Universitat de Barcelona

English Is It!

(ELT Training Series)

Grup de treball ICE-UB:*From English Acquisition to English Learning and Teaching*

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Volume 1: 6 Articles

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"Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible" (St. Francis of Assisi)

Introduction

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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 September, 2013, and is composed of Laia Andrés, Andreu Cardo, Rosamaria Fàbrega, Lourdes Montoro (coordinator), Laura Prat and Núria Viñas.

All members are teachers of English: A. Cardo, L. Prat, and N. Viñas (primary education); L. Andrés and R. Fàbrega (secondary education and vocational training) and L. Montoro (adult language teaching). A. Cardo, R. Fàbrega and L. Montoro are also teacher trainers.

R. Fàbrega is, at present, teaching *Foreign Language Learning* at the Teacher Training School at the International University of Catalonia (UIC); L. Montoro has taught at the Open University of Catalonia (UOC) and at the Teacher Training School at the University of Barcelona. You will find the group professional bios after this introduction.

The group shares work ethics, vocation, and junior and senior professional careers. Their human and academic background enhances the group with specialties such as art, films, group dynamics, computer science, interpretation, literature, mass media, music, mathematics, philosophy, science, sports, theatre and translation.

The group wants to analyse and sponsor 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 whose schools and educational system very much benefit from. 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 opportunity to consider research or publications.

English Is It! (ELT Training Series) has been 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 bore in mind that, unlike class 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 bibliographical and web references.

In general, the articles which are presented here 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 which they have become now, like flowing creeks in the forest above referred. 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 defences of their general didactic framework, basically the inclusiveness of the basic pillars in teaching English as a foreign language, and also the sequentiation of the contents, with cohesiveness lighting all the way too.

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 were 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 pointed out, as well the general development of activities along with references, evaluation and comments.

Laia Andrés presents an article where she goes from her own experience as a learner (from the discovery of culture and communication), to the finding of motivation as being located in teachers themselves. Through experimenting in the classroom, collecting data and assessing her own work, and being assessed by her own students too, initial students´ attitudinal patterns (without the best prospects) are modified. This article describes her practical intervention in six basic external factors and provides a large number of examples and guidelines for tasks, which can be easily implemented.

Andreu Cardo is a natural in using film trailers and technology in English lessons. Sparkled by a student investigated trailers and their numerous advantages. His article describes them and details the procedures to follow for a successful lesson plan which can include them: from selecting a trailer to getting started, downloading it, getting the most of the trailer and planning the English lesson, along with a series of final considerations. Vocabulary, linguistic structures and discursive skills are emphasized. Pre-viewing, post-viewing and while-viewing activities are included. Assessment of lessons is part of it too.

Rosamaria Fàbrega displays a challenging reading project for vocational training, which can be extended to secondary. She describes the theoretical and practical framework behind: the relation between the CEFR levels and the number of headwords and grammar items which readers cover; the publishing houses themes, genres and web resources; the steps which she followed to inform, engage and involve her students; the norms agreed upon; the *Enlightened by Books* blog which she created; and the extraordinary participation, contributions and results from the start. Appendixes complement her work.

Lourdes Montoro presents an article, which is a licence, to celebrate noble teachers, learners, professionals and people in general who make a difference in life. The article reviews her career on the occasion of having celebrated over 35 years in teaching. It is exemplified with a copy of a special class session which she designed in 2012. With excerpts of the film *Dead*

Poets Society, images from the movie, a poem related to it, and dialogs, she honors an extraordinary group of students. This class is taken a symbol of what the article is about.

Laura Prat introduces us to her faithful goose, a special prompt, which she has worked with for years, which has challenged her and become a friend of her pupils, bringing magic to class, inspiring her, and helping her to build a solid bank of English class activities. In this article she introduces her goose through pictures and comments on her valuable teaching portfolio. She also presents a complete didactic framework on one of the topics which she works on, along with four detailed learning activities. A self-assessment sheet complements the article.

Núria Viñas shows us how a web 2.0 tool can take us to London on a sightseeing tour. She developed it as part of an *Orator* project, and it has become a classic in her classes and in the community. A comprehensive presentation of her work is fully displayed with precise guidelines from beginning to end, both for experimented teachers and novel ones. Planned for nine sessions, she details warm-up activities, project activities and the final product. Two assessments sheets (self-assessment and classmates´ assessment sheet) are provided too.

These articles would not have been possible without the outstanding group supervisors at ICE: **Mercè Martínez**, continuing primary and secondary teacher training coordinator, and **Mercè Gracenea**, secretary of the institution, who welcomed the group proposal from the start, supported it and turned it into what it is now: the first volume of *English is it!* (ELT Training Series). We will always be indebted.

Professional bios

Laia Andrés has a degree in Translation and Interpretation from the Universitat Pompeu Fabra, and a Master´s degree in Teacher Training. She also holds Advanced language certificates in English, French and Italian, and a Basic Chinese from Escola Oficial d´Idiomes, and is also a sworn translator. She has been teaching English, Catalan, Spanish and French, both in at the high school and vocational levels at Escola Joan Pelegrí.

Andreu Cardo has been a Primary English teacher at a public school since 1997. He has had the chance to work in the United States as a primary school teacher for two school years. He is co-author of two English text books for primary students and has written some articles in specialised magazines. He is currently working as an English Teacher in a Primary school and he is actively contributing in the process of training teachers

Rosamaria Fàbrega has been a Secondary 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 in the Faculty of Education and English in a Secondary Public School. She loves New Technologies and has a blog to help her students to work in an autonomous way.

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.

Laura Prat has been a Primary English teacher at a public school since 1993. Before that, she worked in England for one year. She also lived and worked in Holland for ten years, where she was a teacher and a consultant, assessing new materials for MEC (Ministerio de Educación y Ciencia). She is currently working in a *Learning Community* and developing a PELE in Art. She has attended many English courses organized by ICE.

Núria Viñas Codina has been a Primary school teacher since 1984. She works as an English teacher at a state school since 1987 but she got her formal degree at Escola Oficial d'Idiomes Barcelona Vall d'Hebron in 1994. She has been involved in many innovation programmes (to improve pronunciation and oral skills, to implement English lessons at lower levels, to develop CLIL projects …).

Their Motivation Is You. Who Else?

Laia Andrés

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I could say that I have devoted all my (short) life to my passion: learning English. My special relationship with this language started when I was five. At that time I could not guess how meaningful English was going to be in my life or how much I would love it. I was taught English at both primary and secondary school, as well as at the Institut d'Estudis Nord-americans, longing to learn more and more English, although it was sometimes very hard.

I was extremely lucky too, since I also traveled with my parents a lot. They taught me how to value and respect other cultures and raised my interest for people in other countries, regardless of how different they could be from me. I also discovered that learning a language does not only imply speaking a new language. It gives you the opportunity to learn about the culture around it, as well as about a new way of living and thinking.

During those family trips I also realized how important English was for all of us: we needed it for hotel reservations, to order at restaurants, to ask for directions... It was then when I started using English as a communication language.

When college time came, I decided to study Translation and Interpretation. I found no better way of keeping very close to English and French, which I had also started studying at high school. Those years are priceless to me.

After graduating I received a phone call which would change my life: I was given the chance to work as an English teacher at the school where I had spent all my student life: Escola Joan Pelegrí (www.joanpelegri.cat). I had never considered being a teacher, but having the opportunity of sharing an educational education project with my former teachers was something that I could not miss. From the very first class, I knew that I had found my vocation. As a consequence, I enrolled in Teacher Training graduate school and earned my Master's degree in English teaching.

This article deals firstly with **motivation**, as the engine to the rest, as my academic and professional life prove, and, secondly with **practical ways** to increase motivational levels in students when learning English as a foreign language. Somehow I would like to show how those years inspired me as a student, and still inspire my life as the teacher that I am now. It is time to return to education what it gave me earlier.

As a teacher, I spent my first three years teaching vocational training, specifically in Programa de Qualificació Professional Inicial (PQPI), which is a course for those students who have not got the compulsory secondary education degree (Educació Secundària Obligatòria, ESO). Course after course, I realized that those students showed a very characteristic attitudinal pattern:

They did not seem to show any interest in school subjects, or much respect towards classmates and/or teachers. They often saw teachers as the enemy and experienced school as something boring and almost traumatic. Furthermore, they were usually late for class, forgot school material and, last but not least, showed very low self-esteem. Consequently, they had interiorized school failure to such an extent that they believed that they would never succeed in life (because their lives were a failure too).

I felt urged to help them out and I tried to assist them in changing their attitude, not only about school but also about what was behind that: themselves. Otherwise, I had no chance to work on their abilities as learners of English and better their school performance.

Considering this real situation, which worried me, I started thinking about different ways and strategies to modify their attitude and increase their motivational levels. According to Williams and Burden (1997) [in Dörnyei & Schmidt 2001], motivation is made of both internal and external aspects. My students showed no internal motivation at all, so it was my turn to fill in their motivational levels with some external aspects.

Below I list the most relevant motivational strategies that I have worked on through my English lessons, and exemplify them with guidelines on activities that I have done with my students in that line. After putting them into practice, I have observed that the aforementioned attitudinal patterns have been modified. As a consequence, the students' English learning process has simply improved, since the related conditions have been bettered.

How to care about our students' learning processes? A must-do list

How to care about our students' learning processes? A must-do list
1. Develop a personal professional relationship with your students
2. Create a pleasant and supportive atmosphere in the classroom
3. Promote the development of group cohesiveness
4. Make the curriculum and the teaching materials relevant to the students
5. Be attentive to students' learning circumstances and needs
6. Demonstrate and talk about your own enthusiasm for the course material
7. Get feedback from your students

1.   Develop a personal professional relationship with your students

It is no fluke that this motivational strategy appears in the first place of the list. I believe that developing this special relationship with our students is essential. Otherwise, carrying on the other six proposed strategies may become a really hard task, since, in my opinion, everything starts here.

Students must feel confident not only in the classroom but also outside it. The chart will show the steps which I followed to fulfill my objective:

Examples	Actions you can take
Show explicit interest in who they are as a person	- Ask about their weekend and say something about yours. - Ask the students who do sports if they won the last match. - If one of your students has been ill, check how they are when they are back at school. - Ask if they have seen a premiere that you think they may have.
Care about their feelings	If one of your pupils seems to be sad or suddenly starts crying, do not hesitate to approach him/her. They may not want to share their feelings with you, but, at least, you will have created the atmosphere to let them talk. - Do not ask them in front of the class. - Tell them that they are not obliged to explain their problems or feelings. You are just there in case they want to tell you something. - Give them the opportunity to email you. Teenagers usually feel shy when talking about their problems or worries; so giving them the chance to write to you instead of directly talking to you may be positive for both the teacher and the student. - Be understanding with their feelings and show it.
Be happy when something positive happens in their life	Express your happiness: be there for them when it comes to share their triumphs and joys in everyday life.

2. Create a pleasant and supportive atmosphere in the classroom

In order to motivate our students it is paramount to establish solid **boundaries** with them. We should also firmly believe in **teamwork** as a good way of facing challenges and overcoming them. And as a leader of this team we ought to provide them with the necessary **positive feedback**, which may contribute both to personal and group work success.

Creating boundaries between discipline and humor is not an easy task. I use a metaphor in order to explain my pupils how we are going to create these necessary boundaries. I call it "the ship metaphor": I tell them that we are all on a boat in the middle of the ocean and that, obviously, we do not want to sink. We all want to safely go ashore, so we must row towards the same direction. The position of each student and the impulse that each creates with their oars, no matter how hard or soft this may be, is crucial at sea.

And although I am like the captain of the boat, all of us will take decisions that will affect the whole group. From my position, I will take the most decisive steps and they will have to accept them. It is then when students will learn discipline, that is, they will become "disciples" in their own right. In exchange, they will be taken care and instructed by me.

I would like to exemplify this with a simple activity that my 1st ESO students and I did before Christmas holidays: one of the required tasks around English culture was based on classroom decoration. Students decided to design different letters to express "Merry Christmas and Happy New Year". I brought them colored cardboards and then they helped me decorate the classroom. I also noticed that students enthusiastically started showing their "new" classroom to the other teachers.
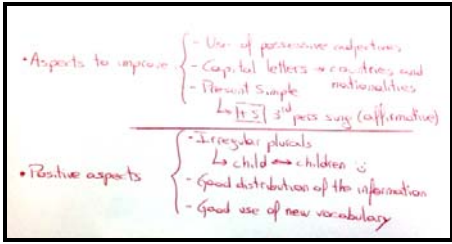

The "ship" metaphor helps me to establish norms which promote tolerance and respect towards the whole educational community, as well as encourages risk-taking. When learning English, students usually may feel uncomfortable because the teacher may focus attention on their errors.
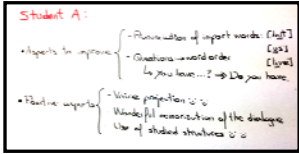
As a consequence, they may be afraid of making a mistake, and wish to withdraw from participation. I have observed that if teachers take preventive measures to counteract such an effect, the students' dynamics positively vary.

I believe that differences are made if we show our pupils that mistakes may be good for learning, and we make sure that we also reinforce their strengths. Positive comments could be applied to presentation of materials, grammar accuracy, vocabulary or cohesion of the text, just to name some examples.

I systematically practice this approach when correcting my students' compositions. I do not only indicate through their score where they may be at, but I also divide feedback into "Aspects to improve" and "Positive aspects". By choosing "Aspects to improve" (and obviously, not the label "Negative aspects"), students immediately know that they can do it better and that I expect that from them. Therefore, their learning process is challenged by my feedback.

Student's task	Teacher's feedback
Assignment (Front: correction and score; Back: positive feedback).	

We can proceed similarly when assessing other kind of activities, like oral tasks. The image below corresponds to feedback handed out to students after having written short dialogues and having represented them in class in groups of two or three students.

Student's task	Teacher's feedback
Guideline for 1st ESO: students are asked to introduce each other and exchange basic information (email, phone number, interests and hobbies…).	

As the icons in the oral activity feedback shows, we can also use positive and encouraging symbols. I include below emoticons which I use to assess both written and oral production. These symbols can be both pasted on virtual works and be turned into stickers for regular use in class.

Emoticons / symbols	What they express on your corrections
☺☺☺ 👍👍👍	Wonderful job!
☺☺ / ☺ 👍👍 / 👍	Quite good! / Good!
💪	Keep working that hard!
☹	It needs to be improved
☹☹	Sorry, too many mistakes

3. Promote the development of group cohesiveness

It is very useful to promote **interaction** and **cooperation** in class. Teenagers need to feel that they belong to a group. In this sense, making group activities becomes essential.

Type of activity	Suggested Group Management
Songs	Divide the class in two groups (left side and right side, for example). After having worked on a specific song, tell them that it is time to sing! You will see that they will sing louder and very enthusiastically when they feel that they belong to a group.
Games	Divide the class in different groups according to arbitrary criteria (birthday months, hair color, T-shirts color…), so they can play with different classmates every time.
Oral activities	In order to create a collaborative atmosphere, group them in multi-level groups, take into account their social abilities, and mix introvert and extrovert students too.

4. Make the curriculum and the teaching materials relevant to the students

Class materials should be a primary source for teachers in their attempt of creating **significant learning**. We should ensure that there is a relationship between the activities that pupils carry out and the world in which they live.

In my opinion, there are three main goals which could help us to create this significant learning and, thus, relevant and meaningful activities. On the one hand, we should enlist our students as active task participants; that it, pupils should get involved in the different activities. On the other hand, we should break the monotony of class events with special tasks, and, last but not least, we should try to increase the attractiveness of the activities that we prepare.

You will list below the three goals which, in my opinion, significant materials should help us to achieve. A range of activities, which emerges from my teaching practice, is proposed for each of the targeted goals. I also enclose examples of each goal.

a) **Enlist students as active task participants**
  - Record your students´ oral activities and then watch "their productions movies" with them.
  - Invite your students to teach grammar lessons in a revision session
  - Do whole group brainstorming on the blackboard

Brainstorming	Example
Guideline for 1ˢᵗ ESO: students are asked to provide words and expressions related to Christmas time.	

When doing class brainstorming, students usually realize that they know more words than they might be aware of. It is a great way of activating their previously acquired knowledge. You can use brainstorming in multiple situations, which may vary from very simple to complex ones:

- **Specific vocabulary**: days of the week, month of the year, clothes, means of transport, places of a city...
- **Grammar explanations**: present simple, difference between present simple and present continuous, conditionals...
- **Celebrations**: Saint Patrick's Day, Easter, American Independence Day, Halloween, Thanksgiving, Boxing Day, Christmas...

b) **Break the monotony of classroom events**
  - Prepare a special bingo to practice specific vocabulary
  - Modify their seating arrangement to create new working teams
  - Watch a movie or a part of it to work on a concrete theme or aspect
  - Listen to a song

Song	Example
Guideline for 1st ESO: fill-in-the blanks exercise complementing video clip (**http://goo.gl/FHGS9B**).	The busy elf ....'s here. Ho ho ho! With his .... in the .... The .... are making lots of toys, ready for all the .... and .... In the .... I'm an elf putting toys upon the ....'s here. Ho ho ho! With his ....in the .... Tap tap tap. A .... is ready. Tap tap tap. Let's make a ....

c) **Increase the attractiveness of the tasks**
- Include pictures in the materials that you create
- Photocopy the most important materials on colored papers (they will identify them faster)
- Work with different file formats: paper, digital (digital books, movies, video clips...) and online (blogs, websites, wikis...)
- Practice vocabulary through crosswords, letter mazes or memory games
- Invite your students to be creative to complete the tasks

Below I present a 1st ESO activity which encourages students to be **creative**. Furthermore, I consider this task to be especially relevant since it also allows us to work in an **interdisciplinary** way, as well as to deal with relevant **values** such as friendship, respect or solidarity.

