUCH / TOO MANY	(✓)	(✓)
8.	LOOK / LIKE / LOOK LIKE	(✓)	(✓)
9.	WEAR /DRESS / FIT/ MATCH AND ADJECTIVE ORDER	(✓)	(✓)
10.	PARTICULARLY / ABSOLUTELY / TOTALLY SO / NEITHER		(✓)
11.	FALSE FRIEND	(✓)	(✓)
12.	HYPHENATED ADJECTIVES	(✓)	(✓)
13.	ALIVE /LIVELY /LIVE (2)	(✓)	(✓)
14.	SO /SUCH	(✓)	(✓)
15.	AS ...AS / A LITTLE BIT + COMPARATIVE / SIMILAR TO	(✓)	(✓)
16.	ADVERBS EXPRESSIONS OF FREQUENCY	(✓)	(✓)
17.	GERUNDS		(✓)
18.	ADVICE	(✓)	
19.	OPINION	(✓)	
20.	CONNECTORS		(✓)
21.	CONNECTORS OF CONTRAST	(✓)	(✓)

22.	CONNECTORS OF SIMULTANEITY	(✓)	(✓)
23.	CONDITIONAL SENTENCES	(✓)	(✓)
24.	CONNECTORS OF PURPOSE		(✓)
25.	HABIT IN THE PAST		(✓)
26.	REPORTED SPEECH (AFFIRMATIVE, COMMAND (+ AND -) AND QUESTION		(✓)
27.	REPORTED SPEECH (Tell /say + Object pronoun)		(✓)
28.	VERB PATTERNS WITH PREPOSITION		(✓)
29.	VERB PATTERNS WITHOUT PREPOSITION		(✓)
30.	FIRST AND LAST		(✓)
31.	PASSIVE VOICE	(✓)	(✓)
32.	PHRASAL VERBS	(✓)	(✓)
33.	TIME PREPOSITIONS	(✓)	(✓)
34.	OBLIGATION		(✓)
35.	I WISH/ IF ONLY		(✓)
36.	ANOTHER / OTHER / OTHERS	(✓)	(✓)
37.	FUTURE CONTINUOUS / FUTURE PERFECT		(✓)
38.	ABILITY (PRESENT / PAST / FUTURE)	(✓)	(✓)
39.	DO/MAKE.	(✓)	(✓)
40.	GET MARRIED / TO MARRY /TO BE MARRIED		(✓)
			Etc.

“Grammar Aids in EFL. Part 2: Constructing through Bits and Pieces”, has focused on intermediate level language models which stand for key language structures and lexical items. Through a forty-item chart, the teacher’s guidelines, and the students’ learning self-awareness, EFL students can count on adaptable self-access materials which help them locate units which they need to master. They can contextualize them, relate them to the syllabus, and practise them to improve their oral and written expression, while they also prepare for the final exams: oral expression, written expression and, needless to say, use of English.

The chart which has been introduced can be extended by either the teacher and/or the students. Some online references can be consulted next. The next article deals with grammar models that we often find in student’s books and workbooks. As we know, they are often aimed at mechanically reinforcing grammar. The next article will present how these mechanical exercises can often be turned into grammar building aids which can promote composition and storytelling in EFL.

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Grammar Aids. Part 3: Building into Storytelling

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I hear and I forget. I see and I remember. I do and I understand (Confucius)

“Grammar Aids in EFL. Part 2: Constructing through Bits and Pieces”, introduced language models and usage through two students’ charts: a descriptive chart, and a reminder one. It included key language structures and lexical items for the intermediate level of English. This article presents creative written expression work derived from a course book and workbook in the advanced level: A. Broadhead’s *Advance your English* (2000).

As an EFL teacher and teacher trainer, I guide students to learn by doing, visualize what they learn, use mind maps, learn with all their senses, and encourage linking ideas through association, while I try to get them emotionally responsible for what they sign up to learn. Practice makes perfect. In this sense, as a means to that end, any practical, creative and fun task to facilitate fully comprehension to maximize its usage is worth doing. And it can also be very enjoyable for all involved.

The work which is presented here was developed at the Teacher Training School at the University of Barcelona. As I planned the teaching of English grammar and lexis through the method, I aimed at helping students learn what was scheduled and going a step further while doing so. The lessons were to include the transformation of classic theoretical exercises into storytelling. I had done that in previous levels, and had observed that it had helped students to more easily retain what they were learning, and what is more, recall it, and produce it.

In the previous levels, I had created stories after grammar explanations so that students could also have their notes in that form, and retrieve them. In the advanced level of English for student teachers, I added a second part: students were also asked to convert exercises into stories as a study tool and a written expression practice. I have always been interested in studying techniques which, since prior to the internet era, had already been taken care of by numerous American universities.

[Willamette University](#), for instance, has an outstanding students’ support. They provide thorough strategies about note taking, concentration techniques, highlighting, efficient study, study integration, memorization secondary to comprehension, memorization techniques, reading to remember: textbook strategies, learning styles and how to use their own to study, study groups, specific learning disabilities, test taking skills, ways to beat test anxiety, department tutoring, and study areas on campus. In the section [Memorization techniques](#), we are reminded of key notions, which I have categorized as follows:

- 1. We never forget**

“With the exception of injury and disease, the brain never loses anything.”

- 2. There are reasons for forgetting**

“Forgetting is either 1) the failure to store information in the first place, or 2) the inability to retrieve the information, or 3) the failure to store it in such a way that it can be found when needed.”

- 3. Memory is fundamental in academics**
"Remembering and forgetting are fairly big issues in academics."
- 4. The role of effort, intention, motivation, interest and novelty is very important**
"What is known about memory is that it works more effectively when conscious effort is required vs. more peripheral routes to learning. Intention, motivation and interest are critical. That is also why novel information is more easily recalled."
- 5. Short-time memory has a limited capacity**
"Short term memory has a limited capacity and information disappears fast unless you can shift it into long term memory. Most of the information that we receive is not stored but quickly lost - probably at least 50% almost immediately and around 20% after 24 hours."
- 6. What can be done to improve that**
"Review quickly and repeatedly to improve your retention."
- 7. Memory is divided into two parts**
"Memory has two parts: Concentration (you have to get it before you can forget it) and Recall."
- 8. We naturally focus on multiple tasks at once**
"It is a natural tendency to divide our attention, e.g., driving in the car while listening to the radio"
- 9. Focusing on a single task can be very productive**
"... when we can focus exclusively on material we are attempting to learn, we have a better chance to complete the memory task quickly and accurately".
- 10. We can make our memory more effective**
"Memory is strengthened by association, e.g., by adding new information from supplemental reading or placing the material in a hierarchal network. Memory is also reinforced when logical connections are made, e.g., while learning the bones in anatomy, visualize the connections and see the pathways as in a computer program. Draw on information from your background for pictures or a mental image."
- 11. We can use both of our hemispheres by doing so**
"This helps you to utilize both the left and right hemispheres of your brain, which have certain specialized functions."

When we teach students the subject matter on which we are experts, we always need to go beyond that because we do not only want them to understand the knowledge which we pass to them, but also to recall it and properly use it. We provide explanations in a given order, which, for example, may go from general to specific, and also ensure that students are concentrated, because this is fundamental for success in the learning process. We also present our students different techniques, but it is really up to them to apply them, and increase them, to be taken to a most successful teaching/learning scenario.

The advanced EFL course which I was teaching needed to meet numerous college department requirements. Students had to go through evaluating sessions on essay writing, besides speaking practices and grammar tests. Students were also to have oral presentations,

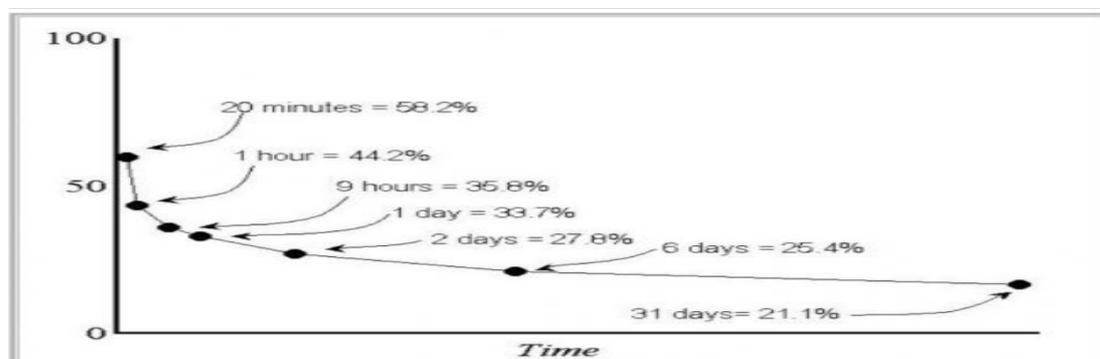
elaborate a learner's portfolio, and sit a final exam. I figured that any additional technique to help them focus on one area which could be also applied in other areas could be very practical. Hence I devised a written expression workshop which could take students from grammar to writing. It aimed at improving both language areas through creativity and efficiency. Those practices took place while in session, and in their individual, pair work, or group study time too.

[In 21 Best, Easy Memorization Techniques for Students](#), a large number of techniques is listed. They go from acronyms to acrostics, rhyme-keys, methods of loci, keywords, image-word association, sleeping on it, detailing, visualization, learning by mistake, repetition, listening, learning and doing, organizing, dramatizing, single line, walking, cheat sheets, hand copying, story lining and chaining.

The last two are respectively recommended in the following situations: *"when there is a series of terms or words you need to memorize, especially if they are in order, create a story that leads you to the next word"*, and *"for people with good imaginations, creating a story from the items you need to learn creates a fun and diverse way to remember more complex topics. The story breaks down items into easier to identify pieces and strings them together in predictable ways. You are then able to move through the story as you seek the information"*.

[S. Callahan \(2015\)](#) describes the link between memory and stories, and starts with a story which he was told on a tour of the Willard Hotel in Washington: *"Back in the 1870s the White House wasn't the most comfortable place to relax as the President"(...)* *"Ulysses S. Grant would often unwind with a whiskey and cigar in the lobby of the hotel. Word got around that the President could be found in the hotel foyer so people would arrive seeking favours or just to get the ear of the President. After a time these people became known as lobbyists"*. However, the guide added that it was a just a myth and that *"The term was coined from the gathering of Members and peers in the lobbies of the UK House of Parliament."*

S. Callahan comments that such a story was *"a great way for that word to come about"*, and emphasizes that he had to fight hard to include in his telling that that story was a myth. This was also a means to indicate that stories sometimes can get in the way of facts. In this article, Hermann Ebbinghaus' [forgetting curve](#) is conveyed along with commentaries such as: *"there is not much we can do with the passing of time but forgetting also depends on many other factors including the original impact of what we've learned"*.



(Hermann Ebbinghaus' forgetting curve, <http://www.anecdote.com/2015/01/link-between-memory-and-stories/>)

We lose information when we make no effort to hold it, that is, when we do not strengthen our memory. If we pay attention to this area, we may help our students recall the English

linguistic data faster, which can hold on to them longer. And the sooner students consciously review what is being taught and learnt, the better. As students find their time for that, be it hours, days or weeks, we can provide them with fun and creative ways which are at the threshold of what they need to do by themselves.

Next I will present creative stories which facilitated the understanding and usage of grammar and vocabulary (through creative teacher's notes); and the recalling and retaining of language models, along with their usage (by students). In both cases, workbook mechanical exercises were turned into written expression samples. In the following selection, the former samples will show the usage and practice of grammatical item through stories. The latter will describe some of the workbook exercises that were proposed to students, along with the writings that they were asked to produce, and some excerpts of their own writing, which will exemplify them.

STORYTELLING THROUGH TEACHER'S NOTES (2 SAMPLES: Love story, and Story of school regrets)

1. A LOVE STORY (after gerunds and infinitives)

Some days before applying the grammatical item, I showed students a story which focused on infinitives with "to". I had used it in earlier levels, and I had called it: "A virtual Dating Agency". In due time, after having checked the answers to the exercise in the advanced level workbook (gerunds and infinitives), I projected the love story which I had specifically invented for their level. Besides exemplifying the grammar which students were learning about, it was also meant to get students familiar with the procedure in the creative process:

INFINITIVES WITH TO: "A Virtual Dating Agency"

Mary Smith **WOULD LIKE TO** meet Mr. Right.

She **WANTS TO** marry a rich man.

When she meets him, she **PROMISES TO** be loyal.

She **PLANS TO** have a lot of children.

She **NEEDS TO** be with her family and friends too.

She will **TRY TO** meet with them every month.

She will not **FORGET TO** call her best friend weekly.

She will **REMEMBER TO** invite them home.

She will not **PRETEND TO** be happy if she is not.

She **HOPE TO** meet a good man too.

So.....

Yesterday, Mary **DECIDED TO** contact a virtual dating agency.

Her friend Margaret **OFFERED TO** help her with the webpage.

Margaret **HELPED** her **TO** get started.

Mary **LEARN TO** use the Virtual Dating Service.

So.....

(To be continued 😊)

GERUND AND INFINITIVE:

GRAMMATICAL START (Unit 1, 2a, p. 1)

2 GRAMMAR Infinitive or *-ing* form?

a  Divide these verbs into two groups – those which are followed by the infinitive and those which are followed by the *-ing* form.

agree	appear	avoid	beg	decide	deny	expect
fancy	give up	hope	manage	mind	offer	permit
persuade	practise	pretend	refuse	risk	suggest	

LOVE STORY

- A man **smoked**
- He **liked** a woman who couldn't **stand** smoking
- He **fancied** loving her
- He **gave up** smoking for her
- He **practiced** having candy instead
- He **avoided** spending time in smoking areas
- He **minded** getting that woman's attention and love
- He **risked** asking her out
- She **asked** him if he smoked
- He **denied** smoking ever since he had quit smoking
- He **suggested** going to the cinema

- She **agreed to** go out
- Yet, she **persuaded** him to go to the theater
- They went. They liked the play.
- When they left, he **appeared to** be nervous
- He **hoped to** be loved by her
- He **pretended to** open his heart to her
- She did not look as if she would be **willing to** listen
- He **begged to** be heard
- He **managed to** say what he wanted
- However, she **refused to** accept him
- She **decided to** leave
- He **offered to** take her home
- She **expected to** take a taxi
- In the end, she **permitted** him to escort her home

Notes: Candy US = Sweets BE / Quit = Quitted / Theater = Theatre

2. A STORY OF SCHOOL REGRETS (after gerunds and infinitives related to)

Some days before applying the grammatical item, I prompted the students with related questions about the topic of studying. I had deliberately used certain nouns and infinitives with "to". As they provided answers, I projected each of them. Students could see that I was following models within a context that they knew very well. After some time, and after having checked the answers to a workbook exercise in the same line, I projected the story of regrets which I had invented for the level. Like in the previous sample, it both exemplified the grammar, and reinforced the procedure which students were to imitate and apply in further practices.

NOUNS AND PREPOSITIONS

A – Do you have **difficulty in** finding free time to study?

B – Do you have **the wish to** pass?

C – So you must have **the hope of** passing ... but...

- Do you have **the intention of** applying yourself?
- Do you have **the idea of** being disciplined?
- Do you have **the thought of** working with partners, the teacher, and **of** asking for help?

I see... So...

- You must have **the need to** be serious about it
- You should have **a plan to** work it all out
- You must take **the decision to** start now

Note: C= Must have (deduction / D = Must have (Obligation)

GERUND AND INFINITIVE:

GRAMMATICAL START (Unit 2, 3, p. 5)

3 GRAMMAR Infinitive or -ing form?

a Complete these sentences with the correct form of the verbs in brackets.

- 1 I remember that film when it first came out in 1990. (see)
- 2 First she told us how to get there and then she went on where to go and what to do. (recommend)
- 3 I regret my old job; this one's even worse! (leave)
- 4 Oh no, I've forgotten my dental appointment. (cancel)
- 5 Have you ever tried it with yoghurt instead of cream? (make)
- 6 We regret you that flight BA 673 has been delayed. (inform)
- 7 Did I remember the lights? (switch off)
- 8 She went on as though nothing had happened. (eat)
- 9 I'll never forget him play live for the first time. (hear)
- 10 It was one o'clock so we stopped something. (eat)
- 11 I meant you; I saw Paul yesterday. (tell)
- 12 We can drive there in one day but it'll mean very early. (get up)
- 13 Now that I've got email I've stopped to the post office. (go)
- 14 He went on about his problem at work all night long. (talk)

A STORY OF REGRETS

- It was the end of the class.
- The teacher said: "Please **remember to** finish off your assignment, and don't **forget to** study for the exam".
- I went home. The weekend was finally there.
- I **meant to** both have fun and do my homework. That **meant being** disciplined.
- Some friends called me to spend the weekend away.
- We partied all night and Saturday too. And why not to tell the truth: I really **went on having** fun until Sunday.
- By Sunday, I was still quite spaced out, but I still wanted to **go on to see** if I could manage to pass the exam without much studying.
- Monday came.
- I'll always remember **feeling ridiculous** in front of an exam handout whose blanks I could not fill in, and ...
- I'll never **forget having** to take the exam again in the following term.
- I definitely **regret not having** done what I had to when I had to – I **regret to say**.

STORYTELLING THROUGH STUDENTS' ASSIGNMENT (8 STUDENTS' SAMPLES)

SAMPLE 1

From formal English to a memorable holiday

GRAMMATICAL START (Unit 1, 2b, p. 1)

 In this letter from a travel agent to an English-speaking customer, the writer has used the *-ing* form incorrectly eight times. She has also used the wrong preposition three times and the wrong word five times. Can you correct the mistakes? The first one has been done for you.

Dear Mr Burns

I am very pleased ^{to confirm} ~~confirming~~ your forthcoming travel arrangements and, with regard to this matter, enclose your invoice and financial statement. I trust you will find these being in order, but do not hesitate contacting me should you have any queries or concerns.

As settlement was made to full by the time of booking, no more payment is due.

If you are travelling abroad, it is your responsibility ensuring that you and all candidates of your party have a worthy passport and any necessary visas. If you are of any doubt, please do not hesitate contacting me.

We shall of course be delighted supplying your foreign exchange requirements and helping you with any queries you may have relating to car hire, airport hotel accommodation and airport car parking.

May I take this occasion of thanking you once again for booking with Worldwide Tours.

Yours faithfully
C. Garcia
C. Garcia
Encs: invoice
financial statement

AN EXCERPT

My friend David and his wife, Jan were very pleased to visit Malta. Besides the beautiful scenery, they found the Maltese people to be also very open and kind. They did not hesitate to contact them if they could provide them with further assistance. After all, it was everybody's responsibility to ensure a good visit. Tourism is important there. Everybody seemed delighted to help them. My friends certainly took that opportunity to meet lots of nice people, and they still keep in touch with them.

SAMPLE 2

From labor vocabulary to a case of unemployment

GRAMMATICAL START (Unit 1, 4, p. 2)

4 VOCABULARY Words connected with work

 Using an English-English dictionary, look up the meaning of the underlined words and phrases in these sentences.

- 1 He's been on the dole for six months.
- 2 I'll have to do a crash course in Spanish before I take the job.
- 3 She's a freelance journalist.
- 4 I was surprised the probationary period is only six months. I'll soon know if they will take me on permanently.
- 5 The company is radically downsizing. Bad news for lots of employees.
- 6 Working flexitime is wonderful. I no longer sit in a traffic jam every morning.
- 7 He was made redundant at the end of last year.
- 8 She has a real flair for that branch of law.
- 9 Computer time is paid for pro rata.
- 10 A lot of top level stockbrokers are burnt out by the time they are 30.
- 11 I really feel that would be paying over the odds.
- 12 What's the going rate for a two-year-old Mercedes?

AN EXCERPT

My sister has a flair for counseling. Four years ago, she started working flexi time, and she was paid pro rata. She felt she was paid over the odds. Probationary period

was stressful, but she was taken on permanently after that. With the time, she was not burnt out either. However, her company has been downsizing. Last year she was made redundant, and she has been on the dole since then. She is ready to do any crash course on any area any time. She needs to work.

SAMPLE 3

From a reading to a description of what kind of a shopper you are

GRAMMATICAL START (Unit 2 , 2a, p. 5)

2 READING

a  Read this article about shopping and the things supermarkets do to make us buy more. Which paragraph in the article is about:

- | | |
|-------------------------------|---------------------------------------|
| 1 the layout of supermarkets? | 4 the different types of shopper? |
| 2 shopping becoming a hobby? | 5 the atmosphere supermarkets create? |
| 3 entrance psychology? | 6 controlling the flow of shoppers? |

THE SHOPPER ALWAYS TURNS RIGHT



To those of us for whom shopping is a chore, it seems perverse actually to enjoy it. But shopping, the market researchers say, has become the number one leisure activity in Britain, and shopping centres are fast becoming the natural habitat of modern man.

Three American social scientists who studied behaviour in American shopping malls identified four types of shopper. The minimalists dash in and out, neither eating, browsing, nor socialising – shoppers who try to get the whole business over as quickly and inexpensively as possible; traditionalists shop heavily but do little else. Grazers spend ages browsing, eating, and impulse purchasing, while enthusiasts, the most active of all the mall denizens, do it all. The four groups are more or less equal in size. What of those who are 'just looking'? The psychologists have a name for this as well: it's called 'experiential consumption'.

Supermarkets, too, seem to encourage particular behaviour patterns. Let's walk into a typical modern one and see how it works. The chances are that we'll turn right at the door – psychologists say that human beings have a predisposition to turn right on entering closed spaces, even if they are left-handed. That's why most purpose-built supermarkets have their doors on the left.

The first thing to strike the eye will be fresh fruit and vegetables, products that are oddly cheering, even to people who don't eat them. Roughly speaking, products that score as highs will be arranged around the perimeter of a supermarket, with the lows along the aisles. The back wall is an excellent place to sell high-profit items, such as fresh meat, fish, dairy products and delicatessen foods. Position of a product on the shelf is also important: a product at eye-level may sell twice as well as the same product knee-high.

It is easy to assume that the width of the aisles is determined by the size of the trolleys, but they are never too wide – that would encourage people to move too fast and miss opportunities to buy. The ideal is to slow customers down by 'bouncing' them to and fro across the aisle. To accomplish this, the best-selling plain biscuit may be put on one side with the most popular chocolate ones on the other.

Lighting and music can be used to create the right atmosphere. Music is supposed to relax shoppers and slow them down. Lighting is bright at the cosmetics counter to suggest cleanliness, but more subdued in the wine section, where the idea is to convey just a hint of the traditional wine cellar.

AN EXCERPT

Shopping is not a chore for me. I enjoy it. I am an enthusiast. Some days I just dash in and out or shop heavily; I may also spend ages browsing, eating and impulse purchasing. It is interesting to know that in supermarkets the highs are on the

perimeter, and the lows around the aisles. They want to slow us down. So, they put popular things on one side, and on the other. Lighting is bright in some areas, and subdued in others to create the right atmosphere.

SAMPLE 4

From gerund and infinitive to a worrying holiday

GRAMMATICAL START (Unit 2, 3a, p. 5)

3 GRAMMAR Infinitive or -ing form?

a  Complete these sentences with the correct form of the verbs in brackets.

- 1 I remember _____ that film when it first came out in 1990. (see)
- 2 First she told us how to get there and then she went on _____ where to go and what to do. (recommend)
- 3 I regret _____ my old job; this one's even worse! (leave)
- 4 Oh no, I've forgotten _____ my dental appointment. (cancel)
- 5 Have you ever tried _____ it with yoghurt instead of cream? (make)
- 6 We regret _____ you that flight BA 673 has been delayed. (inform)
- 7 Did I remember _____ the lights? (switch off)
- 8 She went on _____ as though nothing had happened. (eat)
- 9 I'll never forget _____ him play live for the first time. (hear)
- 10 It was one o'clock so we stopped _____ something. (eat)
- 11 I meant _____ you; I saw Paul yesterday. (tell)
- 12 We can drive there in one day but it'll mean _____ very early. (get up)
- 13 Now that I've got email I've stopped _____ to the post office. (go)
- 14 He went on _____ about his problem at work all night long. (talk)

AN EXCERPT

I remember turning off the TV, Then I went on to water the plants. I regretted being in a rush, because I forgot to switch off the power. I tried calling my neighbor but she was away. I tried asking my mother, but she was not feeling well. . As we went on driving away, I was getting more concerned. It was late, and we decided to stop to have dinner. We meant to go back; however, that would have meant missing our plane. So we decided to stop worrying, and to call my mother again on the next day.

SAMPLE 5

From a reading and a vocabulary exercise to your favorite place in nature (optional tenses)

GRAMMATICAL START (Unit 3, 3b, p. 8)

b  Find words in the completed article with these meanings (the paragraph numbers are given in brackets).

- 1 poured (1)
- 2 walked without lifting our feet (1)
- 3 decorative circles of flowers worn around the neck (2)
- 4 damp and sticky (2)
- 5 lacking energy, slow-moving (3)
- 6 deeply expressive (3)
- 7 plants with long stems and feathery leaves (4)
- 8 rich in vegetation (6)
- 9 a number of things close together without order (6)
- 10 rising and falling (6)

AN EXCERPT

(based on the key: pelted, shuffled, garlands, clammy, languid, soulful, ferns, lush, huddle, heaving)

Last summer I visited the Black Forest with my family. We loved it. However, the rain pelted down every day. By the end of the day, we were tired and walked slowly. My parents even shuffled, and felt languid. One day, my dad was even heaving his chest because he had made a big effort. Despite that, the days did not feel clammy. We met lots of local families who were very soulful, and became our friends. At night we often went into a huddle to plan the next day. The vegetation was lush, and we enjoyed it. We took fun pictures by the numerous ferns and plants. It is a nice memory.

SAMPLE 6

A personal letter (phrasal verbs, contractions, slang, omission of relative pronoun, colloquial language)

GRAMMATICAL START (Unit 4, 1a, p. 10)

VOCABULARY Two-part phrasal verbs

Read this letter, written in the year 2020 by an elderly man to his son, Mike. As you read, underline the phrasal verbs and work out their meaning from the context.

Dear Mike,

Thanks for coming to see me off at the airport, not many people do that nowadays as we all have video wallets. But it was really useful especially when I ran into a few snags with my security documents. I had another problem when I got to London as there was no transport mode to pick me up. I had to wait about 20 minutes before one turned up. But anyway, it's great to be here in London with Kate and little Luke and Nancy. They're all going off next month to Australia to visit their cousins. I'm so glad our family hasn't given up visiting each other. I know a lot of people think me old-fashioned but I think we've lost a lot by giving up some of the 'old ways'. I even try to get Luke and Nancy to write but they complain it brings on writer's cramp! And I must admit my back starts playing up when I sit at a desk for any length of time too. Still I am getting on, I'm nearly 80 now.

I can't get over how easily Luke and Nancy use all these complicated technological gadgets they've got in their house. I try not to let on that it's all a bit beyond me sometimes. I think young people have to take on a lot at school these days too - high-level science and communications ... and the speed of everything! Still they seem to pack it all in but studying takes up about 10 hours a day so I suppose it's a good thing they do it all at home with the computer. But I think it's a pity not to have personal contact with classmates and teachers. It turns out that Luke wants to be a historian so he loves asking me questions about the 'old days'.

When I got to London the first thing he asked me to do was look at his Museums' CD with him. It was great fun.

Anyway, I just wanted to drop you a line to let you know everything and everybody is fine. Give us a call on the video phone as soon as you have a moment.

Love from everyone

Dad

AN EXCERPT

Hi John,

I was happy to know you did not give up studying German. We are happy to hear that you plan to visit us in three months. Please tell me when you get to Barcelona: your flight... We'll pick you up. You don't need to pack all your stuff in. You can borrow what you need from us. Guess what? It turns out that my company wants me to take up German classes. So, we can practise!

Well, dude, see you soon.

David

SAMPLE 7 AND SAMPLE 8

From two future verbs exercises to a family dialog

GRAMMATICAL START (Unit 4, 3, p. 11, &

Unit 5, 7, p. 14)

3 GRAMMAR Future forms

 Put the verbs in brackets in the most likely future form to complete these sentences. There is sometimes more than one correct answer.

- 1 When I get a computer, I (can) produce professional-looking work.
- 2 When I go to college, I (must) find somewhere to live.
- 3 Do you think you (finished) work by 6pm?
- 4 The train (leave) at 8 o'clock on Saturday.
- 5 Just imagine! This time next month I (live) in another country.
- 6 We (paint) the bathroom blue, but Clare thinks it will make it look too cold.
- 7 You (stay) just the one night, madam?
- 8 Look at the sky, it (be) a beautiful day, isn't it?
- 9 We (play) golf this afternoon. Would you like to come?
- 10 He's allowed 50 minutes to get to the station. Do you think he (get) there in time?
- 11 We've booked the hotel we wanted. We (stay) at The Grand.
- 12 I (order) a taxi for you?
- 13 I (not go), no matter how often you ask me to!
- 14 The parties to the contract (have) seven days to cancel this agreement.
- 15 The Prime Minister (speak) to the nation on Wednesday evening.
- 16 You (go) next door and apologise to the neighbours for disturbing them.
- 17 No, Miss Spriggs isn't here. It's Friday afternoon, she (take) choir practice.

7 FUTURE FORMS

 Put the verbs in brackets into the most suitable future form (active or passive) to complete these sentences. There is sometimes more than one correct answer.

- 1 I can see you're busy so I (finish) the photocopying.
- 2 We (go) to the theatre on Saturday night so I'm afraid we (not see) you at Jack's party. (2 points)
- 3 I (post) those letters or you (pass) a post box on your way home? (2 points)
- 4 Good luck with your exams. I'm sure you (do) well.
- 5 How time flies! We (be) married for seven years in the spring.
- 6 Roll on next week. We (sit) on the beach in the Caribbean.
- 7 The President (announce) his new cabinet later today.
- 8 Let's get nearer the front. It looks as if the band (start) in a minute.
- 9 You (dine) in the hotel restaurant this evening?
- 10 The election (be) next year so the government (have to fulfil) their pre-election promises by then. (2 points)
- 11 You (do) anything special this evening?
- 12 The insured (submit) all relevant receipts for work carried out.

AN EXCERPT

- Will you all have finished by 1 on Friday?
- Yes! (unanimously)
- The plane leaves at 4.00. What time shall we leave home? 1.30?
- Yes! (unanimously)
- By this time this Friday, we will be on holiday.
- And we will be celebrating our best friend's 50th birthday.
- We will be dining at the hotel restaurant.
- I think we are all going to have a great time
- Yes, we will be staying at a wonderful hotel, and sitting on the beach every day
- It is going to be fun
- When we get back home, we will be very relaxed.
- I won't want to go back to work!
- Or to college!... Ha, ha, ha...

Learners need interest, concentration, work, and results to advance. Being able to recall and properly use what they learn is a must. The more involved students are with their lessons, the better results they have. The written expression samples above were meant to help in class and outside. Students followed their teacher's technique, and created their own studying notes, which is what all their samples turned out to be. They became very useful during the sessions, and after them, before final exams. They established an order which easily led students from a language structure, a word, or a topic, to another. Further references are included next. The last article in the collection, "Grammar Aids. Part 4. Self-help Tests: Pre, During and Post Work", will present English grammar and lexis items with which advanced students often struggle, as well as grammar teaching and learning procedures which proved useful in their assessment.

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Grammar aids. Part 4. Self-help Tests: Pre, During and Post work

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“Practice makes perfect”

Language examiners assess **language command** by testing students on the first and the second language. They evaluate on **different language skills** to prove **knowledge and mastery of a language**. As teachers of **English as a foreign language**, we have been trained in several areas related to its teaching and learning, language testing and assessment included. The first large scale language assessments were created by the [English Language Institute](#) at the University of Michigan. In the United States, [Official EFL exams](#) developed into TOEFL, and TOEIC; In Europe, there are numerous Cambridge Certificates. They all help meet requirements to enter universities and the business world.

As teachers, we help and assess our EFL students along the different English levels which they go through. Editors D. Tsagari and J. Banerjee (2016) focus “*on the main **debates and research advances in second language assessment in the last fifty years***”. They present research work on **classic aspects such as conceptual foundations of second language assessment, and the theory and practice of assessing various second language skills**. They also include articles on the **alignment of language examinations to external frameworks, the concept of “voice” in second language assessment, and the challenges and opportunities of second language assessment in different contexts**.

As a teacher and EFL teacher trainer, I have always enjoyed **observing my students, working with them, and helping them** fully express who they are through the teaching and learning of the foreign language. I encourage **teacher/student cooperative work**, and this is put into practice along nine sessions: three pre-use of the language sessions, three during-use of the language session, and the corresponding post-use of the language sessions. Designing them all was a **professional challenge** which I did not want to miss.

“Using **only tests** as a basis for assessment has obvious **drawbacks**. They are ‘one-off’ events that do not necessarily give an entirely fair account of a student’s proficiency (R. Frost’s [Testing and Assessment](#)). He also adds that “*some people are more suited to them than others*”, and that “*There are **other alternatives** that can be used instead of or alongside tests*”. He refers to testing such as **continuous assessment, portfolio, self-assessment, and teacher’s assessment**.

When I started teaching **advanced English** at the Teacher Training School at the University of Barcelona I had to carefully plan **college language sessions** that included a **huge load of work for both the teacher and the students**. At the start of the year, I presented the course: goals, contents, calendar for evaluating sessions, the oral presentations, the portfolio, the course requirements and the grading. All the **guidelines** were **common to all the faculty**. Attendance was required as well as participation in individual, pair and group work. The **passing mark** for the subject was **60%**, and so was the **passing mark for each component** of the course, the components being: **Oral presentations (20%) + Portfolio (20%) + final exam (60%)**.

The **calendar** included **dates for oral presentations, the handing of the portfolios, and 9 dates for evaluating sessions**: 3 for oral practices, 3 for essays, and **3 for grammar tests**. This article will present 3 grammar tests, which I designed as **3 self-help tests**. I devised them as a

combination of continuous assessment, self-assessment and portfolio, which served **different assessing purposes**, and finally allowed **teacher's assessment** too. That, besides obviously being **guided** by me, highly **depended on the students' responsibility, preparation and involvement**, because, on the one hand, I meant them to be **open tests**, which, of course, were to **follow the textbook** - all teachers were to use the same textbook -. Those three tests, along with the other six, were assigned grades over a period of time, and they added up to a final grade decided on the combination of all the assignments.

On the other, I aimed at exams which were to **be self-corrected as a class group**: students evaluated themselves, after exchanging exams with partners. The criterion was carefully decided in advance, and was explained in detail when it was time for them to sit for the grammar tests. Last but not least, students had the **chance of including them in their portfolios**, which they did. At the end of the school year, they had all collected them as assignments and projects, and presented them in a file of their liking.

That file was used as a basis for evaluation, which allowed **my assessment as their teacher**. Portfolios gave me the chance to value and round up all the precise and enthusiastic work done by students throughout the course. Both formal and informal class contributions matched. As **pre-service teachers in training in their senior college year**, I figured that they would enjoy going through different ways of being tested on, responding, and participating in the grammar tests. All students included the tests in their portfolios, along with **comments on both their linguistic advances and the added value of how they had been tested on them from the point of view of usage of the language**.

The three grammar **tests reflect the general principles** indicated in the [EALTA Guidelines for Good Practice in Language Testing and Assessment](#): ***“respect for the students/examinees, responsibility, fairness, reliability, validity and collaboration among the parties involved”***. The [European Association for Language Testing and Assessment](#) addresses its guidelines to the development of tests in **national or institutional testing units** or centers, **classroom testing and assessment**, and **the training of teachers** in testing and assessment. The **three audiences** were **reached** through the three grammar tests.

H. D. Brown (2004) describes **five principles** that should be taken into account when **assessing language: practicality, reliability, validity, authenticity and washback**. **Practicality** is understood as not being excessively expensive, staying within appropriate time constraints; being relatively easy to administer, and having a specific and time-efficient scoring/evaluation procedure. **Reliability** is understood as: *“consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar result”*.

Validity is regarded as the most complex feature. Content-Related Evidence, for instance, is said to be found when *“you can usually identify content-related evidence observationally if you can clearly define the achievement that you are measuring”*. For a definition of **authenticity**, L.F. Bachman and A.S. Palmer (1996, p. 23) are quoted: *“the degree of correspondence of the characteristics of a given language test task to the features of a target language task”*. They are said to also *“suggest an agenda for identifying those target language tasks and for transforming them into valid test items”*. Finally, **Washback** is presented as the effects which tests have on the instruction: how students prepare for the test, what diagnoses of strengths and weaknesses are students presented with, and the prior teaching and learning effects of the due assessment.

[J. Lemmetti](#) emphasizes the importance of “*validity, reliability and washback and the fact that these issues should be addressed with high consideration in order for a test to have a positive effect. We can see that evidence points to the fact that when tests are used, they have to measure what they are supposed to measure and that the evidence in validity is crucial*”. It is added that there may be a **need for teachers to “construct proper tests”**, in which all aspects are fully considered. **Becoming knowledgeable in research** is pointed as a means to get closer to what is being needed.