Encouraging creativity	Example
Guideline for 1st ESO: pupils are asked to write a Christmas postcard to one of their classmates. Each of the students got a piece of paper with one of their classmates' name.	

I was very impressed observing how seriously they engaged in this Christmas activity and how eager they felt about discovering who might have written their postcard. Moreover, this Christmas activity allows students to realize how other school subjects (such as Arts and Crafts, in this case) may be useful in their lives too.

Finally, students learn values like friendship, solidarity, respect and teamwork spirit through this activity. You can deal with these values and proceed in a similar way in the following situations:

- **Pair work oral activities**: Student A has some information that Student B misses and vice versa.
- **Game:** "Find somebody who…"
- **Grammar practice (imperative tense)**: Each student writes a message on a paper. All the messages are mixed and after that pupils go to the blackboard one by one, take a paper and perform the order that some of his or her classmates has written.
- **Words and definitions**: Hand students in a piece of paper with either a word or a definition. They have to move around the classroom looking for the word that corresponds to their definition or vice versa.

5. **Be attentive to students' learning circumstances and needs**

We should always care about our students' progress and have sufficiently high **expectations** for what they can achieve.

We can deal with a language topic from different approaches. On the one hand, we can just give our students a list of words or a mainly drilling reproductive activity. On the other hand, we can upgrade the task and present it from the perspective of other topics which are not apparently related to the main goal of the activity.

Upgrading the degree of challenge of an activity makes students realize and take advantage of the whole range of tools that they already have with them.

Upgraded activity	Example
Guideline for 1st ESO: the months of the year are revised while students learn about celebrations from British and American culture: Valentine's Day, Saint Patrick's Day, American Independence day, Thanksgiving or Halloween.	

6. Demonstrate and talk about your own enthusiasm for the course material

In my opinion, students need to see that we believe in what we are doing to feel the urge of learning English. In this sense, almost everything can become a potential and useful course material. We should be receptive to our environment and be open-minded.

If we enthusiastically use our course materials, students will get engaged more easily in their English study. Connecting with strong values and emotions such as confidence, self-engagement and, eventually, **enthusiasm** may help us to develop a significant English learning process. I would like to exemplify this with some everyday class situations:

Situation	How can we get engaged?
Our students are listening to an English song when we go into the class	Ask them what song it is and why they like it: do they like it because of the rhythm or because of the lyrics? Take notes about the song. If there is something that you can see on the song that can be related to your textbook or curriculum, do not hesitate to prepare an activity with the song that your students love.
Our students are talking about their Christmas gifts	Ask them what they got from Santa Claus, the "Tió" (http://goo.gl/ZBf60S) and/or the Three Wise Men. They will probably feel excited to talk about their new presents while you can revise some vocabulary based on toys and clothes, mainly.
Our students feel excited because summer holidays are almost here	First, explain or revise future tenses from their plans and expectations about summer holidays. Second, do whole group brainstorming on the blackboard related to means of transport, daily activities, the weather, specific clothes… Finally, students may write an essay telling you what they are going to do and where they are going to go.

7. Get feedback from your students

As teachers, we are very used to assess our students. Actually, we do it every day in one sense or another. However, we are not so used to being assessed by our pupils. In my opinion, there are no better people to assess our daily job but our own students. Such an assessment might come from their feedback, which can be collected in different ways:

- Asking our students orally about a concrete activity that they have made or about general aspects of the subject.

- Writing down a list of positive and negative aspects

- Answering a **survey**

    Below I present a sample of a survey which I usually use with *PQPI* students:

Thank you for being sincere. Your comments will help me to improve my task.
_____

Assess the following statements from 0 (I completely disagree) to 10 (I completely agree).
Subject: _____

1. I understand the contents of the subject.
    1   2   3   4   5   6   7   8   9   10
2. In this subject, I am learning useful concepts and skills.
    1   2   3   4   5   6   7   8   9   10
3. The teacher keeps my attention during the lessons due to her way of presenting the subject.
    1   2   3   4   5   6   7   8   9   10
4. The teacher's explanations are clear.
    1   2   3   4   5   6   7   8   9   10
5. The material of the course is well prepared and designed.
    1   2   3   4   5   6   7   8   9   10
6. The activities and tasks are varied, so I feel I can develop different skills.
    1   2   3   4   5   6   7   8   9   10
7. The teacher encourages students to ask and she answers positively.
    1   2   3   4   5   6   7   8   9   10
8. The teacher is approachable with the students.
    1   2   3   4   5   6   7   8   9   10
9. The assessment methods of this subject are appropriate and fair.
    1   2   3   4   5   6   7   8   9   10
10. My relationship with my classmates is good; I like to work and cooperate with them.
    1   2   3   4   5   6   7   8   9   10
11. I try to do my best in this subject.
    1   2   3   4   5   6   7   8   9   10
12. I contribute to create a comfortable environment for the lessons.
    1   2   3   4   5   6   7   8   9   10
13. I always do my homework.
    1   2   3   4   5   6   7   8   9   10
14. I arrive on time to class.
    1   2   3   4   5   6   7   8   9   10
15. My behavior in class is good.
    1   2   3   4   5   6   7   8   9   10

Do you want to add any other comment?

As it is shown, I ask the students about a wide range of elements which cover an evaluation of the teacher, a questionnaire on their opinion about learning contents and, finally, a self-assessment.
The survey could be adapted according to your needs (it may be useful to have a different survey for each level, for instance).

The goal of the surveys is not only to collect relevant information from the students, but also to make them aware that a class is a group made out of both teachers and students. Consequently, their role as active participants is essential and actively sought by the educational community.

In the end, any kind of feedback which we might get may be really useful, even when we look at their faces while they do an activity. Therefore, it is advisable not to lose any opportunity to ask them what they think about our activities and lessons.

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Using Trailers in Our English Lessons

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I have been an English teacher for almost eighteen years now. During all these years, I have taught primary school students in Catalonia and in the United States of America. I have also been training teachers for different organizations: ICE at University of Barcelona, UOC, University of Vic, Associació de Mestres *Rosa Sensat* and Departament d'Ensenyament. In my early years as a teacher, I had the great pleasure to take part in the development and the implementation of the Information and Communication Technologies (ICT) in the classroom. During a considerable number of years, I used to develop and focus on teaching resources related to the use of computers.

Using Computer Assisted Language Learning (CALL) has completely changed the way teachers and students face the change of teaching and learning a foreign language in the present time. Computers and interactive devices have become essential elements in our lives and in the way we see and understand the world. It is so much so that it would be hard to plan a lesson in which electronic devices or the Internet are not present. The use of CALL does not only stimulate or motivate students but also provides the classroom with a wide window to the outside world.

For many years I have heard teachers complaining about how difficult it is to get our students motivated to actively use communication skills such as listening and speaking. I have myself complained about the same things. With the time, I have tried different activities and methods to overcome these difficulties and motivate my students. This article will introduce one of the resources which I often use with my students and which is very motivating for them. I will not say that I can motivate 100% of my students because it is not true, but what I can strongly affirm is that nearly all students get motivated with it.

I think that we need to find activities that actively involve our students in communicative situations. Learning is an individual active activity that each individual needs to experience. Our students need to feel the need to communicate. Without that they would not be eager to take part in any activity that encourages them to use the language. But motivation is not the only important aspect for students; teaching them how to learn is another very important aspect to consider. When using technologies in the classroom we are also providing the students with a model on how to use those technologies and, what is more, we are implicitly encouraging our students to use those resources outside the classroom.

As an English teacher, I have long used technologies in the classroom. New technologies can be considered as one of my hobbies. I must confess that I am quite passionate for whatever is new, especially if it deals with computers. The development of technologies linked to the Internet has provided us with a broad new range of possibilities. There are endless resources in the World Wide Web that can be used and can be very helpful in our task as teachers. Some of those resources have been created for English learners to use. Others, on the other hand, have not been conceived for those purposes, but for the general public, most of the times for native English speakers.

Another hobby which I have is movies. As a teacher I have used films and film excerpts for my lessons. Using films has always been a good and an attractive method in any foreign language lesson. There are however, some disadvantages in trying to use them. Films are normally too long to be watched in a language lesson and they require a lot of attention from our students. In addition, students need to have a very good command and knowledge of the English language to completely understand a whole film. Because of these reasons, I seldom use whole films in class. I most often use film excerpts, or selected chapters of kids TV series, where the students´ attention is held for a short span.

I have been working with movie trailers for five years now. I normally use them with my older primary students. In the school where I work students are not grouped by ages but by cycles. Therefore my older students are 5th and 6th graders. A few years ago and thanks to one of my students, I came across a very good solution to motivate the class to actively use communication. In one of our English conversation classes, one of my students was struggling to let the rest of the class know that he had gone to the cinema to watch *Harry Potter.* He also wanted to share with the rest of the class a website where we could watch the trailer of the film. All the class seemed very eager to go online to watch the video. I agreed on the proposal as long as we could find a trailer of the film in English. Of course, everybody welcomed the proposal, and we did work on the trailer.

It was then when I started realizing that generally speaking trailers present numerous advantages which I will list for you to consider:

- They are very popular among students.

- They are short and appealing.

- They are memorable and they interest children.

- They are visual and the action is contextualized.

- They are ready-prepared and available on the Internet.

- They use short precise dialogues, which are very useful for our English learners.

- They use body language: gestures, postures, eye movements…

Although trailers may be suitable for all children, we need to ensure that they do not contain offensive language. Most of the students like to watch them over and over again. Most importantly, their motivation prepares them for the large number of activities that might come after watching the trailer or even before I play it. But again, watching a trailer is quite challenging for some students. So when planning the lesson we need to pay attention and I recommend getting acquainted with four different aspects:

1. Selecting a trailer

2. Getting started

3. Downloading it

4. Getting the most of the trailer and planning our English lesson

5. Final Considerations

1. Selecting a Trailer

There are a vast number of movie trailers on the Internet and learning how to select one is important. I suggest the following tips:

- The trailer needs to be appealing to the children.

- Some trailers can be a bit overwhelming (they are too fast, there is a lot of language involved in a very short time, images are fast…). Be careful with that.

- It is highly recommended to use kids' films (animation films, cartoons...).

- Whenever possible action films should be avoided (most of the times they involve violence, swearing…)

- See if the language in the trailer is within the reach of your students´ level.

- Once you have found a good trailer, search for it on the net and find out if there is an official website (most of the times there is) or get some more information about the film.

2. Getting Started

It is a good idea to start thinking of a film which we know that our students are ready for. Most of the times, they are motivated by the last commercial film that has been released or is about to be released. Let me exemplify this with the fairly new film *Frozen* by Disney.

The first thing which I do is browse the film and see what I come up with. I personally use *Google* as my favourite Internet Browser. You can also consider the possibility of using *YouTube* for this purpose. There are hundreds of trailers which you can view through *YouTube*.

It is also a very good idea to take a look at the Internet Movie Database. According to Wikipedia *"The Internet Movie Database (abbreviated IMDb) is an online database of information related to films, television programs and video games, taking in actors, production crew, fictional characters, biographies, plot summaries and trivia. Actors and crew can post their own* résumé *and upload photos of themselves for a yearly fee. U.S. users can also view over 6,000 movies and television shows from CBS, Sony and various independent film makers"*.

All in all, this website is a fantastic resource for us to get information about the production which we may be considering. You can visit IMD*b* at http://www.imdb.com

Going back to our example (the film *Frozen)* there are a number of results when you *Google* the film. I would suggest to start by taking a look at the information in the *IMBd* website. You will see that when you browse the *IMBd* you do not only get a lot of information about the film but also you can access the trailer or trailers of the film which you are looking for.

Before moving on to the next point, let me remind you not to forget to pay a visit to the official website of the film. There you can find a lot of ideas or even activities to use with your students. Visit http://movies.disney.com/frozen. You will see that there are games, character descriptions, fun activities and a lot of information that can be useful when planning a lesson. I sometimes use activities that I find but what I like to do is: adapting them and turning them into my own, or creating new ones based on the ideas presented at the website.

http://www.skwigly.co.uk/new-uk-disney-frozen-poster/

3. Downloading the video trailer

I normally download the video and save it in my USB pen drive. Downloading the trailer is a good precautionary measure. There are times when the Internet connection at the school gets overloaded or does not work properly. If you have the video in you pen drive, you make sure that when it is time to play it in your class, you will have it ready and working even if the network or the Internet at the school are not working.

To download videos from the *YouTube* or any other website I use the *Free Make* free software. There are a number of other free pieces of software but I like this one because it is reliable, free and fast. You can visit the following website to download the software:

http://www.freemake.com/free_video_downloader/

http://www.freemake.com/free_video
_downloader

4. Getting the most of the trailer and planning our English lesson

Now that we have our trailer in place and it is ready, it is a good time to watch it bearing in mind that we want to use it as English teachers. Even if we may think that we are only working with trailers, it is important to give a thought to classic didactic classic questions such as:

- Who is the trailer addressed to?

- How long do I plan to work with it?

- What objectives do I want to aim at when working with the trailer?

- What contents am I going to cover?

These questions should help us define the early stages of our planning and also help us decide not only on the activities but on other important aspects that might be not so evident at a first glimpse at our plan:

- Are there any cross-curricular contents which I can work on as well? Math? Music? Science? Etc.

- Is there any cultural or cross-cultural content which I can extract from it?

- Are there any other important educational aspects to be considered? For example, are there any feminist or sexist contents which I can help my students to be aware of?

- How can I help my students become critical when watching a trailer or a film?

- What attitudes do I want to reinforce?

Moving on to a more specific stage of our planning, I would consider three main blocks when planning the lesson: Vocabulary, Structures and Discursive skills.

Vocabulary:

- What is the key vocabulary that I want my students to learn?

- What vocabulary do I need to help my students remember or activate for the lesson?

- Can I reinforce meaning by using body language or facial expressions, etc?

- How am I going to encourage students to repeat and practice pronunciation?

- Are there any fun activities that I can use to help my students remember vocabulary? (Crosswords, hung man, memory, etc).

Linguistics structures:

- What are the structures that students already know, and which I can take as a starting point to help them with their receptive and productive language?

- What are the structures which I want my students to produce? What structures will I need to focus on?

- Are there any expressions or specific sentences that our students should already know? If so, which ones?

Discursive Skills:

- How am I going to encourage my students to practice and use good pronunciation?

- Have I considered any activities to help students with intonation? How am I going to introduce it? When? In what activities?

- What about speech rhythm?

Once we have a clear picture of the lesson, we need to specifically work on the activities which we want our students to do when watching the video. When planning our activities, I normally divide the plan in three different parts:

1. Pre-viewing activities

2. While-viewing activities

3. Post-viewing activities

Of course, the type of activities you can come up with are basically subject to you and your students: their needs, their interests, their level… and the classroom dynamics. Nobody (but you, as the English teacher) knows your students and their specific learning contexts best.

<u>Pre-viewing activities</u>

As a teacher, I watch the trailer several times and while I do so, I take notes of the language I hear. Basically I try to walk in my students´ shoes. This premise helps me to identify key vocabulary which I want my students to learn, and become aware of expressions which my students are going to need to understand the trailer. Viewing the trailer helps me get organized and ready to design the first activities. At this point, I would like to invite you to do the same. You can watch the trailer at http://www.youtube.com/watch?v=TbQm5doF_Uc

Of course, the kinds of activities which you plan at this stage really depend on your students´ command of the language and their level too. For example, the trailer mentioned above starts talking about summer and, it mentions two characteristics of the summer time: sunny and warm. Since I know that my students are familiar with that vocabulary I will not really introduce that vocabulary as new. But I will consider introducing the expressions "I sell ice for a living" or the expression "if we don't do something soon we'll all freeze to death".

Here are some other activities that I sometimes use to help my students get ready to watch and understand the trailer:

- Working with vocabulary or expression games such as crosswords, word-searches….

- Using the film poster to activate their prior knowledge of the film. You can talk about

the plot, the story, the characters, etc.

- Introducing the main characters of the film and talking about them, describing their role, their physical appearance…

Whatever activities you come up with, bear in mind that this is only the pre-viewing stage. So, keep things simple and remember that what we are trying to do now is helping students get mentally and sentimentally into the trailer by getting to know the vocabulary and becoming familiar with the characters and with the plot.