When I designed the three tests which will be presented next, I tried to **apply the five principles** depicted by **H.D. Brown**. When students commented on the tests both in class (informally) and in their portfolios (formally), positive feedback along these lines was provided. The test procedures were **practical**: they had an easy lay-out both for providing data and for corrections, and, as introduced earlier served different purposes: gradual consolidation of advanced, used of the language score, portfolio reference, and final exam preparation. That will be explained in detail when referring to each.

The tests were also **reliable** because which student took them did not matter. If they prepared for them, and there were not fluctuations which prevented that, exams were “*consistent and dependable*”. As an example, Spanish [Erasmus](#) students, who were living abroad, and therefore could not attend classes, also took these exams in due time, and results were in accordance with their classmates. Their success as well as their classmates’ simply depended on their notes, preparation, and teacher and students’ group work.

The procedure which I followed with regards to the three tests demonstrated that the content was **valid** as well. Students were asked on the language items which they were to expect. Students and I had clear ideas of what the achievement had to be, and the content-related evidence which they provided through their answers matched that. Additionally, students were very much involved in the contents, which they were to be questioned on.

Tasks were also **authentic** because the degree of correspondence between the language tests and features of the language task was meant to be as high as possible. As indicated earlier, we all followed an agenda: corresponding in-session pre and post teaching/learning work sessions were planned out. The three tests revolved around items related to M. Hewings’s *Advanced Grammar in Use*, and A. Broadhead’s *Advance your English* (Coursebook and workbook), as well as class notes, workshops and sessions. They all offered data which students could make explicit in the tests. The tests offered beneficial **washback** to the learners during all the sessions too: pre, during and post:

PRE-SESSIONS

Pre-sessions took place a week before each test. I devised them as cooperative teacher and students’ work, with a different format in each case. I informed students that at the end of each pre-session, I would upload the written document which we would be using. I also specified that the three tests that they would be sitting for a week after were going to exactly correspond to the course books, each session and all the class work up to then. I added that each exam would be open, so that they could complete it with whatever they thought that would best reflect what was being asked, what they wanted to show, what they had been taught and what they had learned.

For **Pre-session 1**, I presented students with a blank sheet, which was divided into two parts. For part 1, students had to provide numerous grammatical references related to the first above-mentioned course book. Samples had to deal with: tenses; the future; modals; linking verbs, passives and questions; and verb complementation. For Part 2, students had to include use of the language comments related to lexical and grammatical items which, from their view had been worth learning. That part was related to the second above-mentioned textbook, class notes, workshops themselves and sessions. As students brainstormed on everything that they had to recognize and produce, I made some comments, added some examples, and typed their suggestions and all our common EFL language work at the computer, while projecting it.

Pre-session 2 was based on reporting; articles, determiners and quantifiers; relative clauses among others; and pronouns, substitutions and leaving out words. The procedure was practically the same as in Pre-session 1. However, for Pre-session 2, I already had my own notes typed, and after brainstorming on all the items, I showed the different parts, and I allowed time for students to recognize them. I also informed them that the exam would also have a Part 2, like in Test 1, where, once more, they would be asked to share any lexical or grammar linguistic unit of their interest along with their justification to do so.

Pre-session 3 focused on adjectives and adverbs; adverbial clauses and conjunctions; prepositions; and organizing information. In this case, I had also typed the worksheet, and I had already divided into six parts. Once in class, I asked the class to get into 6 groups of their choice, and I assigned one part to each group, which I presented in cut-out colored laminated sheets; students were to recognize the items, their grammatical and lexical purpose and relevance. After that, they were going to present them to the others. As they did that, I showed each section from my ready-to use full typed list. I will present next the three pre-session sheets that were used in each class. Students were also informed that the test would have an identical Part 2, like in Test 1 and Test 2.

PRE-SESSION 1 - Classnotes for test 1 Prof. Lourdes Montoro

PART 1

PART 2

PRE-SESSION 2 - Classnotes for test 2 Prof. Lourdes Montoro

REPORTING

He **told him a story** (tell somebody something)

He **said "hello" to her** (say something to somebody)

Fine, thank you - **he said** (not "said he", because the subject is a pronoun; so, if there was a noun instead of a pronoun, you could say: "said John", for example)

I **notified** the bank **that** ... (= notify, assure, inform, persuade, remind, tell + object + that...)

He **reminded** me **what** I had to do (= advise, remind, inform, instruct, teach, warn, tell + object (not always) + WH-particle)

She **encouraged** me **to** study (= tell, ask, want, order, warn, advise, recommend, persuade, invite, command...)

General verb agreement (present-future; past-conditional...)

She **asked my advice as to (on) what** to do (have a discussion as to (of), given an instruction as to (about) + WH-particle)

They **directed that** the building **be** pulled down (or "**(should) be** pulled down"; = suggest, insist, propose...)

Equipment (uncountable)

Company, council, army, association, group, class, college, crowd, committee, family, orchestra, population... (collective nouns: both singular and plural)

Neither of us/them, everyone is ... (singular form)

Police, people, staff are... (singular form, plural tense)

News is... (plural form, singular tense)

Her **whereabouts** is/are (singular and plural)

ARTICLES, DETERMINERS, AND QUANTIFIERS

A quarter of **an** hour, half **an** hour, twice **a** day

The Sun, the world, the sky, the atmosphere, the ground, the climate, the horizon, the environment, the human race... (unique)

Opposite to: Flowers need good soil and sun (no article before "sun", meaning: the beams, the warmth, the light...)

Opposite to: What **a** blue sky! (that day in particular)

None of them, **none of** the furniture is ... (singular form)

Neither John **nor** Mary speaks French (= either...or: singular tense)

Every class (all of them; general idea)

Each class (talking about two classes: each of them)

Little time (uncountable)

The little time which we have (referring to certain specific time)

RELATIVE CLAUSES AND OTHER TYPES OF CLAUSE

She is **the** nicest person **that** I know (not “who”; somebody stands out in a group)

He said “hello”, **entering** the classroom (gerund is possible: same subject)

Punctuation must be reviewed

Tiring (cause) / **Tired** (effect). Running is tiring. So I am tired

I saw him **on** leaving, **on** returning...

He got that **by** working hard (method or means)

She made a mistake **in** choosing him (cause)

PRONOUNS, SUBSTITUTION AND LEAVING OUT WORDS

To behave **oneself** (reflexive verb)

I need curtains. Let’s buy **ones** with flowers (= flowered ones)

She likes coffee. **So** do I (inversion)

She doesn’t like coffee. **Neither** do I (inversion)

I suppose **not** / I **don’t** suppose **so** (= appear, seem)

I **don’t** think **so** (= believe, expect, imagine...)

I am afraid **not** (= assume, guess, hope, presume, suspect...)

That was a comical situation which was intended **to be** (not “intended to”)

PRE-SESSION 3 - Classnotes for test 3 Prof. Lourdes Montoro

- Avoid meeting her
- Refuse to answer
- Has a flair for (natural ability)
- I remember watching that movie
- Remember to study
- I forgot to bring the portfolio
- I’ll forget having said that
- I meant to tell you
- That means studying hard

- Dissatisfied with
- She’s made two films in the last year
- We have not seen him yet
- The machine is liable to fail
- Babbling brook
- Jagged peaks
- Sprawling suburbs
- Searing heat
- Got out – the boss bellowed

<ul style="list-style-type: none"> -I regret to tell you -I regret not having studied -Try doing it -He tried to help me -He went on to tell another story -He went on laughing -His decision to leave -The thought of -That is the woman whom she wants to talk to -It is the best film that I have ever seen -They went to the airport to see her off -He turned up 20 years later -The president is to announce -I will have had lunch by the time you call -I will be having lunch if you call then -The contract shall have -It is high time we went - It's time to -Married to -The salary does not commensurate with -They became adept at running that business -I had not seen him for ages and I saw him twice last - We became tired because we had been walking all day - I would have done it if they had -What a historic moment -The exam needs exhaustive preparation - Contrived plot -Bloodthirsty villains -Hair-raising car chase - It was such a 	<ul style="list-style-type: none"> -I need my mom – the baby wailed -The dress swished -We quelched through the puddles -Unfaithful -Inhospitable -Failed to communicate -Made him wait -Let me go -They saw him talk yesterday -They saw him talking for a long time -It's worth getting a good education -We don't allow using cell phones -You are not allowed to smoke -We were advised not to invest -He learnt to type and is really good at it -Here's some news you'll be interested n -He tried it on... (order) -I'll send them a fax; otherwise they -Given the proposals, we should -If so -Unless you study hard, you won't pass -Provided /As long as you are prepared, you should -He makes me see red -After the accident, he was all black and blue -Much as / Although I disliked the idea, I tried to - He is always making mistakes. If only he wouldn't -She calls too much. I'd rather she didn't -The portrait is extremely lifelike -It can't be Mark. He wears glasses -That must have been...
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DURING SESSIONS

As indicated earlier, the three tests were handed in a week after the first pre session. They requested proof of knowledge exactly corresponding to the advanced lessons which were being taught and learnt. What called the students' attention the most is that lexical and grammar units which were requested totally depended on them: the tests did not have classic written instructions. They had two parts, as referred to in the pre-sessions, and they only needed my guidelines at the start because the test was open, listed the requested items, and had blank spaces for students to fill in. They could choose what to show and how:

<p>USE OF ENGLISH</p> <p>Prof. Lourdes Montoro</p> <p>Candidate's name:</p> <p>A/ (Adapted from: Hewings, M. (2005) <i>Advanced Grammar in Use</i>. Cambridge: CUP)</p> <p>1.TENSES</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 1. 2. 3. 4. </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 9. 10. 11. 12. </td> </tr> </table>	<ul style="list-style-type: none"> 1. 2. 3. 4. 	<ul style="list-style-type: none"> 9. 10. 11. 12. 	<p>Test # 1</p> <p>(Answer sheet)</p>
<ul style="list-style-type: none"> 1. 2. 3. 4. 	<ul style="list-style-type: none"> 9. 10. 11. 12. 		

5.	13.
6.	14.
7.	15.
8.	

2. THE FUTURE

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	

3. MODALS

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

4. LINKING VERBS, PASSIVES, QUESTIONS

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

5. VERB COMPLEMENTATION: WHAT FOLLOWS VERBS

1.	5.
2.	6.
3.	7.
4.	

B/ (Based on Broadhead, A. (2000) *Advance your English*. Coursebook and workbook. Cambridge: Cambridge University Press; Norris, R. (2004) *Ready for CAE*. Coursebook. Oxford: Macmillan; Class notes; workshops and sessions)

Etc.

USE OF ENGLISH	Test # 2
Prof. Lourdes Montoro	(Answer sheet)
Candidate's name:	
A/ (Adapted from: Hewings, M. (2005) <i>Advanced Grammar in Use</i> . Cambridge: CUP)	
1. REPORTING	

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. NOUNS

1.	6.
2.	7.
3.	8.
4.	9.
5.	

3. ARTICLES, DETERMINERS AND QUANTIFIERS

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

4. RELATIVE CLAUSES AND OTHER TYPES OF CLAUSE

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

4. PRONOUNS, SUBSTITUTION AND LEAVING OUT WORDS

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

B/ (Based on Broadhead, A. (2000) *Advance your English*. Coursebook and workbook. Cambridge: Cambridge University Press; Norris, R. (2004) *Ready for CAE*. Coursebook. Oxford: Macmillan; Class notes; workshops and sessions)

Etc.

USE OF ENGLISH

Test # 3

Prof. Lourdes Montoro (Answer sheet)

Candidate's name:

A/ (Adapted from: Hewings, M. (2005) *Advanced Grammar in Use*. Cambridge: CUP)

1. ADJECTIVES AND ADVERBS

1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

2. ADVERBIAL CLAUSES AND CONJUNCTIONS

1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	14.

3. PREPOSITIONS

1.	5.
2.	6.
3.	7.
4.	

4. ORGANIZING INFORMATION

1.	4.
2.	5.
3.	6.

B/ Based on Broadhead, A. (2000) *Advance your English*. Coursebook and workbook. Cambridge: Cambridge University Press; Norris, R. (2004) *Ready for CAE*. Coursebook. Oxford: Macmillan; Class notes; workshops and sessions)

Etc.

POST SESSIONS

Post sessions officially took place along the second half of the class devised for the exams sessions. As pointed at the start, students exchanged exams, and they corrected and assessed one another's exam. By doing that, they each reviewed lexis and grammar, applied

responsibility for themselves and their classmates, and were free to ask me if they had any doubts. After finishing that work, they returned the exam to their partners, and, as a group, we commented on the exam, which helped as a class review for them all; they chose an exam to be uploaded as an answer model for those students who could not attend.

Days later other post sessions took place: they were arranged by the students who had not attended. They had to work in pairs, and, if any doubts, they could also request the help of another classmate and/or mine. In all cases, at the end of the correction sessions, I handed students an extension worksheet where I had included a guide corresponding to another textbook (R. Norris' *Ready for CAE*, 2004). Students were guided to keep practising for the advanced level and the final exams. The keys were posted.

<p style="text-align: center;">UNIT 1</p> <p>Speaking – Useful Language Reading - # 2 Language Focus 1 - # 2 + Practice English in Use - # 1, 2 Vocabulary - # 1, 4, 5 Word Formation - # 1, 2, 3 Language Focus 2 – Extension # 1, 2 REVIEW - Multiple Choice Review - English in Use - # 2</p>	<p style="text-align: center;">UNIT 2</p> <p>Speaking – Useful Language English in Use - # 2 Language Focus 1 - A & B Reading - # 2 Language Focus 2 – # 1, 2 Vocabulary: Changes- B1 & 2C REVIEW – Language Focus: Talking about the past Vocabulary - # 2 English in Use – Multiple Choice cloze</p>
<p style="text-align: center;">UNIT 3</p> <p>Speaking – Useful Language Language Focus 1 - A2, B1, B2 & Practice 1 Word Formation - 2 & 3 Reading – 2 Vocabulary - 1, 2 & 3 Language Focus 2 – 2, 3 & If + will/would/going to – 1 REVIEW – Word formation, Open cloze & Conditional sentences</p>	<p style="text-align: center;">UNIT 4</p> <p>Language Focus 2 - A, B1, & C Reading – 2 Vocabulary - 1, 2 & 3. Further Expressions - 1 English in Use - 3 REVIEW – Word combinations, gerunds and infinitives & Error Correction</p>
<p style="text-align: center;">UNIT 5</p> <p>Reading- 2 Vocabulary 1 - 2 Language Focus 1 - A2, B2& B3 Vocabulary 2 - 1 English in Use – 2 Language Focus 2 – A2 REVIEW – Vocabulary, Reference and Ellipsis & Open cloze</p>	<p style="text-align: center;">UNIT 6</p> <p>Language Focus 1 – 1, 2, 3, 4, 5 & Practice Vocabulary 1 – 1 & 4 English in Use – 1 Reading - 3 Vocabulary 2 – 1 & 2 Language Focus 2 – A, B, C & Practice</p>

To judge from the procedures, the students' involvement and respect, and their academic performance in the three exams and the final exams, the three tests, as indicated earlier, held together, which coincided with the students' teaching/learning comments shared in their portfolios. The three exams adhered to their purpose and the course itself, and they were also worthy of trust.

Although there may have been other factors intermingling in the exam, the three tests simply yielded similar results among all students who had seriously prepared for them and the course. Those results matched the final exam scores, and course results. That was simply a reflection of the fact that most students enjoyed going by the book as well as beyond it. References are enclosed next.

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ADDENDA

How to Take the *Youtuber* Phenomenon into the EFL Classroom

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To the 2016-2017 1st ESO promotion for their enthusiasm, kindness and respect towards my project ideas

In “Turning TV Series into EFL Classes. Part 1: The Simpsons” (Abad, 2015), I stated that “*before introducing the content of the syllabus, I had to find engaging, interesting, up-to-date tasks which I could adapt in order to respond to the students’ claims, needs and wants while improving their language skills*”. This has been one of my main EFL teaching practice mottos since I started teaching.

As teachers, we are in charge of turning our students’ likes into what we consider pedagogically suitable for them. I always give students a handout where they can write which songs, TV series, films, famous people, etc. they would like to deal with in class. This has helped me to get to know them at the start of the year, and to adapt the curriculum to their needs and claims. Generations of teenagers are changing so fast that keeping updated with them can help to get a real and close teaching and learning of English.

In 2016-2017, I taught three 1st ESO classes (7th grade) at a junior high school in Badalona. Reading and listening to these 1st ESO students (7th grade), I realised that their idols had changed quite a lot since the first promotions that I had taught when I started my teaching career. They used to be singers and football players. Last year they started being people who they feel closer to: *Youtubers*.

Although I was a bit familiar with the *Youtuber* phenomenon, I started to browse videos of my students’ main *Youtube* idols to analyse what was so appealing to them. I observed that I could take advantage of some of their video content and use to fit it in the syllabus. Additionally, I visualized my students turning into *Youtubers* and carrying on two projects in that line each term.

By finding inspiration in the *Youtuber* phenomenon, I saw that my students were more motivated to learn English. They started to look at English as a real life language beyond the coursebooks. Before each project was presented, students were already willing to know what it was going to be about and what they were going to do.

In early junior high school students must learn how to describe a room, introduce themselves and talk about their hobbies, write and talk about music, describe a place and an experience, talk about their memories from a picture, give commands, etc. These specific aims can be met through the contents that *Youtubers* have in their channels and can easily be turned into different English projects. I designed six projects which follow the contents of the syllabus, reflect the *Youtuber* phenomenon, and can be used in other grades in junior high school.

When dealing with these contents from a *Youtuber* perspective, learners acquire different key competences such as competence in linguistic communication, competence in social and civic skills, learning to learn, autonomy and personal initiative, competence in interaction with the physical environment and competence in processing information and use of ICT.

When I devise projects, organization and variety in format is a must to avoid possible boredom. To implement the *Youtuber* phenomenon in the EFL class, I carry them out in different ways along the three terms. I will refer to them in the same form. Two projects can be done in paper and presented in class, two other projects are recorded at home, one is presented through *PowerPoint* and *Google Drive*, and the last one is written and performed in the classroom. These six projects are part of a school year. However, they can be easily put into practice separately, in twos, and in sequences of threes. They can also be done in different terms and be adapted to all grades in junior high school.

The educational system here provides for one-hour weekly class per each half of a group. I implement these six projects with each half of the same class once every week. However, depending on the number of students, these projects can easily be developed with whole groups from the start. The projects next will be presented per terms. Each project contains three main parts: before doing the project, while doing the project, and after doing the project.

FIRST TERM		
1/ A ROOM TOUR	Video	Showing and describing what there is in students' rooms
2/ 30 RANDOM FACTS ABOUT ME	Poster	Drawing and explaining 30 random facts about students
SECOND TERM		
3/ 20 SONGS TAG	Poster	Matching 20 songs which 20 different moments and/or emotions
4/ EPIC VIDEO BLOG (VLOG)	Video	Describing a place and what can be done there
THIRD TERM		
5/ 10 PHOTOS TAG	<i>PowerPoint/ Google Drive</i> presentation	Sharing and describing 10 relevant photos in the students' lives
6/ 10 SECONDS CHALLENGE	Game performance	Performing a 10-second challenge game to give commands to students

In the before doing section, there is always a table which is part of the students' handouts. The students' handouts are not included in full here because each is 2 page-long. However, they can be downloaded from my wiki site *English Learning World* (Individual and group projects, section 11: [Become a YouTuber for a day](#)). The tables in the before doing section include the topic of the project, the level, the timing, the approach, the objectives, the key competences, the instructions, and the evaluation criteria. In the while doing section, there is a detailed description of the number of sessions devoted to the project and the process students follow to accomplish the task. In the after doing section, the day of the presentation is described along with the how students proceed to evaluate their peers.

FIRST TERM

1.



A ROOM TOUR

A. BEFORE DOING THE PROJECT

In the first session, students are given a 2-page handout containing the instructions of the project. They are read aloud and explained so that all the students know what they are expected to do (Projects 2, 3, 4, 5 and 6 follow the same guidelines).

Topic: DESCRIPTION OF A ROOM

Level: 1st ESO (7th grade) – Half of the group

Timing: 2 1 hour-sessions to write the description in class

1 week to record it at home

1 session to present it and evaluate it

Approach: Individual work

Objectives:

- To round up the unit
- To describe a room
- To revise furniture and decoration vocabulary
- To put into practise grammar structures (*there is/there are*)
- To use main prepositions

Key competences:

- Linguistic communication
- Social and civic skills
- Learning to learn
- Autonomy and personal initiative
- Interaction with the physical environment
- Processing information and use of ICT

Instructions:

- Written paper: how they should develop their pieces of writing
- Video: how they should record the video

Evaluation:

- Written paper: 50%
- Video: 50%
- Peer evaluation after presentations

B. WHILE-DOING THE PROJECT

Students write a description of their room. The teacher monitors them and helps them with the language. A week is left for students to record it at home. They are asked to be in front of the camera while talking to the teachers to make sure that they are not reading from the paper. They are asked to study the text but to explain it when the recording time comes.

C. AFTER DOING THE PROJECT

Students are asked to share their videos through *Google Drive* or bring them in a USB flash drive. The videos are shown in class and evaluated by their partners. Some of them have green *post-it* notes in where they are asked to write positive comments on their partners' English level, competence in communication and use of ICT. Some others have fuchsia *post-it* notes in case there are improvements to be suggested.



2. **30 RANDOM FACTS ABOUT ME**

A. BEFORE DOING THE PROJECT

Guidelined as indicated in project 1.

Topic: PRESENTING WHO YOU ARE AND WHAT YOU LIKE

Level: 1st ESO (7th grade) - Half of the group

Timing: 3 1 hour-sessions to write the list and do the poster in class
1 session to present it and evaluate it

Approach: Individual work

Objectives:

- To round up the unit
- To introduce yourself to the others
- To revise basic vocabulary about hobbies and personality
- To put into practice the *present simple* and the verb *to be*
- To use main prepositions

Key competences:

- Linguistic communication
- Social and civic skills
- Learning to learn
- Autonomy and personal initiative
- Interaction with the physical environment

Instructions:

- Written paper: how they should develop their pieces of writing
- Poster: how they should compose the poster

Evaluation:

- Written paper: 50%
- Poster: 50%
- Peer evaluation after the presentation

B. WHILE-DOING THE PROJECT

Students are asked to write a list including 30 random facts about them. The teacher assists them and corrects the mistakes as they finish. Another class hour is left to compose a poster. They are told that they can bring printed pictures, pictures from magazines, glitter, coloured papers, and anything else that they wish to include in their posters. They are not allowed to write the list of random facts in the posters; they can just write key terms or use printed pictures and drawings to help them when delivering the oral presentation.

C. AFTER DOING THE PROJECT

On the presentation day students bring their posters and show them. They have to say their list of random facts without reading them from the paper which they have previously written in class. Once their performance is over, the posters are hung on the classroom walls.



SECOND TERM

3.



20 SONGS TAG

A. BEFORE DOING THE PROJECT

Guidelined as indicated in project 1.

Topic: TALKING ABOUT MUSIC AND EMOTIONS

Level: 1st ESO (7th grade) - Half of the group

Timing: 3 1 hour- sessions to write and compose the poster
1 session to present it and evaluate it

Approach: Individual work

Objectives:

- To round up the unit
- To identify a song with an emotion
- To reflect upon the music that we like in different contexts
- To put into practice the present simple, the present continuous, and the verb *to be*

- To be aware of our similarities with our partners

Key competences:

- Linguistic communication
- Social and civic skills
- Learning to learn
- Autonomy and personal initiative
- Interaction with the physical environment

Instructions:

- Written paper: how they should develop their pieces of writing
- Poster: how to organise the poster

Evaluation:

- Written paper: 50%
- Poster: 50%
- Peer evaluation after the presentation

B. WHILE DOING THE PROJECT

After reading the instructions in the handout, students learn that they have two sessions to think of a song for each category:

1. Favourite song	11. Song that I identify with
2. Hated song	12. Song that I used to like and now I Hate
3. Song that makes me sad	13. Song of my favourite album
4. Song that reminds me of someone	14. Song that I can play with an Instrument
5. Song that makes me happy	15. Song that I would sing in public
6. Song that reminds me of a specific Moment	16. Song that I like listening to in the car
7. Song whose lyrics I know perfectly	17. Song of my childhood
8. Song that makes me dance Immediately	18. Song that nobody expects me to love
9. Song that makes me fall asleep	19. Song for my wedding
10. Song that I secretly like	20. Song for my funeral

Apart from writing the song title and the singer's name or band, they have to give a reason for their choice. After finishing the list, they have another session to prepare their poster. They can decorate it as they feel like it as long as they include the twenty categories, the song title and the singer or band.

C. AFTER DOING THE PROJECT

When presenting the project, students hold their posters and show them to the other classmates. They are allowed to read the categories, the song title and the band or the singer's name but they have to explain the reason for their choices to the audience.



4. EPIC VIDEO BLOG (VLOG)

A. BEFORE DOING THE PROJECT

Guidelined as indicated in project 1.

Topic: DESCRIBING A PLACE

Level: 1st ESO (7th grade) – Half of the group

Timing: 2 1 hour-sessions to do the project in class
1 week to record it at home
1 session to present it and evaluate it

Approach: Individual or pair work

Objectives:

- To round up the unit
- To describe a place
- To revise vocabulary of a certain place
- To put into practice the followed grammar structure (*there is/there are*)
- To put into practice the present simple, frequency adverbs, and *can/can't*
- To use main prepositions

Key competences:

- Linguistic communication
- Social and civic skills
- Learning to learn
- Autonomy and personal initiative
- Interaction with the physical environment
- Processing information and use of ICT

Instructions:

- Written paper: how they should develop their pieces of writing
- Video: how they should record the video

Evaluation:

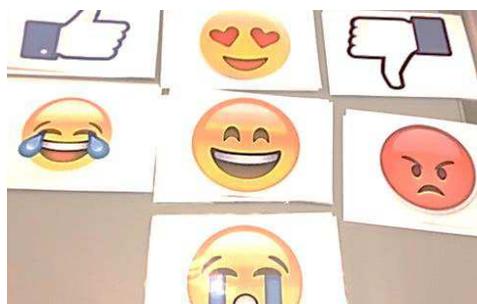
- Written paper: 50%
- Video: 50%
- Peer evaluation after the presentation

B. WHILE DOING THE PROJECT

Two sessions are devoted for the learners to describe a place where they often go. Some students choose the streets that they live in, the parks where they play, emblematic places in the centre of Badalona or one-day trips in the mountains with their families. They have to describe what they see as well as what they do there. A week is left for the recording and the editing process to be completed.

C. AFTER DOING THE PROJECT

Students can share their video through *Google Drive* or bring it in a USB flash drive. For their partners to give feedback to them, the teacher has printed and laminated *Whatsapp* emoticons which express different feelings. Three different random students each time are asked to pick one or more cards according to their opinion on their partner's performance in the video. Once they make their choice, they have to justify it by saying a few words.



THIRD TERM

5.  **10 PHOTOS TAG**

A. BEFORE DOING THE PROJECT

Guidelined as indicated in project 1.

Topic: DESCRIBING 10 MEMORABLE PHOTOS

Level: 1st ESO (7th grade)- Half of the group

Timing: 2 1 hour-sessions to do the project in class

1 week to prepare the *PowerPoint/Google Drive* presentation at home

1 session to present it and evaluate it

Approach: Individual work

Objectives:

- To round up the unit
- To describe 10 memorable photos
- To describe specific vocabulary on memories

- To put into practice the past simple and the past continuous
- To put into practice the present simple and the present continuous
- To share with the others and get to know them better

Key competences:

- Linguistic communication
- Social and civic skills
- Learning to learn
- Autonomy and personal initiative
- Interaction with the physical environment

Instructions:

- Written paper: how they should develop their pieces of writing
- PowerPoint* presentation: how they should prepare the *PowerPoint*

Evaluation:

- Written paper: 50%
- *PowerPoint* presentation: 50%
- Peer evaluation after the presentation

B. WHILE-DOING THE PROJECT

Students are told that they have to think of ten personal pictures about different moments in their lives. In their descriptions, they have to include where the photo is taken, how old they are, what they are doing and why that photo is special for them. They have two sessions to do it with the teacher monitoring them and a week to prepare the *PowerPoint/Google Drive* presentation at home.

C. AFTER DOING THE PROJECT

In class, they show the *Powerpoint/Google Drive* presentation which includes the ten photos. They have to deliver the presentation without reading from the text that they have previously written. After each oral performance, two or three different students are chosen at random each time and given the role of judges. They have to make comments on the presentations.

6.	YOU HAVE 10 SECONDS	<u>10 SECONDS CHALLENGE</u>
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A. BEFORE DOING THE PROJECT

Guidelined as indicated in project 1.

Topic: GIVING ORDERS AND CHALLENGING PEOPLE

Level: 1st ESO (7th grade)- Half of the group

Timing: 3 1 hour-sessions to do the project in class
1 session to present it and evaluate it

Approach: Individual and pair work

Objectives:

- To conclude the academic year
- To give orders
- To challenge the others
- To revise all the vocabulary of the year
- To put into practice all the grammar structures seen along the year

Key competences:

- Linguistic communication
- Social and civic skills
- Learning to learn
- Autonomy and personal initiative
- Interaction with the physical environment

Instructions:

- Written paper: how they should develop their pieces of writing
- Performance: how they are going to challenge the others

Evaluation:

- Written paper: 50%
- Performance in class: 50%
- Peer evaluation after the presentation

B. WHILE DOING THE PROJECT

After having read and understood the instructions of their last project, students are requested to think about 10 challenges. They all have to include English language learning aspects such as grammar, vocabulary, reading or listening comprehension. While doing this, students are not only following the English syllabus but also becoming aware that English is a language of communication as their mother tongues, Catalan or Spanish, are.

They are given some examples to illustrate what is meant by writing challenges. They have to start all their commands by *“You have 10 seconds to...”* and then give an order such as *“Name 8 words in English beginning with A-; Translate into English ‘M’encanta ballar’; Draw someone wearing a swimsuit and goggles;”* or *“Sing the chorus of a Justin Bieber’s song”*.

Once they have written their 10 challenges, the teacher corrects them. After that, they can copy them into small pieces of coloured paper. The fast-finishers are in charge of decorating the box where all the papers are deposited on the oral performance day.



C. AFTER DOING THE PROJECT

All the papers are put into the box. Then, students are paired up at random. Each student has to take a coloured-paper and read the message aloud. Once the adversary has understood the task to do, the teacher sets the countdown timer to make sure that all the participants have 10 seconds for that. Each student has to face 5 challenges.

The names of the students who succeed in the challenge are noted down on the whiteboard. Later, they will compete with the other winners. Finally, there is a winner in each half of the group. After each performance, the other classmates, who are spectators, give their opinion on their peers’ achievements and failures.

As it has been portrayed in this article, English is a school subject whose contents can easily be reflected in daily life actions and life in general. From there, these contents can be easily turned into very meaningful tasks for students. When students are familiar with what they are doing, teachers turn English into a more friendly and approachable matter for all. From my view, when we make our students feel closer to English, they become fully aware of its importance, and enjoy learning it the most.

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A Project for Broadcasting TV News in the EFL Class

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It is quite common to find teachers who, after teaching EFL for long, keep on doing the same activities year after year. The reason is that they simply know that they work well. Personally, I define myself as being creative and enterprising when working, and I find it boring to always do the same in class. Thus, I try to come up with new ideas and think of innovative projects. Although, sometimes, at the beginning, one may think that they may be difficult to put into practice, the truth is that, in my experience, they have worked very well and met the goals which I had originally aimed at.

I like projects which are challenging for students, through which students **have fun** learning English and most importantly, which teachers can easily **adapt it for students** with special needs and with a lower level of English too. When I first put it into practice “A Project for Broadcasting TV News in the EFL class”, I had a group of students in audio-visual vocational training. The project worked pretty well. When I did the project again, two years later, with a group of 6th graders, it was even better. At present, I am also carrying it out.

“A Project for Broadcasting TV News in the EFL class” can be implemented in junior high school, secondary education and vocational school. Although it might sound a bit complex since there are many implied areas, for instance, social sciences, linguistics and technology, it is actually **easy to set up, develop and assess**. This practical and descriptive project focuses on **creating a TV News programme** with the students. After taking any of the existing TV news as a starting point, students have to simulate a newscast, which is meant to be a **communicative activity**, real and close to them.

This project exemplifies learning English in class with a glance to the real world outside. It makes students realize that English in the classroom is not just a school subject; it is a means of communication. Students become aware of the need to communicate through language, and therefore, that **learning English** as a foreign language does not only take place inside the classroom but also **outdoors**: in the playground, in the auditorium and in other school facilities.

The project is flexible and suitable for all levels since it can be easily adjusted into the academic English syllabus. All students are provided with language patterns such as linking words for their written papers and oral presentations. TV news programmes can help the teacher accomplish grammatical and lexical goals. For instance, students put into practice several verb structures such as the present tense in interviews, they use the simple past to describe past events as well as they learn vocabulary about the television, and specific areas such as sports, the weather...

As usual, there may be students who do not actively participate in class. I have observed that this type of project makes them **participate** and **talk in public** because they are all assigned a relevant role in the newscast and this reinforces their self-confidence. Once more, the more we promote these kinds of activities, the better, because the bottom line is that students become protagonists of their learning process while they learn a language for communication.

Since the project involves the four language skills, the written part and the oral part become a whole. After students write their short texts (which will end up being presented orally in the newscast), the teacher helps students improve them in terms of accuracy, grammar, coherence, and lexical complexity. Once the texts have been accepted, the teacher helps them with pronunciation.

As indicated earlier, the language which students are to produce is based on the syllabus. However, vocabulary, sometimes, depends on the students' text contents. The teacher is expected to monitor students at all times, and balance out the lexical level of difficulty. That is done according to the pedagogical needs and the students' expectations. The teacher guides students, and helps them with the logistics to keep them on track and ensure a successful and enjoyable TV programme.

Students are satisfied with their hard work both during the training and when they see the programme edited and screened. In the last session, while students celebrate their performance and their accomplishment, I enjoy seeing that. Additionally, I am also delighted to check their improvement with regards to **new technologies**, along with their usage of **microphones and headphones**, a large variety of **general and specific prompts** to set the TV news atmosphere, and, last but not least, corresponding **outfits** and **make-up**. I also feel grateful because they have all kept **motivated** throughout all the stages of this **didactic** and communicative project.

From my experience, I would not suggest doing this project in the first term because the teacher needs to have the first term to prepare the students for the written part. Since they need to discern different text typologies, the teacher should pre-teach the structure of the texts beforehand and ensure that students will know how to focus their written production in the following term. When doing the project in the second or third term, the teacher knows also the students better and, of course, that helps the teacher monitor the work groups closely which becomes very functional. This article is divided into nine sections:

- **OBJECTIVES**
- **OVERVIEW OF LESSON PLAN**
- **SESSION 1 AND 2: GETTING ENGAGED IN THE PROJECT**
- **SESSION 3: WRITING THE PIECES OF NEWS**
- **SESSION 4 AND 5: THE MAKING-OFF**
- **SESSION 6 AND 7: THE REHEARSAL**
- **SESSION 8: BROADCASTING THE TV NEWS IN THE EFL CLASS**
- **SESSION 9: EDITING THE NEWS**
- **SESSION 10: ASSESSING THE PROJECT AND ASSESSMENT CRITERIA**

The first two sections present the general objectives and the overall lesson plan. The following seven sections detail the development of the project along ten sessions.

OBJECTIVES

“Broadcasting TV News in the EFL Class” does not only deal with cross-curricular contents but also gathers most of the well-known **key competences** ([Competències Bàsiques](#), pp.7-8, 2015), which are officially pointed out with regards to the curriculum and compulsory secondary education. The project involves seven of them:

LINGUISTIC COMMUNICATIVE COMPETENCE

Reading (To follow written guidelines to present a piece of news; to be familiar with different text typologies: articles, interviews, summaries and reports; to distinguish between formal and informal register; to understand specific vocabulary about media)

Writing (To elaborate a piece of news with cohesion and coherence; to produce different text typologies: articles, interviews, summaries and reports; to use specific vocabulary about media)

Listening (To understand several pieces of news: monologues, dialogues and interviews; to listen to real journalists and take them as an example; to understand specific vocabulary about media)

Speaking (To present the news; to describe recent events; to interact with a partner when doing an interview)

AUDIO-VISUAL DIMENSION

- To be able to communicate by using audio-visual language and technology

ARTISTIC AND CULTURAL COMPETENCE

- To have fun while performing as actors
- To consider artistic fields such as television, radio, cinema and theatre a way to understand the world

COMPETENCE IN PROCESSING INFORMATION AND USE OF ICT

- To do research using new technologies
- To decide what information to rely on in order to elaborate their texts with a critical attitude

LEARNING TO LEARN

- To realise how the learning process is developed
- To become aware of their knowledge and creativity

AUTONOMY AND PERSONAL INITIATIVE

- To foster students' autonomy
- To work deeply on their area of interest

COMPETENCE IN SOCIAL SKILLS AND CITIZENSHIP

- To do cooperative work and learn from the others
- To help students with special needs

OVERVIEW OF LESSON PLAN

The following grid presents the number of sessions, the type of tasks, a brief description of the activities in the task, and their distribution and timing.