While-Viewing Activities:

Although trailers are short, it is a good idea to start gradually watching them. Sometimes, even though they do not last long, they can be somehow challenging if watched for the first time at once. Again, I like to keep things clear and simple for my students. So I suggest to follow the next steps:

1. Play the whole trailer with the sound off. This lets the students get ready for the content of the video and it also gives the chance to see the action which is important, because the students can get a lot of visual clues. Once the trailer has been played with the sound off, you can use the images to revise the key words or vocabulary. Then you can start discussions about the content of the video, make hypotheses of what they think the plot is about, talk about the characters they have seen in action, etc.

2. Divide the video into different segments (2, 3 or 4 segments) depending on the length and the content of the video. For the trailer *Frozen* I divide the video into 3 parts:

    - Introduction of characters (from minute 0:00 to minute 1:02).

    - The quest (from minute 1:02 to minute 1:54).

    - Consequences and problems (from minute 1:54 to the end).

3. Orally check comprehension of the different segments and make clarifications or explanations when needed.

I also reinforce understanding of the trailer as the starting point for general comprehension, before I move on to the more specific aspects of it. Therefore, the first time which I work on a segment or a scene, for instance, the focus is on general comprehension, and from there I gradually move to specific details as we watch the segment for the second or third time.

Post-viewing Activities:

This is probably the longest stage of all. At this point I tend to balance oral and written activities. It is important for our students to use their communication skills, use the vocabulary and/or expressions they may have learned and, of course, not only use oral but also written communication. Here are some possible activities that we can do. After having watched the video, you can start checking comprehension with simple multiple choice exercises which the students need to read. To make such a task easier for the students you can start reading the questions you have designed out loud and help the students find the right answer. You can also:

- Build a chart with the main characters and ask the students to fill in the blanks with information which they remember. Before asking the students to write anything, you might want to start doing this activity orally first and then ask the students to write down their descriptions in the chart. This way, the written task becomes a little bit more bearable for them.

- Orally summarize the plot of the trailer in a few sentences and later encourage the students to write a short summary about it.

- Discuss their feelings about the movie using *like* and *dislike* expressions.

I would like to insist on the fact that most of the times starting a written activity orally makes a big difference. From my experience, written English is sometimes quite a challenge for some of my students. By first carrying out the written activity orally, we can help our students to succeed in the written task and therefore motivate them to complete it. Of course, the above activities are just an example. I do not intend to have my students to do them all. You need to choose the ones which you think that will work best for your class.

When doing some of these activities you might want to play a specific segment of the video again to help the students remember the language or brainstorm some ideas. For example, when you ask your students to describe a character find a scene where a character appears and pause the video. That way, students can have a visual aid to complete the activity.

You might also like to consider the possibility of having your students complete different activities according to their abilities, their interests and/or their needs.

5. Final Considerations

Before concluding the lesson planning and as a final step, I normally revise it again questioning some key elements and organizational aspects. Consider the following points to help you do that:

- ✓ What materials do I need to carry out the activities which I have planned? Do I already have those materials? Do I need to get any additional material?

- ✓ Are the activities planned in a logical and coherent progression?

- ✓ What variations can I easily introduce to help my students with difficulties? And what variations can I introduce to help my fast finishers or my advanced students? How can I make my activities a little more challenging?

- ✓ Can I consider the introduction of any other activity?

- ✓ Are the activities aligned with my objectives?

Last but not least, we need to go back to our initial aims and activities of the lesson, and think about how we are going to evaluate our students. Assessing communication skills and progress takes time and effort from both teachers and students. Often, we use informal evaluation to assess communication: we plan activities in small groups and engage our students in practicing communication while we take notes of their performance.

Assessment is probably one the most difficult parts of the lesson plan or, at least, it is for me. As I have mentioned before, I like to keep my activities clear and simple and so I like applying simplicity in the assessment part too. Of course, assessment needs to be carefully thought and needs to be directly related to our objectives and the kind of activities we have planned.

At this point I would like to describe what I normally do: keep assessment informal and personal. In other words, I usually think of the individual progress which each student has accomplished to reach the objectives. I keep in mind that progress in learning is personal and individual and the range for communication is wide. Yet, if for example, you are trying to evaluate vocabulary acquisition, the approach changes, and I might consider using formal ways to carry out the vocabulary assessment.

Finally, I would also like you to think about another kind of assessment, an assessment that, unfortunately, not all teachers carry out regularly. That is the assessment of the lesson. We need, as professionals, to assess our lesson planning as well. Here are some questions we can try to answer once we have finished teaching a lesson.

- What went well in the lesson? Why?

- What was not appropriate? What did not work? Why?

- How could I change what did not work to improve it?

- What could I do differently?

- What have I learned in the lesson? What can help me in the future?

Conclusion

Using videos in the English lesson is highly encouraging for the students. The teacher can use their interest and motivation to help students acquire knowledge of the language while introducing vocabulary, real language, structures and idioms. It is normally a memorable activity that keeps the students engaged and willing to improve. It is also a learning practice which they can keep on doing at home and, if they do, the time which they are exposed to the foreign language increases exponentially. Trailers are available on the Internet and, with practice, they require little time in preparation. Using trailers is not only beneficial for the students; I would say that it is also very beneficial for the teachers as well since they allow us to be creative and, why not, to keep up with the English language as well.

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Ready? Set? Devour!: A Challenging Reading Project for Vocational Training

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Almost three decades in teaching English as a foreign language have provided me with the chance of teaching all ages, especially teenagers. I have been the Head of the Foreign Languages Department for fifteen years and this has implied coordinating English teaching from infant education to primary education, secondary education, upper secondary education and vocational training. Additionally, for the last four years, I have also been training teachers at university.

In all these years, I have always had a "good friend": Reading. It has filled my time with fascination, and the need which I had in the educational field and which I was aiming at: transmitting this passion to my students. I did not want them to miss the benefits of reading, and I wondered how reading could boost their creativity, develop their analytical thinking and especially help them understand human nature.

During the many years mentioned above I have created, experimented and being involved in a large number of projects related to reading, as "The Class Library", the compulsory reader for every class or "Reading Circles". Yet, the project I am going to describe in this article started from scratch, we could say. It is the result of my being of the lookout for an idea that could activate the skill of reading in my students.

The project started in 2011-12, just as an experiment, and was referred to in the secondary school magazine of Institut Severo Ochoa in Esplugues de Llobregat, Barcelona, where I currently work. In the following year, it got consolidated, and has been continuing through the present year, 2013-14, hoping to be improving in the following academic courses.

SO...What was the inspiration point? I think it is worthwhile to write down a few lines on it. In the summer of 2011 I was enjoying a nice stay with my family in England. Wandering through one of the most authentic and lost villages in the middle of nowhere, I came across a nice-looking bookshop. It was tiny, cosy, elegant and full of very well-chosen books. The bookmark, which I show here, had also been turned into the store business card. I thought it was awe-inspiring.

"*Why a book*?" was the exact catchphrase which I wanted to infuse into my students! Unfortunately, I lost the card and I cannot give the exact reference of the bookshop. I hope that in a near future I can pay them

WHY A BOOK?

Because Chocolate Never Changed Anyone's Life*

*permanently
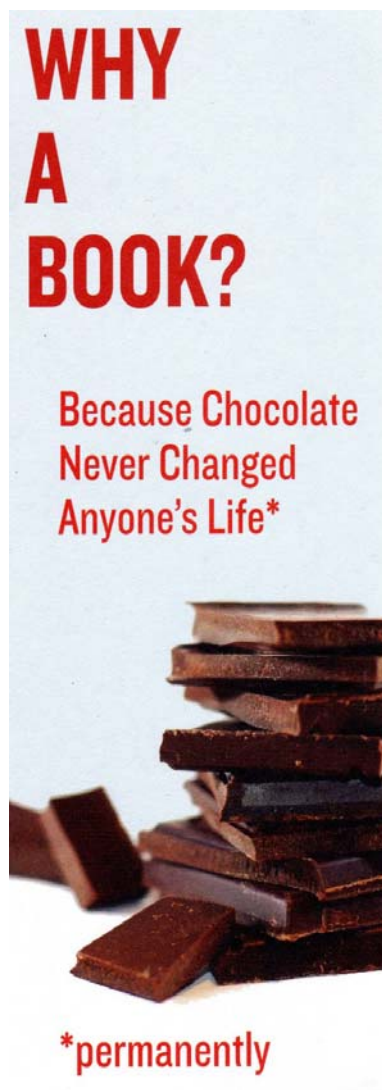
the tribute which they deserve. The only clue which I have is the webpage, where the bookmark is referred to: http://www.bookweb.org/news/indiebound-launches-new-holiday-designs

Up to here you may think there is not so much difference with the common reading activities that we, English teachers, carry out in the classrooms. We usually organise Classroom Libraries, or work around "compulsory" readers, which is what we do at my school with ESO (secondary education) and Batxillerat (upper secondary education) students. But... What about vocational school? What kind of books do they read? What do we do with them in class?

What I think is the distinctive feature of this project is that it was originally aimed at its students. With regards to them, we often face a profile of learners who want and need a very practical way of doing things; they are hardly interested in intellectual activities, which, to them, may even seem a waste of time, with no final material production.

The students who I have been doing this project with range from Intermediate *Business and Electronics* to Advanced *Business and Chemistry*, aged 17-22, and the surprising thing that rounded up my project is that it adapts to them all, and, last but not least is embedded in their curriculum, under the subject *Technical English*.

In this article I do not want to exhaustively put forward the enormous benefits and advantages of the act of reading, as we probably are sufficiently familiar with them already, but the evidence is such that I think it is important to name, at least, the ones which I find most significant:
1. Increasing world knowledge
2. Expanding vocabulary
3. Improving writing
4. Improving memorization
5. Stimulating the mind
6. Strengthening analytical thinking skills
7. Improving focus and concentration
8. Reducing stress
9. Providing free entertainment

Throughout these years as an English teacher I have met many kinds of students and worked with a large variety of books. I have often observed that if one is not in the habit of reading; it may look like a burden, a heavy task. Students sometimes do not want to write an essay on "the reader", or wish to take an exam on it, and the exercises which they usually have at the end of their books do not appeal to them either.

This is how the activity may become an *arm-wrestling student-teacher fight*, and then… because every law has a loophole...., students know a really easy way how and where to find all the required answers to the questions which they have to deal with... You have guessed it: The Internet!

With such a historical breakthrough, I thought that we, as teachers, should take advantage of all the resources that already exist on the World Wide Web. I was convinced that such a huge human and technical global approach, linked to so many services and people behind them, had to guard the entrance to a project which could both fit in the levels that I needed to work for and the corresponding curriculum requirements, and also, lead the way so that my students could learn to read just for enjoyment, for pleasure, with delight.

My initial belief generated a motto for my students to follow: "*If a book does not fulfil your expectations, let's change it for another one, a more exciting one.*" The hands-on time had come for me! I needed to get organized. I wanted to supply my students with as much information as possible about publishing houses and *The Common European Framework of Reference for Languages* (CEFR)

Publishing houses:	The *Common European Framework of Reference for Languages* (CEFR)
- The readers which were available. - The topics and/or genres which they covered. - The web resources which often complement readers.. - The levels to choose from.	- The equivalent to their English level.

With such objectives in mind, I looked for all the data, gathered it, and concluded that next I needed to summarize it all in four documents, which you will find enclosed in appendixes 1 to 4 at the end:

1) A general overview from *Breakthrough* to *Waystage* to *Threshold*, which would include the number of headwords and the grammar items which readers covered.
2) A detailed chart including the levels of the CEF and their correlation with the publishers.
3) A list with themes and genres, which I had spotted.
4) A list of publishing houses web resources, with comments on them.

With all this information circulating in the classroom charts, ready for the students to consult, I knew that I had fulfilled my first objectives, above-mentioned: My students were going to be able to freely choose the most suitable reader for them, and decide which book was the one that they really wanted to read, and they would even know why. And, what it is more, I was also prepared to help the students complement their search with the reading of the blurbs, which books usually have on the back covers, and with the information on *readers* which the Internet also provides and which they would be looking at.

The initial theoretical framework had been taken care of. I was ready for the next steps, the most exciting ones:

A. <u>Inform</u> the students about the project that we were about to start.
B. <u>Engage</u> them in this common project
C. <u>Involve</u> them in both reading and sharing their experiences through the class blog.

The project was about to be put into practice. I devised the name of my reading project: *Ready, Set, Devour*! I wanted the project to be also cheap and easy, and the first step was to have a book for every student. I was going to tell them that books could be found in a wide variety of places for free: they could borrow them from public libraries, from neighbours or friends, from home libraries - sometimes we have books that have never been read - and, of course, that the easy option was to buy them.

Yet I still needed to figure out the procedures which I would follow to approve the students´ choice of readers, and to be able to certify that they were doing their reading tasks as well. So I prepared the following norms which they students also agreed with:

1. *The books had to be first approved by the teacher as suitable for the class library.*
2. *The minimum number of books per term was one.*
3. *Once the books were chosen and read, the student had to show evidence of having read them and provide information related to them that could be useful for all classmates. The information provided could be extracted from web resources or from their own work*.

In practice these three norms brought what follows:

1. <u>FULFILLMENT OF THE NORMS</u>

Suitable was agreed to mean:

A/ The appropriate level of English

B/ Editions, fully written in English, and therefore, including no translation into their native languages

C/ Contents of books which were expected to be of interest to most students sharing the reading project

2. <u>INCREASE IN THE NUMBER OF BOOKS PER TERM</u>

The project began in September, 2011 and, to my surprise, although the minimum number of books was one every term, some students ended up reading two or three, and sometimes even more; and a fabulous list of titles began to come along. The list was so varied! Each title showed every student´s likings, and I decided to collect them and write them down in a grid: on the left column all the titles of the books are listed and at the top row, we find the names of each student in the group.

The grid was made public in all my classes; so students started borrowing and lending books among them, be them from the same class or another. I had, no doubt, found a different approach which focused on encouraging teenagers to read, especially students in vocational training. I still use the same kind of grid for my reading project. A sample is presented below.

While exchanges were happening, all the English school readers were to be classified. I wanted students to easily locate them and have a thorough list of books to encourage loans for learners who could need them. With their help, we all wrapped boxes with English newspapers, nicely arranged them and classified the readers by publishers, and placed them on the classroom shelves.

Boxes containing the *Readers*

Readers borrowed by the students

3. THE BLOG: "ENLIGHTENED BY BOOKS"

 I realized that we needed a virtual space where:

A/ I could post bibliographical entries for each reader which was available on school premises. The bibliographical entries were elaborated by the students and handed in on the day of their presentation. There is an example below.

Bibliographical entry

Title	A Tale of Two Cities			
Author	Charles Dickens			
Genre / Temàtica	Classics – Literature			
Versió 1				
Publisher	Burlington		Level	BTX 2
CEF	B2.1	Audio	NO	
Found	RMF			
Versió 2				
Publisher	Oxford Bookworms		Level	4
CEF	B2.1	Audio	Yes	
Found				

B/ They could post the evidence of their work

I was already using an English blog for class, it is called "The Gadget Method" http://rosafabrega.wordpress.com/ and I thought that my blog was going to host a new one: I was going to create a reading blog within my general English one. The name that came to my mind was *enlightened by Books. Light* referred to what books had always given to me: the **light** of having found a way to engage my students in the benefits of reading, and the **light** that when knowledge is shared learning is turned into a more meaningful and deeper experience: http://enlightenedbybooks.wordpress.com (see appendix 5)

To prove evidence of their work, students had to follow deadlines to show having read the book which they had chosen. All students had to contribute with information about their books which, as indicated earlier, could come from web resources or from their own work. Depending on the size of the group, the procedure would be as follows:

LARGE GROUP (30 to 35 students):
Giving the whole group class assignment while each student is individually interviewed by the teacher: They can explain what they think about the book and their contribution and view can be useful for the rest of classmates.

SMALL GROUPS
Students do their presentations in front of the whole class.

Since I started the project, students have been surprising me with a wide variety of resources, mirroring the numerous web resources that we are all exposed to these days. During these years, my students have contributed with:

- Vocabulary lists
- Web links
- Virtual samples of reading texts from publishing houses http://images.scholastic.co.uk/assets/a/b9/20/iraq-in-fragments-ch1-p8-9-270437.pdf
- Audio books
- E-books
- Different versions of the same book
- Films which some books have been turned into
- Complementary exercises from publishing houses http://enlightenedbybooks.files.wordpress.com/2012/03/skyjack-worksheet.pdf
- References of public libraries where specific books are available on loan
- References of bookstores that stock them for sale.

Through the reading blog, students have also stated their opinion, made comments and assessed the books which they have read as *Excellent, Good, Average* or *Poor*. This has very much helped all students.

During the first year, **146 students of vocational studies** participated in the *Ready, Set, Devour* English reading project, turning it into a reality. **84 different books** were chosen by them. In the following two years the numbers increased, but the selection was not so impressive due to the fact that some previous books were chosen again by new students.

146 students took part in 2011-12, 152 in 2012-13 and 156 students in 2013-14. Now there are a total of 117 different book titles in my class blog. Every term there is a little surprise: a new brand different book is added. Nowadays there is still quite a lot of information in the blog and this makes the choice OF READERS much easier.

To my delight I was surprised when I saw that literary authors had been chosen, with Jane Austen, Charles Dickens, Mark Twain, Oscar Wilde among them.

The project which I have presented was originally intended for vocational training. I am happy with the results which I have obtained and I truly think that the idea could be implemented in secondary education.

The results of the project were made publically available on St. George's Day, the 23rd of April, 2012. On the day of T*he Book and the Rose* in Catalonia, we found the pleasant outcome of a multiplicity of resources, ideas, opinions and a list of a great number of different titles of books written in English, and proposed for our enjoyment. I am sure that you will find, among them, at least, one title that you may fancy.

I would like to invite you to visit the blog where the results of this project are collected: http://enlightenedbybooks.wordpress.com and to encourage you to contribute with more information about interesting books if you wish to; in this way, everybody should be able to choose a book according to their taste.

APPENDICES

APPENDIX 1: General overview: from Breakthrough, to Waystage, Threshold, Vantage and Effective.

A1: Breakthrough
A2: Waystage

B1.1: Threshold
B1.2:
    Average word count 10,000 – 1000 Headwords
    Grammar: should, may, present perfect continuous, used to, past perfect, causative, relative clauses, indirect statements.
B2.1: Vantage
    Average word count 16,000 – 1400 Headwords
    Grammar 1: past perfect continuous, simple passive, would conditional clauses, indirect questions, relatives with where/when, clauses of purpose/reason/contrast, gerunds after prepositions/phases.
 B2.2
    Average word count 23,000 – 1800 Headwords
    Grammar 2: future continuous, future perfect, passive (modals, continuous forms), would have conditional clauses, modals + perfect infinitive.

C1: Effective
    Average word count 30,000 – 2500 Headwords
    Grammar: passive (infinitives, gerunds) advanced modal meanings, clauses of concession and condition

APPENDIX 2: Chart including CEF levels and their relation with publishing houses

CEF	A1.1	A1.2	A2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2	D1
General grade	Starter	Beginner	Elementary	Lower or Pre-Intermediate	Intermediate		Upper-Intermediate		Advanced	Proficiency
CAMBRIDGE EXAMINATIONS			KET		PET		FCE		CAE	Proficiency
LOE	ESO 1	ESO 2	ESO 3 / 4	BTX 1		BTX 2				
BURLINGTON	ESO 1	ESO 2	ESO 3 / 4	BTX 1		BTX 2				
CAMBRIDGE English Readers		Level 1	Level 2	Level 3	Level 4		Level 5		Level 6	
CAMBRIDGE Discovery Readers / US										
EXPRESS PUBLISHING Classic Readers	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6				
Heinemann										
Longman Fiction	Easy Start					UpperIntermediate 2000 words				
Macmillan Readers		Level 1 300 key words	Level 2 (A1) 600 key words	Level 3 (A2) 1100 key words	Level 4 (B1.1) 1400 key words	Level 5 (B1.2) 1600 key words	Level 6 (B2) 2200 key words			
OXFORD Bookworms Collection / Fact files / library			Stage 2 (A2) 700 words	Stage 3 (B1) 1000 words		Stage 4	Stage 5	Stage 6		
OXFORD Dominoes	Starter (A1) Dominoes 250w	Dominoes 1 (A1) 400 words	Dominoes 2 (A2) 700 words	Dominoes 3 (B1) 1000 words						
PENGUIN Readers	Easystarts 200 headwords	Level 1 300 headwords	Level 2 600 headwords	Level 3 (A2) 1200 headwords	Level 4 (B1) 1700 headwords		Level 5 2300 headwords		Level 6 3000 headwords	
Richmond Readers	Primary Levels 1-4	Level 1 Primary 5	Level 2 Primary 6	Level 3	Level 4					
Richmond Scholastic			SchStarter	SchLevel 1	SchLevel 2	SchLevel 3				
Trinity level	1-2	3	4	5	6	7	8	9 - 10	11 - 12	
Vicens Vives Black Cat			Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		

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APPENDIX 3: Overview of Genres and themes

Adventure	Non-Fiction	Play scripts
Classic	Human Interest	Romance
Crime	Humour & comedy	Science-fiction
Fairy tale	Legend	Tragedy
Fantasy / ghost story	Love	True Stories
Factfiles	Mystery & horror / Thriller	World Stories

APPENDIX 4: Web resources which publishing houses complement readers with.

WEB RESOURCES

Cambridge	Readers test to know your level	http://cdextras.cambridge.org/Readers/RPT_last.swf
Cambridge	All the audios are found	http://www.cambridge.org/es/elt/catalogue/subject/project/custom/item2273007/?site_locale=es_ES
Cambridge	Read a sample of every book	http://www.cambridge.org/es/elt/catalogue/subject/project/custom/item2505731/Cambridge-English-Readers-Sample-chapters/?site_locale=es_ES&currentSubjectID=382366
Penguin	Worksheets You must register first but it is free.	http://www.penguinreaders.com/index.html http://www.penguinreaders.com/pr/teachers/download-area.html http://www.penguinreaders.com/pr/students/download-area.html
Richmond	Resources	http://www.richmondelt.com/spain/english/resources/richmond_readers.htm
Richmond	Scholastic	http://www.richmondelt.com/spain/english/catalogue/supp_graded-readers/scholastic_readers.htm

APPENDIX 5: *Enlightened by Books* (Reading Project Blog)

Enlightened by books

Pàgina d'inici   Finalitat d'aquest bloc   La lectura como anacronismo – Valentí Puig   Nice Quotations   Ready? Set? Devour!

← Love Story by Eric Segal   Charlotte's web by E.B. White →

Meet me in Istambul by Richard Chisholm

Posted on 24 maig 2012

★★★★★ ❶ 1 Vote

An adventure thriller set in Turkey. Tom Smith flies to Istanbul to join his fiancée for a holiday. But Angela fails to meet him that evening as arranged. The next morning Tom has some terrible news; Angela was killed in a driving accident- a week ago!

Click on the picture to know more about the book.

Fitxa Bibliogràfica
Title   Meet me in Istambul
Author   Richard Chisholm
Publisher   Macmillan
Level   5 Intermediate
CEF   B1.2   Audio   CD
Genre / Temàtica   Thriller – Mystery
Found   Biblioteca pública S. Joan Despí & RMF (pdf)

Key to the exercises: http://www.macmillanreaders.com/wp-content/uploads/2010/08/Meet-me-in-Istanbul.pdf

Summary of the book done by a student:
http://www.eoilangreo.net/biblioteca/sheilabookreviews.pdf

Cerca en aquest bloc

[   ] [Search]

Categories
A1
A2
audio
B1.1
B1.2
B2
C1 FCE
Català
ebook
Film / Movie
Français
Literature
Read along
Unabridged
Uncategorized

Entrades recents
Mansfield Park by Jane Austen
Pride & Prejudice by Jane Austen
Northanger Abbey by Jane Austen
Gulliver's Travels by Jonathan Swift
New York café by Michael Dean
A Pretty Face by John Escott
Space Affair by Peter Viney
The Last of the Mohicans by James Fenimore Cooper
Charlotte's web by E.B. White
Meet me in Istambul by Richard Chisholm
Love Story by Eric Segal
The Phantom of the Opera by Jennifer Bassett
The Narrow Path by Francis Solanny
Huckleberry Finn by Mark Twain
Anne of Green Gables
Goldfinger by Ian Fleming
Running Wild by Margaret Johnson
Mystery in London by Helen Brooke
The Secret Diary of Adrian Mole by

Gratitude Is It! Celebrating Noble People, Noble Teaching and Learning

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(In honor and memory of Eric Blum, Halbe and Jane Brown, M. Antonia Ferragut and Pepe Martí, Antonia García and Carmen García, Duke Gregg, Franscico Guix, Amàlia Molés, Rose Senatore, Elisenda Vegué, and Valerie Wentzel-Burman)

The article reviews my career after having celebrated over 35 years in teaching. Aimed to honor noble people in general, noble teachers and students, for the invaluable riches which they bring to us, it will unfold my professional life, give clues about the person and teacher who I have always been, and exemplify my teaching with the didactic framework of a special class.

I designed that session on the occasion of the anniversary referred above, and presented it to a unique group of students in 2012. Based on the film *Dead Poets Society*, and included in the appendix, I would like this article to also encapsulate gratitude in its larger extent, for both the students who were my audience that day and for the many other ones, who they symbolically stood for, and for the outstanding teachers who I have worked with and trained throughout the years too.

We all know of prayers of thanks and special thanksgiving ceremonies in communities after harvests and at other special times. Throughout life we come across all sorts of people and situations. This also holds true for our teaching careers. And some of us feel blessed to have met extraordinary human beings, be them our family, our friends, our teachers, our supervisors or our students, to name some. I have tried to learn from them all, whose delightful memories I now cherish. This is an article to celebrate noble people, noble students and teachers, who have made things possible, and make our lives exceptional.

I have been indebted to students since I began teaching private lessons while still in high school; since I substituted teachers in my freshman year; since I started teaching vocational school in my sophomore year; and, since, a year after, I was offered my first job as a translator for the Catalan Parliament.

Right after twelfth grade, I obtained my first certificates in English, which allowed me to teach vocational school, elementary school and high school at the private school which I had attended earlier, while I was financed by the government to complete my bachelor´s degree in college; and later, the American government sponsored me to spend wonderful summers at an outstanding camp in the United States, and, also, to be a teaching assistant at an American university and a graduate student as well.

How could I not be grateful? And much more was awaiting me. From the mid to the late eighties, while I had a full-time teaching position in high school, I also specialized on translation, and worked for several publishing houses in my city, Barcelona; and that gracefully extended my areas of specialized linguistic knowledge which went from law to art, psychology, children´s literature, adult literature, geography, history, medicine and gemology.

In the late eighties, I finished my master´s degree, completed my doctoral courses, and started being a consultant for publishing houses, both in the United States and in Spain, and that

opened a new professional field for me, which went from analyzing teaching materials to studying market prospects.

By then, my vocational and high school students had been exposed to all the projects that I had envisioned for them to learn English: cartoons, comics, magazines, newspapers, plays, radio and TV programs…; they had also learnt to present works in English about the areas which they loved the most: electronics, chemistry,   hairdressing, horsebackriding, music, gymnastics, swimming, baking…

They had realized that they could live their passions, their hobbies, and their lives in English too, and that such a thing could also happen beyond the classroom walls: at the auditorium, the computer room, the corridors, the gym, the pool, the school canteen, the school kitchen, the shops in the vicinity, the train station next door, and the airport too.

In those late eighties, I also created an *English Club*, which lasted for two years,   and an *English Teaching Theatre Group,* which went on for seven more years; we adapted a variety of plays, performed both in our school and in other elementary and high schools, and provided our audiences with our own script and complementary exercises which we (students and teacher) had prepared. With that work, and the corresponding parental permissions, we travelled to different countries year after year. Students earnt enough money to pay for their bus, train or plane tickets, and for their youth hostels stays. Parents happily supported them for their meals.

I have always believed that classes need to go beyond the data which we pass on to students. And there was still more to it, more to them that I could not miss: I had the pleasure to see those high school students of mine perform their plays in teachers´ conferences, speak to professional audiences, be interviewed on the radio, be acknowledged in pedagogical magazines and local newspapers. What else could a young and enthusiastic teacher ask for? In the early nineties, I knew that my previous teaching had been developed the most, and that it was time to move on.

As I was leaving the premises that had inspired me to be so creative, and I was chaperoned by colleagues and escorted by students, one of my groups asked me to go into their classroom once more. They wanted to surprise me; the year before, I had taken them to see the movie **Dead Poets Society**; as I entered their classroom, those co-ed teenagers stood up on their chairs and saluted me. I realized that being a teacher was a great privilege.

Once I joined the State Language School system to become a teacher and a civil servant, I kept focused on perfecting my professional life. That brought me the chance to attend conferences as a speaker, to prepare didactic workshops, year after year, and to publish all my projects and works, the ones that had taken shape in the previous decade, and the ones that were still to be devised in my imagination and to turn into reality in my new teaching environments.

In Spain, state language schools are a great language laboratory for English teachers. In 1992, I was awarded with the *Teachers´ Language Award for Magazine Projects and* I presented my first workshop to teachers. That professional public exposure went on yearly, along with the annual publication of my workshops. And in 1996, those many sessions and writings developed into a numerous collection of teacher training courses. By now, I must have taught over 45 teacher training courses for the government. Still doubting why I may feel so grateful?

How could I have ever guessed that I had so much to share with teachers? Elementary school, high school and adult teaching specialists, both new and veteran have attended courses of

mine on theoretical and practical teaching methods, with emphasis on some of my areas of expertise:

Oral and written expression, listening and reading skills, project work, the creation of comics, games, magazines, newspapers, plays, radio and TV programs, the role of games in teaching, the effect of music and songs, the role of realia, the relevance of classroom décor, simulations, magic, theatre, cooking contests and celebrations, learning portfolios, the impact of mass media and the Internet, interaction techniques, didactic interventions, the fifth skill, the development of students and teachers´ talents, language acquisition and language learning, living the language, living the class, living the day, as life passes, for both teachers and students.

Translation, American culture, British culture and English-speaking countries have also been part of my classes, both in my language and teacher training courses. I have always been very interested in learning how other cultures go through life, sort things out, learn about it, get the most out of it, and celebrate it.

Travelling became a passion for me at eighteen, and I feel very fortunate to still do it extensively. Visiting English-speaking countries (Anguilla, Bahamas, Barbados, Bermuda, Canada, Cyprus, England, Jamaica, Ireland, Maldives, Malta, Scotland, Singapore, Sri Lanka, Turks and Caicos, Virgin Islands, Wales, and last but not least, the United States), has led me to the production of articles and teacher training courses too, on the language, their culture in general, and their festivals and traditions, in particular.

I must especially refer to the United States, which I consider my home too; the summer of 2013 was my thirtieth season returning there. Having always been touched by American generous hospitality, becoming almost a family member of dear friends of mine there, having been supported by their government, having been a student, a teacher, an international counselor, a village chief, a summer camp office manager, and later a volunteer (which still am) has taken me to amazing experiences.

In 2009 my camp surprised me with *the Volunteer Award of the Year*. How could I be given that while living in Spain, and being able to only volunteer across the ocean in the summer? Nothing satisfied me more as an English learner and teacher, and as an American at heart. I had almost become an international local, and was to be indebted to Americans for life. I was told that I had apprehended what the country had provided for me, and that I was passing it all onto others: a sense of caring, community, honesty, inclusiveness, respect, stewardship, and diversity.

The equation was very simple for me: their trust, their lessons, their spontaneity, their optimism, their comradeship, the close friendships, the fun, the love and care, which they have always had for me, did it all. I just happened to be there. I think that these are the invisible bonuses that we subtly perceive when we simply are where we, deep down, want to be, and feel that we do as we think that we must. I just take these moments as confirmations that I might have done something right, as some lyrics in *The Sound of Music* go, and that I just need to continue.

Travelling so much has allowed me to visit schools and universities in the above-mentioned countries and, of course, in others. That has been a human, an academic and a professional treat. As a teenager I went to the British Consulate in my city to see if they could help me find my first penpal. They could! I love writing and I have been touched by the magical wand of the many international friendships, both in the counseling and teaching field and in all the walks of

life, where I have been. The Internet has, no doubt, enhanced the power of living a foreign language daily, making international communication instantly feasible at a simple click.

Since the mid-nineties I have also been volunteering for an American organization in my city. It brings American students to my university. And the starting point goes back to 1994, when I became a civil servant for the government, I wanted to express my gratitude, and I held a *Thanksgiving* dinner in my state school. American students from that organization helped me carry out my project. 225 members from the school community attended. It was right then when I realized that my turn to give back to the United States had started.

Since then, the director of the organization and I have yearly had the pleasure of pairing American students up with my language students for English and Spanish conversation exchanges, ensuring that these young Americans are as warmly welcomed by Barcelonians as we have always been in their country. Gratitude has been put into practice. All American and Spanish students involved experience the benefits of learning a foreign language: the visitors are submerged into Catalan and Spanish culture, adapting to their new cultural nest and living it daily; the locals take standard classroom learning to real life, and practise hospitality and English.

None of my visualizations would have been materialized without the brilliant, and so humble, supervisors and directors, who wanted the best for me, and for all their employees and the organizations which they stood for. They worked harder than their teachers´ teams, becoming role models to imitate, and provided us all, their staff, with fabulous tailor-made professional playgrounds where to be, play, grow and share our expertise.

My deepest gratitude goes to my parents and family; secondly, to some of the most outstanding people who I have encountered: everyday people who we meet here and there, neighbors, friends, classmates, coaches, companions, colleagues, teachers, professors, directors… who believe in us, and simply teach us, with their choices and actions, human master classes, which have turned us into the persons and the professionals that we are; thirdly, to students of mine, be they learners of English or teaching professionals, who I will refer to, once more, further on.