Sessions	Type of task	Task	Timing
1 GETTING ENGAGED	Introduction	Watching the BBC News and a warm-up activity to attract the students' attention	40'
	Introduction	The teacher explains the project so that students can start thinking about what they would like to work on for the next few weeks	20'
2 GETTING ENGAGED	Introduction	Students choose the topics and are divided into groups. Roles are assigned	20'
	Introduction	Students start designing and writing their pieces of news. (They can look for samples online)	40'
3 WRITING	Development	Students elaborate their pieces of news	60'
4 MAKING- OFF	Development Analysis Assessment	Writing their pieces of news. The teacher will have a look at their tasks and s/he will set a first mark	60'
5 MAKING- OFF	Development	Students create support materials (e.g. posters, visuals, audio such as theme music...)	60'
6 REHEARSAL	Development	Students rehearse both individually and in groups	60'
7 REHEARSAL	Development	Students rehearse the full TV programme	60'
8 BROADCAST	Development	Broadcasting the TV News and recording	60'
9 EDITING THE NEWS	Development	In groups, students use their computers in order to edit the recorded files	60'
10 ASSESSING THE PROJECT	Assessment	The students' representative, for example, hands in the final edition of the TV News to the teacher and students watch it in class	25'
	Assessment	The teacher gives them feedback (individually, as a group, as a class). Students <i>self-assessment</i> and <i>peer assessment</i> too	35'



Session 2: Designing the piece of news



Session 4: Re-writing the news (after the teacher's feedback)



Session 5: Visuals for the weather forecast



Session 6: Rehearsing. TV News Presenters



Session 7: Rehearsing the weather forecast



Session 8: Broadcasting the News. Title page for the programme



Session 9: Editing the news



Session 10: Watching the TV News in class

(Note: All images have been granted written permission by the students' families).

SESSION 1 AND SESSION 2: GETTING ENGAGED IN THE PROJECT

SESSION 1 begins with a lesson on media so that students become familiar with the project. They usually watch a piece of BBC news and I ask them not only comprehension questions but also aspects related to what we watch on television, like the news which are being broadcasted at the time of preparing the project. Then, I ask them how often they watch the news, what their favourite channels are and what types of programmes they watch, and whether they would like to appear on TV. Other questions can be added. At the end of the lesson, I explain to the students what the project consists of. By the end of the session, the students start being engaged in the project.

SESSION 2 is already devoted to the project. First, each student needs to decide an area of interest. They all need to **choose one of the** following **topics**:

- a) Culture
- b) Economy
- c) Environment
- d) Health
- e) Politics
- f) Social
- g) Technology
- h) Tourism
- i) Curiosities
- j) The weather
- k) Sports

Once students have already chosen their topic, the teacher tells them to sit down in groups and right after that, students **decide their roles** within their group. Depending on the number of students in class, the number of topics may vary. However, all students have to participate. The teacher helps them divide their tasks if necessary. These are the roles which I present my students:

- a) Presenters
- b) Journalists / Interviewers on the set
- c) Interviewees
- d) Journalists on the spot
- e) Reporters on the spot
- f) Testimonies/ Witnesses
- g) 1 Sports reporter
- h) 1 weatherman forecast
- i) Extras (In case a student specially asks to perform as someone famous or when another press person has not been mentioned)

Besides these roles, the two **students' representatives** who are elected by the class group at the beginning of the academic course have got one task to do, and keep in mind until the very end of the project: they will be in charge of the recording on the given date as well as responsible for transferring the video files to the groups so that they can edit the news programme. They also hand in the final project to the teacher.

Next, students have to choose the specific piece of news which they are going to present. In order to do this, they are able to use computers, read articles from existing online newspapers and take them as an example. From their own research, students decide what information

they need to start designing their pieces of news. Half of Session 2 is used to make students do outlines, organise the main information and divide it into paragraphs. While doing this, they get ready for the following session which is fully devoted to writing.

SESSION 3: WRITING THE PIECES OF NEWS

Section 3 focuses on the development of the project. From now on, students focus on their individual tasks. Basically each student writes one piece of news. This may belong to different **text typologies**, depending on the role and topic which they have chosen. If they have decided to be interviewers, students work on a **dialogue**; if they are reporters, they write a **monologue**; if they are journalists, they present their **article**; if students are sports journalists they have to do a **summary** of a sports match.

Since the whole class needs to effectively work in the same direction to broadcast the TV news programme, students receive **specific writing instructions** that, at the same time, help them achieve the main objective. They are as follows:

- Students should look for catchy titles so as to capture the audience's attention.
- Students should think in English when writing: their texts must not be literally translated from Spanish and Catalan. They must produce written pieces of writing modelling language structures which they learn in class.
- Inventing words is not allowed. So when students do not know a word, they must look it up in the dictionary. If necessary, they can also ask the teacher.
- The presenters always introduce each of the sections of the TV news programme. Journalists, reporters and interviewers need to meet with them to decide the order of the news in the TV programme.
- The presenters need to coordinate the TV News and agree on the order of the pieces of news. They also need to meet with the groups to know what their news are about.

Despite the fact that the project is designed as an oral and communicative activity, it is essential to **devote some time to accurately write** the pieces of news before presenting them. Each student must ask for **text correction** either during class-time, either before the next session or during the session itself. **Students are required to re-write their texts without mistakes.** Emphasizing that the students' pieces of news must be corrected before learning them is relevant because the teacher can both monitor the whole class and check each students' individual work too.

Although oral skills should be developed without writing notes down and without learning them by heart, in my experience, at times, writing them down becomes especially helpful for those students who either have a low level of English or low self-confidence when speaking in public. We must be aware that sometimes some students may start memorizing the text without really understanding what they are to say. It is important that these students are soon tutored by the teacher so that they can be guided into their understanding, while they are also helped by their classmates.

Their private teachers and parents can always be helpful as long as these students' written texts are only produced by the students themselves, and according to class models. Since all students need to be aware of what they explain and their learning needs are to be met in a

meaningful way, the teacher provides them with some **language patterns** which they can use in case they become blocked. They all learn linking words and model sentences such as *anyway, in other words, this is to say, all things considered...* in order to clarify their speech, help them improvise or move onto the following topic if necessary.

Assessment also begins here since students have their texts written and the teacher gives them feedback which is useful for them to rehearse the performance with texts without errors. From the students' **written work**, the teacher sets an individual mark which goes from 1 to 5 and covers grammar, vocabulary, coherence and overall impression. This is all part of the assessment chart which I use for this project, and which is fully described when presenting SESSION 10.

SESSION 4 AND 5: THE MAKING-OFF

At this point, the activity is being carried out; most students have already received individual feedback on their writings while others may not have received it if they did not hand it in the previous session. In this case, the teacher corrects their texts in class while the rest of students continue doing their work.

It is important to emphasize that **before rehearsing**, students are expected to **sound natural**. They have the possibility to check the pronunciation of the words which they do not know beforehand. They enjoy online dictionaries such as *WordReference* (<http://www.wordreference.com/>) and the *Cambridge Dictionary* (<http://dictionary.cambridge.org/>). The presenters are also told that they need to establish **eye contact** with the audience. They cannot just be looking at the classmates. Reading their notes is not allowed either.

Students also have the chance to be original and share their opinions so that they can all make use of them. In one of my previous experiences, some students came up with suggestions such as using a title page to begin the news, using a cover image for each section and using real theme music during the news (E.g. CNN's logos), showing "real" weather forecast images and maps, and designing maps and posters with the help of the computer.

SESSION 6 AND 7: THE REHEARSAL

At this point, students rehearse their piece of news both individually and with their partners. Since two sessions are planned for rehearsal, students can practise long to ensure that they do it right when time for recording the scenes comes. Since the next session is the key day, students must get ready. They must be reminded that they cannot forget what they have already brought to the rehearsal sessions: clothes, sports items, and all sorts of general and specific prompts.

In case they dress up like real presenters, journalists or witnesses on the spot, they need formal dress code such as blazers, suits and shoes. If they are meant to be sports players, a soccer ball, a tennis racket and sport clubs' equipment may be expected. A microphone for the interviewers, posters, cosmetics for their make-up and a memory stick with their presentations may help them too.

SESSION 8: BROADCASTING TV NEWS IN THE EFL CLASS

Some students may be a bit nervous while others are really confident. Students go to the changing rooms of the school gym to get changed and put on make-up. A maximum of ten minutes is allowed. Despite the novelty of recording in class and excitement, the environment is calm. Students have seriously worked on the project and they have been closely monitored by the teacher. Therefore the teacher should not interrupt the students while simulating their newscast; they have planned the TV programme in advance and the project is going to be properly developed. Students get observed.

Students also know how the class is organised before broadcasting the TV News. My groups agree on having the **presenters in front** of the blackboard while the rest of **students stand up** until they perform. This is so not to make noise when pulling out chairs, and to avoid wasting any time. At the same time, this helps student keep focused on their programme. Meanwhile the presenters sit down and remain in their place through the whole recording. Since they are the link to all the presentations, the students performing as journalists and interviewers remain quite close to them to facilitate the recording. As students finish their presentations, they sit back in their place.

As a whole, students are aware of the importance of keeping **silent** during the recording, not only out of respect, but also to ensure that the video cameras record the students' voices. Yet, once students have already performed their part, they tend to whisper and comment how it all has gone. This is not a problem because the next group is about to start and the whole group gets ready again. Once the TV news programme finishes, I ask my students to tidy up the classroom. After that, students are allowed to go back to the changing rooms.

SESSION 9: EDITING THE TV

Students work on the TV news edition. Students can bring their own **laptops** or the teacher can take them to the **computer room**. The students' representatives in charge of the recordings, transfer the files to the work groups so that they **edit the video** by sections. Students check the image, the sound and they can add some details such as the TV logo or subtitles with the names of the sections and the participants. "*Windows movie maker*" and "*Imovie*" are the most common video editors students have access to. "*Adobe premiere pro cc*" is also downloadable for a trial version. It is extremely important to accurately edit the TV news programme, and they are aware that they must hand in the final edition to the teacher before the deadline.

SESSION 10: ASSESSING THE PROJECT AND ASSESSMENT

Once the whole class has worked on the edition of the TV News and it has been handed in to the teacher, students are evaluated. Students are eager to see their **performance on screen**. Before proceeding with that, the teacher asks them to watch the full programme; then, the teacher gives them **feedback** as well as their final mark and finally, students engage in their own self-assessments, and also they listen to their classmates' opinions.

The student’s assessment is based on a **rubric** that I designed for projects. It takes into account a series of aspects which can help the teacher be objective. This rubric focuses on seven categories and four different grades to measure the students’ performance. Categories are divided into four parts: from regular to outstanding, and, at the same time, they count on a numerical mark from 1 to 5. The different areas are circled.

You may notice that the rubric does not consider the students’ weaknesses much since there is only one column which stands for the poor performance and **three positive parts** which all students pass. This type of grid focuses on what students learn rather than on their mistakes and, as a result, it aims at encouraging students to keep on learning by **considering their strengths** instead. Students are shown the chart below:

Student’s name				
	REGULAR 1-2	GOOD 3	EXCELLENT 4	OUTSTANDING 5
SPEAKING	Reading the notes or just memorized	In a relaxed manner	Relaxed and rehearsed a lot	Really fluent and accurate presentation
FLUENCY	Too many pauses	Some short pauses	Few (if any) pauses	Intentional pauses
PRONUNCIATION	Difficult to understand. Too quiet to hear.	Needs further practice.	Easy to understand. Appropriate tone.	Clear. Very easy to understand.
GRAMMAR	Too many errors. Lack of cohesion.	Some grammatical errors.	Few errors. Errors occur when more complex structures are attempted.	No errors. Few errors occur when more complex structures are attempted.
VOCABULARY	Too many errors.	Some errors or incorrect usage.	Few errors in usage.	Use adequate and complex vocabulary.
CONTENT	Poor content. Lack of cohesion or coherence.	Facts explained but content is incomplete.	Good content. The text is cohesive and coherent.	Relevant information is given. Very good content.
OTHER ASPECTS	No extra support.	Extra material. Some images.	Extra material. Use of visual supports.	Extra material. Use of visuals and other resources.
				MARK: / 35

When the TV News is about to start, I have the rubrics ready on my desk. As the performance goes on and while each student is performing, I start evaluating the students whose scene is on. Since there are seven categories, I get a total of seven blocks circled. Each block corresponds to one score from 1 to 5, so I count the marks given to each one and I add them up. The result cannot exceed 35. According to the grade they get, the teacher sets a mark. It is essential to take into account the previous written mark before telling students their **final mark**.

As shown in the chart there are students, whose score is between 8 and 14, and they can either fail or pass. If the student gets a regular grade both in the project and in the text, the student fails. If s/he has a satisfactory grade in the writing part but fails the project, the student might still get a pass. The whole scoring spectrum is shown next:

SCORE	GRADE		MARK for their school reports	
1 – 7	Poor	FAIL + unsatisfactory written text	0 – 2,9	<i>Insuficient</i>
8 – 14	Regular		3 – 4,9	<i>Insuficient</i>
8 – 14	Regular	PASS + satisfactory written text	5 – 5,9	<i>Suficient</i>
15 – 21	Good		6 – 6,9	<i>Bé</i>
22 – 28	Excellent		7 – 8,9	<i>Notable</i>
29 – 35	Outstanding		9 – 10	<i>Excel-lent</i>

Later on, the teacher asks the students to use the same rubric on the screen and evaluate their own work. They can write down what their strengths and weaknesses are and count the scores to know the grade which they would give themselves. **Self-assessment** in this project is a useful tool for students to revise their skills, be realistic and become aware of their own learning process.

Right after that, students have the chance to raise their hands and give their opinion about their classmates' performance. **Peer assessment** here also helps them be critical because they need to be fair and honest with their partners and, at the same time, they can learn from one another. **Assessment as a whole** rounds up this inclusive project, which calls students' attention too.

In my experience, this comprehensive oral and written project has been a **flexible and communicative key to motivate students** since they willingly **collaborate** in it, and work on their areas of interest. While having a great time, they work with their friends, which gives all students the opportunity to focus on what they may like the most, while they also follow specific guidelines. The whole process enables them to **make the most of their language learning process** because students become the protagonists. The teacher is the guide, and while closely monitoring students in their learning journey, enjoyment and success for both parts are granted during the process and at the end. Further references have been included.

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Benefits of Moodle by Skills for EFL Classes

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Moodle stands for modular object-oriented dynamic learning environment ([The Tech Terms Computer Dictionary](#)). Being a free software system, having easy-to-customize features, and being based on educational principles, it has been very much used in e-learning since it was released in [2002](#). It was created by Martin Dougiamas, an Australian pedagogist and computer science expert.

In 2006, in an [interview](#), he referred to an initial personal teaching/learning experience as a self-learner. That is at the basis of *Moodle*. As he had grown up in the Australian desert, he had been enrolled in [The School of the Air](#). He had been schooled with the help of teaching materials that were taken to him by plane, far-away located teachers and the radio. When he devised *Moodle*, he applied social constructivism to online learning, turning it into the open source software learning platform which it is.

As its founder and CEO, in 2015 he presented [“Some reflections about where Moodle is at”](#), and explained that *Moodle* enabled activities to happen, becoming very usable and accessible. He also added that he viewed *Moodle* as an operating system, which could enable individuals to create the necessary tailored learning tool for a given teaching and learning environment *“from the smallest home school up to the largest University”*. Additionally, he acknowledged what he calls *“a whole ecosystem of developers that have created hundreds of plugins, integrations and techniques”*.

He also defined the *Moodle* way of working as follows: *“Ultimately it comes down to building workflows of giving information to the student to start learning, allowing them to express what they learned to other people and use their knowledge in practical situations, and then receiving good quality constant feedback on these expressions so they can continue to improve and consolidate knowledge into their long-term memory and overall thinking”*.

Dougiamas explained that he was focused on facilitating support service to educational institutions. He pointed to free community resources, which are available at <https://moodle.org/>, as well as to a network of [Moodle partners](#), entitled to provide detailed support in specific blended or learning situations.

In 2016 he was awarded an [honorary doctorate](#) at [Universitat de Vic](#). Beyond the technological and pedagogical value of his vision and creation, he was described as a man of integrity, who was also generous, humble, and innovative. When I started to implement *Moodle* in my EFL classes, I was also its school administrator, since at that time I was the school pedagogical coordinator, and, therefore, I was in charge of taking it to the institution.

From such a position, I looked for teacher training courses for all the staff to get started. And we have been trained on it along different years. I do not teach distance learning or blended courses, but I had taught online English at the IT school (98-99, 99-00) at the [Universitat Oberta de Catalunya](#), when it had just started. I had also designed and taught the first EFL

virtual teacher training course for [ICE](#) at the [Universitat de Barcelona](#): *Assessorament Virtual Didàctic* (00-01, 01-02, 02-03), which included a virtual board, a didactic clinic, and a forum.

Counting on that experience, seniority, and my own training in *Moodle*, I analyzed what both my students and I needed from such a learning management system. My objective was to optimize *Moodle* the most so that it could easily be integrated within the Official Language School system, the in-session classes that I was teaching, and my teaching methods. I had to balance work between on-site face-to-face classes, and classroom work too. Online teaching and learning were not part of the kind of course which my students attended, but virtual teaching and learning through *Moodle* could become very practical tools for all involved.

Adult students sometimes need to miss class because of their jobs: getting a new job, going on vacation, becoming sick, having to take care of a relative, moving to a different location for academic reasons or else. Whether the students' personal situation is occasional, temporary, or quite permanent, it must be taken care of as soon as it starts. Students know that they need to and are entitled to a final exam, since continuous evaluation is not applied, and that is their chance to show what they have learned and to move forward to the next levels.

Despite my students not being enrolled in virtual courses, I still wanted *Moodle* to become a very familiar and easy-to use teaching and learning tool for them. Since my first year implementing *Moodle* as an aid, my students have been started in *Moodle* on the very first class session, at the computer room. On that day, after having welcomed them, and presented the course, I have asked my students to log in. I have explained to them what it is like, what it has for them, and how they can use it right away. When I designed the contents to be included in my *Moodle* class, I divided them into what I visualized as **PART 1 and PART 2**:

PART 1

AN INITIAL BLOCK

INCLUDING A COURSE WELCOME, AN INVITATION TO INDIVIDUAL INTERVIEWS, AND ALL THE TEACHING METHOD MATERIALS ALONG WITH THEIR KEYS

It was divided as follows:

A/ The first class

This part included a welcome note, the first day presentation, the class calendar and the school calendar.