Gratitude in this article must reach my reading and writing elementary school teacher; my English teachers in elementary school, junior high and high school; my philosophy teacher and my politics teachers in secondary school too; my culture, English, English-speaking countries, linguistics and translation professors; my supervisors for theses; my principal at high school while I was still a student; my directors at the *Open University of Catalonia;* UOC (where I also taught in the late nineties), my directors at the *Institute of Professional Teaching Development*, *ICE*, at the *University of Barcelona* (where I have taught most of my teacher training courses); my director in *State Adult Teacher Training*; the heads of the *Teaching Department,* DLL at FFP, at the *University of Barcelona*, where I was an associate professor in the early millennium; and all my directors at my camp in the United States.

Research work has been an important component in my academic and professional life: specific terminology has been analyzed, international and English accents have been recorded, realia has been collected, and experimental government projects have been put into practice, from high school to college. One was the first virtual ELT teacher training course at the *University of Barcelona* (2000), which was possible because a computer specialist was assigned to me to design the virtual tools which I had didactically envisioned: a virtual blackboard, a virtual forum and a didactic clinic, for high school teacher training.

Teaching English and teacher training have allowed me to study the mechanisms of language acquisition and learning, the demands of the curriculum, and the participants in the classroom settings: their group dynamics, their actions, reactions and productions, the development of their tasks, the interdisciplinary work that may take place, and the multi-level learning itineraries which must converge in one human group, and which can make classes meaningful and memorable for all.

With students, learners of English and teachers in training, I have been very fortunate to celebrate the joy of teaching and learning, all in all, as if I had just begun in the profession. We have recreated cultural holidays, such as *Halloween*, *Thanksgiving*, *Valentine´s*, E*aster*… as well as theme days or weeks:

American week, a *British Amusement Park (*with a speaker´s corner and cultural rides); *Karaoke Day*, with a stage where to rehearse and perform; *Fashion show*, through which specific vocabulary could be reviewed; *Ocean Ice-cream Parlor*, with beach games and open doors to meet the students´ families; *Carnival Pajama* class, with international lullabies; *Game Room* with classic board games and dialogs, created by the students; and numerous cooking contests (on the *Far West*, *Tai-chi, English-Speaking* countries…), with cookbooks being produced, and pot-luck samplings for all.

At present I hold professorship in English teaching. Having met a large number of multi-level students as well as very humble experienced and non-experienced teachers has been of inestimable value.

In the appendix, you will find the excerpts of a virtual English teaching session which I mentioned at the start and was projected in May 2012 for a unique audience: an extraordinary adult elementary English class, which I called "*The Halleys*", because each of them was a star by himself/ herself, as well as, on the whole, an exceptional group, a unit as a comet. I chose them to physically and symbolically help me celebrate my 35 years in teaching.

With that class I wanted to make sure that I had understood what Harper Lee in *To Kill a Mockingbird* (1960: p. 281) had reminded us of at the end of the book (whose translations I had also studied for my master´s thesis): "*Neighbors bring food with death and flowers with sickness and little things in between. Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But neighbors give in return. We never put back into the tree what we took out of it: we had given him nothing, and it made me sad*."

With that teaching session, I also wanted to honor those many students of mine, teachers or not, who have revolved around humanism, will power, discipline, happiness, passion for learning and/or teaching, for sharing love, care, knowledge and professionalism with the others.

With this article, I especially celebrate people in general who enhance our lives; professionals in the field who make do and make a difference in our careers; and teachers who share a genuine vocation to help students simply learn in their best ways

I specially want to honor discreet and humble teachers who daily present works of human teaching art to their students, expecting no recognition, but in the belief that what they are doing is what they must for the students´ sake and for their human performance and professionalism. I have been very fortunate to teach many of them, and to count on them as colleagues too. **My gratitude to them all for my pleasure to have seen them at their best.**

Last but not least, I want to explicitly dedicate this article to five teachers who I am working with, and learning from in the university teachers´ research group *From English Acquisition to English Learning and Teaching*, at ICE, University of Barcelona. My initial dream, now our common present dream, has been given shape: We have the first volume of the digital *English Is It!* (ELT Training Series), whose articles you can read today.

They are: Laia Andrés, whose progression (from loving English to becoming an excellent teacher of the language, translator and interpreter) I have witnessed; Rosamaria Fàbrega, who I have shared friendship, scholarship and pedagogics with since college days; Andreu Cardo (teacher trainer too), Laura Prat and Núria Viñas, exceptional elementary school teachers and teaching models, who "insisted" on attending teacher training courses of mine for many years without prioritizing their own expertise, which did not need much from me, if any.

They, along with the numerous persons, and groups, who have been referred to since the start of this article, have simply accomplished their missions and many of us have benefitted from them at large. As the proverb goes: "*Gratitude is the sign of noble souls*". Let us hope so, as I invite you to celebrate nobility, noble learning and teaching with me, with us. Gratitude is always it!

TOPIC: *Time to celebrate!*
L E V E L   1st (epitomizing the rest)
O R G A N I Z A T I O N   Group work. Arrangement: One circle (Teacher included in it)
T I M I N G   1 h – Theory + 1 h – Practice   (Last class in the school year)
O B J E C T I V E S   **To** expose students to both 1st level English words, phrases and sentences, as well as authentic English expressions   **To** help students infer meaning from authentic English excerpts with the help of context and translations   **To** prompt students passive knowledge and active English through a well-known classic teachers and students´ movie   **To** make students realize the relevance of attitude in all that we do   **To** emphasize the importance of expressing gratitude   **To** enjoy one another´s company   **To** celebrate life in a classroom environment   **To** help the teacher celebrate 35 years in teaching

C O N T E N T S

Procedures

S k i l l s
Listening, speaking, reading and writing

Concepts

C o m m u n i c a t i v e   s t r u c t u r e s

A/ Recycled (passive and active elementary English)
B/ New language (passive authentic English, only aimed at recognition with the help sometimes (for poem and dialogs) of translated verbal cues. Located in document (appendix).
13 Guiding sentences (They are also guiding chunks when projecting document. Procedure is described in *General development* (below)):

1) Time to celebrate!

2) Here is the class of 2012!!!! (1st level: Tue-Thu – 7.00-9.00)

3) Here is a toast to ….

4) Here is our last class: Seize the day! – Make your lives extraordinary!

5) Would you like to play?

6) Honoring noble people in learning and teaching. Inspired in the movie Dead Poets Society

7) The idea of carpe diem - Seize the day - Make your lives extraordinary is expressed in the poem "To make much of time"

8) Let´s watch the following video: Oh captain, my captain!!

9) Let´s read the following quotes by Professor John Keating (or o Captain, my captain!)

10) Classroom of 2012! This is your turn!

11) And now please kindly stop by my desk to collect your certificates!!! It has been a pleasure to teach you!

12) Thank you for also celebrating with me my many years in teaching! Carpe diem!

13) Good luck with exams!

V o c a b u l a r y

A/ Known (passive and active elementary English)
B/ New passive authentic English, aimed at recognition with the help of translated verbal cues: Words (translation into Catalan indicated in **green**), located in document (appendix):
Cute, filled, sustain, pursuit, recurring, slightly, daring, strive, the longer…the less likely, lead, resigned, daring, caution, wise, which is called for, hesitates, rip out, gonna, dings a bell (in order of appearance)

P r o n u n c i a t i o n
Note: This exceptional class is based on human communication in English. So, no focus is placed on pronunciation other than to clarify what may be needed for full comprehension and one´s enjoyment.

<u>**C u l t u r e**</u>

Movie: *Dead Poets Society* (1989). Set in a conservative and upper class academy in Vermont (1959), the film unfolds the story and the pedagogics of a teacher of English who excels in class by challenging and inspiring his students through values and poetry.

Classic American Graduation march: *Pomp and Circumstance* (long contributed to my class by my American professor of English: Dr. Ronald Burman, professor emeritus at the University of Wisconsin-la Crosse)

Here is the class of …..!!! – Classic sentence in Graduations (said prior to tossing graduation caps into the air)

**Attitude**
Already described under *Objectives* (last five)

M A T E R I A L S

Teacher´s:	Students´:
- Digital document***** with excerpts and videos of *Dead Poets´ Society:* images from the movie, a poem translated into Spanish (source in references), and samples of dialogs between professor and students - with some words translated into Catalan by the teacher. - Paper copies of virtual doc - Posters with Graduation images - Posters with educational quotes - Certificates of appreciation - Pile of books - Academic cap - Golden metallic apple - Confetti (hidden in teacher´s drawer) - Chocolate cake (center piece on celebration table) - Paper cloth + skirt, napkins, paper cups and streamers - *Pomp and Circumstance* background music - Students´ and teacher´s chairs arranged in a circle - Celebration table placed in the middle of the circle	- Unexpected: 19 one-letter posters on walls and windows spelling : W-E A-R-E H-A-P-P-Y T-O H-A-V-E Y-O-U, gigantic heart-shaped thank you card signed by them all, edible candles indicating 35, box of chocolates, appetizers, pot-luck dishes, panini machine, panini sandwiches, a pastry pie, champagne, cameras and presents for the teacher (a scarf and a summer watch), guitars, and party background music.
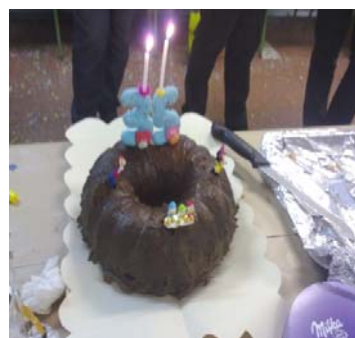
* Note: The digital document was conceived to be followed through both the 13 guiding language excerpts (referred to under *Communicative structures* above) and the 11 images and visuals, which are ordered from A to K below. The specific procedure to pause the class, when being made public will be detailed in the next section:

A/ Celebration sign; **B/** Academic cap; **C/** Glasses being toasted **D/** A scrabble game spelling *Carpe diem*; **E/** Poster of *Dead Poets Society*; **F/** Poem *To Make Much of Time*; **G/** Spanish translation of poem to facilitate comprehension; **H/** Classic movie scene with students standing on teacher´s desk; **I/** Professor John Keating´s dialogs; **J/** Classic graduation sentence addressed specifically to the class; **K/** Teacher´s invitation to have student stop by her desk to receive their certificate of appreciation

G E N E R A L   D E V E L O P M E N T (T h e o r y   a n d   p r a c t i c e)

Cross curricular: literature, film industry, pedagogics, music, traditions, graduation…

The teacher has arranged for the class atmosphere: table, chairs, party items on table, teacher´s items on her desk, colored copies of virtual class on desk-chairs, posters on walls, background music, virtual document ready at the computer…

Unexpected element: Students knock on the classroom door 30 minutes before starting the last class, and kindly ask the teacher to leave. They are obviously up to something.
Teacher smiles and leaves.

When it is time to start, the teacher goes in and is surprised by what students have done: They have put up the nineteen one-letter posters mentioned in *Students´ materials*, and brought everything which is mentioned in the same section.

The teacher thanks them for their thoughtfulness and asks them to kindly leave the room too. She wants to greet them as usual, at the door, as they come in.

Students come in, smile. Projector on. First page of virtual document on screen. Background music on: *Pomp and Circumstance* (soft).

The teacher welcomes them as a group, thanks them for having been extraordinary students in all senses and for their generosity with the classroom treats; reminds them that they are there also celebrating learning, teaching and life on behalf of lots of other great students who she has been very fortunate to teach in the many years.

Students keep smiling, ready for that class. The teacher explains that there will be some reading to do: basic first level, as well some authentic English, very guided in a context which they will be very familiar with and surely enjoy; that listening and reading will be the core of the lesson; and that speaking and interacting with the teacher will also happen as the class advances; she tells tell them that, as usual. If they have questions, want to make some comments or take some notes, they can just go ahead any time.

The projection continues, and the teacher pauses it according to the *1 to 13 grammatical structures* and the *11 A to K references to images*, listed before. Through them, students are taken on a virtual imaginative trip, along the following sequences:

- From the idea to celebrate
- to their own class
- to toasting for all students whose own names they can read
- to the *Carpe Diem* motto
- to an offer to play with the teacher
- to being introduced to the idea of the class: Honoring noble people in learning and teaching

(Image E: hyperlinked to 1st video excerpt: "First school day");
- to the discovery where the motto originally comes from (a poem with its rendering in Spanish)
- to watching a picture of Professor Keating´s students standing on his desk (Image H: hyperlinked to 2nd video excerpt: "Oh, Captain, my Captain");
- to reading classic quotes from the professor
- to being called "the Class of 2012", whose turn to stand on chairs is
- to doing so
- to seeing the teacher leave her computer, grab a mysterious bag from her drawer, stand on her chair too, get off the chair, and walk around the circle. While students still stand up and cheer for one another, the teacher covers them with confetti (contents in mysterious bag). They all clap; get their cameras out, celebrate the moment…
- to seeing the teacher go back to her computer and proceed with the projection
- to being asked to stop by her desk to collect their certificates of appreciation
- to getting off the chairs individually to do so, while being celebrated by their companions and learning about the way to do it: right hand shake above left hands, which are the ones which exchange the diplomas
- to being thanked by the teacher for having joined her on her 35 teaching anniversary
- to being wished the best of luck for the final exams which they are to sit for shortly

After that, everybody is elated, students take over and the social party begins. They are in charge of it. Students call the teacher´s attention at some point to present her with the card and gifts mentioned in *Materials*. Group pictures are being taken.

R E F E R E N C E S

IMAGE E: First school day:
http://www.youtube.com/watch?v=FoCgROXHE8o&feature=related (until minute 2´46). In January 2014, excerpt presents a copyright problem. It may be exchanged for:

> **Trailer:**http://www.youtube.com/watch?v=zLaaD6OhBik&list=TLUZSY7OnkWjLlYs0vJ8rdKhDJoB-T9qA9
> **Words and ideas:** http://www.youtube.com/watch?v=-VUV2Yl8gsI

IMAGE H: Oh, Captain, my Captain!
http://www.youtube.com/watch?v=6RbY2iTOUQA&feature=related

POMP AND CIRCUMSTANCE
http://www.youtube.com/watch?v=Kw-_Ew5bVxs

Herrick, R. *To Make Much of Time* (English text and Spanish translation)
http://www.recmusic.org/lieder/get_text.html?TextId=22754

Lee, H. (1982: 1960) *To Kill a Mockingbird* . New York: Warner Books

E V A L U A T I O N

Everybody, teacher and students, contributed to the class, the celebration and the party. The smiles and laughs in the gathering turned into instant heartfelt memories for us all. (Note: This virtual session was also emailed to all the students right after it).

C O M M E N T S
Gratitude is it!

APPENDIX

1976-77 - 2011-2012 - 1976-77 - 2011-2012 - 1976-77- 2011-2012 - 1976-77- 2011-2012

(http://www.google.es/imgres?hl=ca&biw=1024&bih=629&tbm=isch&tbnid=-lIeKRIHKLvfxM%3A&imgrefurl=http%3A%2F%2Fshakeuptheday.com%2Fits-time-to-celebrate%2F&docid=IHVxkzIUMtZQJM&imgurl=http%3A%2F%2Fshakeuptheday.com%2Fwp-content%2Fuploads%2F2013%2F10%2Ftime-to-celebrate.jpg&w=1600&h=1118&ei=QYzhUvekKYSp0QXr5IDgBQ&zoom=1&iact=rc&dur=1000&page=1&start=0&ndsp=12&ved=0CFUQrQMwAA)

HERE IS THE CLASS OF 2012!!!!

(1st level: Tue-Thu – 7.00-9.00)

HERE   IS   A   TOAST … to …. Angel, Arcadia, Arelis, Benjamin, Carmen Y., Carmen R.,   Christopher, Cristina, Giusseppe Luigi, Glòria, Joana, Johan, Martha Google, Michael, Monike, Núria, Cristina, Lorena, Joana, our Fernando, Rafael, the sisters, Xavier…

HERE IS OUR LAST CLASS:

S e i z e   t h e   d a y ! – M a k e   y o u r   l i v e s   e x t r a o r d i n a r y !

W o u l d   y o u   l i k e   t o   p l a y ?

Honoring noble people in learning and teaching

Inspired in the movie (1989)…
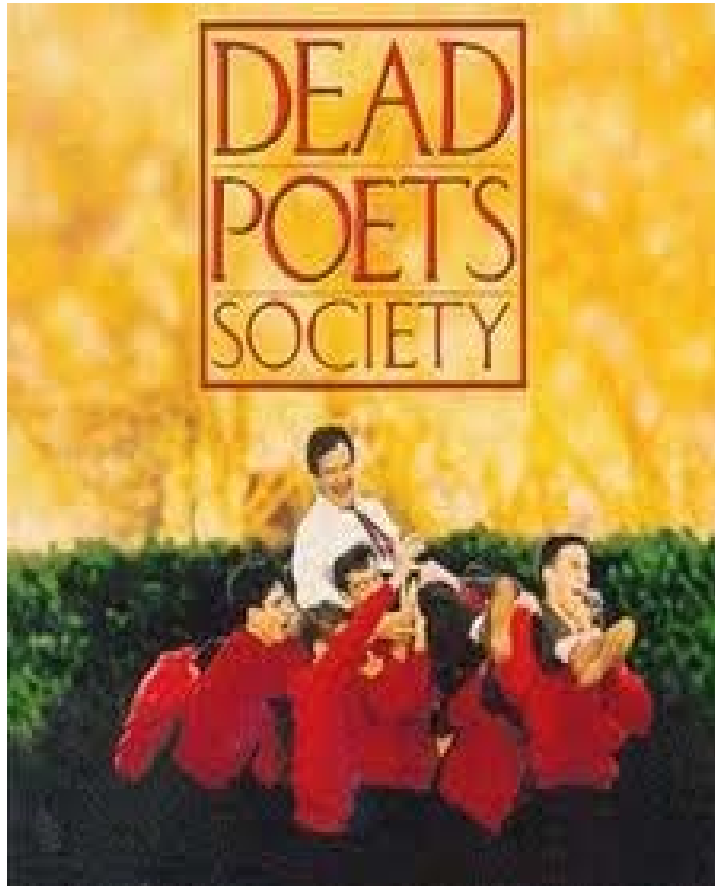
The idea of *Carpe diem - Seize the day - Make your lives extraordinary* is expressed in the poem

To Make Much of Time

(Robert Herrick, 1591-1674)

Gather ye rosebuds while ye may,

Old Time is still a-flying:
And this same flower that smiles to-day
To-morrow will be dying.

The glorious lamp of heaven, the sun,
The higher he's a-getting,
The sooner will his race be run,
And nearer he's to setting.

That age is best which is the first,
When youth and blood are warmer;
But being spent, the worse, and worst
Times still succeed the former.

Then be not coy, but use your time,
And while ye may, go marry:
For having lost but once your prime,
You may forever tarry

Recoged capullos de rosas mientras podáis,
El tiempo pasa volando:
Y esta misma flor que hoy sonríe
Mañana estará muriendo.

La gloriosa lámpara del cielo, el sol,
Cuanto más alto suba,
Antes terminará su camino,
Y más cerca estará del ocaso.

Los primeros años son los mejores,
Cuando la juventud y la sangre están más calientes;
Pero una vez idos, son peores, y peores tiempos
Aún suceden a los anteriores.

Así que no seáis tímidas, aprovechad el tiempo,
mientras podáis, casaos:
Pues una vez que hayáis pasado la flor de la vida
Tal vez tengáis que esperar

http://www.recmusic.org/lieder/get_text.html?TextId=22754.

Let´s watch the following video:
Oh captain, my captain!!

Let´s read the following quotes by Professor John Keating (or O *Captain, my captain*!)

- No matter what anybody tells you, words and ideas can change the world.

- We don't read and write poetry because it's cute ("mono"). We read and write poetry because we are members of the human race. And the human race is filled (plena) with passion. And medicine, law, business, engineering, these are noble **pursuits** (propòsits) and necessary to **sustain** (mantenir) life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman, "O me! O life!... of the questions of these **recurring** (recurrents); of the endless trains of the faithless... of cities filled with the foolish; what good amid these, O me, O life?" Answer. That you are here - that life exists, and identity; that the powerful play goes on and you may contribute a verse. That the powerful play *goes on* and you may contribute a verse. What will your verse be?

- O Captain, my Captain. Who knows where that comes from? Anybody? Not a clue? It's from a poem by Walt Whitman about Mr. Abraham Lincoln**. Now in this class you can either call me Mr. Keating, or if you're slightly (lleugerament) more daring (atrevits), O Captain my Captain.**

- Boys, you must **strive** (esforçar-se) to find your own voice. Because **the longer (**Com més) you wait to begin, **the less likely** (menys probable) you are to find it at all. Thoreau said, "Most men lead (porten) lives of quiet desperation." Don't be **resigned** (resignis) to that. Break out

- There's a time for **daring** (atreviment) and there's a time for **caution** (prudència), and a wise (savi) man understands **which is called for** (que es necessita en cada ocasió).

- [*the class **hesitates*** (dubte) *to **rip out*** (estripar*) the introduction page*] It's not the Bible, you're not **gonna** (=going to go) to Hell for this.

A dialogue with the class:

Prof. Keating: Why do I stand up here? Anybody?
Dalton: To feel taller!
Prof. Keating: No!
[***Dings a bell*** (fa el so de la campana) *with his foot*]
Prof. Keating: Thank you for playing Mr. Dalton. I stand upon my desk to remind myself that we must constantly look at things in a different way. You see, the world looks very different from up here. You don't believe me? Come see for yourself. Come on. Come on! Just when you think you know something, you have to look at it another way. Even though it may seem silly or wrong, you must try!

- [*standing on his desk*] **Oh captain, my captain.**

- Thank you, boys. Thank you.

CLASS OF 2012... THIS IS YOUR TURN!

AND NOW PLEASE KINDLY STOP BY MY DESK TO COLLECT YOUR CERTIFICATES!!! IT HAS BEEN A PLEASURE TO TEACH YOU!

THANK YOU FOR ALSO CELEBRATING WITH ME MY MANY YEARS IN TEACHING! CARPE DIEM!

Good luck with exams!

Professor Lourdes Montoro

DIGITAL MATERIAL

1. **First school day**

   http://www.youtube.com/watch?v=FoCgROXHE8o&feature=related

2. **Oh, Captain, My captain!**

   http://www.youtube.com/watch?v=6RbY2iTOUQA&feature=related

   *Note: "*O captain , my captain*" refers to a poem named like that. It was written by

   Walt Whitman (1819–1892).

3. *Pomp and Circumstance* **(background music- Graduations)**

   http://www.youtube.com/watch?v=Kw-_Ew5bVxs

4. **Robert Herrick´s poem:** *To Make Much of Time* (Spanish translation)

   http://www.recmusic.org/lieder/get_text.html?TextId=22754

1976-77 - 2011-2012 - 1976-77 - 2011-2012 - 1976-77- 2011-2012 - 1976-77- 2011-2012

More Than a Prompt: Goosing Around in the ELT Classroom

Laura Prat

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I have been teaching in Catalonia and Holland for over thirty years; besides my college teaching degree, I have taken almost 45 teacher training courses in English language and methodology. And still to this day, it never ceases to amaze me that, sometimes, the simplest things can be immensely grand, not only in life but in teaching too.

In the nineties', I visited a good friend of mine in the United States. On the last day of my stay, she gave me a special present: A GOOSE, not a real one, of course, but one which comes to life in my classes. Who would have thought that such a gift was going to be so useful and meaningful to me, not only personally but also professionally.

As a primary school teacher, specialized in English as a foreign language, I have always been looking for new resources which encourage communication in class. So, one day, I thought that my goose could be a handy companion and help me teach the new language. To do that, I knew that first I had to devise and develop different teaching sessions, and that is what I did: I prepared numerous teaching sessions for both my kindergarten and elementary school classes.

This article will present some of these activities from that time, along with others which I have continued developing for almost two decades now. Devising activities which involved my students, my goose and me was a very creative challenge too, and as weeks went by, I found myself with a practical activity bank, which provided me with a selection of tasks, focused on the syllabus, inviting communication. And, what is more, they were ready to be fully developed, consolidated and expanded in my next twelve years:

From September 2001 to June 2011, I had the pleasure of working as a travelling English teacher in a rural environment, and my goose often accompanied me. My formal teaching with such a unique supportive assistant goes back to that time, and to the quality creative work which my last two schools did and encouraged: *Z.E.R. Guilleries* (www.xtec.cat/zerguilleries) and *Les Basseroles* (www.xtec.cat/ceiplesbasseroles-seva).

All these elements made the activities in the English class as motivating and pedagogical as I had envisioned years before.

As I kept attending teacher training courses, above-referred, I found myself:

A) Taking my dear goose to several sessions.

B) Being asked about it and its teaching charm. To me it is a "she", by the way.

C) Sharing my goose and her best with other colleagues from other schools, that is, letting my goose evolve too, and turn into a visiting English-speaking teaching assistant in other schools:

Les Basseroles-St. Miquel de Balenyà (www.xtec.cat/ceiplesbasseroles-seva), ZER Guilleries-Viladrau (www.xtec.cat/zerguilleries), Puig Agut-Manlleu(www.xtec.cat/ceip-puigagut), Abat Oliva-Sant Hipòlit de Voltregà (www.xtec.cat/ceipabatoliva) and El Gurri-Taradell (www.xtec.cat/ceipelgurri), just to name some. I only received positive feedback from their own experiences: The tasks I had explained, the goals aimed at, the contents which were covered and the methods that I had suggested to follow. And last but not least, they all concluded that the level of enthusiasm and motivation in the kids had considerably risen while it was their turn to host the goose and learn from her.

After all this, and my long experience teaching, I came to the conclusion that the goose or any other puppet is just a perfect excuse to make children improve their oral skills, as clear as that. I have observed that children truly believe that my goose is sheer magic, and so must be every puppet, if it is well taken care of and gracefully presented.

 I also concluded that my goose leads my kids to a whole world of exploration, and the same must be true for the rest of the toys and puppets. It is a question of getting started. I realized that, for instance, after prompting my students with clear instructions, such as, English greetings, that is, "hello", "good morning", "how are you", "good afternoon"…, these pieces of language become a natural part of their daily routine. And what is more, this routine gets imprinted in the goose too, who is always there to welcome them back:

The goose is part of our class, and can also leave messages on the board for the children to find on the next day, and she does**!** Sometimes they find a mystery note telling them to do a particular task, for example: "Go to the window and see if it is cold or hot today", "Color my picture", "Sing me a song", "Count from 1 to 20", "Say a rhyme"… And let me tell you, when pupils find her messages, they cannot wait to do their task: They do it at once to please the goose because, no matter what, they want to become her friends and be loved by her. Sometimes they say hello and even imagine the answer given, or they ask a question about something which they want to know about the goose; for example: "What is your favorite color?" And the next morning, the answer is written on the blackboard or in a message inside an envelope. That way a mystery effect is created and they keep asking more and more questions.

My goose makes students eager to come back to class the following morning and this, freshens up, needless to say, my imagination and spurs and sparkles my career and daily life while at work. In my opinion, this global approach provides significative learning and should be followed by every teacher because it has been proved that children achieve fluency as well as autonomy and reflection when that happens.

The aim of this article is to encourage other teachers to use dolls, puppets, marionettes or any prompt that can lead their students to develop their oral skills that are part of all common core lessons and must be introduced. You have read above about the soul of my goose and my students'. As expressed above, and I believe from my experience, any teacher with a puppet, and with enough teaching planning time ahead can provide children with a natural language learning strategy, like mine did, and still does, in the sense that any prompt can help children observe what they need to learn and then, naturally feel the need to imitate that, and even get into conversations which, needless to say, increases their learning interest, and leads to deeper learning.

Kindergarten and elementary school children in first and second grade need a lot of help with structures and a good motivation to use the language. They need words or sentences to be repeated frequently because after that, children feel more confident. I have often heard my students dialoguing with my goose, even when not being asked, just because they believe she

is there, and she is. How would that interaction have happened if I had not taken my goose ever to class? From my observation and experience, I have concluded that kids feel more confident when talking to a puppet and so, they opt to speak instead of backing out, remaining passive and silent.

Now I will present some activities in which scaffolding is decisive to improve confidence in pupils. Through these activities I will refer to real situations in everyday life. That way, children enthusiastically participate in the different tasks, and although the effort they make to understand the language that they are being exposed to is big, their enjoyment and fulfillment is even greater. Students are usually more engaged and the final target is usually more than satisfactory.

The global approach which I present should be followed by teachers who are ready to use appropriate methodology for every learning stage, ensuring that they can help children achieve autonomy and reflection. And that is what students need: acquiring faith in themselves and in their abilities, naturally, to be able to go through lots of processes (as we all do), which will keep them confident and happy, cooperative and ready to learn more and more daily.

You will find below an introduction to my goose through pictures; a general didactic framework showing, as a sample, one of the topics, which I work on, including the materials which I work with and the assessment task which I do at the end; four detailed learning activities; and, finally, a series of electronic and bibliographical resources for further reference.

A/ <u>Introduction to my goose through pictures</u>

You are about to be officially introduced to my devoted teaching assistant, and more easily imagine the numerous performances which the goose and I get into. The pictures included show some samples of the different outfits that the goose has, and which my friend in the United States kindly sends. I can use them on many occasions because her clothes are always related to everyday school items like:

- Festivities: Halloween, Christmas, The fourth of July…

- Seasons: spring, summer, autumn and winter

- Days of the week, months and years

- Parts of the day: in the morning, in the afternoon, at night…

- Weather: cold, hot, windy…

- Free time: At the beach, on the farm, at a party, doing sports…

- At work

- Farm animals

- Numbers…

The outfits are also a good visual support to tell stories, make sentences, sing a song, work on rhymes….:

1-

2-

3-

4-

5-

6-

7-

8-

9-

10-

B/ General didactic framework

As a sample I have chosen one of the topics which I work on, the levels I do it for, the organization I follow, the expected timing, the objectives which are aimed at, the contents, the pronunciation involved, the attitudes which are being promoted, the materials, along with other resources, and the assessment which is followed at the end.

Topic: Oral English greetings

Level: Kindergarten to elementary (1ST and 2nd grade)

Organization: Individual work, pair and group work.

Time: Most of the sessions are 45 minute long and they are all filled with activities that need to be short and different according to every age and level. I try to create a greeting routine that takes place during the whole school year, whenever they go in or out of the English class. This greeting activity becomes a part of the class routine.

Objectives:

- To develop sessions in a cooperative and collaborative way.

- To help students live what they learn.

- To develop and consolidate listening and speaking skills.

- To increase students´ communicative structures and oral production.

- To have them Learn new vocabulary and structures.

- To help them improve pronunciation through practice.

- To encourage work on basic competences.

- To build students´ confidence.

- To focus on the relevance of enjoyment when teaching and learning.

Contents: Greetings, commands, and structures to reinforce their oral practice.

Oral skills have always been a priority in my classes. I try not to forget how we learnt our mother tongue: after lots of listening, we managed to naturally utter our first words. Preparing activities which encourage that, as well as taking my students to learning experiences which become memorable and part of their lives, is a must for me. Children are always expected to recycle both the receptive and the productive vocabulary which they already know. While that happens, I introduce the new vocabulary and structures that pupils are to learn. All the didactic proposals in this article are meant to be used as a support for their real interactions.

I follow habits and routines through songs, tong twisters, chants, rhymes and clue words, which become part of the lesson and are used in almost every session.

Pronunciation: Rising intonation in questions, affirmative, negative sentences. I expect my students' pronunciation to be as accurate as possible. To do that, I encourage them to repeat and correct structures, if necessary, as many times as needed.

Attitudes:

- Participating and work in both a cooperative and a collaborative way.

- Helping each other at all times: activities, games, routines….

- Respecting other classmates' work.

- Respecting classmates´ communicative structures, even though they make mistakes.

- Involving parents: students bring items from home, and parents write comments on their work in their agenda book.

- Helping strengthen the family and school ties.

Materials (realia):

Teacher´s: Goose or another big puppet, different clothes, a goose board game, dice and counters, flash cards and a big box for the complementary material.

Pupils´: Complementary material for the goose; e.g.: a ball, a necklace, a shawl and a goose board game.

Other resources: According to my experience it is highly recommended to have an English classroom where we can have all the items needed for the lesson, an interactive white board with internet connection from where we are able to download all the resources, watch videos, see pictures or play the goose game on line. The classroom setting is very important because it offers infinite interaction possibilities and makes all resources very handy.

Assessment:

Assessment is very important for the teacher to see if the methodology is right, and if the activities are appropriate to achieve the objectives. Although, most of the assessment is done through observation because it is then when the language patterns are followed, I usually take notes to be able to look at my data later.

I also like gathering information from self- assessment tasks, opinions and comments from the children (their likes and dislikes) in the sessions. I find them to be a very positive way for me to improve my lessons and change whatever may not be relevant.

After my activities, I fill in the observation grid below to round up my assessment, while I very often ask for the vocabulary which they have learnt, in order to check their learning process.

NAME:	YES	NO
-Use of communicative structures during speaking activities:		

-Ability to understand the teacher's instructions:		
-Ability to understand the rules in class:		
-Ability to respect the teacher, other pupils and class material:		
-Ability to communicate mainly in English during the sessions:		
-Other relevant information: attention, interests… *		

*If the objectives are not accomplished, I make as many changes as needed to make the final objectives work.

C/ 4 detailed learning activities

ACTIVITY 1: "**Arriving from the U.S.A.**":

On the first day, Mrs. Goose arrives in class and the teacher introduces her to the pupils. She carries a heavy suitcase and tells the children that she just arrived from very far away. She only speaks in English because she is from the U.S.A. So, the children develop a way of a/ asking questions to the goose and b/ responding to her greetings:

a/

-Hello, How are you?	- Where are you from?
-What's your name?	-Are you O.K. today?
-How old are you?	- Are you hot?