B/ Complementary materials related to the course book: the *OUP English File 3rd edition*

It was divided in 3 sections:

- The **first section** included **student i-tutor instructions** which I prepared for them to get started with the complementary material, and the teaching method **entry checker** corresponding to the previous year, including with the key. This way, students were technically helped to begin, and had the chance if they wished to, to review the previous level.
- The **second section** included the **keys to** several linguistic areas in the book: **Grammar bank, Vocabulary bank, and Revise and check tests** in between units. Providing them to the students on the first day made them aware that they did not necessarily need to be in class for corrections. That could help them if they missed class or wished to advance in their learning progression, and allowed me to skip some class corrections

in class to benefit other in-session class activities.

- The **third section** contained all the **extra grammar worksheets, vocabulary worksheets, and communicative activities**, corresponding to the teaching method. They all had their **keys**. It also included **general final exam guidelines**, as a reminder for interviews whenever necessary.

PART 2

THIRTEEN MODULES

ARRANGED BY SKILLS AND EFL AREAS

It was divided as follows:

- | | |
|-----------------|---------------------|
| - Grammar | - Practical English |
| - Speaking | - Games |
| - Listening | - Weblinks |
| - Writing | - Festivals |
| - Reading | - Songs |
| - Pronunciation | - Movies |
| - Vocabulary | |

Their learning components became a useful tool in my in-session courses, since they could easily serve different purposes:

- To complement the teaching
- To complement the students' learning
- To extend the teaching
- To extend their learning
- To provide remedial work
- To promote self-access learning since keys were provided
- To promote student-student interaction
- To promote teacher-student interaction
- To promote group-teacher interaction

As indicated earlier, I introduce *Moodle* to my students in the first class. On that day, students are reminded that the course is not virtual, and I ensure that they get acquainted **with PART 1: THE INITIAL BLOCK**, where they are to find (besides the course welcome and an invitation to individual interviews with me at any time), all the teaching method materials which are going to be used in that school year, and most importantly, along with their keys. **THE INITIAL BLOCK** is a very practical and immediate connection tool for students who either miss that first class; for those who show up in class for the first time at different times of the school year (because they have not been able to attend it for different reasons, one of them being that they have been transferred from another school); and, of course, for students who may need to be absent from class for certain periods of time and need to continue learning English as a foreign language.

On that very first class, I also present an overview of **PART 2**, the following **THIRTEEN-MODULE BLOCK**, arranged by skills and EFL areas, and what their language teaching and learning purpose is. They browse through them. And I tell them that I will specifically guide them along the modules sections as the course advances. Students understand that they are responsible for their use of materials and teaching/learning of what is being offered, be it remedial

work in an area where they may need more practice, or in case they want to advance in certain skills, and aim at learning interactively about other areas of interest.

Some students just go ahead and do the practices which they think that they need to at a certain time; others, upon observing their partners, ask for an interview with me to be specifically guided, and meeting dates are arranged where they point to their progression, and possible needs. Students anticipating to long absences are encouraged to devise a study plan through the extensive **Moodle Book practices and skill materials** which Part 2 offers. Once they are ready, they present it to me in an interview, and their teaching /learning itinerary gets started.

In my experience, *Moodle* has been found useful by my students, and they have enthusiastically followed it. I enclose next a screenshot of one of the most thorough student **feedback commentaries**. It includes references to its **fundamental role in English learning**, its **well-structured layout which facilitates consultation**, and its **large and useful amount of information which one can choose from**. The student points to the relevance of **Part 1**, with **documentation supporting the textbook**, and **keys** which immediately help consolidate learning, advance in comprehension, and use the new language correctly.

About **Part 2**, she explains that it is divided into **5 main blocks, including exercises, reviews and links to other websites for further study** of each part of the language (**grammar, speaking, listening, writing and reading**). Finally she refers to the **remaining seven blocks: pronunciation, vocabulary, practical English, weblinks, festivals and songs**. She also **thanks the teacher for her time and dedication to complete the course** with all these materials. She finally adds that it is impossible to use them all, because of lack of time, but enhances the fact that there they are, being available for whoever may want to use them, and can do so. She summarizes it all as a **luxury**.

Charo P. 19:08 (fa 23 hores) ☆ ↶ ↷

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Hola Lourdes, aquí tienes mi visión y Feedback sobre Moodle que me pediste:

Moodle 3rd Level English by Lourdes Montoro

Personalmente, encuentro muy útil el contenido de Moodle. Es Una herramienta fundamental para mis estudios de Inglés.

Lourdes, además, lo tiene muy bien estructurado por bloques que facilita enormemente su consulta y con muchísima información que se puede aprovechar en su totalidad y/o seleccionar en función de las ganas y del tiempo disponible.

El primer bloque es el general; incluye la presentación, calendario y toda la documentación que apoya el libro de texto: keys of Grammar Bank, Vocabulary Bank and Revise and Check Tests. Además está subido todo el material complementario que la profesora da en clase con las soluciones correspondientes. Esto facilita mucho la autocorrección inmediata para poder consolidar los conocimientos adquiridos y poder avanzar en la comprensión y utilización correcta del idioma.

A continuación hay 5 bloques fundamentales: Grammar, Speaking, Listening, Writing and Reading. Cada uno de ellos incluye; ejemplos, ejercicios (con soluciones), revisiones y links a otras webs para un mejor estudio y práctica de cada una de las partes del idioma.

Y por último 7 bloques más: pronunciation, vocabulary, practical english, weblinks, festivals, movies and songs.

Yo estoy muy agradecida a Lourdes por su tiempo y dedicación a completar su curso con todo este material. Lamentablemente con la escasez de tiempo disponible es imposible utilizar estos recursos al 100 %, pero ahí están para quien quiera y pueda hacerlo. Un lujo.

Next there are parallel screenshots corresponding to two *Moodle* classes of mine in two of my EFL courses: elementary level and intermediate level. The method which I use follows *English File* Third edition. The general *Moodle* organization presented above can be seen at a glance.

<p>If you miss class, please check the following documents***. All the best, Prof. Lourdes Montoro</p> <ul style="list-style-type: none"> News forum 1st Day Presentation 1st - Class Calendar (Readers...) 1st - General School Calendar ***1st - BOOK - STUDENT I-TUTOR - INSTRUCTIONS ***1st - BOOK - Grammar bank (pp. 124-147) - KEY ***1st - BOOK - Vocabulary bank (pp. 148-164) (KEY) ***1st - BOOK - Revise and Check Tests - KEY ***1st - BOOK - Extra grammar worksheets + KEY ***1st - BOOK - Extra Vocabulary worksheets + KEY ***1st - BOOK - Extra Communicative activities (in pairs or groups) ***FINAL EXAMS- PRACTICE (2nd term: Please contact your teacher if you cannot attend class) 	<p>Dear students,</p> <p>the documents just below will help you get started, get organized, and follow the course. If you cannot attend class, they will be very important***. Please contact me asap if you need help. Thanks</p> <p>Have a great school year!</p> <p>Prof. Lourdes Montoro</p> <ul style="list-style-type: none"> 3rd level - 1st DAY PRESENTATION 3rd Level - Class calendar (Readers, exams...) 3rd level - General school calendar 3rd level - FINAL EXAM - MODELS PER CERTIFICACIÓ I INSTRUCCIONS ***BOOK - ENTRY CHECKER - KEY ***BOOK I-TUTOR (Instructions to use it) ***BOOK - GRAMMAR BANK (p.p. 132-151) - KEY ***BOOK - VOCABULARY BANK (p.p. 152-164) - KEY ***BOOK - REVISE AND CHECK TESTS (Units 1 to 10) - KEY ***BOOK - GRAMMAR WORKSHEETS WITH KEY ***BOOK - VOCABULARY WORKSHEETS WITH KEY ***BOOK - COMMUNICATIVE ACTIVITIES (Speaking in pairs or groups) WITH KEY ***FINAL EXAM PREPARATION - Contact your teacher if you cannot attend class News forum

1.

GRAMMAR

-  BOOK - Grammar (Beginner)
-  BOOK - Grammar (Elementary)
-  GRAMMAR SUMMARY
-  BASIC GRAMMAR (From elementary to pre-intermediate)
-  FINAL EXAM - BOOK - REVIEW (Grammar, Vocabulary, pronunciation)
-  FINAL EXAM - BOOK TESTS (Grammar, Listening, Reading, Speaking, Writing)
-  FINAL EXAM - MULTIPLE CHOICES
-  FINAL EXAM - Clozes
-  FINAL EXAM - Open clozes
-  FINAL EXAM - PREPOSITIONS - REVIEW

1.

GRAMMAR

-  2nd LEVEL - EXAM REVIEW (Multiple choice + Verbs)
-  Grammar review (1st and 2nd level): 2 docs
-  GRAMMAR REFERENCE- Described in Catalan
-  GRAMMAR REFERENCE - in English
-  BOOK - Grammar and Vocabulary (Entry test)
-  BOOK - Grammar (Interactive)
-  BOOK - Text builder (Interactive)
-  Perfect your English grammar
-  15 tests + Mid-test + Final test (with keys)
-  English Grammar in Use (cross reference)
-  FINAL EXAM - Bits and Pieces (Basic points in Final Exam)
-  FINAL EXAM GRAMMAR PRACTICE - 9 Exams + Keys

2.

SPEAKING

-  ENGLISH -SPANISH EXCHANGES
-  FINAL EXAM - PRACTICE - Pictures and models
-  FINAL EXAM - BOOK REVIEW - Questions
-  FINAL EXAM - 1st year basic questions
-  FINAL EXAM - Some examples of roleplays
-  FINAL EXAM - Examples of Dialogues
-  ADDITIONAL ROLEPLAYS - PAIR WORK (PACK)

2.

SPEAKING

-  ORAL EXAM - 3 parts - Basic Instructions
-  FINAL EXAM - Video with instructions
-  FINAL EXAM SPEAKING PRACTICE- - Theory, procedure and 12 exams
-  MOCK EXAM AND FINAL EXAM - Instructions
-  Mock Exam practice - 4 exams
-  ORAL EXPRESSIONS - Picture, summary and opinion
-  ORAL EXAM - Useful expressions
-  FINAL EXAM SPEAKING PRACTICE - 8 Models
-  BOOK - Photos and Questions
-  ORAL EXAM - PART 1 (Pictures) 5-7 Group
-  ORAL EXAM - PART 1 (Pictures) 7-9 Group
-  Mock Exam practice - Texts to summarize
-  ORAL EXAM - Discussion practice
-  Questions - Fluency (through different topics)

<p>3.</p> <p>LISTENING</p> <ul style="list-style-type: none">  FINAL EXAMS - 12 LISTENING PRACTICES (with key and script)  Video sessions  ESL CYBER LAB  FINAL EXAMS - Last practices 	<p>3.</p> <p>LISTENING</p> <ul style="list-style-type: none">  2ND LEVEL REVIEW - 31 LISTENING PRACTICES - ALL VIDEOS  2ND LEVEL REVIEW - 31 LISTENING PRACTICES - Tasks and Keys - Except for 3, 4 and 8  2ND LEVEL REVIEW - 31 LISTENING PRACTICES - REVIEW - Keys to 3 and 8 (4 is not available)  COMPUTER ROOM - 20 EOI LISTENING EXAMS WITH SCRIPT AND KEY - To be printed for each session  CHRISTMAS ASSIGNMENT - 10 LISTENING PRACTICES (tasks, videos + keys)  COMPUTER ROOM - 10 VIDEO SESSIONS - January (To be printed out)  FINAL EXAM LISTENING PRACTICE - 9 Exams + Keys (With teacher in class)  CYBERLISTENING LAB - 22 Listeners with interactive exercises (Intermediate - A2B1)  EFL Smart blog (all levels with task) - Intermediate to Advanced  English Central Videos (with transcript) - Look for Level 3 and Level 4  ESL Cyber Lab (with tasks) - Look for Medium/Difficult  NEWS IN LEVELS  BBC - TV  CBS News  BASIC PRACTICE - 20 Podcasts (Scripts and videos)  Ted talks (over 1600 videos)
<p>4.</p> <p>WRITING</p> <ul style="list-style-type: none">  WRITING PRACTICE - Tasks  WRITING PRACTICE - Key 	<p>4.</p> <p>WRITING</p> <ul style="list-style-type: none">  FINAL EXAM - instructions  Writing Practice - 2nd level (Review + key)  BOOK - WRITING (p.p.113-121) - KEY  FINAL EXAM PRACTICE - Part 1: Story in the past  FINAL EXAM PRACTICE - Part 2: Letter or email  FINAL EXAM - LAST PRACTICES - Stories in the past + emails (6 pages)  FINAL EXAM - LAST PRACTICES - Functions of language (4 pages)  TRANSLATION PROBLEMS WHEN WRITING - 3 documents  Compositions - Videos and Tutoring contact
<p>5.</p> <p>READING</p> <ul style="list-style-type: none">  PROGRESIVE READING PACK (without activities)  READING PACK (With questions + key)  FINAL EXAM - Readings  FINAL EXAM - BOOK - 9 Reading practices 	<p>5.</p> <p>READING</p> <ul style="list-style-type: none">  3rd Level - OPTIONAL READERS (List) - 3rd term  1st TERM - OPTIONAL - 18 texts with vocabulary (Old texts + great English)  2nd TERM - OPTIONAL - 18 texts with vocabulary (Old texts + great English)  3rd TERM - OPTIONAL - 18 texts with vocabulary (Old texts + great English)  3rd TERM - OPTIONAL - A literary reading  3rd LEVEL - OPTIONAL - Readings on American culture  FINAL EXAM READING PRACTICE - 9 Exams + Keys  LAST FINAL EXAM PRACTICE (12 Reading Tests)

<p>6.</p> <p>PRONUNCIATION</p> <ul style="list-style-type: none">  BOOK - Pronunciation (Beginner)  BOOK - Pronunciation (Elementary)  BOOK - Audio words (Elementary)  PHONETIC SYMBOLS 	<p>6.</p> <p>PRONUNCIATION</p> <ul style="list-style-type: none">  BOOK - Pronunciation (Interactive)  BRITISH ENGLISH AND AMERICAN ENGLISH
<p>7.</p> <p>VOCABULARY</p> <ul style="list-style-type: none">  BOOK - Vocabulary (Beginner)  BOOK - Vocabulary (Elementary)  BOOK - Text buider (Elementary)  Vocabulary review 	<p>7.</p> <p>VOCABULARY</p> <ul style="list-style-type: none">  BOOK - How words work (Interactive)  BOOK - Vocabulary (Interactive)
<p>8.</p> <p>PRACTICAL ENGLISH</p> <ul style="list-style-type: none">  BOOK - PRACTICAL ENGLISH (Beginner)  BOOK - Practical English (Elementary)  BOOK - English for travelling 	<p>8.</p> <p>PRACTICAL ENGLISH</p> <ul style="list-style-type: none">  BOOK - Practical English (Interactive)
<p>9.</p> <p>GAMES</p> <ul style="list-style-type: none">  BOOK - Games (Elementary) 	<p>9.</p> <p>GAMES</p> <ul style="list-style-type: none">  BOOK - Games (Interactive)
<p>10.</p> <p>WEBLINKS</p> <ul style="list-style-type: none">  Language learning activities  BOOK - Weblinks  English made simple 	<p>10.</p> <p>WEBLINKS</p> <ul style="list-style-type: none">  BOOK - Weblinks (Interactive)  Black Friday - Origin
<p>11.</p> <p>FESTIVALS</p> <ul style="list-style-type: none">  Special holidays  Halloween card, vocabulary and history  Thanksgiving images, history and music  Christmas card, song (+ lyrics) and video 	<p>11.</p> <p>FESTIVALS</p> <ul style="list-style-type: none">  Celebrations around the world  Halloween  Disney Halloween - Background  Black Friday - Origin (Video + Key)  Thanksgiving worksheet and key  All I want for Xmas is you (Mariah Carey, J. Fallon and the Roots)... + Quiz  EASTER HOLIDAY

<p>12.</p> <p>SONGS</p> <p> Learning through songs</p>	<p>12.</p> <p>SONGS</p> <p> BOOK - 3rd level songs (Tasks + key)</p> <p> Learning English through songs</p> <p> Lyrics training (you need to register)</p>
<p>13.</p> <p>MOVIES</p> <p> Learning through movies</p>	<p>13.</p> <p>MOVIES</p> <p> 14 MOVIES AND SONGS - CLASS BANK</p> <p> Learning English through movies</p> <p> English Attack page (movies and games)</p>

Moodle organized by skills and including keys from day one is **not a very common layout**. The teacher's *Moodle* preparation for this type of layout demands **a long time in the planning**; yet this is greatly counteracted with **two main advantages for the teacher at the organization level**: **1.** When the textbook varies, the teacher has to only alter **Part 1**, and not the whole *Moodle* class. **2.** Students get so familiar with the clearly categorized **Part 2** that they are always willing to check all the addresses. Whenever necessary, they kindly let me know that a link may not be longer available and/or suggest some new ones to their liking.

Such a skill organization layout also gives **plenty of room for creativity for both the teacher and the students**. Students, for example, wanted to have a movie and soundtrack bank and we just got it started in module 13, as shown on the previous page. As a teacher, I can use any section, from the forum to the last one for any creative project or class. As an example, I will show next what my last *Moodle* addition was like: I wanted to bid farewell to the extraordinary groups which I had taught this past year. My goal was to make them realize that part of their success was due to the whole group support attitude, which we were going to celebrate on the last class:

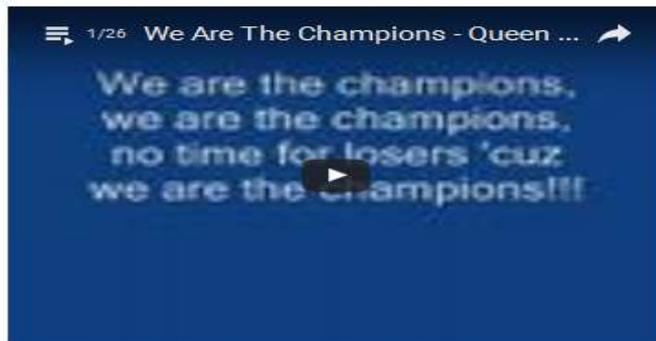
END OF THE SCHOOL YEAR! (Videos, story and song)

END OF THE SCHOOL YEAR!
Ubuntu Video



Ubuntu Reading [\(The story\)](#)
"We are the Champions" [\(Lyrics\)](#)

"We are the Champions" Video:



This is what the class looked like in *Moodle*. It included: two videos; one of them was on **Ubuntu**. It referred to a game proposed by an anthropologist to children in an African tribe. They were told that whoever got first to a basket of fruit which had been previously put near a tree could keep it. The kids just held hands, ran towards it, and got it as a group. They were asked why they did it like that. The answer was: "**Ubuntu**; how can one of be happy if all the other ones are sad?". "[Ubuntu](#)" in Xhosa culture means "I am because you are". The video was followed by a reading text which I had adapted:

Reading handout: **How to Be Happy: A Surprising Lesson on Happiness From an African Tribe** by James Clear (adapted from: <http://jamesclear.com/how-can-i-be-happy-if-you-are-sad>)



We would all love to learn how to be happy. And sometimes, the solution comes from a surprising place. Let me tell you a story... There was an anthropologist who had been studying the habits and culture of a remote African tribe. He had been working in the village for quite some time and the day before he was to return home, he put together a gift basket filled with delicious fruits from around the region and wrapped it in a ribbon. He placed the basket under a tree and then he gathered up the children in the village. The man drew a line in the dirt, looked at the children, and said, "When I tell you to start, run to the tree and whoever gets there first will win the basket of the fruit." When he told them to run, they all took each other's hands and ran together to the tree. Then they sat together around the basket and enjoyed their treat as a group. The anthropologist was shocked. He asked why they would all go together when one of them could have won all the fruits for themselves? A young girl looked up at him and said, "How can one of us be happy if all the other ones are sad?"