Children use all the vocabulary that they already know, and the teacher adds new sentences like:

-You must be hungry, thirsty...	- Have a glass of water.
-You must be tired.	- Sit down please and have a rest

b/

-I am fine, thank you

-I am hot

-I am happy

-I am sad

It is a short and simple activity which is fun, and helps children interact with the puppet. It is also a good excuse to recycle the vocabulary that they already know and to present new vocabulary to the class.

In addition it is a technique that helps to model dialogues with the puppet's help. The teacher helps Mrs. Goose circulate in the classroom as the puppet goes from table to table asking questions to all students.

When students ask the goose questions, and because the goose is magic, they get the answers on the board on the next day. They really believe that the goose writes the answers to their questions, and that at night it becomes alive. That way, whenever they walk near the goose, they always say "Hello", or "Goodbye" or they use an English word that they know to address *Daisy*; by the way, that is the name which was chosen by my students at my last school.

ACTIVITY 2: "Choosing the best dress for the occasion"

As you have seen in the pictures, I have different clothes for Daisy, and depending on the weather or the festivity, the children choose one outfit or another.

First students learn all the new vocabulary with the real clothes that, little by little, appear from a big box brought by me, causing a surprise effect. When I do not have a real item, I use some flash cards for the new words in order to improve interaction:

Some examples of the new vocabulary and sentences which my pupils practise are:

Clothes: Apron, bikini, dress, hat, jumper, skirt

Weather: cold, hot, warm, windy / raining, snowing

Festivities and special occasions: Halloween, Christmas, Rodeo day, Sports day, a birthday party, Santa, Rudolf…

Connectors: So, then

Verbs: To choose, to learn, to dress and to undress.

Basic structure: It is + Weather / Festivity

Once they are used to the new vocabulary and with the teacher's help, they make oral sentences like:

- It is cold, so, I choose the American jumper (See picture 1)

- It is hot, so I choose the bikini (See picture 2)

- It is Halloween, so I choose the witches' costume (See picture 3)

- It is Christmas, so I choose Santa's dress (See picture 4)

- It is time for sport, so I choose the football jumper (See picture 5)

- It is Rodeo day, so I choose the cowboy's jumper (See picture 6)

- It is a birthday party today, so, I choose a dress (See pictures 7 and 8)

- We go to the farm today, so, I choose the cow jumper and hat (See picture 9)

- We go bird watching, so, I choose the bird jumper (See picture 10)

I must say that I also make a selection of complements that go with the different outfits, and place them in the big box that I mentioned before and put it beside the goose. I am very happy to say that most items are brought to school by the children, who cannot wait to dress the goose. For example, some of the items that students have contributed with are: a ball to play football, a little Rudolf for Santa, a cow for farm day, Halloween decorations, Christmas decorations, little dolls, stars, shawls, hats, bags, sunglasses, among others.

Little by little, the goose takes the children under their wings, and the children also take care of the goose, and, of course, they get to master the new vocabulary and structures and certainly use them in class regularly. The greetings, for instance, become a part of everyday life and students use them as part of their routine, while they learn manners too. So, from a motivational perspective children start to live in the language and simply use it in a natural way.

As we know, children have a limited number of patterns, lexical sets and vocabulary; therefore, the puppet subtlety counteracts that and helps them to increase their number of words and expressions to use. We, as teachers, have to be a role model for the children at all times and constantly interact with them by often repeating the children's oral productions and responding in a positive way to the child's communication excerpts and fond participation in class.

ACTIVITY 3: "Visiting a virtual museum"

The goose board game, also known as the Game of the Goose, is played in many countries in the world. In this globalized context, it is possible to find a goose board game in different languages and almost every child has one at home.

In this activity, students and teacher sit in a circle in front of the Interactive white board and check different goose board games from different countries, materials and shapes on the following address:

http://www.vam.ac.uk/moc/collections/games/board_games/gameofgoose/index.html

After the virtual visit, we debate in their mother tongue and make a lot of comments on the topic. After that, as a group, we vote for the goose game which is the most original or beautiful.

The aim of this is to prepare the children for the next activity (activity 4) which is: to play the original goose game.

ACTIVITY 4: "**Playing the original goose board game**"

First of all, I ask the students´ collaboration to bring different board games to the classroom some days before the activity: old games or new ones. It is important to have as many board games as possible in order to play in pairs or in small groups. I bring the dice and counters to play. It is also possible to play the game on line. This option is for fast finishers or children without a real board. I recommend the following two web pages where you can download the games that you need. You might also consider laminating them.

http://www.myfoodforu.com/2012/11/wild-goose-chase-festival-gioco-delloca.html

www.gamepuzzles.com

Before playing, I always revise the numbers, and some actions which they need to know to play the game. After that, I introduce the new vocabulary for playing the goose board game and the general rules which I want them to learn. Although my children are very used to playing board games in my English classes, and most of the vocabulary is not new for them, I always have it in mind and review it if necessary.

Vocabulary:

- Counters, dice, board, player	- Throw the dice
- Whose turn is it?	- Miss a turn
- Have another go	- Move forward _____spaces
- Go back to start	- Go from goose to goose and throw the dice again

The basic instructions to play the goose game: locations, meaning and procedure, are also taken into account:

The goose: Go from goose to goose and throw again.

The bridge: Go from 6 to 12.

The Inn: Lose one turn.

The well: Lose two turns.

The maze: Go back to field number 30.

The prison: Wait to be released.

The death: Start again.

When all students know how to play, we start playing the goose game in pairs. Needless to say, that they all have lots of fun while learning by doing. Although I recommend you to play with only one or two rules especially with kindergarten children, and I only refer to the fields above in early elementary school, I am prepared to tell the children what happens when they fall in any others. I include below the rules which I originally downloaded from the Internet, to get fully acquainted with the game, and ended up adapting for my classes and my own resource bank:

RULES: "GAME OF THE GOOSE" (adapted from http://www.recoveredscience.com/gooserules.htm)

 - *Number of goose players: Two or more*

- *Equipment: 1 Game board, 2 dice, and 1 counter per player*

 - *Instructions:*

- *Each player chooses a color of playing piece.*

- *Each player rolls the two dice, and the highest roll determines who plays first. Turns move clockwise.*

- *The game board pattern is a spiral of 63 fields, from the outside to the inside. Many fields have special hazards or benefits for players who land on them. The object of the game is to travel along the spiral from field 1 to field 63, and the first player who successfully lands exactly on field 63 is the winner.*

 - *On each turn, a player rolls the two dice and advances the counter along the spiral by as many fields as the sum of the two dice. The player must deal with any situation on the space landed on.*

- *Start with all players' counters in the space outside of field 1.*

- *Whenever you land on a field with a goose, you move forwards to the following goose and throw the dice again.*

- *You must arrive to field 63 by an exact count of the dice. If you overthrow the required number, you must step forward into 63 and then move backwards*

THE SPECIAL FIELDS (they are different versions of them)

6 THE BRIDGE: *If you land on 6, advance immediately to 12.*

19 THE INN: *The good food and drink makes you sleepy, and you lose 1 turn. (Exception: if another player lands at the Inn within the same turn, you change places and you go back to the space that player just came from.)*

31 THE WELL: *If you fall in the Well, lose 2 turns—unless another player landing there releases you sooner, sending you back to the field that player just arrived from.*

42 THE MAZE: *You get lost and go back to field 30.*

52 THE PRISON: *If you land in prison, you stay there until another player landing there relieves you and you go back to that player's last field.*

58 THE DEATH: *Your goose is cooked. Go back to the beginning and start all over.*

References

General

HUMANISTIC APPROACH: www.htlmeg.co.uk

MULTIPLE INTELLIGENCES: www.thomasarmstrong.com/multiple_intelligences.htm

PRACTICAL IDEAS FROM EDUCATIONAL WEBSITE: www.sitesforteachers.com

TEACHER´S RESOURCES: www.onestopenglish.com

Specific

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Visiting London: A Sightseeing Tour on Web 2.O Tools

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I have been a teacher of English as a foreign language since 1987, and almost 27 years later I am still happily teaching this language in a primary school in Osona, Catalonia. Yet I must say that originally, in 1984, I was certified with a teaching degree in maths and science, two subjects that I love! So what happened in those three years?

As we know, sometimes, things are not always as we expect, and I learnt that the curriculum at primary schools at some point was to be modified: that was to mean that my speciality in maths and science was going to disappear; so I decided to act preventively and study a new speciality: Teaching English as a Foreign Language, which I very much liked and like too!

To do that, I enrolled in B level English at Escola Oficial d'Idiomes, and year after year, I kept moving on to levels C, D and E - in the European Framework: B1 and B2 - and I finally was given my degree in English. This proficiency in the language gave me the chance to work as an English teacher, and later, to be awarded with tenure in my current public teaching position.

Since I decided to be an English teacher I have not stopped recycling my English and brushing it up, attending lots of English teaching courses in different places: in Catalonia (Barcelona, Girona, Manresa, Vic, to name some), in England (Norwich) and Ireland (Limerick). I usually attend summer courses too as well as courses and seminars during the school year. Along my lifelong learning I have also attended some online activities, courses and webinars.

In the last fifteen years I have worked at different levels in primary school and when families and society in general demanded English lessons for younger children at schools, I also started to teach English to infants.

The maths and science speciality from my initial teaching studies have always been a personal and academic point of reference to me, and for these past nine years they have specially motivated me to start working on some content and language integrated learning activities (CLIL) at school and also led me to be involved in a large number of global projects related to the environment, which, in addition, involve the class use of technology.

From my experience I can say that technology is, fortunately**,** a positive never**-**ending story, which we need to learn about and take advantage of, to improve our lives, and our communities. Many years ago I simply had some tape recorders to record my pupils´ productions; later portable laboratories came out; they had two decks that allowed children to practise numerous listening and speaking activities which could be played and replayed and listened to by the pupils and their families at home any time; in my case, that happened every week.

They were both great tools which brought good work and increased the students´ motivation, which**,** all in all, helped them to improve their pronunciation in a self-learning context. Time passed and with the help of computers and new software in the market we could have pupils record their own voices through programmes like *Audacity (https://www.megabits.es/programa/audacity)*; it was a big step but it was still necessary to

have the software in the computers, and the results were just files to be listened to at the computer where they were recorded.

At present, pupils in primary education have to know and use some web 2.0 tools: they are useful and students get trained in what they are supposed to. Additionally, from my experience, if 2.0 tools are well conducted, using technology always leads to global activities which encourage participation in group projects, which can be shared by all classmates and even within their own individual families.

Nowadays 2.0 tools are very easy to master online and are very intuitive too. We can use them at any computer anywhere, and no software is needed to enjoy them and their benefits. Moreover, we must agree that, unless a major virtual incident occurs at school, they are always ready for us both, teachers and students, and they can be used by a lot of pupils at the same time without interferences of any sort.

Last but not least, I would like to emphasize another great advantage of web 2.0 tools: all oral productions, all class presentations and all final class or school products can be uploaded immediately - thanks to an embed code given by the website used -, in either a school blog or in any other virtual support or web page, and that allows families to see them and enjoy them too, while enhancing our work with their children and ensuring that our students are very motivated by it all, while they are instantly being encouraged to improve their learning.

I usually teach in medium and superior cycles of primary education, and for the past eighteen years, I have been developing several projects related to oral skills and content language integrated learning (CLIL):

- 1995 - PORTABLE LABORATORIES*:* Creation of listening and speaking activities to be exploited by small groups of pupils in an autonomous way.
- 2000-2002 - ORATOR PROJECT: Promotion of the new technologies applied to foreign language learning to improve communication.
- 2004-2007 – ORATOR PROJECT: Arts and crafts through English.
- 2006-2009 - PLA EXPERIMENTAL DE LLENGÜES ESTRANGERES (PELE): Implementation of the English curriculum at infant levels and adequacy of it in primary education.
- 2012-2014 – PLA INTEGRAT DE LLENGÜES ESTRANGERES (PILE): Extension of timing for pupils to be exposed to their first foreign language, introducing a non-linguistic subject in English in order to develop strategies of active communication.

In this article, I would like to share one of them: ***Visiting London: a Virtual Sightseeing Tour*** which I devised in 2002, as part of the 2000-2002 - Orator Project, mentioned above, and which, with the passing of time, has obviously undergone regular updates, to ensure the quality of both my teaching work and my students´ when learning English as a foreign language.

I have based the updates on: firstly, the pupils´ evaluation and the parents´ comments, which have always been very positive; secondly, my yearly own reflection and assessment of the whole project from beginning to end; and thirdly, the new technologies, new web pages, new materials from publishers, tourist information offices, travel agencies or advertising agencies; and extraordinary events that happen in London all year round.

From my experience I believe that the project with the activities which I am about to present can help primary school teachers to start using what web 2.0 tools offer us these days. The

following pages will guide you through the main teaching structure of a project which has been part of the core of my work all these years.

This project can be adapted to the needs which teaching professionals may present, their contexts and their students´ circumstances. After presenting the project, a selection of websites and resource books will be also included for further reference.

VISITING LONDON: A VIRTUAL SIGHTSEEING TOUR

(London corner in my classroom)

LEVEL: 6th

GROUPING: Whole class and pair work

WHOLE CLASS:

In an initial class the teacher introduces the topic and the project to the pupils, to the whole group; this way, all of them can hear the same information at the same time and they can already share their ideas to develop the class project. In a final lesson children will share their productions and they will make some reflections about them.

PAIR WORK:

After the first session, the teacher can pair up pupils according to their individual English level, motivation, attitudes and skills in front of tasks. It is important that the teacher has collected that information from previous observations because every pupil will be asked to do their best at school work. I expect them to make an effort according to their own skills and initial parameters; this way, they can aim at a result which they are able to obtain.

To keep track of the students´ performance and work on their learning potential, I use a detailed chart, which includes items related to their individual learning path and to their attitude in doing that.

TEACHER´S OBSERVATION SHEET

VERY GOOD	🟩
GOOD	🟨
QUITE GOOD	🟧
POOR	🟥

He/She	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
Produces sentences (not only words)							
Makes links cognition							
Is good at listening							
Is good at speaking							
Is good at reading							
Is good at writing							
Tries to talk in English							
Interacts with the teacher in English							
Interacts with classmates in English							
Shows interest for learning							
Participates in class							
Is spontaneous							
Is cooperative when working in small groups							
Shares work with classmates							
Helps other children							
Asks for help when necessary							
Doesn't waste time							
Is happy with his work							
Respects classmates' work							
Likes working with computers							
Does his/her best							
GENERAL KNOWLEDGE/LEARNING							

ADDITIONAL COMMENTS: (learning difficulties, new student, family problem, has been to London, loves English, ...)

Depending on the class, groups and dynamics, teachers can also let the children choose the partner who they would like to work with. Motivation is always an important and valuable asset and key to encourage children to do a great job. So, letting them decide on their own partners can help some children make a greater effort to develop a good project and produce a good final product too.

Pair work is a good way of grouping students because both participants have some tasks to do: They can complement one another and nobody can get bored. Pupils will work in this grouping mode along the whole project except for the first and the last sessions.

TIMING: nine one-hour sessions

The first session is needed to introduce the topic. The second session is planned to prepare a route on a map and make decisions. The five following sessions are prepared to work at

computers: searching and processing information, writing compositions and practising pronunciation. The penultimate session is needed to record their voices as a final product of the project and the last session is devoted to looking at the guides in the blog, listening to their scripts, sharing them as a whole group, commenting their productions, and last but not least, having students self-assess their own work and project.

OBJECTIVES:

- Learning some aspects of the British culture: London sights, buildings and monuments.
- Practising listening, speaking, reading and writing skills.
- Consolidating some vocabulary and communicative structures and learning new ones.
- Improving the students´ pronunciation.
- Using computers as a common tool in the English lessons.
- Using Internet as a window to know, learn and show the results of a project.
- Learning how to use some web 2.0 tools.
- Processing specific information taken from the net.
- Acquiring knowledge according to each student initial level and learning context.
- Sharing the pupils' work to the educational community through the school blog.
- Interacting with the families through the school blog.

CONTENTS:

- PROCEDURES - SKILLS: Listening, reading, writing and speaking skills

Children process data basically through listening and reading. So the effort which they have to do to write the information which they obtain from the net is very big, because firstly they need to understand the vocabulary, the sentences and the expressions which they find, and secondly, they also have to pay attention when they type what they are expected to at the computer.

The speaking skill is very important because it allows oral communication and in this project it can be practised when children are asked to answer comprehension questions or when they read their own written productions.

- CONCEPTS - Comunicative structures and vocabulary

To consolidate	To learn

Vocabulary: Right, left,
       North, south, east, west
       Sights and buildings in a town
 Communicative structures:
       Present simple of to be, to have (got), can, transitive verbs, there is/are
	Vocabulary: Giving directions
	       London areas
	       Sights and buildings in London
	 Communicative structures:
	       Prepositions (*on* your left ...)
	       Past simple of to be and regular verbs

- PRONUNCIATION

As the final product is an oral task, pronunciation is a very important part during the whole project which the final aim of this activity is that children can practise the language and listen to their own voices, to how they speak English, and that is done through the recording of tourist guide scripts which they prepare in pairs.

The teacher can help pupils to improve their pronunciation and fluency through imitation, correction and repetition. Sometimes they also need to memorise some specific words and expressions. According intonation, rhythm and basic phonetics are also taken into account.

The children have the chance to record the text as many times as they wish to, and they usually do it more than once, until they are happy with their result.

- CULTURE

My project is about London, the capital city of the United Kingdom: its monuments and buildings, and their connection to its culture and history. I chose London for different reasons:

On the one hand, as part of the state curriculum, English teachers are expected to present the British culture, and London, as the cradle of it; London has also many links to other places in the UK which are relevant from many angles: geography (river Thames and the towns which it goes through, the Greenwich Meridian, the weather), history (many buildings and traditions linked to different times), environment (important parks that help environment in the city and allow the practice of sports), culture (outstanding museums, places and people related to art: legends, literature, artworks and music) and which can be referred to in further classes.

On the other hand, children are very interested in London because it is a cosmopolitan city, old and modern. Moreover, since London hosted the last Olympic Games in 2012, some children know many facts because of that, and a few even travelled to London with their families, which makes this project even more appealing to them.

Needless to say that the project which I present, could be adapted to any other city elsewhere.

- ATTITUDE

When the atmosphere in the classroom is relaxing, that easily involves the pupils in projects and makes them be engaged and happy with the proposed topic. When that happens we, as teachers, can ask them to:

- Be cooperative with the assigned partner, the different working pairs and the class group.
- Be participative and interactive with one another and contribute to the content of the project.
- Respect everybody´s work.
- Respect the different levels of language acquisition. Students know that the project fits each pupil´s language starting level from beginning to end.
- Respect the amount of work which, according to the former premises, all students will do.
- Respect everybody´s final products, accordingly too.

MATERIALS:

Teachers:	Students:
- Computers	- Books, brochures, magazines, maps, photographs, pictures, postcards, posters, toys...
- Worksheets (They include the learning activities which will be described below)	
- School blog	- Computers and school network
- Video on Britain (referenced in bibliography)	- Dictionaries
- Websites:	- Real maps of London to share
https://maps.google.com/	- One photocopied map of London per child

http://www.multilingue.cat/ http://londontopic.co.uk/ http://www.tourist-information-uk.com/attractions/london.htm http://london.tourbytransit.com/destinations.php http://www.explore-london.co.uk http://www.londoneye.com http://littlebirdtales.com	- Personal computerized files - Worksheets - A model of a script of a tourist guide - Websites (Indicated on the left)

METHODOLOGY:

The whole project will be fully produced by the children at school. Before starting it, the teacher must carry out three fundamentals tasks:

A/ Browse on the internet to get some useful websites for the pupils to work with (mentioned above).

Choosing websites whose English level, contents and appropriateness have been checked and mastered by the teacher is always a must. We cannot forget that sometimes there are some pupils who we need to help with their work and we must be prepared to guide them step by step, label by label, to achieve, sometimes, what may seem little but, which is, no doubt, a positive result.

When the work is well planned in advance, it is easier for pupils to follow instructions and they have a better learning experience. Finally, if this is the procedure that we follow, they do not waste time searching on their own and we, as teachers, accompany our pupils in their English learning processes and itineraries.

B/ Prepare some worksheets to help students later classify, organise and store the information which they will find on the Internet. This way the information which they collect will be ready to help children to write a composition following a given model. Worksheets will be described in the next section.

C/ Prepare instructions and a procedure for students to learn how to save the information and the pictures which they will find. The teacher has previously created a folder for the students in the school network. They can save there all the texts which they prepare and the images which they have chosen. Later they will need to insert them in the web 2.0 tool which they will use to present their final task: their speaking activity.

After this has been accomplished, the project can be presented to students and get started. Generally speaking having a friendly atmosphere in the classroom makes the pupils feel free and willing to bring a lot of objects to class. Realia related to London has been listed in the previous point. We usually turn what they contribute with into a display which we all prepare, and that very much helps us to have a comfortable working atmosphere. The procedure which I follow with regards to the project and the timing is as follows:

1st session

I introduce the topic, the materials which they are going to use, and the way how we will work in pairs. I also present the web page where we will use to record the final product.

2nd session

The project is about to start and I organise the pupils in pairs, according to two starting points: their English level and their motivation to work. Further details on grouping have been provided in the corresponding section.

Once the pairs have been formed, students need to choose a number of areas and places in London which they are interested in for their guides. The number may range from three to ten. Most of the pupils choose between five and seven places.

The lowest number corresponds to the pairs who may have a lower English level and may need some help from the teacher; usually one or two pairs in the classroom can be allowed to do that and are helped by me from the very beginning.

The highest number corresponds to the students with the least difficulties in learning English; usually one or two pairs in the classroom can either decide or be invited by the teacher to choose the highest number.

In all cases all pupils´ work is continuously assessed according to their objectives and learning circumstances. Although the pace of work and length of the final project which students with the most difficulties do may be slower and shorter than the other pairs' work, the whole classroom is to respect it, since the value of their work is great and the effort which they make is as big as the others´ or even bigger.

After choosing the number of sights, the students´ materials (mentioned above) are distributed and/or assigned to every couple of pupils and they are all ready to work.

Sessions 3rd to 7th

First pupils work in pairs to get information; later they prepare the written script for their tourist guide.

The teacher presents the following virtual worksheet. Students will need to be familiar with different files at the computer. This is the first one.

Since the document is part of the school virtual network, pupils can easily organise the information which they will retrieve from the net.

LONDON_information worksheet
Name: .... Date: .... **EXPLORING LONDON** **Visit these websites:** **http://londontopic.co.uk/** **http://www.tourist-information-uk.com/attractions/london.htm**

http://london.tourbytransit.com/destinations.php
www.explore-london.co.uk
www.londoneye.com   (click on "Explore the London Eye")

Look for information and facts about the important buildings and places you can see from the bus (sightseeing tour) in London.

PLACE	WHAT IS IT?	LONDON AREA & PICTURE
1. London Eye	It's a wheel attraction …	Westminster
2.		
3		
4.		
5.		

Children are not allowed to copy and paste the information which they come across; they are told that they have to assimilate the information, transform it and paraphrase it with their own words and type it.

It is important that we, as teachers, give them some strategies to avoid copying directly from the websites: for example an online dictionary (http://www.multilingue.cat/). Students can then focus on main words in the texts which they can be underlined or enhance in bold; and we can go around the classroom and help them out.

During every information search, my pupils have to:

1. Go to a folder which I have previously created and which is called *ENGLISH6thlevel.* Evidently every teacher can decide on the name. Students use this folder to save their information.

2. Rename the LONDON_information worksheet, referred to above, according to:

    list number in the classroom of both partners with a hyphen between them_LONDON_information (e.g. 7-13_LONDON_information)

3. Save the information which they get in their renamed document in the *ENGLISH6th level* folder.

4. Save images of London sights. At some point during the sessions, they will need to choose pictures and save one or two of every sight in the same folder where they already save the rest of the information. To do that, they will need to name the images files following a pattern too:

    list number in the classroom of both partners with a hyphen between them_LONDON_name of place_1 or 2 (e.g. 7-13_LONDON_BigBen_1)

When they have collected all the information which they think that they need, they are expected to start producing their writing activity, according to the information which they have retrieved from the network: a script of what an audio tourist guide could be like to share with London visitors on a sightseeing bus tour. They have got a model to follow, which will be described in the next section. Pupils need to adjust their information to that. Once again, they will need to save their script in another document following a similar pattern:

list number in the classroom of both partners with a hyphen between

them_LONDON_script (e.g. 7-13_LONDON_script)

Having their work in files allows the teacher to easily check their work after every session. What I usually do is highlight what is to be revised by pupils, and they have their document ready for their correction and work in the next session.

When all the scripts have been done, the teacher prints them so that pupils can be trained and they start imitating the language and rehearsing for their recordings.

All corrected pupils' documents are saved in each child´s personal file in the school network. Depending on the school organisation, that could also be saved in a personal pendrive.

8th session

The teacher shows the web 2.2 tool which will be used to record the students´ tourist guides. The web 2.0 tool which I use is *Little Bird Tales*, an e-learning tool for storytelling and voice recording (http://littlebirdtales.com). *Little Bird Tales* is very intuitive and easy to use and that is why students can do it themselves in pairs. However, sometimes, as teachers, we need to assist some students directly, and this project is no exception. This website needs prior registering, and the teacher can sign in before every pair of pupils can produce their presentation.

Children record their voices after practising their script aloud and create a presentation using a 2.0 tool. The title of every presentation shows the logo and name of the sightseeing tour company that every pair of pupils has designed. They practise the text aloud in pairs, help each other, ask the teacher for help and, we all work around pronunciation and use phonetic symbols when some words or expressions are especially difficult for them, either to remember and/or produce.

Those pairs of students who are more trained in reading are the first ones to record their texts;

meanwhile the others have more time to practise.

Finally, when they all have finished their work, the teacher takes an embed code provided by http://littlebirdtales.com for every recording, and they are ready to be uploaded in the school blog. This way we advertise the pupils work, which motivates them a lot and their work can be seen by their families and friends. Later, at home, students, parents and teachers can write and send comments through the blog.

Last session

We look at all the presentations, as a whole group, and later, pupils, individually, assess both their own work, and their classmates´. Further information is provided below, in the *Evaluation* section.

LEARNING ACTIVITIES: Warm-up activities, project activities and final product.

Warm-up activities:

1. **Location of London on maps of The World/Europe/British Isles/England/London:**
   A/ https://maps.google.com/

   B/ Printed maps

On the whiteboard I upload the googlemaps webpage. I zoom it in and out to have the map at the scales which help pupils understand where London is. They can also point to the city in a printed map of Europe and colour the UK.

2. **Viewing a video about London** (included in bibliography).

Students watch the video for a first time and I check their general understanding of the city and the usual things and situations presented in the video. I usually show it a second time, pausing it, according to everybody´s interests. After that, I ask specific questions to them. I recommend to watch the video at least twice, so that pupils can understand it the best.

3. **Working with real maps of London with printed sightseeing tour routes**.
We comment what is on the map: River Thames, main streets and areas, important monuments and buildings, London transports, the legend of the map ...

We use the A, B, C, D and 1, 2, 3, 4 geographic coordinates to locate different places on the map. I tell students that they are going to prepare an audio guide for "tourists who will be on their tour bus. I remind students that they need to: take into account which direction "their bus" is going to go, and distinguish left from right to be able to later explain where the monuments and places are.

Project activities:

4. **Designing routes and a bus company**. On a photocopy of the real map of London, every pair of pupils has to decide on their own route as if they were a London sightseeing bus company. They draw it too. They also have to create the name of "their" company and its logo. Finally, they have to choose a minimum of six different bus stops or sights in which the tourists may be interested in.
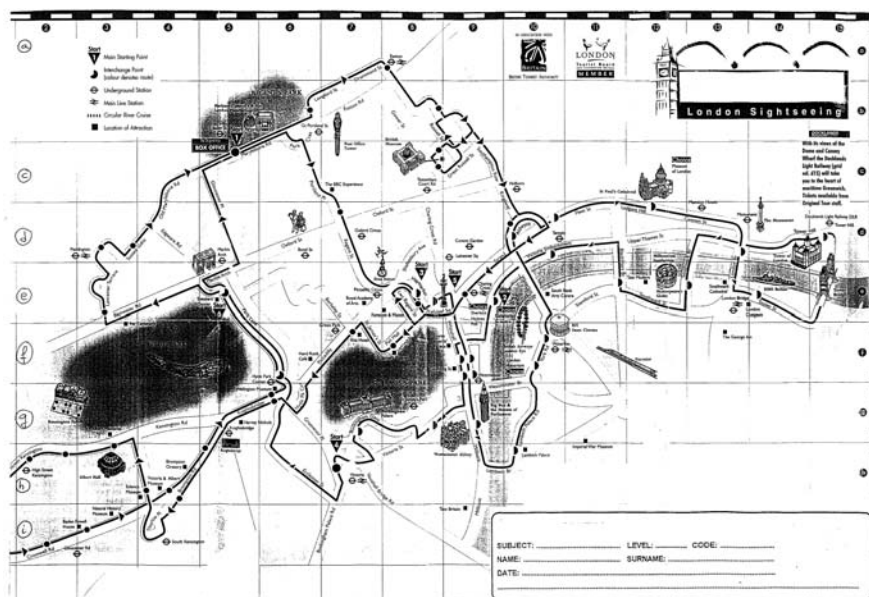
5. **Searching for information**. Pupils have to search for information on the Internet about the places which they have agreed on, but they are only allowed to use the websites given by the teacher. As I pointed out earlier, it is important to remind the pupils they cannot just copy and paste the information which they find.

6. **Saving pictures**. As explained in *Methodology* (sessions 3 to 7, step number 4), students will need to save one or two pictures of London in the corresponding folder, and later insert them in their information worksheet.

7. **Writing a composition**.
   The teacher presents a model of a tour guide, which has been adapted from a coursebook (indicated in bibliography too). Pupils have to produce a similar text with the information which they have got from the internet, and save it. They wilL record their text or script as an audio tourist guide, which their potential tourists will listen to. Again, as in activity 3, they are told to be careful with the use of *left and right*.

A Tour Guide (Model)
"Welcome to London. We hope you enjoy the tour. On the left you can see London Zoo. There are animals from many different countries.   *Now we're going to Madame Tussaud's. It's a famous museum. The Chamber of Horrors is there too.*   *On your right is a very famous park, Hyde Park. You can walk in the park, row a boat, go riding or just sit and look at the trees and flowers.*   *Now, on your right is the Natural History Museum.*   *And this is Buckingham Palace, the home of the Royal family. Every day at 11 o'clock you can see the Changing of the Guard.*   *And, finally, this is Oxford Street. You can buy clothes and souvenirs here.*   *Well, that's the end of the tour. Thank you and good-bye".*
Adapted from *Fanfare 3*

8. **Practising reading and pronunciation**. Pupils practise their script, which they have produced previously, reading aloud to improve pronunciation and fluency.

Final product:

9. **Recording their voices**. In pairs, children use the web 2.0 tool which was presented in *Methodolog*y. For every slide of their presentation, they decide on the title and/or the text which they want to share, insert images and read the script aloud to record it.

10. **Sharing and assessing their tourist guides.**

EVALUATION:

From my experience, I find that evaluating students´ projects daily is very important: observing their procedures, their attitude and collaboration, how they manage with the information and the 2.0 tools... Obviously, revising their final product is very relevant too.

At the end of the project, it is worth looking at all the results in the classroom, appreciating everybody´s work and effort to get the best results, and discovering how great their own work and their classmates' has been: to do that, every child fills out two assessments sheets: a self-assessment form, and another assessment sheet on the rest of the classmates.

For the former, pupils are exposed to yes/no questions and a final open question. For the latter, children have to follow a legend from *Very Good* to *Poor* and circle it with regards to their companions´ choice of bus logos, pictures and oral presentations. They are also asked to point two images which they have liked best from each tour guide.

PUPIL´S SELF-ASSESSMENT: *VISITING LONDON: A VIRTUAL SIGHTSEEING TOUR*	
NAME:	
DATE:	
MY WORK	
BUS COMPANY NAME: I worked with:	
I'm happy with my work.	YES / NO
I've done my best.	YES / NO
I worked very well with my partner.	YES / NO
I think my friends like my work.	YES / NO
One thing I'm good at is:	
One thing that is difficult for me is:	
Three things I learnt are:	
In my opinion, the best London place for children is: Why?	
One thing I want to know about London is:	
My mark is:	
COMMENTS:	
ASSESSMENT OF MY CLASSMATES´ WORK: *VISITING LONDON: A VIRTUAL SIGHTSEEING TOUR*	

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BUS COMPANY NAME	LOGO	2.0 PRESENTATION		2 SIGHTS I LIKE FROM THIS PRESENTATION
NAME:				
DATE:				
		IMAGES	SPEAKING	
	VG / G / QG / P	VG / G / QG / P	VG / G / QG / P	
	VG / G / QG / P	VG / G / QG / P	VG / G / QG / P	
	VG / G / QG / P	VG / G / QG / P	VG / G / QG / P	
	VG / G / QG / P	VG / G / QG / P	VG / G / QG / P	
	VG / G / QG / P	VG / G / QG / P	VG / G / QG / P	
	VG / G / QG / P	VG / G / QG / P	VG / G / QG / P	

References

WEB 2.0 TOOLS

10 free web 2.0 tools
http://onceateacher.wordpress.com/2010/01/14/ten-free-web-2-0-tools-for-the-classroom/

PHIL Bradley´s website
http://www.philb.com/iwantto/web2education.htm

Web 2.0 teaching tools
http://edjudo.com/web-2-0-teaching-tools-links

Web 2.0 tools for educators
http://www.pinterest.com/esheninger/web-2-0-tools-for-educators/

101 Websites That Every Elementary Teacher Should Know About
http://fluency21.com/blog/2013/05/02/101-websites-that-every-elementary-teacher-should-know-about/

RESOURCE BOOKS AND MANUALS

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