How to Be Happy: "Ubuntu".

Years later, the well-known South African activist Desmond Tutu would describe the little girl's thought process by using the word "Ubuntu", which means "I am because we are." Here's how Tutu explained the concept: We believe that a person is a person through other persons. Africans have a thing called "Ubuntu". We believe that a person is a person through other persons. That my humanity is caught up, bound up, inextricably, with yours. When I dehumanize you, I dehumanize myself. The solitary human being is a contradiction in terms. Therefore you seek to work for the common good because your humanity comes into its own in community, in belonging."

Community First

Humanity comes into its own in community, in belonging. In our little community here, we each have our own goals and mission. Regardless of our individual pursuits, we are always a team grinding towards greatness. We are a group of people on a quest to make the world better, not just different. We support each other. We believe that there is always room at the top. We believe in abundance and we work hard to make life great for everyone in our community. We walk to the tree and enjoy the fruit together. Happiness comes from combining what we love to do with something that is meaningful. In this community, our goal is to improve health and happiness so that we can do what we love and contribute something that is meaningful. We believe that we are here to make the world a better place. We find value in community. We find our humanity in belonging.

The second video had the lyrics of Queen’s “[We are the champions](http://www.azlyrics.com/lyrics/queen/wearethechampions.html)”, which I also adapted from <http://www.azlyrics.com/lyrics/queen/wearethechampions.html> to be handed in [paper](#) :

<p>QUEEN "We Are The Champions"</p> <p>I've paid my dues Time after time. I've done my sentence But committed no crime. And bad mistakes – I've made a few. I've had my share of sand kicked in my face But I've come through.</p> <p>(And I need just go on and on, and on, and on)</p> <p>We are the champions, my friends, And we'll keep on fighting 'til the end. We are the champions. We are the champions. No time for losers 'Cause we are the champions of the world.</p> <p>I've taken my bows And my curtain calls. You brought me fame and fortune, and</p>	<p>everything that goes with it. I thank you all. But it's been no bed of roses, No pleasure cruise. I consider it a challenge before the whole human race, And I ain't gonna lose.</p> <p>(And I need just go on and on, and on, and on)</p> <p>We are the champions, my friends, And we'll keep on fighting 'til the end. We are the champions. We are the champions. No time for losers 'Cause we are the champions of the world.</p> <p>We are the champions, my friends, And we'll keep on fighting 'til the end. We are the champions. We are the champions. No time for losers 'Cause we are the champions. Of the world</p>
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In-class teaching can easily benefit from online complementary teaching through this open-source learning management system which *Moodle* is. In my experience, *Moodle* teaching can be enhanced if planned ahead, if arranged by skills and areas, and if complemented with the corresponding keys. Students of English as a foreign language easily recognize them, which encourages their learning and progression both as individuals and as members in their groups.

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Benefits of Cell Phones and *Whatsapp* Groups in the EFL Class

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“While you teach, you learn” (Seneca)

I cannot begin this article without acknowledging my students’ good class usage of their cell phones, and their effective EFL *Whatsapp* groups. I also want to thank them for having shared their messages with me whenever necessary during the school year. Since I asked them to get their groups started at the beginning of the first term, they eagerly learnt about various aspects related to them, such as:

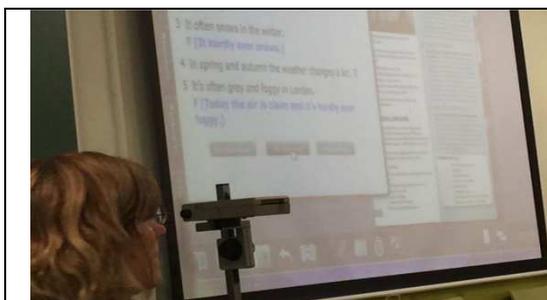
1 / getting used to a classroom sign such as:



2/ respecting a government cell phone exams policy, which prohibited them:

**Por indicación del Departament d’Ensenyament:
Los dispositivos electrónicos tienen que mantenerse apagados durante toda la prueba y guardados con vuestras pertenencias.
La prueba del candidato que no respete esta norma quedará anulada.**

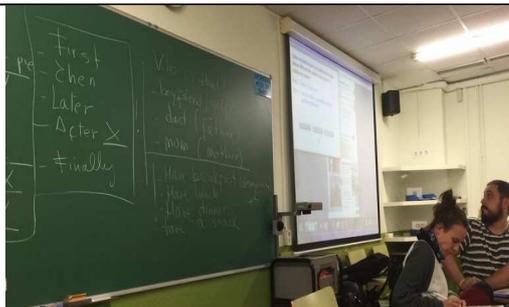
3/ daily taking regular class pictures of their choice, and *whatsapping* them to their classmates, some varied examples being:



E-METHOD CLASS CORRECTION



NEXT DAY ASSIGNMENT



CLASS NOTES AND CLASS CORRECTION



GENERAL TEACHER 'S AREA



A STUDENT'S CLASS TREAT



CELL PHONE ORDINARY LANGUAGE WORK



A XMAS SING-ALONG AND DANCE



A UKELELE SESSION BY A STUDENT



A CLASS MIDTERM FAREWELL



LAST CLASS - TEACHER'S DESK



A LAST CLASS EMPTY BOARD



A GIFT FOR THE TEACHER

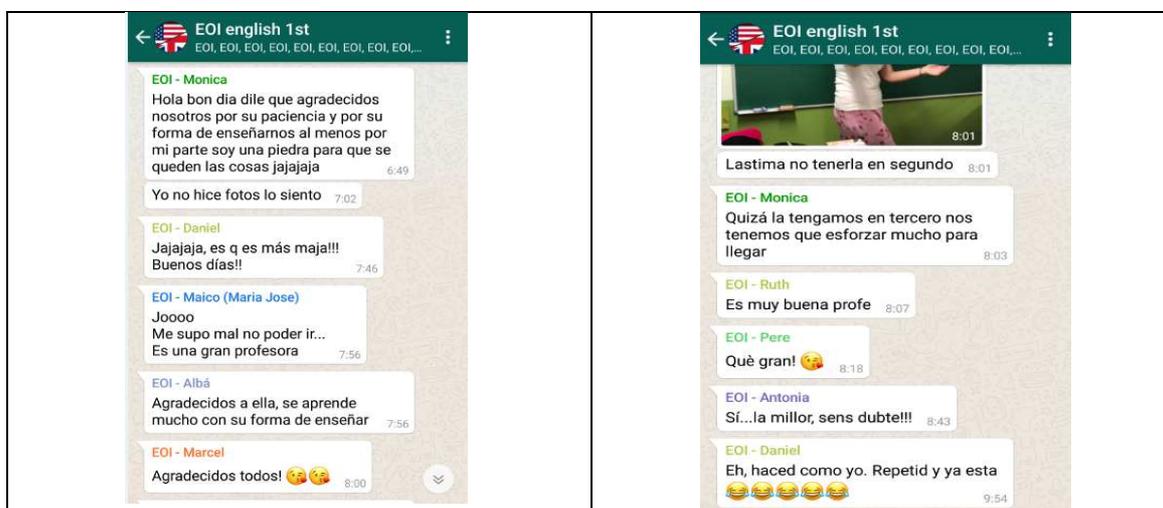
The key to their easy transition was that students clearly distinguished between classroom cellphone ethics, exam regulations and EFL didactic cell phone class work. I pointed to these different aspects on the first session, and, immediately after, I encouraged them to create their foreign language *whatsapp* groups, to “let the foreign language teaching and learning game begin”. These are the four groups that were created last year:



Their logos show enthusiasm, togetherness, enjoyment, expectations, British culture; the first one even has the name of the student who initiated it, the date, and a background picture of a class social event. The four logos were created by very different kinds of students: one of them could not attend classes but wanted to benefit from the messages that classmates could send; another one was created by the youngest student in class, who had fun doing that; another one was done by another young student who wanted to help older students through that, and, finally, there was another logo created by a new Barcelona resident, who wanted to easily intermingle with classmates and locals.

All in all, *whatsapp* groups were very practical, were created at once, and kept until after final exam results came out, and individual interviews with the teacher took place. I enclose next screenshots which show the students' enthusiastic class participation, both by students that passed and also from those who, unfortunately, did not. They all show comradeship, gratefulness, acknowledge some of their learning difficulties, regret not having attended the last farewell class, point to the relevance of a teaching method, regret not counting on the

same teacher on a following year, yet look forward to enrolling in her class in further levels, and even joke around the benefits of not having passed the subject: having the same teacher again!.



In my experience, students benefit from their class *whatsapp* groups at many levels, and this is something that I also referred to on the session. Both class work with the help of cell phones and the students' instant *whatsapp* connection with their classmates have become great teaching and learning aids for all involved.

Yet, this is the story of an evolution. As cell phones got started, the school system provided some classroom signs in one of the official languages in Catalonia. They reminded students of the need to have them disconnected in class. And I posted an internet visual sign in the language which they were learning: English. It is shown at the beginning of this article. Since then, it has been on the top left corner of the board, just behind my teacher's desk area.

When smartphones came, numerous apps did too, our human psychological attachment to them began, and numerous advantages stood out for the sake of teaching, learning and human communication. Little by little I decided to introduce them to my students along with a proper didactic implementation. My encouragement of *EFL whatsapp* groups is an example. *Whatsapp* groups have proved to be excellent classroom support for language learning, the people involved, and the organization.

I have observed that adult students miss class for different reasons: [Erasmus](#) students spend the year in different countries; others or their relatives become sick; some change jobs and move to other areas; some take vacation during the school year ... In all cases, they are not willing to drop the course, and plan on sitting for final exams. Since the courses in which they are enrolled are not virtual, their *EFL whatsapp* groups are one of the tools that can compensate them for their absence, because:

1. Students are kept updated during or after each English class
2. They keep connected to the whole group
3. They are triggered to respond to assignment and class work without having to be directly asked by the teacher
4. They can see how the course constantly advances
5. They can easily catch up with it because the classmates who attend classes daily take pictures and notes of what is taking place, and, generously, send them to the rest.

Immediacy is an asset for both the students who are in class, and those who are not. All students get instant shots of:

- the board
- the projected interactive book answers
- the class handouts
- the games
- the class diagrams, trees and notes
- the assignment
- the class connection with the class *Moodle* platform
- the remedial work for students missing a given readers' session
- Mock exam practice
- Final exam practices...

For example, with regards to classroom readers, I have observed that through students' messages, they tell each other where to buy the books or borrow them, remind others of the reading work dates, of the need to work with readers as the teacher has indicated, pass them the publishing code for downloading audio from a given reader, the available virtual work... They also remind one another of the need to weekly work on English as a foreign language, the relevance of having all class work presented as self-correction exercises, by means of which, they also want to encourage classmates to continue working on them, since they can have them in *Moodle*, and they are all ready to be used.

Students also remind classmates that compositions do not expire, that they can be left in the IN Tray any time, and that they will be corrected immediately after, which lets them pick them up in the OUT tray on the next day; and they also tell one another what compositions are like, what the class notes have been like regarding different models, and emphasize the need not to translate, and to always imitate and follow models.

They also let the whole class know that some are meeting at school before class, that others stay after class, that some meet downtown for practice, go to movies, meet with American exchange students with who the teacher has matched them for English-Spanish exchanges...

Students remind each other of transportation strikes so that students can help each other to get to school, pass on the school *wifi* code, so that they are ready when they go to class. Students, out of courtesy for the teacher, let other students know why they cannot attend on a certain date, and they pass the message along to me.

Students also greet one another, welcome new students, wish one another a happy holiday season, share humorous comments, send voice messages, have a lost and found classroom alert, support partners with problems, offer pets for adoption, share recipes related to goodies which they have brought to class...

If students are not in class, and wish to send a question while in session, they can also get instant answers from me, since they know that they are welcome to do so. They send their question to the group, I am told during the class, I provide an answer, and students in class post the answer for them all.

But what are the benefits for students who can attend class regularly? Seneca's quote, which I included at the start, said it: "*While you teach, you learn*". In AoPS, the *Art of Problem Solving's* online math school, Richard Rusczyk's in "[Learning through teaching](#)" points to the benefits of teaching: "*The best test of whether or not you really understand a concept is*

trying to teach it to someone else. Teaching calls for complete understanding of the concept. You can't just "kind of get it" or know it just well enough to get by on a test; teaching calls for complete understanding of the concept (...) Teach. It's not just good for those you help; it's good for you too".

These are exactly the gains which my EFL students who attend class obtain when they *whatsapp* their groups with their notes, comments, pictures... Additionally, students who can come to class are connected to the school *wifi*, and can always use their cellphones as a great and instant EFL companion to:

- *google* for information (necessary for quizzes, out of curiosity...)
- *google* for images (matching class work through language contents)
- check dictionaries (recommended earlier by the teacher)
- check pronunciation (recommended earlier by the teacher)
- watch videos (following links sent by the teacher to the group through a student)
- play languages games (following links sent by the teacher to the group through a student)...

EFL *Whatsapp* groups make groups cohesive, give all students the chance to become a teacher, and also a journalist. The teacher can email any student any time, and ask him/her to contact the group immediately after through *whatsapp*. As we know, *Moodle* allows group forums, but they take 30 minutes to be published, and, sometimes, after this happens, some students do not check their emails. The teacher can write to any student while in class, and the same procedure applies. The teacher can check group messages while in class if questions from students who cannot attend are asked. The teacher can type as a guest in any student's profile with his/her permission, while in session, which is a surprise for the whole group, and becomes a fun and dynamic class tool.

Students are welcome to go outside the classroom in case they feel the need to *whatsapp* friends, family, work colleagues..., and take a break. This very much eases off the class, and there is no need for them to ask for permission, or for me to grant it, and what is more, to tell somebody not to. Sessions last for 1h 50', and that, along with logical bathroom detours, is absolutely understandable, and natural. Students who remain in class keep focused on it, and the very few students who may need to leave catch up with the session in practically no time.

Being able to receive class notes and images after each class also takes pressure off students' attendance, which the school system does not require so far, since continuous evaluation is not applied, and they are all entitled to a final exam. Next I will present screenshots of students' work which exemplify some of the classwork which they have shared in their *whatsapp* groups.

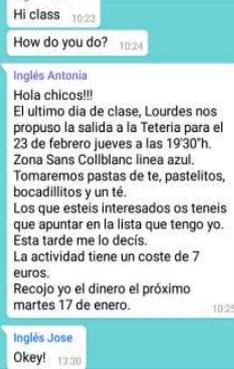
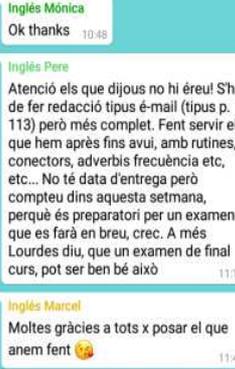
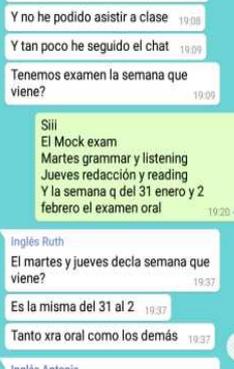
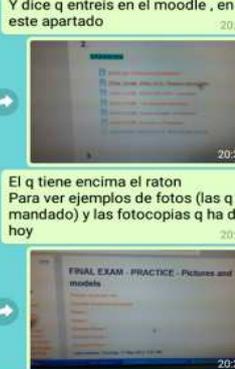
To do that, I examined all the students' *whatsapp* groups and messages, took notes on them, and categorized them according to contents. The contents have been already referred to earlier. To provide a visual sample of what EFL *whatsapp* groups provide, I have divided them into four groups:

1. MESSAGES
2. PROJECTIONS
3. BOARD
4. GAMES

1. MESSAGES

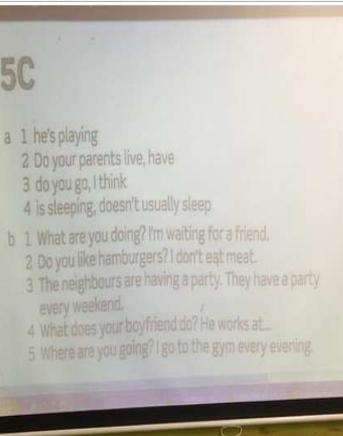
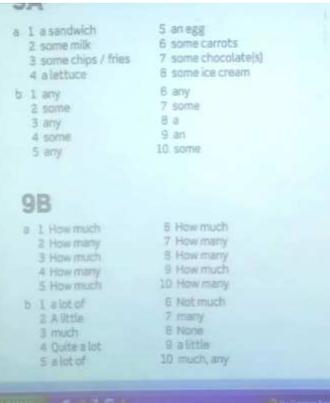
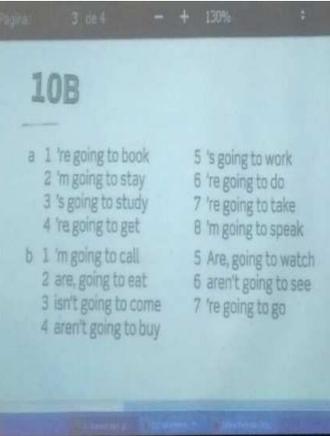
Since the four groups are basically coincidental in contents, I have chosen screenshots on the one whose plain and colored background on messages facilitated their reading the most. Messages below show the students' enthusiastic beginning, use of polite formulas, wish to catch up, responsibility on missing class and comradeship, composition hints, class writing timing, honesty and responsibility in general, homework and joking, practising language models, oral exam models, class party, seasonal greetings, English class beating occasional lack of central heating, preparing for a field trip, preparing for a reader, a writing exam model, auxiliary verbs class metaphor, mock exam information, class connection with *Moodle*, and a study group meeting.

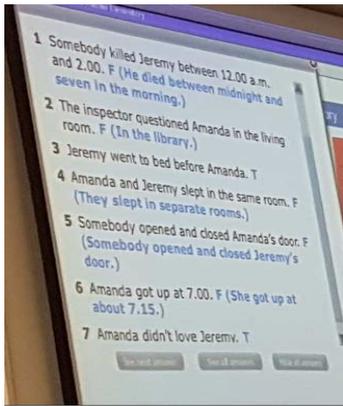
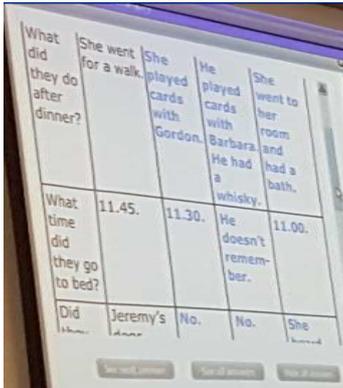
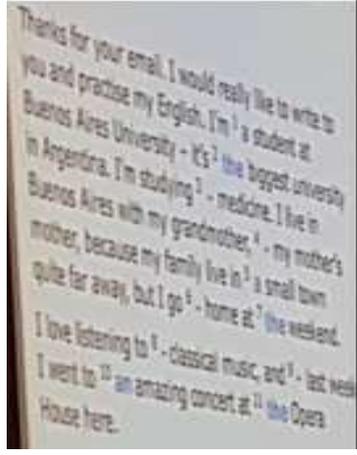
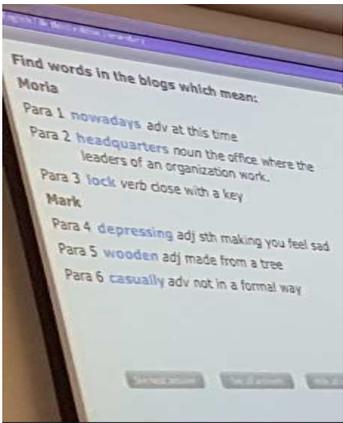
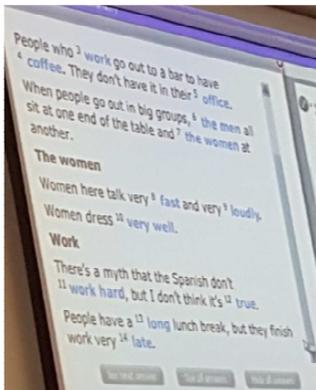
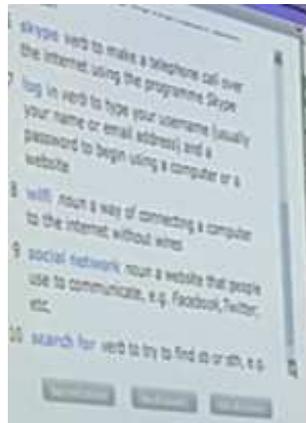
<p>ENTHUSIASTIC BEGINNING</p>	<p>POLITE FORMULAS</p>	<p>CATCHING UP</p>	<p>MISSING CLASS AND COMRADESHIP</p>
<p>COMPOSITION HINTS</p>	<p>WRITING TIMING</p>	<p>HONESTY AND RESPONSIBILITY</p>	<p>JOKING AROUND HOMEWORK</p>
<p>PRACTISING LANGUAGE MODELS</p>	<p>ORAL EXAM MODEL</p>	<p>PARTY ORGANIZATION</p>	<p>SEASONAL GREETINGS</p>

<p>ENGLISH CAN BEAT LACK OF CENTRAL HEATING</p>  <p>WhatsApp chat messages from 10 DE ENERO DE 2017. Participants discuss the lack of central heating and their plans to go to the Teteria.</p>	<p>PREPARING FOR A FIELD TRIP</p>  <p>WhatsApp chat messages where a teacher proposes a field trip to the Teteria on Wednesday, February 23rd.</p>	<p>PREPARING FOR THE READER</p>  <p>WhatsApp chat messages discussing a book project 'Omega' and a link to a book and MP3 pack.</p>	<p>WRITING EXAM MODEL</p>  <p>WhatsApp chat messages providing a model for a writing exam, discussing the format and content.</p>
<p>AUXILIARY VERBS CLASS METAPHOR</p>  <p>WhatsApp chat messages discussing auxiliary verbs using a family metaphor.</p>	<p>MOCK EXAM INFORMATION</p>  <p>WhatsApp chat messages providing information about an upcoming mock exam, including dates and topics.</p>	<p>CONNECTION WITH MOODLE</p>  <p>WhatsApp chat messages discussing Moodle and showing screenshots of the platform interface.</p>	<p>A STUDY GROUP MEETING</p>  <p>WhatsApp chat messages discussing a study group meeting on Sunday at 17:00.</p>

2. P R O J E C T I O N S

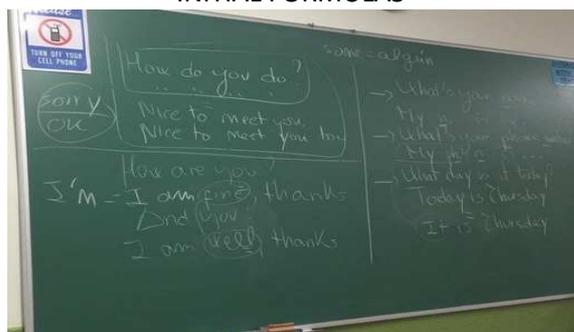
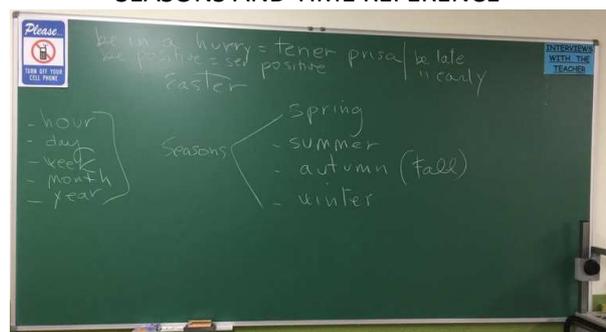
This section presents screenshots of *Moodle* self-access grammar exercises and interactive book practices. Some representative items have been chosen: present continuous, *some/any* and *how much/how many*, *going to*; and activities related to different exercise typology are also included: true/false, answering questions, fill-ins, and different approaches to vocabulary.

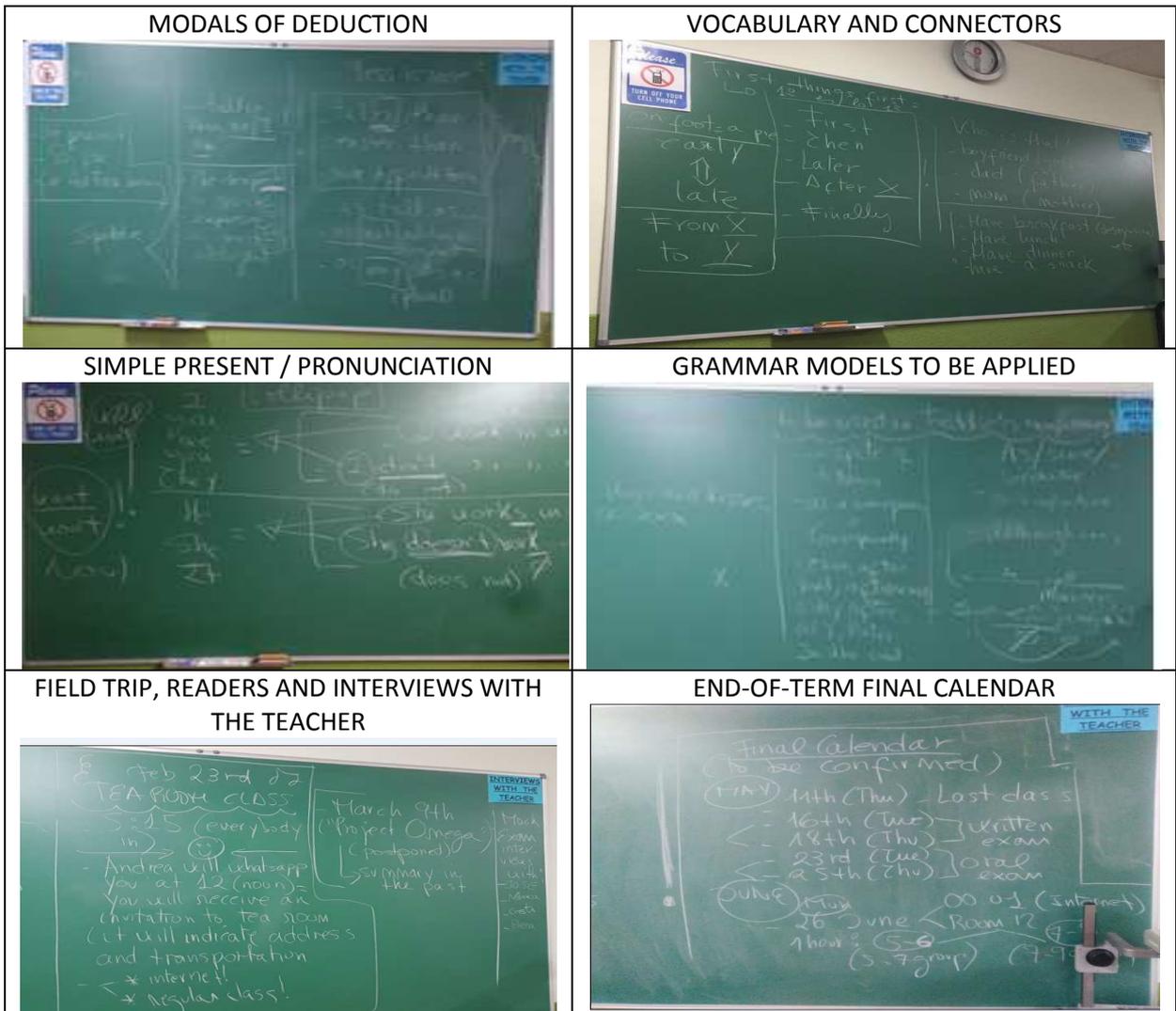
<p>PRESENT CONTINUOUS</p>  <p>Moodle exercise 5C for Present Continuous. Questions include: 'he's playing', 'Do your parents live, have', 'do you go, I think', 'is sleeping, doesn't usually sleep', 'What are you doing? I'm waiting for a friend.', 'Do you like hamburgers? I don't eat meat.', 'The neighbours are having a party. They have a party every weekend.', 'What does your boyfriend do? He works at...', 'Where are you going? I go to the gym every evening.'</p>	<p>SOME /ANY HOW MUCH /HOW MANY</p>  <p>Moodle exercise 9B for Some/Any and How much/How many. Part a lists items like sandwich, milk, chips, lettuce, egg, carrots, chocolate, ice cream. Part b asks for quantities of these items.</p>	<p>GOING TO</p>  <p>Moodle exercise 10B for Going to. Questions include: 're going to book', 'm going to work', 'm going to stay', 're going to do', 's going to study', 're going to take', 're going to get', 'm going to speak', 'm going to call', 'Are going to watch', 'are going to eat', 'aren't going to see', 'isn't going to come', 're going to go', 'aren't going to buy'.</p>
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<p>TRUE/FALSE COMPREHENSION EXERCISE</p> 	<p>ANSWERING COMPREHENSION QUESTIONS</p> 	<p>GRAMMAR FILL-IN EXERCISE</p> 
<p>VOCABULARY IN CONTEXT</p> 	<p>VOCABULARY CATEGORIZATION</p> 	<p>TECHNOLOGY VOCABULARY</p> 

3. BOARD

The board screenshots range from initial formulas to seasons and time reference, modals of deduction, simple present and pronunciation of *won't* and *want*, grammar models to be applied, field trip, readers and interviews with the teacher, and end-of-term final calendar.

<p>INITIAL FORMULAS</p> 	<p>SEASONS AND TIME REFERENCE</p> 
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4. GAMES

Students also took pictures of the pair and group games used in class. They included laminated games, paper ones and keys whenever necessary.

Past continuous questions

- What were you doing **yesterday at 8pm?**
- What were your friends doing **Thursday evening?**
- What were you doing **right before class?**
- Who were you talking to **yesterday afternoon?**
- What were you eating the last time you **spilled food on your clothes?**
- What were you doing **Friday night at 8pm?**
- What were you doing last **New Year's Eve at 11:30pm?**
- Were you watching a movie last **Sunday at 8pm?**
- Who were you seeing **before class?**
- What were you doing **procrastinating at 11am in the morning?**
- What TV show were you watching **Monday night?**
- What were you doing the last time you **got caught in the rain?**
- Were you working hard last night? What were you **doing?**
- What were you doing last **Christmas morning at 5:00am?**
- What were you doing the last time you **got caught in the rain?**
- What were you doing while you were eating **dinner last night?**
- What were you doing the last time someone told you to **stop being childish?**

36 What do you remember?

1	2	3	4
the first time you went on holiday	your first bicycle	a relative (from the past)	one of your best friends at primary school
5	6	7	8
a party you really enjoyed	your grandparents	an important event from your childhood (like a first day at school, moving home, etc.)	your last school report
9	10	11	12
a teacher at school you liked a lot	the town or village where you grew up	the best famous person you admired	your bedroom when you were ten years old
13	14	15	16
your favourite TV programme last year	the plot of the last book you read	the first money you ever earned	a wedding day - yours or someone else's
17	18	19	20
your first (or favourite) house/flat	an experience that was either frightening or embarrassing	a hobby you have	a holiday you enjoy very much

START

FINISH

Communicative Find the differences

A Describe your picture to B. Find ten differences. In my picture a man and a woman are sitting outside. They are having a coffee.

Reported speech questions

- What's your advice your parents told you?
- What did one of your teachers always tell you to do?
- What was the last question someone asked you?
- What's something strange someone said to you recently?
- What was the last time someone asked you to do something? What did they say?
- What did your parents always tell you to do?
- What was a great piece of advice that someone gave you?
- What was the last time someone asked you for money? What did they say?
- What's something you always tell people about yourself?
- Has anyone told you an interesting piece of news recently? What did they tell you?
- What did the last business person you met say to you?
- What's some advice you give a friend recently?
- What was a surprising question that someone asked you?
- What's a memorable quote from someone you look up to?
- What did your parents always tell you not to do?
- What do you say to someone when they say...
- What was the last thing you said to someone?

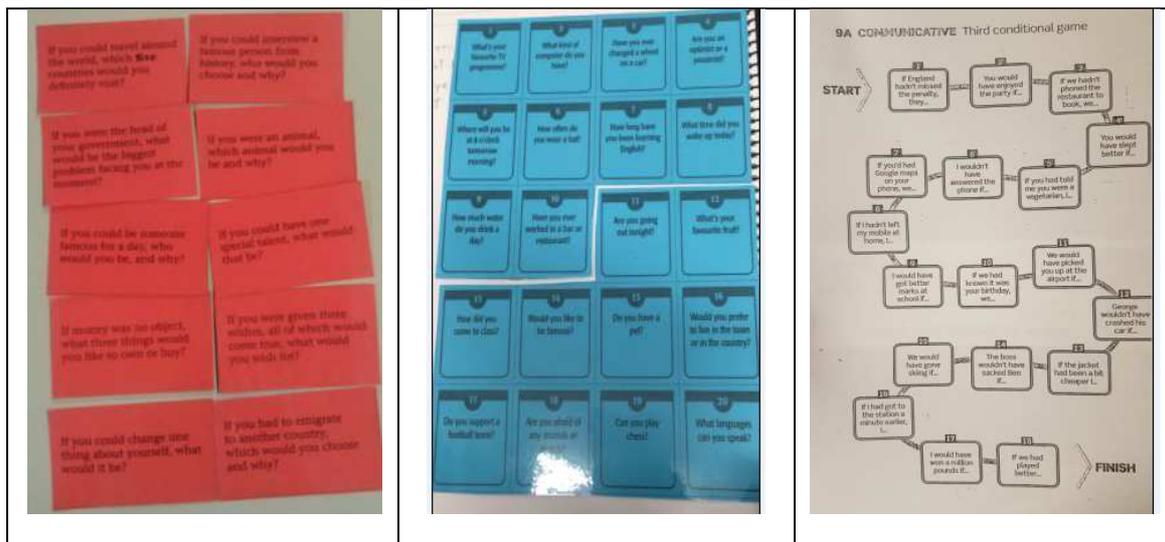
ask cards

8A COMMUNICATIVE Give me an answer!

1	2	3	4
Has your car or bike ever been stolen?	What's the last comment you've ever been given?	Would you like to be painted by a famous artist?	How much are you influenced by advertisements on TV and online?
5	6	7	8
When you were a child, did you ever let her purchase a lot for doing something wrong?	At what age do you think people should be allowed to vote?	At what age do you think people should be allowed to drink?	Do you like being photographed?
9	10	11	12
Have you ever been caught cheating in an exam, or in something?	Do you prefer driving or being a driver?	Name the best thing that was invented or discovered by someone from your country.	When was the last time you were invited to a wedding?
13	14	15	16
Which jobs in your country do you think are not paid enough, or to paid too much?	Have you ever been photographed by a professional photographer?	Are you often asked to show your ID when you're in a shop?	How do you feel about being corrected when you are speaking English?
17	18	19	20
Do you think life there is so cooking should be taught at school?	Have you ever been attacked by an animal?	Has one of your holidays or flights ever been cancelled?	How soon do you think a book will be used in all schools instead of paper books?

MAKE / DO

MAKE DINNER
DO THE HOUSEWORK
MAKE AN EXCUSE
DO YOUR HOMEWORK
MAKE A PHONE CALL
DO BUSINESS
MAKE SOME COFFEE
DO THE CLEANING
MAKE A PLAN
DO AN EXAM / A TEST
DO AN EXERCISE
DO YOUR BEST
MAKE A RESERVATION
DO VERY WELL
MAKE FRIENDS
DO THE COOKING
MAKE A MESS
DO THE SHOPPING
MAKE AN EFFORT
DO A FAVOUR
MAKE AN OFFER
DO SOMETHING WELL
MAKE FRIENDS
DO THE COOKING
MAKE A MESS
DO AN ENGLISH COURSE
MAKE A PLAN
DO SOMEONE A FAVOUR
MAKE A NOISE
DO THE WASHING UP
MAKE MONEY
DO RESEARCH
MAKE A SUGGESTION
DO SOMETHING
MAKE THE BED
DO THE MILITARY SERVICE
DO NOTHING



The benefits of cell phones and *whatsapp* groups in my EFL classes have also given me the chance to observe my teaching of contents and procedures, because my students have been close followers, and have practically included everything that was done and commented in class. Needless to say that, as their teacher, I have not been a member of their groups; I have just taught them; however, as pointed out, along this article, and shown through the large number of images, both they and I have been “active” members in their groups, from our different positions, and generated action too. Next a series of references related to the topic in this article and the teaching methods used in class are included.

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